June 30, 2020

School Board Workshop

Continued Discussion on Reopening Plans for the 2020-21 School Year

Presented by the Office of Strategic Initiative Management (SIM)

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Cadence of Board Workshops on reopening.

June 16th	June 30th	July 7th	July 14th	July 28th
• Strategic Plan Alignment & Theory of Action • Environmental Scan & Stakeholder Engagement • Evaluation Framework & Range of Reopening Options • Initial Set of Recommendations	• View into the **Hybrid Model** for Reopening • **Physical Distancing** Plan • **Health & Sanitation** Plan • **Child Care** Planning	• Learning Acceleration • Exceptional Student Education • Technology for eLearning • Student Support Strategies • School Space Utilization • Child Care Partnerships	• Safety & Security • School Calendar • Athletics & Other Programming • Transportation • Food Services	• Human Resources • Communications • Review of all other Work Streams

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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:
Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

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

Executive Summary.

- An extensive **environmental scan** and stakeholder **listening tour** was conducted.
- Options were evaluated with a framework considering **constraints**, **concerns**, and **risk tolerance**, balanced with impact on **student experience.**
- Options were further vetted using the guiding principles of **equity**, **opportunity**, **wellness**, and **flexibility.**
- **Physical Distancing** and **health protocols** limit transportation and on-campus populations which can be accommodated.
- 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. All reopening options require **trade-offs.**
- Across all schools, **learning** acceleration (including closing achievement gaps)**, safety, and equity** are top priorities.
- Key to our success will be our **agility** to adapt to **changing conditions**.

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School Pre-Registration Questionnaire.

The Online School Pre-Registration Questionnaire will be available from ***June 26, 2020*** *to* ***July 6, 2020*** *through the* ***student LaunchPad.***
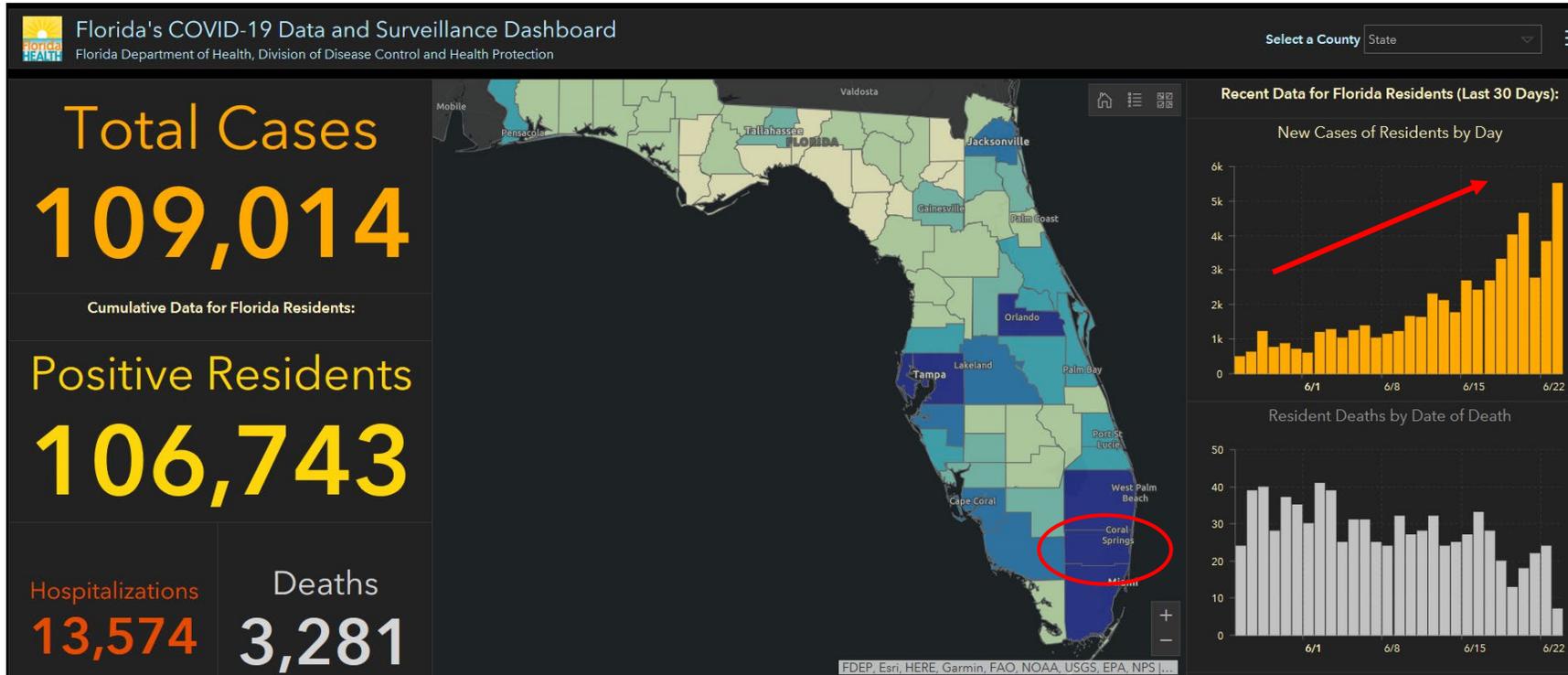
Please indicate your intent by selecting one of the options below:

- ❑ **eLearning 100% of the time**: I prefer for my child to remain at home every day and continue eLearning connected to and provided by their local school.
- ❑ **Hybrid Model**: I prefer to send my child back to school for on campus learning in August, with any time not spent on campus dedicated to eLearning provided by their local school.
- ❑ **Face-to-face learning 100% of the time:** I prefer to send my child back to school for on campus learning in August full-time regardless of the ability to maintain CDC guidance regarding physical distancing.
- ❑ **Broward Virtual School**: I prefer to enroll my child in the Broward Virtual School for online distance learning at home every day.
- ❑ **Other:** I have other plans for my child.

Current situation in Florida.
Data as of June 25th, 9:00 AM

Florida's COVID-19 Data and Surveillance Dashboard
Florida Department of Health, Division of Disease Control and Health Protection

Total Cases
109,014

Cumulative Data for Florida Residents:

Positive Residents
106,743

Hospitalizations
13,574

Deaths
3,281

Recent Data for Florida Residents (Last 30 Days):
New Cases of Residents by Day
Resident Deaths by Date of Death

FDEP, Esri, HERE, Garmin, FAO, NOAA, USGS, EPA, NPS |...

CASE DATA FOR BROWARD

Total Cases: 12,217
Residents: 11,927
Residents Not in Florida: 0
Non-Residents: 290

Conditions and Care
Deaths: 378
Hospitalizations*
Residents: 1,876
Non-Residents: 56

Demographics of Cases

Age:
Age Range: 0 to 102
Median Age: 44

Gender:
Male: 5,935 (50%)
Female: 5,986 (50%)
Unknown/No data: 6 (<1%)

Race:
Black: 3,987 (33%)
White: 5,800 (49%)
Other: 1,060 (9%)
Unknown/No Data: 1,080 (9%)

- **Broward County is a hot spot for COVID-19.**
- **The number of new cases is increasing.**
- **The rate of COVID-19 positive test results exceeds the rate of growth in testing.**
- **Between June 5th and June 15th, the number of pediatric COVID-19 cases rose from 2,000 to over 3,400 across the State.**

Source: State of Florida Department of Health

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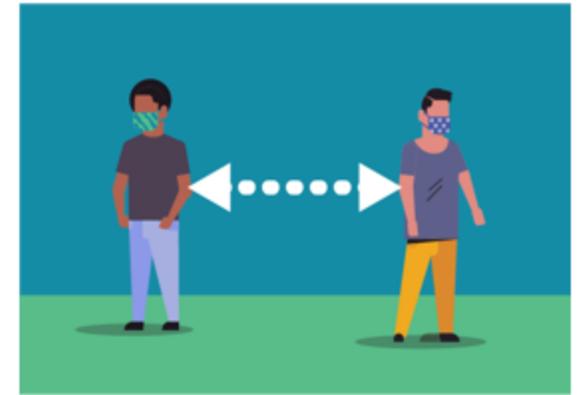# Centers for Disease Control: School reopening guidelines.

Centers for Disease Control and Prevention (CDC) guidelines for physical distancing.

What is social distancing?

Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19).

Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home.

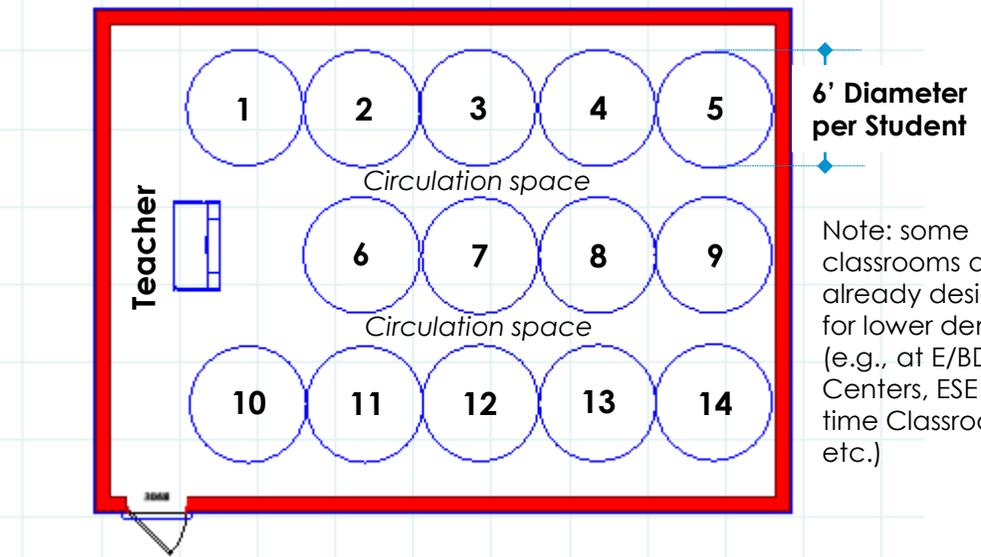**To practice social or physical distancing stay at least 6 feet (about 2 arms' length) from other people.**

Source: Centers for Disease Control and Prevention website, www.cdc.gov/coronavirus

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Why not accommodate all students every day?

Under safety, space, staffing, and financial constraints, a 100% model across all schools doesn't work.

- Physical distancing results in **lower density classrooms.**

  Large Classroom Example:

6' Diameter per Student

Note: some classrooms are already designed for lower densities (e.g., at E/BD Centers, ESE Part-time Classrooms, etc.)

- Lower density classrooms mean more classrooms are needed, but **space is finite**. Schools enrolled near, at, or above capacity don't have enough physical space.

- Where total square footage is sufficient, lower density classrooms create a **need for additional staff.**

Student : Teacher Ratio

14:1 ⟶ 4,614 additional teachers = **$359 million cost**[1]

Ratio with Physical Distancing….additional teachers needed to support 100% of students, every day
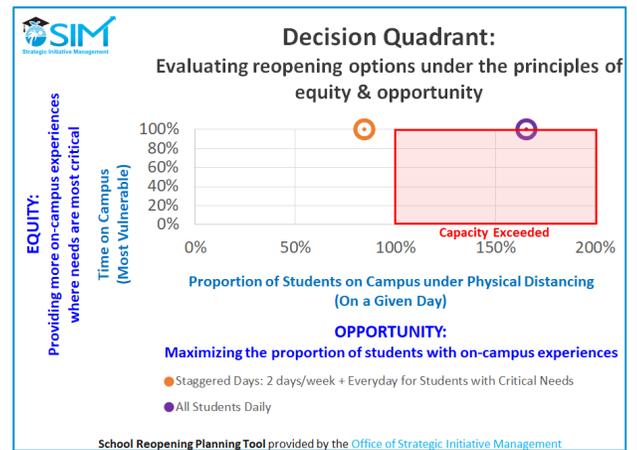
[1] Reassignment of non-classroom teachers lowers the number of additional positions needed to 2,969, reducing the cost to $231m

Decision Quadrant:
Evaluating reopening options under the principles of equity & opportunity

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

Time on Campus (Most Vulnerable)

Capacity Exceeded

Proportion of Students on Campus under Physical Distancing (On a Given Day)

OPPORTUNITY:
Maximizing the proportion of students with on-campus experiences

- Staggered Days: 2 days/week + Everyday for Students with Critical Needs
- All Students Daily

School Reopening Planning Tool provided by the Office of Strategic Initiative Management

Hybrid Model, Staggered days parameters.
Key assumptions

- Master schedule is built as it normally would be: **schools maintain their schedules**.

- Students receive a **minimum of 50%** on campus instructional time whenever possible, unless they opt for 100% remote learning.

- General education students are divided into **two groupings** (e.g., by alphabet: **A-L, M-Z**).

- Schools have flexibility to **address appeals** (e.g., siblings with different last names might appeal to attend school on the same day).

- When not on campus, students engage in **eLearning** for remaining instructional time, connected to and provided by their **local school**.

- **Special groups attend school daily**. Special groups, at a minimum, must include self-contained ESE students. Depending on available capacity, schools may include other populations (e.g., ELL).

- **Every day** is available for in-person instruction (apart from holidays and weekends).

- A final **calendar is published** before the school year begins.

