REVISED

July 22, 2020

School Board Workshop

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

Presented by the Office of Strategic Initiative Management (SIM)

Established 1915
BROWARD
County Public Schools

Cadence of Board Workshops on Reopening.

June 16th	June 30th	July 7th	July 14th	July 22nd	July 28th
• Strategic Plan Alignment & Theory of Action • Environmental Scan & Stakeholder Engagement • Evaluation Framework & Range of Reopening Options • Initial Set of Recommendations	• View into the Hybrid Model for Reopening • Physical Distancing Plan • Health & Sanitation Plan • Child Care Planning	• Learning Acceleration • Exceptional Student Education • Technology for eLearning • Student Support Strategies • School Space Utilization	• Overview of Current Situation by Local & National Health Experts • Decision on Reopening Model	• Enhanced eLearning Model • ESE Support Strategies • Gating Criteria for a Phased Reopening	• Student & Staff Wellness • Emergency Policy for Compliance with Health & Safety Requirements • Florida's Optional Innovative Reopening Plan

2024 Strategic Plan.

Established 1915
BROWARD
County Public Schools

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

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

OUR CORE VALUES:

Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

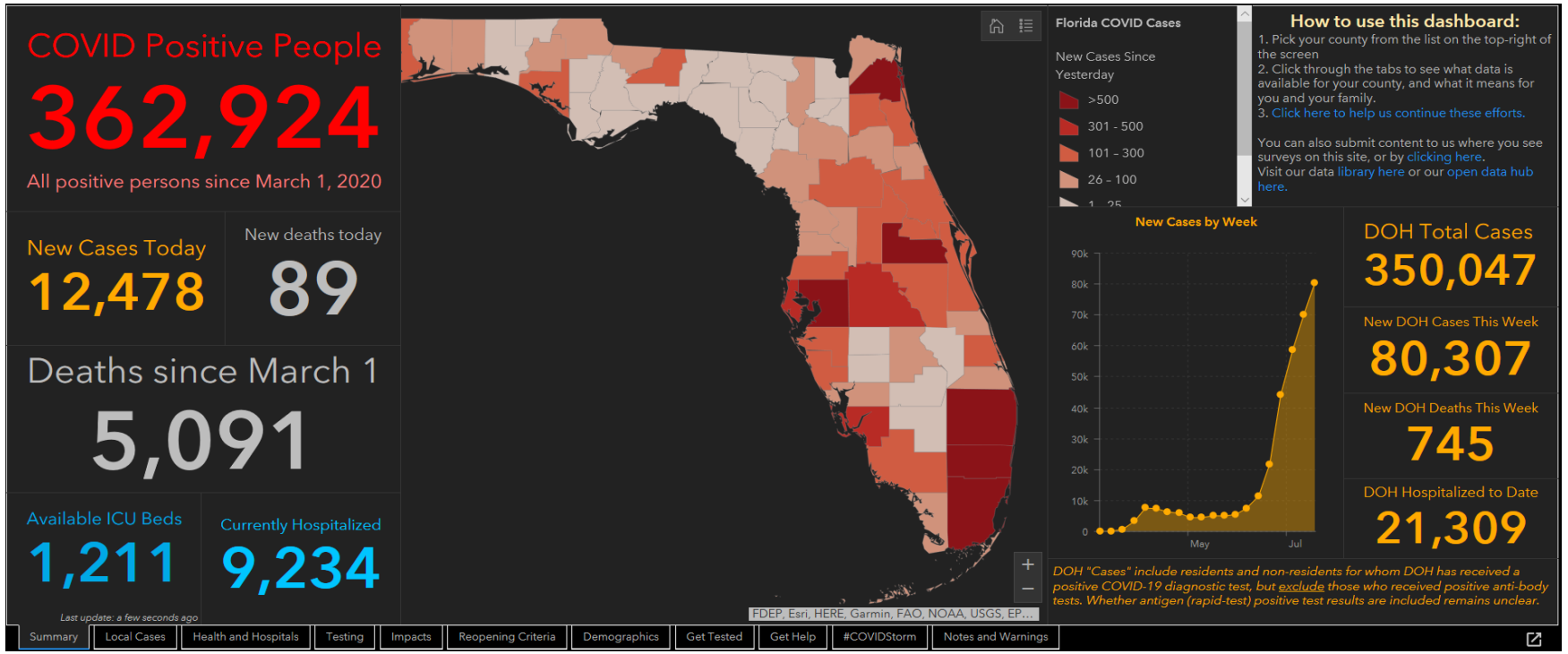
High-Quality Instruction | Safe & Supportive Environment | Effective Communication

Executive Summary.

- An extensive **environmental scan** and stakeholder **listening tour** 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 guidelines** 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 20th, 9:00 AM



- **Broward County cases now exceed 40,000.**
- **Across the tri-county area, the total number of cases is over 155,000.**
- **The rate of COVID-19 positive test results exceeds the rate of growth in testing.**

Broward County

Total Positive: 40,743
New cases since yesterday: 1,150

Total Deaths: 517
New deaths since yesterday: 6

Healthcare for cases:

- Admitted to ER: 5,409 (14%)
- Admitted to Hospital (in-patient): 2,820 (8%)
- Died: 517 (1.30%)
  Deaths in long-term care facilities: 172
  Deaths in state prisons 0

Positive by Test Type:
Antibody: 1,462
Molecular: 39,281

Source: State of Florida Department of Health

Centers for Disease Control & Prevention (CDC): School Reopening Guidance.

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.

LOWER RISK → HIGHER RISK

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

School Pre-Registration Questionnaire.

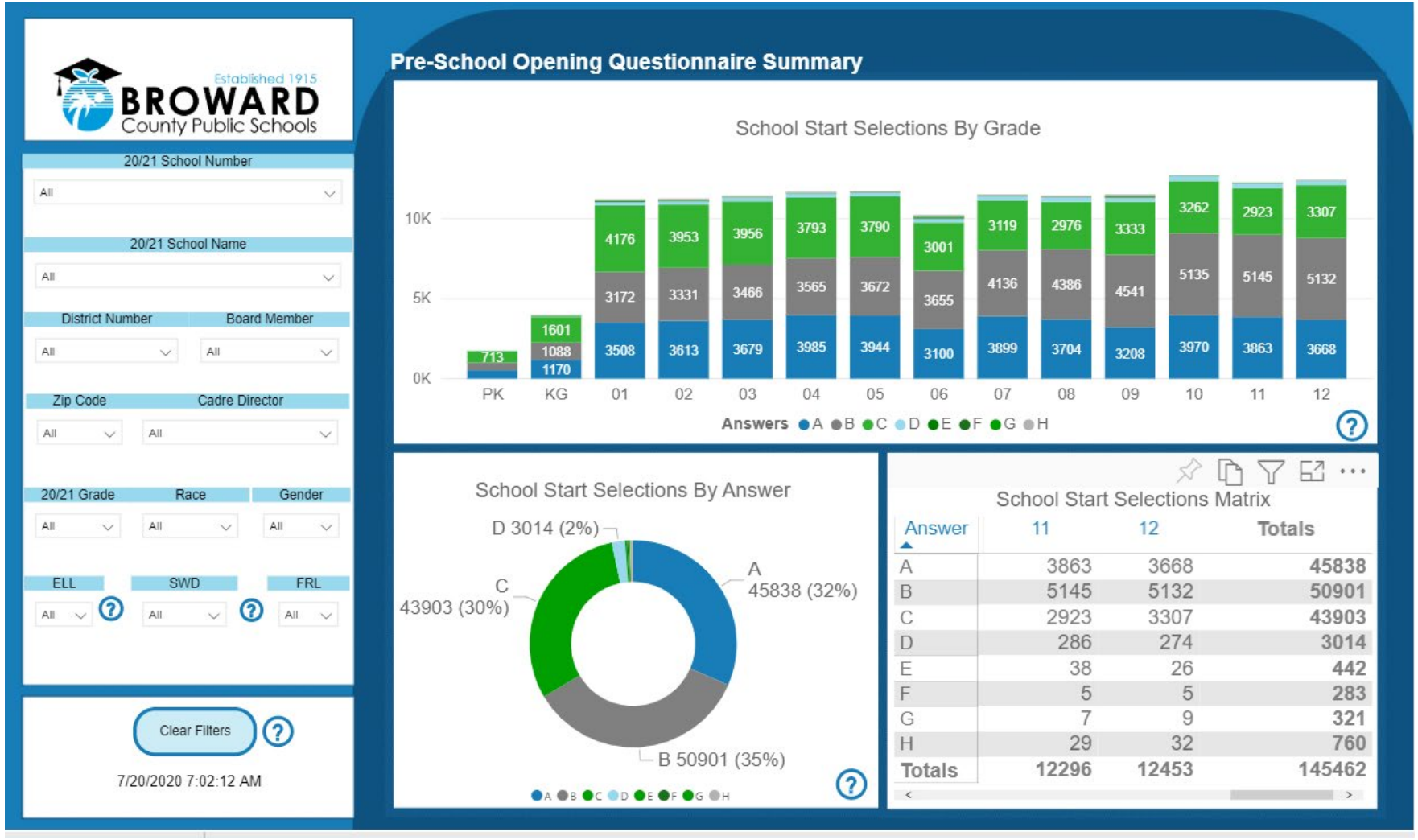
The Online School Pre-Registration Questionnaire was launched on ***June 26, 2020*** *through the* ***student LaunchPad.***

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 beginning on **June 26, 2020** through the **student LaunchPad.***



RESULTS

(as of 9:00 am July 20, 2020)

eLearning 100%:	**32%**
Hybrid Model:	**35%**
Face-to-face learning 100%:	**30%**
Broward Virtual School:	**2%**
Other:	**>1%**

N = 145,462 (~72%) of about 202,000 total students

eLearning: Topics for Today

- Organizing the School Day for eLearning
- Delivering High-Quality Instruction with eLearning
- Applied Learning Strategies
- Exceptional Student Education
- English Language Learners
- Pre-Kindergarten
- Potential Exceptions: In-school Instruction During eLearning
- Supporting Teachers for eLearning
- Communicating with Families

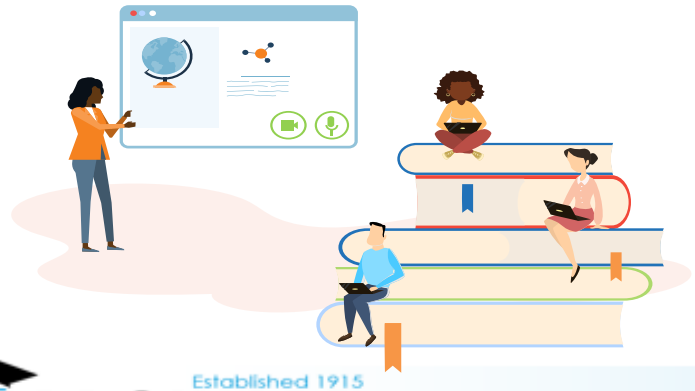
Introduction to Enhanced eLearning.

BCPS Teacher of the Year: Cari Rodriguez

Updated eLearning Schedule.

Working assumptions

- **100% eLearning model.**
- **State requirements** for time allocation to instructional content remain the same (e.g. 90 min reading block).
- Teachers will be encouraged to teach eLearning and work **from their classrooms**. All staff, including teachers, who are unable to perform their assigned job functions remotely will be expected to work from their worksite.



Guidance required from the Board

Overall

1. Proposed number of live instructional hours to be 5 hours, including both instruction and face to face support during class[1]

Elementary school

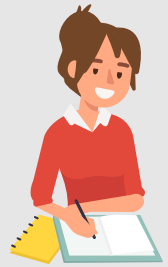
2. Schools to offer evening sessions for K-5 grade level[2]

3. Schools to start at 8 AM and leverage the updated eLearning schedule

Secondary school

4. Schools maintain existing master schedule but will start at 8:30 AM

5. Schools to introduce evening academic support model



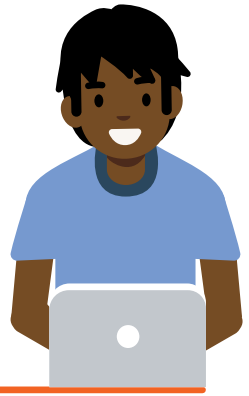
1. Does not include office hours before and after school
2. Includes all elementary schools and K-8 schools

There will be eLearning flexibility plans for both elementary and secondary schools.

