



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 16 th	June 30 th	July 7 th	July 14 th	July 28 th
<ul style="list-style-type: none">• Strategic Plan Alignment & Theory of Action• Environmental Scan & Stakeholder Engagement• Evaluation Framework & Range of Reopening Options• Initial Set of Recommendations	<ul style="list-style-type: none">• View into the Hybrid Model for Reopening• Physical Distancing Plan• Health & Sanitation Plan• Child Care Planning	<ul style="list-style-type: none">• Learning Acceleration• Exceptional Student Education• Technology for eLearning• Student Support Strategies• School Space Utilization• Child Care Partnerships	<ul style="list-style-type: none">• Safety & Security• School Calendar• Athletics & Other Programming• Transportation• Food Services	<ul style="list-style-type: none">• Human Resources• Communications• Review of all other Work Streams

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



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**.

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**.

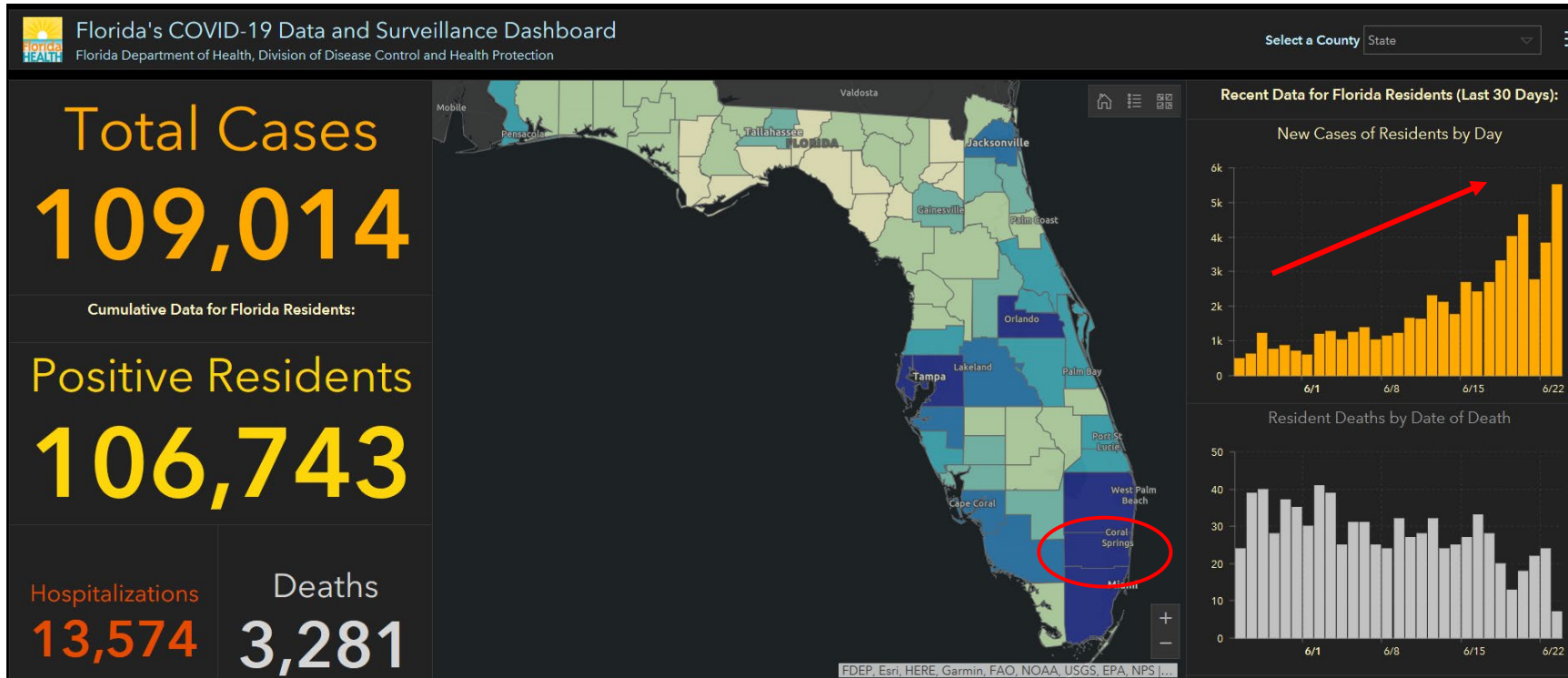
Please indicate your intent by selecting one of the options below:

- 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 part-time 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 full-time on campus learning in August, even though it may limit the District's 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



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

BACK-TO-SCHOOL TIPS

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread.



Virtual classes, activities, and events



Small, in-person classes, activities, and events with virtual options when possible



Normal sized, in-person classes, activities, and events



cdc.gov/coronavirus

CS 317643-A 06/23/2020

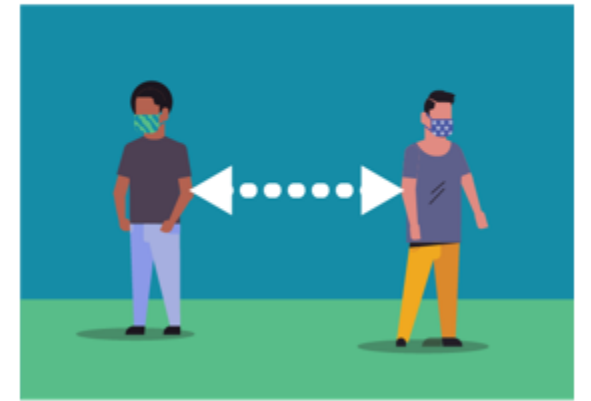
Centers for Disease Control and Prevention (CDC) guidelines for physical distancing.

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.



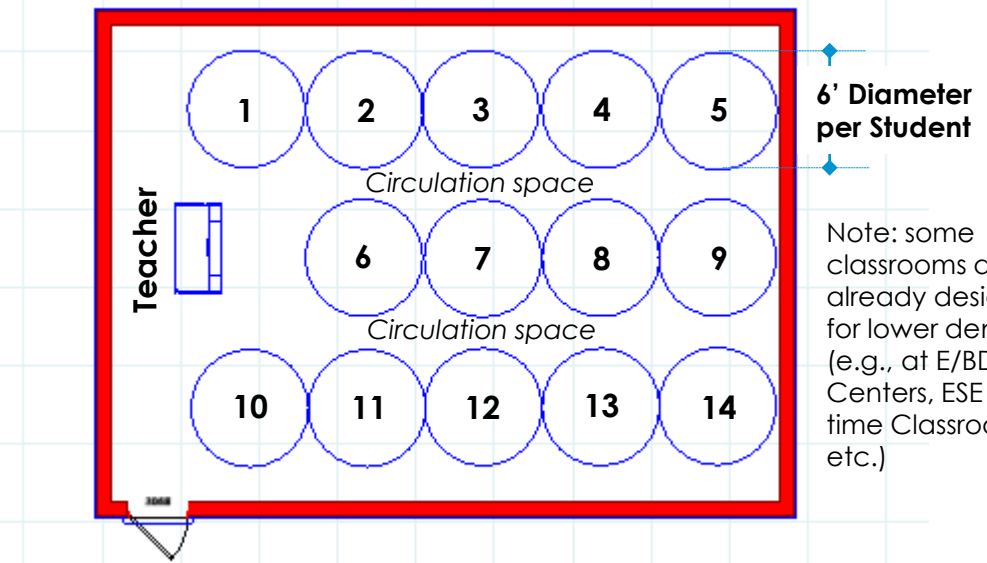
Source: Centers for Disease Control and Prevention website, www.cdc.gov/coronavirus

Why not accommodate all students every day?

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

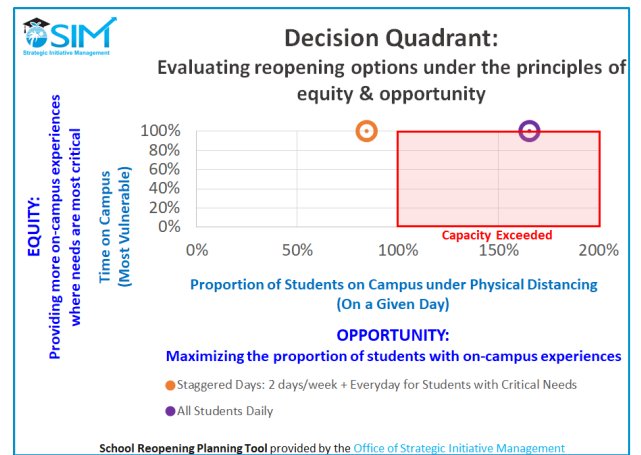
- Physical distancing results in **lower density classrooms**.

Large Classroom Example:



- 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 cost¹
 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

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.

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)

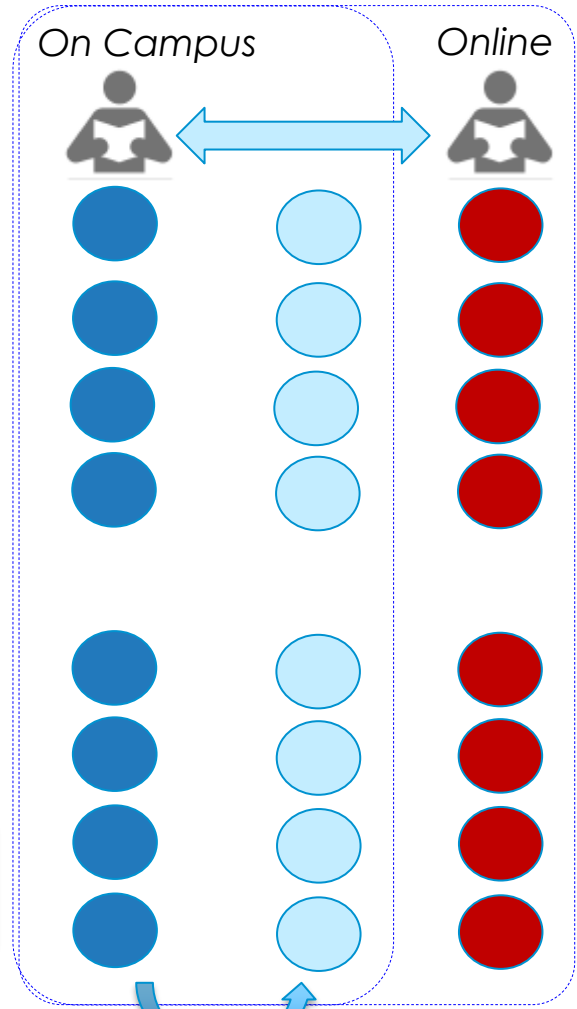
The Hybrid Model school day.

Legend

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

Synchronized schedules, on or off campus

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



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

Alternate meetings

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 minimum 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)



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

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.

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 **required 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 and students 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 placed 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)*



FEMA

Child Care considerations.

INTENT

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

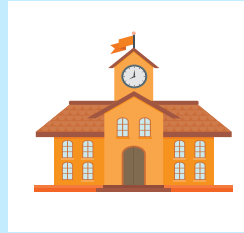
Child Care solutions will be offered **to parents** where possible.

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.

APPROACH: Build physical space and staffing capacity to meet demand



- **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.

Monday, in-person instruction

2 Malik arrives at school for breakfast 7:35 AM

1 Malik boards the bus for school 7:15 AM

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

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

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

3 Malik sits in his homeroom seat 8:15 AM

Cadence of Board Workshops on reopening.

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School Pre-Registration Questionnaire.

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- 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.

2024 Strategic Plan.



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

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

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

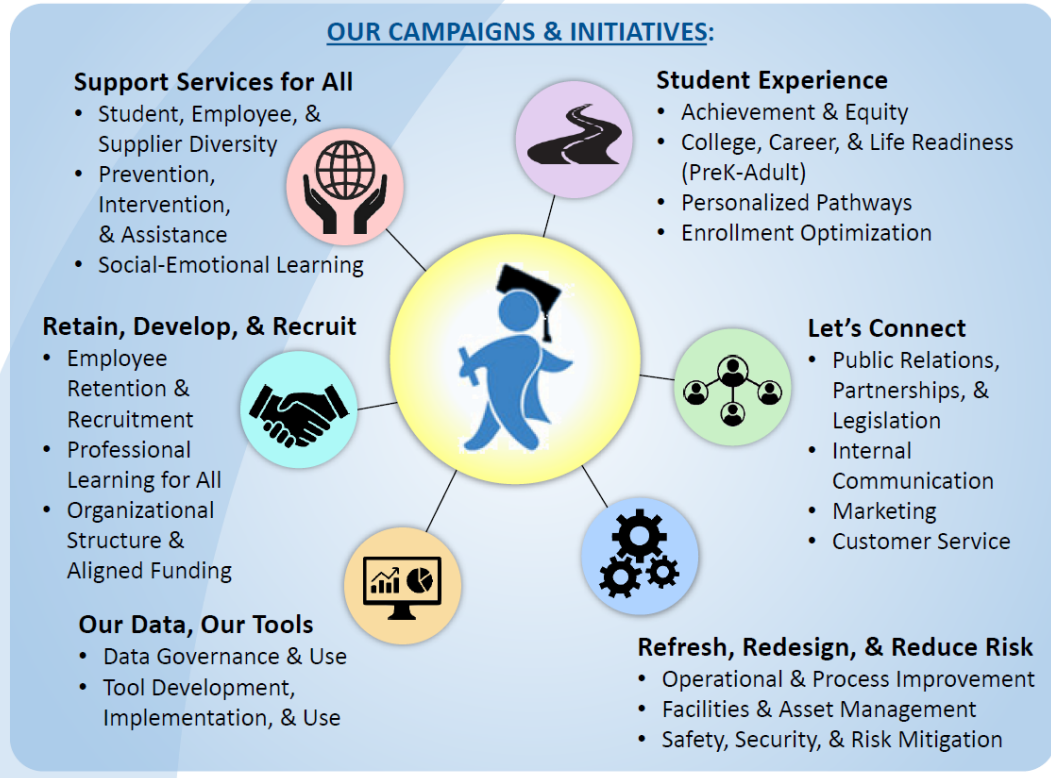
OUR MISSION: *Educating all students to reach their highest potential.*

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APPENDIX

Terms and acronyms used throughout this presentation.