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Hybrid Model calendar example: September 2020.
Straight schedule and block schedule views

Straight Schedule

M	Tu	W	Th	F
31 Group 1 / Special[1]	**1** Group 1 / Special	**2** Group 2 / Special	**3** Group 2 / Special	**4** Group 1 / Special
7 Holiday	**8** Group 1 / Special	**9** Group 2 / Special	**10** Group 2 / Special	**11** Group 1 / Special
14 Group 1 / Special	**15** Group 2 / Special	**16** Group 2 / Special	**17** Group 1 / Special	**18** Group 1 / Special
21 Group 2 / Special	**22** Group 2 / Special	**23** Group 1 / Special	**24** Group 1 / Special	**25** Group 2 / Special
28 Holiday	**29** Group 2 / Special	**30** Group 1 / Special	**1** Group 1 / Special	**2** Group 2 / Special

Block (A/B) Schedule

M	Tu	W	Th	F
31 G1, Day A / Special[1]	**1** G1, Day B / Special	**2** G2, Day A / Special	**3** G2, Day B / Special	**4** G1, Day A / Special
7 Holiday	**8** G1, Day B / Special	**9** G2, Day A / Special	**10** G2, Day B / Special	**11** G1, Day A / Special
14 G1, Day B / Special	**15** G2, Day A / Special	**16** G2, Day B / Special	**17** G1, Day A / Special	**18** G1, Day B / Special
21 G2, Day A / Special	**22** G2, Day B / Special	**23** G1, Day A / Special	**24** G1, Day B / Special	**25** G2, Day A / Special
28 Holiday	**29** G2, Day B / Special	**30** G1, Day A / Special	**1** G1, Day B / Special	**2** G2, Day A / Special

- Two General Ed groups that each have an opportunity for **50% of instructional time** on campus

- Special Groups provided instruction on campus **daily**

- Ensures **alignment** for siblings with same last name

[1] Special Groups to include self-contained ESE classes and other groups as capacity permits.

[2] G1 = Group 1 (A-L); G2 = Group 2 (M-Z)

The Hybrid Model school day.

Legend
- = Hybrid learner, Group 1 on campus
- = Hybrid learner, Group 2 eLearning
- = eLearner (online every day)

Elementary

Secondary

Straight

A/B

On Campus

Online

Elementary	Straight	A/B
Core Instruction	Course 1	Course1 (or 5)
	Course 2	Course 2 (or 6)
	Course 3	
Lunch	Lunch	Lunch
Specials	Course 4	Course 3 (or 7)
	Course 5	
Core Instruction	Course 6	Course 4 (or 8)

Synchronized schedules, on or off campus

Alternate meetings
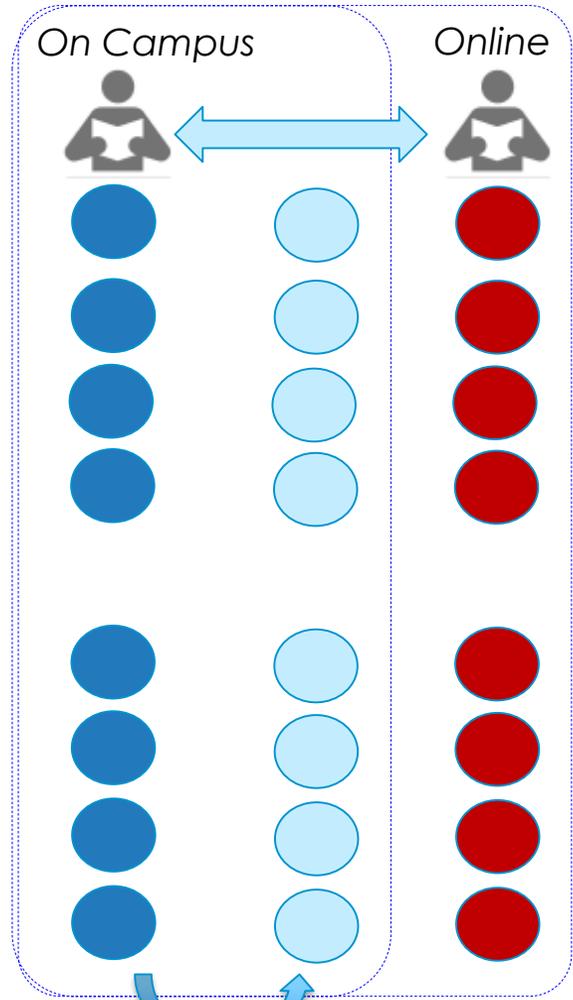
*On campus Instructors **co-teach (and plan)** with online instructors*

*Common course **scope and sequencing** drives alignment and consistency between instructors*

***Online instructors present on-campus**, when possible*

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Testing the concept (select schools): can up to 50% of students be accommodated on a given day?
Initial feasibility assessment by school principals.

Capacity-constrained

Cypress Bay High
Broward County Public Schools

?

Near capacity

Cross Creek
Broward County Public Schools

★

Park Springs Elementary
Broward County Public Schools

✓

Glades Middle
Broward County Public Schools

✓

Below capacity

Plantation High
Broward County Public Schools

✓

Legend

✓ *Students can be accommodated a <u>minimum</u> of 2-days per week*

? *Needs additional study. Capacity constraints may limit students to 1-day per week on campus*

★ *Can accommodate all students every day (all students have critical needs)*

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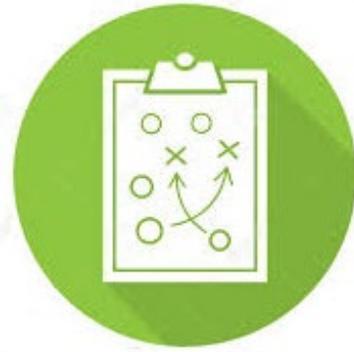
OPERATIONAL GAME PLANS

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

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COVID-19 School reopening Principal checklist.

- ❑ Administration and staff have reviewed the **Protocol for Prevention Strategies and Infection Control Measures** for Novel Coronavirus (COVID-19) in the **Pandemic Recovery Planning Guide**.
- ❑ **Teachers and staff trainings are completed by the second week of school**, including educational videos on Donning and Doffing Personal Protective Equipment (PPE), Recognition of signs and symptoms of COVID-19, Infection Control and Isolation Room procedures.
- ❑ **Students have completed trainings**, including educational videos on handwashing techniques, recognition of signs and symptoms of COVID-19 and physical distancing practices by the second week of school.
- ❑ Designate an **Isolation Room and two trained personnel** to monitor Isolation Room.
- ❑ Ensure **Suspected Case COVID-19 Line List Form** is completed and faxed daily to Coordinated Student Health Services Department at 754-321-1695.
- ❑ Provide **adequate PPE and supplies** to clinic and isolation room. Maintain adequate stockpile throughout Pandemic response period as per CDC guidelines. Refer to Appendix 1 of Protocol for Prevention Strategies and Infection Control Measures for Novel Coronavirus (COVID-19) for Pandemic Supplies list. Provide No-Touch thermometers to clinic staff and trained personnel for temperature screenings.
- ❑ Provide PPE supplies **for staff per classroom,** such as face coverings, gloves, etc.
- ❑ **Bathrooms must be adequately supplied** with soap and paper towels or hand drying equipment.
- ❑ Provide **hand sanitizers** in areas with limited access to hand washing.
- ❑ Establish a **disinfection/cleaning schedule** for clinic, Isolation Room, and commonly used surfaces.
- ❑ **Prepare floor markings 6 feet apart** to comply with CDC guidelines for physical distancing in areas such as front office, clinic, isolation room, hallways, cafeteria, and media center first day of school year.
- ❑ Place **posters with COVID-19 educational materials** in strategic areas such as front office, restrooms, cafeteria, gyms, and hallways by the end of the second week of school.
- ❑ **Emergency Contact Cards are updated** with two current phone numbers for parents/guardians.
- ❑ **Avoid use of water fountains** to minimize exposure to the virus.

Health & Sanitation plan.

Highlights

Temperature Checking
- On a **daily basis**, parents/guardians should ensure student does not have flu-like symptoms, has not knowingly been around anyone COVID-positive, and understands physical distancing expectations. (**Same for staff.**)
- Temperature checks only **for students suspected or showing COVID-19 symptoms**.

PPE / Face Coverings
- All **students riding buses are required to bring and wear face coverings**.
- Drivers are required to wear face coverings when students are present.
- Students are **encouraged to wear face coverings at school** whenever physical distancing cannot be observed. They can be removed when stationary at desk and 6' apart from others (or kept on).
- Staff are required to wear face coverings in all common areas, while in transit within the school, and whenever 6' physical distancing cannot be observed. A **face shield is an option** that may facilitate better communication while teaching. Staff may remove face coverings when stationary or traveling, when 6' of physical distancing is assured.
- **All students are responsible for supplying their own face coverings**. Staff will be provided face coverings by the District.

Physical Distancing
- **6' distance between all persons** on campus is expected at all times when feasible.
- **Plexiglass sneeze shields** or other similar barrier should be present at each school single point of entry and in any school office area where staff engages with the public.
- **Schools must map out pedestrian traffic flow** to encourage physical distancing using signage on walls and floors.

Health & Sanitation plan, continued.

Hand Sanitation

- Students and staff entering classrooms must have the ability to sanitize before and after using door handles. **School staff are required to wipe down door handles** prior to transition times.
- Depending on school size, **hand sanitizer stations** will be place throughout all campuses (an average of 8 to 10 locations).
- **Proper handwashing techniques** (graphics) posted in all bathrooms.

Health Services

- Any students exhibiting symptoms should be contained within an **isolation space** until such time that their parent or caregiver can pick them up.
- A **nurse** present at every school.

Visitors

- Visitors should be **limited in both numbers and areas** they are allowed to be.
- All **visitors must wear face coverings** when in District buildings.

Enhanced Daily Cleaning Protocols

- **Intermittent (between classes) cleaning of desks will be done by students**, if age appropriate.
- **Enhanced daily after school cleaning** will be completed by Facilities Service Persons on all high frequency touch points within classrooms, hallways, offices, clinics, isolation rooms, etc.
- **Power cleaning** will be completed by Facilities Service Persons every Wednesday and Friday night or Saturday using **electrostatic misters** on high frequency touch points in all areas that were occupied during the prior school days.
- **Special area cleaning** will be completed daily for recently occupied locker rooms, weight rooms, corridor and hallways, auditoriums, playgrounds, athletic equipment, clinics, after-hours event areas, etc.
- **Emergency cleaning after a confirmed positive COVID-19 case**.

Health & Sanitation investments.

Equipment

- **Thermometers**

- **COVID-19 student health clinic supplies (items and quantities TBD)**

- **Plexiglass sneeze shields for Single Point of Entry**

- **Protective suits**

- **Electrostatic misters**

- **Face coverings**

- **Hand sanitizer stations (TBD)**

**$ *Estimate in progress*
*NOTE: Majority covered by the Federal Emergency Management Agency (FEMA)***

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Child Care considerations.

INTENT

APPROACH: Build physical space and staffing capacity to meet demand

Child Care solutions will be offered to staff at their site whenever possible.

Child Care solutions will be offered to parents where possible. This includes:

- Before and after care when students are on campus

- All-day care when students are not on campus

Child Care services will be **provided for a fee,** made as affordable as possible.

- **Child Care Hubs**. Utilize schools with low enrollment as potential sites to accommodate over-flow capacity.
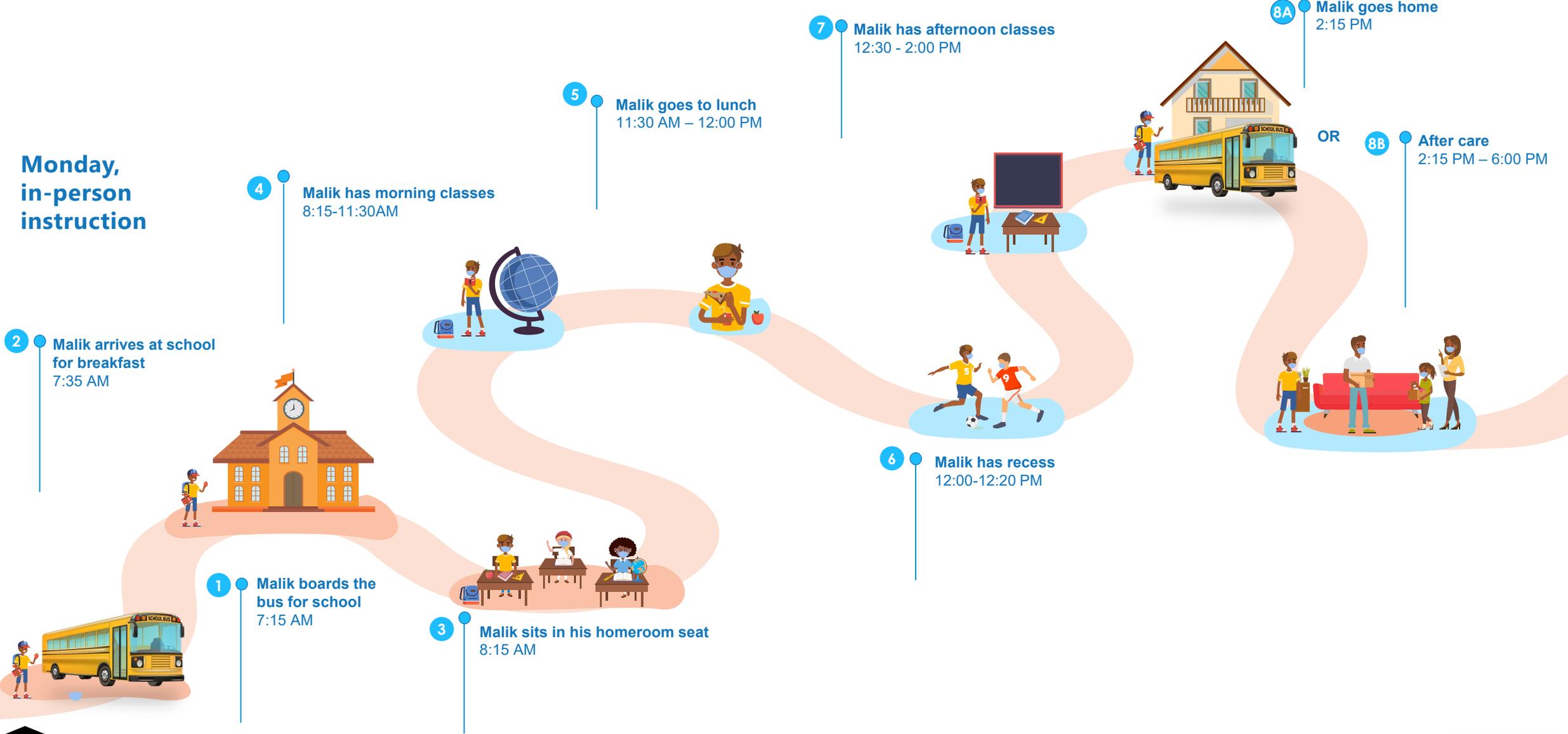
- **Day Care Centers**. Collaborate with local municipalities to use their parks & recreation facilities as day care sites.

