



July 14, 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 22 nd | 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"> • Overview of Current Situation by Local & National Health Experts • Transportation • Food Services • Child Care Partnerships | <ul style="list-style-type: none"> • Safety & Security • School Calendar • Athletics & Other Programming • Human Resources • Communications • Partnerships | <ul style="list-style-type: none"> • Emergency Policy for Compliance with Health & Safety Requirements • Florida's Optional Innovative Reopening Plan |

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:

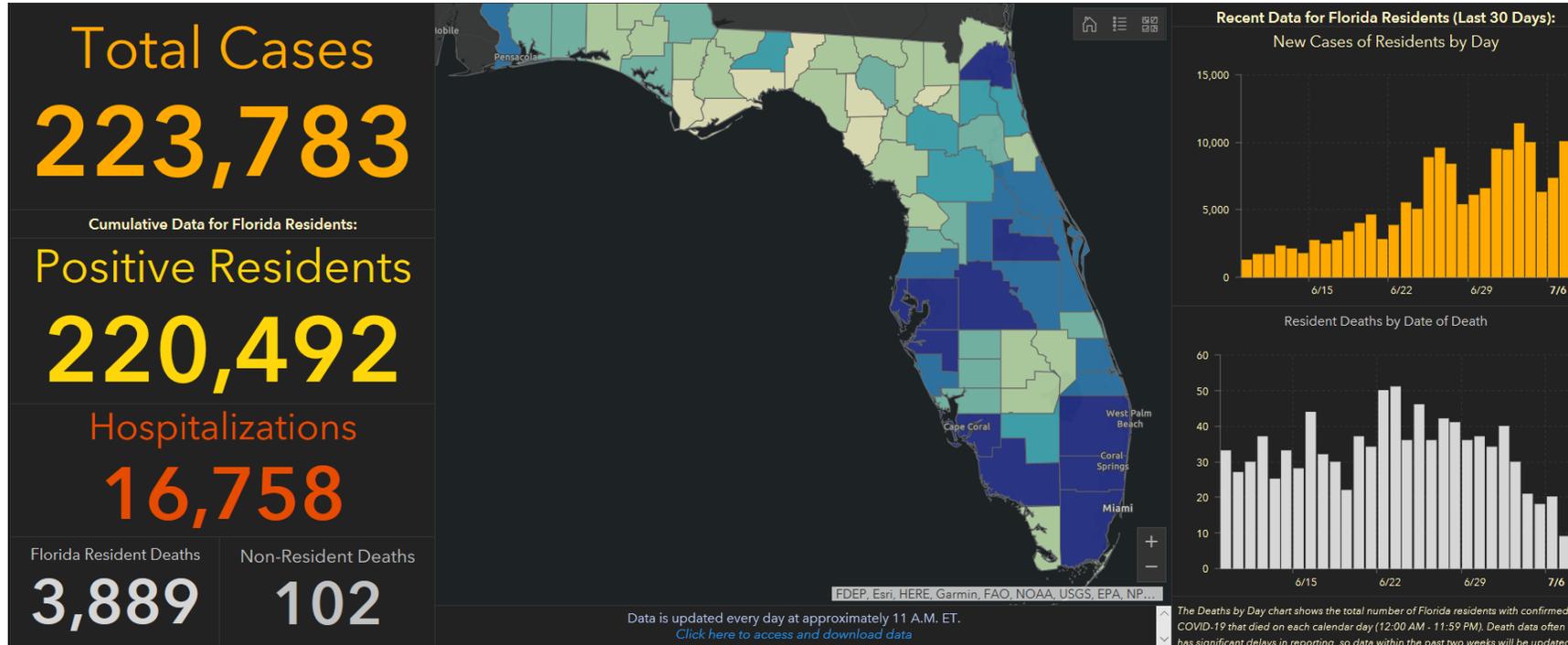
High-Quality Instruction | Safe & Supportive Environment | Effective Communication

Executive Summary.

- An extensive **environmental scan** and stakeholder **listening tour** is ongoing.
- The District is regularly interfacing with local, state, and national **health experts**.
- 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 9th, 7:00 AM



CASE DATA FOR BROWARD

Total Cases: 23,781
 Residents: 23,427
 Residents Not in Florida: 0
 Non-Residents: 354

Conditions and Care
 Deaths: 419
 Hospitalizations*
 Residents: 2,354
 Non-Residents: 60

Demographics of Cases

Age:
 Age Range: 0 to 102
 Median Age: 40

Gender:
 Male: 11,447 (49%)
 Female: 11,851 (51%)
 Unknown/No data: 129 (<1%)

Race:
 Black: 6,666 (28%)
 White: 9,841 (42%)
 Other: 1,805 (8%)
 Unknown/No Data: 5,115 (22%)

- 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

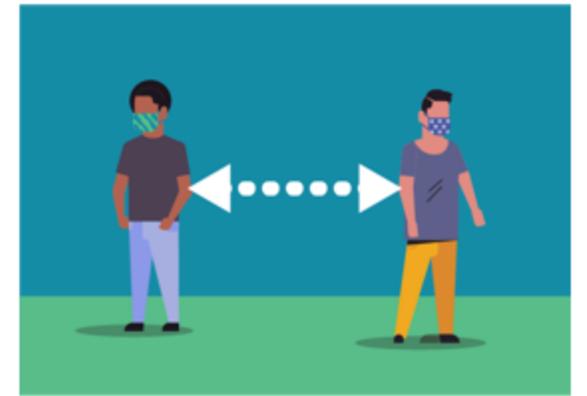
CS 317643-A 06/23/2020

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 10, 2020** through the **student LaunchPad**.

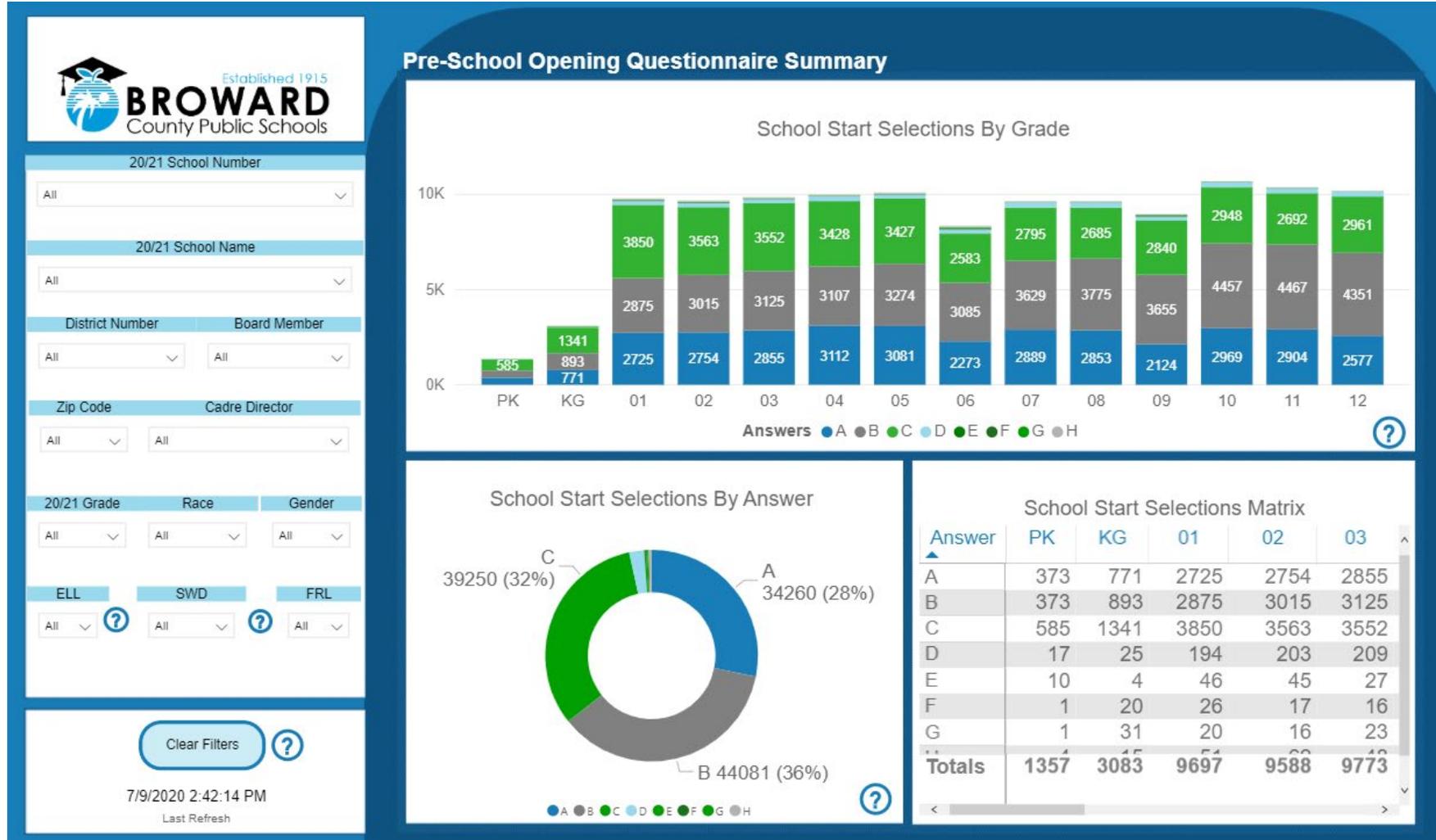
Please indicate your intent by selecting one of the options below:

- 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 – Results.

The Online School Pre-Registration Questionnaire was administered from **June 26, 2020 to July 10, 2020** through the **student LaunchPad**.



RESULTS

(as of 4:00 pm July 9th, 2020)

eLearning 100%: **28%**

Hybrid Model: **36%**

Face-to-face learning 100%: **32%**

Broward Virtual School: **2%**

Other: **2%**

**N = 120,544 (~60%)
of about 202,000
total students**



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 |

Transportation input and guidance required from the Board.



Aligned upon to date

| | |
|-------------------------------|------|
| Current Bell Time | 7/14 |
| Hybrid transportation model | 7/14 |
| 50% student capacity | 7/14 |
| Special groups 100% in-person | 7/14 |

Input needed from Board/Cabinet

1

Selection of preferred model for transportation services

- Decision on physical distancing protocols on buses; \$ implications
- Feedback on altering rider eligibility requirements
- Decision on changing, staggering, bell times for high school students
- Guidance on partnering with city and county for transportation services

2

Consideration of transportation health and sanitation protocols, including funding

- Consideration of PPE requirements and \$ investments for bus staff and students
- Consideration of bus sanitation protocols and \$ investments

Transportation workstream progress update.

- Not started
- In progress
- Completed
- On track
- Critical



| Workstream priority | Status | Update, rationale, and interdependencies |
|---|---|---|
| Routing and operations | ● | <ul style="list-style-type: none"> Created different routing models, each with their trade-offs Modelled ESE transportation requirements Initiated ridership survey with ~80% response rate Exploring partnerships with municipal and county transportation to help with capacity constraints Waiting on Board capacity model selection to begin scheduling and routing |
| Health & Sanitation protocols | ● | <ul style="list-style-type: none"> Developed recommendation for PPE requirements for drivers, students, staff, etc. Developed recommendation for sanitation protocols for buses Waiting on Board guidance to operationalize (e.g., acquire new resources such as additional PPE requirements and extra equipment added to school buses) |
| Recruitment and training | ● | <ul style="list-style-type: none"> Initiated hiring campaign; evolving economic environment may have a positive impact Final head count depends on Board model selection; surveying drivers for return intentions Updating training plans based on new Health & Safety protocols Understanding any bargaining unit/union implications |
| Communication plans for schools and families | ● | <ul style="list-style-type: none"> Developing Frequently Asked Questions (FAQ) based on transportation model selected Providing student transportation data to schools with guidance on sharing with families Exploring moving annual in-person 'parent open house' to virtual model Establishing robust customer service initiative via phone and online |

Transportation has modelled three different scenarios capturing their resourcing implications.



Assumptions

- Hybrid model includes 100% of ESE students + 50% of GenEd students
- Modelled all students at 6 feet and at 1 student per seat. Did not model exceptions yet (e.g., 6 feet for ESE)
- Based on current bell times
- Based on ridership data of 2019 and subset of schools
- Models routed buses; currently District has ~1200 total buses including ~ 200 spare buses
- Total funding represents bus operator and attendant labor cost as well as fuel and maintenance cost
 - Model does not include indirect expenses such as overhead, and new location costs

| | Base case: 100% capacity (pre-COVID) | 50% capacity - 6 feet (CDC guidelines) | 50% capacity - 1 student per seat |
|-------------------------------|--------------------------------------|--|-----------------------------------|
| Number of students per bus | 50 | 12 | 24 |
| Number of routed buses | 1004 | 1700 | 1050 |
| Number drivers and attendants | 1500 | 2371 | 1696 |
| Total funding required | \$66M | \$105M | \$73M |

Even if funding is possible, there are additional constraints which makes achieving 50% capacity with 6 feet physical distancing guidelines not feasible. Difficult to procure 500-700 additional buses due to bus shortage. Difficult to procure and operationalize additional 2 locations(bus terminals), transportation staff and infrastructure to support the additional 500-700 buses by August 19th

Transportation: Potential independent solutions to mitigate capacity constraints.