Page 1 of 2

- **Adaptive Learning:** A computer-based and/or online educational system that modifies the presentation of material in response to student performance.
- **Ancillary Space:** Used here, spaces at schools that are not typically used for classroom instruction, but that can be used for instruction to help meet Physical Distancing guidelines. Examples: Media Centers, Auditoriums, etc.
- **Agile:** Common in software development, a methodology that helps teams respond to unpredictability. Through incremental, iterative work, teams tasked with developing a solution can adapt to changes quickly.
- **BASCC:** Before and After School Child Care
- **Blended Learning:** An education program in which a student, at least in part, learns online, with some element of student control over time, place, path, and/or pace. Blended learning programs can be a part of a standard on-campus and/or online experience.
- **Broward Virtual School (BVS):** A free, fully-accredited offering of the School Board of Broward County where full-time enrollment to students in grades K-12 is provided through an online educational delivery system.
- **CDC:** Centers for Disease Control
- **CTE:** Career Technical Education
- **Distance Learning:** A method of teaching and learning in which instruction is broadcast or classes are conducted by correspondence or over the Internet, without a student needing to attend in person. Used interchangeably with Remote Learning and Virtual Learning.
- **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.

Terms and acronyms used throughout this presentation.

Page 2 of 2

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

Theory of Action.

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

	Theory	Actions
Lead Measures	<p><u>If we execute this strategy:</u></p> <p>Put appropriate learning acceleration, health, and safety measures in place to begin bringing students back on campus in a phased and agile approach...</p>	<ol style="list-style-type: none"> 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	<p><u>Then we will realize this goal:</u></p> <p>Facilitate improved access and equity; social-emotional learning; college, career, and life readiness; and overall student experience.</p>	<ol style="list-style-type: none"> 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

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

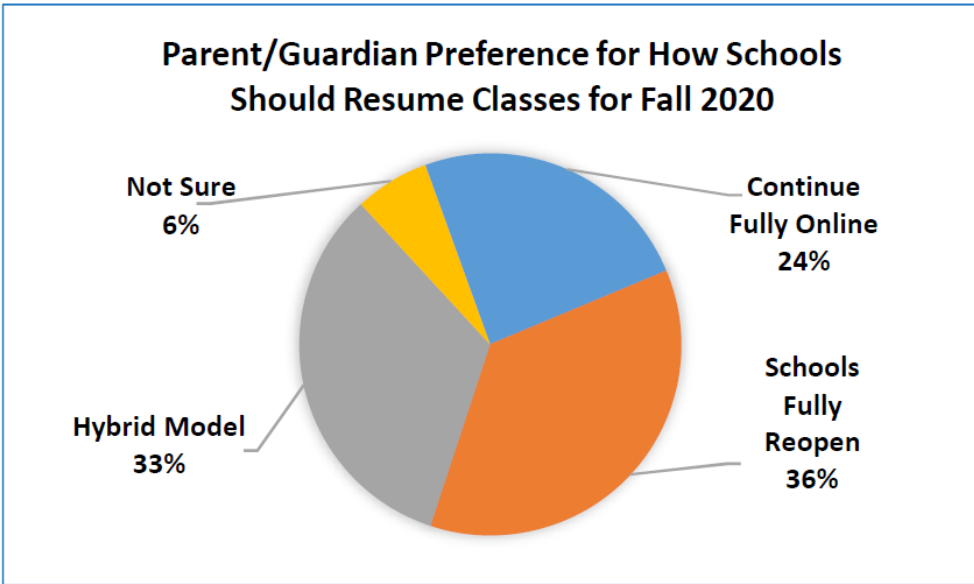
Are Parents comfortable with reopening?

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



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

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

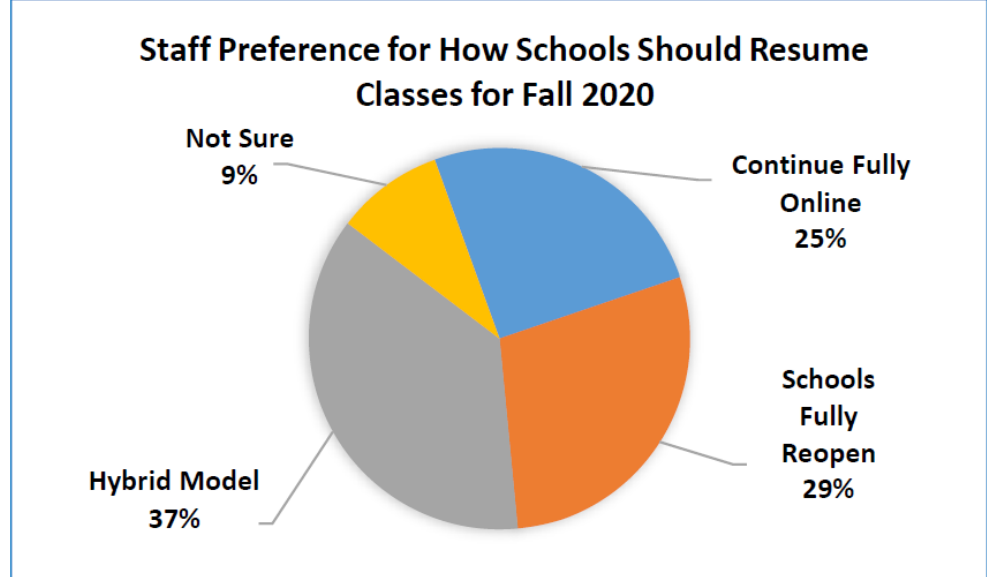
Are Teachers & Staff comfortable with reopening?

Key findings from Broward's survey

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

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

NOTE: Percentages have been rounded for convenience



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

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

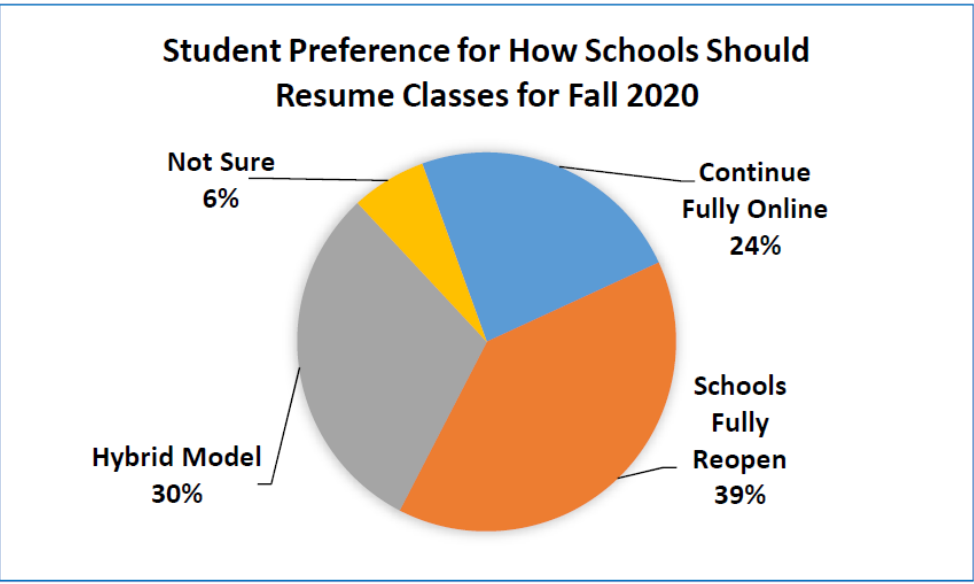
Are Students comfortable with reopening?

Key findings from Broward's survey

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

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

NOTE: Percentages have been rounded for convenience



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

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

The calculus of re-opening.

$$\text{Vitality}^1 \text{ of Options} = \int \left[\begin{array}{c} \text{Federal,} \\ \text{State,} \\ \text{Household,} \\ \text{\& System} \\ \text{Constraints} \end{array} \right] \left[\begin{array}{c} \text{Concerns} \\ \text{of Parents,} \\ \text{Teachers, \&} \\ \text{Staff over} \\ \text{COVID-19} \end{array} \right] \left[\begin{array}{c} \text{Levels of} \\ \text{Tolerance} \\ \text{for} \\ \text{Risks} \end{array} \right]$$

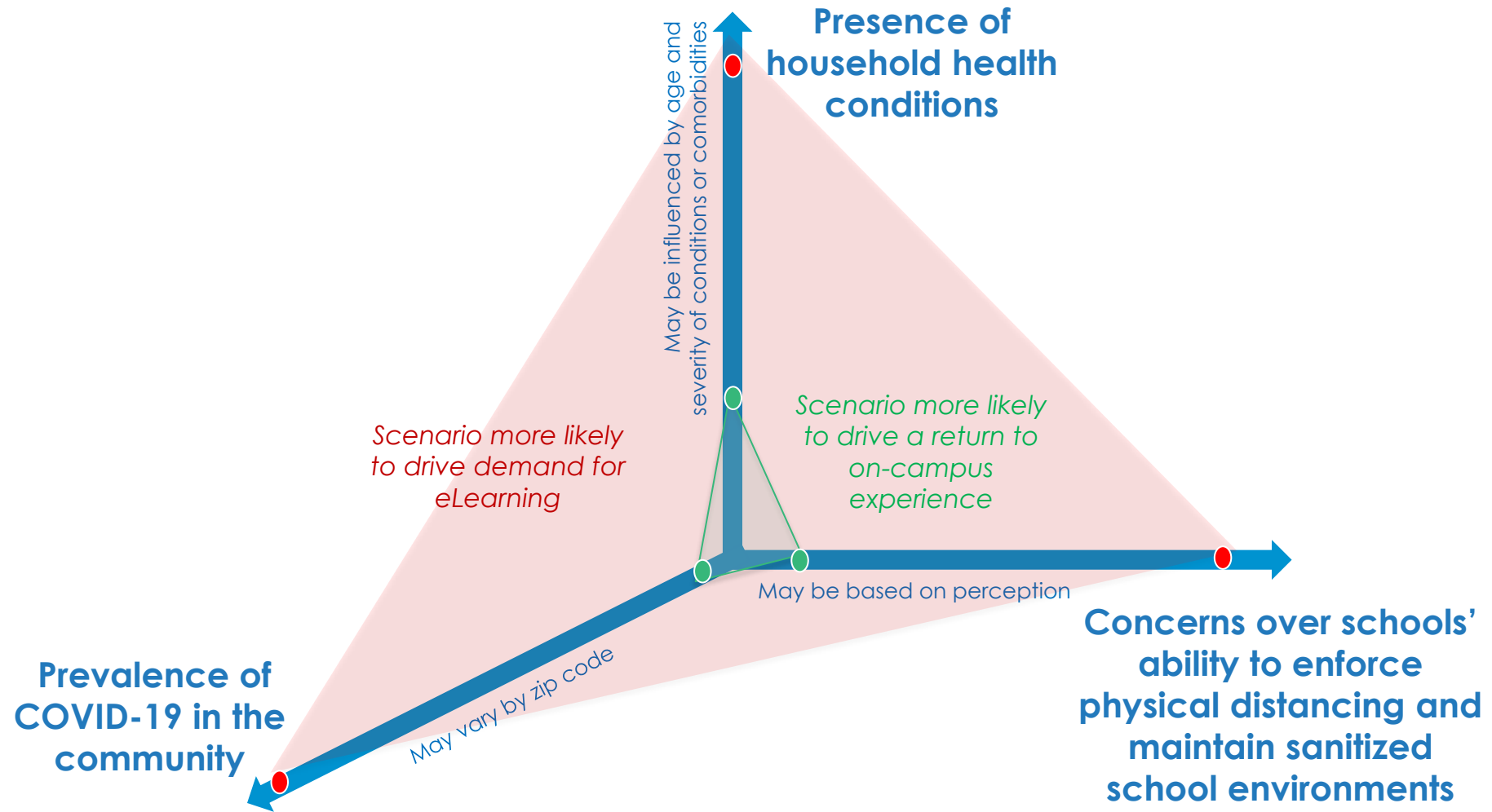
¹Vitality considers feasibility and attractiveness of options.