- **Staffing**. Work with the Children Services Council of Broward and other community partners to solve for potential staffing shortages.

Example: "Day-in-the life" of Malik, a 4th Grade GenEd student.

Illustrative

Monday, in-person instruction

1 Malik boards the bus for school
7:15 AM

2 Malik arrives at school for breakfast
7:35 AM

3 Malik sits in his homeroom seat
8:15 AM

4 Malik has morning classes
8:15-11:30AM

5 Malik goes to lunch
11:30 AM – 12:00 PM

6 Malik has recess
12:00-12:20 PM

7 Malik has afternoon classes
12:30 - 2:00 PM

8A Malik goes home
2:15 PM

OR

8B After care
2:15 PM – 6:00 PM

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Cadence of Board Workshops on reopening.

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School Pre-Registration Questionnaire.

The Online School Pre-Registration Questionnaire will be available from
June 26, 2020 *to* ***July 6, 2020*** *through the* ***student LaunchPad.***

Please indicate your intent by selecting one of the options below:

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- ❑ **Face-to-face learning 100% of the time:** I prefer to send my child back to school for on campus learning in August full-time regardless of the ability to maintain CDC guidance regarding physical distancing.
- ❑ **Broward Virtual School**: I prefer to enroll my child in the Broward Virtual School for online distance learning at home every day.
- ❑ **Other:** I have other plans for my child.

Conclusions.

- Final reopening decisions will be made in **mid-August**, based on current conditions and guidelines at that time.

- 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.

- As a District, we are working with all of the various **labor groups** toward ensuring the best implementation of our plan.

- The District's recommendation is to reopen in August through a **hybrid, staggered days** approach, maximizing both **opportunity** and **equity** as our guiding principles.

- Continuing the detailed development of **Operational Game Plans,** collecting **School Pre-Registration Form** data from families, and recalibrating our **2024 Strategic Plan** as appropriate, are the next steps in our planning process.

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2024 Strategic Plan.

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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

STARS

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

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APPENDIX

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- **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.
- **E/BD:** Emotional/Behavioral Disability Centers
- **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.

- **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.

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	<u>If we execute this strategy</u>: Put appropriate **learning acceleration**, **health**, and **safety** measures in place to begin bringing students back on campus in a phased and agile approach…	1. Updated **environmental scan**, research, and data analysis 2. Activation of **Strategic Plan Committee** and Steering Committee 3. Intensive **stakeholder engagement** across multiple channels and forums 4. Iterative development and **evaluation** of strategic options 5. Key, high-level **decision-making** 6. Formation of focused **work groups**
Lag Measures	<u>Then we will realize this goal</u>: Facilitate improved **access and equity; social-emotional learning; college, career, and life readiness;** and overall **student experience**.	7. Integration of guidance from our **local medical experts** 8. Writing of **operational game plans** across defined work streams 9. Development of **key metrics** for monitoring implementation 10. **Phased and agile approach** to reopening 11. Ongoing **communication**, feedback loops, and **continuous improvement**

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

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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
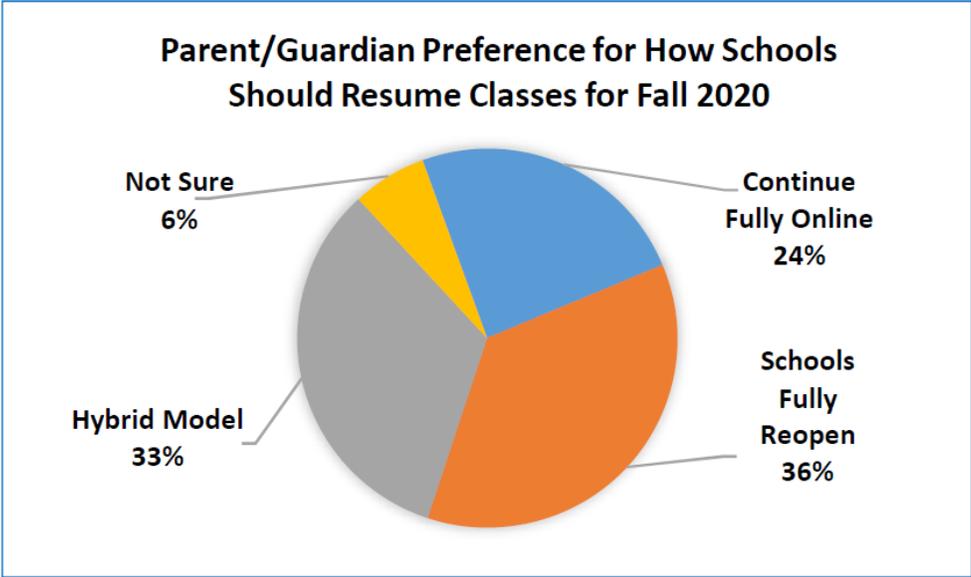- UNESCO
- UNICEF
- USA Today/Ipsos
- Whitehouse.gov

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%
Total	**56,598**	**100%**

NOTE: Percentages have been rounded for convenience

Parent/Guardian Preference for How Schools Should Resume Classes for Fall 2020

- 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.

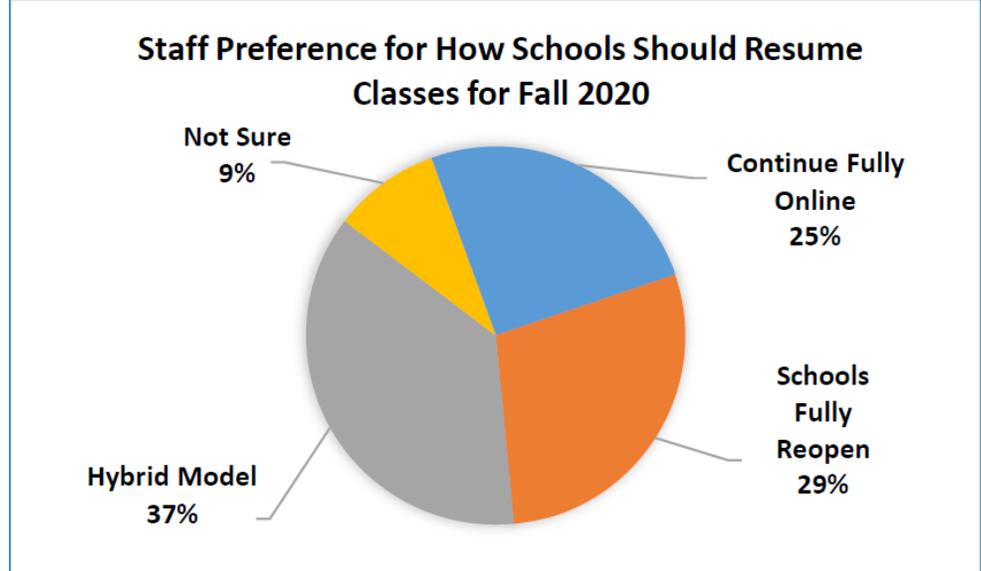N = 80,143 (all respondents) as of 06.11.20

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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%
Total	**14,185**	**100%**

NOTE: Percentages have been rounded for convenience

Staff Preference for How Schools Should Resume Classes for Fall 2020

- Not Sure 9%
- Continue Fully Online 25%
- Schools Fully Reopen 29%
- Hybrid Model 37%

- 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%
Total	**8,556**	**100%**

NOTE: Percentages have been rounded for convenience

Student Preference for How Schools Should Resume Classes for Fall 2020

- Not Sure 6%
- Continue Fully Online 24%
- Schools Fully Reopen 39%
- Hybrid Model 30%
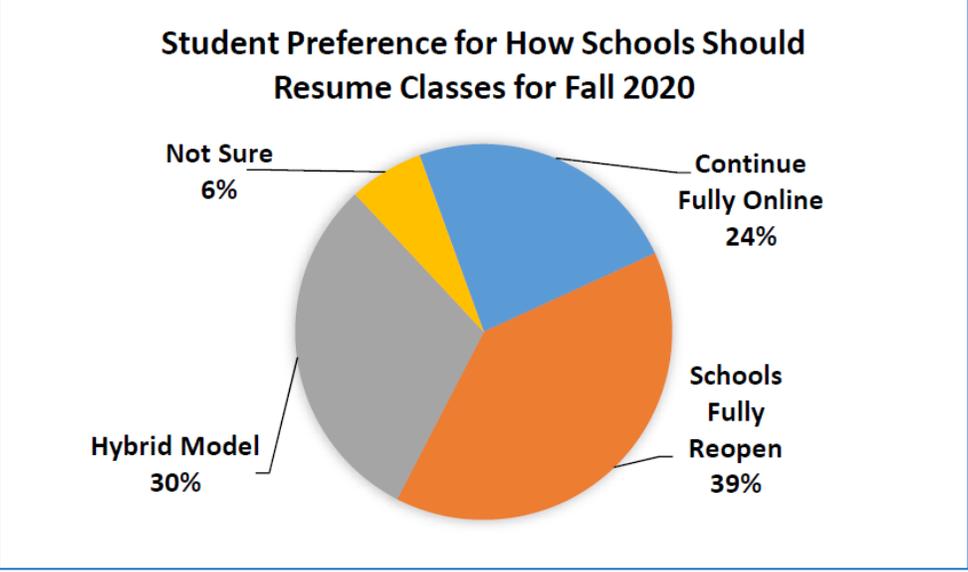
- Similar to Parents, Teachers, & Staff, **24% prefer continued online learning.**
- Most Students **(69%) are eager for at least some on campus time**, either with school campuses fully reopen (39%) or attending on some days (hybrid option, 31%).
- Responses represent a **snapshot in time**; preferences will evolve as conditions change.

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

The calculus of re-opening.

