



July 7, 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	<ul style="list-style-type: none">• Safety & Security• School Calendar• Athletics & Other Programming• Transportation• Food Services• Child Care Partnerships	<ul style="list-style-type: none">• Human Resources• Communications• Emergency Policy for compliance with health & safety requirements• 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:

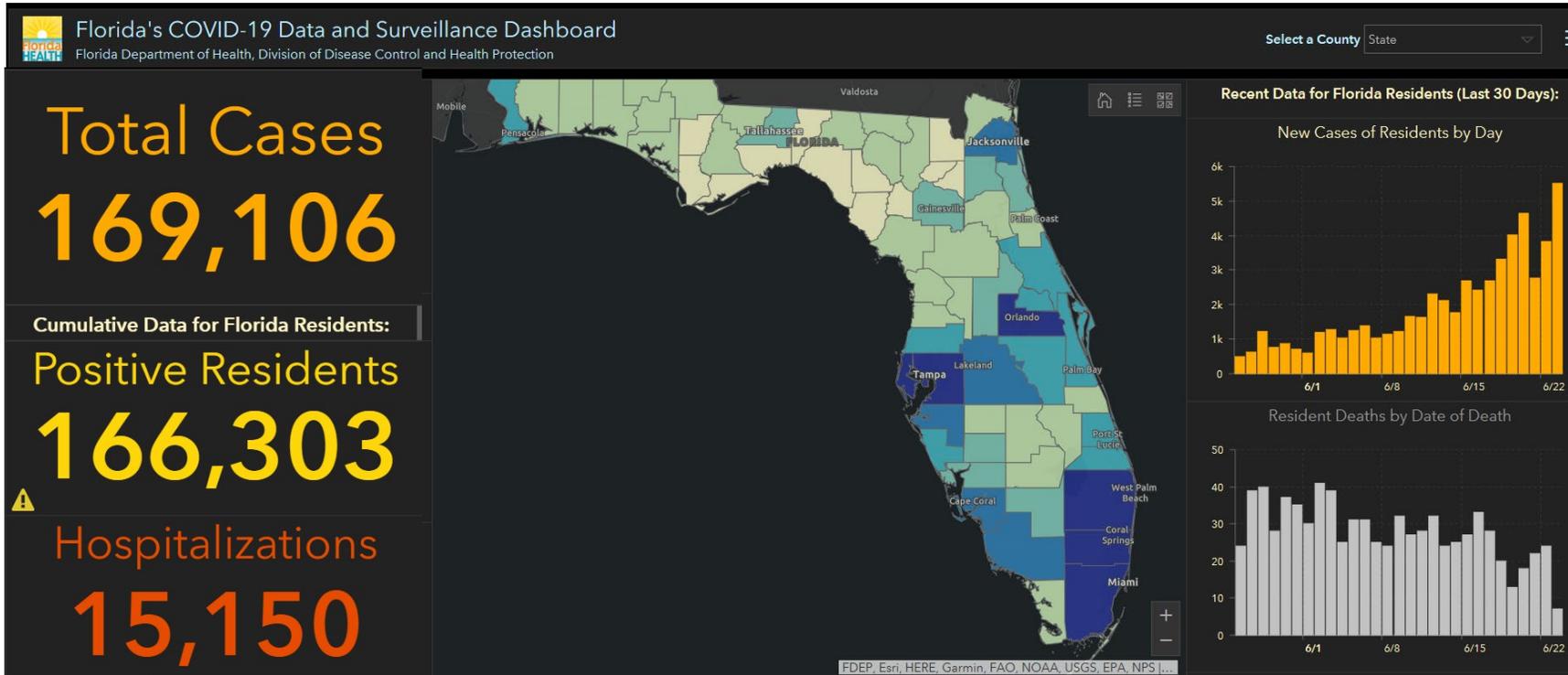
High-Quality Instruction | Safe & Supportive Environment | Effective Communication

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**.

Current situation in Florida.

Data as of July 2nd, 11:00 AM



CASE DATA FOR BROWARD

Total Cases: 17,116
Residents: 16,784
Residents Not in Florida: 0
Non-Residents: 332

Conditions and Care
Deaths: 394
Hospitalizations*
Residents: 2,114
Non-Residents: 60

Demographics of Cases

Age:
Age Range: 0 to 102
Median Age: 41

Gender:
Male: 8,298 (49%)
Female: 8,474 (50%)
Unknown/No data: 12

- 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**.

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

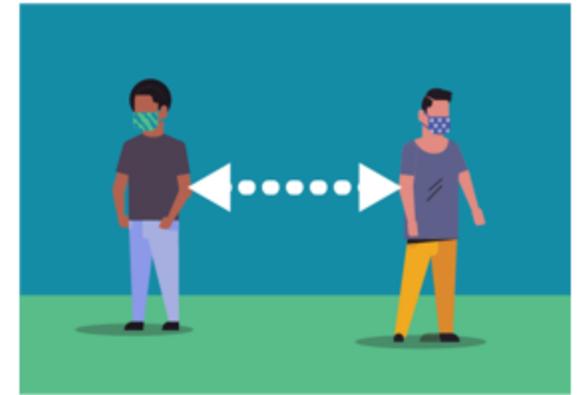
Centers for Disease Control and Prevention (CDC) guidelines for physical distancing.

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

School Pre-Registration Questionnaire.

The Online School Pre-Registration Questionnaire was administered 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.



School Pre-Registration Questionnaire – Initial Results.

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



Established 1915
BROWARD
County Public Schools

Next School Number
All

Next School Name
All

District Number Board Member
All All

Zip Code Cadre Director
All All

Next Grade Race Gender
All All All

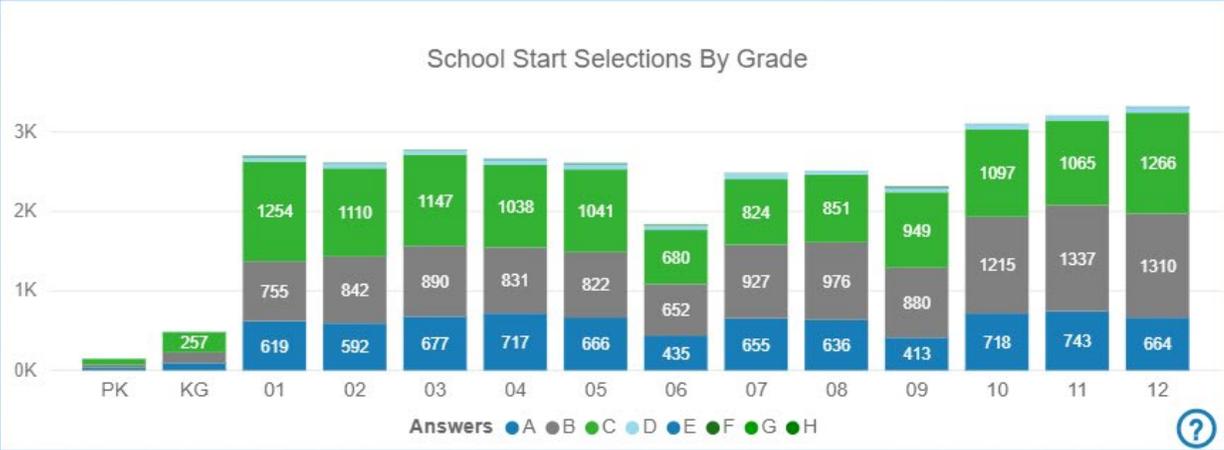
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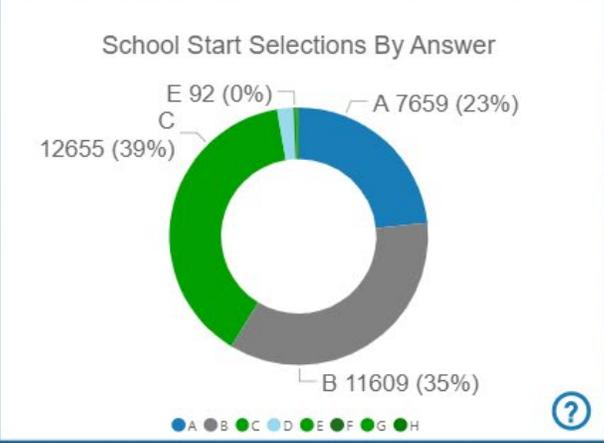
Pre-School Opening Questionnaire Summary

School Start Selections By Grade



Grade	A	B	C	D	E	F	G	H	Total
PK	32	38	76	3	1				150
KG	92	134	257	5			2		491
01	619	755	1254	47	12		5		2702
02	592	842	1110	53	10		2		2613
03	677	890	1147	52	2		5		2774
04	717	831	1038						
05	666	822	1041						
06	435	652	680						
07	655	927	824						
08	636	976	851						
09	413	880	949						
10	718	1215	1097						
11	743	1337	1065						
12	664	1310	1266						

School Start Selections By Answer



Answer	Count	Percentage
A	7659	23%
B	11609	35%
C	12655	39%
E	92	0%

School Start Selections Matrix

Answer	PK	KG	01	02	03
A	32	92	619	592	677
B	38	134	755	842	890
C	76	257	1254	1110	1147
D	3	5	47	53	52
E	1		12	10	2
F			7	3	2
G		2	5	2	5
H		1	4	2	2
Totals	150	491	2702	2613	2774

INITIAL RESULTS

(as of July 2nd, 2020)

eLearning 100%: **23%**

Hybrid Model: **35%**

Face-to-face learning 100%: **39%**

Broward Virtual School: **2%**

Other: **1%**

**N = 32,782 (~16%)
of about 202,000
total students**

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.

<u>M</u>	<u>T</u>	<u>W</u>	<u>T</u>	<u>F</u>
<u>31</u> G1: A-L A-Day	<u>1</u> G1: A-L B-Day	<u>2</u> G2: M-Z A-Day	<u>3</u> G2: M-Z A-Day	<u>4</u> G2: M-Z B-Day
<u>7</u> Holiday	<u>8</u> G1: A-L B-Day	<u>9</u> G1: A-L A-Day	<u>10</u> G2: M-Z A-Day	<u>11</u> G2: M-Z B-Day
<u>14</u> G1: A-L A-Day	<u>15</u> G1: A-L B-Day	<u>16</u> G2: M-Z B-Day	<u>17</u> G2: M-Z A-Day	<u>18</u> G2: M-Z B-Day
<u>21</u> G1: A-L A-Day	<u>22</u> G1: A-L B-Day	<u>23</u> G1: A-L A-Day	<u>24</u> G2: M-Z A-Day	<u>25</u> G2: M-Z B-Day
<u>28</u> Holiday	<u>29</u> G1: A-L B-Day	<u>30</u> G1: A-L A-Day	<u>1</u> G2: M-Z A-Day	<u>2</u> G2: M-Z B-Day

- 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
- Provides **predictability** for working families

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

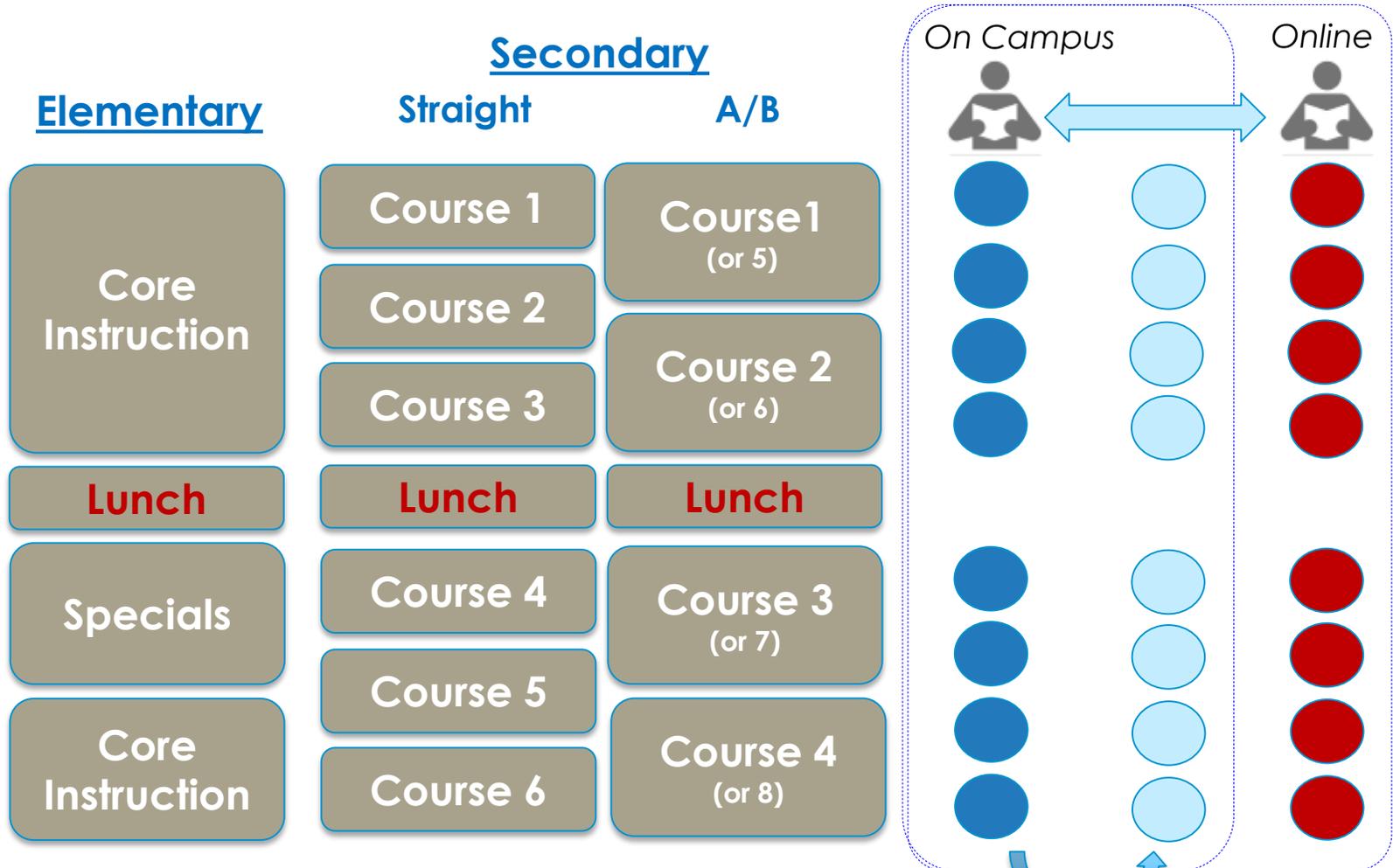
² G1 = Group 1 (A-L); G2 = Group 2 (M-Z)