● High ● Medium ● Low



| | <u>Partnerships</u> | <u>Relaxing 6' distancing constraint</u> | <u>Tightening ridership eligibility requirements</u> | <u>Staggering bell times</u> |
|-------------|---|---|---|---|
| Description | <p>Partner with municipalities and counties to</p> <ul style="list-style-type: none"> Issue bus passes for high schoolers and middle schoolers Leverage / borrow / lease additional resources (e.g., buses) | <ul style="list-style-type: none"> Relaxing the 6 ft. distancing guidelines (CDC) to 1 student per seat | <ul style="list-style-type: none"> Look at servicing magnet boundaries (Magnet, Nova, Magnet Activities) Look at servicing courtesy bus riders (i.e.: Railroad crossers, courtesy board riders, etc.) | <ul style="list-style-type: none"> Staggered bell times to accommodate additional routes |
| Pros | <ul style="list-style-type: none"> Relieves some capacity constraint by leveraging partner resources Can operationalize quickly as it will eliminate the need for procurement of new buses | <ul style="list-style-type: none"> Able to service additional 12 kids on regular buses and 4 to 6 more students per ESE bus routes Can potentially meet the 50% capacity needs | <ul style="list-style-type: none"> Can prioritize Broward County District schools' eligible students | <ul style="list-style-type: none"> Provides opportunity to maximize bus utility with existing resources |
| Cons | <ul style="list-style-type: none"> Need to consider liability issues of riders on municipal / county buses Will reduce capacity constraints but not eliminate May require staggered release times to minimize capacity risks of partner fleets | <ul style="list-style-type: none"> Will not be at CDC guidelines, inconsistent with strategy used in school class rooms More students more risk as it relates to distancing on the bus, even if for short period of times | <ul style="list-style-type: none"> Students walking puts them at a greater safety risk Hurting relationship with courtesy riders and magnet schools | <ul style="list-style-type: none"> May be difficult to follow cleaning protocols between runs Will shift schedules for teachers and students (e.g., students may have to walk in the dark, teachers may not want to work non-standard shifts) |
| Complexity | <p style="text-align: center;">M</p> <ul style="list-style-type: none"> Depends on metro capacity Interfacing with partner adds layer of operational complexity | <p style="text-align: center;">L</p> <ul style="list-style-type: none"> Easier or at least same operational complexities compared to 6 feet guidelines | <p style="text-align: center;">H</p> <ul style="list-style-type: none"> Downside includes risk of inequity and safety concerns of students walking long distances | <p style="text-align: center;">H</p> <ul style="list-style-type: none"> Difficult to operationalize as new bell times has major implications on school scheduling |

Decision choices and implications on the next slide

1. Ridership demand falls by ~50% as well as less students are eligible at 3.0 miles versus 2.0 miles



Complexity

High Medium Low

Need Board guidance on exploring the following options further



Altering rider eligibility

Altering service for magnet schools
Altering / not servicing courtesy riders



Staggering bell times

Adding additional bell time, especially for high-school students



Partnerships with city/county

Already started exploring partnerships options

Transportation: Board guidance needed on physical distancing protocols for buses and exploring additional mitigation plans.

1

Model selection¹

6 feet CDC guidelines with existing resources

Meets 50% hybrid capacity

Implications & trade-offs

Serves ~20-25% of the student population based on demand from last year
Option may meet demand if significant population opts into full eLearning.
Will make it difficult for students who want to opt in to in-person learning later in the year to find a spot on the bus

2

6 feet CDC guidelines with additional \$40+M funding



Requires \$40+ million in funding, including bus, fuel, maintenance, infrastructure / over head
Procuring additional ~500-700 buses, hiring 600+ drivers, and building the support infrastructure may not be possible by August 19

3

1 student per seat guidelines with existing resources



Depending on final demand and mitigation plans, may be able to increase physical distance

1. Based on current bell times, existing rider eligibility, 2019 demands, and no partnerships

Transportation: We are exploring partnerships with county and municipalities to mitigate our capacity constraints.



Progress to date

Status

Feasibility

Partner 1: Broward County Transportation

We had excellent conversation with the Director of Broward County transit buses. We expressed our interest in exploring partnership in various areas. Specifically, we talked about High school student utilizing county buses and future combine recruiting efforts. We also talked about utilization of an outside vendor for possible bus sanitizing efforts.

Begun conversations

 High

Partner 2: City Municipality

We have reached out to several Cities Municipalities and awaiting responses for potential partnership. These cities are: City of Miramar, City of Lauderhill, City of Coral Springs and the City of North Lauderdale. The City of Pembroke Pines indicated that they cannot partner with us since they transport most of their charter schools.

Initiated contact

 Medium

Partner 3: Office of Governmental Affairs

Contacted the Office of Governmental Affairs and received invitation for the next workstream meeting headed by Mr. Sullivan for possible partnerships opportunities.

Pending meeting

 Low

Transportation: PPE requirements on the bus.



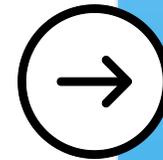
| | <u>Face covering / shield</u> | <u>Gloves</u> | <u>Hand sanitation</u> | <u>Physical distancing</u> | <u>Board recommendation/approval</u> |
|--|------------------------------------|---------------|------------------------|------------------------------|---|
| Drivers  | Face shield and/or Drivers barrier | ✓ | Before Boarding | 6 feet | Plastic Driver Barriers require funding of \$6.96M ¹ |
| Gen-Ed Students  | Face covering | | Before Boarding | 6 feet or 1 student per seat | 6 feet physical distancing guidelines or 1 student per seat |
| Critical students  | Case by case | | Before Boarding | 6 feet | N/A |
| Bus Terminal staff  | Face covering | ✓ | Wash hands often | 6 feet | N/A |
| Student aids & transportation nurses  | Face shield or Face covering | ✓ | Before Boarding | 6 feet | Face shield or face covering |

1. Average cost of \$5,800 for 1,200 buses. Source: Interview with Broward County Transit.

Transportation: Proposed school bus cleaning and sanitation protocols.



- All Buses have been fully cleaned and disinfected by an electrostatic sprayer
- All Drivers will be trained prior to school opening on the proper cleaning methods
- All drivers will be given spray bottles and towels to keep on the bus
- Drivers are required to disinfect their buses prior to leaving the compounds in the morning and afternoon
- Disinfectant solution will be available at the fuel isles in a clear 55-gallon container
- Drivers are to report to their Transportation specialist for additional supplies or issues that arise.
- Transportation specialist will be required to fill out a supplies request form when needed



Next steps and Board guidance

- **Board guidance on** exploring opportunity for temporary staff augmentation for possible bus sanitizing efforts (e.g., overnight cleaning staff)
- Re-visiting bus driver union contract for cleaning protocols and additional compensation
- Ramp up investment in new cleaning supplies (e.g., towels and Wexcide).



Communication and training plan for transportation.



Components of Communication Plan

| | Stakeholder | Week 7/13 | Week 7/20 | Week 7/27 | Week 8/3 | Week 8/10 | Week 8/17 |
|--------------------------|-----------------------------------|------------------------------|--------------------------|-----------------------------|-------------------------------|-----------------------|------------------------|
| <input type="checkbox"/> | School Board/Cabinet | Re-open Plan Draft | | Final Re-open Plan | Bell Times | | |
| <input type="checkbox"/> | Parent/Student | Website Updates | Website Updates | Bus Riding Criteria | Bus Stop Information | Virtual Open House | |
| <input type="checkbox"/> | Principal/ Transportation Liaison | | Bus Rider Protocols | Transported Student List | Transportation 20-21 Overview | | Loading Zone/ Bus Evac |
| <input type="checkbox"/> | Transportation Management | | Initial 20-21 Routes | | Final Route Books | | |
| <input type="checkbox"/> | Drivers/Attendants | Survey-Work Status for 20/21 | Status of Transportation | Return-to Work Instructions | Route Review | Route Bidding | Protocols & Procedures |
| <input type="checkbox"/> | All | | | | PT-Web | Temporary Phone Staff | |

Components of Training Plan

| | Stakeholder | Week 7/13 | Week 7/20 | Week 7/27 | Week 8/3 | Week 8/10 | Week 8/17 |
|--------------------------|-------------------------------------|--------------------|--------------|-----------------------------|---------------------|--------------------------|------------------------|
| <input type="checkbox"/> | Principal/ Transportation Liaison | | | | Information Session | | |
| <input type="checkbox"/> | Transportation Management | COVID-19 Protocols | 20-21 Routes | New Protocols & Procedures | | 2020 Training Day Topics | |
| <input type="checkbox"/> | Vehicle Maintenance | COVID-19 Protocols | | New Protocols & Procedures | | | |
| <input type="checkbox"/> | Transportation Specialists/Dispatch | COVID-19 Protocols | 20-21 Routes | New Protocols & Procedures | | 2020 Training Day Topics | |
| <input type="checkbox"/> | Clerical Support | COVID-19 Protocols | | New Protocols & Procedures | 20-21 Routes | | |
| <input type="checkbox"/> | Drivers/Attendants | | | Return-to Work Instructions | | Dry Run of Routes | Protocols & Procedures |



Input needed from Board/Cabinet

1

Roles and Responsibilities (Food Service Department and Schools)

- Guidance on 30-minute duty free lunch period
- Thoughts/Feedback: In classroom point-of-sale recordkeeping
- Thoughts/Feedback: In classroom waste pick up versus waste in SOMAT/compactor (cafeteria)

2

Consideration of funding alternatives

- Guidance on cost alternatives to fund adult/family meals

Food and Nutrition Services game plan progress update.

 Completed
 Deep dive to follow

 In progress
 Critical
 Not started
 On track



| Priority | Status | Update, rationale, and interdependencies |
|---|---|--|
| Service Models- breakfast, lunch, after care supper |  | <ul style="list-style-type: none"> Exploring service model opportunities Dependent on BTU Contract for duty free lunch Dependent on facility personnel staffing for waste disposal |
| Supplying Meals to Students Not on Campus |  | <ul style="list-style-type: none"> Developed Grab-and-Go model currently utilized for meal distribution Dependent on USDA waivers |
| Staffing |  | <ul style="list-style-type: none"> Dependent on meal participation at the onset of school Initiating multiple staffing scenarios |
| PPE and Physical distancing recommendations |  | <ul style="list-style-type: none"> Developing recommendations for cafeteria and kitchen; coordination with Principals Incorporating CDC guidelines into communications and training materials Incorporate and utilize similar school signage when appropriate |
| Meal Reimbursement |  | <ul style="list-style-type: none"> Dependent on the daily number of meals served Aggressive pursuit of additional partnerships and funding sources for adult/family meals |
| Sanitation and Cleaning Protocols |  | <ul style="list-style-type: none"> Developed recommendation for foodservice cleaning and sanitation protocols Creating training material aligned with Department of Health recommendations |
| Additional Considerations |  | <ul style="list-style-type: none"> Examples: BTU Contract, Student Identification Badges, etc. |

Food Service models.



Breakfast

Lunch

After Care Supper

Meal Service and Consumption in the Cafeteria*

1. Traditional Line- students proceed through the serving line and point of sale
2. Students proceed to the dining room to eat
3. Students discard waste in SOMAT, compactor or trash cans

SAME

1. Traditional Line- students proceed through the serving line and point of sale
2. Students proceed to the dining room to eat
3. Students discard waste in trash cans

Meal Service in the Cafeteria, Consumption in the Classroom/Outdoor area

1. Traditional Line- students proceed through the serving line and point of sale
2. Students proceed to their classroom to eat
3. Facility Service Person pick up waste vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans

1. Traditional Line- students proceed through the serving line and point of sale
2. Students proceed to the classroom or outdoor eating area
3. Facility Service Person pick up waste vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans

1. Traditional Line- students proceed through the serving line and point of sale
2. Students proceed to the classroom to eat
3. Students discard waste in trash cans

Meal Service and Consumption in the Classroom

1. Food and Nutrition Services Staff/Students deliver prepared "Grab and Go" meals and rosters- all students receive the same meal, no choices
2. Teacher Assistance Required- meal distribution/point of sale
3. Facility Service Person- additional waste pick up vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans

SAME

Option not available

Meal Service Curbside Grab-and-go for students online learning

Pre-bagged meals available for pickup on designated day and time. **

SAME

SAME

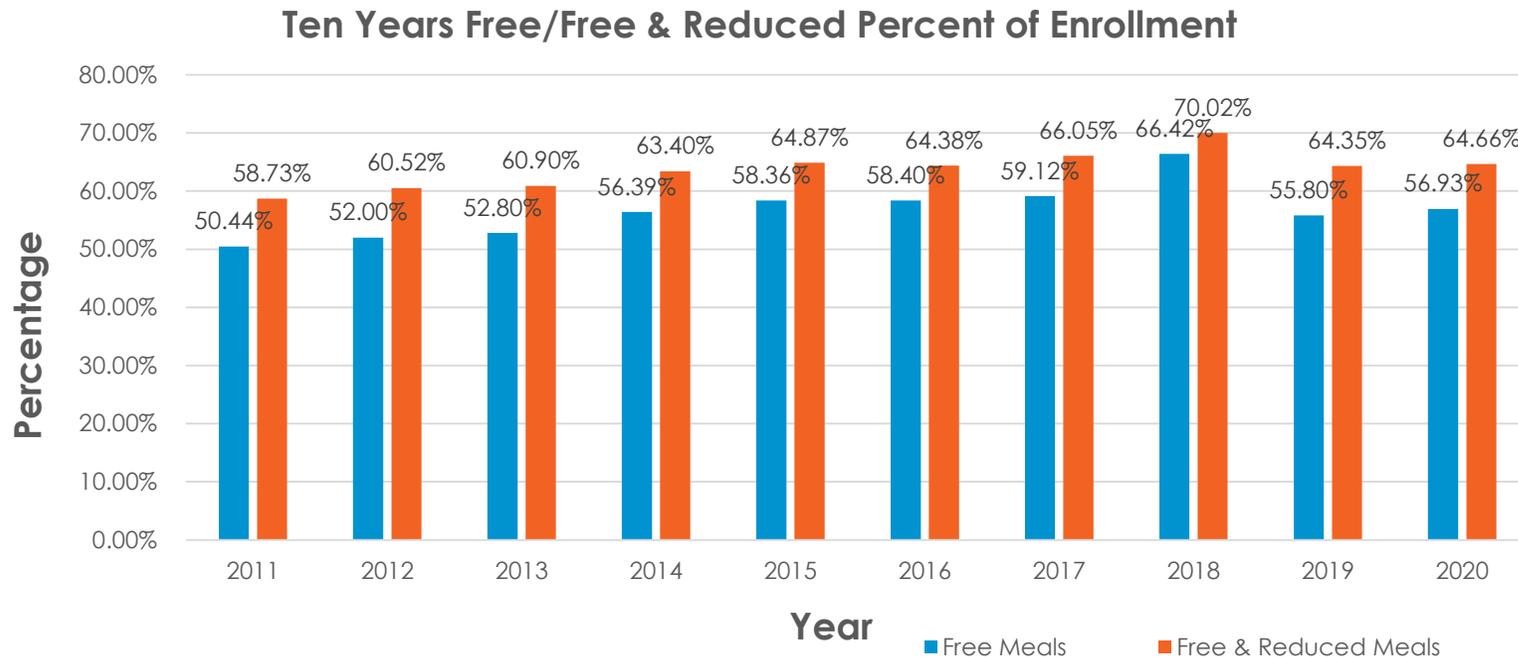
*Recommended model

**Student must be enrolled at pickup school site

USDA meal reimbursement parameters.



- Food and Nutrition Services functions independently of the General Fund, as a **Profit and Loss Operation**
- **Meal reimbursement only occurs if meals are served**
- Summer Feeding Ends - **Students eat based on Free and Reduced Percentage**
 - 50 % or more Free and Reduced all students eat free
- National School Lunch Program- **Students eat based on individual meal eligibility**
 - Free, Reduced, or Paid





Food Service: PPE requirements.

| | <u>Face covering / shield</u> | <u>Gloves</u> | <u>Hand sanitation/ hand washing*</u> | <u>Physical distancing</u> |
|--|----------------------------------|---------------|---------------------------------------|----------------------------|
| Supervisors/ Administrators | Face covering | ✓ | Before each task | 6 feet |
| Managers/ Intern Managers | Face covering and Face shield | ✓ | Before each task | 6 feet |
| Assistant Managers | Face covering and Face shield | ✓ | Before each task | 6 feet |
| Cook/Baker IIA | Face covering and Face shield | ✓ | Before each task | 6 feet |
| General Assistants/ Substitutes | Face covering and Face shield | ✓ | Before each task | 6 feet |

*Hand washing is recommended with use of gloves. Sanitation solution is available for Kronos clock and outdoor use.

Food Service: Sanitation and cleaning protocols.



Description

Kitchen

- All current chemicals used in the kitchen will remain the same
- All equipment used daily is washed and sanitized
- Will continue to follow guidance of the Department of Health
- Food and Nutrition Services Staff will receive training during pre-opening meetings



Cafeteria

- Food and Nutrition Services is responsible for cafeteria tables
- Wexicide will be used for wiping tables
- SOMAT/Compactor protocol will remain the same
- Food and Nutrition Services Staff will receive training during pre-opening meetings



Classroom

- Facility Service Person is responsible for classroom
- Wexicide will be used for wiping surfaces
- Facility Service Person is responsible for waste disposal



Food Service: Additional considerations.



- **Food and Nutrition Services Managers Planning Meetings with Principals** (August 5th and 6th)
 - Contextually responsive **accommodations for special needs populations** (eg, ESE SVE¹)
 - **Physical distancing** set up based on site-specific space constraints
 - Collaborative effort to **identify physical distance parameters** with markings and/or signage
 - Attention to **BTU Contract for 30 minute duty free lunch period**; Administrative Plan for **monitoring students** eating in the classroom/outdoor eating area
 - Attention to **Facility Service Persons Staffing**; Administrative Plan for waste removal
- Food Considerations
 - Reduce Entree Choices, Fruit and Vegetable Options, Eliminate Strawberry Milk
 - Prepackage Items
- **Manufacturer and Distribution issues continue**
- **Data Processors must promptly enroll students at their location**
- **Student Identification Badges** must have FSI bar codes embedded
- Time constraints with multi-service options- Traditional Line and Grab-and-Go
- Reassignment of Staff requires a two week notice per FOPE Contract
- Grab-and-Go collection of monies

¹Exceptional Student Education Supported Varying Exceptionalities

Child Care game plan guidance required.



Board decision required?



Input needed from Cabinet/Board

1



Rate increase for a fiscally sound program

Three pricing models for consideration

Assumptions

Maintain start/end dates

Hybrid learning model (schools will choose)

50% student capacity

Two groups (A-L, M-Z)¹

Special groups 100% in-person

1. With school discretion to move individual students per special requests.

Child Care game plan progress update.

○ Not started
● In progress
● Completed
● On track
● Critical
□ Deep dive to follow



| Priority | Status | Update, rationale, and interdependencies |
|------------------------------|--------|--|
| Space usage | ● | <ul style="list-style-type: none"> For all models created, each have trade-offs Attendance determined through survey, results coming back 7/10 Exploring partnerships to increase capacity Dependency: Waiting on school-specific attendance plans to determine on-site aftercare provision |
| Heath & Sanitation protocols | ● | <ul style="list-style-type: none"> Developed recommendations for PPE requirements for students, staff, etc. Working on recommendations for sanitation protocols for sites Dependency: Align with H&S workstream on PPE, sanitation, and screening protocols for before/aftercare and daycare |
| Content/ schedule | ● | <ul style="list-style-type: none"> Groups will be guided by child care counselors based on the schedule of each program (see schedule in backup) |
| Recruitment and training | ● | <ul style="list-style-type: none"> Developing training plans based on new H&S protocols Dependency: Waiting on school-specific attendance plans to determine on-site aftercare provision Dependency: Align with H&S workstream on PPE, sanitation, and screening protocols for before/aftercare and daycare |
| Infrastructure | ● | <ul style="list-style-type: none"> Align with Technology workstream to assess internet access Working with League of Cities and Partnership workstream to provide WiFi access to all students |
| Food services provided | ● | <ul style="list-style-type: none"> Work with Food Services workstream to determine food services provided during after/ before care and full day care |



Maximize amount of on-campus instructional space to satisfy demand for 100% in person instruction for those who choose it

Before and after care when students are on campus will be provided.

When feasible, child care solutions will then be offered to **District staff**, at a zone, at limited locations.

Community partners will be leveraged to provide offsite child care solutions to **parents** where possible.

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



Guiding principles for provision of full day, before, and after care

Child Care: Off-site options through partnerships.



| | Description | Status | Feasibility |
|--|---|---------------------|--|
| League of Cities (Fort Lauderdale, Oakland Park) | <ul style="list-style-type: none"> Survey sent to all 31 municipalities to determine the amount of space they have. Required: staff, WiFi for eLearning days. | Conversations begun |  Low |
| YMCA of South Florida | <ul style="list-style-type: none"> Willing to offer care for full day and after care at their off-site facilities. Transportation may be required for students with special needs. | Conversations begun |  Medium |
| Boys and Girls Club | <ul style="list-style-type: none"> Willing to provide childcare. Transportation will be needed if program is provided after school. | Conversations begun |  Medium |
| Children's Services Council of Broward | <ul style="list-style-type: none"> Have only budgeted to provide funding for aftercare programs for private providers under their RFP. If the provider services a funded program off site, CSC will cover the costs. | Conversations begun |  Low |
| Broward County Libraries | <ul style="list-style-type: none"> Survey sent to Youth Services Coordinator, Broward County Library System. | Conversations begun |  Low |
| Early Learning Coalition of Broward | <ul style="list-style-type: none"> Requested participation with workstream. | Conversations begun |  Low |
| United Way | <ul style="list-style-type: none"> Possible support for PPE supplies. | Conversations begun |  Low |

The hourly rate for full day care would be the same as for before/after care as outlined on the previous page



Fee rates³ for three child care models if held on-site¹, four hours after school.

| | Option 1: \$2.65 per child per hour | Option 2: \$3.50 | Option 3: \$5.00 |
|---|--|---|--------------------------------|
| Number of students per school needed to breakeven | \$112 | \$70 <small>Approx. 50% of number that attended pre-COVID</small> | \$42 |
| Revenue generated per group/10 day period | \$11.8K | \$9.8K | \$8.4K |
| Full staffing cost ⁴ | \$9.1K | \$7.2K | \$5.9K |
| Additional District expense ⁵ | \$2.2K | \$1.8K | \$1.6K |
| Per child rate per 10 day period | \$106 | \$140 | \$200 |
| | | | <i>Miami-Dade County model</i> |

In a 50% model, or approximately 8 groups of 14 students, to be fiscally sound, a **minimum fee of \$3.50 must be charged per student per hour, or \$140 per 10-day period**

Capacity will be determined on a school by school basis: if demand for after/before care is below the minimum for a fiscally sound program, after care programs will not be provided

Families will be provided with a list of external providers to support them if their school is capacity constrained or unable to offer on-site services

1. If held through partners, will be approximately the same rate
 2. Assuming 1:14 ratio, average number attending per school pre-COVID ~120
 3. Fees charged above are not for full-day care nor include early release days
 4. Includes childcare staff, supervisor, desk person, campus monitor, and custodial staff + fringe
 5. Includes BOOST (3.75%), District expense (4.5%), campus monitor (5.7%), BASCC (3.5%), NIS (0.5%), Fringe (15%), and Trust (6.5%)

Schedule for a four-hour After Care program.



| Hour | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|--|--|--|--|--|
| | Prior to beginning program classroom needs to be cleaned | Prior to beginning program classroom needs to be cleaned | Prior to beginning program classroom needs to be cleaned | Prior to beginning program classroom needs to be cleaned | Prior to beginning program classroom needs to be cleaned |
| 2:00 –2:30 | Snack/Dinner in Classroom |
| 2:30 –3:00 | Active Play |
| 3:00 –4:00 | *Academic Support | Academic Support | Academic Support | Academic Support | Academic Support |
| | Refresh classroom |
| 4:00 –4:30 | **Homework | Homework | Homework | Homework | Homework |
| 4:30 –5:00 | ***Educational Games | Educational Games | Educational Games | Educational Games | Educational Games |
| 5:00 –5:30 | ****Dramatic Play | Art | Music | Technology Learning Games | Art |
| 5:30 –6:00 | *****Active Play | Active Play | Active Play | Active Play | Active Play |

* Academic Support – A certified teacher for every group, working in collaboration with the schools' Reading Coach, to develop plans for students who are showing an academic slide. Finding teachers may be a challenge.

** Homework – Daily provided to assistance for students with their assignments

Below requires physical distancing – cannot work in group and must clean hands prior to and after use of games and active play

*** Educational Games – Legos, Bingo, multiplication, Charades, reading readiness, math support, GoNoodle, color, puzzles

**** Dramatic Play – skits, Charades, play writing, monologues, pretend play or imagination play, create individual paper puppets

***** Active Play – Hula-hoops, Skillastics, Yoga, Exercise, Music and movement, Simon Says, etc.

Cadence of Board Workshops on reopening.

| June 16 th | June 30 th | July 7 th | July 14 th | July 22 nd | 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"> • Overview of Current State by Local & National Health Experts • Transportation • Food Services • Child Care Partnerships | <ul style="list-style-type: none"> • Safety & Security • School Calendar • Athletics & Other Programming • Human Resources • Communications • Partnerships | <ul style="list-style-type: none"> • Emergency Policy for Compliance with Health & Safety Requirements • Florida's Optional Innovative Reopening Plan |

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



APPENDIX

Terms and acronyms used throughout this presentation.

Page 1 of 2

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

Terms and acronyms used throughout this presentation.

Page 2 of 2

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

Theory of Action.

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

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

Strategic Plan Listening Tour.



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

Literature review and references.

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

The calculus of re-opening.

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

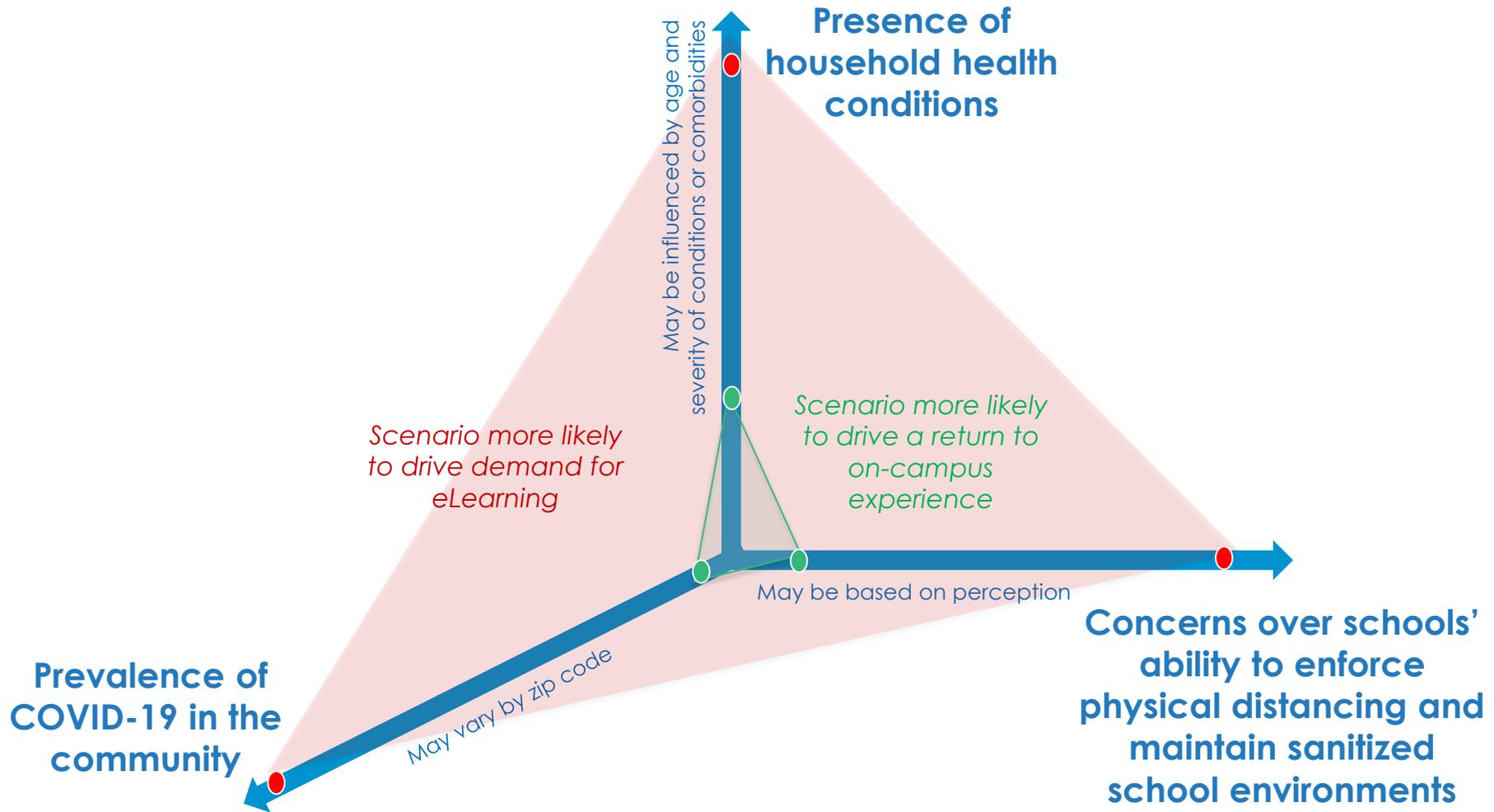
¹Vitality considers feasibility and attractiveness of options.

| | |
|------------------------|--|
| 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)

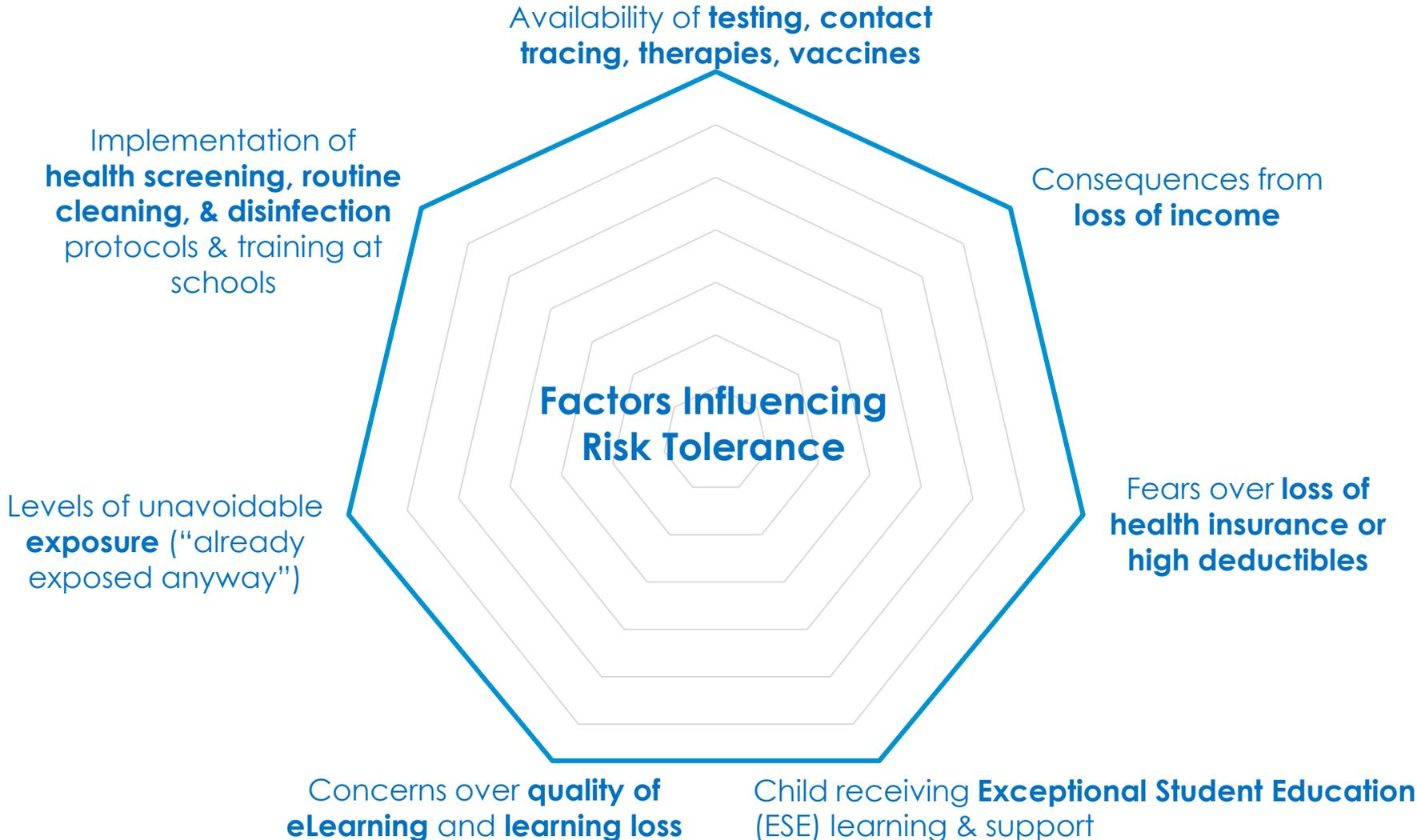
Concerns.

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

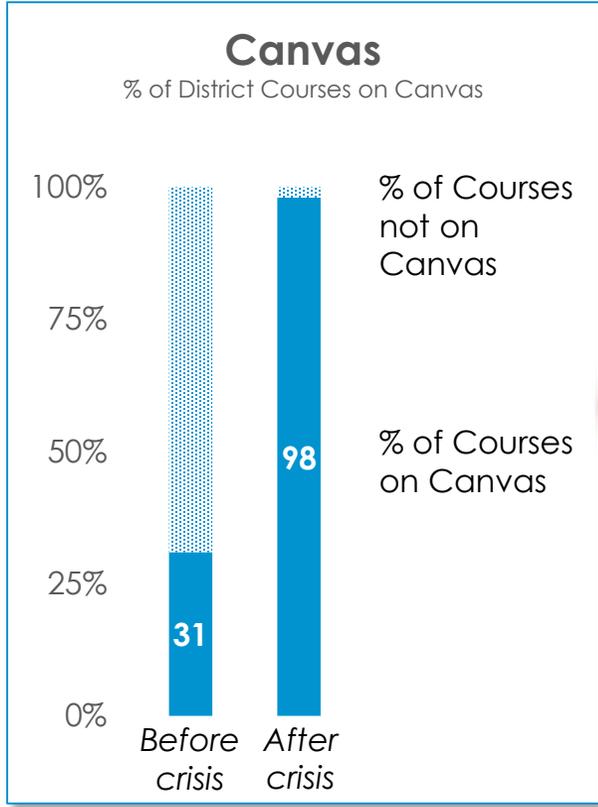
- Parental Involvement
- Household scheduling flexibility
- Vendor Contracts
- Partners, Volunteers

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

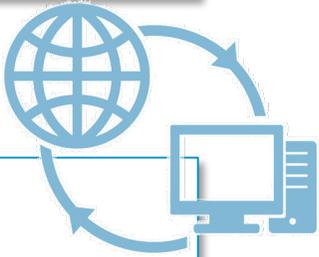


- ### Instructional Delivery
- Supported by 43 course types
 - Multiple opportunities to participate
 - Over 28,000 participants (District & Charter Staff)

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

Our Teachers 

100,000+ devices distributed 

Expanded partnerships for Internet Access 

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

Option 1: Continuation of eLearning, new & improved.

Suggestions for improving the eLearning experience

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

eLearning solutions will continue.

Improving eLearning is a top priority.

Standards & Expectations

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

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

Flexibility

Training, Mentoring, & Support

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

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

Enhancements

**eLearning
New
& Improved**

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

Key distinctions to help returning parents choose

| School-linked eLearning | Broward Virtual School |
|--|---|
| <ul style="list-style-type: none">▪ Fully accredited▪ Free▪ Online delivery system▪ Time flexibility (with some restrictions)▪ Location flexibility▪ Continuity of student experience, campus connections, & community▪ Continuity of tools used for distance learning (e.g., Canvas)▪ Wrap-around support services for students (e.g., Mental Health), at familiar campus▪ Links to a neighborhood or municipality▪ Access to unique programs | <ul style="list-style-type: none">▪ Fully accredited▪ Free▪ Online delivery system▪ Time flexibility▪ Location flexibility▪ Part-time enrollment options (6-12)▪ Flexibility with how students can earn courses / credits online▪ Set curriculum and timeline for completion▪ Students from traditional schools may take additional courses through BVS |

Enrollment & FTE¹ differences

¹ Full-time Equivalent

Differentiating Broward Virtual School from Florida Virtual.

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

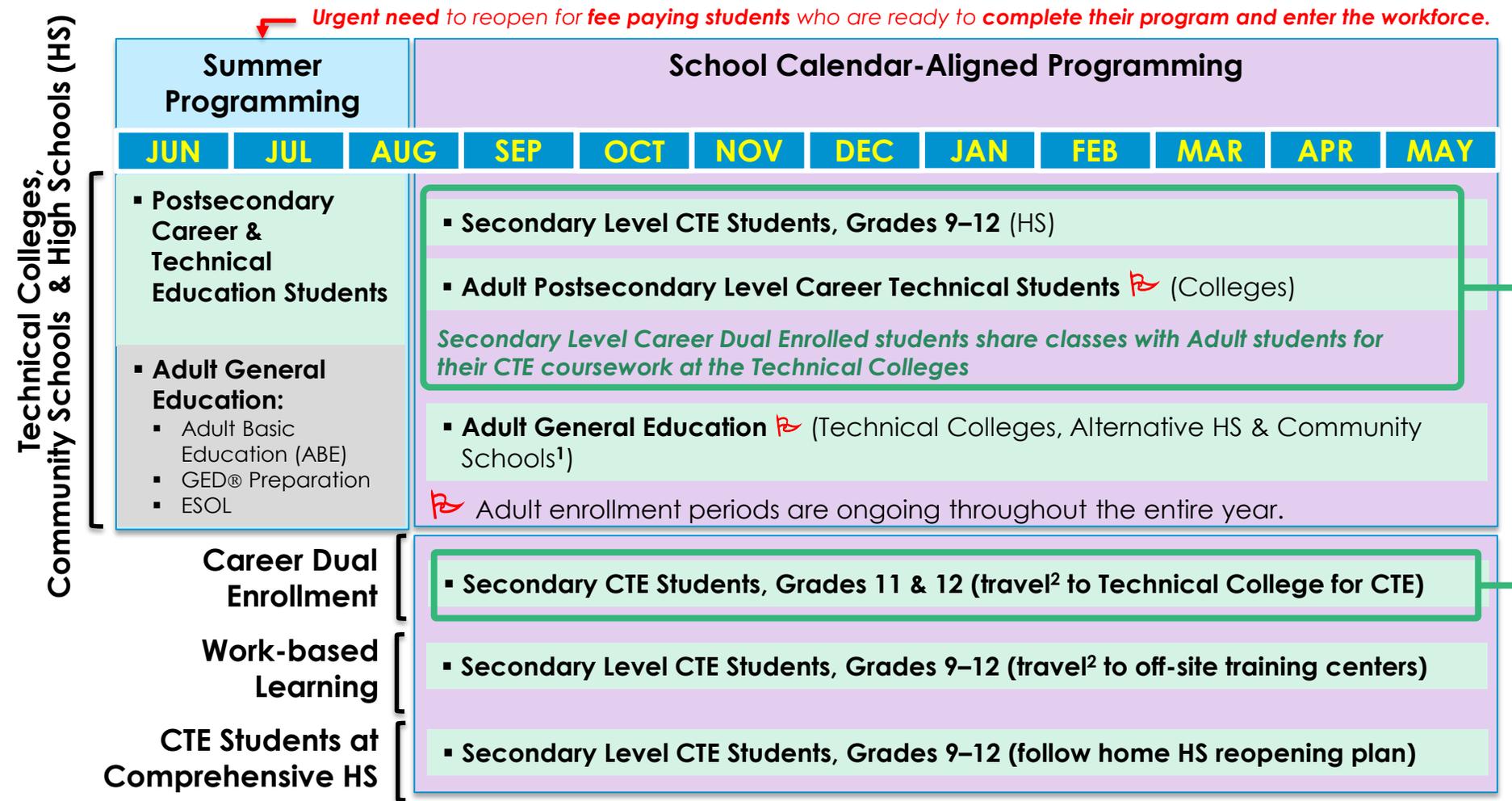
Broward Virtual School (BVS)

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

Florida Virtual School (FVS)

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

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 | |
| | 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)

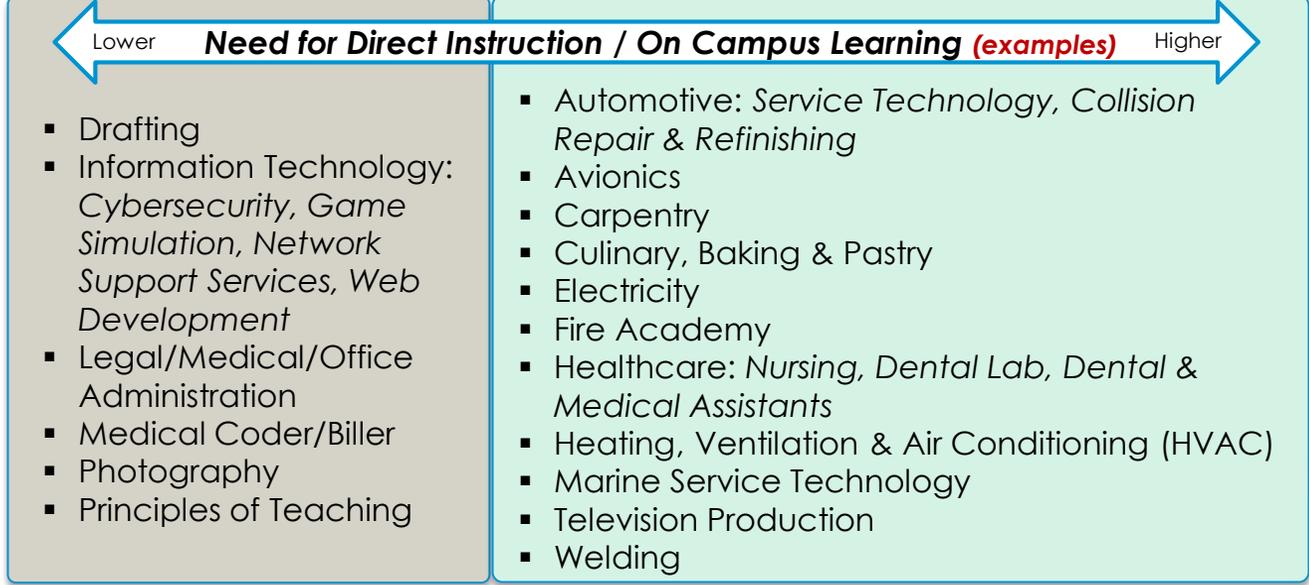
NOTE: Total student population at a given time (daytime or evening) on a given day cannot exceed capacity limits under physical distancing guidelines.

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

Proximity to Program Completion

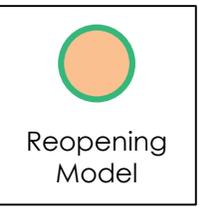
**Industry Certification Requirements/Testing
GED® Credential Testing/Other Adult Assessments**

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

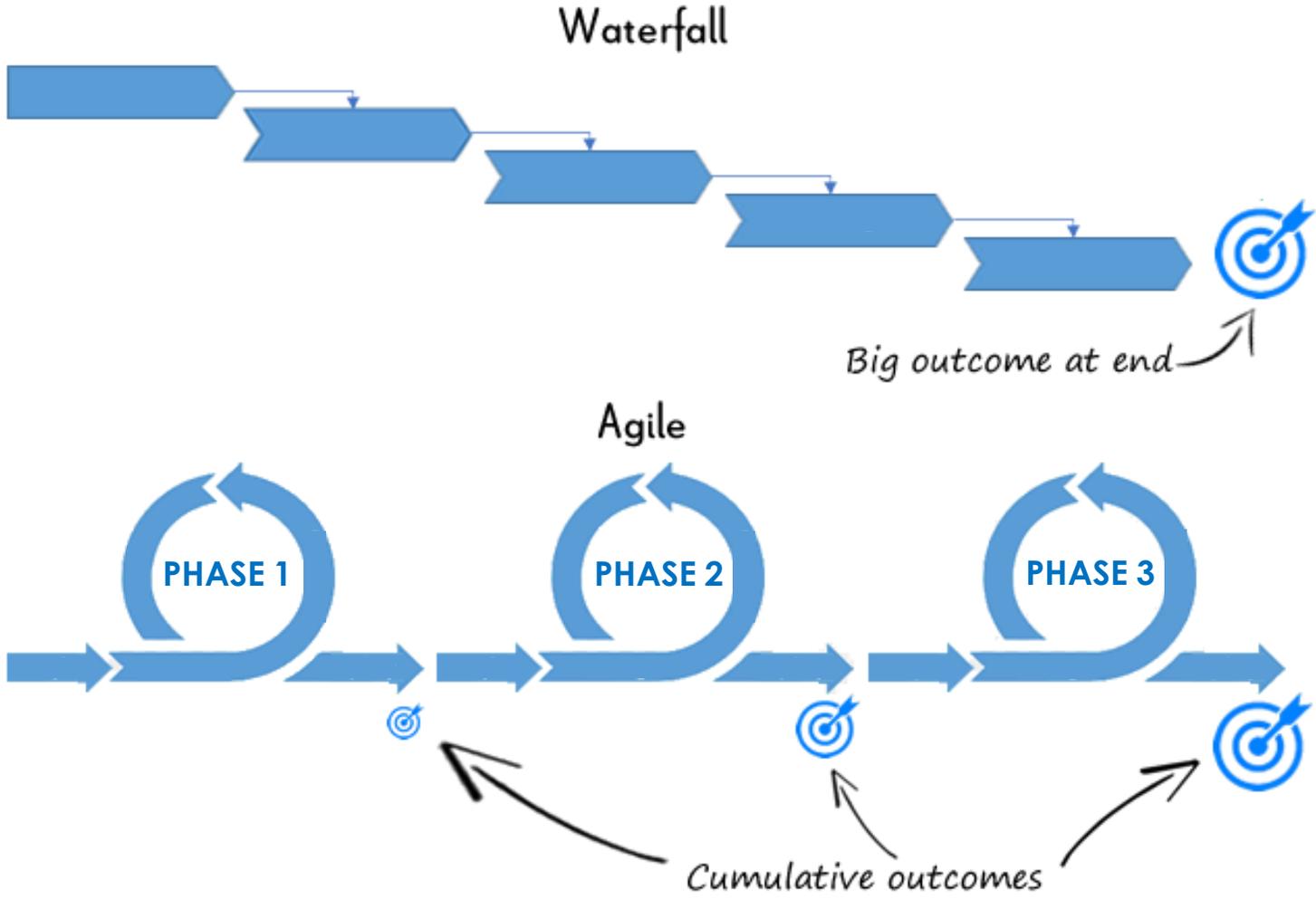
| Kid | Service | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----|------------|----------------|----------------|----------------|----------------|----------------|
| Zac | Learning | eLearning | eLearning | eLearning | eLearning | eLearning |
| | Child Care | Alternate Site |
| Zeb | Learning | 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 physical distancing practices **by the second week of school**.
- Designate an Isolation Room and two trained personnel to monitor Isolation Room.
- Ensure Suspected Case COVID-19 Line List Form is completed and faxed daily to 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 physical distancing in areas such as front office, clinic, isolation room, hallways, cafeteria, and media center first day of school year.
- Place posters with COVID-19 educational materials in strategic areas such as front office, restrooms, cafeteria, gyms, and hallways by the end of the second week of school.
- Emergency Contact Cards are updated with two current phone numbers for parents/guardians.
- Avoid use of water fountains to minimize exposure to the virus.

Health & Sanitation plan.

Highlights



Temperature Checking

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



PPE / Face Coverings

- All **students riding buses are required to bring and wear face coverings.**
- Drivers are required to wear face coverings when students are present.
- Students are **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**.



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.**

Learning in BCPS: High-Quality Instruction No Matter How we Meet

Preparations Underway

- **eLearning**

- All school locations must **be prepared to offer to students** who opt for it
- All school must be **prepared to switch to 100% eLearning** if pandemic conditions necessitate
- **Teachers** need to:
 - Have both PD and on-going helpline support
 - Manage curriculum pacing via Canvas
 - Participate in digitally mediated PLCs and professional development
 - Prep to deliver high-quality instruction, feedback, and assessment digitally

- **Hybrid Learning**

- Be prepared to instruct with physical distancing limitations
 - Adjust to teaching material twice to separate alphabetic groups
 - Place physical instruction inside of digitally managed curriculum pacing
- Enrollment at **Broward Virtual School** (*This is distinct from eLearning.*)

eLearning Model: Fall 2020

Key Improvements

- **Improved navigation** of Canvas for teachers and students through (e.g. modules, nesting)
- Commonly **structured meeting times and protocols**
- **Expectation of video interaction** through Microsoft Teams
 - Elementary: Weekly schedule of whole group, rotating small group, and individual sessions to enable teachers and students to establish a regular cadence of interaction
 - Secondary: Teachers and students following the school master schedule of class meetings
- Completed Canvas “course shells” for each grade level and course which will be rostered with students upon “roll-over” anticipated for August 3 **with more detailed structure, content and support**
- Microsoft **Teams Improvements** rolling out between June 3 and August
 - 7x7 participant views
 - Hand raising, breakout rooms, live captioning, Bookings, call termination, muting by organizer, ...
- Broad use of **Canvas Parent and Canvas Student apps** for improved access and communication
- **Applying lessons learned** from Spring, 3rd Grade Reading, ESY, and study of BCPS and other Districts

eLearning Model, full-time at enrolled school.

Key assumptions

- Master schedule is built as it normally would be: **schools maintain their schedules.**
- Students receive **100%** of instruction, teacher/peer interaction, and support services using technology tools.
- **Two versions** under design for schools to deploy depending on site conditions:
 - **Classes are grouped separately** from hybrid with distinct teachers (primarily for Elementary)
 - **Classes are integrated together** with Hybrid alphabetic groupings (e.g., by alphabet: **A-L, M-Z**). This is primarily appropriate for secondary settings.
- eLearning occurs through Canvas courses with **extended daily interactions** through Microsoft Teams.
- **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).
- **Being explored:** Having eLearners receive limited services physically separate from instruction
- **Every day** is used for instruction (apart from holidays and weekends).
- A final **instructional calendar is published** before the school year begins.

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.

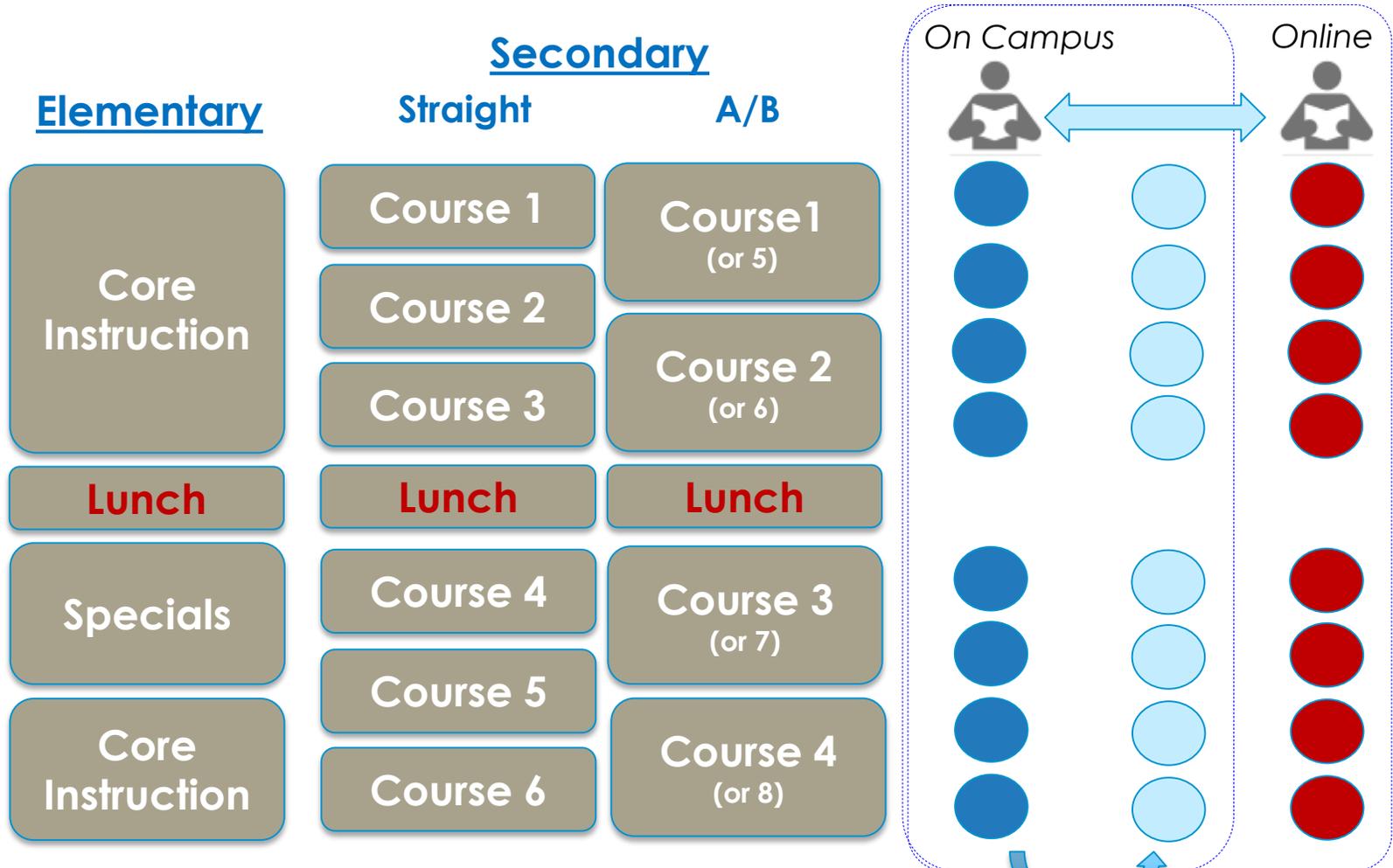
² G1 = Group 1 (A-L); G2 = Group 2 (M-Z)

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 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 online 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



- Students receive the same learning expectations and supports physically in-class and with eLearning
- **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



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 standards for learning progressions
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 and student-student



OPERATIONALIZING THE GAME PLAN:

| | Key Messages | Strategies |
|---|--|---|
| <p>Ensure high-quality full & hybrid eLearning</p> | <ul style="list-style-type: none"> • Ensure live interaction between teachers and students and students and students occurs on a daily basis • 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:

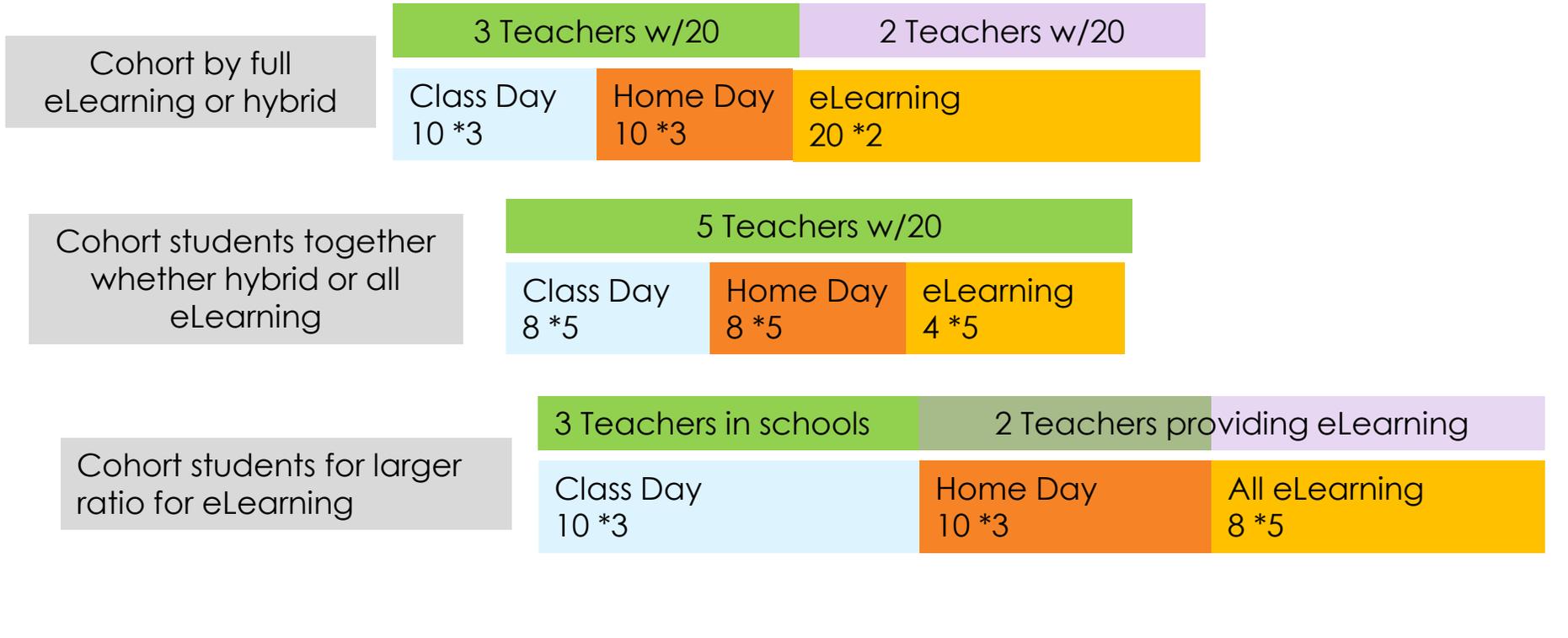
| | Key Messages | Strategies |
|---|--|--|
| Virtual tutoring and counseling | <ul style="list-style-type: none"> Leverage existing community partnerships to align content to District's Academic Plan, resources, and student supports | <ul style="list-style-type: none"> ELL Language and Literacy for 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 eLearning models | <ul style="list-style-type: none"> Ongoing review of the professional learning community MOU with BTU |

Learning Acceleration. (Example of 100 students/5 teachers)



How do we group students and teachers? →

- Assume 100 students in a Grade**
- 60 students opt for attending 2-3 out of 5 days
 - 40 students opt for attending only eLearning
 - 5 teachers need to split the 100 students





Gauging our Students' Readiness and Progress

- High School **by course** with focus on graduation and college & career readiness
 - Common standards aligned item bank
 - End-of-course exams, Grade 9 & 10 ELA
 - PSAT/SAT with modified administration protocols
- Middle school **by team**
 - Common standards Aligned item bank and interim diagnostics
- Elementary Intermediate **by grade level** (3-5)
 - Common standards Aligned item bank and interim diagnostics
- 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 SY2020/21

| | |
|----------------|---|
| Aug 19-21: | Focus on relationship building, social-emotional learning, and mental health; PLC focus on classroom management |
| Aug 24-28: | Commencement of grade level instruction; Implementation of inherited MTSS/RtI; PLC preparation for baseline assessment |
| Aug 31-Sept 4: | Convening of CPSTs, deployment of Tier 1 supports, and initial curricular assessments; PLC focus on intervention delivery |
| 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 3 rd 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 eLearning 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
- Online Resources

Professional Development

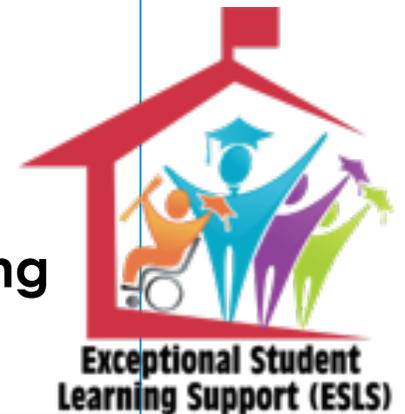
- Technology (Teams, Canvas)
- eLearning Content, Behavioral, Social-Emotional
- Curriculum Resources
- Parent Training and Resources



Exceptional Student Education (ESE): Guidance & Support.



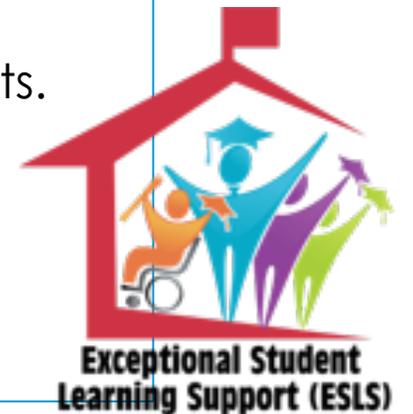
- Academic, Social-Emotional, Independent Functioning, Transitions
- Inclusive practices at all levels, in all classes
- Ensuring consistency in the day-to-day experience for reopening models
- Related services (SLP, OT, PT, ESLs Counselor)
- Delivery of IEP / 504 services for reopening models
- Guidelines for IEP / 504 meetings for reopening 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's 2024 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 CHECKLIST 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**

Toolkit 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

Toolkit 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

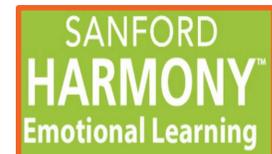
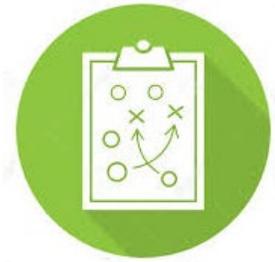
Mindfulness Practices

- 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

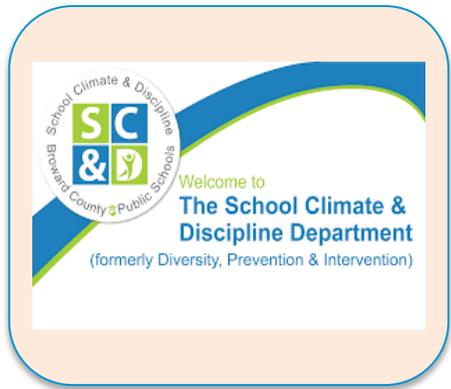
Mental Health Activities

- 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

Toolkit Example Contents



Student Support Strategies.



School Climate & Discipline



SEL & School Counseling



Mental Health Portal & Page



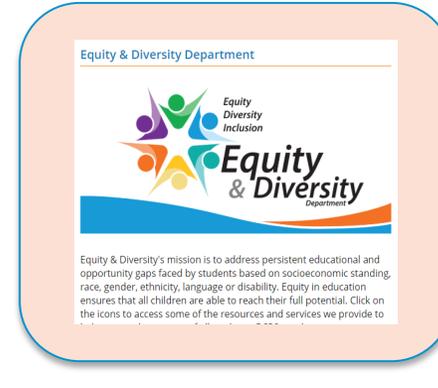
School Nursing



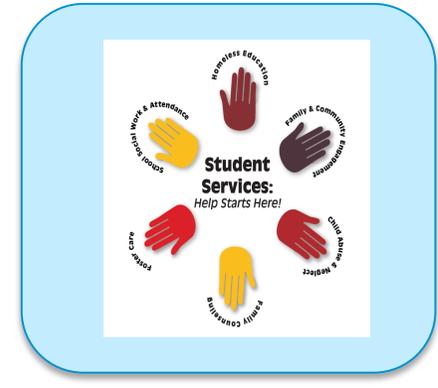
Recovery



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



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)

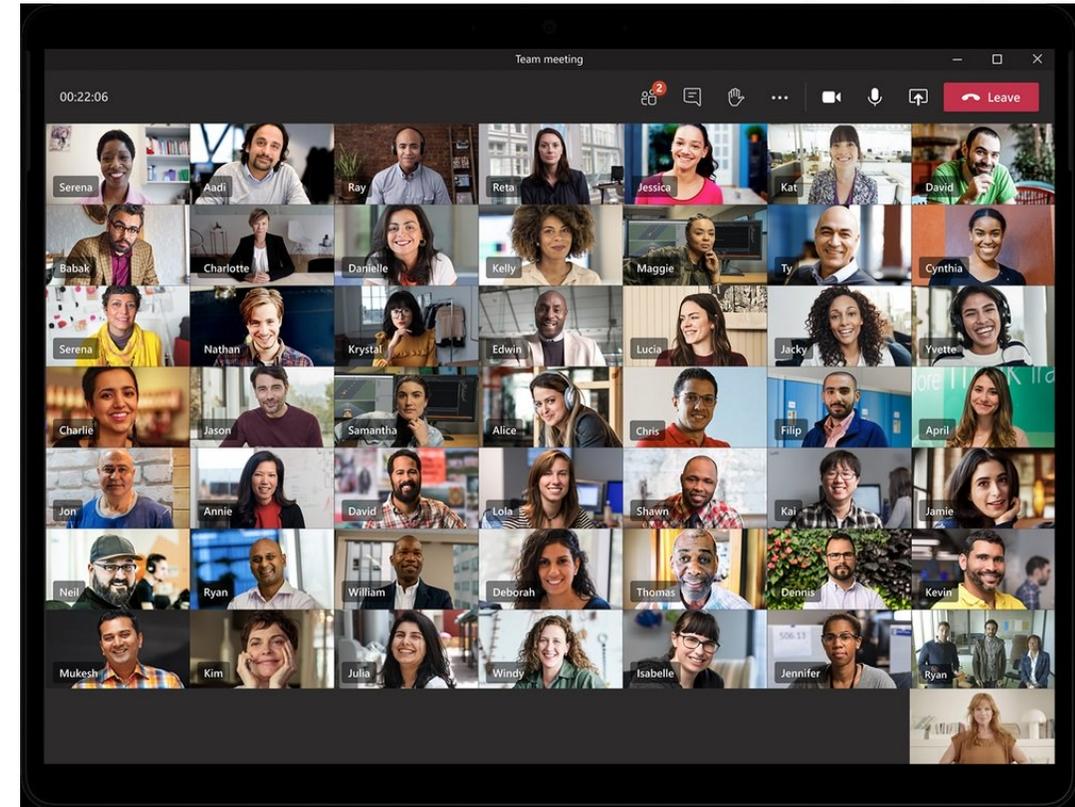


Change Management: Support

- 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



By August, Teams will allow teachers see up to 49 students simultaneously; feature currently available in Preview for some users

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

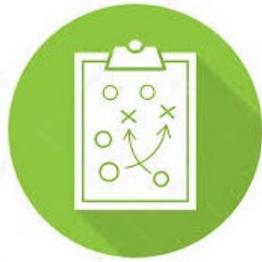
- Basic Model Plus but the microphone is replaced with an **audio-video conferencing device** (at a cost of approximately \$2,000 per unit)

Advanced Model Plus

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

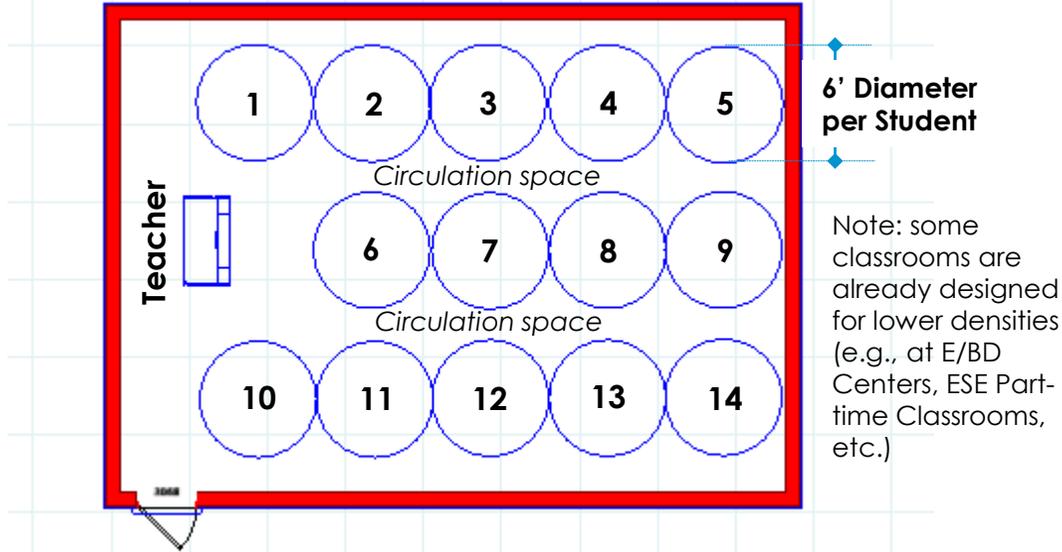
Why not accommodate all students every day?

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 at least 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** were also identified, separate from classroom capacity
- 3. Final capacity usage will be determined in collaboration with principals similar to other District space planning processes**

Space Planning Takeaways

- 1. All schools can accommodate at least 50% of students in classrooms** at a time with physical distancing under hybrid learning model.
- 2. Regional capacity solutions possible** where physical distancing can't be met at a particular site. Potential for adjacent space at other schools.
- Where possible, larger classrooms (~1,000 sq ft) should be allocated to **PreK and ESE classes** to allow greater mobility of students within the space.

Transportation: Analysis of physical distancing guidelines on tiered routes.



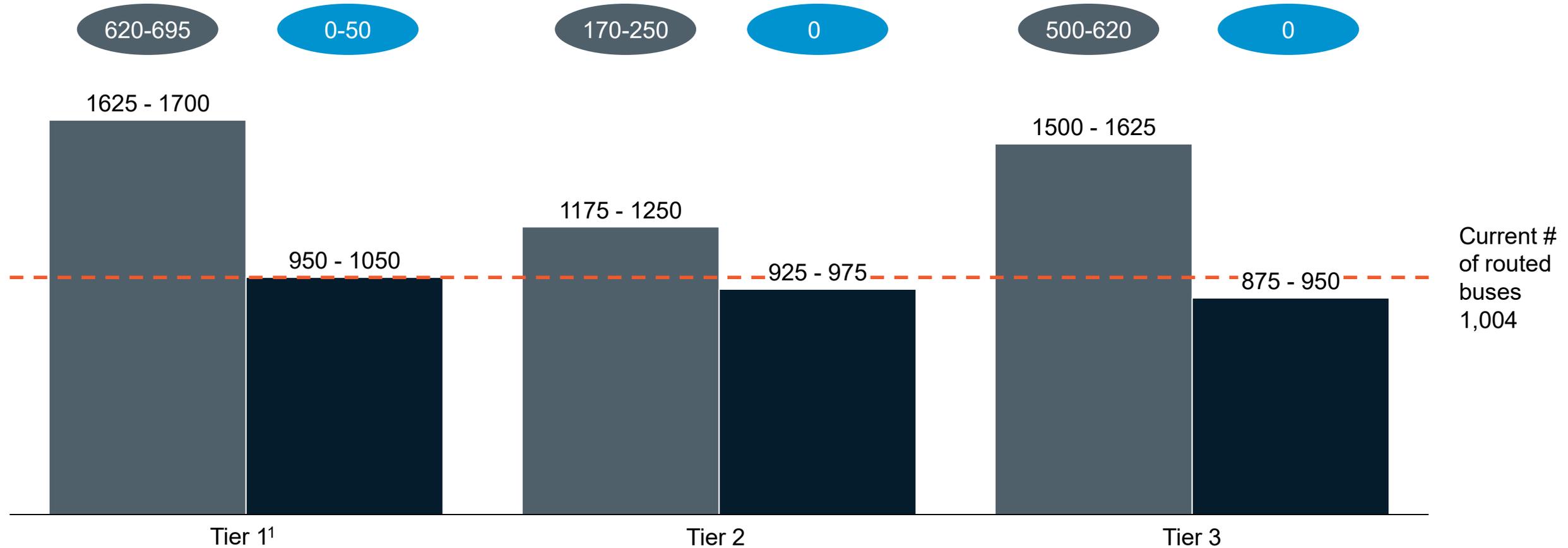
Additional routed buses required 6 feet (CDC)

Additional routed buses required 1 student per seat

Total routed buses required at 50% capacity¹

of buses

■ 6 feet (CDC) guidelines
■ 1 student per seat



¹ In order to maximize the utility of school buses, the model of the transportation is tiering of buses. Servicing high schools (tier 1) first followed by elementary (tier 2) and middle schools (tier 3) in most cases

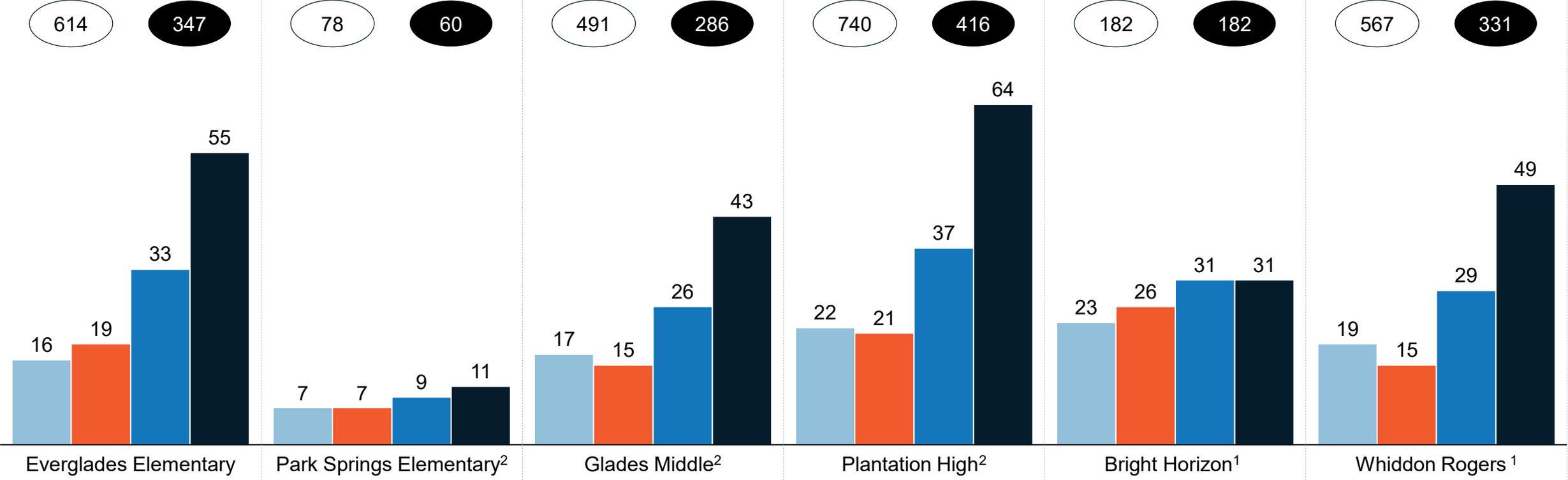
Analysis of transportation requirements for sample schools.



Scenario analysis for bus allotment by school

of routed buses required

- # Total students eligible for ridership
- # ESE students + 50% Gen-Ed students
- 100% students without restrictions
- 50% students with 3 ft. (AAP) guidelines
- 50% students with 6 ft. (CDC) guidelines
- 100% students with 6ft. (CDC) guidelines



1. Special School
 2. 50% students on campus feasibility assessment by school principals during 6/30/20 Workshop presentation

Transportation: Routing – What Can We Do with a Condensed Timeline?



What will it take to route and communicate to the entire District by August 19?

- 🚚 Overtime required so that Routing can continue to meet scheduled deadlines: which includes assigning:
 - 🚚 All Eligible Students, Special Needs and Regular are assigned a stop and bus.
 - 🚚 Establish the necessary runs to safely and efficiently transport students.
 - 🚚 Coordinate and Prepare routes so that information can be communicated to all stakeholders.
- 🚚 Upon Routes completed the following will continue as scheduled:
 - 🚚 Looking to leverage online information sharing option as oppose to using Student Route Cards/Mailer that have a 1 week lead time
 - 🚚 Hosting 2-day virtual open-house as oppose to on-site

Typical schedule

Standard School Opening Schedule of Events

- (June 1 – July 24) Generate Bus Routes (TERMS, Easy IEP)
- (Aug 4 – 12) Seniority Route Viewing and Bidding
- (Aug 5) School Based Transportation **Liaison information session**
- (Aug 7) **Transportation Mailers** inform parents of bus stop
- (Aug 14) Bus Operator & Attendant **“dry-run”** of assigned route
- (Aug 15-16) Transportation Open House
- (Aug 17) DOE **Training day**
- (Aug 18) Additional training/prep day
- (Aug 19) First Day of school



Provide school staff with emergency contact information to assist with questions and concerns

Transportation: Physical Distancing and Sanitization – Example (North Terminal).



Sidewalk entrance to main building at North Area



6ft floor marking in main lobby at North Area



Kronos clock in main lobby at North Area



Ladies restroom at North Area



Operator with Cleanin



North Area main building front door entrance

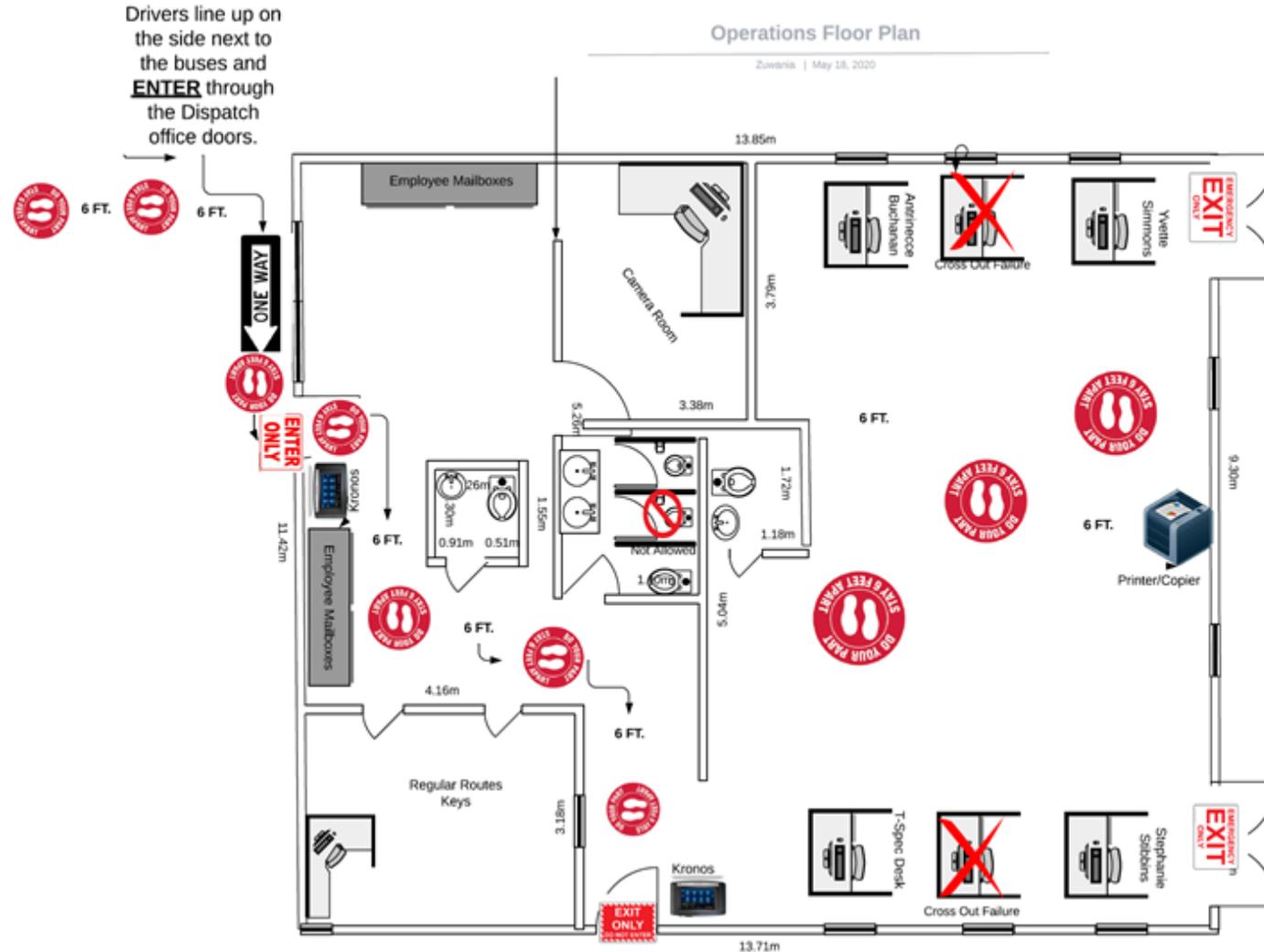


Table set-up in employee's lounge at North Area

Transportation: Workplace/Workstation Protocols – Example (South Terminal).



- Assess and identify staff and visitor parking and walk paths
- Rearrange workstations to ensure they are separated by six feet.
- Consider barriers between workstations if they cannot be separated by six feet.
- Install dividers (i.e.: Plexi glass)

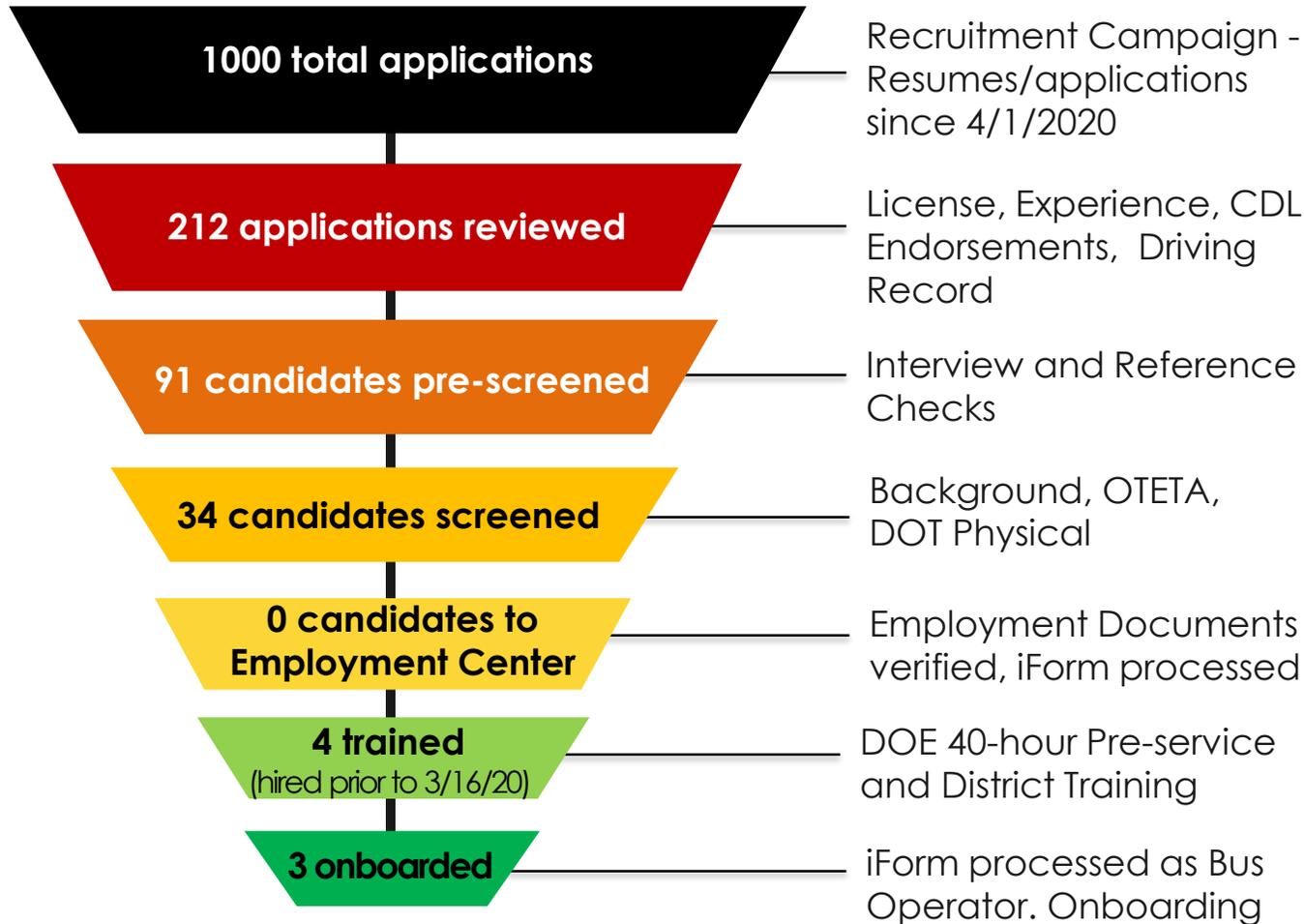


Transportation recruitment progress

UPDATED ON 07/08

~120-150 Driver Vacancies

Total number of candidates at each stage



Challenges

- CDL License holders are in high demand. Many competitors (BCT, Amazon, Cities, Agencies)
- State and County Lockdown
 - Limited access to DMV Offices for applicants to acquire CDL Learner's Permit and Endorsements (P&S)
 - Staff had limited access to job resources until 6/1/20
 - Budget/Hiring freeze until 7/1/20
- Hiring criteria is stringent and many applicants do not meet (i.e.: Driving Record, DOT Physical, Background and OTETA)
- Cost of Background check (financial burden)
- Covid-19 impact

Potential mitigation plans

- Identify partnership/support for certain components of the recruitment process such as campaigning and reviewing applications
- Increase access to Employment Center Appointments
- Activate part-time/no benefits Driver positions (tap existing CDL holder employees and retirees)
- Allocate additional transportation staff and work schedule to increase training/hiring capacity

TRANSPORTATION RECRUITMENT INITIATIVES 2020.



INITIATIVES & PARTNERSHIPS

Initiatives

- Job Boards
- On site Application Drop-off
- Virtual Job Fairs

Partnerships

- Schools and PIO Office
- Career Source Broward
- Feeding South Florida
- Cities and Agencies
- Community Organizations
- Television & Radio
- Broward County Transit

RECRUITMENT EVENTS

- BCPS Virtual Job Fair
- Vendor at Career Source Out-Placement Hiring & Job Fair
- Pompano Orientation Workshop
- Transportation On-site Job Fairs

BROWARD COUNTY SCHOOL BOARD
STUDENT TRANSPORTATION & FLEET SERVICES

WE'RE HIRING SCHOOL BUS DRIVERS

Do you have what we're looking for?

APPLY TODAY!



Office:754-321-4400



Virtual Job Fair

Hiring Bus Drivers 2020/21 School Year

Thursday, July 2, 2020
10 am to 4 pm

TO ATTEND:

Click to join the Microsoft Teams Virtual Job Fair
or if you are not able to download the Teams Meeting
please call 754-216-1864 and enter ID 925 400 183#

Join on Microsoft Teams

1. Click on the link above
 2. You will have two options: Download the Windows app or Join on the web
 3. If you select to join via web, type in your name and select Join Now
- If you have a Teams account, select sign in and join the meeting chat.

Bus Operator Hiring Incentives:

- Competitive starting salary: \$15.41 / hour
- Guaranteed 37.5 hours per week
- State 'FRS' Retirement Pension Plan
- Great benefits: Health Insurance \$7,600 Value (medical, dental, vision, cafeteria plan) paid days off, incentives
- Free Training: \$3000 Value
- Flexible Schedule

Make a difference. Be a Bus Driver.
Join Broward County Public Schools. Apply today!
browardschools.com/applytodrive



NOW HIRING BUS DRIVERS



REOPENING PLANS FOR 2020-21 SCHOOL YEAR

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



3 Malik sits in his homeroom seat 8:15 AM



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



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



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



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



8A Malik goes home 2:15 PM



OR 8B After care 2:15 PM – 6:00 PM



1

Malik arrives at the bus stop



7:15 AM

Illustrative – to be refined

bus stop

Malik's journey

- 7:00 ● Malik's parents conduct self-certification screening 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

to Board the bus for 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 | |
| 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
4
7

instruction



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)

Malik goes to



2:15 PM

Illustrative to be refined

aftercare and extracurricular

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

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)

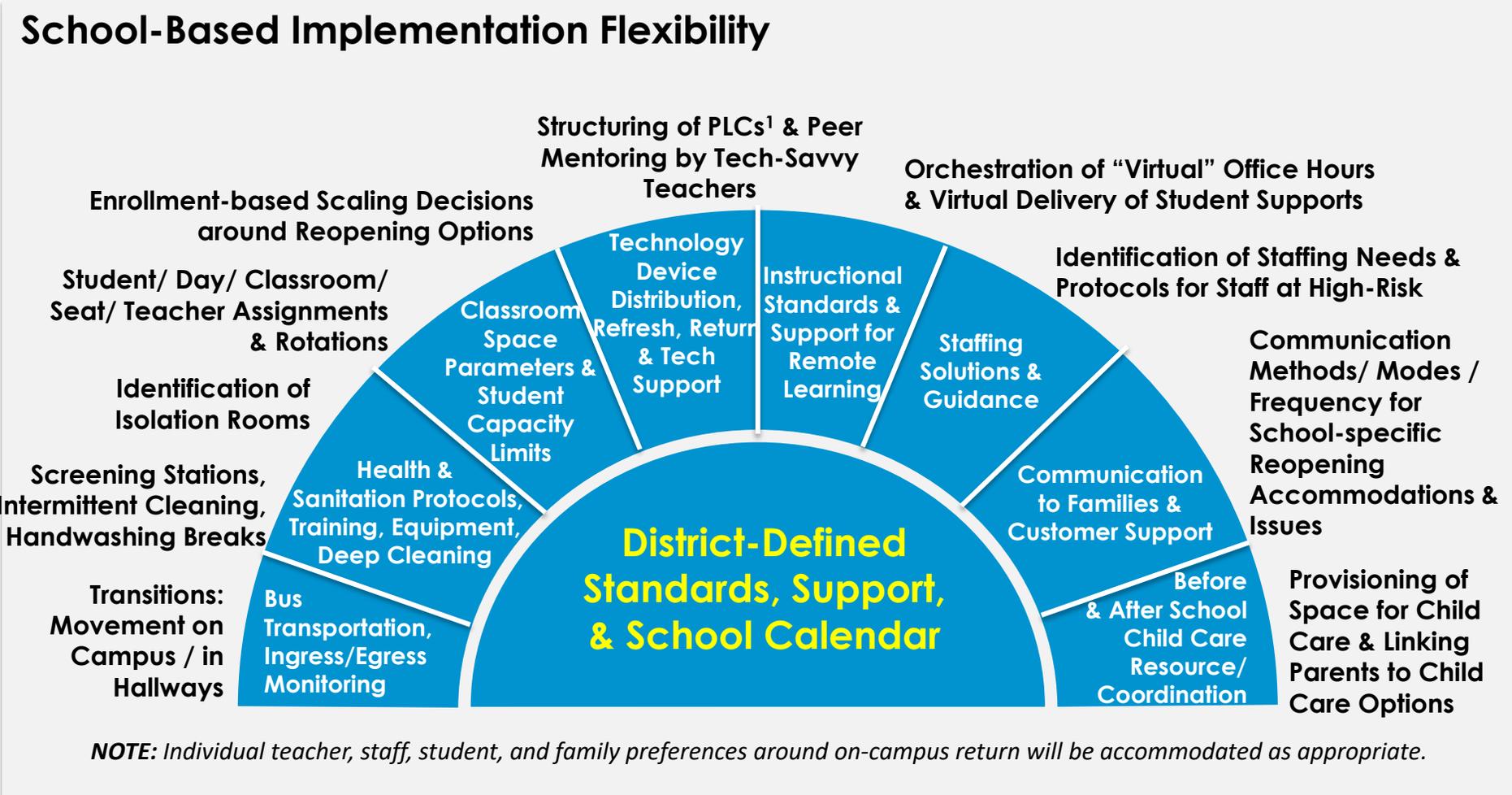
Extra curriculars

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)

1. Per CDC guidance

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

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

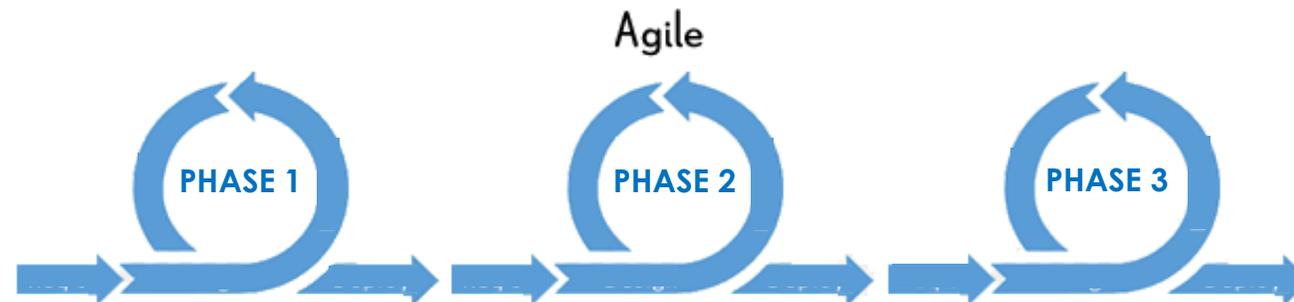


¹ PLC = Professional Learning Community

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

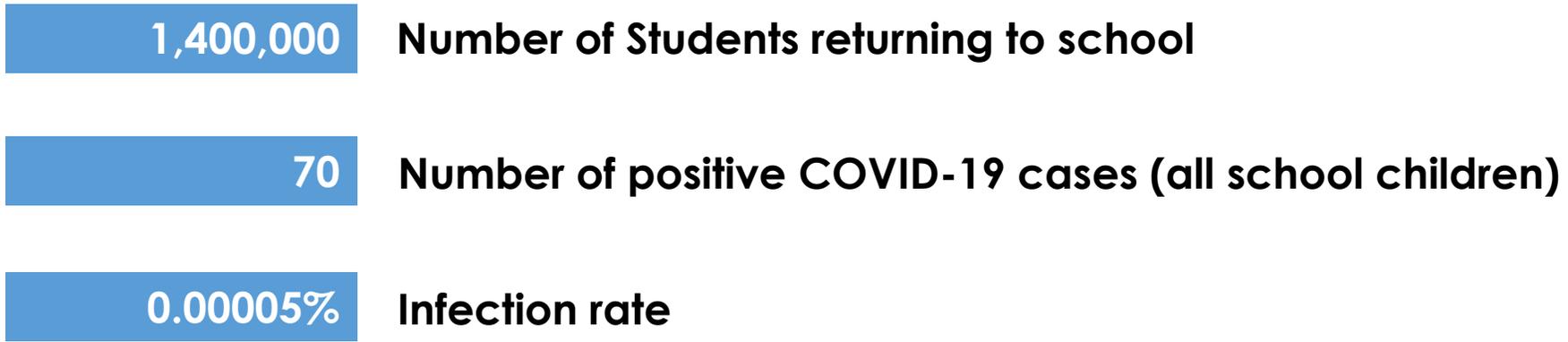
Denmark

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

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

www.browardschools.com