$$\text{Vitality}^1 \text{ of Options} = \int \left[\begin{array}{c} \text{Federal,} \\ \text{State,} \\ \text{Household,} \\ \text{\& System} \\ \textbf{Constraints} \end{array} \right] \left[\begin{array}{c} \textbf{Concerns} \\ \text{of Parents,} \\ \text{Teachers, \&} \\ \text{Staff over} \\ \text{COVID-19} \end{array} \right] \left[\begin{array}{c} \text{Levels of} \\ \text{Tolerance} \\ \text{for} \\ \textbf{Risks} \end{array} \right]$$
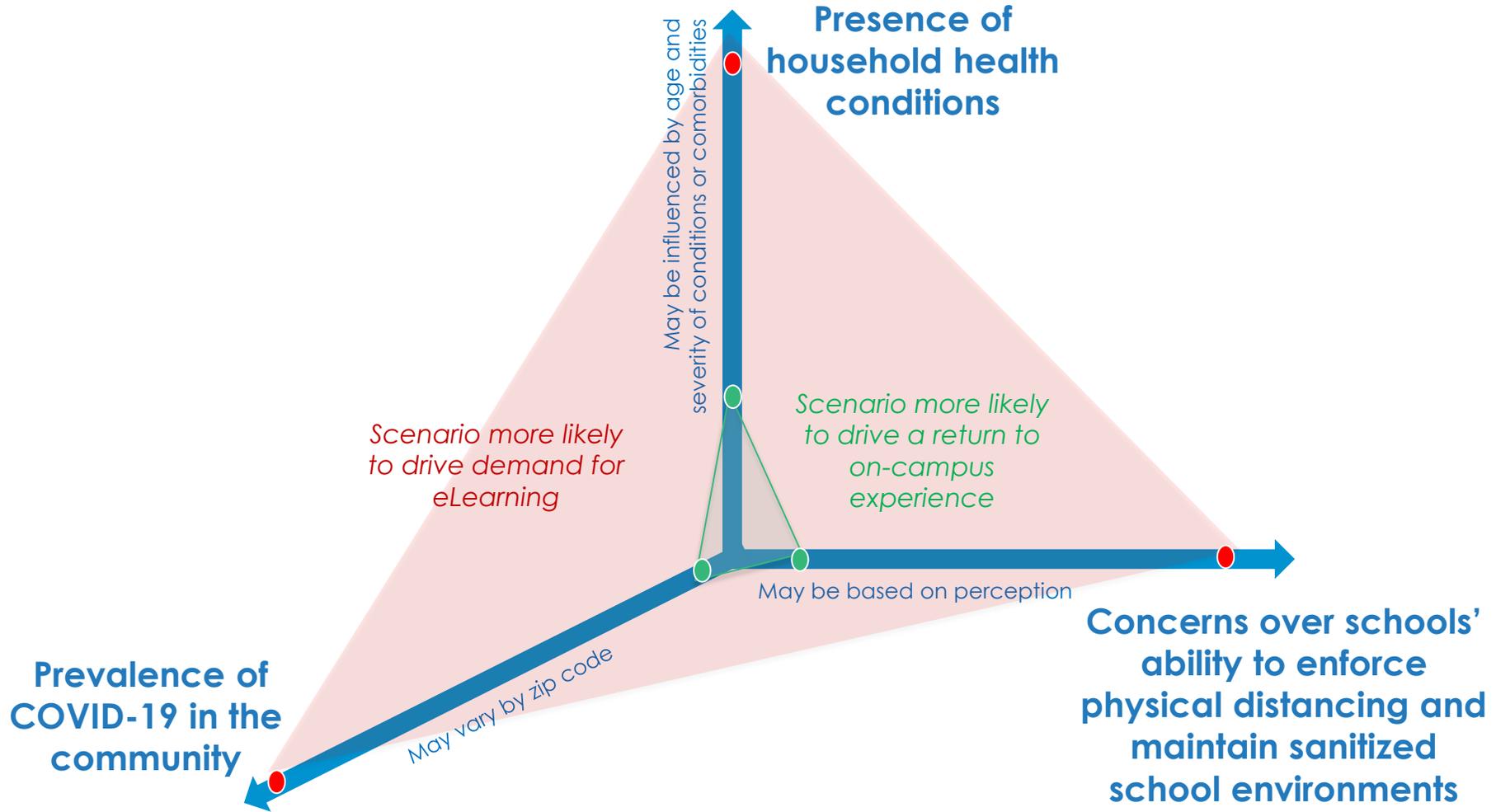
[1]Vitality considers <u>feasibility</u> and <u>attractiveness</u> of options.

Constraints.

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)[1]

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**

[1]Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Class Size Reduction (CSR)
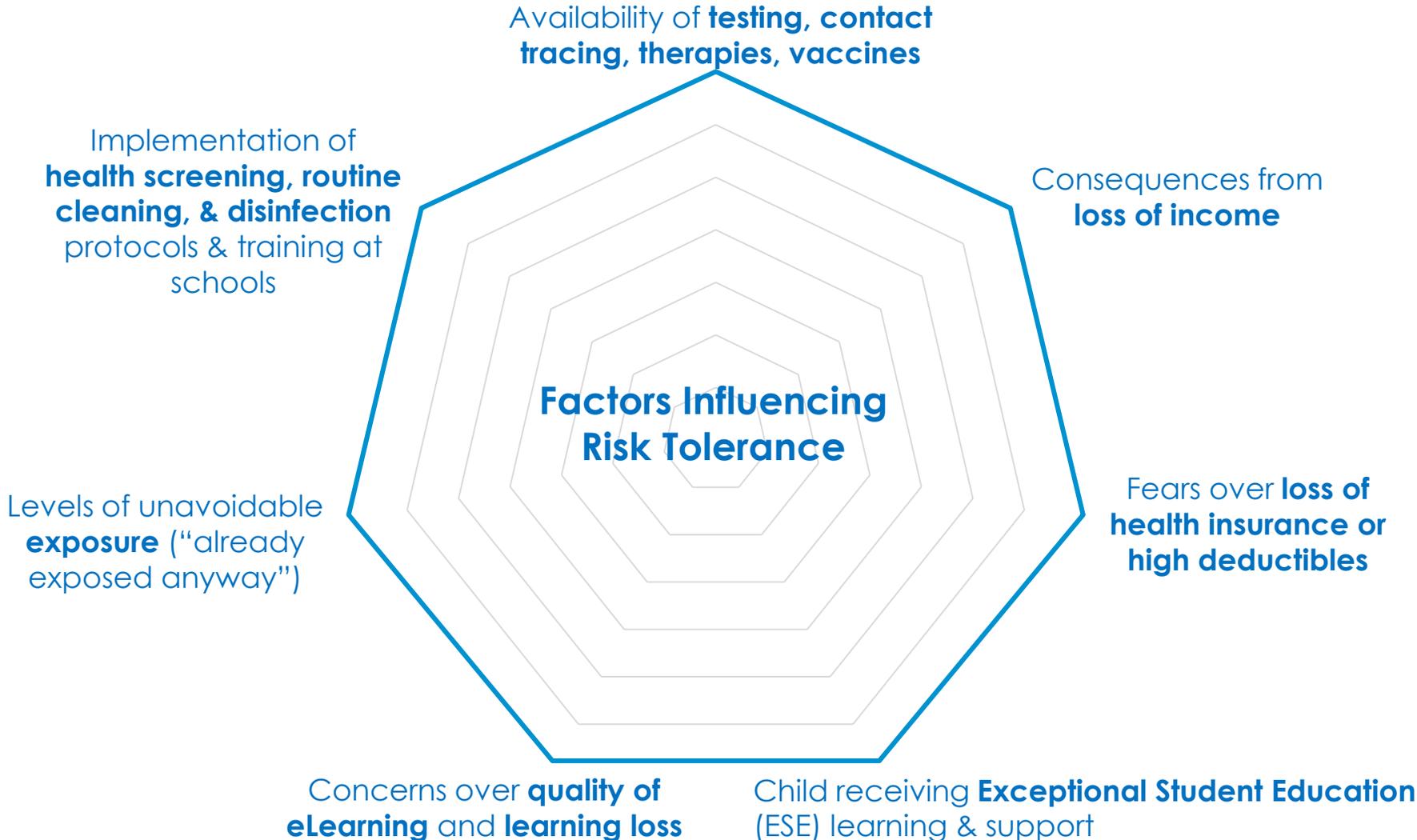
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Concerns.
How worried are Parents, Teachers, & Staff about COVID-19?

Presence of household health conditions

May be influenced by age and severity of conditions or comorbidities

Scenario more likely to drive demand for eLearning

Scenario more likely to drive a return to on-campus experience

May be based on perception

Prevalence of COVID-19 in the community

May vary by zip code

Concerns over schools' ability to enforce physical distancing and maintain sanitized school environments

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

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

School Day Logistics

- Household scheduling flexibility
- Transportation Routing & Capacity Planning Systems ⚑
- Bus Fleet Size & Vehicle Mix
- Master Schedule ⚑

Teaching & Learning

- Parental Involvement
- ERP[1] ⚑
- CSR[2] Requirements & Capacity Planning ⚑
- Technology Infrastructure & Information Systems ⚑
- Vendor Relationships & Support
- Work Order Management System ⚑

Health & Well-being

- Parental Involvement
- ERP[1] ⚑
- Food Service & Distribution
- Technology Infrastructure & Information Systems, including Security Ops ⚑
- Vendor Contracts, Relationships & Support
- State Requirements

Fun & Enrichment

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

⚑ = Identifies activities enabled by specific decision information support system(s)

[1] ERP = Enterprise Resource Planning (incl. Staffing Levels, Time-keeping)   [2] CSR = Class Size Reduction

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Option 1: 100% eLearning
Initial Implementation Successes

Canvas
% of District Courses on Canvas

Before crisis	After crisis
31	98

- % of Courses not on Canvas
- % of Courses on Canvas
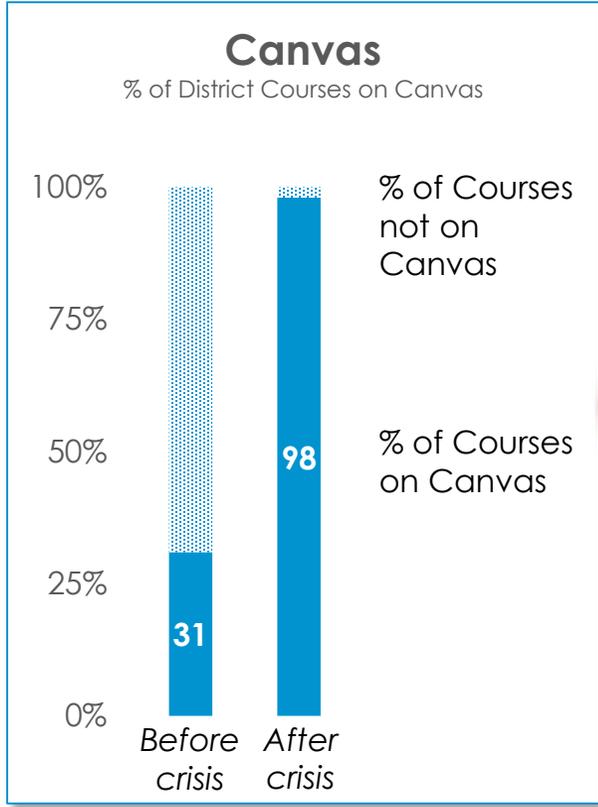
Instructional Delivery

- 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

National media attention for eLearning model post-pandemic **REUTERS**
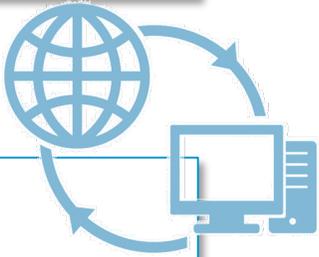
240,000 books distributed to PreK-2 at Title I schools

Option 1: Continuation of eLearning, new & improved.
Suggestions for improving the eLearning experience

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

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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[1] differences

[1] Full-time Equivalent

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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**

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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[1]
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing

Vitality of Option

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

Concerns

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

Effects on Student Experience

- Job flexibility, access to child-care a must w/ students home 60% of the time
- Uses existing bus schedules, bell times, etc.

School Day Logistics

Teaching & Learning
- Helps improve student engagement, though they are only at school 40% of the time.

- Greater contact will allow for targeted provisioning of supports.

Health & Well-Being

Fun & Enrich-ment
- In-school presence creates more opportunities than eLearning alone

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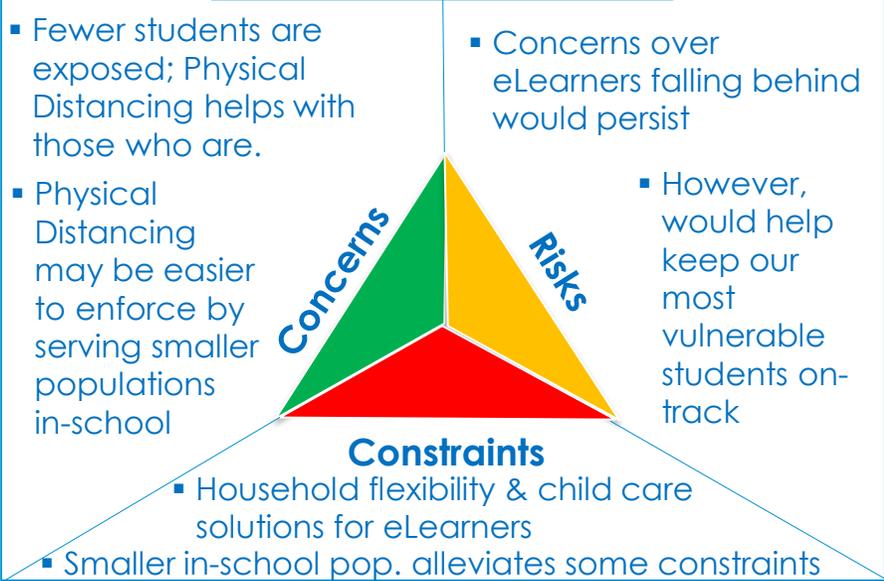
Description
- In-school learning for most critical needs students (e.g., K-3 literacy, ELL, ESE)[1]
- In-school learning as needed for special programs such as Career & Technical, Dual Enrollment, Adults, etc.
- eLearning for all others
- Freed up space allows for Physical Distancing

[1] 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
- Fewer students are exposed; Physical Distancing helps with those who are.
- Physical Distancing may be easier to enforce by serving smaller populations in-school

Concerns

Risks
- Concerns over eLearners falling behind would persist
- However, would help keep our most vulnerable students on-track

Constraints
- Household flexibility & child care solutions for eLearners
- Smaller in-school pop. alleviates some constraints

Effects on Student Experience

	School Day Logistics	**Teaching & Learning**	
- Job flexibility, access to child-care for parents of eLearners. - Leverages many existing systems/process			- See Option 1 re: eLearners - However, our most vulnerable students would benefit
- Would result in very different experiences for eLearners vs. students who go to school			- Would result in very different experiences for eLearners vs. students who go to school
	Health & Well-Being	**Fun & Enrich-ment**	

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

Differentiated by Program

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[1]
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing

Vitality of Option

Concerns / Risks / Constraints

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce
- See Option 1. Concerns over quality of learning are partially mitigated through substantive student contact, but in-class time is limited to 40%