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



*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



OPERATIONAL GAME PLANS

School Calendar	School Space Utilization
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



OPERATIONAL GAME PLANS for:

- Preparation for full **eLearning** modality if further pandemic restrictions imposed
- Virtual **tutoring, counseling, and support services**
- **Understanding where students are** in their grade level learning readiness
- Identification and interventions of knowledge and skill gaps
- Production and distribution of on-demand **pre-recorded lessons**
- Outreach and **guidance for parents** available both on-line and by request
- Virtual **academic boot camps** throughout the school year
- Adaptive **support models and engagement**, e.g., delivery of Response to Interventions (RtI)
- When required, distribution of **paper instructional materials** to complement the eLearning
- **Intensive Professional Learning** for teachers, ESPs and substitutes
- **Readiness and response** checklists tailored to grade level and subject
- **Collective bargaining** contract implications



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 teacher practice
- Teacher led professional development prior to, and during, school year
- Student accommodations and modified instruction based on student information (SEPA app in Canvas)
- 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:

- Professional Development and PLC support
- Protocols for teaching for e-Learning
- Ability to get help by appointment
- Protocols for supplemental Tier 1 supports
- Mechanisms to access supplemental Tier 2 & 3



Guiding Principles:

1. Focus on **grade-level content and instructional rigor**, addressing learning gaps as needed within the context of grade-level work
2. Focus on the **depth of instruction**, rather than the pace when dealing with new content
3. **Just in time** instruction and reengagement of students with prior grade level work in the context of current grade-level work
4. Prioritize content and learning
5. Maintain the inclusion of each and every learner
6. Identify and address gaps in learning through instruction, avoiding overuse of standardized testing
7. Focus on the student commonalities that are shared in this time of crisis
8. **Nourish relationships** of teacher-student & student-student



OPERATIONALIZING THE GAME PLAN:

	Key Messages	Strategies
<p>Ensure high-quality full & hybrid e-Learning</p>	<ul style="list-style-type: none"> Leverage existing human capital (School-based Coaches, District Coaches, ESPs, Distance Learning staff, BECON, etc.) to provide high-quality exemplary lessons to different sub-group populations and build systemic capacity Identified software/programs to support teaching and learning; What available programs and technology will be supported moving forward? Include production and distribution of pre-recorded lessons available on demand 	<ul style="list-style-type: none"> Pedagogy and class management for eLearning Increased organization to CANVAS courses Increased resources in CANVAS “shells” Protocols for whole group, small group, and individual High Quality Modeling in the training with ESE, ELL and Cluster teachers Leading at a Distance workshop for Administrators Identify teachers that can run PLCs at their schools for continued support for eLearning Teach and re-teach situation Curate ready made videos e.g. Khan Academy, CK-12 curriculum, Teacher Tube. Create videos by master teachers in the District to be used in a flipped/virtual classroom



OPERATIONALIZING THE GAME PLAN:

	Key Messages	Strategies
Assessing and Understanding student readiness for grade level learning	<ul style="list-style-type: none"> Rethinking student assessment; Rationale for assessments; Extent to which and how assessments are conducted What data do we have and how will it be used? Determine the degree of readiness Proactively mitigate increases in opportunity gaps Increase opportunities for social-emotional supports across all levels of the system 	<ul style="list-style-type: none"> Formative Assessment Item Bank for Math, Science, ELA, Social Studies Diagnostic assessments for ELA and Math grades K – 8 Curriculum-Based Formative Assessments Alternate Assessments for ESE students ELL Language and Literacy for Level 1 and Level 2 students (possibly for Math) Performance based assessments for Elementary, Secondary, and Applied Learning courses
Professional Learning for teachers, ESPs, & substitutes	<ul style="list-style-type: none"> Determine what teachers need to be successful in new learning environments Professional Learning and Training Considerations – Teams, Canvas, Content, F2F and Online Pedagogy, Curriculum Technology to Support – Teams, Canvas, Content, Pedagogy, Curriculum 	<ul style="list-style-type: none"> Identify Lead Teachers to participate in professional learning on distance learning tools, content, and pedagogy Lead Teachers will facilitate school-based professional learning to be continuously revisited in PLCs throughout the year Open additional sections for Canvas, TEAMS, and pedagogical Beginner and Advanced



OPERATIONALIZING THE GAME PLAN:

	Key Messages	Strategies
Virtual tutoring and counseling	<ul style="list-style-type: none"> Leverage existing community partnerships to align content to District's Academic Plan, resources, and student supports 	<ul style="list-style-type: none"> ELL Language and Literacy for Level 1 and Level 2 students and possibly for Math Virtual Call Center for counseling Virtual Tutoring Center (manned by NJHS/NHS students or student government students) available in afternoon and evenings as in Title 1 after school tutoring Coordinating afterschool programming
Outreach and guidance for parents	<ul style="list-style-type: none"> Support families and provide guidance/webinars on standards, content, curriculum, materials, learning environment 	<ul style="list-style-type: none"> Webinars to help parents understand the technology and tools their students are using Parent Support Forum to allow to ongoing feedback in order to meet the various family needs Virtual Family Nights at schools
Collective Bargaining Implications	<ul style="list-style-type: none"> Distance Learning working condition PLCs for Hybrid and e-learning models 	<ul style="list-style-type: none"> Ongoing review of the professional learning community MOU with BTU

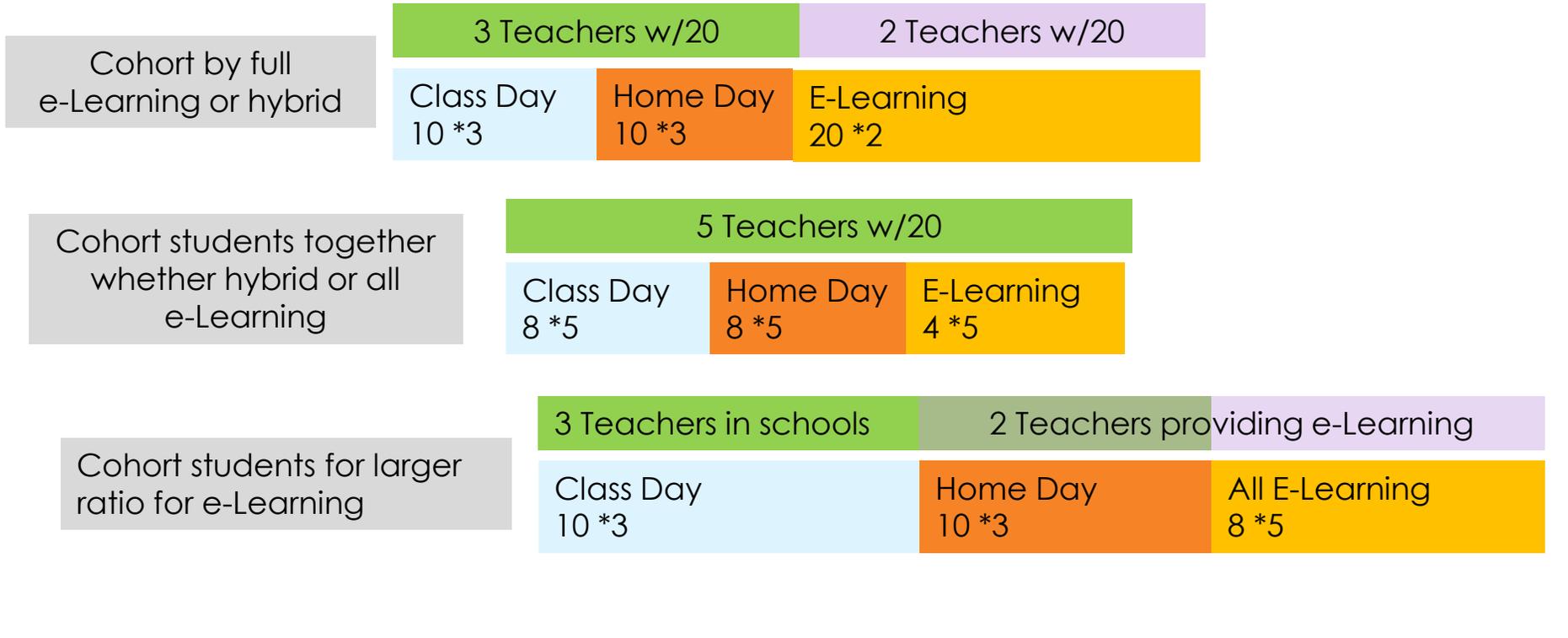
Learning Acceleration.



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





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
 - Phonics and Phonemic Awareness progress
 - Running Records for comprehensive literacy progression

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
Jan 8: End of first semester
Apr 5: FSA testing for 3rd Grade ELA and Grades 4-10 Writing
May 3: FSA, EOC, & Advanced Placement testing begins

Exceptional Student Education (ESE): Service Locations



Full time physical instruction

Self-Contained,
IEP necessitated
&
Center Schools

Hybrid or eLearning Option

Inclusion,
Services,
&
supports





Resources and practices

- Access to adaptive technology and software
- Continue training for Instructional and Non-Instructional E-Learning and Hybrid delivery
- Consistent family and student communication and connectivity
- On-going support and resource development Prek-Transition
- Alternate forms of technology and platforms for delivery
- Devices and Specialized Equipment
- On-Line Resources

Professional Development

- Technology (TEAMS, Canvas)
- E-Learning Content, Behavioral, Social-Emotional
- Curriculum resources
- Parent Training and Resources



Exceptional Student Education (ESE): Guidance & Support.



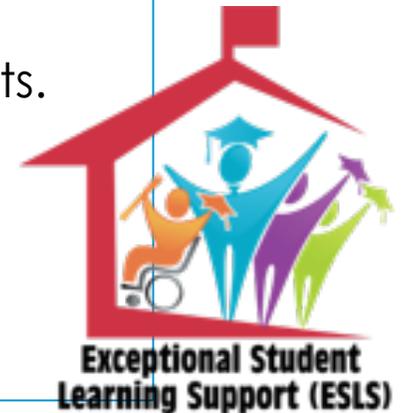
- Academic, Social-Emotional, Independent Functioning, Transitions
- Inclusive practices at all levels, in all classes
- Ensuring consistency in the day-to-day experience for re-opening models
- Related services (SLP, OT, PT, ESLs Counselor)
- Delivery of IEP / 504 services for re-opening models
- Guidelines for IEP / 504 meetings for re-opening models
- **Provisioning of COVID-19 recovery services** if services are delayed.
- **Delivery of IEP²/504 services under physical distancing.**
- Guidelines for **virtual IEP/504 meetings** and for **virtual/hybrid/in-building evaluations and assessments.**



Exceptional Student Education (ESE): Environment



- **Special PPE¹ requirements**, such as clear face coverings, gowns, gloves
- 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.
- **Health, safety, and behavior techniques and protocols** for staff and students.
- **Transportation** coordination and staffing requirements.



¹ Personal Protective Equipment

² Individual Education Plan

Student Support Strategies.



Provide schools and families with the **resources, development, information,** and **direct services** necessary to reopen schools with an emphasis on SEL, mindfulness, mental health and equity during the **first week** and throughout the **school year.**

Student Support Strategies.



To promote and cultivate a healthy culture for all students, schools, and communities everyday by providing prevention, intervention, assistance, knowledge, skills, resources and training in the areas of SEL, Mental Health & Wellness, Mindfulness, and Equity.

Student Support Strategies.



KEY PILLARS DEFINED

- Educational Equity
- Social/Emotional Learning
- Mindfulness
- Mental Health

Educational Equity

Educational Equity shall be defined as cultivating an environment through policies, practices, and programs to provide equal access in all student (PreK-Adult), employment, and business programs, activities, resources, services and operations, so as to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity and expression, or other protected group status; (b) provide equal educational opportunities; (c) ensure all student populations meet the same rigorous standards for academic performance; and (d) ensure parity of resources for all students. (BCPS Policy 1.7)

Social Emotional Learning

Social and emotional learning is the process of teaching and learning self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through explicit instruction, integration into the subject areas, collaborative instructional approaches, and cultivating warm, welcoming, and inclusive school environments.

Mindfulness

Mindfulness is the intentional practice of paying attention in the present moment to become aware of one's thoughts, emotions, bodily sensations, and the surrounding environment. Mindfulness promotes well-being, resiliency, agency, and the enhancement of performance.