Federal / State	<ul style="list-style-type: none">▪ Gating criteria for re-opening:<ul style="list-style-type: none">❖ 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	<ul style="list-style-type: none">▪ Employment status▪ Job flexibility▪ Availability of safe, affordable childcare options▪ Health insurance status▪ Household budget realities
School System	<ul style="list-style-type: none">▪ 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

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

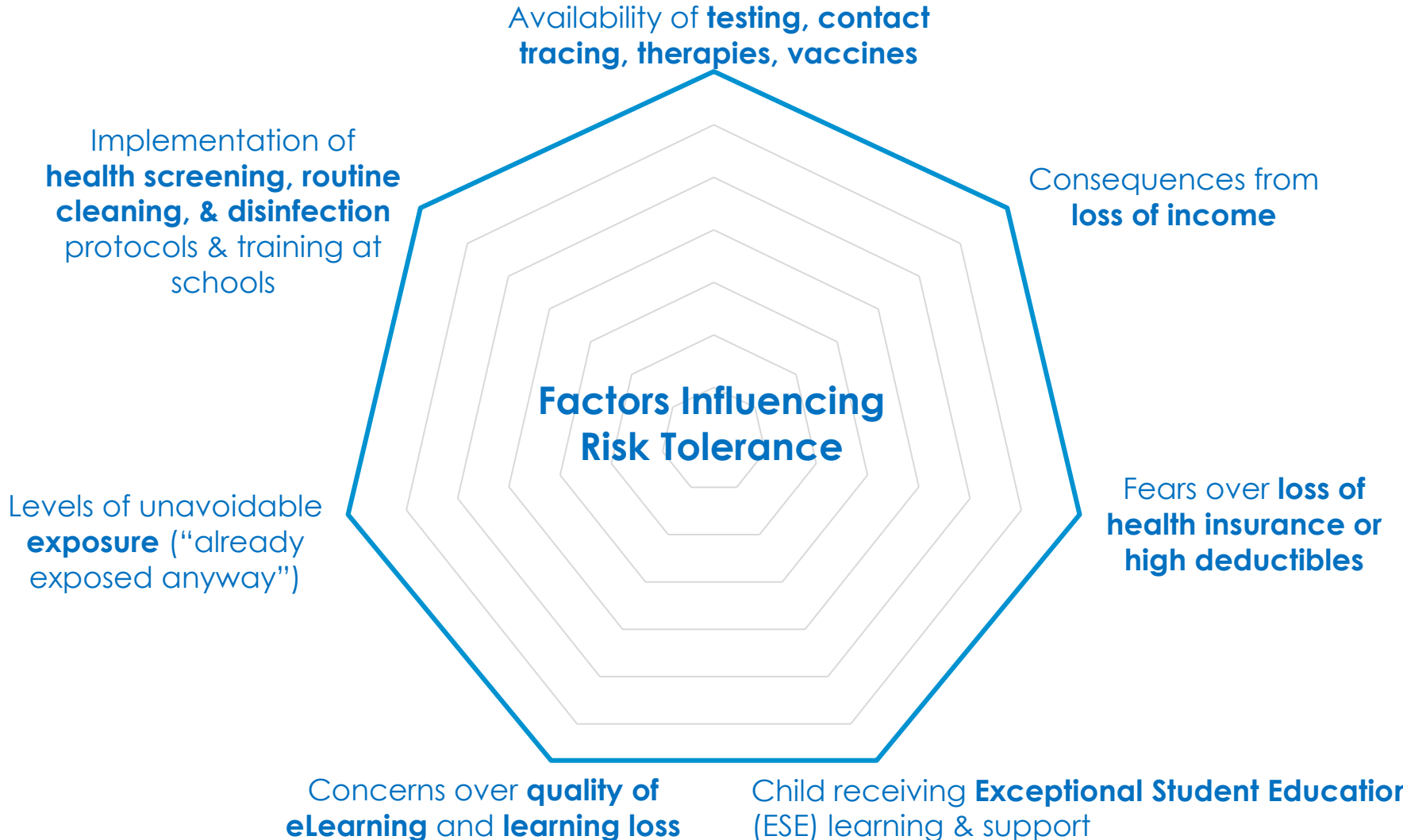
Concerns.

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



Risks.

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



Student experience: a typical day at school.

SCHOOL DAY LOGISTICS

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

TEACHING & LEARNING

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

HEALTH & WELL-BEING

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

FUN & ENRICHMENT

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

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

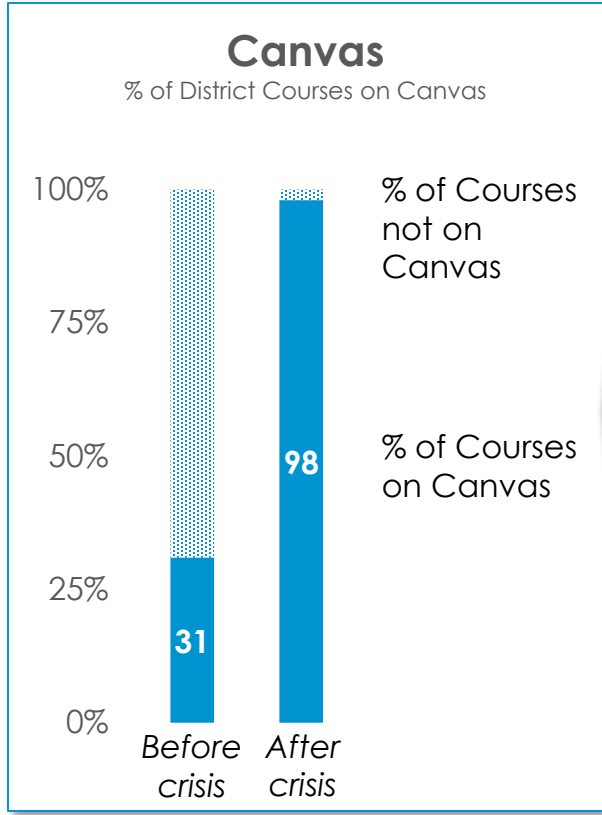


R = Identifies activities enabled by specific decision information support system(s)

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

Option 1: 100% eLearning

Initial Implementation Successes



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

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

Our Teachers 

100,000+ devices distributed 

Expanded partnerships for Internet Access 

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

eLearning solutions will continue.

Improving eLearning is a top priority.

Standards & Expectations

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

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

Flexibility

Training, Mentoring, & Support

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

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

Enhancements

**eLearning
New
& Improved**

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

Key distinctions to help returning parents choose

School-linked eLearning	Broward Virtual School
<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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 & FTE¹ differences

¹ Full-time Equivalent

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**

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

Common implementation across all schools, all students

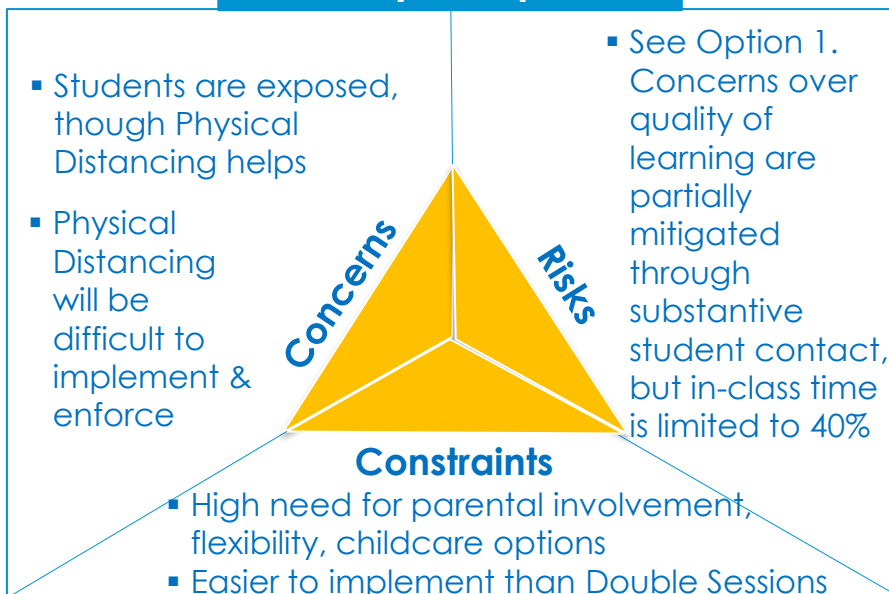
Description

- 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, PPE¹
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing

Vitality of Option



Effects on Student Experience

<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Helps improve student engagement, though they are only at school 40% of the time.
<ul style="list-style-type: none"> ▪ Greater contact will allow for targeted provisioning of supports. 	Health & Well-Being	Fun & Enrichment	<ul style="list-style-type: none"> ▪ In-school presence creates more opportunities than eLearning alone

¹Personal 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

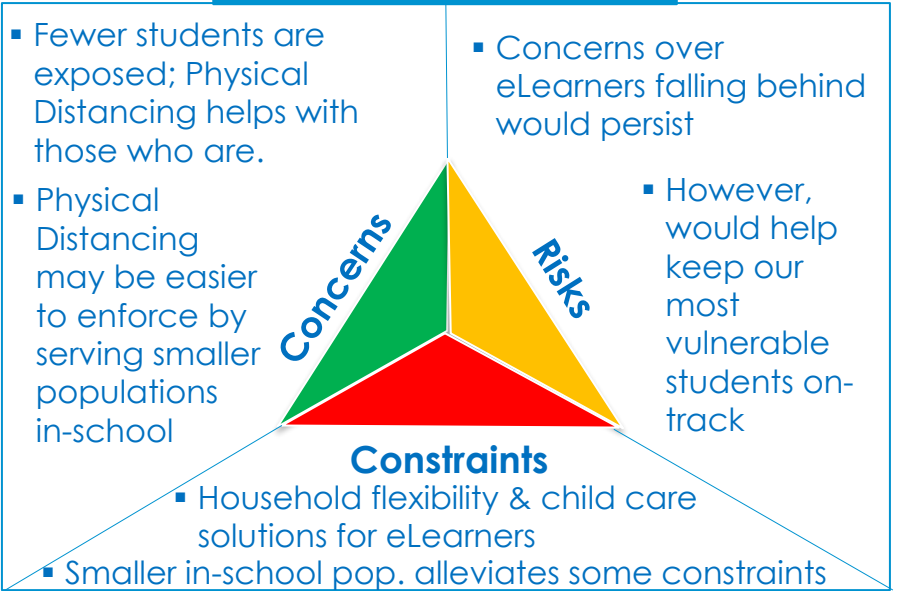
- In-school learning for most critical needs students (e.g., K-3 literacy, ELL, ESE)¹
- In-school learning as needed for special programs such as Career & Technical, Dual Enrollment, Adults, etc.
- eLearning for all others
- Freed up space allows for Physical Distancing

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



Effects on Student Experience

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

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

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

Staggered by Program or Student Groupings

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

Description

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

Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE¹
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing

Viability of Option

<p>Concerns</p> <ul style="list-style-type: none"> Students are exposed, though Social Distancing helps Social Distancing will be difficult to implement & enforce 	<p>Risks</p> <ul style="list-style-type: none"> See Option 1. Concerns over quality of learning are partially mitigated through substantive student contact, but in-class time is limited to 40% 	<p>Constraints</p> <ul style="list-style-type: none"> High need for parental involvement, flexibility, childcare options Easier to implement than Double Sessions
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Effects on Student Experience

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

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

REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR 16

Differentiated by Program

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

Description

- eLearning for all HS students
- In-school learning for ES, MS
- 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, PPE¹
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing
- Bus fleet capacity and routing

Viability of Option

<p>Concerns</p> <ul style="list-style-type: none"> Students are exposed, though Social Distancing helps Social Distancing will be difficult to implement & enforce 	<p>Risks</p> <ul style="list-style-type: none"> Concerns over HS students falling behind, though they probably do best with eLearning HS households with income loss could pressure students to work 	<p>Constraints</p> <ul style="list-style-type: none"> Potential need to invest in people, equipment to help implement
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Effects on Student Experience