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

Effects on Student Experience

	School Day Logistics	Teaching & Learning
	Yellow	Yellow
Health & Well-Being	Yellow	Fun & Enrich-ment / Yellow

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

[1]Personal Protective Equipment   Red = Serious Issues   Yellow = Areas of Concern   Green = Neutral or Positive

SIM — Strategic Initiative Management — REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR   16

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 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[1]
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing
- Bus fleet capacity and routing

Vitality of Option

Concerns / Risks / Constraints

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce
- Concerns over HS students falling behind, though they probably do best with eLearning
- HS households with income loss could pressure students to work

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

Effects on Student Experience

	School Day Logistics	Teaching & Learning
	Yellow	Yellow
Health & Well-Being	Yellow	Fun & Enrich-ment / Yellow

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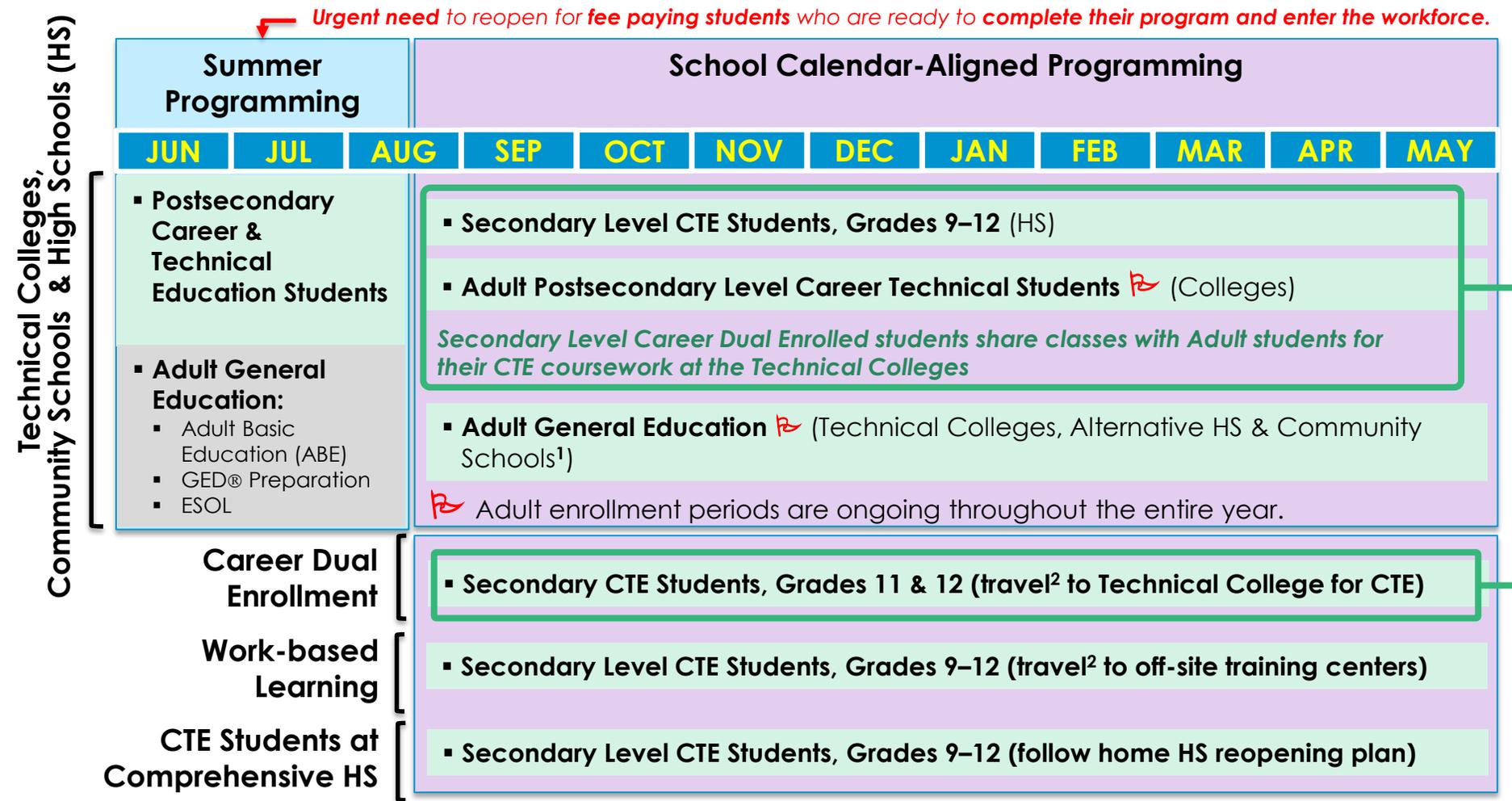- Activities limited for ES & MS

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

SIM — Strategic Initiative Management — 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[1]

- Ability to comply with Industry Certification requirements, which may require lobbying efforts to push for new requirements adapted to eLearning modalities

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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	MAY

- **Postsecondary Career & Technical Education Students**

  - **Secondary Level CTE Students, Grades 9–12** (HS)
  - **Adult Postsecondary Level Career Technical Students** (Colleges)

  Secondary Level Career Dual Enrolled students share classes with Adult students for their CTE coursework at the Technical Colleges

- **Adult General Education:**
  - Adult Basic Education (ABE)
  - GED® Preparation
  - ESOL

  - **Adult General Education** (Technical Colleges, Alternative HS & Community Schools[1])

  Adult enrollment periods are ongoing throughout the entire year.

Career Dual Enrollment
- Secondary CTE Students, Grades 11 & 12 (travel[2] to Technical College for CTE)

Work-based Learning
- Secondary Level CTE Students, Grades 9–12 (travel[2] to off-site training centers)

CTE Students at Comprehensive HS
- Secondary Level CTE Students, Grades 9–12 (follow home HS reopening plan)

[1] Community Education/Lifelong Learning courses also available at the Community Schools primarily in the afternoon/evenings
[2] Transportation routes required

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

100% eLearning

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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
High School CTE Students, including Career Dual Enrollment Students	¼ Enrollment	**On Campus**	eLearning	*eLearning + School Sanitation & Support Services Day*	eLearning	eLearning	N/A
	¼ Enrollment	eLearning	**On Campus**		eLearning	eLearning	
	¼ Enrollment	eLearning	eLearning		**On Campus**	eLearning	
	¼ Enrollment	eLearning	eLearning		eLearning	**On Campus**	
Adult CTE	Grouping 1	**On Campus**	**On Campus**	*eLearning + School Sanitation & Support Services Day*	**On Campus**	**On Campus**	**On Campus opportunity for Select Programs**
	Grouping 2	eLearning	**On Campus**		eLearning	**On Campus**	
	Grouping 3	**On Campus**	eLearning		**On Campus**	eLearning	
	Grouping 4	eLearning	eLearning		eLearning	eLearning	
Adult General Ed (AGE)	Grouping 1	**On Campus**	**On Campus**	*eLearning + School Sanitation & Support Services Day*	eLearning	eLearning	
	Grouping 2	eLearning	eLearning		**On Campus**	**On Campus**	
	Evening	eLearning **& On Campus**[1]	eLearning **& On Campus**[1]		eLearning **& On Campus**[1]	**N/A**	

[1] 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.

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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

Lower	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

Options that maximize equity and opportunity may introduce logistical challenges, particularly at the elementary level.
Meet Laney and Leo: a case study (example)
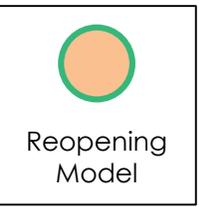
- Laney and Leo have **three children in the same elementary school**: Zac (a 5th Grader), Zeb (a 3rd Grader), and Zoe (a 1st Grader).
- Zeb has critical needs and receives **ESE services**.
- Laney and Leo both work and rely on **After School Child Care** for all of their children. Child Care is provided on campus.

- When surveyed, they indicated that they <u>want</u> 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

Reopening investments.

Category	Key Design Variables	Cost Drivers and Other Considerations
Instructional Delivery	- Percent of students in person each day - Percent of students opting out (fully remote) - Target group sizes (in-person & virtual) - School-based vs. shared staffing models	- Staffing model (instructional and support staff) - Number of staff reporting in person - Facilities constraints
Academic Recovery	- Percent of students receiving additional time and/or attention	- Staffing level/time - Ability to repurpose existing roles or use external providers
Social-Emotional Needs	- Student support model (e.g. how embedded in the school day, adoption of new curriculum, staff roles)	- Staffing level/time - Ability to repurpose existing roles or use external providers
Professional Development	- Built into school day vs. additional time	- Need sufficient time to support teachers in new way of working
Transportation	- % of students in person each day that need transportation	- Increased mileage and labor due to reduced capacity (drivers, fuel, maintenance) - Options to reduce need - e.g. opting out, limiting eligibility
Health & Safety	- % of students and staff in person	- Staffing (custodians, nurses) - Supplies & equipment
Technology	- % of students needing access	- Devices & connectivity - Staffing (help desk)
Food Services	- Need for pre-packaged or differently packaged meals	- Cost per unit (delivery) - Cost per unit (preparation)

Source: ERStrategies & Aspen Institute

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Relative cost to implement.

Common to All Populations

Uniformly available to all students

$$	$$$	$$$
1	**2 (a)**	**2 (b)** ✓
100% eLearning	~~Hybrid Double Sessions~~	Hybrid Staggered Days

Differs across Populations

Availability determined by context

3 ?	**4** ✓	**5** ?
Learning Modality Differentiated by Level (E/ M/ H/ A)[1]	Learning Modality Differentiated by Critical Needs or Programs	eLearning – Neighborhood School Combo
$$$	$$$	$$$

Anticipated Cost Legend

$$$	→	$$$
Least Expensive		*Most Expensive*

Principal & Teacher Focus Group Acceptance Legend

✓ *Good acceptance*

? *Needs additional consideration*

☒ *Not desirable*

- 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.**

[1] Elementary, Middle, High, Adult

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

Health & Sanitation.
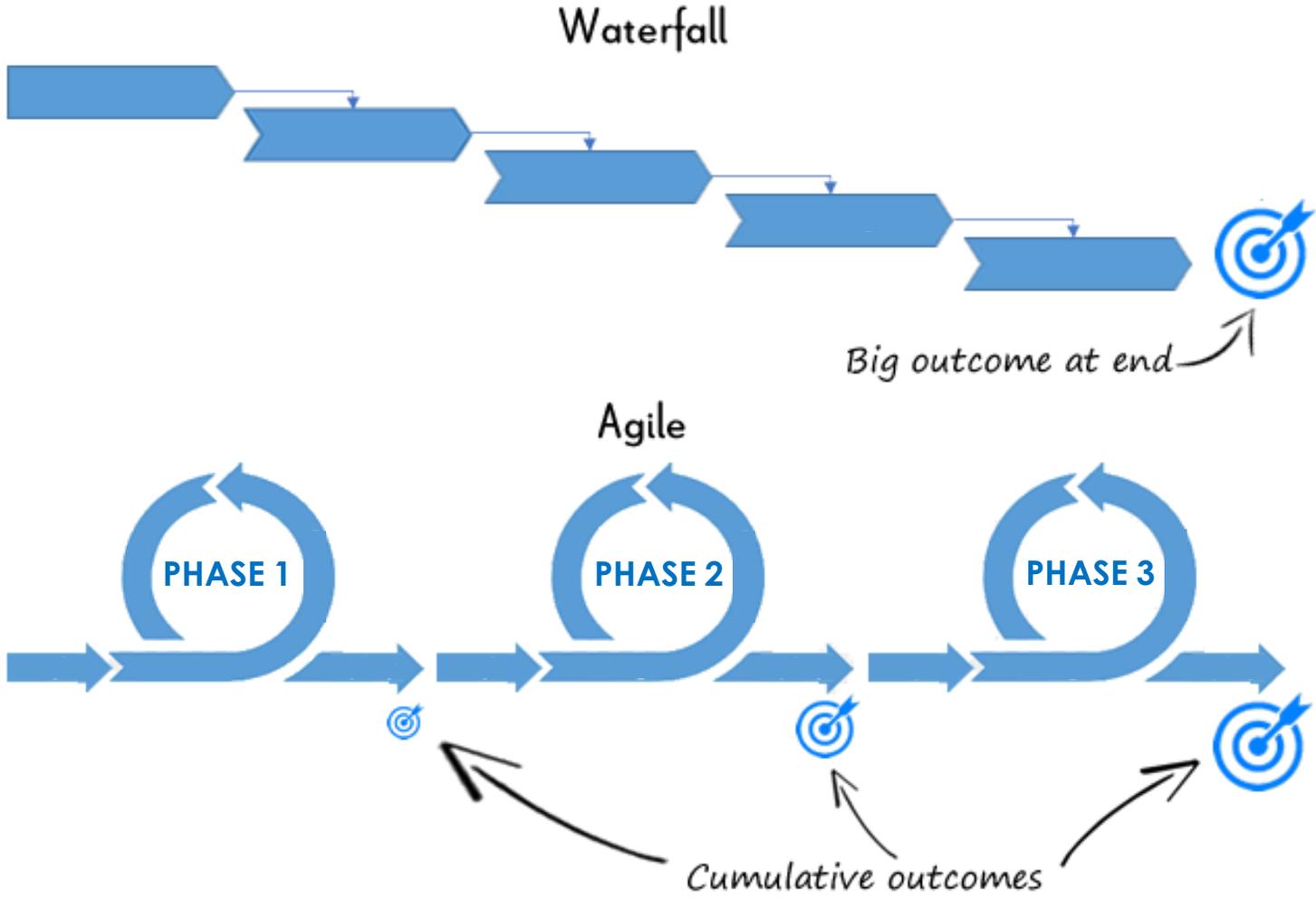
DEVELOPING OPERATIONAL GAME PLANS for:

- 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.