Mental Health & Wellness

Mental health and wellness include emotional, psychological, and social well-being. Mental wellness impacts students' relationships with family, peers, and their school performance. It affects how we think, feel, and act. Mental health also helps determine how we handle stress, relate to others, and the choices we make. Mental health is important at every stage of life, from childhood and adolescence through adulthood. (mentalhealth.gov)



Embedding Equity Across Broward Strategic Plan

Student Initiatives	
Student Equity Group <ul style="list-style-type: none"> ➤ Create awareness around racial equity ➤ Facilitate school-based equity-centered activities ➤ Lead equity-centric forum and trainings for students' school-wide ➤ Participate in Racial Equity Training ➤ Create and lead Student Equity Council 	Schoolwide Student Participation in Equity <ul style="list-style-type: none"> ➤ Student Equity Badges earned through community service and BCPS Equity training ➤ Equity Graduation Cord ➤ Student-led Diversity Compassion Initiatives ➤ Annual Student Equity Conference
Instructional Best Practices	School-based Initiatives
<ul style="list-style-type: none"> ➤ Courageous Conversations About Race ➤ Anti-Racism Trainings for all teachers ➤ Culturally-responsive teaching Training ➤ Equity-centric Professional Learning Communities ➤ Equity Badge System ➤ Equity Liaison at each school 	<ul style="list-style-type: none"> ➤ Equity Plan embedded in School Improvement Plan ➤ Redesign school curriculum to embed diversity and anti-racism topics ➤ African-American history course required for graduation credit ➤ Elementary Curriculum of Windows & Mirrors: reflective of student population ➤ Equity Badge System
District Leadership Initiatives	District-wide Initiatives
<ul style="list-style-type: none"> ➤ Courageous Conversations About Race for all Cabinet members ➤ Review Broward School Policies to examine Equity and Diversity ➤ Equity & Diversity training required for all persons in Interim AP program, Interim Principal Program, Substitute Teacher orientation, new bus driver orientation, new cafeteria attendant orientation, new campus monitor/security specialist orientation. 	<ul style="list-style-type: none"> ➤ Equity Audits of Districts and all Schools ➤ Increased district-wide partnerships with external Equity Experts ➤ Equity Rating (similar to School grade) ➤ Equity Protocols/Standards ➤ Equity Liaison at each district department
Family and Community Equity Initiatives	Equity in Business Partnerships
<ul style="list-style-type: none"> ➤ Purpose is to engage families and communities in conversations, education, and implementation of equitable community practices ➤ BCPS will provide equity-centric trainings for all community members ➤ Public Social Justice forums ➤ Public film screenings and talk-backs around topics of equity and Anti-Racism 	<ul style="list-style-type: none"> ➤ Race and Equity Community Fair to promote and reiterate the call for Anti-Racist behaviors and practices ➤ Collaboration with higher education entities for joint research and programming to address race and equity ➤ Build partnerships with businesses to promote community-wide anti-racist practices and behaviors.

Student Support Strategies.



Wellness Insights from the Distance Learning and Wellness Survey

- Dedicate explicit **time** for everybody to rebuild **relationships**, practice **self-care**, and acclimate to the “**new normal**”
- Analyze **data** and develop **action plans** to implement Tier 1 services
- Provide high quality **assessments, curriculum, professional development** and **supports**
- Establish processes for easy **identification, referral, and follow up** for Tier 2 & Tier 3 services
- Create systems to address **chronic absenteeism** and keep **students engaged** in learning
- Proactively identify **inequities** and create **partnerships** to provide **wraparound services**, such as food, clothing, housing, technology, transportation and “telehealth”
- Help **parents/caregivers** create positive learning environments in the **home**
- Empower **student voice** and promote **agency** by inviting them to co-create their experience
- Provide adults with opportunities and resources to engage in **self-care** activities
- Alleviate concerns regarding **safety** and educate students on **COVID-19**

Student Support Strategies.



SCHOOL CHECK LIST SAMPLE

- Require a daily **schedule** that incorporates at least **10 minutes** of dedicated time to SEL, mindfulness, mental health, and equity
- Analyze the **Distance Learning and Wellness Survey** and **focus groups** data to **identify needs**
- Establish a **Task Force** to develop and manage a **Reopening Plan**
- Provide research-based, trauma-sensitive **programs** and **LAB** offerings and model **self-care** for students, families and staff
- Monitor progress using ongoing **measurement** of **need** and **impact**

Tool Kit for Wellness Week



Draft of Elementary Tool Kit of Suggested Best Practices for Wellness Week

	SEL Activity Best Practices	Mindfulness Best Practices	Mental Health Activities (in person)	Staff Considerations:
Weds.	<ul style="list-style-type: none"> Journal Activity - Who or what helped you during COVID? * SEL Engaging Strategies - Welcoming/Inclusion Activity Four Corners All About Me activities Interest Inventory and diversity/inclusivity discussion Polls of Pop Culture preferences 	<ul style="list-style-type: none"> Arriving Practice – Noticing sounds with journaling School Wide “Mindful Moment” – Just Breathe Mindfulness Practice - Mindful Schools Online Class for Kids! Episode 1 Mindful Breathing Brain Break - Gonoodle – emotions grow and shrink 	<ul style="list-style-type: none"> Connect with students, welcoming, bonding, build rapport, deep listening T.A.L.K. activity #1 student wellness check-in 	<ul style="list-style-type: none"> Include the SEL 3 Signature Practices * <ul style="list-style-type: none"> 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE Normalizing Emotions Create mini journals for students to use for ungraded expression Address your own self-care by practicing mindfulness
Thurs.	<ul style="list-style-type: none"> Journal – What are some of your big fears and big joys over the past ___ weeks? * SEL Engaging Strategies - Welcoming/Inclusion Activity Name and Motion Tree of Kindness and empathy discussion School Inspirational Quotes collections Stress Survey 	<ul style="list-style-type: none"> Arriving Practice – Noticing body sensations with journaling School-wide “Mindful Moment” – Growth Mindset Mindful Schools Online Class for Kids! Ep.2 * Mindful Movement Brain Break - Gonoodle – understanding others 	<ul style="list-style-type: none"> Suite 360 intro Classroom Lesson on child trafficking using Suite 360 (Comprehensive Health Mandate) T.A.L.K. activity #2 	<ul style="list-style-type: none"> Communicate with parents Build a sense of Classroom-family and community Practice self-care by taking breaks or going outside in nature
Fri.	<ul style="list-style-type: none"> Journal – Describe a Quarantine Hero that you know or have heard about? 	<ul style="list-style-type: none"> Arriving Practice – noticing breath just as it is School-wide “Mindful Moment” – Two Wolves 	<ul style="list-style-type: none"> Classroom Lesson on substance use and abuse using Suite 360 	<ul style="list-style-type: none"> Work to build confidence and empowerment in students Include social interaction time for connections

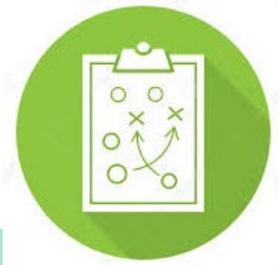
Elementary

Draft of Suggested Secondary Tool Kit of Best Practices for Wellness Week-

	SEL Activity Best Practices	Mindfulness Best Practices	Mental Health Activities (in person)	Staff Considerations:
Language Arts/ELA/Reading	<ul style="list-style-type: none"> Include the SEL 3 Signature Practices * <ul style="list-style-type: none"> 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE Journal - Who or what helped you during COVID? Journal – What are some of your big fears and big joys over the past ___ weeks? Journal – Describe a Quarantine Hero that you know or have heard about? All About Me activities 	<ul style="list-style-type: none"> Daily Arriving Practice – Noticing sounds for silent 1 minute and invitation to share or journal “Mindful Moment” – Just Breathe activity 	<ul style="list-style-type: none"> Wellness Check-in Classroom Lessons 1-3 mental and emotional health using Suite 360 (not the first day) (Comprehensive Health Mandate) T.A.L.K. activity #1 	<ul style="list-style-type: none"> Include the SEL 3 Signature Practices * <ul style="list-style-type: none"> 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE Normalizing Emotions Create mini journals for students to use for ungraded expression Address your own self-care by practicing mindfulness
Math	<ul style="list-style-type: none"> Include the SEL 3 Signature Practices * <ul style="list-style-type: none"> 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE Interest Inventory with diversity/inclusivity discussions – create graphs Polls of Pop Culture preferences – analyze percentages 	<ul style="list-style-type: none"> Daily Arriving Practice – noticing breath for silent 1 minute and invitation to share “Mindful Moment” – Growth Mindset activity 	<ul style="list-style-type: none"> Classroom Lessons 4 on child trafficking using Suite 360 (not first week) (Comprehensive Health Mandate) T.A.L.K. activity #2 	<ul style="list-style-type: none"> Include the SEL 3 Signature Practices * <ul style="list-style-type: none"> 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE Normalizing Emotions Address your own self-care by practicing mindfulness

Secondary

Tool Kit Example Contents



Social & Emotional Learning Activities

- School-wide activities to address core competencies, school-family culture development and staff self-care
- Include self and social awareness, managing emotions, building community, cooperative decision making
- CASEL recommended components for welcoming & inclusion, engagement and optimistic closure

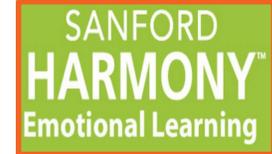
Mindfulness Practices

- Leadership examples to model present moment awareness, such as arriving practices during meetings
- Thematic “Mindful Moments” 5 minute SEL/Mindfulness activity for independent or group reflection and learning
- Mindful Minutes during daily school announcements during face to face or online instruction

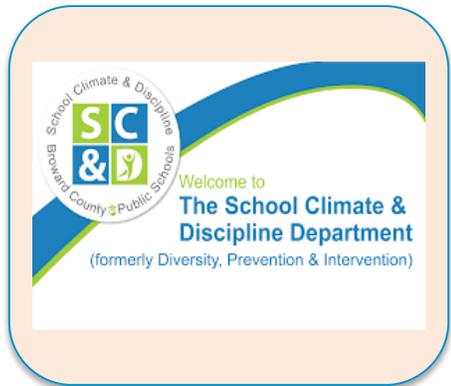
Mental Health Activities

- Evidenced-based activities to address needed hours of FLDOE Comprehensive Health Mandates (mental & emotional health education, child trafficking and substance use & abuse)
- Resources include T.A.L.K. Campaign, Suite 360 and MHAART to address prevention, intervention, and post-vention

Student Support Strategies.



Student Support Strategies.



School Climate & Discipline



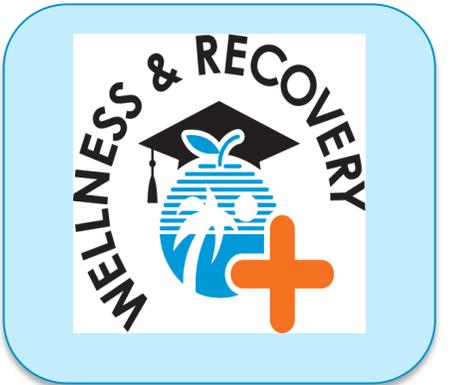
SEL & School Counseling



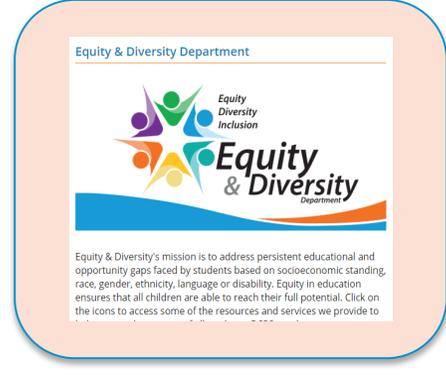
Mental Health Portal & Page



School Nursing



Mindfulness Site and Sessions



Equity & Diversity



Student Services

Technology for eLearning. Challenges



- **Device expansion** – achieving a **1:1 student-to-device ratio** and refresh and/or return of devices
- **Internet Access** - extending or expanding partnerships for **affordable Internet options**, particularly for disadvantaged populations
- **Infrastructure** - accelerating Internet infrastructure project (WAN redesign) for **expanded capacity** at schools to support simultaneous online instruction by on-campus teachers
- **Change Management: Support** - 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** - Safety and **security protocols** for teachers, staff, and students in the digital environment



Device Expansion

- Device needs will continue to be addressed through the **Refresh program**
- There are significant **supply constraints**
- Exploring a potential **1:1 model** for students in the event that hybrid learning capability becomes a permanent feature of instructional model
- Different 1:1 models are being considered:
 - A **“mixed” BYOD¹/issuance model** is likely the most sustainable for a District of this size
 - A **means-tested BYOD-default model** may be used where students are asked to bring devices and “high needs” students are provided with one
 - A **pure 1:1 with or without a technology access fee**
- **Teachers** are already at 1:1 at current funding levels
- All school-based instructional support personnel will receive a device as needed (e.g., ESPs)

¹ BYOD = Bring Your Own Device

Technology for eLearning.

Plan (2 of 3)



Home Internet Access

- Comcast and AT&T will continue to offer **\$5 or \$10 programs with free access to public hotspots** through the remainder of 2020 for families in need
- Creating a “**free internet access zone**” within Fort Lauderdale through partnership with Hotwire
- **Hotspots and phones** (from Sprint 1 Million) continue to be issued to students
- **Collaboration with Broward County Municipalities** being explored through the Partnerships work stream

District-Based Internet Infrastructure

- The **fiber WAN project** commenced on July 6th, 2020
- The current infrastructure **can support all teachers video-conferencing simultaneously** in schools (assuming students in schools are *not* video-conferencing)

Technology for eLearning.