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

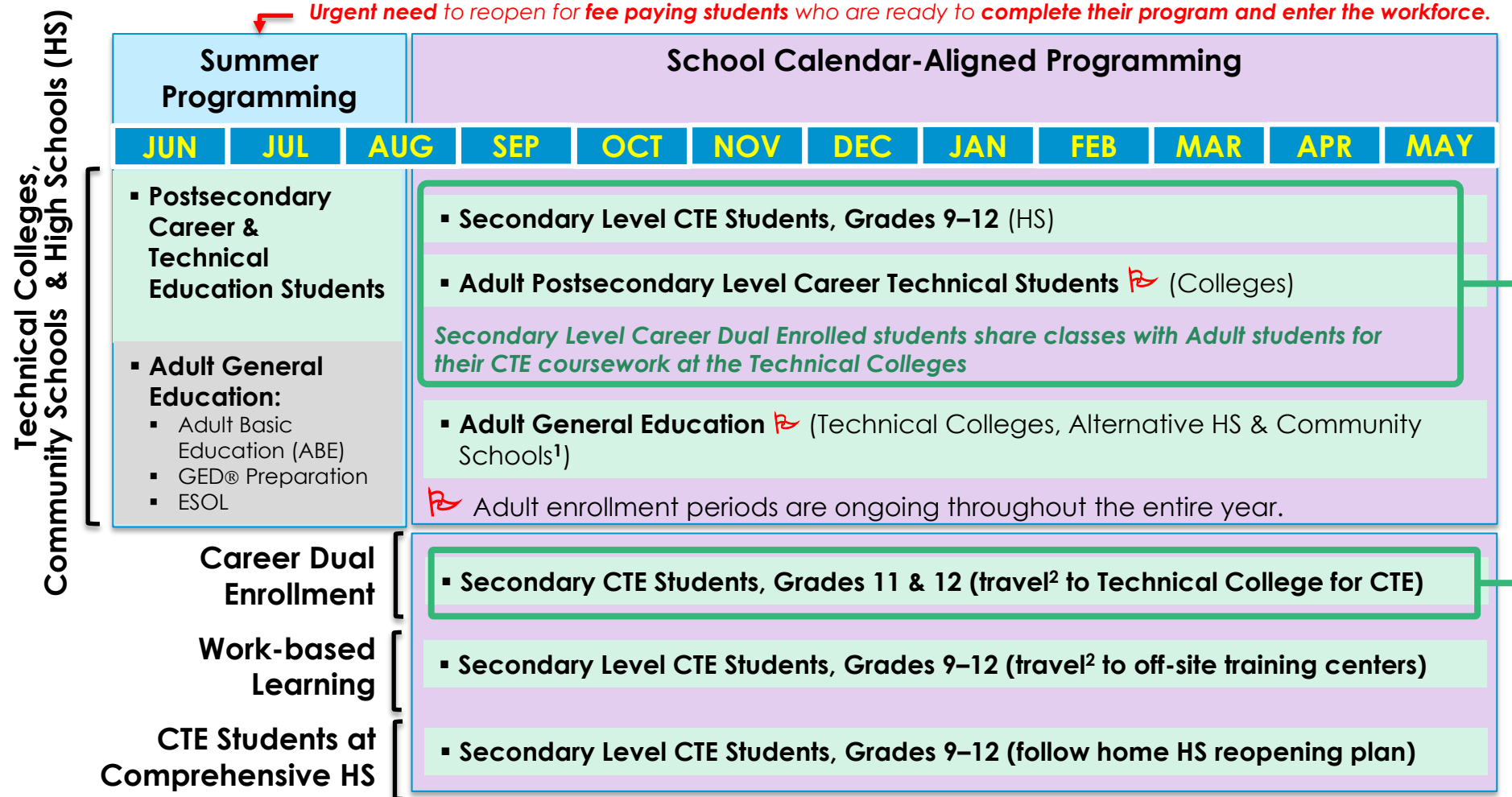
Red = Serious Issues Yellow = Areas of Concern Green = Neutral or Positive

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, PPE¹
- Ability to comply with Industry Certification requirements, which may require lobbying efforts to push for new requirements adapted to eLearning modalities

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.



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

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	<i>eLearning + School Sanitation & Support Services Day</i>	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	<i>eLearning + School Sanitation & Support Services Day</i>	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	<i>eLearning + School Sanitation & Support Services Day</i>	eLearning	eLearning	On Campus opportunity for Select Programs
	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)

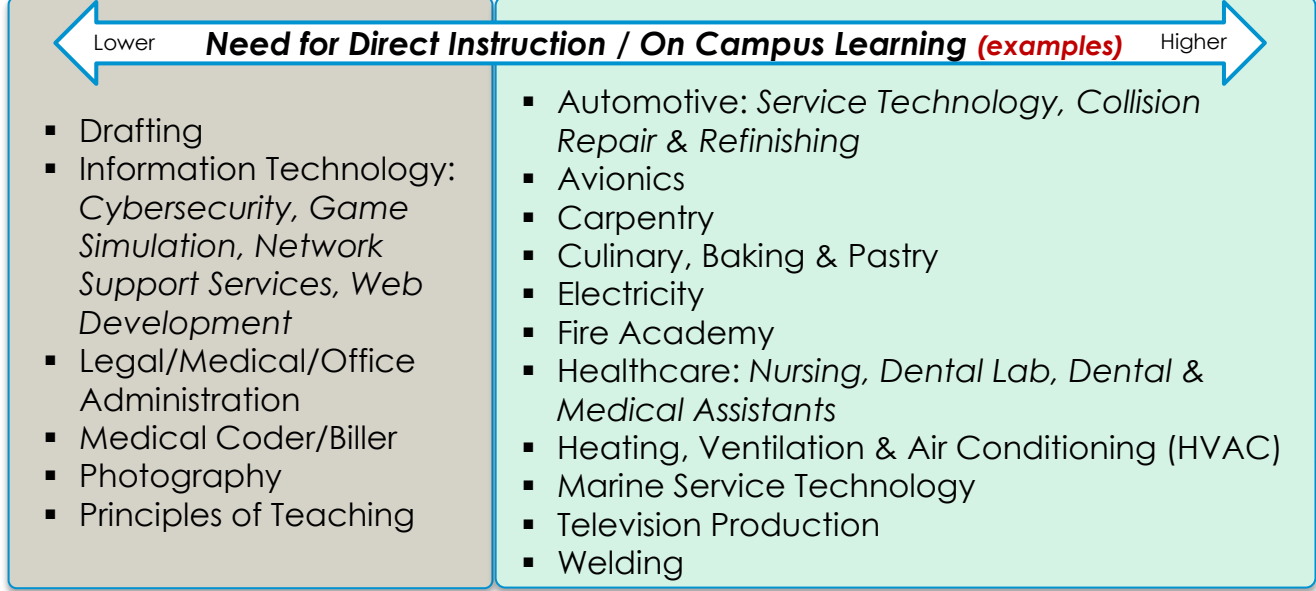
NOTE: Total student population at a given time (daytime or evening) on a given day cannot exceed capacity limits under physical distancing guidelines.

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

Proximity to Program Completion

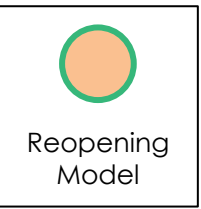
**Industry Certification Requirements/Testing
GED® Credential Testing/Other Adult Assessments**

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



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

Three Children, Three Different Experiences to Orchestrate

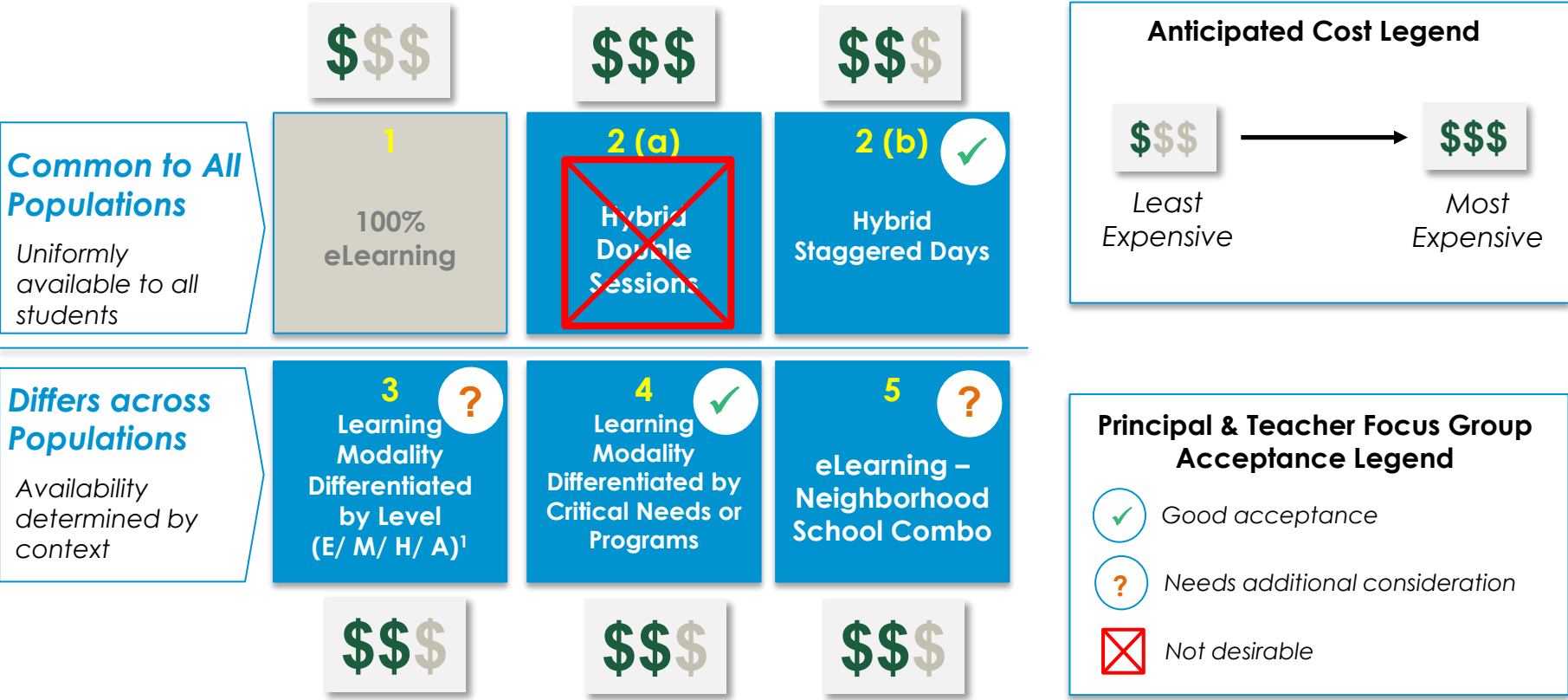
Kid	Service	Monday	Tuesday	Wednesday	Thursday	Friday
Zac	Learning	eLearning	eLearning	eLearning	eLearning	eLearning
	Child Care	Alternate Site	Alternate Site	Alternate Site	Alternate Site	Alternate Site
Zeb	Learning	On Campus	On Campus	On Campus	On Campus	On Campus
	Child Care	On Campus	On Campus	On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

Reopening investments.

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

Source: ERStrategies & Aspen Institute

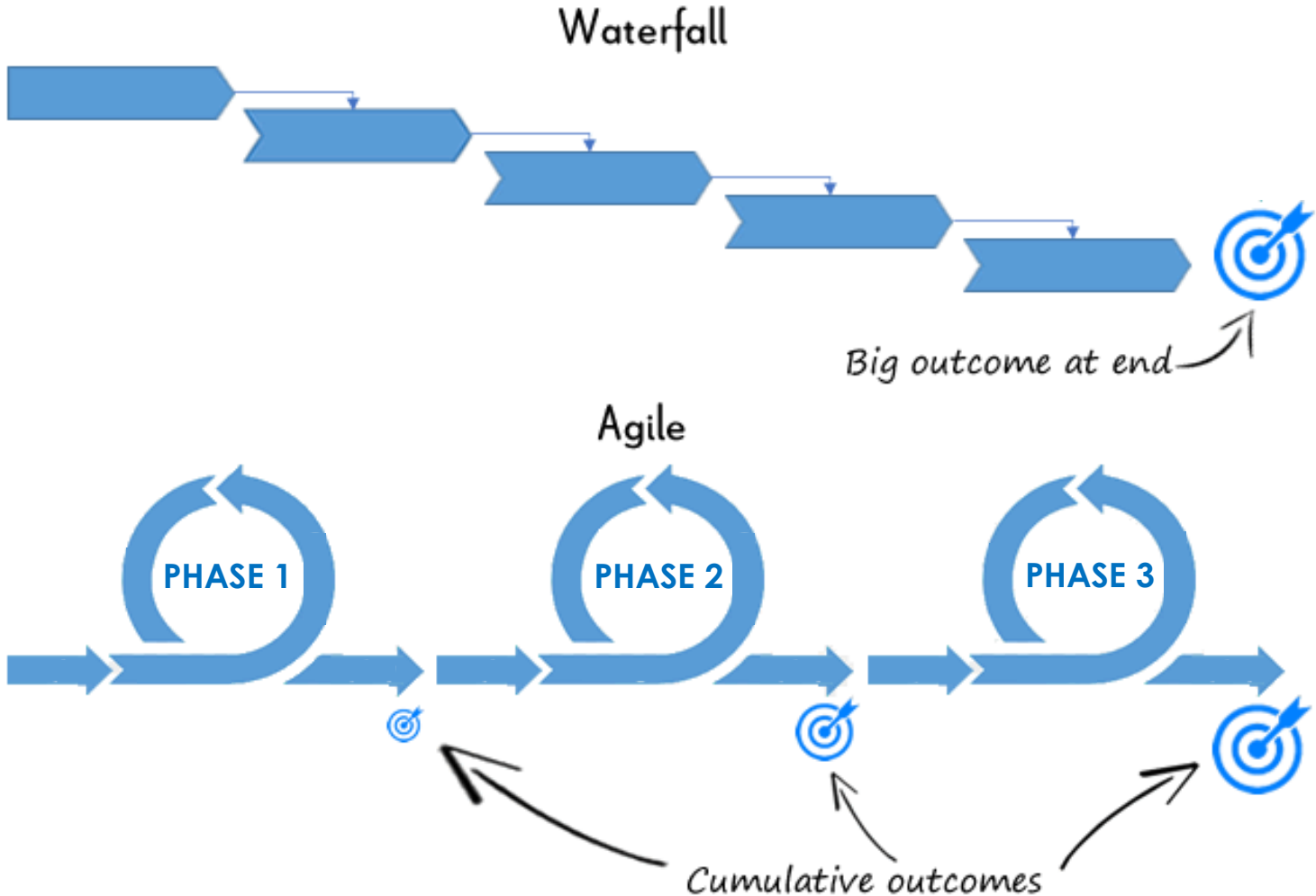
Relative cost to implement.



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

¹ Elementary, Middle, High, Adult

An agile approach to scaling, iterating, and adjusting.





DEVELOPING OPERATIONAL GAME PLANS for:

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

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



- **Facility Sanitation**

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

- **Personal Protective Equipment**

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

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



- **Preventative Procedures**

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

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



DEVELOPING OPERATIONAL GAME PLANS for:

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

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



DEVELOPING OPERATIONAL GAME PLANS for:

- 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**.



DEVELOPING OPERATIONAL GAME PLANS for:

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

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



Assumptions:

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

Students will receive:

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

Teachers will receive

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

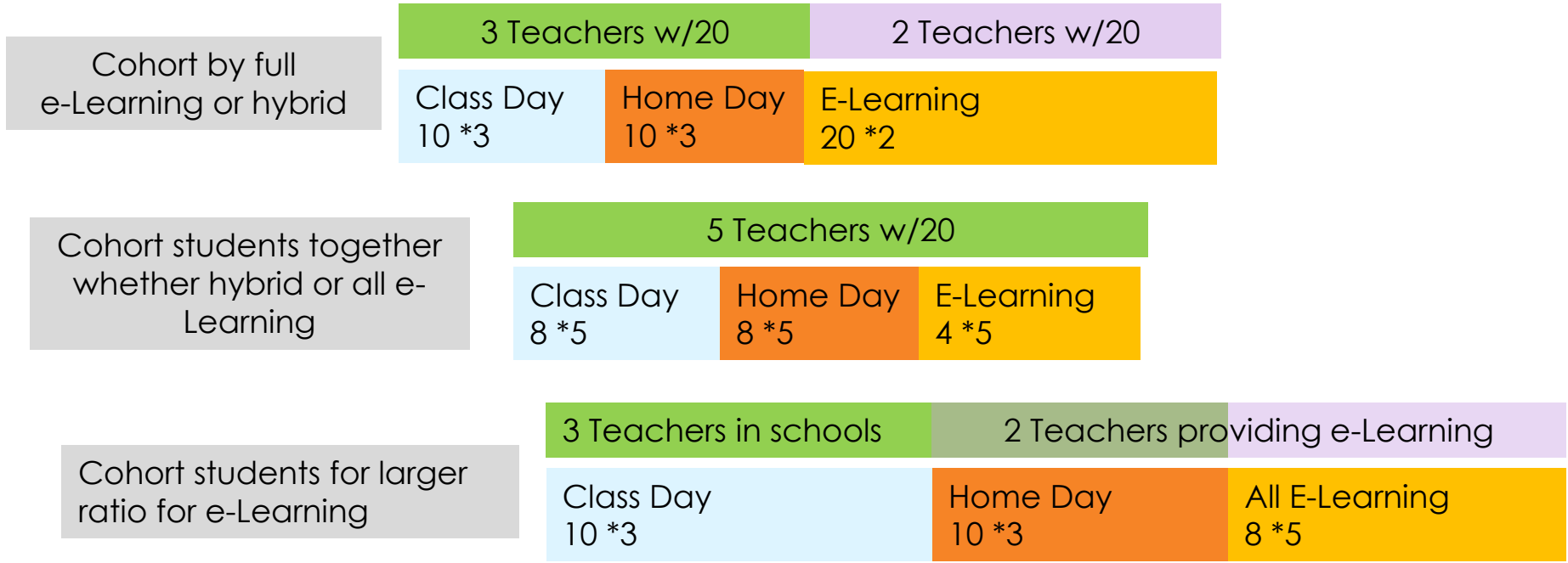
Plans will define **timelines** and identify **resourcing requirements**.

Learning Acceleration.



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 split the 100 students



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



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

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

Curricular and Assessment Cadence for Opening weeks of the School Year

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

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



DEVELOPING OPERATIONAL GAME PLANS for:

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

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

Student Support Strategies.



Needs

MENTAL HEALTH SUPPORT

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

STUDENTS' PHYSICAL DISTANCING CONCERNS

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

LACK OF SUPPORT FOR STUDENTS

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

SOCIAL AND EMOTIONAL WELL-BEING

(Parents, Staff, Students)

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

FOOD DISTRIBUTION

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

Strategies

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



DEVELOPING OPERATIONAL GAME PLANS for:

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

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

Safety & Security.

Preliminary recommendations for return to school



- **Security Protocols**

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

- **Security Staff**

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

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

Safety & Security.

Preliminary recommendations for return to school, continued.



- **Visitors**

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

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



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**.



How will security staff manage REQUIRED FACE COVERINGS?

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

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

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

How will this be managed?

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

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

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

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

Transportation workstream is reviewing this protocol.

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



DEVELOPING OPERATIONAL GAME PLANS for:

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

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



DEVELOPING OPERATIONAL GAME PLANS for:

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

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



DEVELOPING OPERATIONAL GAME PLANS for:

- **Special requirements around PPE¹**, 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 IEP²/504 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



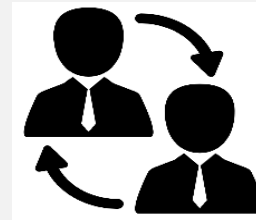
Child Care



Food



Medical Care

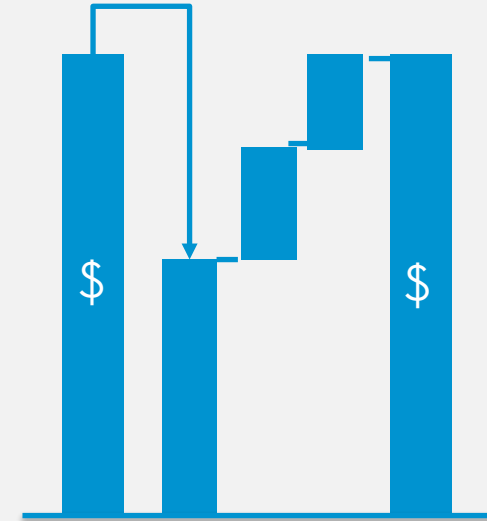


Employer Flexibility

PARENTAL SUPPORT

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

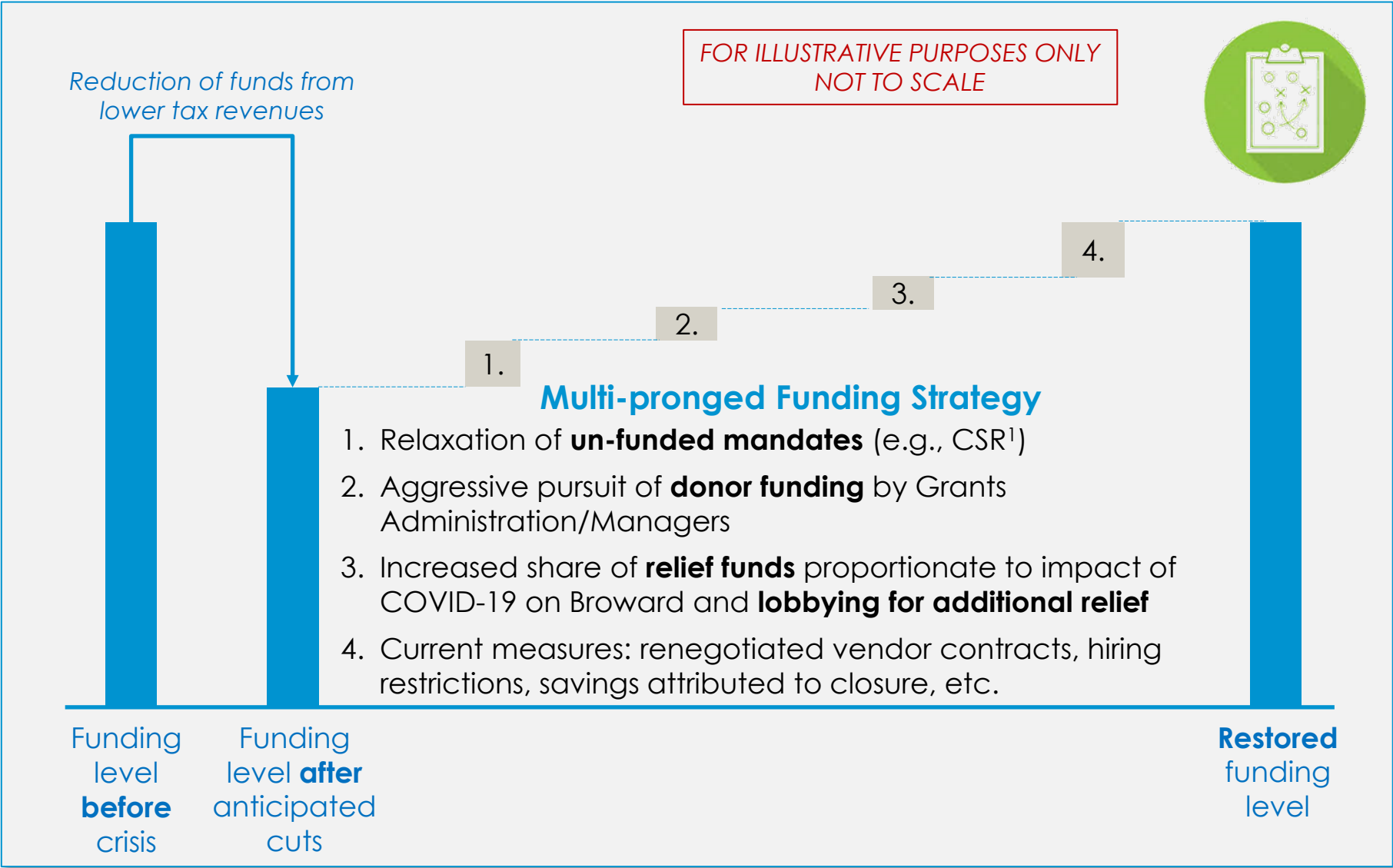
FUNDING



- A **multi-pronged** approach to step up funding:

- Grants
- Legislative action
- Spending controls
- Savings from closures

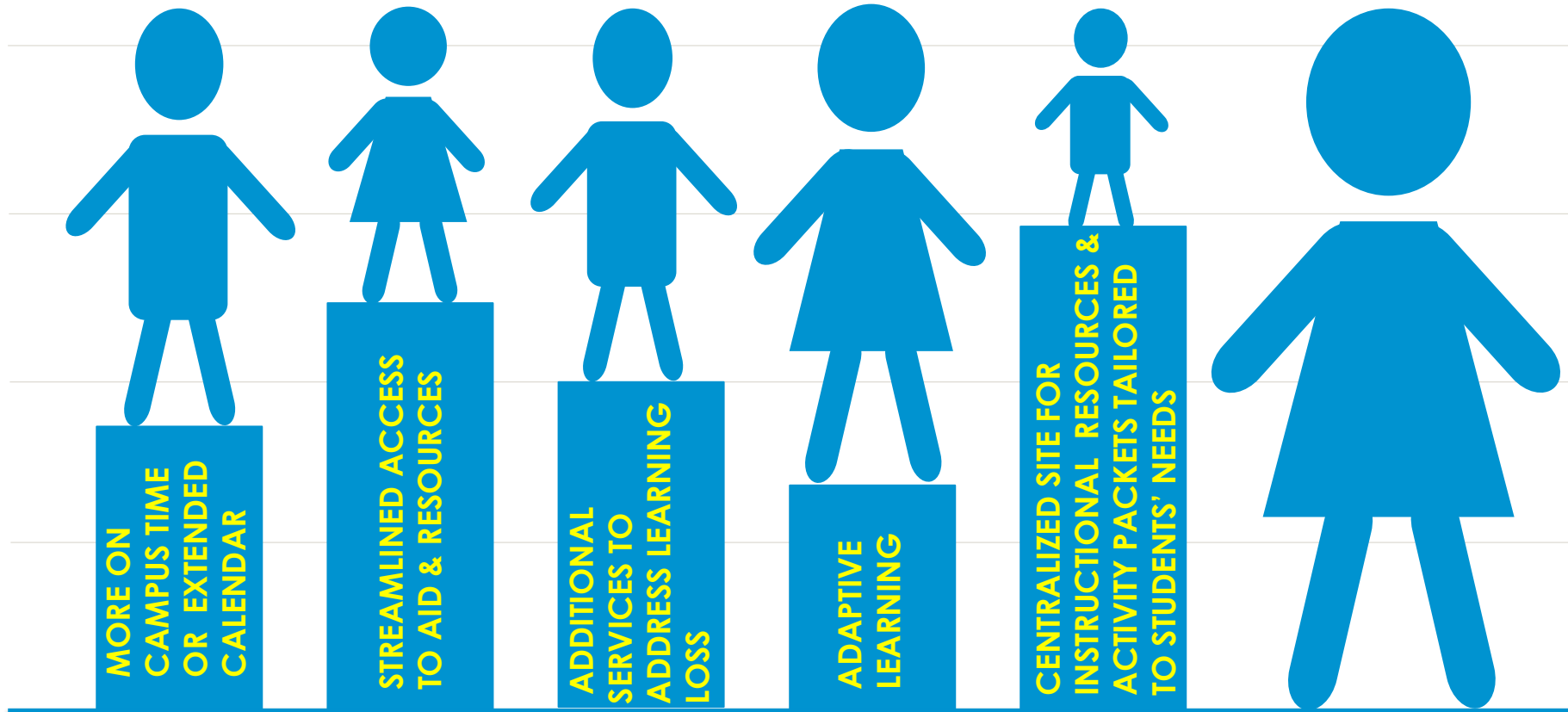
Restoring funding through a multi-pronged approach.



¹ CSR = Class Size Reduction, per Florida Statute

A focus on equity and closing the gap.

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



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

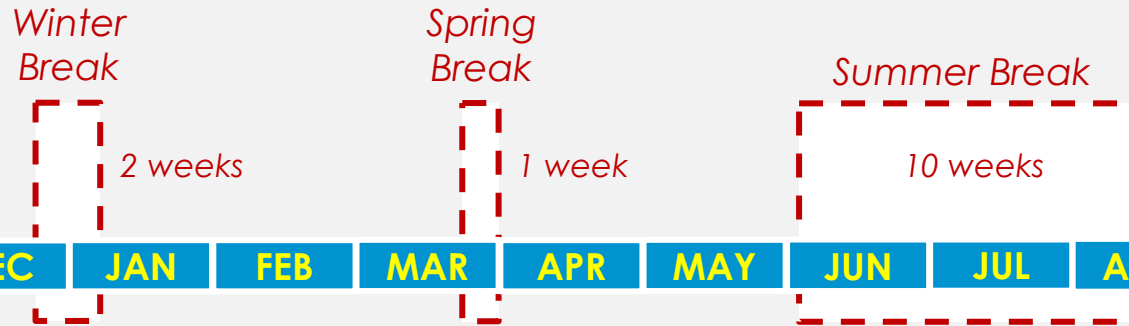


The school calendar: a case study.

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

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

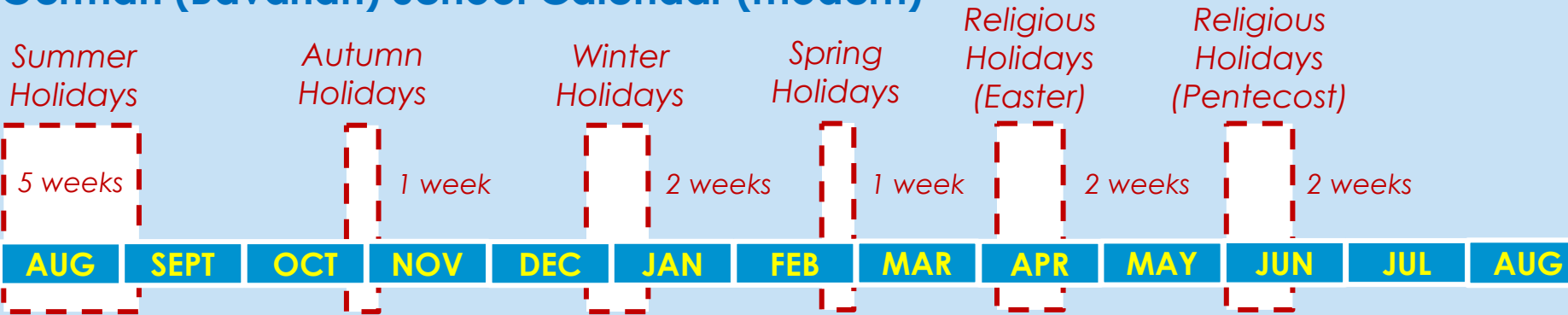
- In a push to standardize calendars, urban & rural schools agreed on summertime as a logical break to spare children from the sweltering heat they would otherwise experience in classrooms before air-conditioning.



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

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

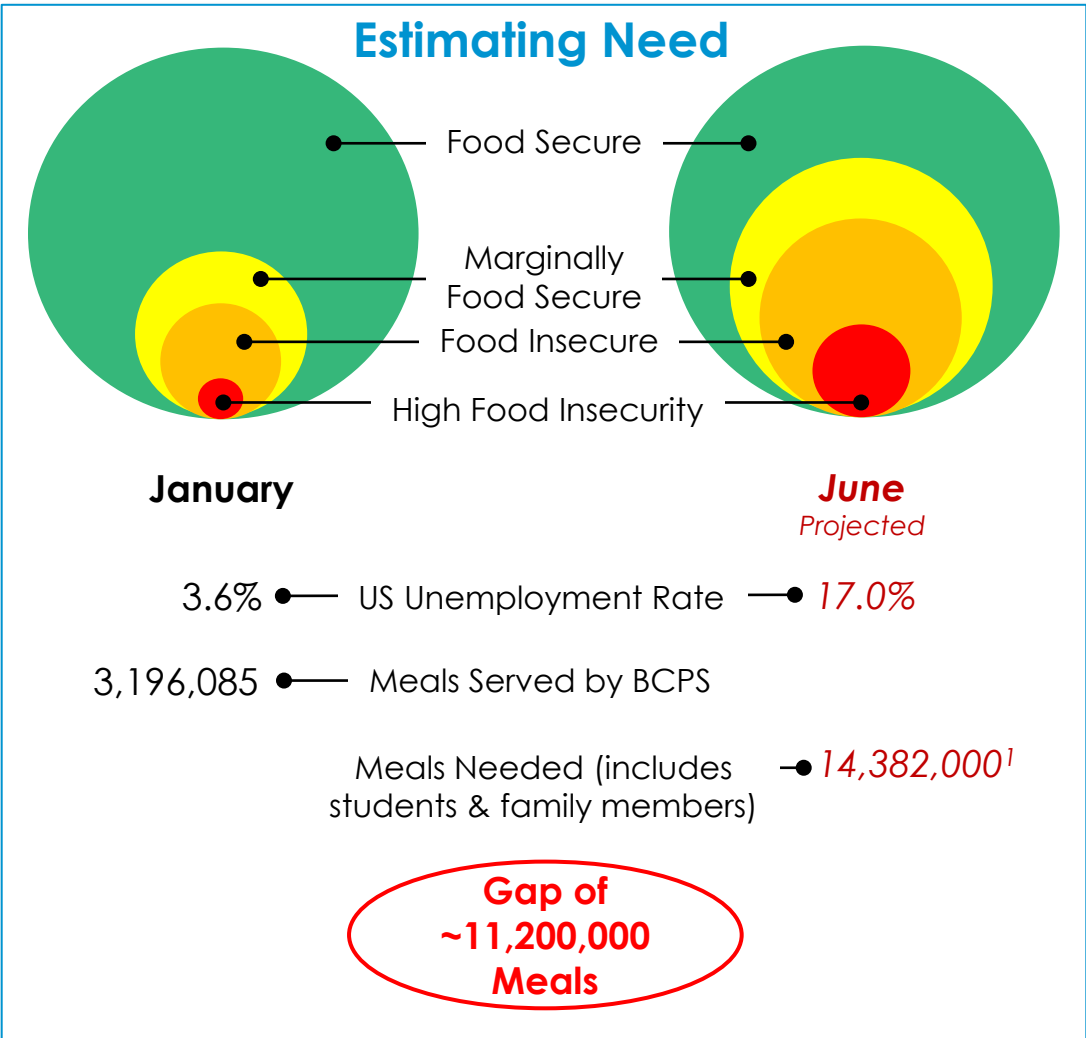
German (Bavarian) School Calendar (modern)



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.



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:



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

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



How we're proceeding

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



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).
- BASCC¹: **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**

BASCC¹ Network

**Providers of
Food & Other
Basic Needs**

**Local Colleges
& Universities**

**Funders,
Donors, &
Foundations**

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

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

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?				
↔				
↔				

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



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

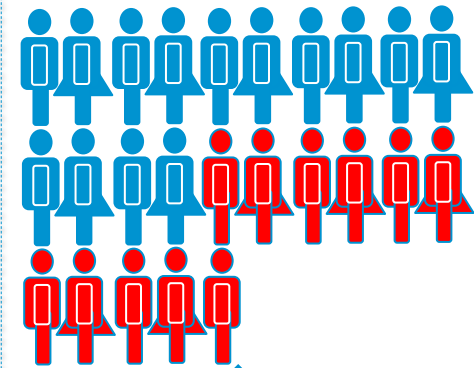
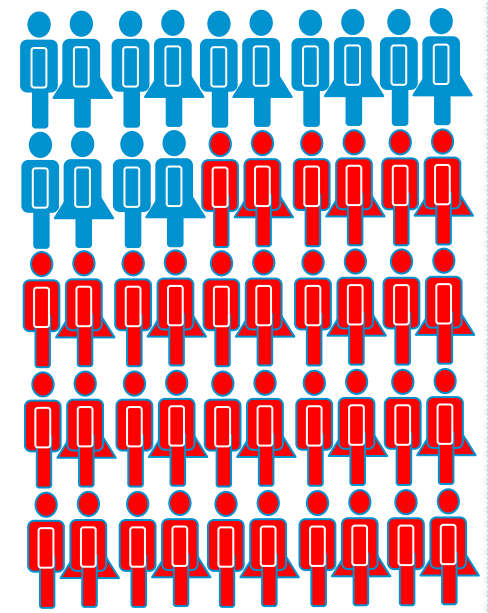
100%
Average Load = 50
Physical Distancing Capacity = 14

50%
Average Load = 25

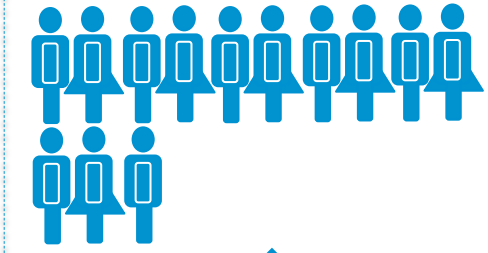
25%
Average Load = 13



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



1 Additional bus needed

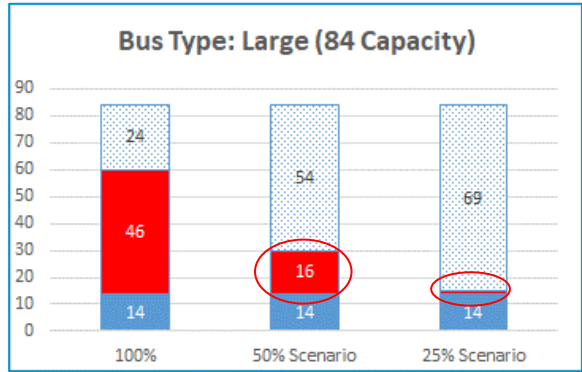


Existing buses, existing routes sufficient

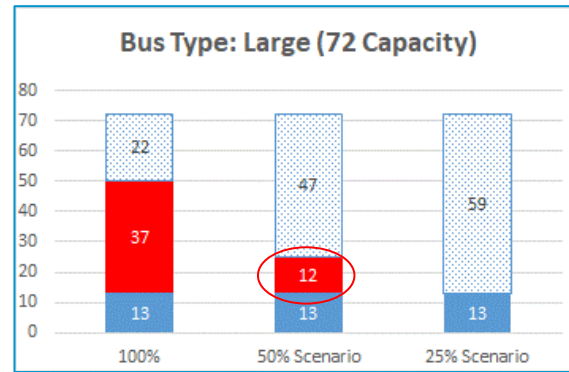
= Seats available for student under Physical Distancing = Gap: Seats not available for student under Physical Distancing

Student transportation fleet capacity.

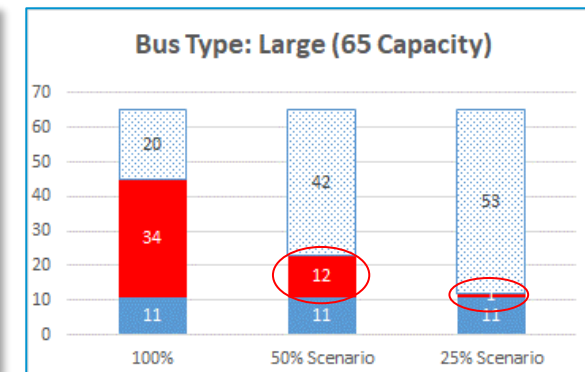
50% and 25% scenarios modeled to identify vehicle capacity challenges under Physical Distancing using existing vehicles for existing routes



Quantity: 118






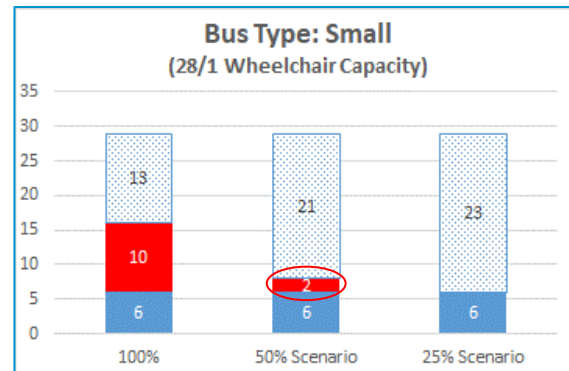
Quantity: 487



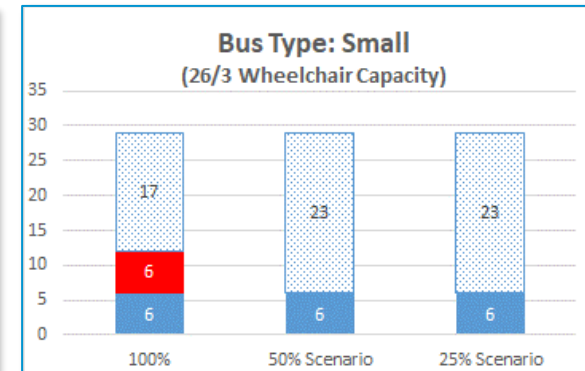
Quantity: 107

Legend

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



Quantity: 188



Quantity: 106

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

Student transportation fleet.

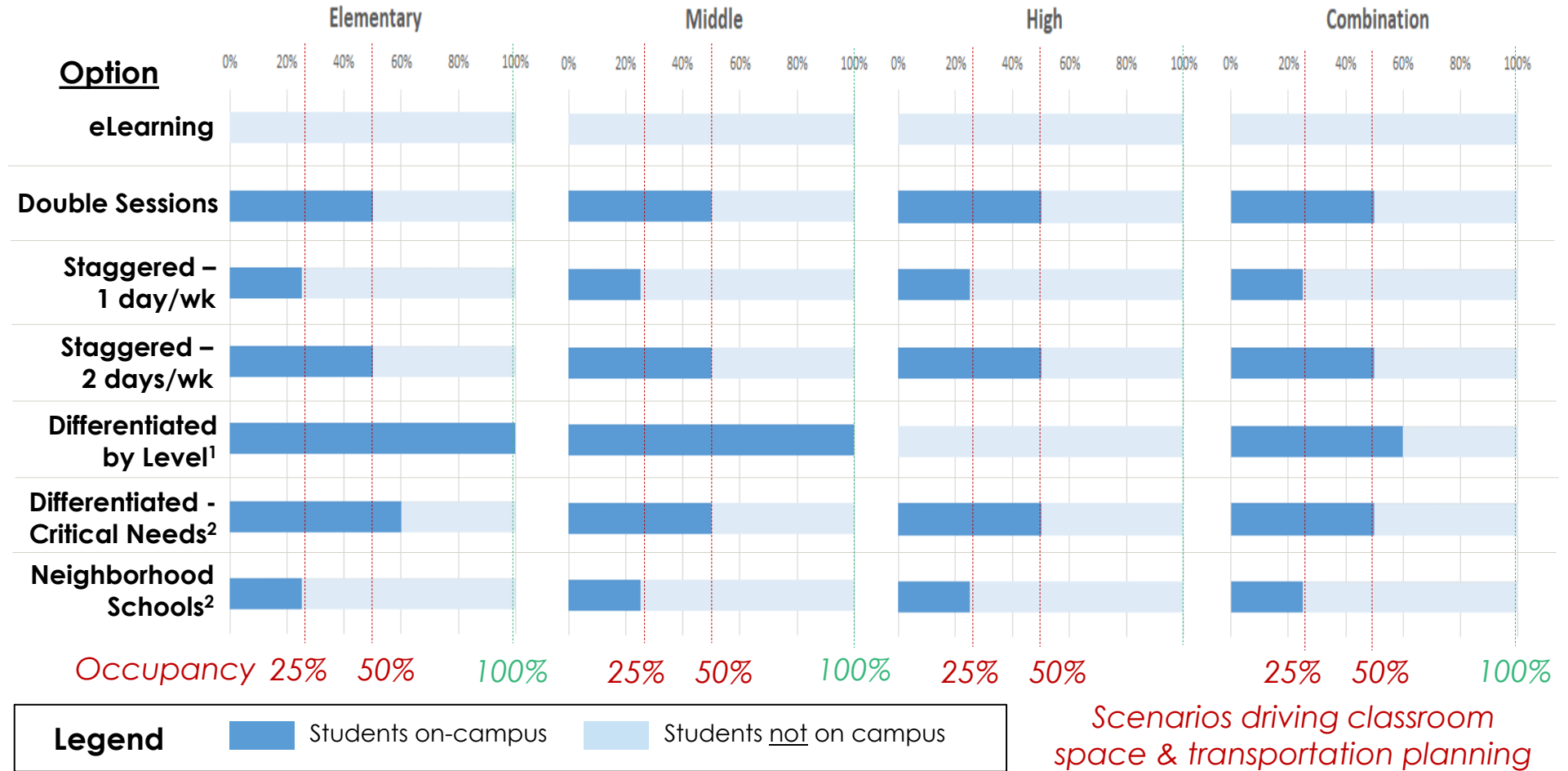
Accommodating Physical Distancing on student transportation vehicles



Clear markings where seat occupancy is permitted.

A review of on-campus student populations by Option.

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

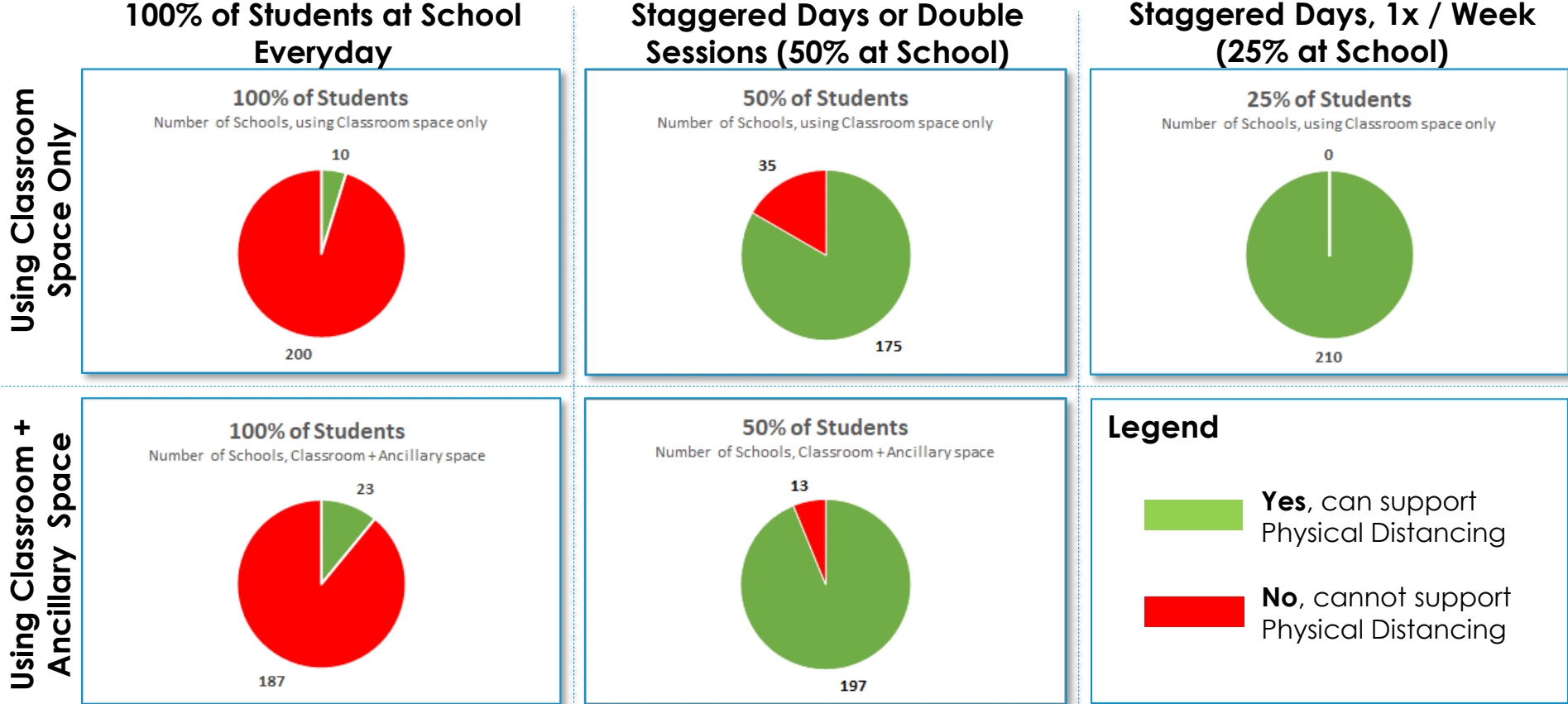


¹ Option assumes High School students continue with eLearning and freed-up space is used to accommodate Elementary & Middle levels.

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



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

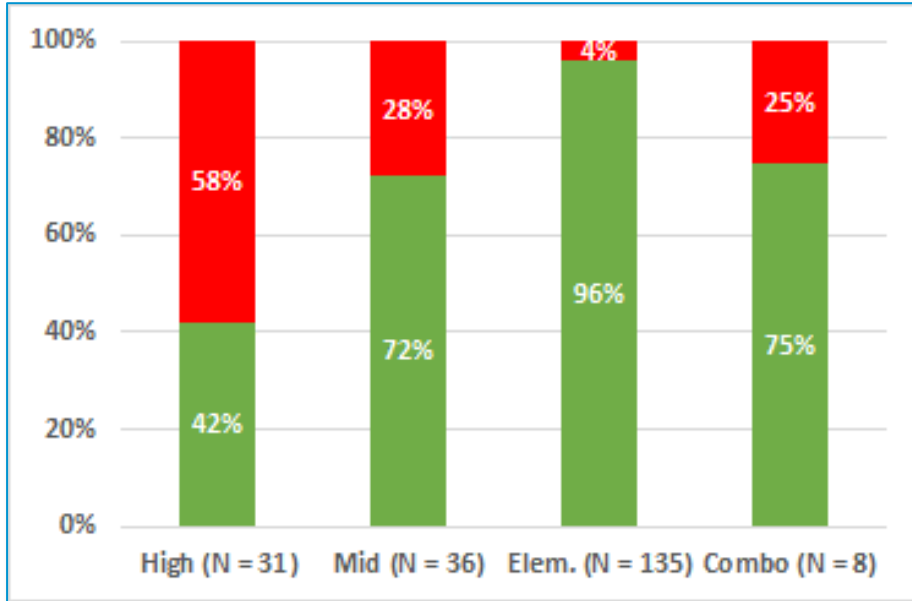
Source: Capacity data provided by Broward County Public Schools Portfolio Services Division

School capacity.

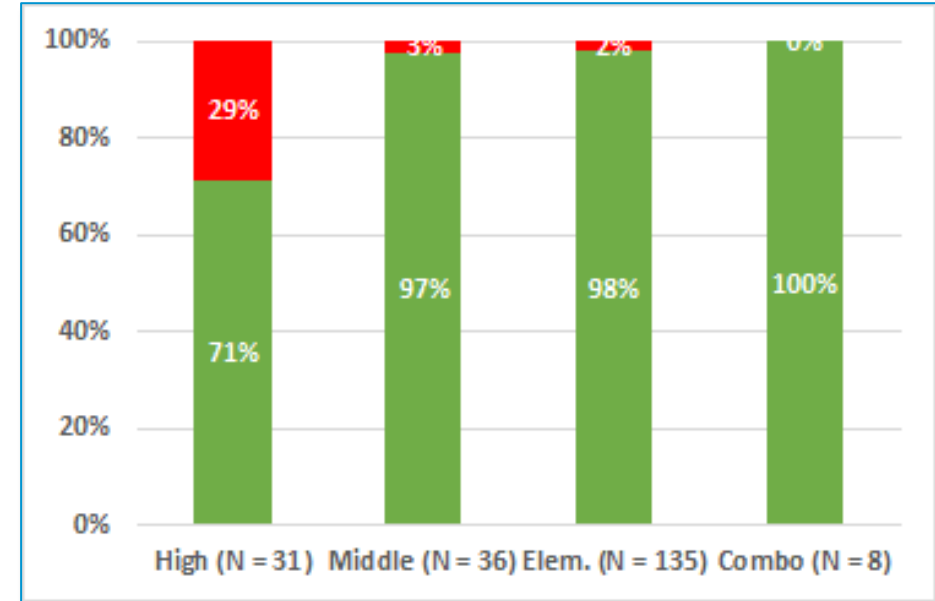
A closer look at the 50% scenario by level



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



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

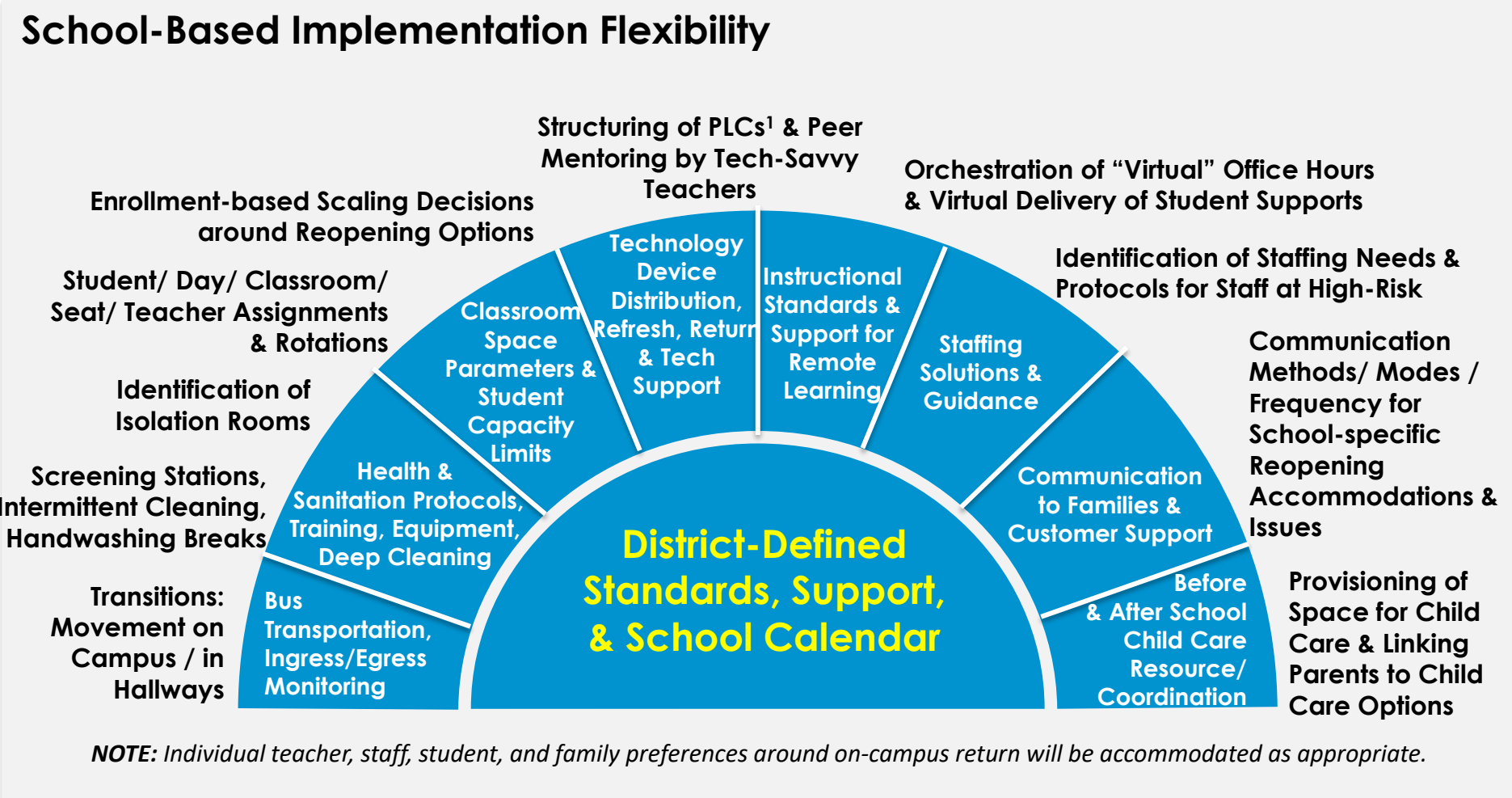


- Capacity challenges are most pronounced at the High School level.
- Even when ancillary spaces are used for instruction, 9 high schools will not be able to accommodate Physical Distancing guidelines.

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

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

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

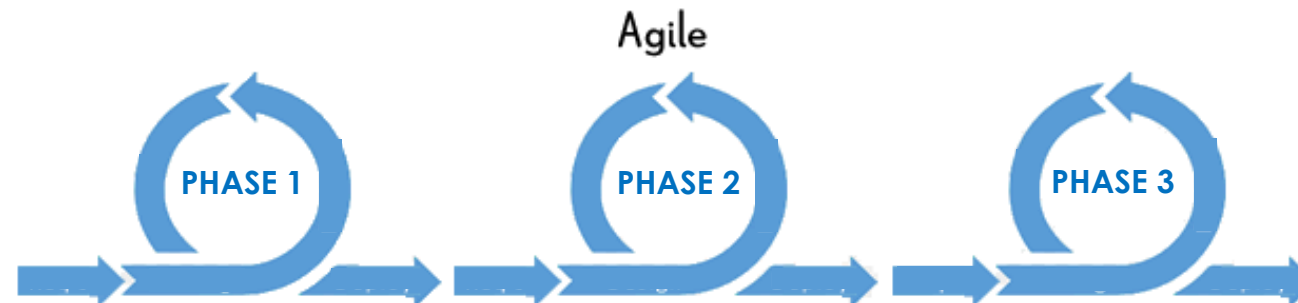


¹ PLC = Professional Learning Community

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



Monitoring reopening through Key Metrics.

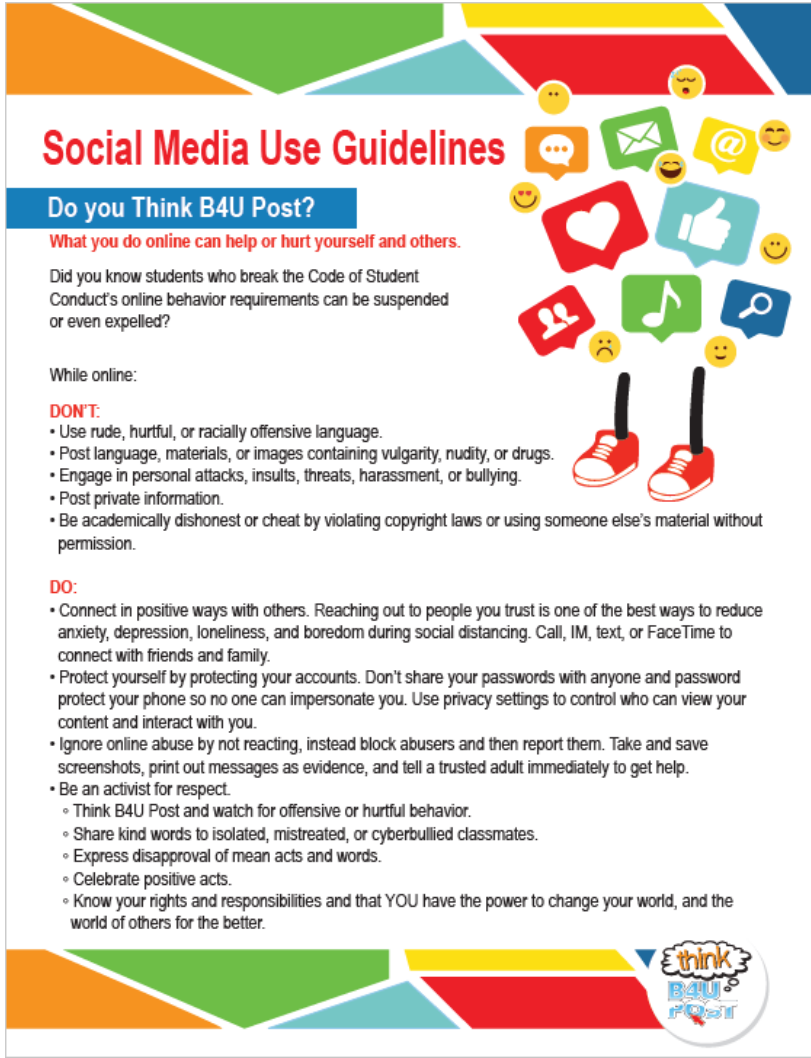
Measures of Success to be Determined Across the Following Dimensions:

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



Social Media usage guidelines.

PRIMARY



Social Media Use Guidelines

Do you Think B4U Post?

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

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



While online:

DON'T:

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

DO:

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



SECONDARY



Social Media Use Guidelines

Do you Think B4U Post?

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

C onversation			
H elp			
A ctivities			
M otivation			
P articipation			
S elf-Management			

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

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

School & District Technology Usage.

BCPS Policy 5306

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

5306 **5306**

SCHOOL AND DISTRICT TECHNOLOGY USAGE

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

1. **Definition**
For the purpose of this policy, technology is defined as, but not limited to, the following:
 - a. Instructional and staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
 - b. Administrative staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
 - c. Campus and departmental local area networks (both wired and wireless), including wiring, hubs, switches, routers, transmitters/receivers and other devices;
 - d. Servers; including instructional lab servers, web servers, video servers, file and print servers, database servers, internet proxy caching servers;
 - e. A Wide Area Network linking all School Board of Broward County (SBBC) sites into one countywide Intranet;
 - f. Telephone systems; including primary systems, integrated voice response/management systems, automatic dialing systems;
 - g. Learning resource management systems, including library automation systems;
 - h. Distance learning systems;
 - i. Video capturing, broadcast, receiving, and distribution systems;
 - j. Teleconferencing systems;
 - k. Application software packages which result in the creation and maintenance of an operational database;
 - l. Energy management and security monitoring systems;
 - m. Radio systems;
 - n. Office copier, Printer, image scanners and document management systems;
 - o. Cellular phones, PDAs, Smartphones, and similar mobile items;
 - p. Paging systems;
 - q. Intercom; and
 - r. Facsimile systems.
2. **Purpose**
 - a. To foster and support innovation and experimentation in the transformation from a traditional approach to teaching, learning, and education management to a technology-based model meeting the needs of the broad range of abilities, disabilities, cultural backgrounds, and ethnic populations represented in Broward County Public Schools.
 - b. To establish and maintain guidelines and procedures for appropriate technology utilization and infusion in the classroom, in the schools, in school and district administration and management, and in planning and evaluation to more

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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%		

A view into the experience: arrival at school.



Reuters

Denmark

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



Kyodo / The Japan Times

Japan

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

A view into the experience: Physical Distancing.



Emmanuel Dunand / Contributor, Insider / Getty Images

Denmark

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

Denmark

- Fewer students per class
- Desks separated 6'



Reuters



Xinhua News Agency / Contributor, Insider / Getty Images

China

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

Denmark

- Use of non-traditional spaces for instruction



Thibault Savary / Contributor, Insider / Getty Images

A view into the experience: health and sanitation.

Denmark

- Clear, simple handwashing protocols
- Frequent handwashing breaks



Bo Amstrup / Contributor, Insider / Getty Images



Liselotte Sabroe / Contributor, Insider / Getty Images

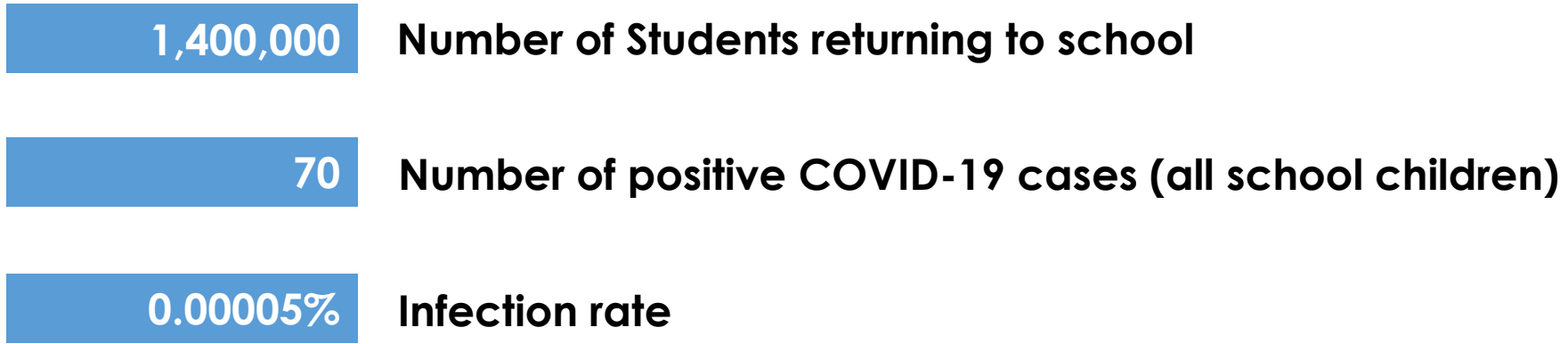
Denmark

- Daily cleaning and sanitation of classrooms

Early results from France, one week after reopening schools.

May 19, 2020

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



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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

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

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