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Health & Sanitation.

- **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**.

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- **Preventative Procedures**
  - Establish proper health screening stations at schools/facilities
    - o Create screening protocols with tracking checklists by school/facility on centralized remote app
  - Provide Clinic Health Nurse/Medical staff at all school sites
    - o Conduct temperature checks only for those displaying symptoms
    - o 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.

Physical Distancing.

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**.

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Child Care.

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**.

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Learning Acceleration.

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**.

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Learning Acceleration.

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.

How do we group students and teachers? →

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 spilt the 100 students

Cohort by full e-Learning or hybrid

3 Teachers w/20	2 Teachers w/20

Class Day 10 *3	Home Day 10 *3	E-Learning 20 *2

Cohort students together whether hybrid or all e-Learning

5 Teachers w/20

Class Day 8 *5	Home Day 8 *5	E-Learning 4 *5

Cohort students for larger ratio for e-Learning

3 Teachers in schools	2 Teachers providing e-Learning

Class Day 10 *3	Home Day 10 *3	All E-Learning 8 *5

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

Learning Acceleration.
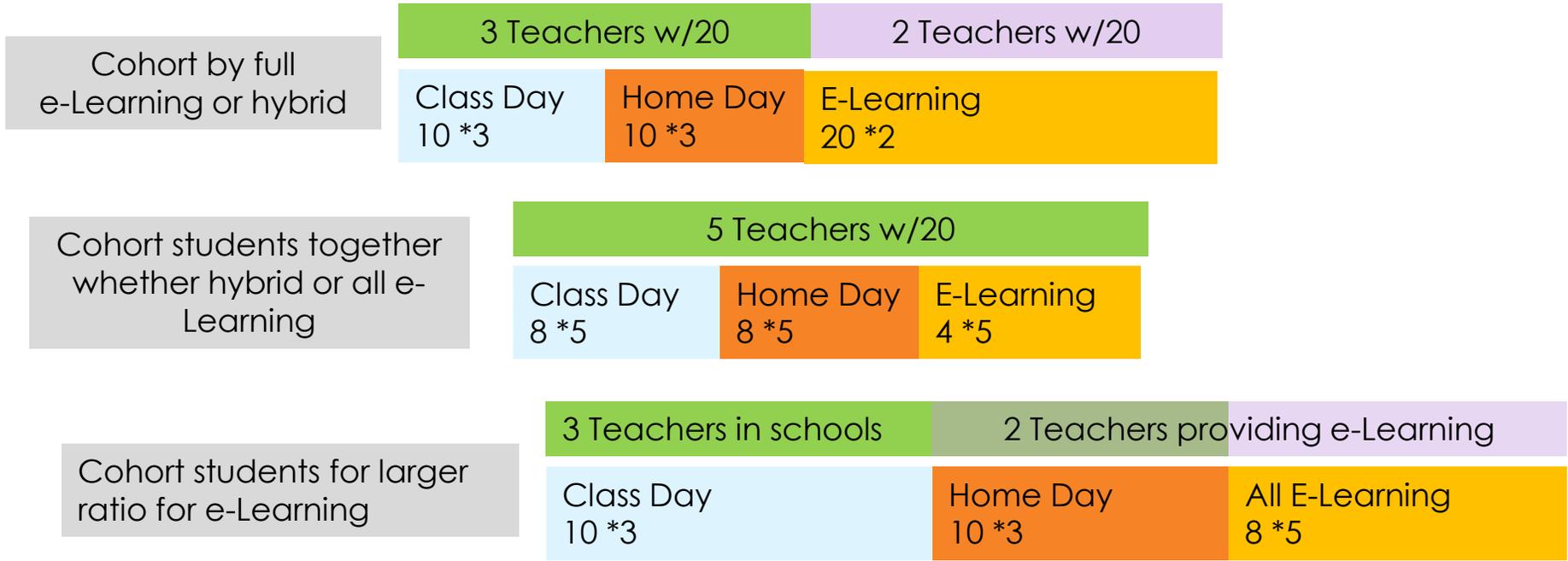
Gauging our students' readiness and progress will require data, assessments, and interventions:
- High School by course with focus on graduation and college & career readiness
  - End-of-course exams, Grade 9 & 10 ELA
  - PSAT/SAT with modified administration protocols
- Middle school by team
  - Progress 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**.

Student Support Strategies.

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**.

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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

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Safety & Security.

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**.

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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 COVD-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**.

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- **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**.

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**.

Technology.

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**.

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Human Resources.

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**.

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Exceptional Student Education (ESE).

DEVELOPING OPERATIONAL GAME PLANS for:

- ***Special requirements around PPE[1]**, 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[2]/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**.

[1] Personal Protective Equipment   [2] Individual Education Plan

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

COMMUNITY SUPPORT

Child Care

Food

Medical Care

Employer Flexibility

FUNDING

$

$

PARENTAL SUPPORT

- **Reinforce need for & guidelines around Physical Distancing**
- **Help ensure children are engaged with eLearning**
- **Keep sick children at home**
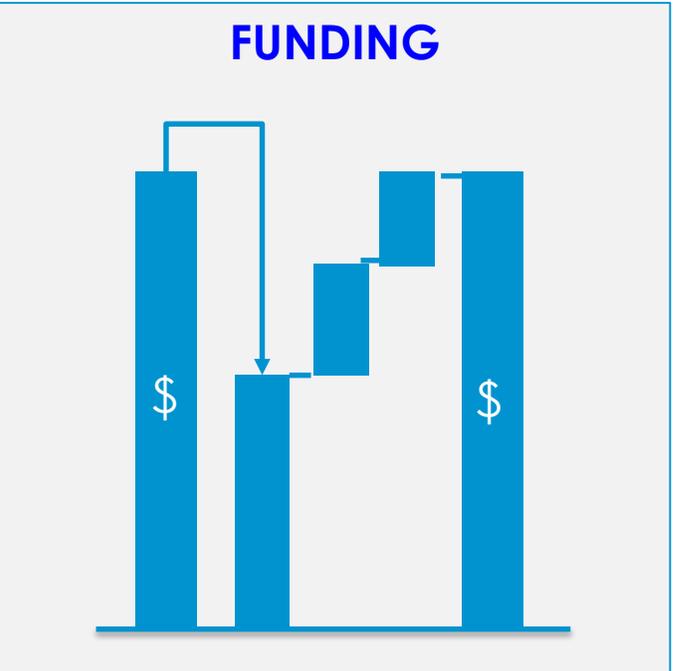
- **A multi-pronged approach to step up funding:**
  - ☐ **Grants**
  - ☐ **Legislative action**
  - ☐ **Spending controls**
  - ☐ **Savings from closures**

Restoring funding through a multi-pronged approach.

Reduction of funds from lower tax revenues

FOR ILLUSTRATIVE PURPOSES ONLY
NOT TO SCALE

1.
2.
3.
4.

Multi-pronged Funding Strategy

1. Relaxation of **un-funded mandates** (e.g., CSR[1])

2. Aggressive pursuit of **donor funding** by Grants Administration/Managers

3. Increased share of **relief funds** proportionate to impact of COVID-19 on Broward and **lobbying for additional relief**

4. Current measures: renegotiated vendor contracts, hiring restrictions, savings attributed to closure, etc.

Funding level **before** crisis

Funding level **after** anticipated cuts

Restored funding level

[1] CSR = Class Size Reduction, per Florida Statute

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A focus on equity and closing the gap.
Steps must be taken to address those disproportionately affected by the pandemic.

MORE ON CAMPUS TIME OR EXTENDED CALENDAR

STREAMLINED ACCESS TO AID & RESOURCES

ADDITIONAL SERVICES TO ADDRESS LEARNING LOSS

ADAPTIVE LEARNING

CENTRALIZED SITE FOR INSTRUCTIONAL RESOURCES & ACTIVITY PACKETS TAILORED TO STUDENTS' NEEDS

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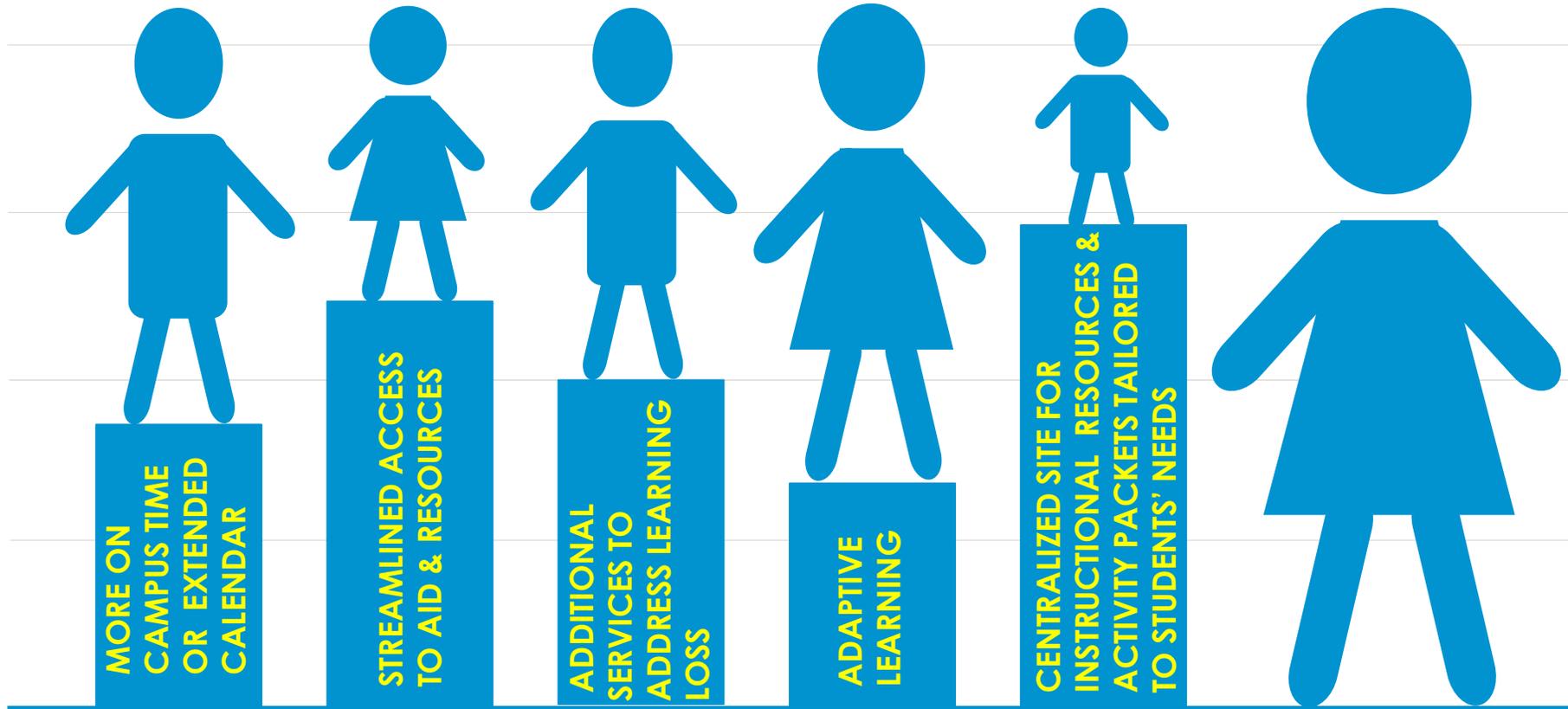
The school calendar: a case study.
Could another approach help reduce academic slide and foster greater student, teacher, staff, and system resiliency?

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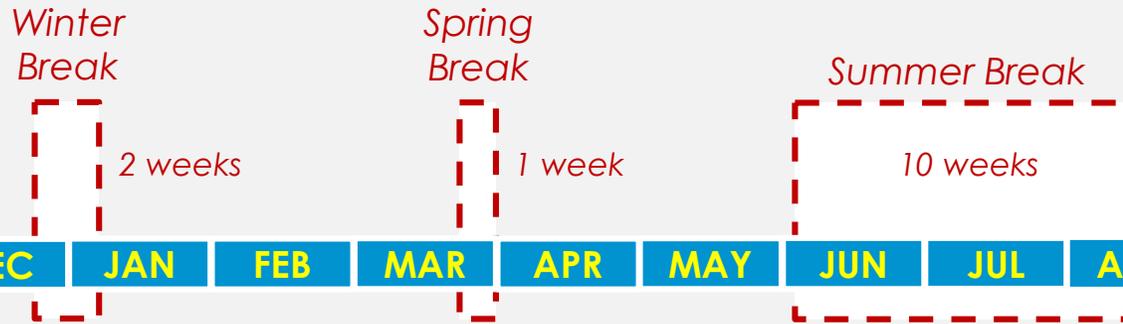
- However, long summer breaks contribute to "summer slide" & widen achievement gaps.