Plan (3 of 3)

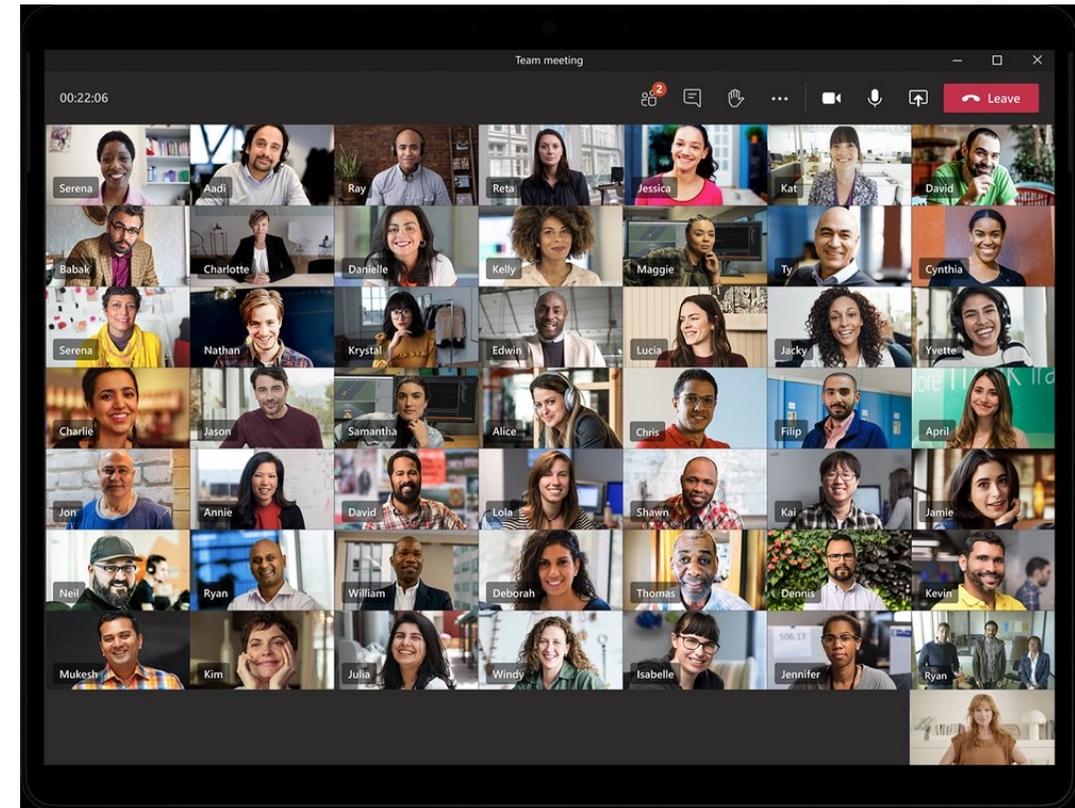


Change Management: Support

- The Virtual Call Center (VCC) provides a **centralized support structure**, staffed by the “Micro-techs”, that allows all teachers and students to call a single phone number for immediate support
- Staff is currently analyzing the **school-based Micro-tech staffing, budgeting, and management models** to derive the best model to support the District on two fronts – physical and virtual
- Potential investment of up to \$250k is needed to **upgrade support software** used by Micro-techs and Service Desk personnel

Cybersecurity

- Major summer project underway to **populate teacher class rosters within Teams**, allowing for greater teacher control over who has access to meetings
- **Funding** needs to be identified for internet access filtering



Teams now lets teachers see up to 49 students simultaneously

Technology for eLearning.

Hybrid learning classroom technology models



All models present the opportunity to ensure **equity** in a post-Covid world

Current Model

- **Laptop** - used to broadcast lessons remotely (recorded or live),
- **TEAMS** for audio/video-conferencing

Basic Model

- **Laptop** - used to broadcast lesson (recorded or live)
- **TEAMS** for audio/video-conferencing,
- **Document Camera** – to display teacher activity with the whiteboard or printed materials
- **Projector (optional)** – wall-mounted or media cart

Basic Model Plus

- Basic Model with the addition of **Classroom Microphone, Slate or Bluetooth tablet**

Advanced Model

- Basic Model Plus but the microphone is replaced with an **audio-video conferencing device** (at a cost of approximately \$2,000 per unit)

Advanced Model Plus

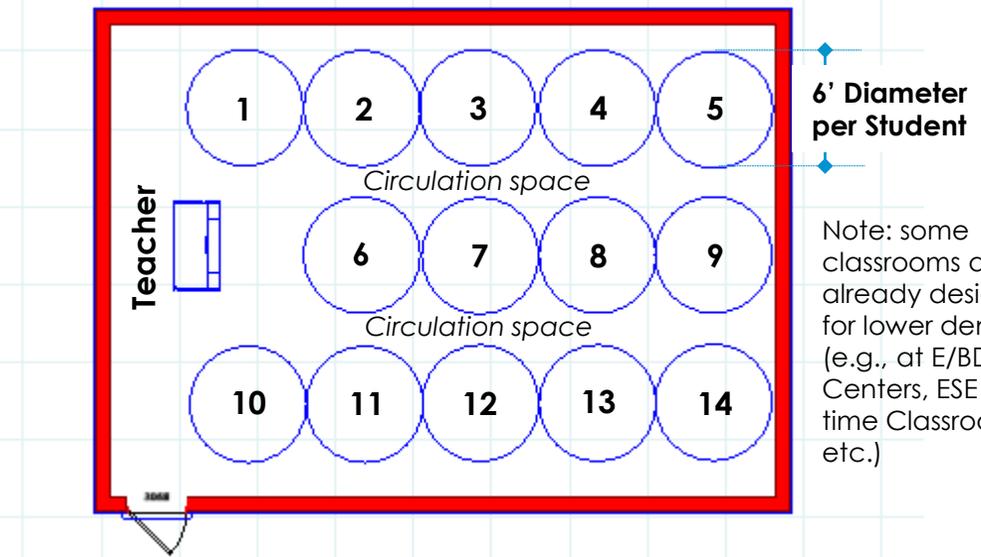
- Advanced Model with the addition of an **Interactive Touch Panel** (at an average cost per panel of \$3,400 per unit)

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



Work Stream Goals

1. Develop **CDC-compliant** school capacity models
2. Review **all space** on campuses, **including non-traditional ancillary spaces** to allow recommended physical distancing
3. Identify schools with **space challenges** with 100% or 50% of students on campus
4. Consider groups with **special space requirements**, e.g. Pre-Kindergarten

Capacity models.



Possible Models for Calculating Space

1. **Space-based Model** allows minimum of 6' student separation with space for circulation, teacher, etc.
2. **Capacity for large (500+ sq ft) and small (<500 sq ft) ancillary spaces** also identified, separate from classroom capacity
3. **Final classroom space will be determined in collaboration with principals similar to other District space planning processes**

Introduction to a “Day in the Life”

- The following pages depict a “Day in the Life” of a **K-5 GenEd student** on their designated **in-person instruction day**
- Through discussions with each of the 16 workstreams, we have illustrated **how the operational game plans come together** at various points throughout the day for “Malik the 4th grader”
- This journey is for a typical general education student, and **does not address the flow and sequence of a day for special populations like ESE, ELL, and others with specific needs**; that work is underway and will be addressed in subsequent weeks
- This is for **illustration purposes only to help surface areas for attention or gaps to be addressed** as games plans are finalized

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

1 Malik arrives at the bus stop to board the bus for school

7:15 AM



Illustrative – to be refined

Malik's journey

- 7:00 ● Malik's parents conduct self-certification screening¹ on Malik before walking him to the bus pick-up area
- 7:10 ● Malik waits at the designated bus pick-up area with his parent, physically distancing from others
- 7:15 ● Malik enters the bus and the bus driver provides Malik a face covering as he forgot his. The bus driver is also wearing a face covering
- Malik sits in his designated seat to maintain physical distance
- 7:35 ● Malik arrives at school



1. Temperature check, checking for flu-like symptoms, and ensuring no contact with anyone whose tested positive with COVID in the last 14 days
2. Assuming demand is the same as pre-COVID-19 – March 2020

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Human Resources / Transportation	Pre-existing shortage of drivers (~120) to meet the pre-COVID demands (e.g., turnover of drivers due to pandemic); further work to be done on Union contract review for daily/weekly hours and overtime clauses and Policy/Statute review to align with new model, work with TAO
Physical Distancing / Transportation	Additional shortage of drivers due to physical distancing: With CDC guidelines, a 50-seater bus can accommodate 12-14 students (25% capacity), resulting in an additional shortage of at minimum 400-500 buses and drivers (dependant upon actual ridership)
School calendar / Transportation	Potential adjustment required to timing of school day: Currently unable to accommodate 50% in-person capacity with current bus capacity and bell times
Transportation	Estimated compound deficit of a minimum of 400-500 buses and ~500-600 drivers to meet the 50% capacity demands ¹ (dependent upon actual ridership)

Sample risk mitigation strategies (preliminary)

- Partnering with local metro to transport high-school students
- Conducting family transportation surveys to model actual demand (e.g., parents opting out of transportation or committing to virtual learning)
- Further optimizing bus routes to increase number of routes per bus driver

1. Assuming demand is the same as pre-COVID-19 – March 2020

2 Malik arrives at school

7:35 AM



Illustrative – to be refined

Malik's journey

- 7:35 ● Malik walks to the entry of school 6 feet apart from his classmates, **monitored by staff**
- 7:45 ● Malik enters the building. **A staff member** confirms Malik is wearing his **face covering** and Malik is Gen-Ed (e.g., not ESE or medically vulnerable which will require a different protocol)
His temperature will not be taken, as the school assumes a self-certification screening happened at home
- 7:46 ● Malik **washes his hands**, heads to get breakfast¹ and then heads toward his homeroom class



1. Protocols for eating in school will be covered in the "lunch" journey

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Human resources

Working to identify protocols to ensure all staff and students following proper PPE procedures and who will be responsible; thresholds to deny entry/send to nurse; (e.g., any supplementary support staff/volunteers, training); work with Env Health and Safety

Health and sanitation

Cloth face coverings consistent with guidance provided in the code of conduct; working through protocols of reinforcement
Handwashing protocol to be determined (e.g., soap-based sanitizer, washing station in classroom)

General

Determining what policy will be for when a student arrives in-person when s/he should be virtual that day
- Potential mitigation plan is to call their parents to pick them up. Ensure student is wearing face covering and monitor the student until their parent arrives

3 Malik gets to his seat and begins 4 instruction

7 8:15-11:30 AM and 12:30-2:00 PM



Illustrative – to be refined

Malik's journey

- 8:15 ● Malik sits in his designated seat, 6 ft apart, **wipes down his desk with soap**, and removes his face covering if desired
- 8:30 ● Teacher takes attendance, performs a brief hygiene training, and **begins math lesson**
- 9:30 ● Malik grabs a book from the classroom, wipes it down and begins **90 mins reading**
- 11:00 ● Malik's **daily special** (e.g., art) teacher enters classroom with supply cart, passes out supplies
- 11:15 ● Malik begins to show **signs of anxiety**, teacher escalates by sending him to guidance counselor
- 11:30 ○ Malik has his lunch and recess break¹
- 12:30 ● Malik returns to the classroom, sanitizes his hands and begins **science experiment at his desk**
- 1:00 ○ Malik heads to the gym for PE class
- 1:30 ● Teacher assigns online assignments for next day, Malik sanitizes his hands, exits at designated time

1. Protocols for lunch and recess will be covered in the following pages

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Human resources

Working with OSPA and TAO instructional to ensure adequate staffing given physical distancing, capabilities/ vulnerabilities to instruct in-person

Health & sanitation

Working to ensure sufficient custodial staff and cleaning supplies; protocols to be determined with respect to in-room cleaning

Technology

Working through technology deployment strategy for instruction (e.g. in-room cameras, simultaneous use of virtual whiteboards and in-room white boards)

Learning acceleration

Curriculum delivery

Determining models for on campus and online co-teaching/ synchronous teaching

Professional development

Developing training needed for tech usage, pedagogy, virtual and in person curriculum guidelines

Curriculum consistency

Need to ensure seamless flow from online to offline for right grade level content and sequence

Student support services

Working through ensuring sufficient funding/staff required for training of students' COVID-related support needs (e.g., abnormal behaviors related to emotional stress)

5 Malik goes to lunch



11:30 AM – 12:00 PM

Illustrative – to be refined

Malik's journey

- 11:30 ● Malik washes hands, **leaves classroom and goes to school cafeteria** at designated time, wearing face covering
- 11:35 ○ Malik stands in the lunch line on a piece of tape marking a spot 6 feet from the next student
- 11:40 ● Malik is handed his individually packed grab 'n go lunch from a lunch aide wearing a face covering and gloves, from **behind a clear divider** between lunch line and kitchen
- 11:45 ○ Malik pays for his lunch by scanning his student ID
- 11:50 ● Malik walks **back to his classroom** and assigned seat to eat lunch, he removes face covering once seated
- 12:00 ● Malik throws away his garbage in a supplied garbage bag which will be collected by staff; he washes hands in classroom sink

1. Food Services workstream to be discussed at Board workshop 7/14

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Preliminary model options¹:

Food services

Serve food and eat in cafeteria

Serve food in cafeteria, eat in rooms or outdoors

Deliver food to classroom

Human resources

Working through plans for sufficient custodial staff to collect garbage, lunch aides to deliver meals and supervise (e.g., if students eat in classroom); must consider lunchtime supervision for students

Health & sanitation

Working through plans for food service in cafeteria, food safety for transporting food, food temperature regulation (e.g., refrigerated cold items), and garbage collection



6 Malik goes to recess

12:00 – 12:20 PM



Illustrative – to be refined

Malik's journey

- 12:00 ● Malik washes hands and puts on face covering
- 12:05 ● Malik leaves his classroom and goes outside through his **designated school exit**, wearing face covering
- 12:10 ● Malik **heads to playground**, where he and his classmates are allowed to play on Mondays, he **keeps his face covering on**
- 12:10 ● Malik's **teacher watches over** the students to ensure they stay in the **designated area** for his class
- 12:20 ○ Malik's teacher calls her students in through their designated entrance at their designated time
- 12:30 ● Malik lines up to wash his hands once back in the classroom, **wipes down the dodgeball** before returning it, finds his seat and **removes face covering**

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Health & sanitation

Currently determining health and sanitation policies with respect to recess equipment and PPE (e.g., how often will playground equipment get cleaned, are face coverings required)

Physical distancing

Currently determining policies on how and where students will be allowed to play, degree of enforcement around physical distancing with multiple classes having recess

Human resources

Will work with union and employee groups to define who will be responsible for monitoring student safety protocols



8A Malik goes home

2:00 PM



Illustrative – to be refined

Malik's journey

- 1:55 ○ Malik puts on his face covering, washes his hands
- 2:00 ○ The bell rings
- 2:05 ● **Malik's waits for his designated time** to leave classroom to avoid clogging of hallways and exit
- 2:06 ● Malik follows the **visual cues in the hallways** (e.g., one way direction) to head towards the exit
- 2:10 ● **Staff guides Malik to relevant dismissal area** (car or bus loop)
- 2:15 ● **Malik returns home with parents** or designated adult



Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Physical distancing protocols

Work with schools to define class entry and exit intervals to avoid cluttering of hallways

Must build plan for visual signage or markers to control the direction and flow of traffic in hallways (including other H&S reminders)

Safety & Security / physical distancing protocols

Work with schools to build protocols for monitoring students as they leave school (e.g., placing staff at exit points to facilitate students waiting for the bus, waiting to get picked up, or walking home)

8B Malik goes to aftercare and extracurricular

2:15 PM



Illustrative – to be refined

Malik's journey

- 1:55 ● Malik washes his hands and puts on his face covering
- 2:00 ● Malik goes to **school-provided afterschool care**, located in his cafeteria
- 2:05 ● Malik joins his assigned **cohort of ~10-15** other students
- 2:15 ● Malik goes to designated free-choice aftercare activity
- 3:00 ● Malik **returns** to **receive an hour of instruction** from an aftercare staff member
- 4:00 ○ Malik finishes up his homework on his digital device
- 5:00 ○ Malik receives his dinner from after-care
- 6:00 ○ Malik's parents pick him up from school

1. Per CDC guidance

Source: Interviews with 16 workstream leads 6/22-6/24

Key challenges still being resolved in operational game plans

Human resources

Likely only some schools with capacity to offer childcare

Physical distancing

Mixing of cohorts

Must work out mixing of cohorts from different programs as they transition from school to aftercare to practice (e.g., bus, classroom, child care, extra-curriculars)

Extra curriculars

Must determine protocols for students participating in higher risk activities¹ and interacting with the rest of the students (e.g., students playing contact sports like football go back to class or child care)

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	<ul style="list-style-type: none">• Safety & Security• School Calendar• Athletics & Other Programming• Transportation• Food Services• Child Care Partnerships	<ul style="list-style-type: none">• Human Resources• Communications• Emergency Policy for compliance with health & safety requirements• Review of all other Work Streams

Conclusions.

- Key reopening decisions may not be made until **late-July to early-August**, based on current conditions and guidance 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.
- There is **no 'right' answer** or **'one size fits all'** model for all schools or students.
- Options will likely **evolve and be scaled over time**, and family preferences may also shift by semester.
- 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 reopening plans.
- The District's intention is to maximize and balance **opportunity, equity, wellness, and flexibility** as our guiding principles around school reopening.
- Continuing the detailed development of **Operational Game Plans**, analyzing **School Pre-Registration Questionnaire** 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.*

OUR CORE VALUES:

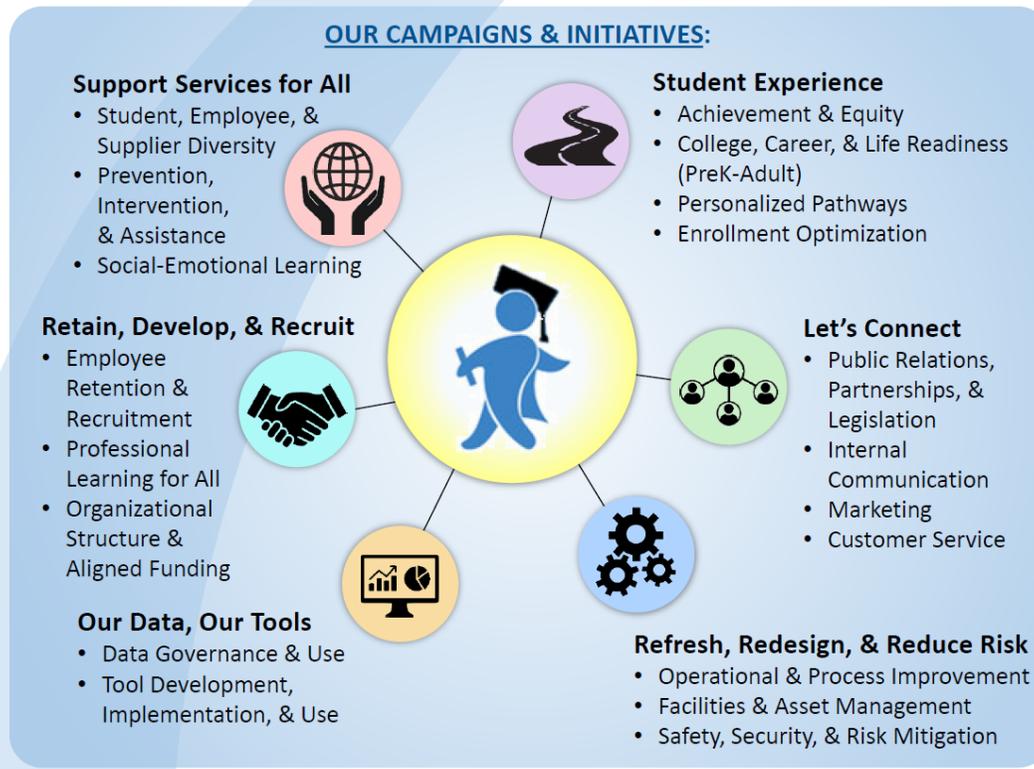
- S**tudent Focus
- T**eaching Excellence
- A**ccountability
- R**espect
- S**afety



OUR GOALS:

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

OUR CAMPAIGNS & INITIATIVES:



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 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
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>	

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

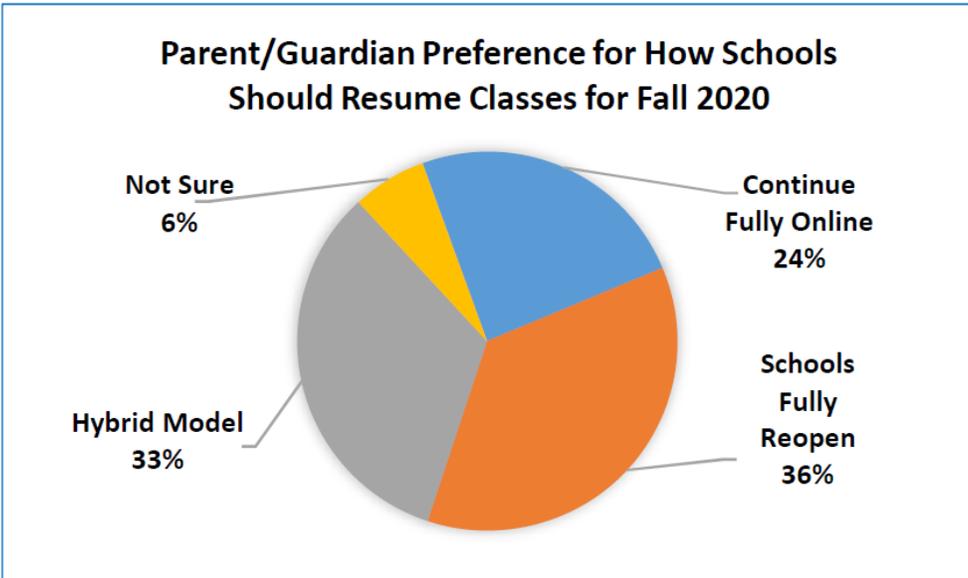
Are Parents comfortable with reopening?

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

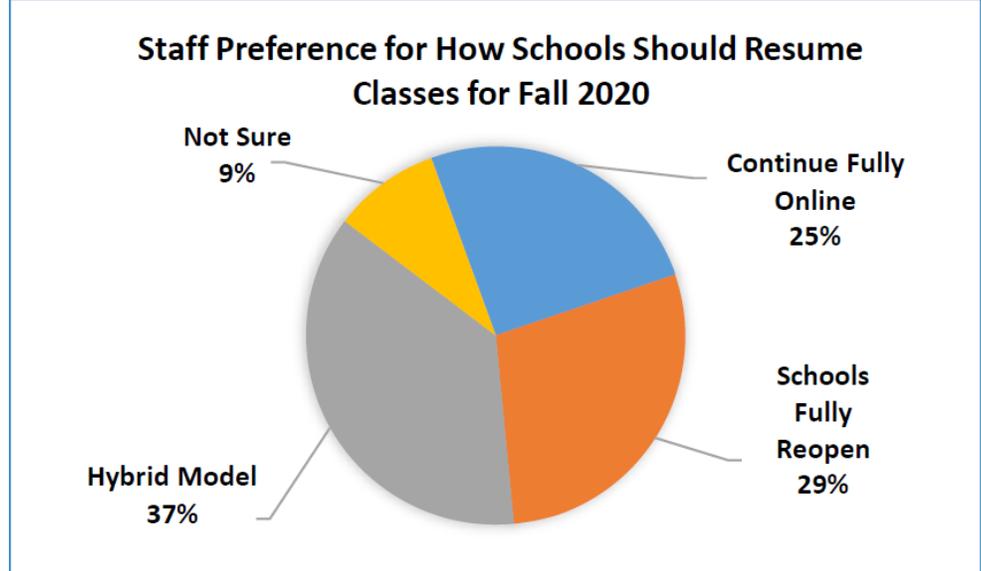
Are Teachers & Staff comfortable with reopening?

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

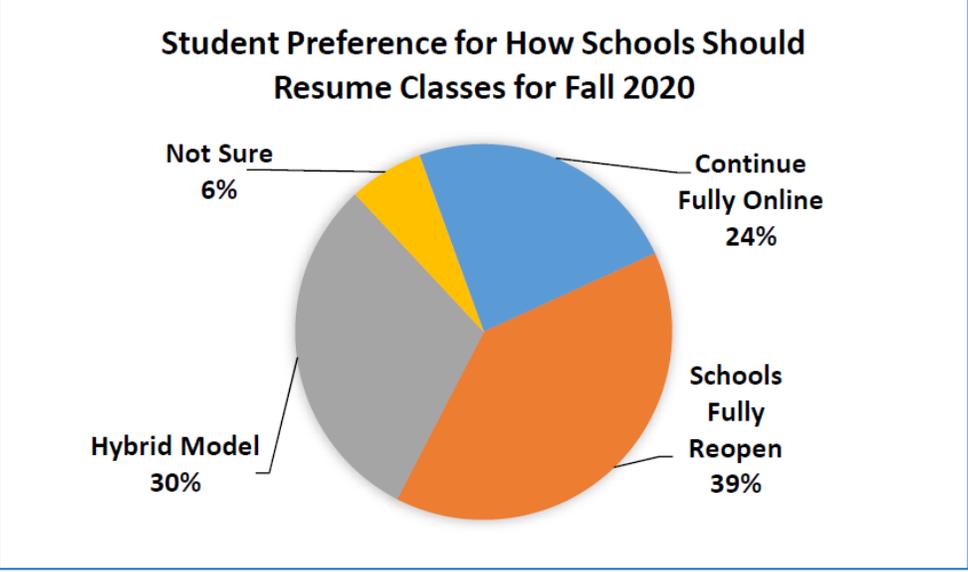
Are Students comfortable with reopening?

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.

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

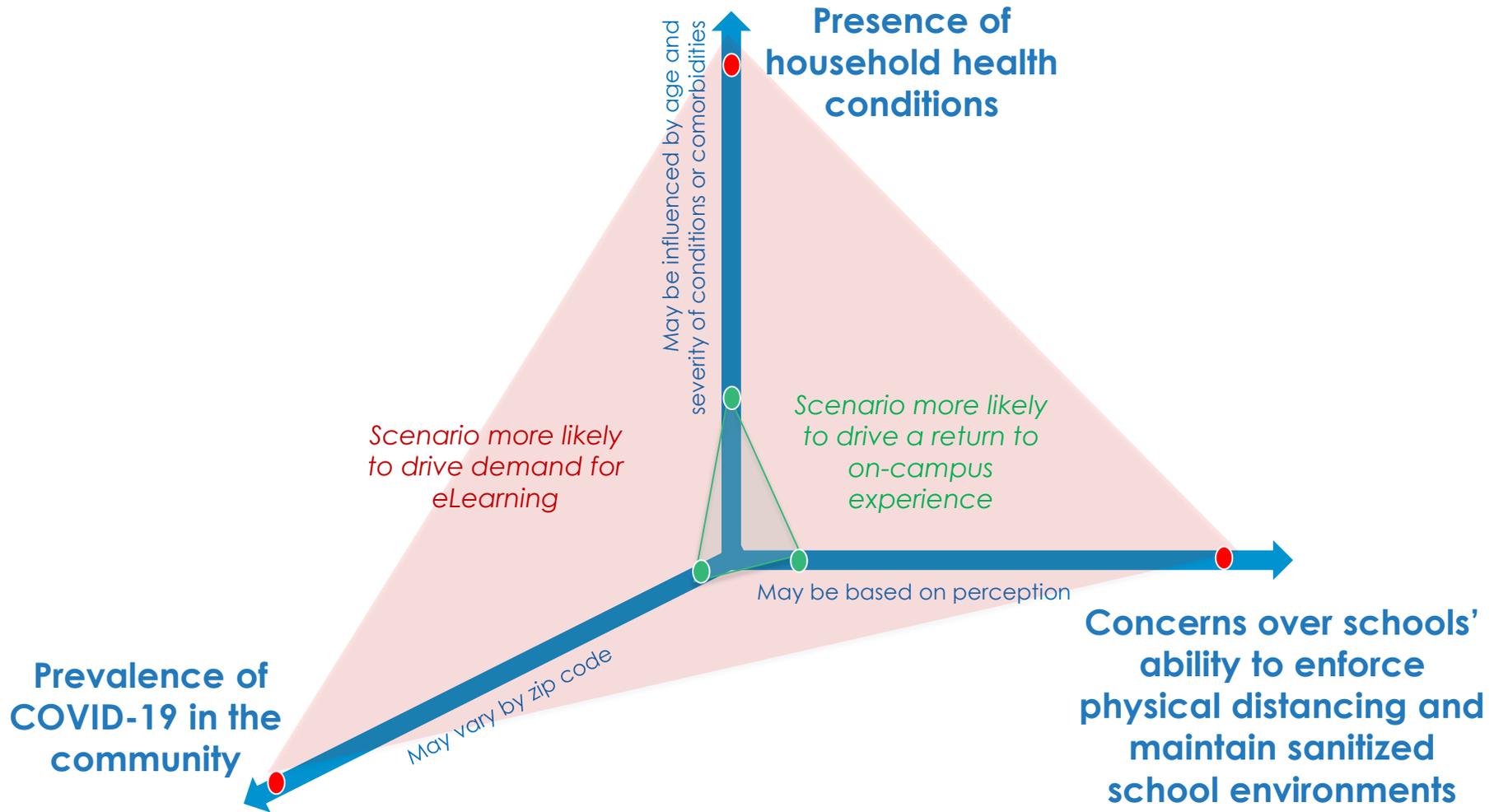
¹Vitality considers feasibility and attractiveness of options.

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)

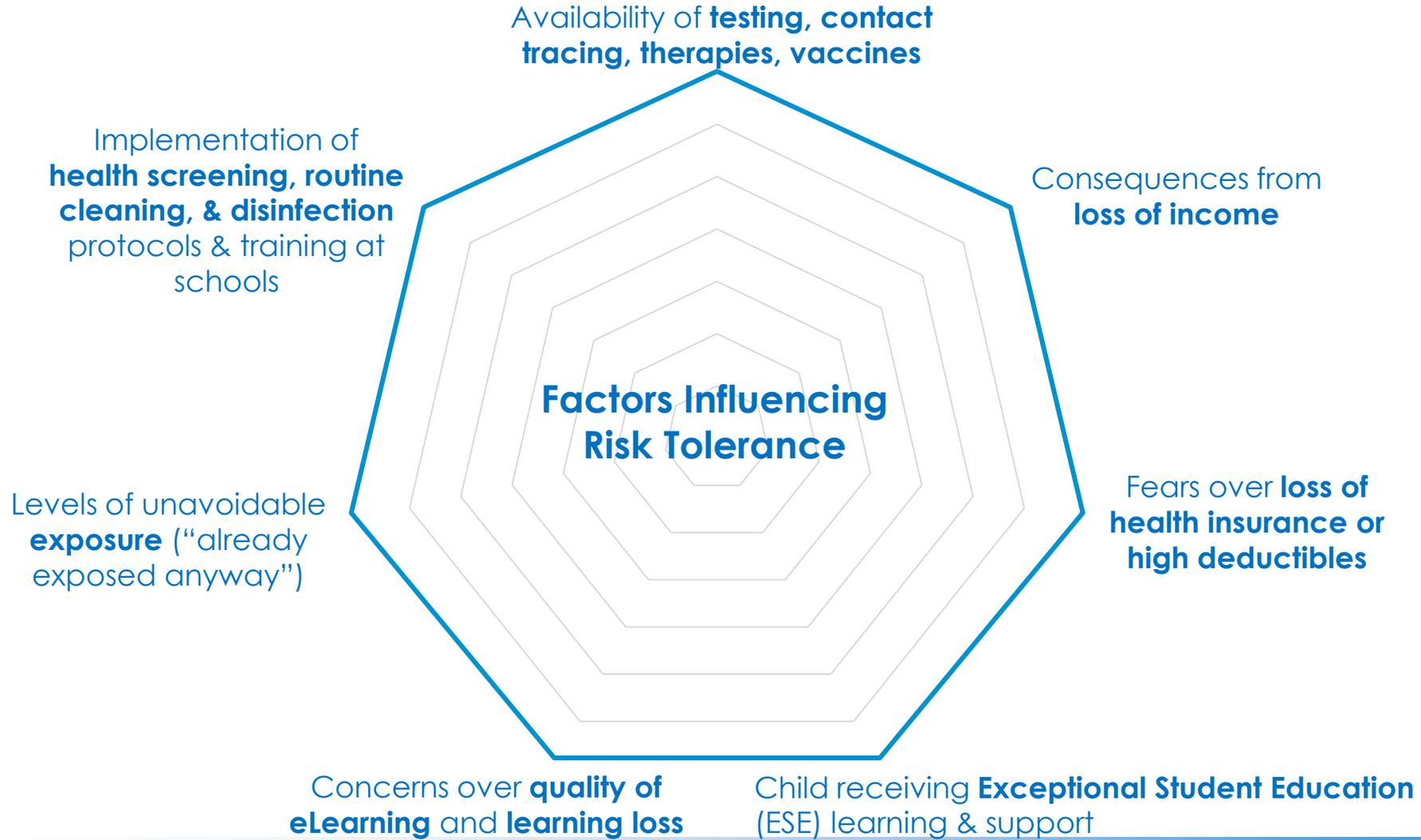
Concerns.

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.

School Day Logistics

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

Teaching & Learning

- Parental Involvement
- ERP¹ *R*
- CSR² Requirements & Capacity Planning *R*
- Technology Infrastructure & Information Systems *R*
- Vendor Relationships & Support
- Work Order Management System *R*

Health & Well-being

- Parental Involvement
- ERP¹ *R*
- Food Service & Distribution
- Technology Infrastructure & Information Systems, including Security Ops *R*
- Vendor Contracts, Relationships & Support
- State Requirements

Fun & Enrichment

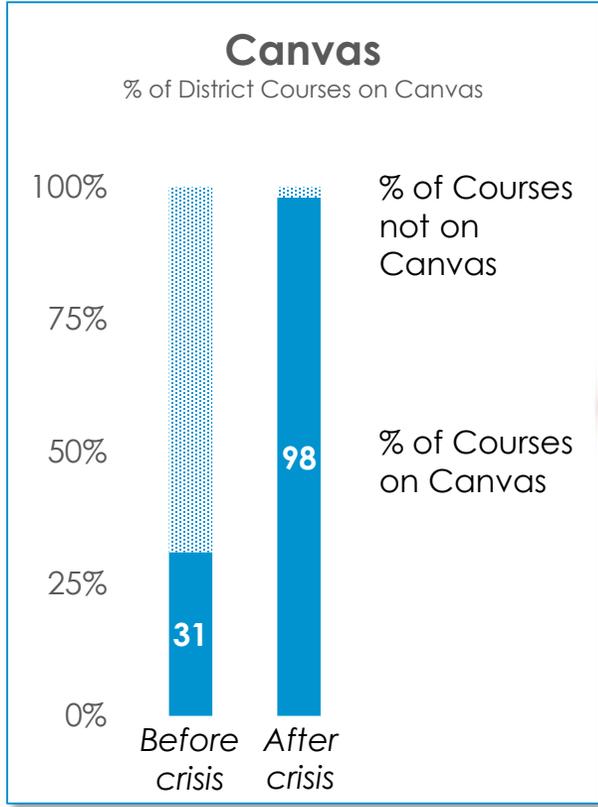
- Parental Involvement
- Household scheduling flexibility
- Vendor Contracts
- Partners, Volunteers

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 attention for eLearning model post-pandemic



REUTERS

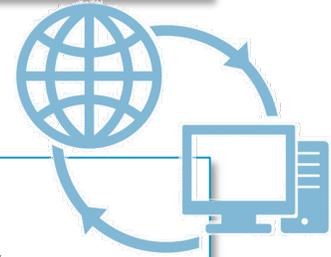
Our Teachers



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

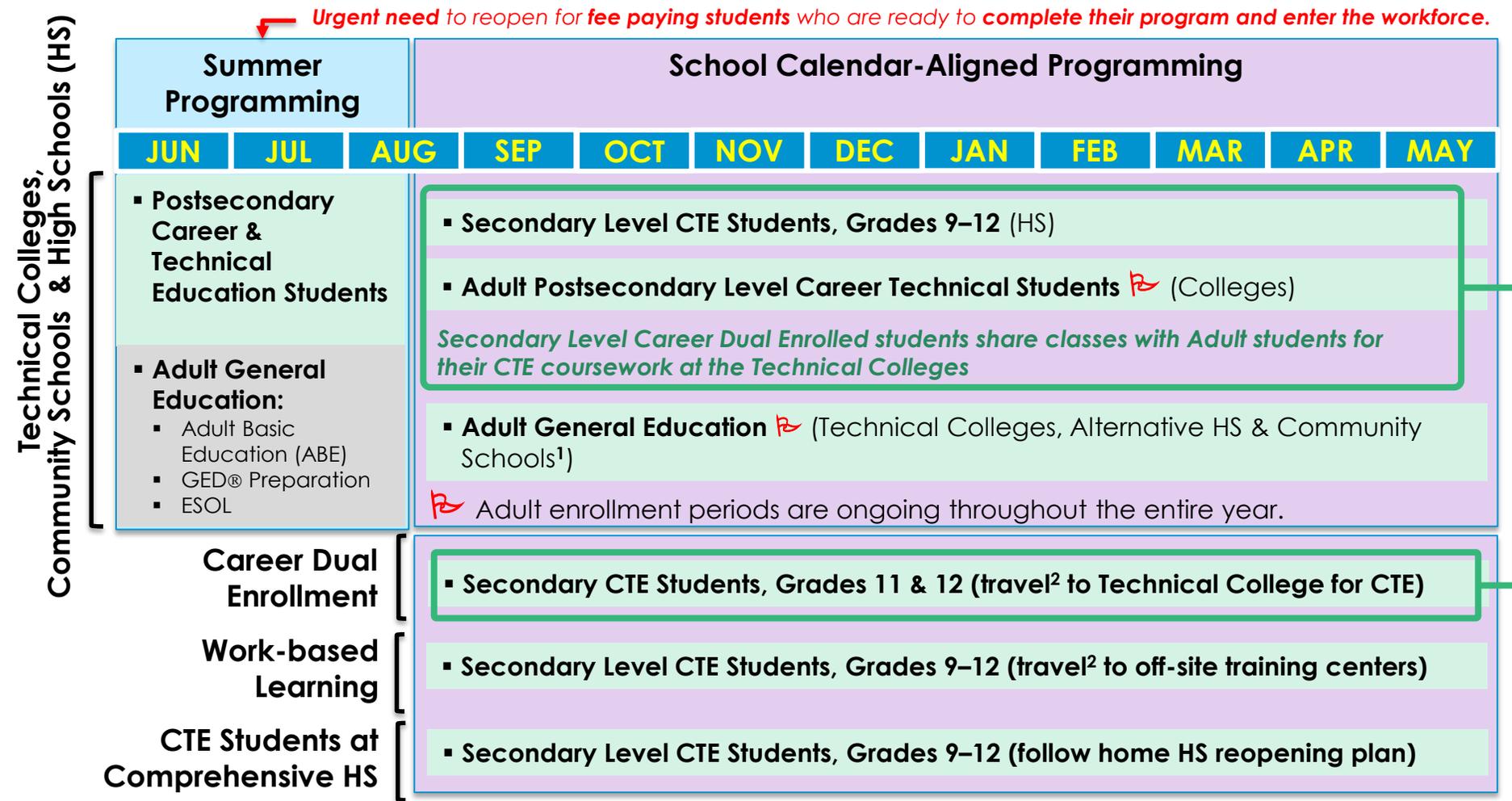
Broward Virtual School (BVS)

- 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**

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)

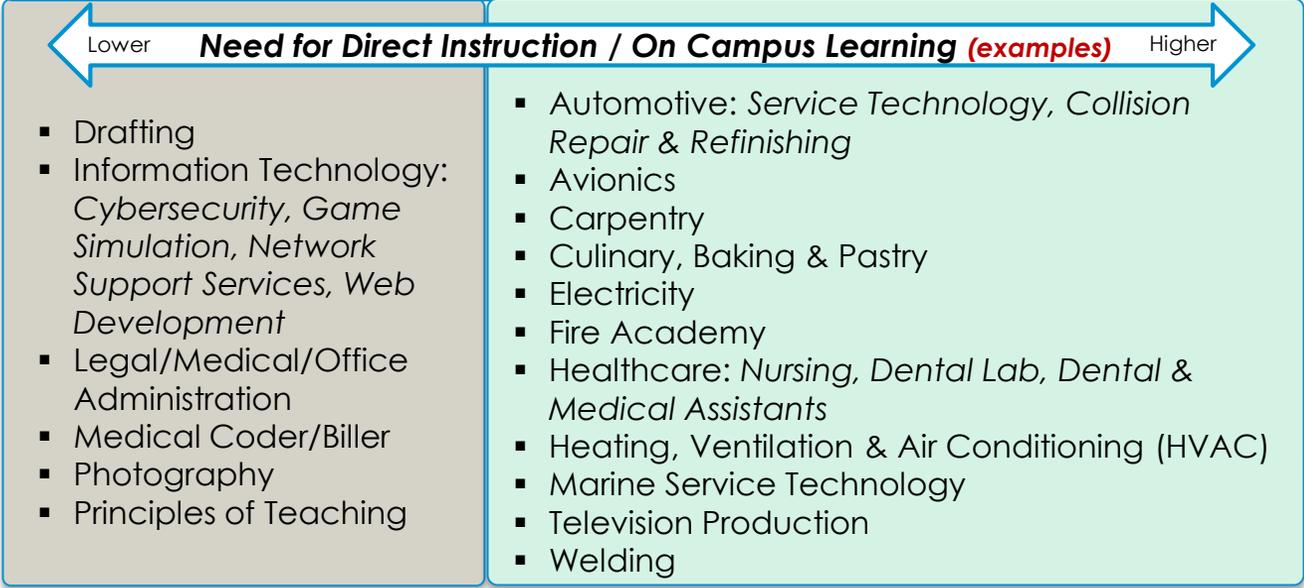
NOTE: Total student population at a given time (daytime or evening) on a given day cannot exceed capacity limits under physical distancing guidelines.

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

Proximity to Program Completion

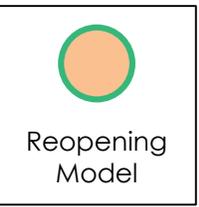
Industry Certification Requirements/Testing
GED® Credential Testing/Other Adult Assessments

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

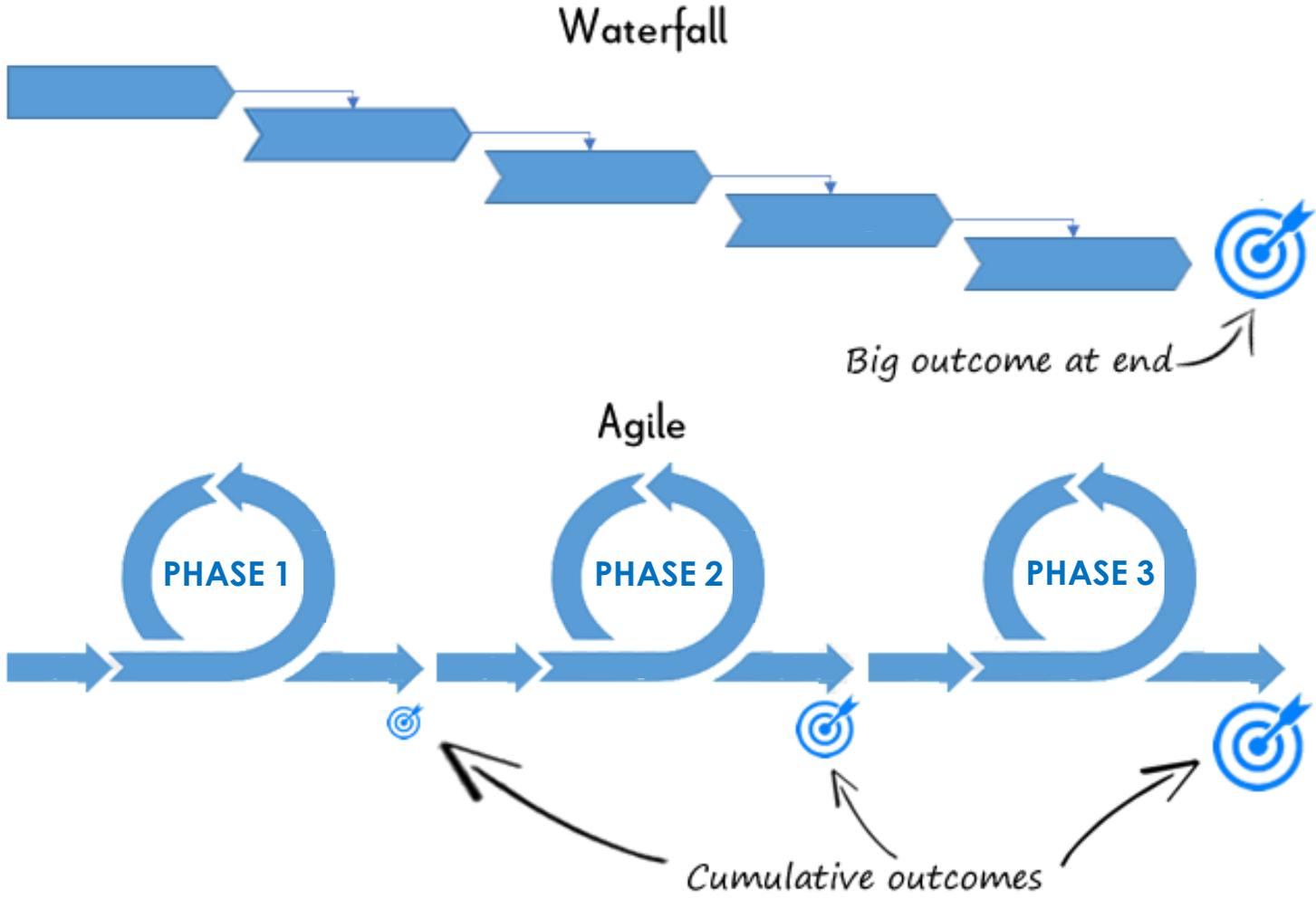
Kid	Service	Monday	Tuesday	Wednesday	Thursday	Friday
Zac	Learning	eLearning	eLearning	eLearning	eLearning	eLearning
	Child Care	Alternate Site				
Zeb	Learning	On Campus				
	Child Care	On Campus				
Zoe	Learning	On Campus	eLearning	eLearning	On Campus	eLearning
	Child Care	On Campus	Alternate Site	Alternate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

An agile approach to scaling, iterating, and adjusting.



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 social distancing practices **by the second week of school**.
- Designate an Isolation Room and two trained personnel to monitor Isolation Room.
- Ensure Suspected Case COVID-19 Line List Form is completed and faxed daily to CSHS Department at 754-321-1695.
- Provide adequate PPE and supplies to clinic and isolation room. Maintain adequate stockpile throughout Pandemic response period as per CDC guidelines. Refer to **Appendix 1 of Protocol for Prevention Strategies and Infection Control Measures for Novel Coronavirus (COVID-19) for Pandemic Supplies list**. Provide No-Touch thermometers to clinic staff and trained personnel for temperature screenings.
- Provide PPE supplies per classroom such as (masks, gloves)
- Bathrooms must be adequately supplied with soap and paper towels 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 social distancing in areas such as front office, clinic, isolation room, hallways, cafeteria, and media center first day of school year.
- Place posters with COVID-19 educational materials in strategic areas such as front office, restrooms, cafeteria, gyms, and hallways by the end of the second week of school.
- Emergency Contact Cards are updated with two current phone numbers for parents/guardians.
- Avoid use of water fountains to minimize exposure to the virus.

Health & Sanitation plan.

Highlights



Temperature Checking

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



PPE / Face Coverings

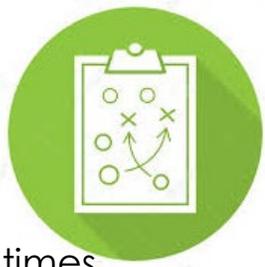
- All **students riding buses are required to bring and wear face coverings.**
- Drivers are required to wear face coverings when students are present.
- Students are **required to wear face coverings at school** whenever physical distancing cannot be observed. They can be removed when stationary at 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



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**.



The school calendar: a case study.

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

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

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

Winter Break

2 weeks

Spring Break

1 week

Summer Break

10 weeks



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

German (Bavarian) School Calendar (modern)

Summer Holidays

5 weeks

Autumn Holidays

1 week

Winter Holidays

2 weeks

Spring Holidays

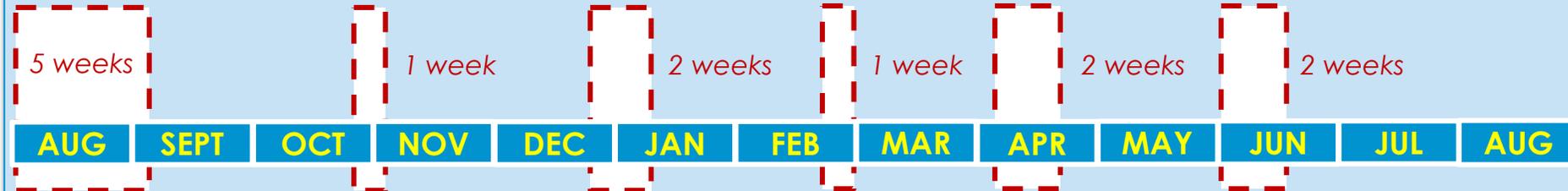
1 week

Religious Holidays (Easter)

2 weeks

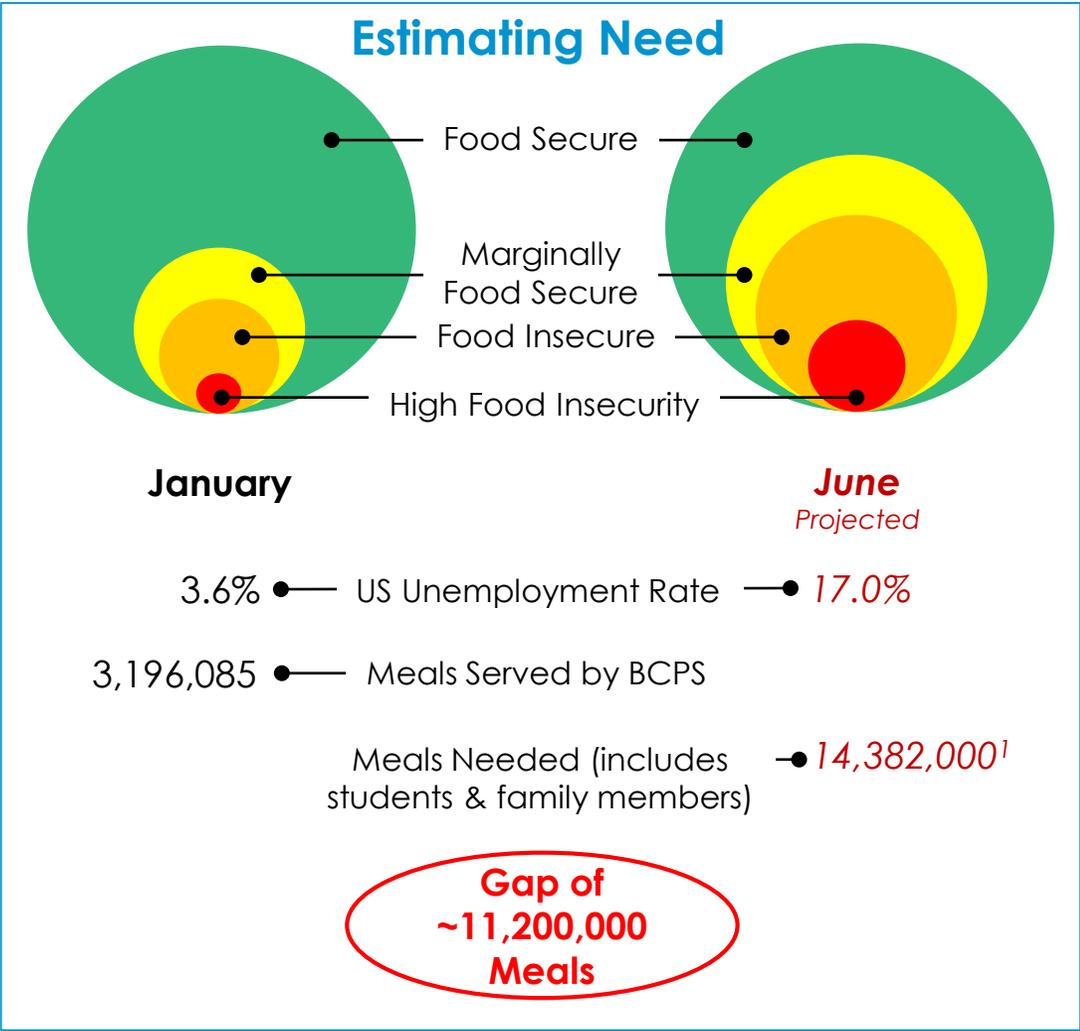
Religious Holidays (Pentecost)

2 weeks



- 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

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

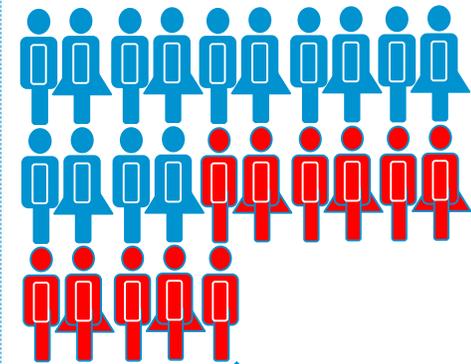
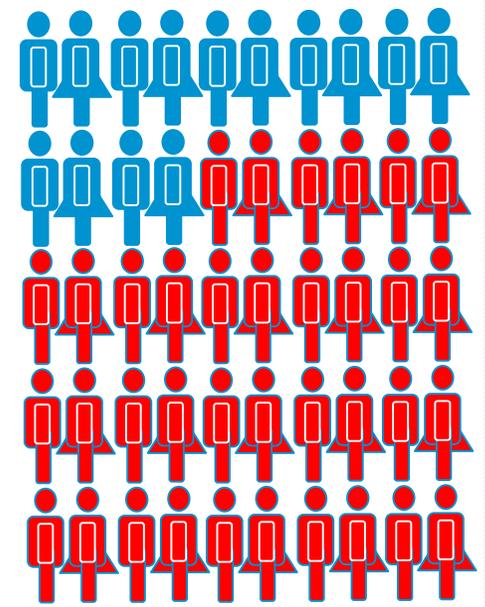
100%
Average Load = 50
Physical Distancing Capacity = 14

50%
Average Load = 25

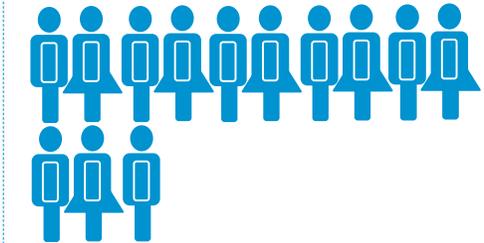
25%
Average Load = 13



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



1 Additional bus needed

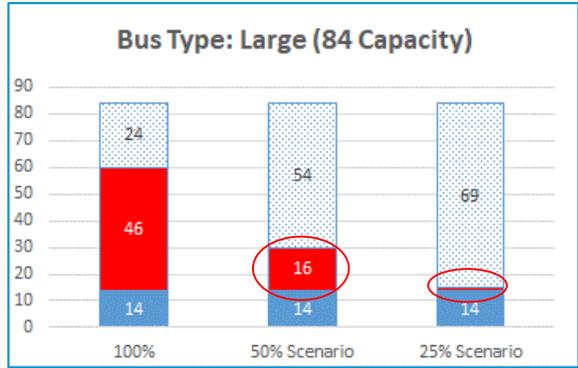


Existing buses, existing routes sufficient

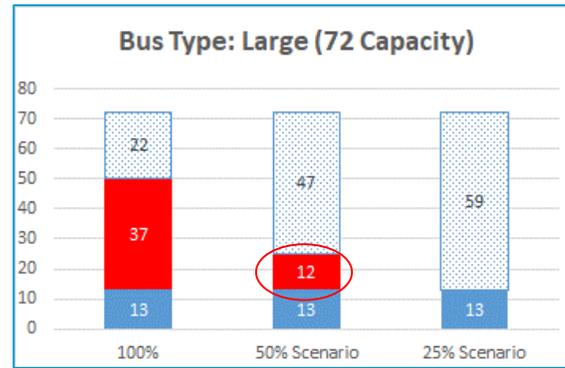
= Seats available for student under Physical Distancing = Gap: Seats not available for student under Physical Distancing

Student transportation fleet capacity.

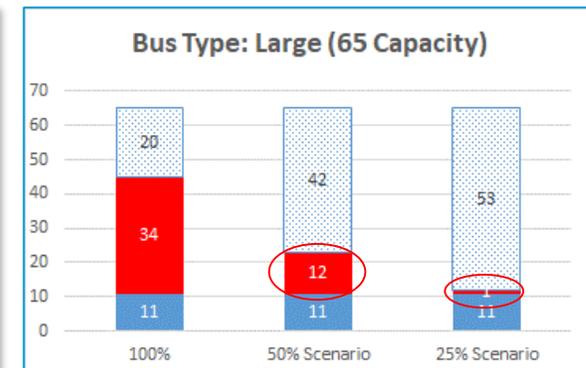
50% and 25% scenarios modeled to identify vehicle capacity challenges under Physical Distancing using existing vehicles for existing routes



Quantity: 118



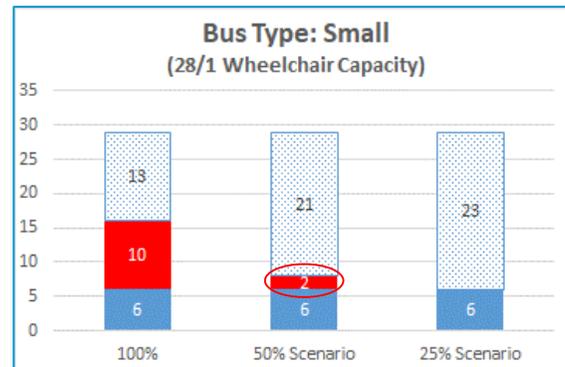
Quantity: 487



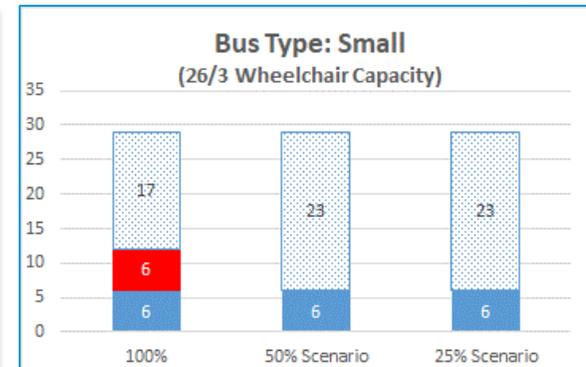
Quantity: 107

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.

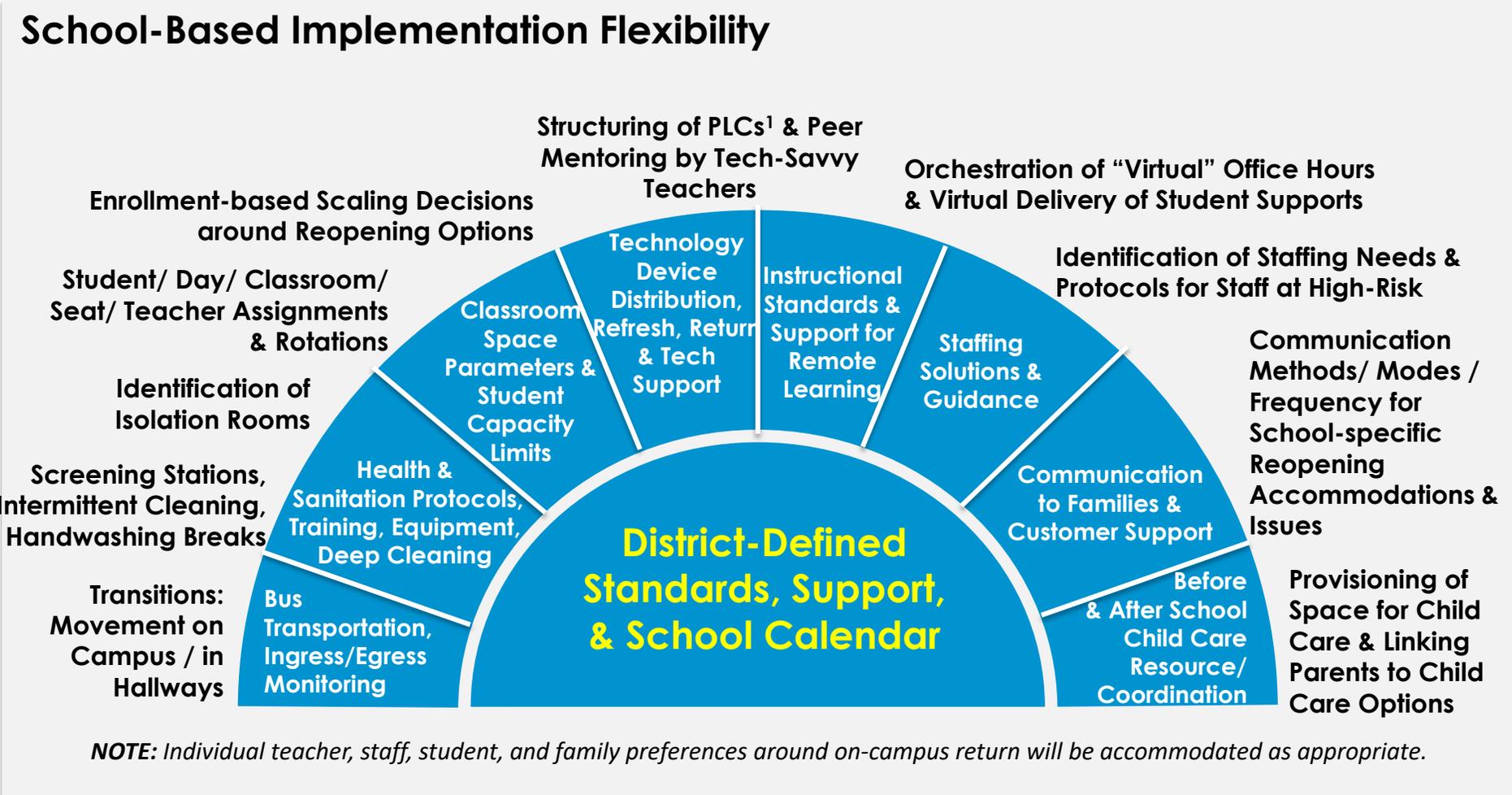


DEVELOPING OPERATIONAL GAME PLANS for:

- **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**.

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

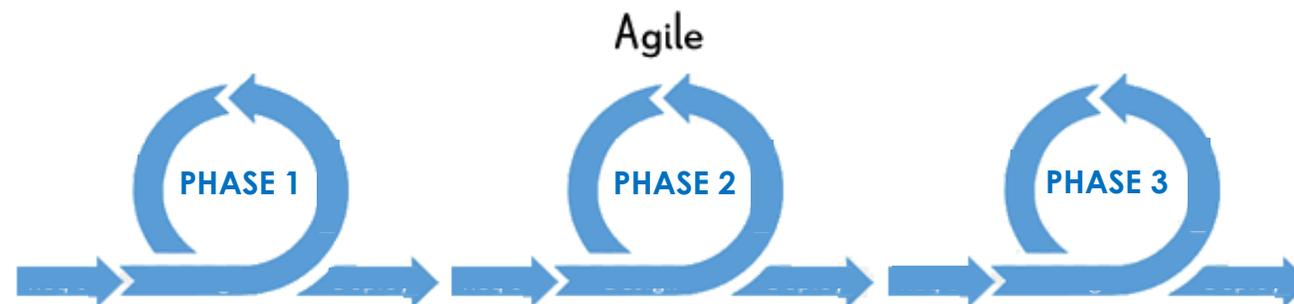


¹ PLC = Professional Learning Community

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

- Distance Learning
- Classroom
- Tier 1 Strategies

Conversation
Help
Activities
Motivation
Participation
Self-Management



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

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

School & District Technology Usage.

BCPS Policy 5306

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

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

1

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

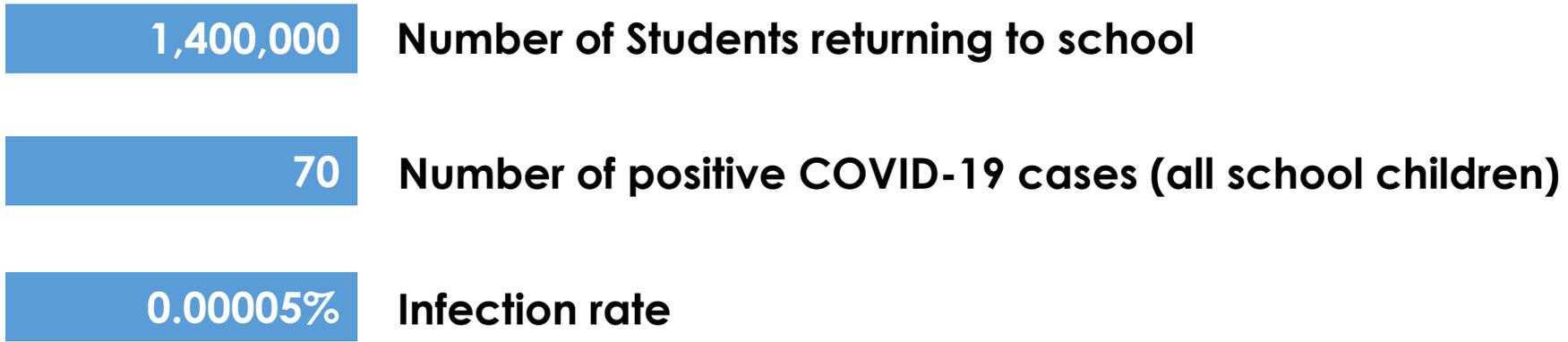
Denmark

- 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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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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