Elementary schools[1]

An optional evening rotation of live instruction will be provided

Secondary schools



Additional live instructional support or "office hours" for students who need it

1. All K-5, including schools that are K-8

Planning and Delivering High-Quality Instruction.

Instructional Design for eLearning

- Curriculum for Year/Semester/Quarter
- Lesson and Unit Plans
- Instructional materials
- Accommodation design (SEPA)
- Assessments and Gradebook

Delivering eLearning

- Announcements, assignments, etc.
- Live Interactions on Microsoft Teams
- Whole, small, and individual grouping
- Documentation processes
- Students submitting work and receiving feedback

LaunchPad

Canvas

TEAMS

Digital Tools

Getting Help

Additional Supports by Teachers.

Content Area Instruction

- Teacher will be available outside of small group instruction to support independent work

Review & Feedback

Review Student Tasks/Assignments and **Provide Feedback & Support**, including but not limited to:

- Discussion Boards
- Assignments
- Reading Passages
- Quizzes
- Word Work

Assessment & Student Data

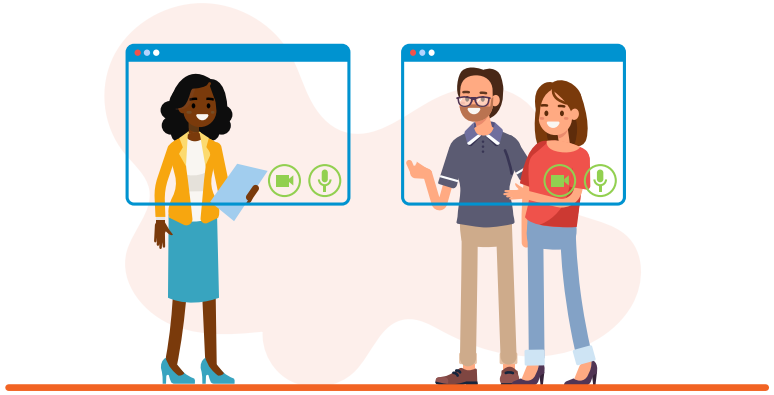
Administer and Analyze Student Data to Inform Student Grouping/Instruction, including but not limited to:

- iReady
- Imagine Learning
- Student Discussions
- Student Assignments
- Quizzes
- Formative Assessments
- Running Records
- Any additional required assessments as per FDOE or SBBC Policy

Introduction to Elementary eLearning.

Elementary schools to add in a late afternoon/early evening class schedule for live instructional time.

Objective



Flexibility for parents / guardians who work during school hours and find it difficult to support their young children in eLearning

Proposed plan

The **evening schedule will have the same curriculum as the morning shift, but later in the day**

- **Dedicated grade-level teachers** who will only teach in the evening
- Evening teachers will teach the **same courses and have the same number of live instructional hours** as the morning schedule
- Students will be **rostered/assigned to the evening teacher**

School operations

Schools will build a **schedule according to family demand** and teacher preference (e.g., will survey teachers and students who want to opt in for evening schedule)

District teacher staff may be utilized to support capacity (e.g., an individual school may not be able to meet the student demand if there is not enough teacher supply)

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ILLUSTRATIVE: Components of an elementary school schedule.

Standard schedule[1]	Morning shift	Evening shift	Teacher–student interaction time
Teacher planning (i.e. parent conferences, etc.)	7:30 AM	2:00 PM	-
Daily opener[2]	8:00 AM	2:30 PM	15 minutes
Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)	8:15 AM	2:45 PM	30 minutes
Small group rotations / CAI[3] / Independent Activities	8:45 AM	3:15 PM	60 minutes
Break (recess)	9:45 AM	4:15 PM	-
Writing Instruction	10:05 AM	4:35 PM	25 minutes
Teacher led tiered instruction[4]	10:30 AM	5:00 PM	30 minutes
Physical Education	11:00 AM	5:30 PM	30 minutes
Food break	11:30 AM	6:00 PM	-
Whole Group Math Instruction	12:00 PM	6:30 PM	30 minutes
Small Group Math instruction/Independent Practice	12:30 PM	7:00 PM	30 minutes
Content specific: Social Studies / Science	1:00 PM	7:30 PM	30 minutes
Specials[5,6]	1:30 PM	8:00 PM	-
Teacher planning (i.e. parent conferences, etc.)	2:00 PM – 3:00 PM	8:30 PM - 9:30 PM	-

~4 hours 40 minutes

Total teacher-student interaction time

1. ESE and ELL support will be provided throughout the school day per the students needs
2. Social and emotional learning, mindfulness, skills for success
3. Computer assisted instruction (e.g., iReady, Imagine Learning)
4. Includes (Response to intervention, Differentiated learning, Enrichment) and student completion of independent assignments
5. Timing of special may vary based on grade-level and subjects area
6. Instruction provided by specials teacher

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Elementary Instructional Framework.

Reading

Students:

Participate in whole/small group instruction, intervention, enrichment, and independent activities such as:
(Independent Activities - Examples only)

- Word Work
- Newsela Reading Passages/Quiz
- Write About Reading
- iReady or Imagine Learning
- FCRR Center Activities

Teacher:

1. Facilitate Whole Group: Interactive Read Aloud/Shared Reading, Explicit & Systematic Instruction in Word Work; Review of Daily Independent Work/Activities
2. Embed Science and Social Studies Text as well as Document-Based Questions (DBQ) method
3. Facilitate Small Groups: Guided Reading, Foundational Skills to include: Phonological Awareness, Phonics, Vocabulary, Comprehension, & Fluency
4. Facilitate Interventions for Tier 2 & 3

(Teams videoconferencing)

Writing

Students:

Participate in whole group instruction and guided/independent writing activities

Teacher:

1. Facilitate Whole Group: Mini-Lesson
2. Check-in with students

(Teams videoconferencing)

Math

Students:

Participate in whole group instruction, small group or independent guided practice, and lesson closure

Teacher:

1. Facilitate whole group lesson
2. Facilitate small group lesson review
3. Assign Interactive Student Edition Lesson in Think Central
4. Check-in with students

(Teams videoconferencing)

Science

Students:

Set up journals, participate in 5E whole group lesson, complete independent work/activities

Teacher:

1. Assist students with setting up journals
2. Facilitate Whole Group (may involve demonstration of science inquiry activities)
3. Check-in with students

(Teams videoconferencing)

Social Studies

Students:

Set up journals, participate in whole group lesson, complete independent work/activities

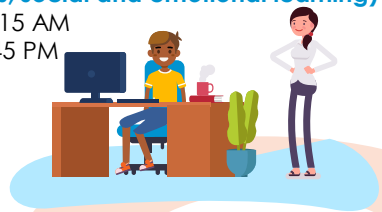
Teacher:

1. Assist students with setting up journals
2. Facilitate Whole Group
3. Check-in with students

(Teams videoconferencing)

ILLUSTRATIVE: Day in the life of Malik's eLearning day. (4th grade elementary student)

1 **Malik logs in to his device to participate in the daily opener of his class (e.g., mindfulness, social and emotional learning)**
M: 8:00 – 8:15 AM
E: 2:30 – 2:45 PM

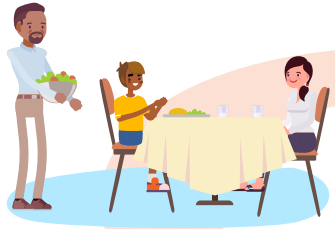


2 **Malik attends the first rotation of his instruction**
M: 8:15 – 9:45 AM
E: 2:45 – 4:15 PM

3 **Malik takes a break**
M: 9:45 – 10:05 AM
E: 4:15 – 4:35 PM

4 **Malik attends his second rotation of instruction**
M: 10:05 AM – 11:30 AM
E: 4:35 – 6:00 PM

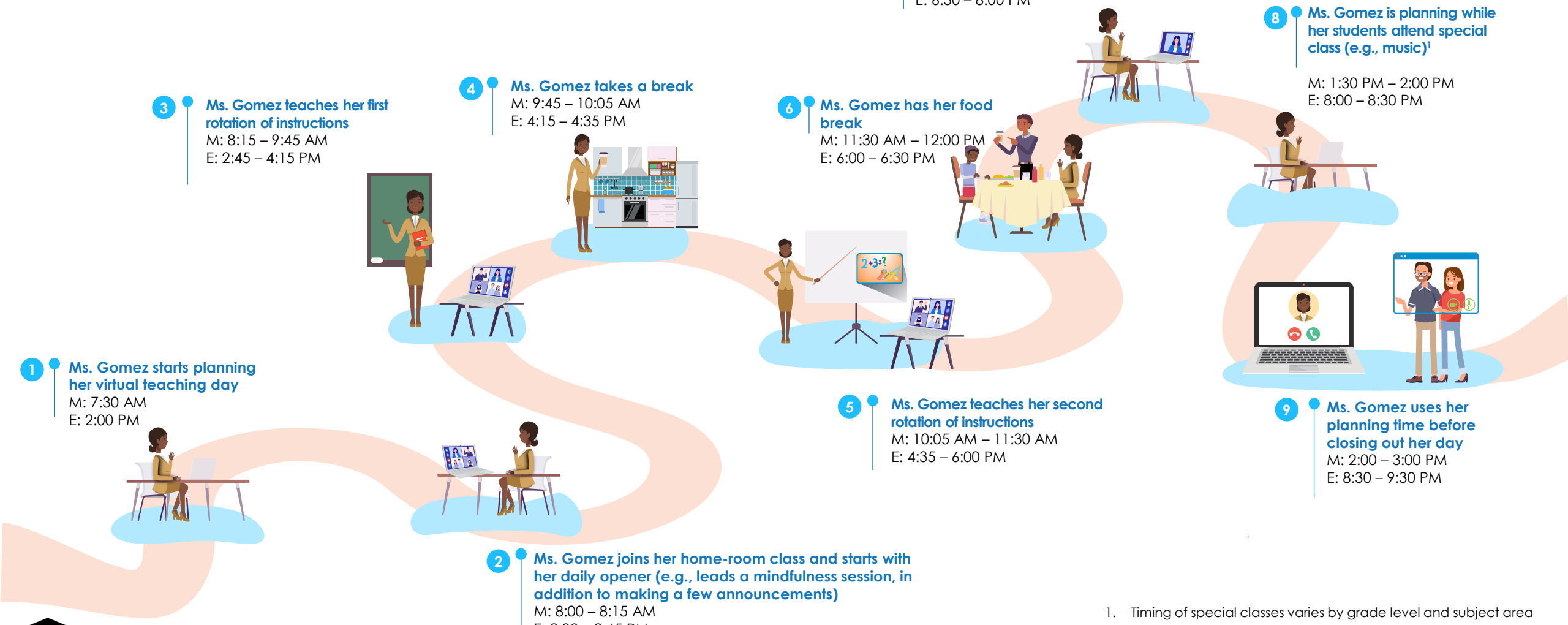
5 **Malik takes a food break**
M: 11:30 AM – 12:00 PM
E: 6:00 – 6:30 PM



6 **Malik attends his third rotation of classes**
M: 12:00 – 2:00 PM
E: 6:30 – 8:30 PM

7 **Malik logs off and concludes his instructional day**
M: 2:00 PM
E: 8:30 PM

ILLUSTRATIVE: Day in the life of Ms. Gomez's eLearning day. (4th grade elementary school teacher)



1 **Ms. Gomez starts planning her virtual teaching day**
M: 7:30 AM
E: 2:00 PM

2 **Ms. Gomez joins her home-room class and starts with her daily opener (e.g., leads a mindfulness session, in addition to making a few announcements)**
M: 8:00 – 8:15 AM
E: 2:30 – 2:45 PM

3 **Ms. Gomez teaches her first rotation of instructions**
M: 8:15 – 9:45 AM
E: 2:45 – 4:15 PM

4 **Ms. Gomez takes a break**
M: 9:45 – 10:05 AM
E: 4:15 – 4:35 PM

5 **Ms. Gomez teaches her second rotation of instructions**
M: 10:05 AM – 11:30 AM
E: 4:35 – 6:00 PM

6 **Ms. Gomez has her food break**
M: 11:30 AM – 12:00 PM
E: 6:00 – 6:30 PM

7 **Ms. Gomez teaches her third rotation of instructions**
M: 12:00 – 1:30 PM
E: 6:30 – 8:00 PM

8 **Ms. Gomez is planning while her students attend special class (e.g., music)[1]**
M: 1:30 PM – 2:00 PM
E: 8:00 – 8:30 PM

9 **Ms. Gomez uses her planning time before closing out her day**
M: 2:00 – 3:00 PM
E: 8:30 – 9:30 PM

1. Timing of special classes varies by grade level and subject area

Introduction to Secondary eLearning.

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ILLUSTRATIVE: Schedules for secondary schools.

Straight schedule

~2/3 of Middle schools

Schedule	Time
Period 1	8:30 AM - 9:30 AM
Period 2	9:35 AM - 11:30 AM
Period 3	11:35 AM - 12:30 PM
Lunch	12:30 PM - 1:00 PM
Period 4	1:00 PM - 1:55 PM
Period 5	2:00 PM - 2:55 PM
Period 6	3:00 PM - 3:55 PM

Teachers will teach 5 out of the 6 courses[2] for a total interaction time of about ~4 hours and 35 minutes. The other period will be used as planning time

Block schedule[1]

All high-school and ~1/3 middle schools

Schedule	Time
Period 1/2	8:30 AM - 10:00 AM
Period 3/4	10:05 AM –11:35 AM
Lunch	11:35 AM - 12:05 PM
Period 5/6	12:05 PM - 1:35 PM
Period 7/8	1:40 PM – 3:10 PM

Teachers will teach 3 out of the 4 courses[2] for a total interaction time of about ~4 hours and 30 minutes. The other period will be used as planning time

Evening academic support

Schedule	Time
Planning	2:00 PM – 3:15 PM
Teacher 1: Math	3:15 PM – 9:30 PM
Teacher 2: ELA	3:15 PM – 9:30 PM
Teacher 3: Science	3:15 PM – 9:30 PM
Teacher 4: Social Studies	3:15 PM – 9:30 PM
Teacher 5+: Speciality[3]	3:15 PM – 9:30 PM

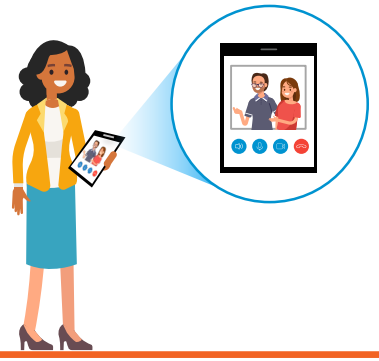
Each school will have at least 4 teachers available for academic support: one per each core subject

Teachers to provide ~5 hours of live academic support with flex breaks and additional planning

1. Periods alternate per day as an A/B schedule concept
2. Some teachers may teach more as supplemental periods
3. Specialized teachers available on a school-by school basis (e.g., Cambridge or international Baccalaureate certified)

Secondary schools to consider additional academic support in the evenings.

Objective



Flexibility for parents / guardians who work during school hours and find it difficult to support their middle/high school aged children in eLearning

Proposed plan

Certified teachers will provide instructional support in the Core Academic Areas (Math, Science, Social Studies and ELA)

Teachers can refer students to after hours for live instructional support as needed via video-conferencing

District wide option of Community School (North/South) services will continue for students that are credit deficient regardless of the additional student support model

School operations

Schools will build master schedule based on the students' needs and interests

Schools will identify one course teacher by subject area to provide academic support during the evening hours

District teacher staff may be utilized to support capacity (e.g., an individual school may not be able to meet the student demand if there is not enough teacher supply)

An Example of a Secondary Classroom:

Begin each class by building relationships
(teacher to student & student to student [10 minutes])

Whole group lesson
(20 – 30 minutes)

Delivery of lesson via Teams while using Canvas for student assignments and teacher feedback. Digital/technology tools used to enhance and differentiate lesson delivery (Nearpod, Document Cameras, Canvas Studios, OneDrive, Immersive Reader, SEPA App).

Individual/small group work
(20 – 40 minutes)

Individual/Group time to complete assignments and projects. Teams Channels or Canvas Collaborations can be used for student group work (PBL). This work time should result in a product or performance to identify proficiency of skill or lesson objective.

Teams meetings/Channels can be utilized to provide small group instruction to students on a rotating basis and/or by need (i.e. IEP/504)

Lesson closure
(10 minutes)

Whole class lesson closure that allows teacher to clear up misconceptions as well as student presentation of product created during the individual/group work time.

Introduction to Applied eLearning.

Applied Learning: Specials, Electives, and a Well-Rounded Education.

Elementary

- Scheduled as Special within school day
- Separate Canvas course & Teams Meeting
- Same teacher teaches multiple grades
- Clubs at schools
- Assessments and Gradebook

Secondary

- Separate courses within master schedule
- Separate Canvas sections
- Sections sometimes stacked (e.g. band, choir)
- Often have extra-curricular option
- Competitions both within and outside District

Art – Music – Debate

Physical Education – STEM – Robotics

Computer Science – Media Skills – Theater

In-Building Instruction for Students with Disabilities: Program vs. Need.

- **Separate Day Schools**
- **Self-Contained**
- **IEP Necessitated**
- **Inclusion**
- **Related Services**
- **Supports Needed – 504 Students**
- **Additional None-ESE Considerations**

  - Homeless/Foster Care
  - ELL students
  - Retained students
  - RtI Students (Tier III)
  - SWDs on-level
  - Primary students

Exceptional Student Learning Delivery.

- School Administration and ESE Staff
  - Schedule, staff, and operate physical programs for select ESE student populations
  - ESE students to receive same core instructional services as all students in eLearning
  - Assign and integrate ESPs into course sections
  - Update IEPs, conduct evaluations, and maintain standard operating procedures

- District Support from ESLS Staff
  - Ensure itinerant services are delivered
  - Support school program delivery
  - Monitor quality of school program delivery and provide resources

- ALL Staff must communicate and problem-solve with parents

Exceptional Student Learning: Next Steps.

- ESLS collaborate with schools on
  - in-school learning based on family surveys of students with disabilities
  - programs, student needs, and delivery of needed services at individual sites
  - return of “determined” students and frequency
- School based instructional and non-instructional needs
- Child care needs
- Unique PPE needs
- Timeline for return
- Logistics, documentation, and training needed for implementation

Exceptional Student Learning: Next Steps.

- Re-opening manual/guide for different models
- Development of protocol guidance
- Behavior/non-physical intervention
- Engaging complex learners in virtual instruction
- On-going support and resource development Prek-Age 22
- Professional Development
  - Accommodations in the General Education Classroom (SEPA+)
  - Technology (TEAMS, Canvas)
  - E-Learning Content, Behavioral, Social-Emotional
  - Curriculum resources
  - Parent Training and Resources
  - Canvas Courses for Prek-Age 22
- Resource Needs
  - Alternate forms of technology and platforms for delivery
  - Devices and Specialized Equipment
  - On-Line Resources

Accommodations and Academic Support for English Language Learners (ELLs).

- **ESOL services** will continue to be provided via **online** platform.

- In addition to English language development in Reading and Writing, there will be a focus on **oral** language development.

- Virtual accommodations will be **documented** in ELLevation (online platform for compliance) and are readily available on Canvas Student Education Plans & Accommodations (SEPA).

- Accommodations include **native language assistance**; bilingual **glossaries/dictionaries** for home use and online; and **additional time** to complete assignments.

- **Title III Grant Funded Resources:**
  - Online language development resources: Imagine Learning, iStation, InSync K-12, Follett Shelf Library. In addition Nearpod, not funded by Title III, has specific content for ELLs.
  - Supplemental tutorial options will be provided for LY students through Title III grant.

- Specific guidance for **ESOL compliance** will be provided to ESOL Contacts.

Recommendation for English Language Learners (ELLs): Considerations for In-Person Learning.

- **Newcomer ELLs** who have been in the District one year or less may need additional/supplemental services.

- An **ELL Committee** can determine the number of days, amount of time, and type of services.

- The recommendation is **2-3 times a week** for X amount of time in a face-to-face setting. (Time to be determined by the ELL Committee.)

- An ELL Committee can determine the additional/supplemental services needed based on the **criteria** below:
    - Student's prior education/academic history
    - English Language Proficiency level of A1, A2, Level 1 or Level 2
    - Student's educational progress according to teacher's observations

Voluntary Pre-Kindergarten.

Option 1: State Funding (Preferred) 100% eLearning	Option 2a: State Funding w/ limits 100% in person instruction	Option 2b: State Funding w/ limits 100% eLearning (no funding)
• Advocate to State for VPK funding • Relies on parent payment for fee-supported programs • Office of Head Start supports local model • Requires robust eLearning Plan to ensure that there is optimal learning for PreK children	• State refuses funding for VPK • All PreK programs districtwide attend in person 5 days a week • Processes and checklists based on CDC guidelines • PPE provided to all staff	• State refuses funding for VPK • BCPS options are to provide virtual instruction by self-funding or cancel VPK until further notice • Cancelling risks losing funding and losing teacher positions, support positions and VPK department positions • If offered, Requires funding and robust eLearning Plan to ensure that there is optimal learning for PreK children

Potential Exceptions: In-School Instruction During eLearning.

- Students with Disabilities (select students; 3x per week)
  a) Core instruction: Self-contained & Separate Day Schools
  b) Related Services: Physical Therapy, Occupational Therapy, etc.
- Newcomer English Language Learners (select students, 2x week)
- Career and Technical Education (select courses; TBD)
- Laboratory Science for Advanced Course work (select courses; TBD)
- Voluntary Pre-Kindergarten (Dependent on State certificates ruling)

Already Partially Back:

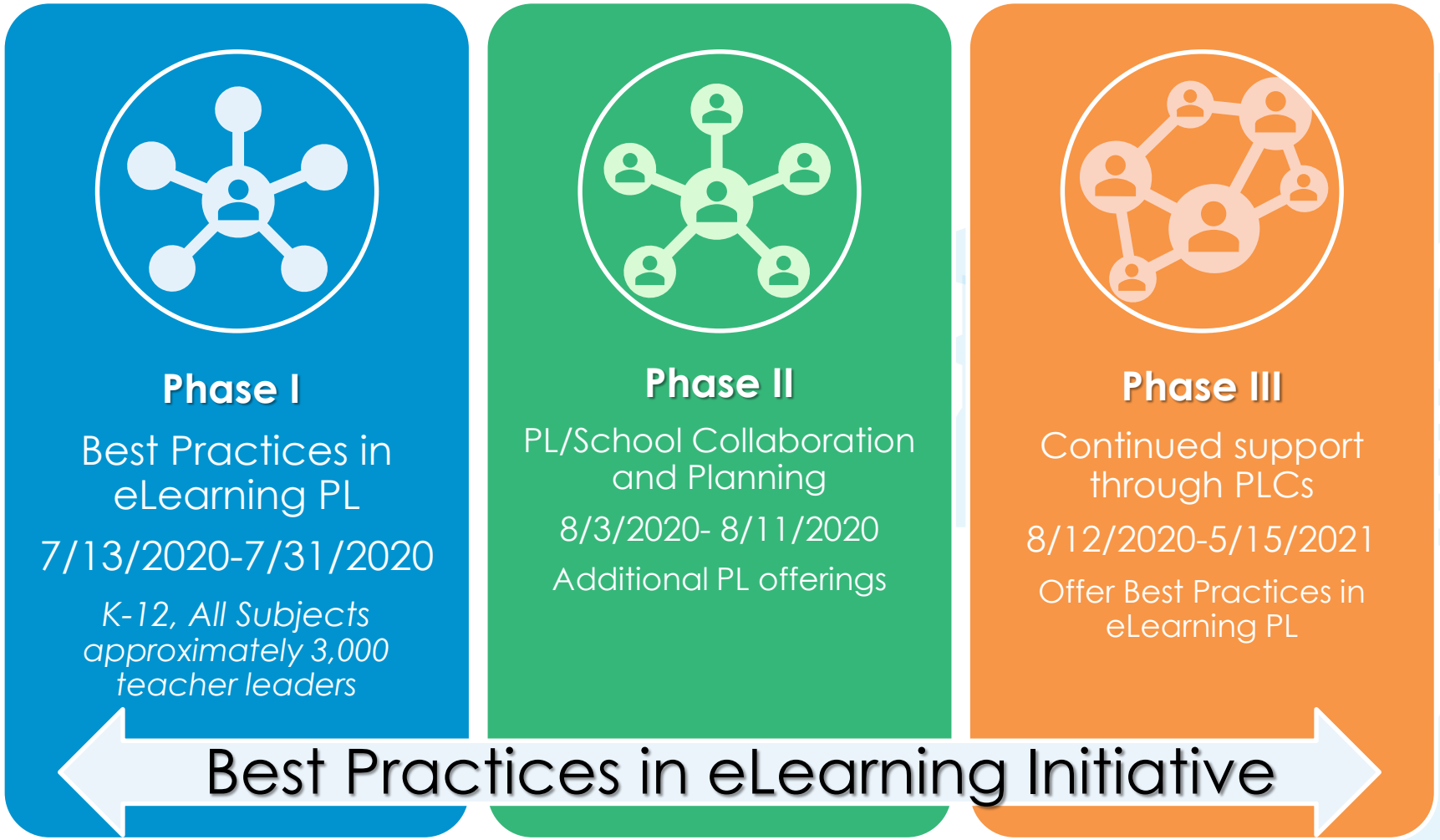
- Technical Colleges (select courses)

Professional Learning for eLearning.

March 13 – August 18

- Mar 15 to Mar 27: Prep for return instruction under COVID-19
- Mar 30 to Jun 02: Practice and Refinement
- Jun 08 to Jul 31: Seasons of Learning V
- Jun 08 to Jul 31: 3rd Grade Reading Academy & Extended School Year
- Jun 15 to Jun 26: eLearning for Administrators
- Jul 13 to Jul 30: eLearning: Tools and Pedagogy for campus teams (District provided)
- Aug 03 to Aug 11: eLearning: Grade level implementation (Campus provided)
- Aug 12 to Aug 18: Teachers on Calendar: eLearning, Campus operations, and Readiness

Best Practices in eLearning Initiative.



Best Practices in eLearning Initiative.

Phase II: 8/3/2020 – 8/11/2020

OSPA

- School Based Teacher Leader Teams providing ongoing training and support to school staff for eLearning to include ESPs and pool and interim substitute teachers.

OoA

- eLearning support in academic content areas for Elementary Learning, Secondary Learning, ESOL, ESLS, CTACE, Applied Learning, PreK/Head Start and Innovative Learning for instructional personnel and ESPs.

SSIR

- Mind Body Medicine Comprehensive Wellness, Social Emotional Learning, School Counseling eLearning support, New Virtual Discipline and Mindfulness for all employees.

Best Practices in eLearning Initiative.

Phase II: 8/3/2020 – 8/11/2020

Phase II

PD/School Collaboration and Planning

8/3/2020-8/11/2020

- **School-Based ongoing training and support led by school leadership and teacher leaders based on school staff needs. Projected Participation is 7,800.**
- **Projected Participation for PL is 9,000.**
- **Additional Upcoming PL:**
  - CANVAS Content for Secondary Teachers (6-8 & 9-12 teachers, target audience is all teachers)
  - Elementary Content in Canvas
  - BEST Things to Know Online Learning for K (FL Standards)
  - BEST Things to Know for Online Learning for 1 (FL Standards)
  - Teams Applications E-Learning
  - E-Learning Best Practices in Applied Learning
  - Center for Mind Body Medicine Comprehensive Wellness E-Learning
  - American School Counseling E-Learning
  - Social Emotional Learning
  - IChamps - Virtual Discipline
  - ESP Training - Using TEAMS for Web Conferencing
  - ESP Training - Getting Started with Canvas Webinar
  - ESP Training - Supporting Multilingual Learners in Distance Learning
  - ESP Training - ELL Strategies for Remote Learning
  - ESP Training - Paraprofessionals Supporting Students with Disabilities
  - ESP Training - ESPs Providing Virtual Support for ESE

Using Digital Tools for Instructional Delivery.

March 13 – Opening of School

K – 12 Teachers Professional Development Playlist:

March 13 – May 29
Webinars on CANVAS, TEAMS, and Content Delivery

June 8- August 11:
- CANVAS for Teachers
- TEAMS for web conferencing
- Getting started with Newsela, Discovery, Nearpod

June 8- August 11:
- Microsoft Academy
- Best Practices in CANVAS content creation
- Best Practices in web conferencing

June 8- August 11:
- CANVAS Champions
- Using 3rd Party Tools (LTIs)
- Certified Educator with Microsoft, Newsela, Nearpod, Discovery

Teacher Leaders to assist with eLearning implementation

Proficiency in CANVAS and eLearning as identified by school leadership

July 13 - July 30:
Best Practices in eLearning PD

July 15 - July 30:
School teams plan delivery of eLearning Best Practices to instructional staff and ESPs

August 3 – 11
School based eLearning PD coupled with District CANVAS Content PD

August 12 – ongoing
Continued eLearning Support

Communicating with Families.

- Parents surveyed for **evening options**
- Students and parents provided access to courses **~August 17**
- Increase use of the *Canvas Parent* and *Canvas Student* **mobile apps**
- Refreshed **parent training** in Canvas and Microsoft Teams
- **Videos** have been developed in **Spanish**, **Haitian Creole**, **Portuguese**, and **Arabic** on the following:
  - Logging for accessing Single Sign-On
  - Parent Instructions for Distance Learning
  - Google Translate and Google Translate Chrome Extension
- **Interpreters** are available for virtual meetings and phone calls.
- **Bilingual** families can contact esolparents@browardschools.com for assistance.

There are 4 categories of metrics that we will continue to monitor as we look to transition our learning model.

CDC FDOH[2] MDC NYC

Category	Example indicators (Non-exhaustive)	
Disease progression	Infection rate Mortality rate Localized case counts School/District known infections Demographic infection rate Number of ER/Outpatient visits for ILI	Proportion of cases not congregate cases Designated risk-level (phase) of county/ region assigned by state's government according to that state's reopening guidance/criteria[1] Number of ER/Outpatient visits for CLI
Ability to manage the spread	Quantity and quality of contact tracing Test results turnaround time Testing positivity rate Daily testing availability and access	Regular immunizations received
Health system capacity	ICU bed capacity ICU occupancy Daily hospital census	Ability to treat patients without crisis care COVID hospitalization rate
District safeguards	Availability of PPE (e.g., masks, gloves, gowns, plexiglass, etc.) Availability of cleaning materials (e.g., sanitizing equipment, etc.)	

1. Includes other indicators as delineated here
2. Metrics specifically reported to Broward County School board workshop on 7/14/2020 by Dr. Paula Thaqi of the Florida Department of Health; ongoing tracking of many other indicators

District will revisit the decision on the most appropriate learning model for the circumstances around October 1, 2020

At that time, if we see 14-day favorable trends in the 4 categories (across select key indicators, not necessarily all) within the tri-county area, we will consider transitioning our learning model; if not, the decision will be revisited 4-8 weeks later

In conjunction with public health officials, we will assess the relative weighting of indicators across these 4 categories

Cadence of Board Workshops on Reopening.

June 16th	June 30th	July 7th	July 14th	July 22nd	July 28th
• Strategic Plan Alignment & Theory of Action • Environmental Scan & Stakeholder Engagement • Evaluation Framework & Range of Reopening Options • Initial Set of Recommendations	• View into the Hybrid Model for Reopening • Physical Distancing Plan • Health & Sanitation Plan • Child Care Planning	• Learning Acceleration • Exceptional Student Education • Technology for eLearning • Student Support Strategies • School Space Utilization	• Overview of Current Situation by Local & National Health Experts • Decision on Reopening Model	• Enhanced eLearning Model • ESE Support Strategies • Gating Criteria for a Phased Reopening	• Student & Staff Wellness • Emergency Policy for Compliance with Health & Safety Requirements • Florida's Optional Innovative Reopening Plan

Cadence for Upcoming Workshops on Reopening Plans.

- July 28: SBBC Workshop
- July 31: *Deadline to submit Reopening Plan to FL DOE*
- August 4: SBBC Business Meeting
- August 11: SBBC Workshop
- August 19: SBBC Business Meeting
- August 25: SBBC Workshop

Conclusions.

- We will continue our planning efforts for the Hybrid Reopening Model in the event that conditions allow for this at some point in the school year. We will be coming back to the Board at future workshops to continue discussions on operational game plans such as Transportation, Food Services, and Facilities Cleaning and Maintenance.

- 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.

- 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.

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

2024 Strategic Plan.

Established 1915
BROWARD
County Public Schools

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

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

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

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

OUR CORE VALUES:

Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

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

OUR CAMPAIGNS & INITIATIVES:

Support Services for All
- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning

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

Retain, Develop, & Recruit
- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding

Let's Connect
- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service

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

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

APPENDIX

Terms and acronyms used throughout this presentation.

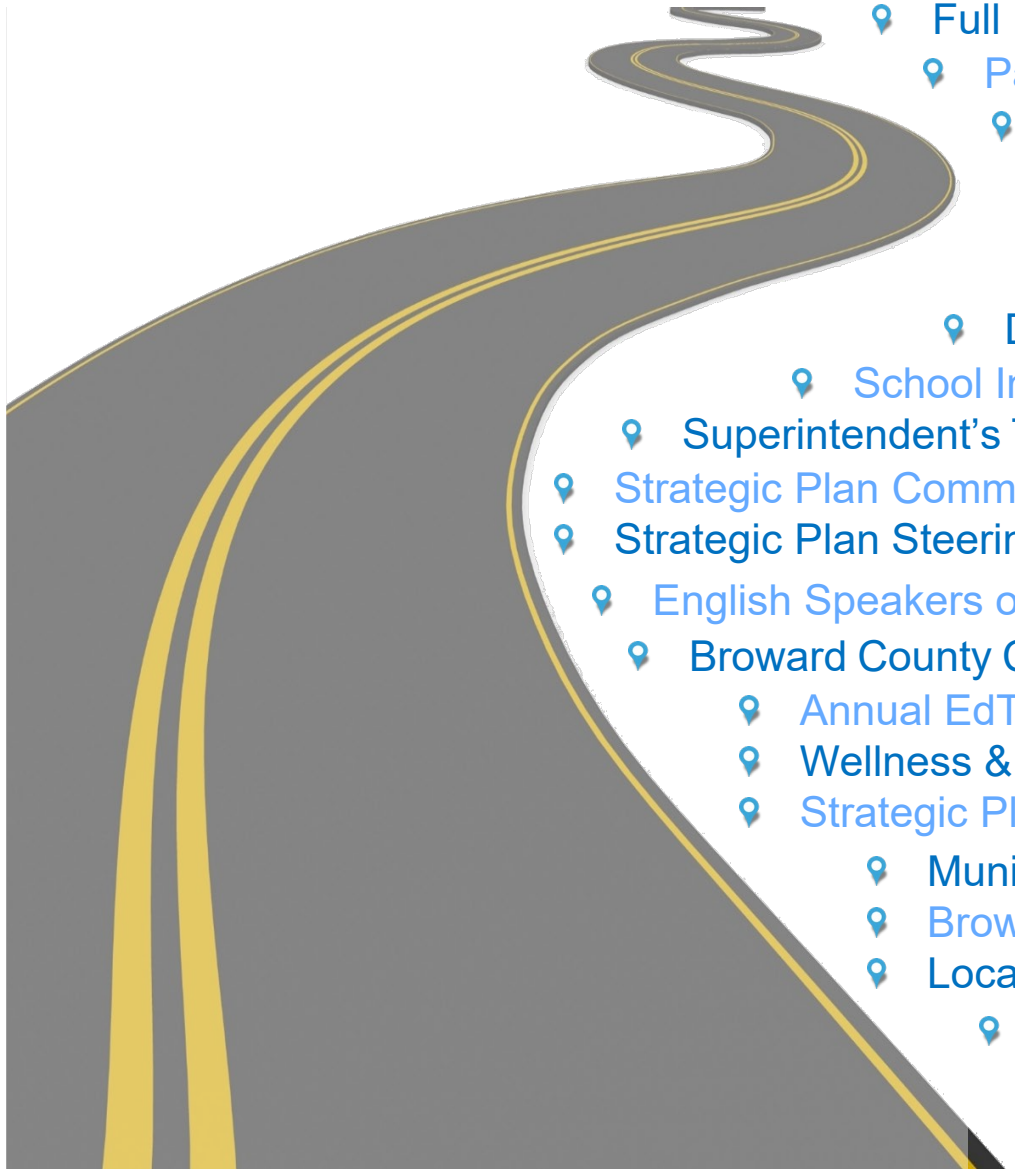
- **Adaptive Learning**: A computer-based and/or online educational system that modifies the presentation of material in response to student performance.
- **Ancillary Space**: Used here, spaces at schools that are not typically used for classroom instruction, but that can be used for instruction to 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.

REVISED

- **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.
- **Project-Based Learning (PBL)**: A teaching method in which students learn by actively engaging in real world and personally meaningful projects.
- **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.

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.

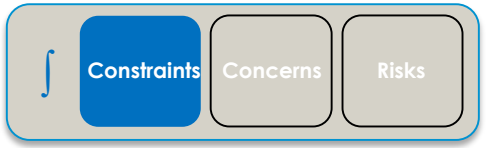
- The American Enterprise Institute
- American Federation of Teachers
- The Aspen Institute
- The Centers for Disease Control
- Chiefs for Change
- Council of the Great City Schools
- The Education Trust
- Florida Education Association
- Global Strategy Group
- Johns Hopkins Bloomberg School of Public 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 Reopening.

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

[1]Vitality considers feasibility and attractiveness of options.

Constraints.

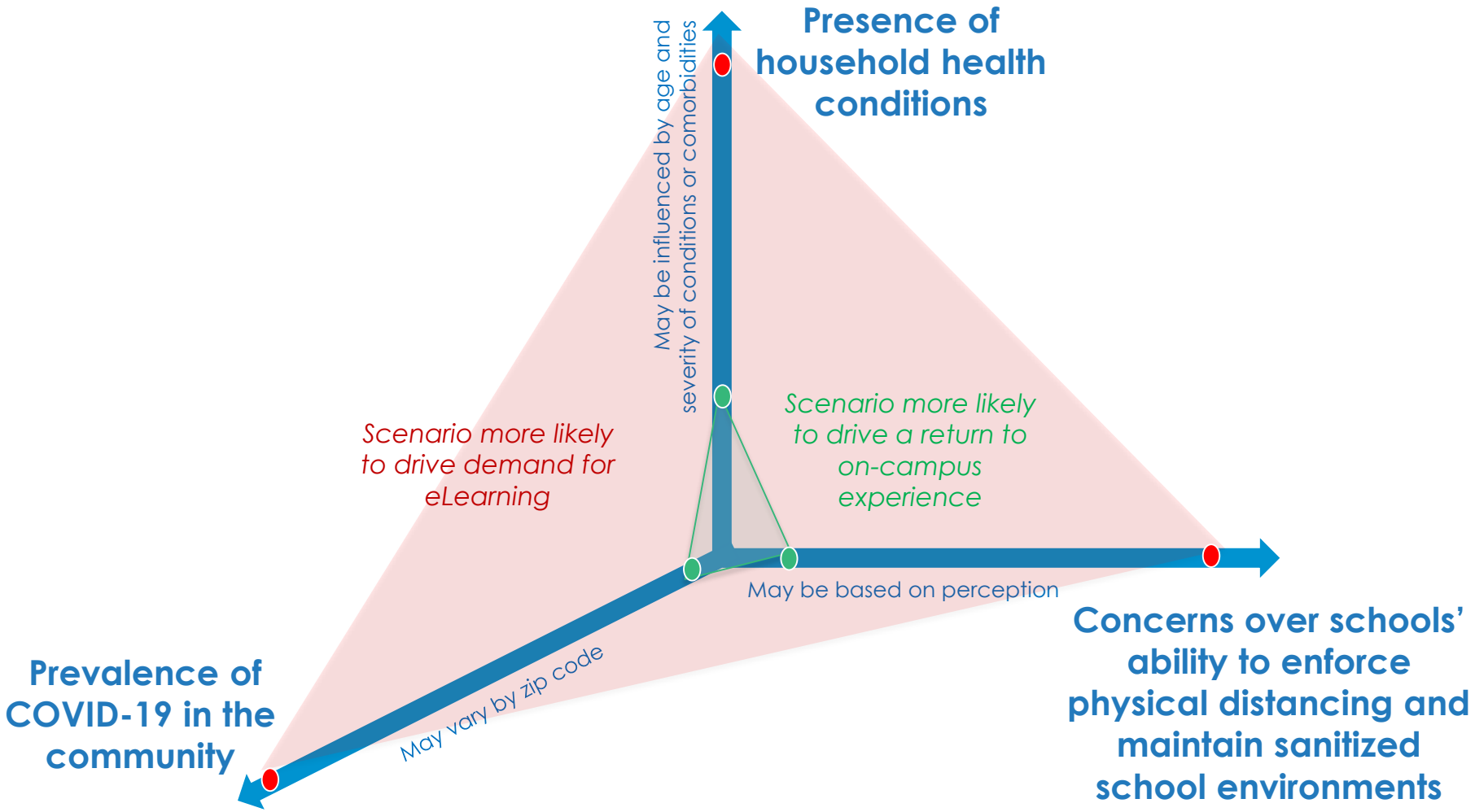


Federal / State	▪ **Gating criteria** for re-opening: ❖ 14-day downward trajectory of flu- or COVID-like **symptoms** ❖ 14-day downward trajectory of COVID-positive **cases** ❖ **Hospitals'** ability to treat all patients without crisis care ❖ Robust **testing**, including antibody testing, in place for at-risk health-care workers ▪ **Screening and physical distancing** protocols and guidance ▪ Tax **revenues and stimulus** (levels of approved spending) ▪ Federal / State **laws and mandates** (e.g., ESSA, IDEA, CSR)[1]
Household	▪ **Employment** status ▪ Job **flexibility** ▪ Availability of safe, affordable **childcare options** ▪ **Health insurance** status ▪ Household **budget** realities
School System	▪ **Funding** ▪ **Physical space** (square footage) ▪ **Scheduling** systems ▪ **Transportation routing** systems ▪ **Staffing** levels and schedules ▪ Availability of **vendor support** ▪ Adaptability of **bargaining unit** agreements ▪ Availability of **supplies and equipment**

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

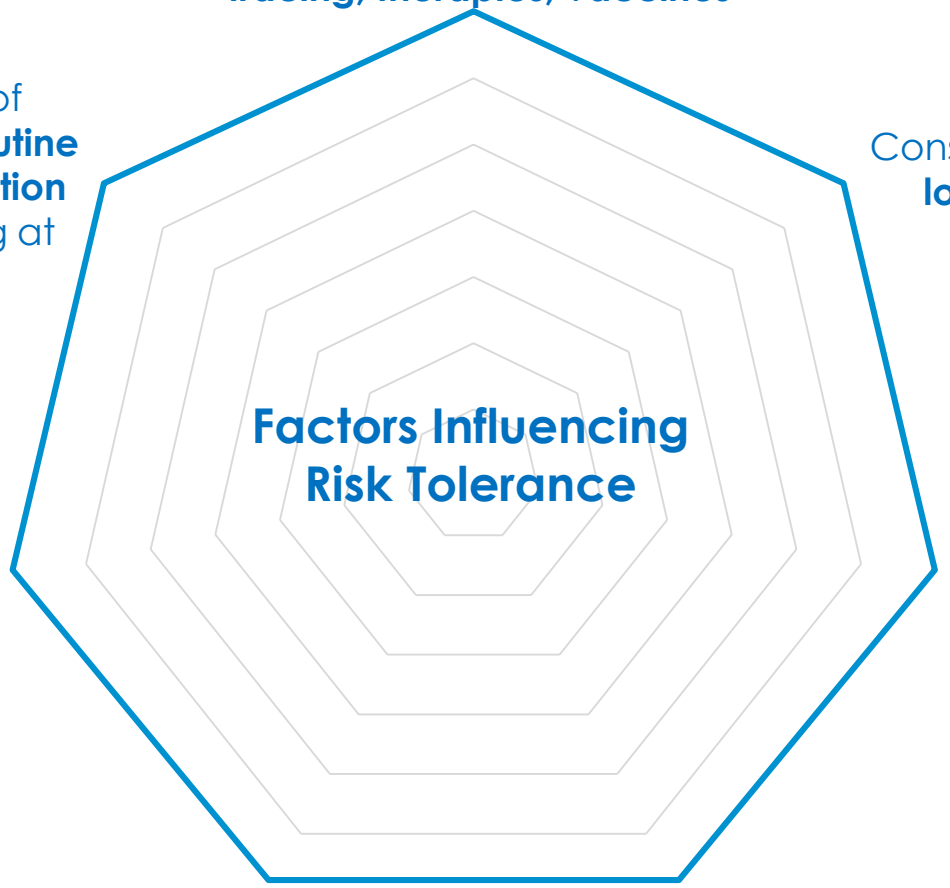
Concerns.

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



Risks.

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



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

Consequences from **loss of income**

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

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

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

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

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

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
- Bus Fleet Size & Vehicle Mix
- Master Schedule

Teaching & Learning

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

Health & Well-being

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

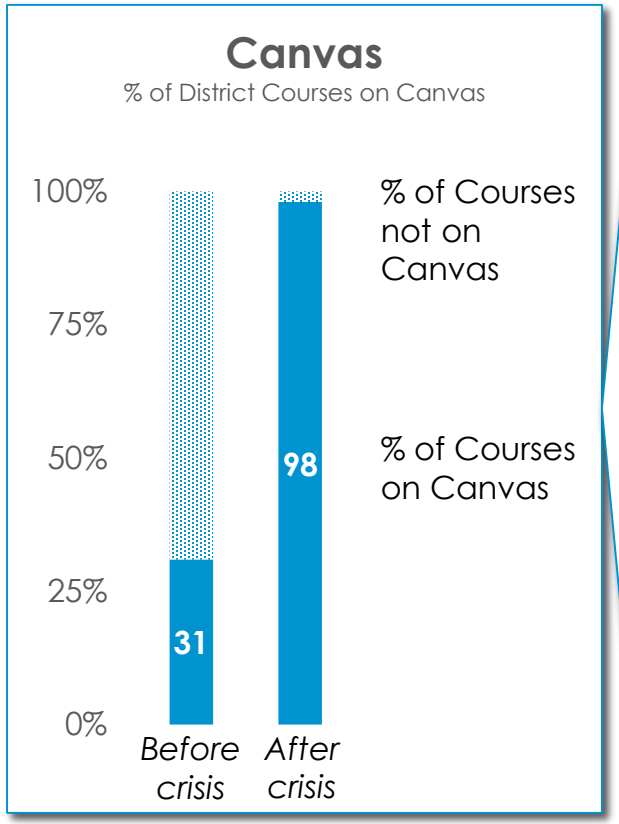
Fun & Enrichment

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

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

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

Option 1: 100% eLearning
Initial Implementation Successes



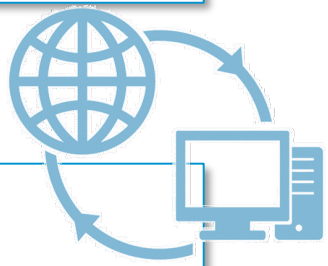
Instructional Delivery

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

National media attention for eLearning model post-pandemic

Our Teachers

100,000+ devices distributed



Expanded partnerships for Internet Access

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

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

Pre-Kindergarten Instructional Framework.

Morning

Children:

Participate in 60 minutes Live Morning Meeting and whole group instruction with games, songs, activities.

Participate in 30 minute small group instruction in phonics, phonological awareness, language and vocabulary development, and listening comprehension.

Teacher:

1. Facilitate Whole Group: Interactive games, songs and activities
2. Facilitate Small Groups: three small groups every 30 minutes plus 30 minutes to record progress toward skills and create personalized instruction

Afternoon

Children:

Participate in independent learning activities to extend learning such as use of technology, independent play, art, music, use of building materials and items related to science and discovery.

At home materials will be purchased and shipped to homes.

Teacher:

1. Live virtual 1:1 meetings with child and parent by appointment provide extra support
2. Use PreK assessment tools to assess progress of children
3. Office hours to review and document assessments

Summer 2020 Course Participation.

As of 7/15/2020, as reported in Learning Across Broward (LAB):

Number of Participants

Total Registrations: 14,476

Number of Sections

Total Sections: 411

Office of Academics (OoA).

Summer 2020 PD Offerings provided by:

- Applied Learning
- Bilingual/ESOL
- CTACE: Career Technical Education
- Elementary Learning
- Exceptional Student Learning Support
- Innovative Learning
- Literacy
- PreK/Head start
- Secondary Learning

Summer 2020 OoA Course Offerings.

June – August

Number of Participants

Number of Sections

Total Registrations: 6,133

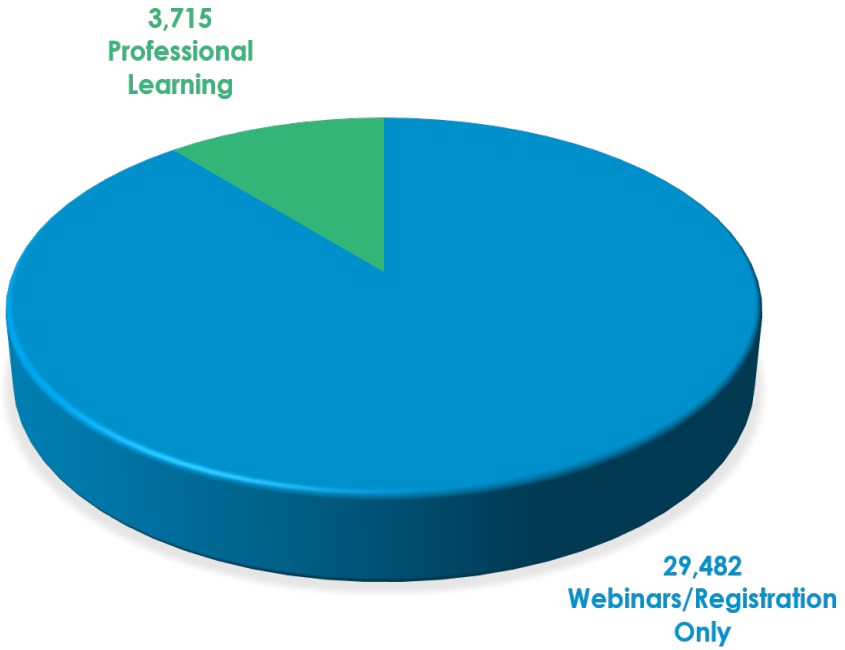
Total Sections: 208

As of 7/15/2020, as reported in Learning Across Broward (LAB).

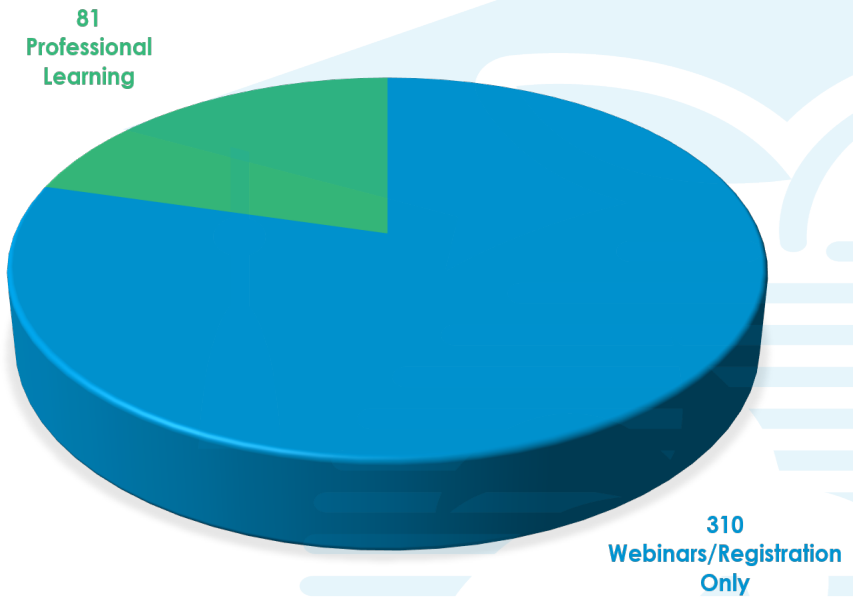
2020 OoA eLearning Course and Support Offerings.

March – August

Number of Participants



Number of Sections



Total Registrations: 33,197

Total Sections: 391

**Data is not reflected in Learning Across Broward (LAB).*

Student Support Initiatives and Recovery (SSIR).

Summer 2020 PD Offerings provided by:

- Equity and Diversity
- School Climate and Discipline
- Student Services
- School Counseling and BRACE Advisement

Summer 2020 SSIR Course Offerings.

June – August

Number of Participants by Type

Total Registrations: 2,803

Number of Sections by Type

Total Sections: 32

As of 7/15/2020, as reported in Learning Across Broward (LAB).

Office of School Performance and Accountability (OSPA).

Summer 2020 PD Offerings provided by:

- Professional Development Standards and Support (Broward Virtual University)
- Teacher Professional Learning and Growth
- Coaching and Induction
- Leadership Development

Summer 2020 OSPA Course Offerings.

June – August

Number of Participants

Number of Sections

Total Registrations: 4,108

Total Sections: 123

As of 7/15/2020, as reported in Learning Across Broward (LAB).

Innovative Learning's eLearning Playlist: Professional Development Opportunities and Webinars.

Beginner Level	
Personalized Learning	Professional Development – Pathways to Personalized Learning 101 – 16 Hours In-Service Points
Canvas	Professional Development – Canvas for Teachers 16 In-Service Points
Canvas	Professional Development – Beginner's Guide to e – Learning – 16 Hours In-Service Points
Canvas	Professional Development – Implementing Canvas for Administrators – 8 Hours In-Service Points
Canvas	Webinar - Getting Started with Canvas
Teams	Webinar – Teams for Web Conferencing
Canvas	Webinar – Canvas Q & A s
Newsela	Webinar – Getting Started with Newsela in Canvas
Discovery Education	Webinar – Getting Started with Discovery Education in Canvas
Nearpod	Webinar – Getting Started with Nearpod in Canvas

Innovative Learning's eLearning Playlist: Professional Development Opportunities and Webinars.

Intermediate Level	
Microsoft Office Suite	Professional Development – Microsoft Academy – 16 Hours In-Service Points
Newsela	Professional Development – Using Newsela in Content Areas – 8 Hours In-Service Points
Canvas	Webinar - Best Practices in Content Creation in Canvas
Nearpod	Webinar - Getting Started with Nearpod in Canvas
Canvas	Webinar – Top Ten Tips and Tricks in Canvas
Canvas	Webinar – 8 Great Visual Elements and Design Ideas
Canvas	Webinar - Getting Familiar with Canvas Studio – A Hands-On Workshop
Teams	Webinar – Best Practices for Web Conferencing
Teams	Webinar – Fun & Collaborative Activities for the Virtual Classroom and Beyond
FlipGrid and Discovery Education Studio	Webinar – FlipGrid and Discovery Education's Studio: A Hands-On Workshop

Innovative Learning's eLearning Playlist: Professional Development Opportunities and Webinars.

Advanced Level	
Canvas	Professional Development – Accelerated Course Design with Cidi Lab Tools – 8 Hours In-Service Points
Canvas	Professional Development – Blended Learning Tips and Tricks – 8 Hours In-Service Points
Canvas	Professional Development – Best Practices for Online Assignments with Microsoft– 8 Hours In-Service Points
Canvas	Professional Development – Collaborative Projects – 8 Hours In-Service Points
Canvas	Professional Development – Formative and Summative Assessments – 8 Hours In-Service Points
Canvas	Professional Development – Using 3rd Party Tools (LTIs) – 8 Hours In-Service Points
Canvas	Professional Development – Canvas Champions - – 8 Hours In-Service Points
Discovery Education	Professional Development – Discovery Certified Educator – 8 Hours In-Service Points
Microsoft Office Suite	Professional Development – Microsoft Trainer Academy – 8 Hours In-Service Points
Nearpod	Professional Development – Nearpod Certified Educator – 8 Hours In-Service Points
Newsela	Professional Development – Monitoring Progress – 8 Hours In-Service Points
Newsela	Professional Development – Newsela Certified Educator – 8 Hours In-Service Points
Vocabulary.Com	Professional Development – Vocabulary Certified Educator – 8 Hours In-Service Points
Canvas	Webinar – Personalizing the Canvas Experience with Playlists
Canvas	Webinar – H5P – Creating Interactive Content for Canvas – A Hands-On Workshop

Innovative Learning's eLearning Playlist: Professional Development Opportunities and Webinars.

BROWARD County Public Schools

Science A-Z (SAZ) Webinar Series 2020

Thank you for joining us for these live webinars. Please register for the webinars using the Go To webinar link beside each date/topic of interest to you. After registering, you will receive a confirmation email containing information about joining the training. You may want to have your SAZ account open in another window or use a split screen so you can follow along in your own SAZ account.

Participants can use their computer's microphone and speakers (VoIP) or telephone.

Monday, April 27, 2020
Science A-Z Basics
1:00 pm EST https://attendee.gotowebinar.com/register/6486611035771655693
4:00 pm EST https://attendee.gotowebinar.com/register/8497864093599800332

Learn how to set up the student accounts and navigate the resources.
Goals and Objectives
- Create student accounts with proper settings
- Explore resources (including difference between nonfiction and focus books)
- Learn how to search by standards and topics

We will provide time for questions during the session.

Wednesday, April 29, 2020
What's New in Science A-Z?
1:00 pm EST https://attendee.gotowebinar.com/register/3693124724055920396
4:00 pm EST https://attendee.gotowebinar.com/register/9176319942542265100

Learn the new features in Science A-Z along with how to use in distance learning.
Goals and Objectives
- Explore features of the File Cabinet
- Learn how to create custom assignments in File Cabinet
- Discuss ways of getting resources into hands of students along with suggestions for monitoring student progress

We will provide time for questions during the session.

Monday, May 4, 2020
Putting it All Together
10:00 am EST https://attendee.gotowebinar.com/register/2562289109516239116
4:00 pm EST https://attendee.gotowebinar.com/register/1033745845558799884

This session will walk you through the entire process of creating assignments.
Goals and Objectives
- Create a folder and add resources
- Assign custom assignment to students with directions
- Watch as a student uses annotation tools to complete assignment
- View student annotations in Reports

We will provide time for questions during the session.

Webinars, Training, and Support Sessions for Elementary Teachers in Collaboration with Vendor Partners, Children's Literacy Initiative, and University of Florida

Current as of July 16, 2020

August 14, 2020
University of Florida Literacy Initiative (UFLI) Schools
Webinar/Training: How to Use to the UFLI Teaching Hub

August 2020 – Ongoing
University of Florida Literacy Initiative (UFLI) Partnership – OPEN TO ALL SCHOOLS
Webinar/Training: How to Use to the UFLI Teaching Hub
Webinar/Training Series: How to Teach Reading in the Virtual Environment

August 2020 – Ongoing
Children's Literacy Initiative (CLI) Partnership – OPEN TO ALL SCHOOLS
Webinar/Training Series: Literacy-Related Topics in the Virtual Learning Environment
Webinar/Training in Collaboration with Elementary Learning Department: New Florida BEST Standards Professional Learning Series

August 2020 – Ongoing
iReady
Webinar/Training Series: How to Analyze Data and Use Your Curriculum to Meet the Needs of Your Students in the Virtual Environment

August 2020 – Ongoing
The DBQ Project
Webinar/Training Series: How Best to Use DBQ Online: Emphasizing Teaching in a Hybrid or Remote Learning Environment

August 2020 – Ongoing
Scholastic
Webinar/Training Series: Topics will include equity, reading, writing, social emotional learning, multilingual readers and writers, and leveraging the virtual learning environment

Webinar: BrainPOP in Broward

Join us for an interactive webinar hosted by BrainPOP and anchored to Broward's content alignments for your spring curriculum. Customized to primary and upper elementary grades, these sessions will offer an overview of the tools and features on BrainPOP and how they can support remote learning. Click below to register.

- **Customized for K-2** Tuesday, May 5th from 1-2 ET
- **Customized for 3-5** Wednesday, May 6th from 1-2 ET

Webinar: BrainPOP in Broward –Taking it to the Next Level

Let's connect with BrainPOP to explore the Teacher Dashboard, and elevated strategies for personalizing learning in the landscape of remote learning. Click below to register.

- **K-5 Dashboards** Tuesday May 12th 1-2 ET

2020 Third Grade Virtual Summer Academy
Training and Support

73 Teachers

- Third Grade Reading Academy Training – June 9, 2020
  - Content and Curriculum through Canvas and Teams
  - University of Florida – How to use Word Work Lessons and Content in Teams
  - iReady – How to Access, Use, and Assign Lessons in the Virtual Learning Environment
  - Imagine Learning - How to Access, Use, and Assign Lessons in the Virtual Learning Environment; Resources and Supports Available to Use in all Teaching and Learning Environments
- Third Grade Reading Academy Support – June 11, 2020
  - Open Forum for On-Demand Support
- Open Forum for On-Demand Ongoing Support on eLearning Over 5 Weeks - June 12 – July 16, 2020
- 51 Individual/Personalized Sessions
  - Curriculum/Content/Standards Support
  - Teams Support
  - Canvas Support
  - General Support

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

Technology for eLearning.
Plan (1 of 3)

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" BYOD[1]/issuance model** is likely the most sustainable for a District of this size
  - A **means-tested BYOD-default model** may be used where students are asked to bring devices and "high needs" students are provided with one
  - A **pure 1:1 with or without a technology access fee**
- **Teachers** are already at 1:1 at current funding levels
- All school-based **instructional support personnel** will receive a device as needed (e.g., ESPs)

[1] BYOD = Bring Your Own Device

Technology for eLearning.
Plan (2 of 3)

Home Internet Access

- Comcast and AT&T will continue to offer **$5 or $10 programs with free access to public hotspots** through the remainder of 2020 for families in need
- Creating a "**free internet access zone**" within Fort Lauderdale through partnership with Hotwire
- **Hotspots and phones** (from Sprint 1Million) 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)

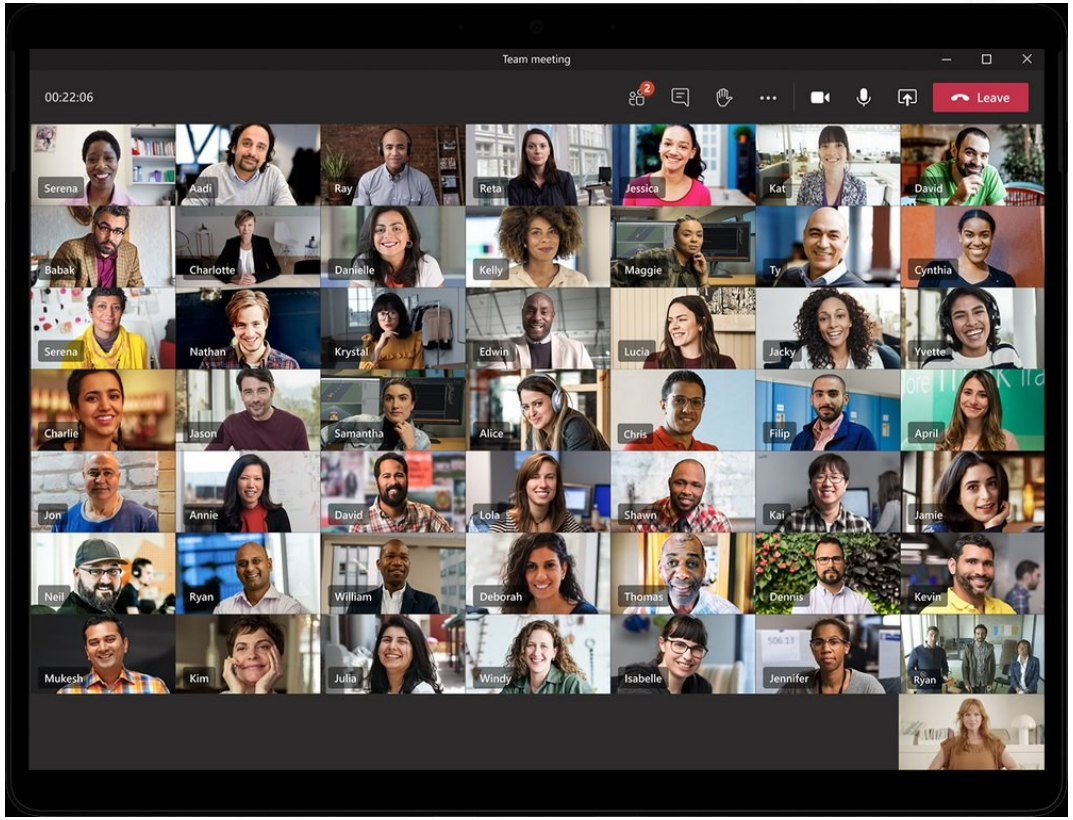
Technology for eLearning.
Plan (3 of 3)

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

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

Key distinctions to help returning parents choose

School-linked eLearning

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

Broward Virtual School

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

Enrollment & FTE[1] differences

[1] Full-time Equivalent

Differentiating Broward Virtual School from Florida Virtual School.

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

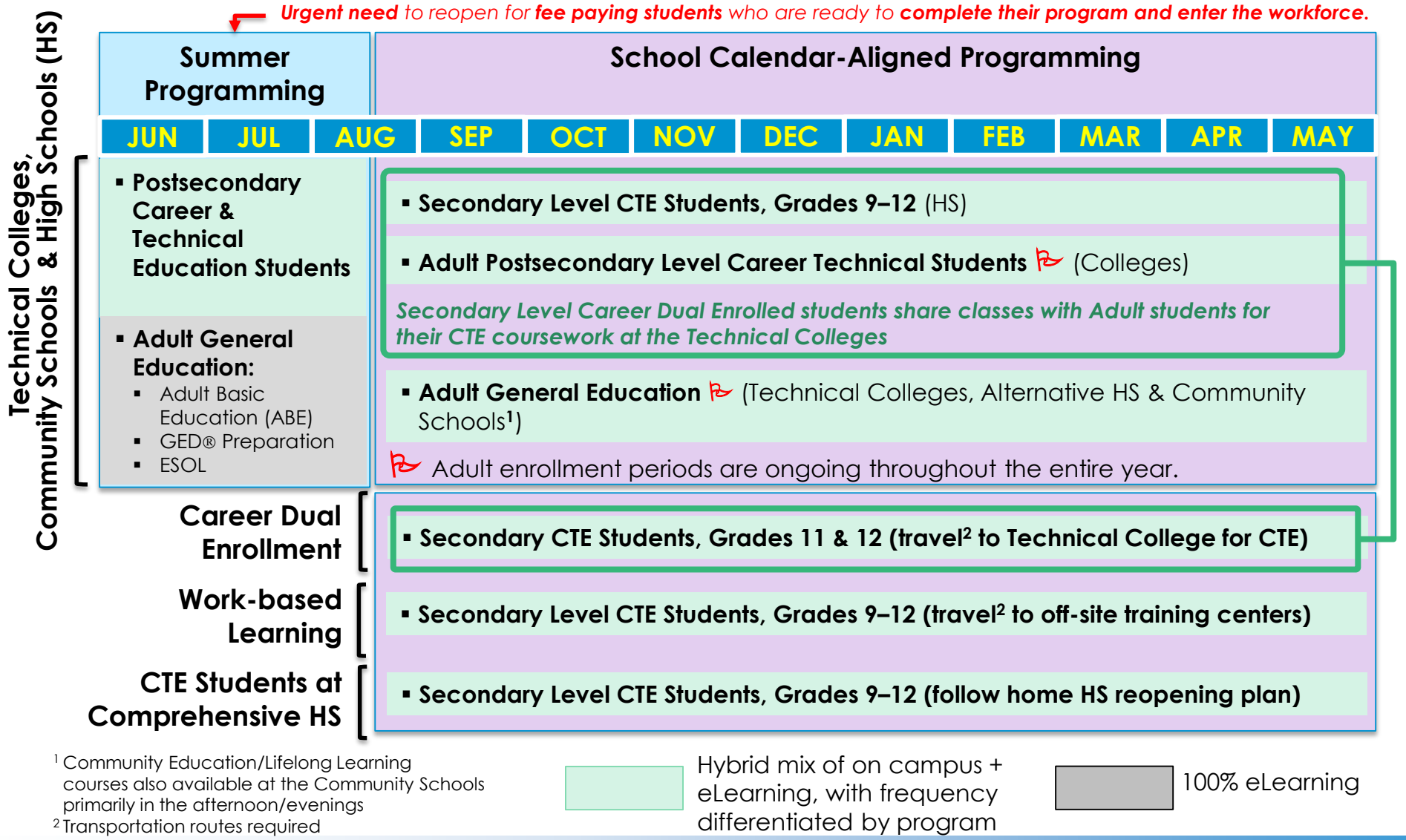
Broward Virtual School (BVS)

- 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.



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

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

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

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

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

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

Proximity to Program Completion

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

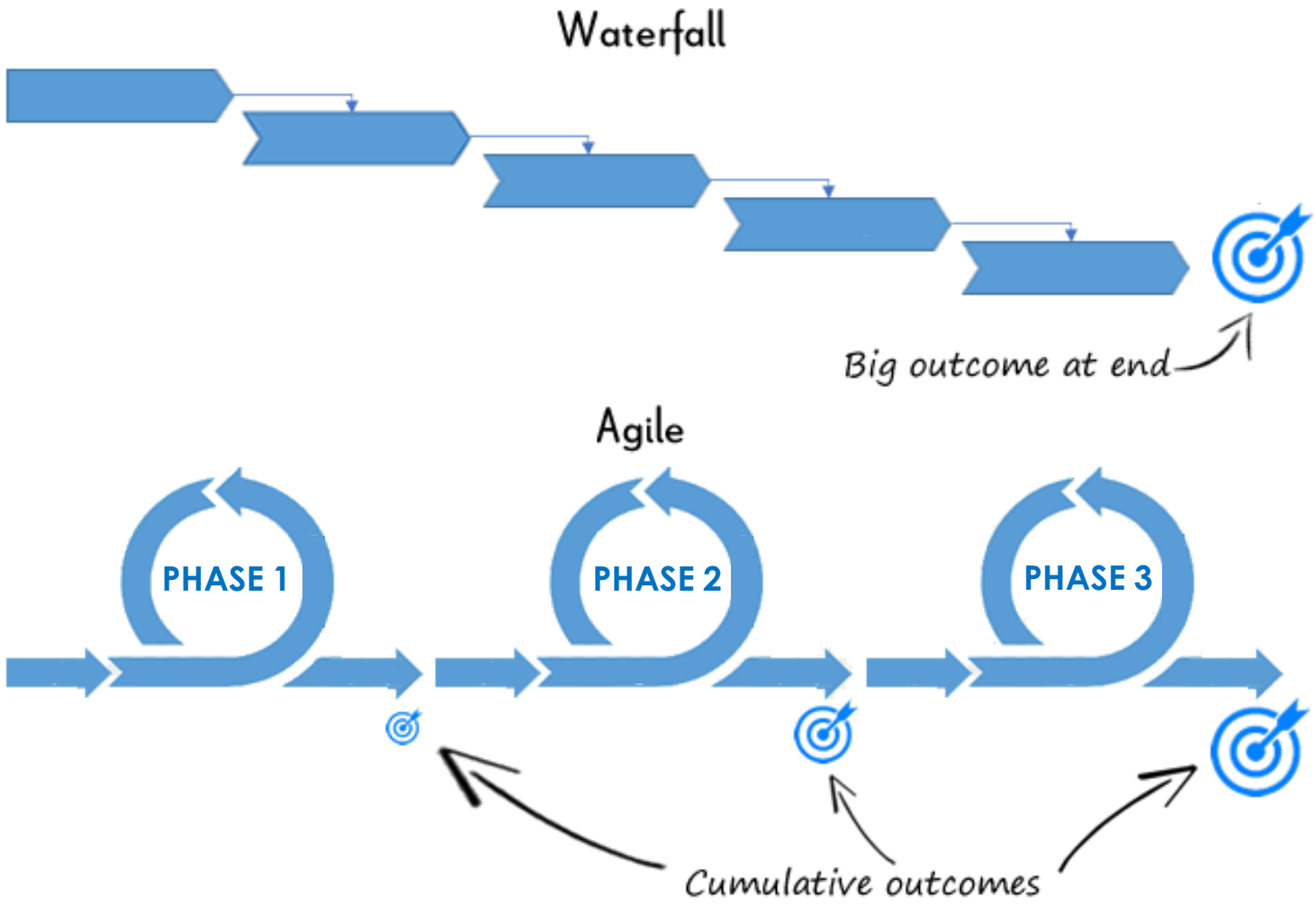
Program Attributes (e.g., Equipment, Labs, etc.)

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

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

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

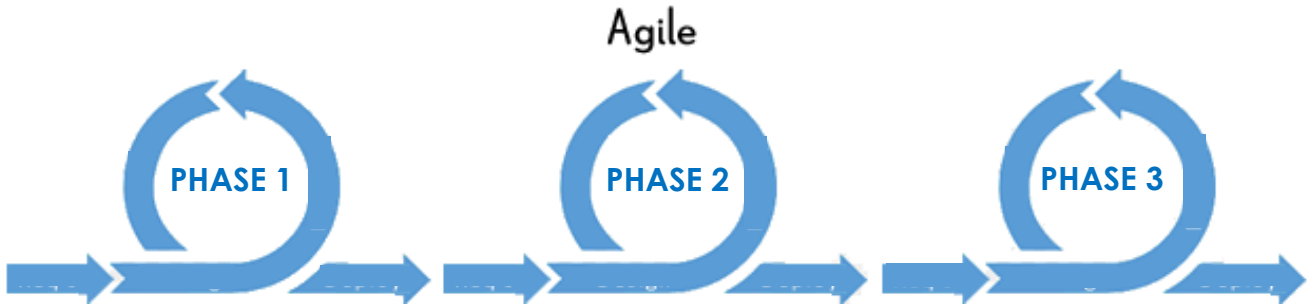
An agile approach to scaling, iterating, and adjusting.



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



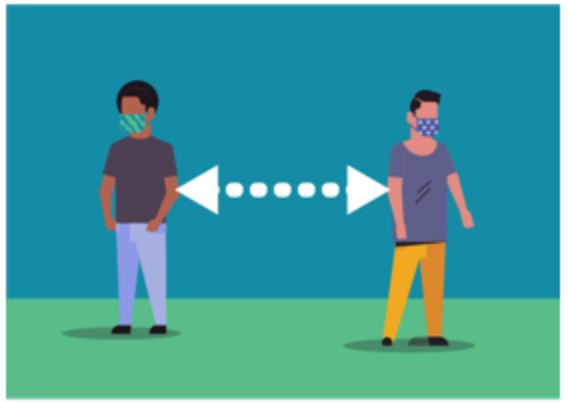
Centers for Disease Control & Prevention (CDC): School reopening guidance.

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

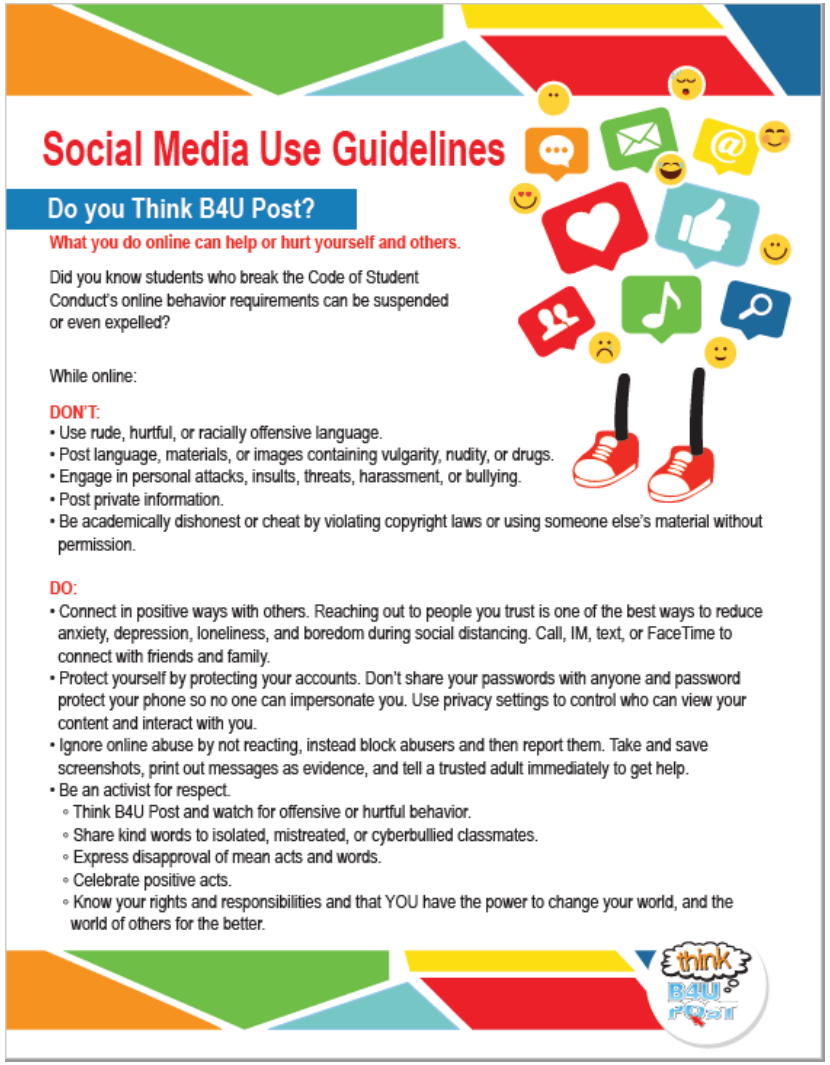
Monitoring reopening through Key Metrics.

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:

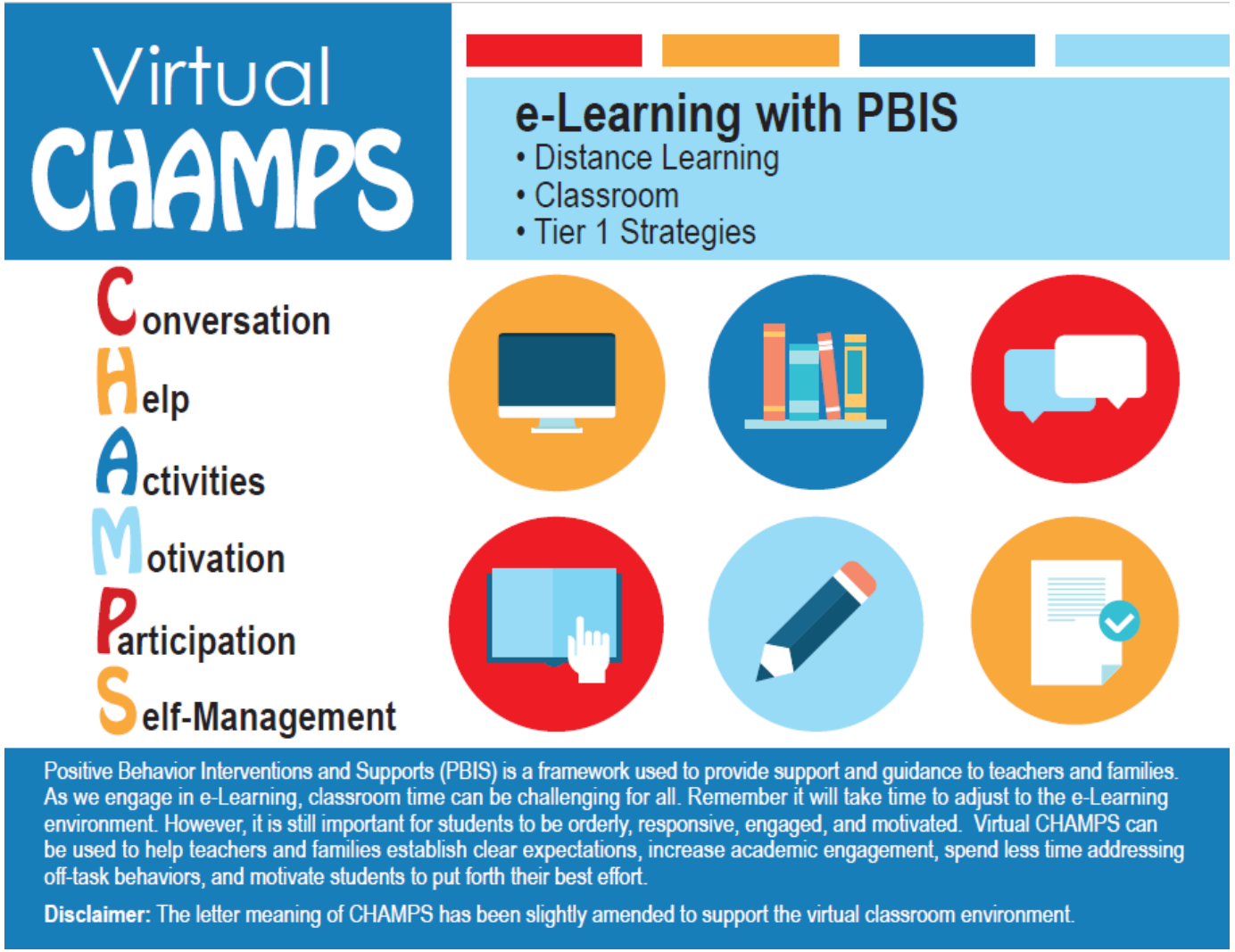
- Use discriminatory, racially offensive or defamatory language.
- Post language or materials with vulgarity, obscenity, images containing nudity or substances/drugs.
- Engage in personal attacks, insults, inciting a disturbance, soliciting favors, threats, harassment or bullying.
- Disclose private 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).

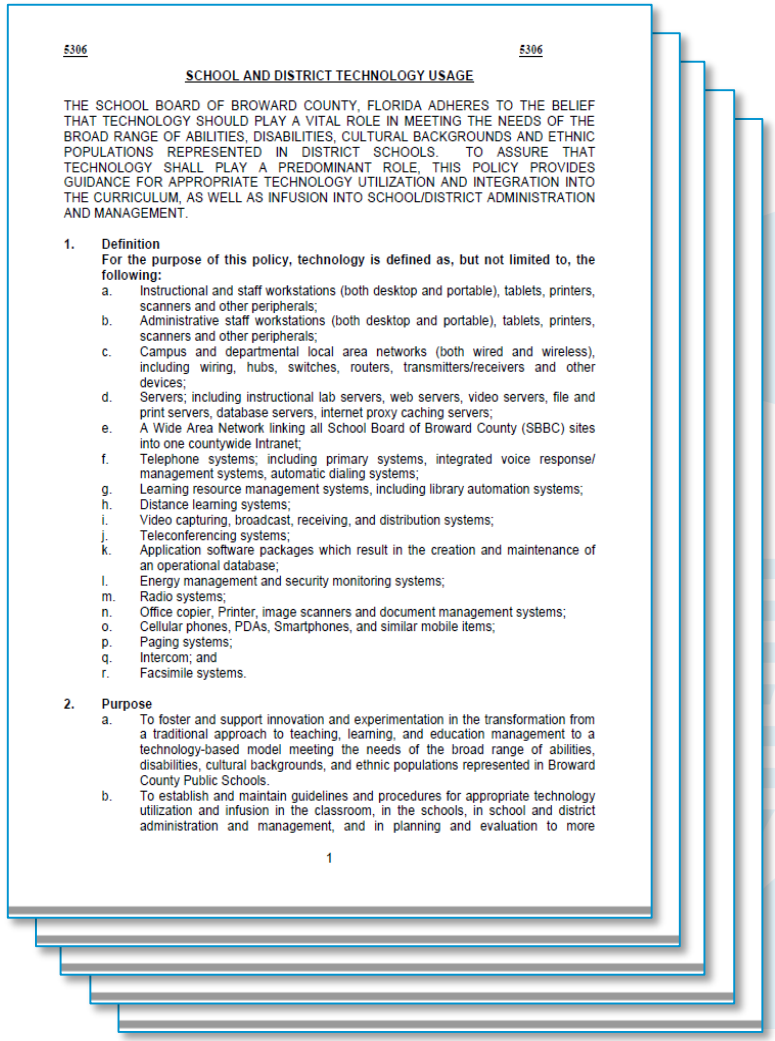
eLearning Approach



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

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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

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

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