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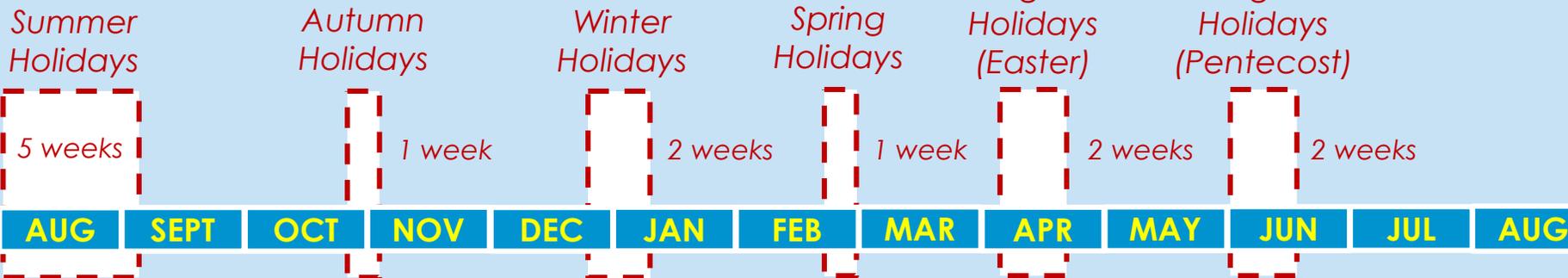
- Shorter summer break, with multiple breaks staggered throughout the year.

Food insecurity is expected to balloon as joblessness increases.

Estimating Need

- Food Secure
- Marginally Food Secure
- Food Insecure
- High Food Insecurity

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[1]*

Gap of ~11,200,000 Meals
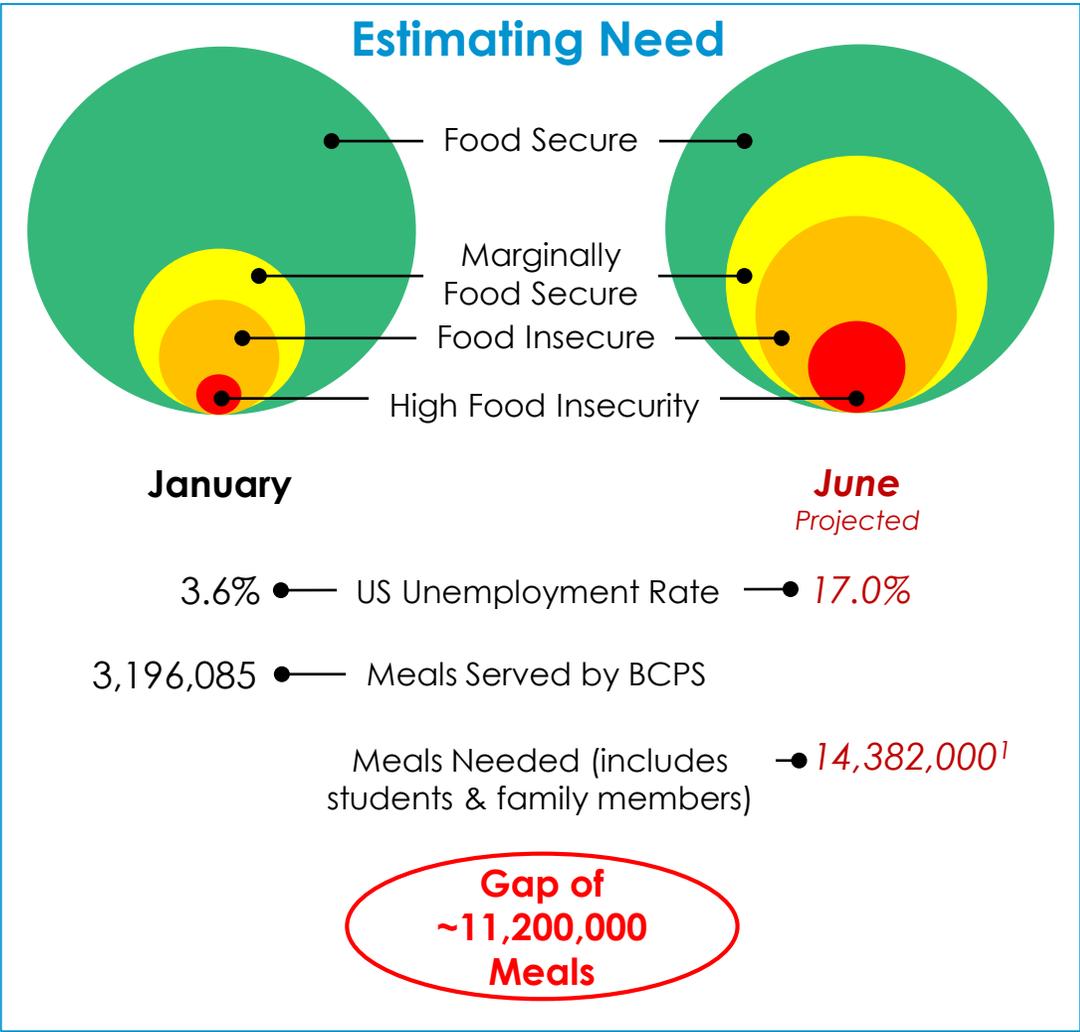
Filling the Gap

- 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:

[1]Assumes needs triple as a result of joblessness. A multiplier of 1.5 was used to account for meal needs of family members.

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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

Partnerships.

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[1]: **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	Providers of Food & Other Basic Needs	Local Colleges & Universities	Funders, Donors, & Foundations
BASCC[1] Network			

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

[1] Before and After School Child Care (offered and/or coordinated through Broward County Public Schools)

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Operational Game Plan Template
(Functional Area Name)

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

Goal

What are the main objectives in this area?

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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?

Student transportation fleet capacity.

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

Bus Type: Large (84 Capacity)

	100%	50% Scenario	25% Scenario
Remaining Shell Capacity	24	54	69
Service Gap	46	16	
Capacity	14	14	14

Quantity: **118**

Bus Type: Large (72 Capacity)

	100%	50% Scenario	25% Scenario
Remaining Shell Capacity	22	47	59
Service Gap	37	12	
Capacity	13	13	13

Quantity: **487**

Bus Type: Large (65 Capacity)

	100%	50% Scenario	25% Scenario
Remaining Shell Capacity	20	42	53
Service Gap	34	12	
Capacity	11	11	11
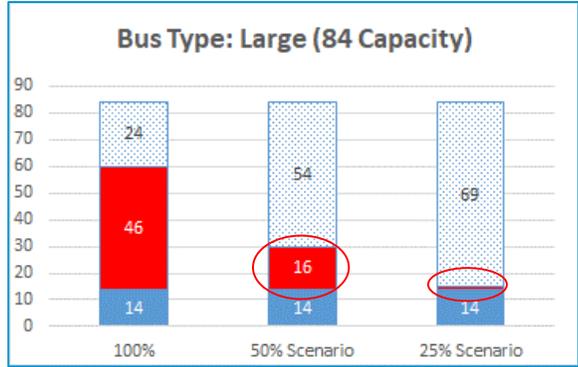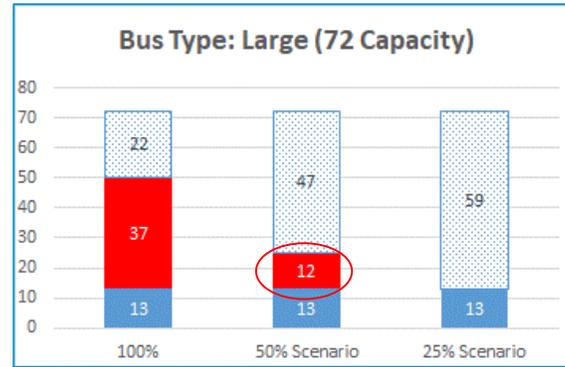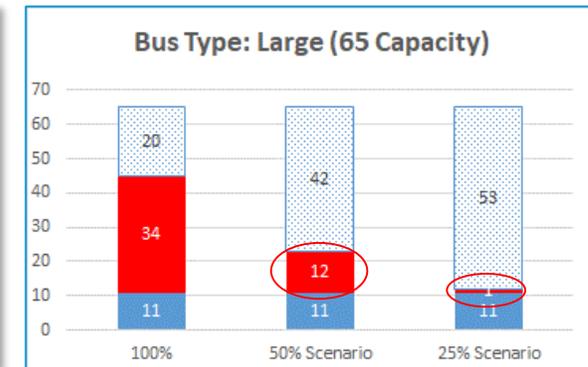
Quantity: **107**

Legend

- ▦ Remaining Shell Capacity
- ▮ Service Gap under Physical Distancing
- ▮ Capacity under Physical Distancing

Bus Type: Small (28/1 Wheelchair Capacity)

	100%	50% Scenario	25% Scenario
Remaining Shell Capacity	13	21	23
Service Gap	10	2	
Capacity	6	6	6

Quantity: **188**

Bus Type: Small (26/3 Wheelchair Capacity)

	100%	50% Scenario	25% Scenario
Remaining Shell Capacity	17	23	23
Service Gap	6		
Capacity	6	6	6
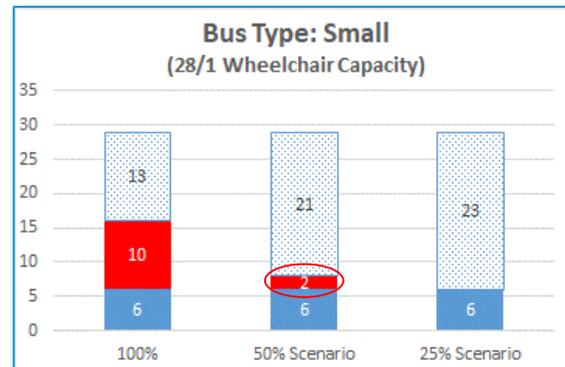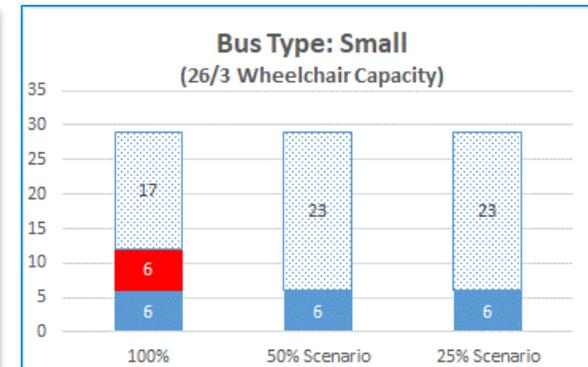
Quantity: **106**

- **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 onstudent 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?
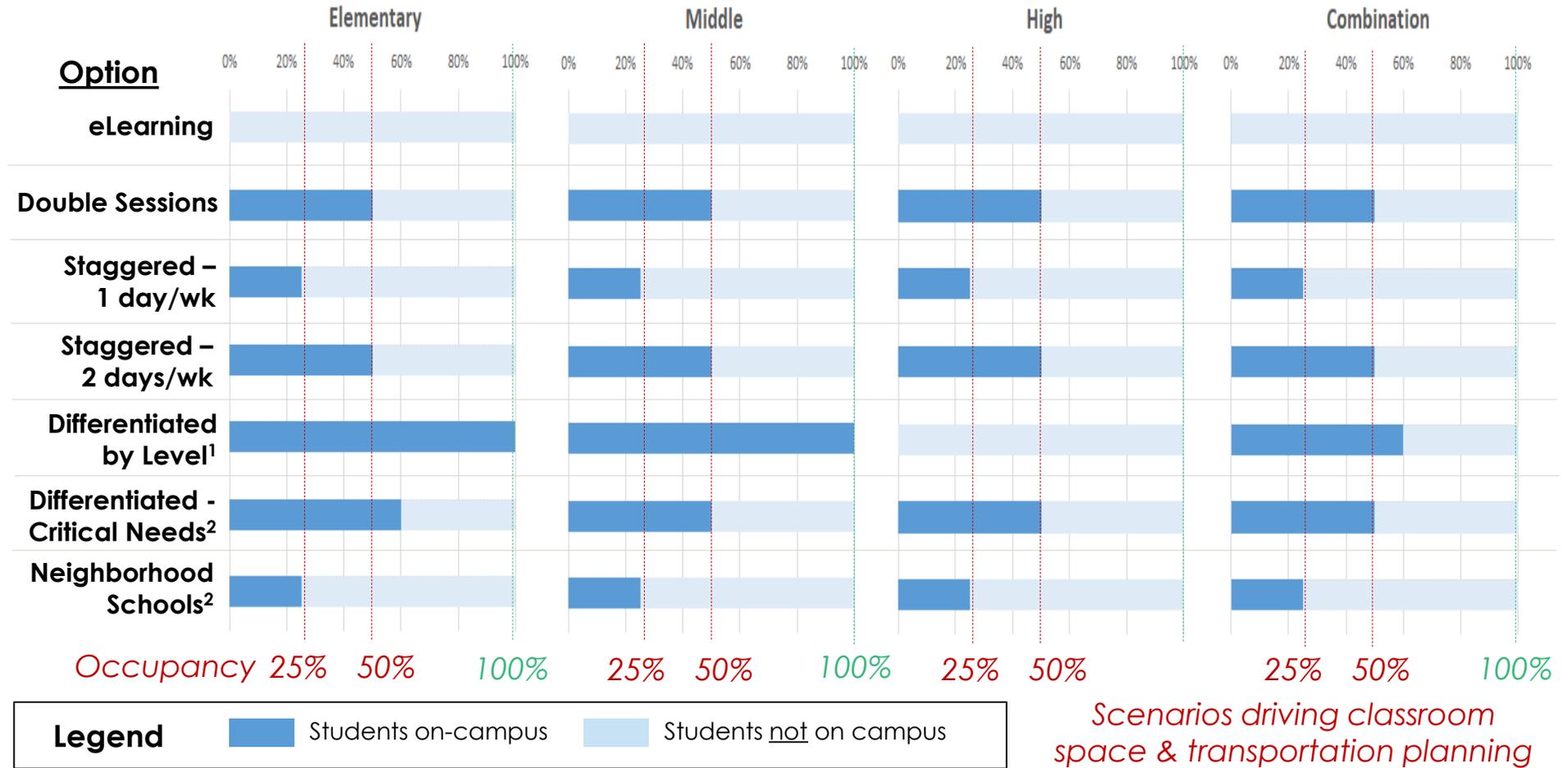
[1] Option assumes High School students continue with eLearning and freed-up space is used to accommodate Elementary & Middle levels.
[2] Option is based on selected criteria. Student populations would vary depending on those criteria.

School capacity.

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

| **100% of Students at School Everyday** | **Staggered Days or Double Sessions (50% at School)** | **Staggered Days, 1x / Week (25% at School)** |

Using Classroom Space Only

100% of Students
Number of Schools, using Classroom space only
10
200

50% of Students
Number of Schools, using Classroom space only
35
175

25% of Students
Number of Schools, using Classroom space only
0
210

Using Classroom + Ancillary Space

100% of Students
Number of Schools, Classroom + Ancillary space
23
187

50% of Students
Number of Schools, Classroom + Ancillary space
13
197

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

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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**?
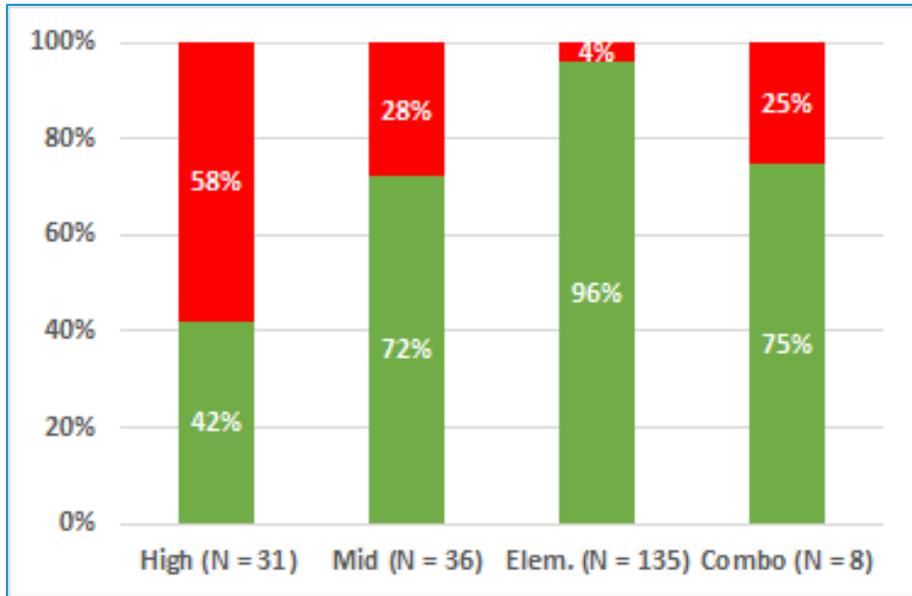
2) Under Physical Distancing guidelines, can schools accommodate 50% of students using **classroom AND ancillary spaces**?
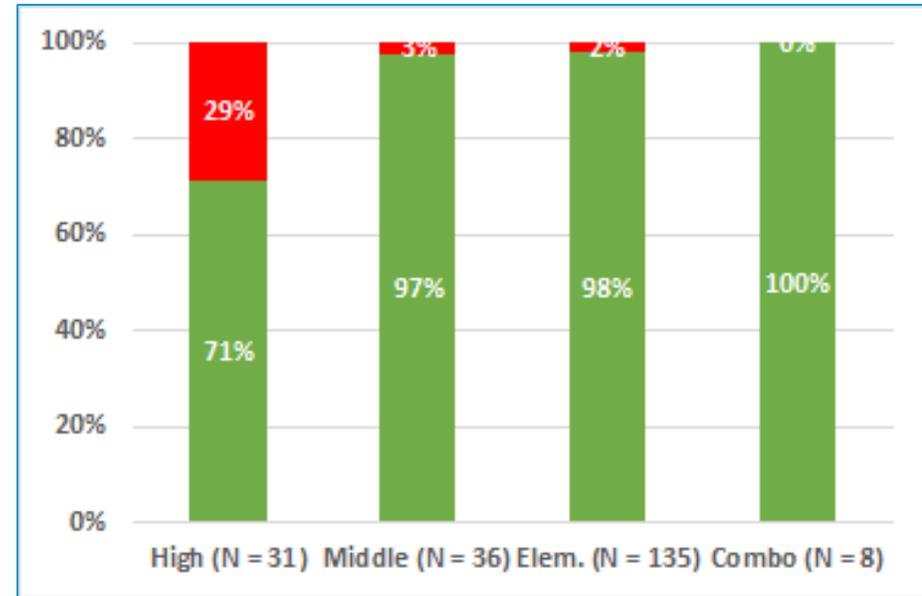
- **Capacity challenges are most pronounced at the High School level.**
- **Even when ancillary spaces are used for instruction, 9 high schools will not be able to accommodate Physical Distancing guidelines.**

Yes, can support Physical Distancing

No, cannot support Physical Distancing

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

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

School-Based Implementation Flexibility

Structuring of PLCs[1] & Peer Mentoring by Tech-Savvy Teachers

Orchestration of "Virtual" Office Hours & Virtual Delivery of Student Supports

Enrollment-based Scaling Decisions around Reopening Options

Student/ Day/ Classroom/ Seat/ Teacher Assignments & Rotations

Identification of Isolation Rooms

Screening Stations, Intermittent Cleaning, Handwashing Breaks

Transitions: Movement on Campus / in Hallways

Identification of Staffing Needs & Protocols for Staff at High-Risk

Communication Methods/ Modes / Frequency for School-specific Reopening Accommodations & Issues

Provisioning of Space for Child Care & Linking Parents to Child Care Options

Central wheel segments:
- Classroom Space Parameters & Student Capacity Limits
- Technology Device Distribution, Refresh, Return & Tech Support
- Instructional Standards & Support for Remote Learning
- Staffing Solutions & Guidance
- Health & Sanitation Protocols, Training, Equipment, Deep Cleaning
- Communication to Families & Customer Support
- Bus Transportation, Ingress/Egress Monitoring
- Before & After School Child Care Resource/ Coordination

District-Defined Standards, Support, & School Calendar

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

[1] PLC = Professional Learning Community

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

Agile

PHASE 1   PHASE 2   PHASE 3

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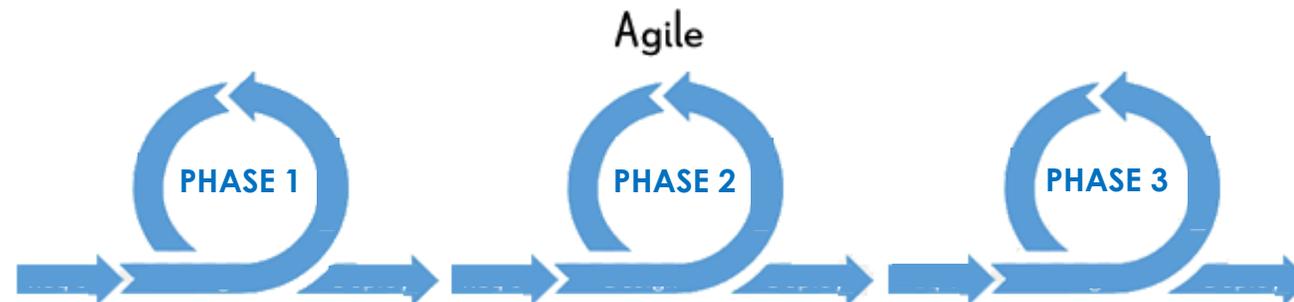
Monitoring reopening through Key Metrics.

Measures of Success to be Determined Across the Following Dimensions:

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

Social Media usage guidelines.

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.

Social Media Use Guidelines

Do you Think B4U Post?

What you post today, can affect your tomorrow.

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

While online:

DON'T:
- Use discriminatory, racially offensive or defamatory language.
- Post language or materials with vulgarity, obscenity, images containing nudity or substances/drugs.
- Engage in personal attacks, insults, inciting a disturbance, soliciting favors, threats, harassment or bullying.
- Disclose private or confidential information.
- Be academically dishonest or cheat, which includes using someone else's intellectual property without permission or violating copyright laws.

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, text, IM, 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 screen-shots, print out messages as evidence, and tell a trusted adult immediately to get help.
- Be an activist for respect.
  - Think B4U Post and respond empathetically.
  - Watch for offensive or hurtful behavior and share kind words to isolated, mistreated, or cyberbullied students.
  - Express disagreement and disapproval of cruel acts and words.
  - Applaud positive acts.
  - Know your rights and responsibilities and that YOU have the power to change your world, and the world of those around you.

Personal Behavior Interventions & Supports (PBIS).
eLearning Approach

Virtual CHAMPS

e-Learning with PBIS
- Distance Learning
- Classroom
- Tier 1 Strategies

Conversation
Help
Activities
Motivation
Participation
Self-Management
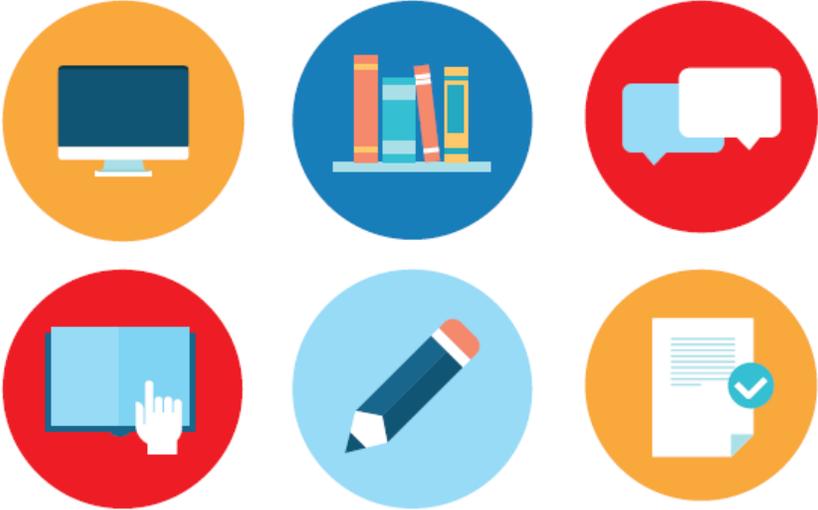
Positive Behavior Interventions and Supports (PBIS) is a framework used to provide support and guidance to teachers and families. As we engage in e-Learning, classroom time can be challenging for all. Remember it will take time to adjust to the e-Learning environment. However, it is still important for 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.

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%	
Total: 10.7%		

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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

Reuters

Xinhua News Agency / Contributor, *Insider* / Getty Images

Thibault Savary / 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'**

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

Denmark
- **Use of non-traditional spaces for instruction**

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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**

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Early results from France, one week after reopening schools.
May 19, 2020

Background: Schools in France closed on March 17th, reopened on May 11th, 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

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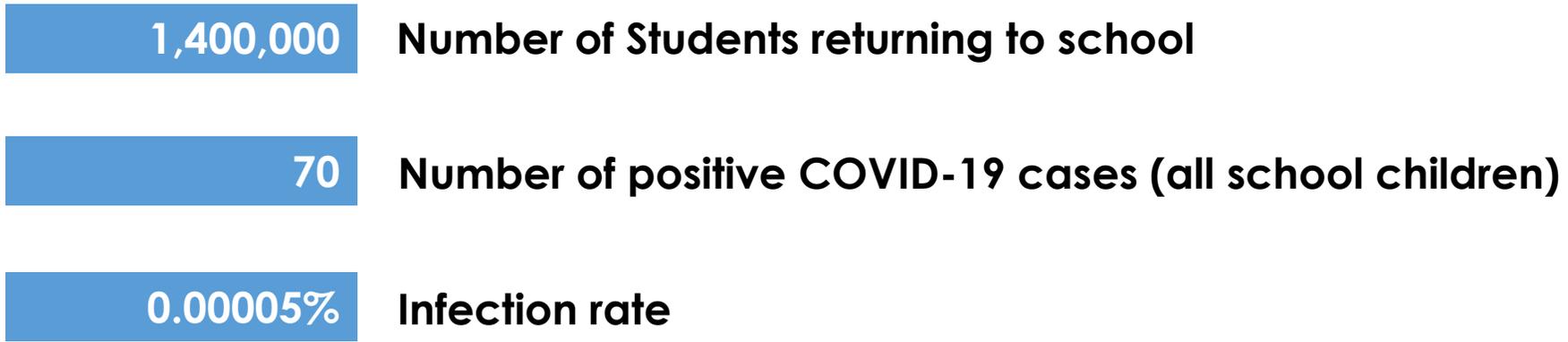
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA