



August 10, 2020

Special School Board Workshop

## Final Discussion on Reopening Plans for the 2020-21 School Year

Presented by the Office of Strategic Initiative Management (SIM)

DRAFT

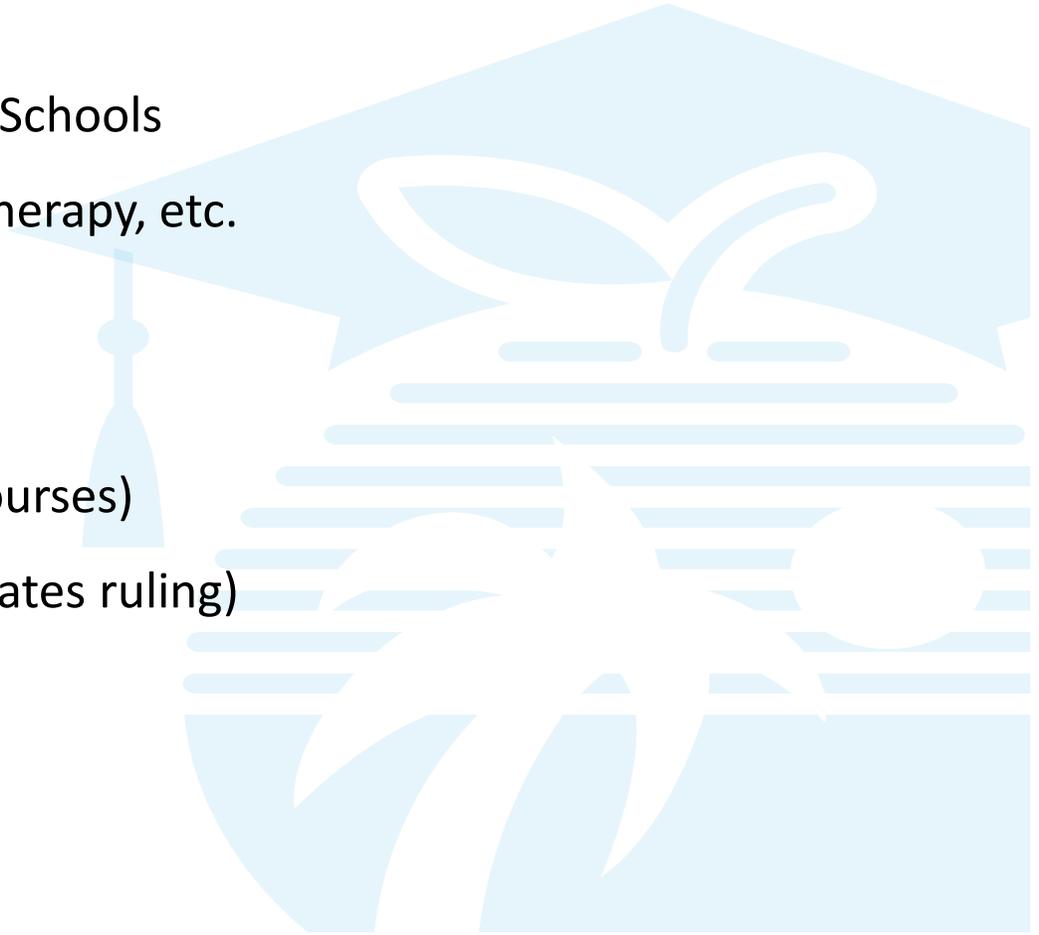
# BCPS Reopening Model for Fall 2020: 100% eLearning.

## Potential Exceptions We May Pilot for In-School Instruction During eLearning:

- **Students with Disabilities** (select students)
  - a) Core instruction: Self-Contained and Separate Day Schools
  - b) Related Services: Physical Therapy, Occupational Therapy, etc.
- **Newcomer English Language Learners** (select students)
- **Career and Technical Education** (select courses)
- **Laboratory Science for Advanced Course work** (select courses)
- **Voluntary Pre-Kindergarten** (dependent on State certificates ruling)

### Already Partially Back:

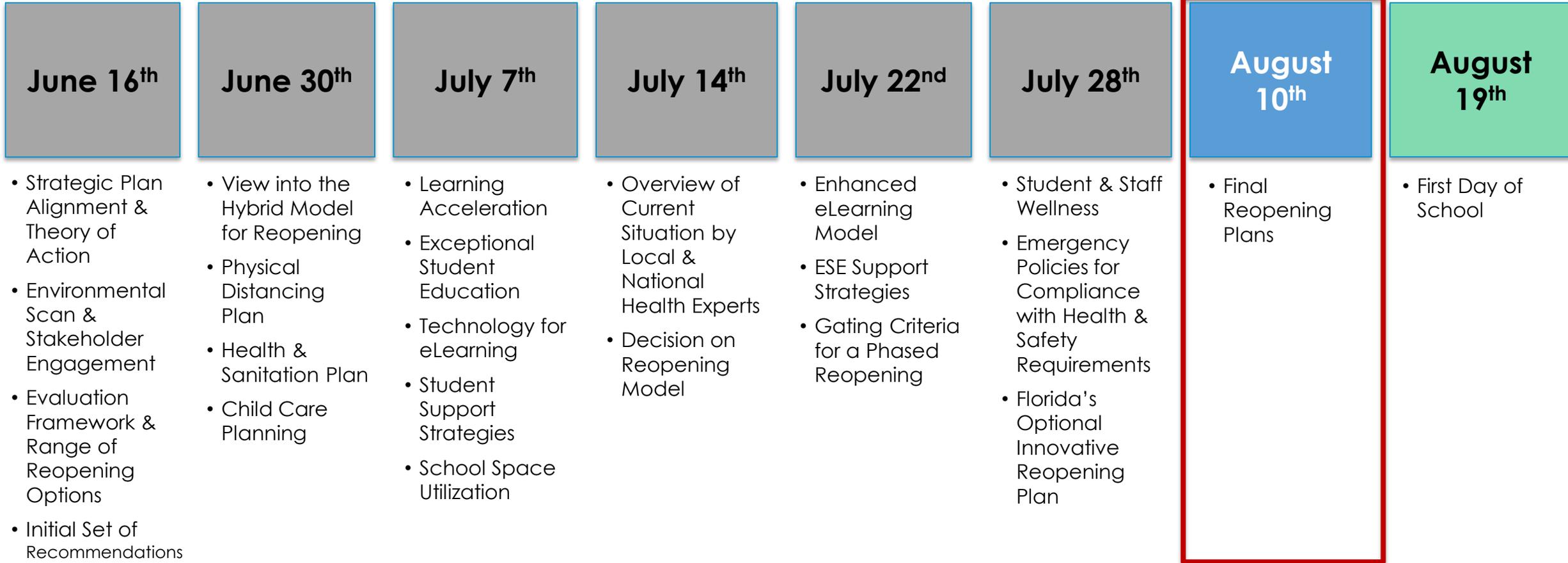
- **Technical Colleges** (select courses)



# Executive Summary.

- An extensive **environmental scan** and stakeholder **listening tour** are 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** is part of our reopening plans.
- 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**.

# Cadence of Board Workshops on Reopening.



# 2020-21 School Reopening Plan.



Broward County Public Schools

*Prepared by the Office of Strategic Initiative Management (SIM)*



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# 2024 Strategic Plan.



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

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

**OUR CORE VALUES:**

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



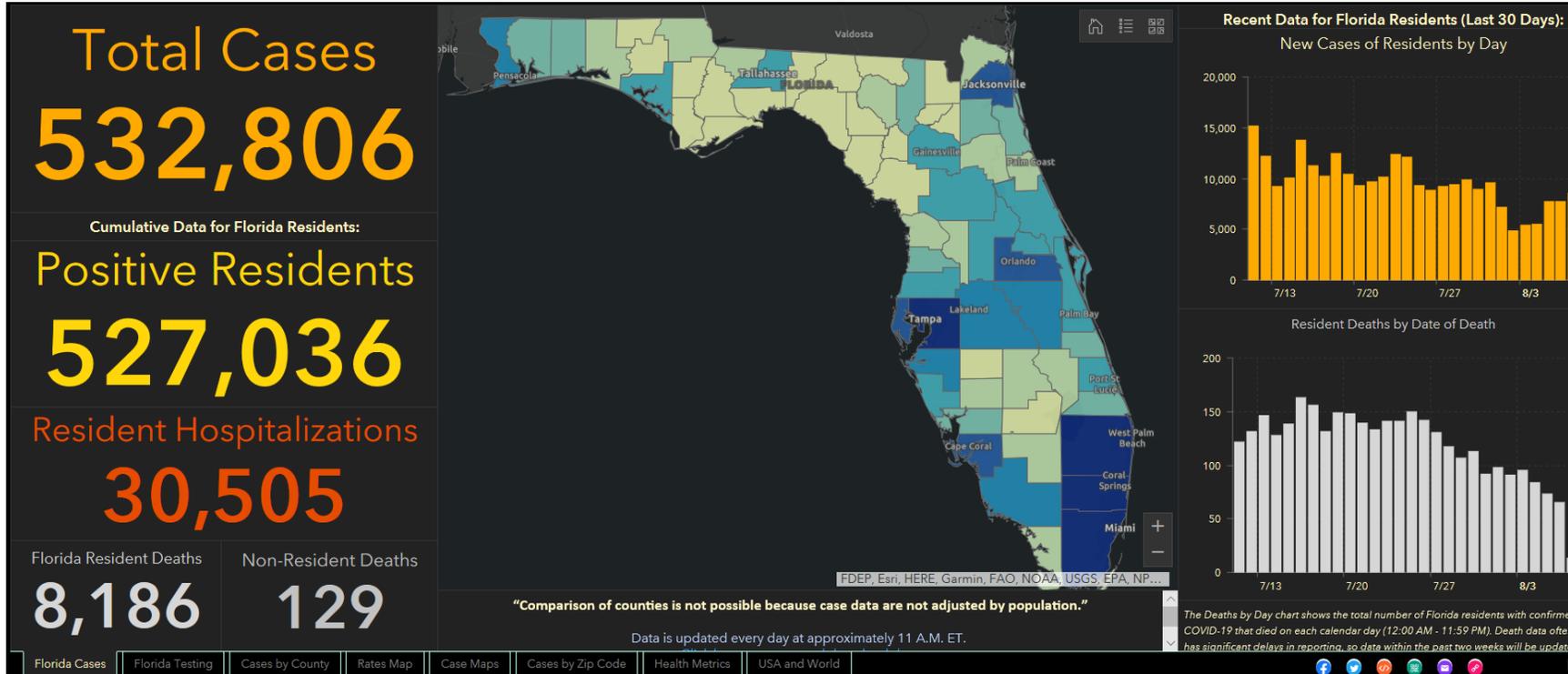
**OUR GOALS:**

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

# Current Situation in Florida.

REVISED

Data as of August 9<sup>th</sup>, 11:00 AM



## CASE DATA FOR BROWARD

**Total Cases: 62,268**  
 Residents: 61,745  
 Residents Not in Florida: 0  
 Non-Residents: 523

**Conditions and Care**  
 Deaths: 803  
 Hospitalizations\*  
 Residents: 3,848  
 Non-Residents: 67

### Demographics of Cases

**Age:**  
 Age Range: 0 to 119  
 Median Age: 39

**Gender:**  
 Male: 29,417 (48%)  
 Female: 32,124 (52%)  
 Unknown/No data: 204 (<1%)

**Race:**  
 Black: 16,047 (26%)  
 White: 22,795 (37%)  
 Other: 6,464 (10%)  
 Unknown/No Data: 16,439 (27%)

- Case counts for Florida well over half a million, with **Broward over 62,000.**
- Overall Broward positivity rates are hovering around **10%.**
- Broward pediatric data remain very concerning (**6,245 cases; 17.9% positivity**).

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](https://cdc.gov/coronavirus)

CS 317643-A 06/23/2020



## 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 |

# Student Support Strategies – Operational Game Plan.

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## Summary

### Student Attendance Taking

- For the eLearning environment, connectivity will be used to count attendance. Teachers will be asked to identify students who are connected, and count the students who are “virtually connected” as a proxy for attendance. This practice will ensure an accurate count of students who have technology needed to access the learning environment. Attendance taking protocols and procedures will be shared with all staff.

### Mental Health and Social Services Intervention

- Provide targeted virtual crisis response, individual, family, and small group counseling; Provide easy access for students to voluntarily request services for mental health, child abuse, homelessness and/or social service needs. Initiate referrals to Behavioral Health Partners as warranted.

### Mindfulness & Social Emotional Learning

- Promote well-being, resiliency, agency, and the enhancement of overall personal performance. Assess students’ SEL to provide personalized interventions based on individualized needs. Deliver 10 minutes of mindfulness per day in every school. Support instructional design for eLearning by providing toolkits of Canvas lessons and materials, learning options for staff, students, and parents, meet the state-required mental health instruction requirement, promote assessments, screeners, and documented processes for delivering instruction.

### Identification of Students for Targeted Services

- Emphasis will be given for student identification for targeted services, especially at Tiers II & III, using the following means: Mental health screener; suicide assessment; follow up students in-care SY 20; MSD and Deerfield Beach High schools students; SPARKS schools (BA & Dillard Zones); students on the “F” report and students retained from SY 20; Student self-referrals; Staff referrals for mental health, homelessness, child abuse, and social services.

### Professional Development

- Professional development will be offered district-wide to specific groups, on various topics, for information and support to strengthen staff confidence working in the eLearning space. Training topics include: conducting daily mindfulness activities, identifying and responding to trauma, psychological, as well as mental health first aid, We will provide families with access to workshops and resources to support learning from home.

## Next steps

- Training for all District personnel responsible for student attendance taking AND recording. Parents and students training regarding attendance taking processes
- Develop mental health check-in courses in Canvas; Develop process in Canvas for student self-referral for assistance – mental health, child abuse, and/or social services. Develop communication marketing plan for students regarding this self-referral option.
- Timeline and schedule for 5-hours State-mandated mental health instruction for 6-12 graders; Complete mindfulness toolkit and training for all staff; Create regularly scheduled live mindfulness sessions on Teams, and build capacity through BCPS student ambassadors and clubs.
- Finalize contract and implementation plan for mental health screener; continue to provide district-wide suicide assessment training; Provide one-page child abuse reporting procedures in each on-line classroom.
- Create timeline and schedule trainings: Center for Mind, Body Medicine, Trauma Webinars by NCSCB, PREPaRE, MHFA, PFA, suicide assessments. Complete online communication tool for parents regarding training and available resources.



## Summary

### Ensuring High Quality eLearning

- Through live instruction via Teams teachers will focus on **grade-level content and instructional rigor**, addressing **learning gaps** as needed within the context of grade-level work while prioritizing content and standards for learning progressions. Students receive a full day of “bona fide” instruction per Florida Administrative Code 6A-1.045111, Florida Statute 1003.436, and other applicable statutes and regulations;
- A well-rounded curriculum addressing all grade level appropriate standards in all required subject areas per Florida Statutes 1003.41 and School Board of Broward County policy;
- Students and teachers following a daily master schedule of classes that is the same schedule that they will follow upon return to brick-and-mortar instruction;

### Assessing and Understanding Readiness for Grade Level Learning

- Use **assessments with a clear purpose** linked to actions that will benefit students and help teachers know what to do next
- Literacy, curricular, and FSA/EOC progress monitoring with common instruments and protocols
- Grade level teams to coordinate in pacing, assessments, and feedback for students on developmentally appropriate ways guided by SBBC policies on promotion, retention, and homework
- CPST and MTSS/RTI teams will guide and support student interventions
- Interim reports and report cards are the formal systems for informing parents
- We will encourage the use of the BCPS mobile app and other technology platforms to promote family communication on academic progress

## Next steps

- 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
  - Include production and distribution of pre-recorded lessons available on demand
  - Use instructional time to provide interventions at the right moment for each group of students
- 
- Utilize diagnostic assessment platform with instructional interventions built in
  - Utilize formative assessment platform and items
  - Continue to offer professional development on the analysis of assessment data (diagnostic/formative/summative) and action steps to take from that analysis
  - Use formative assessments to identify gaps
  - Establish afterschool academic support schedule for each school to use



## Summary

### Addressing Commonalities

- Focus on the student **commonalities** that are shared in this time of crisis
- Maintain the **inclusion** of each and every learner
- Ensure specials and electives are promoted, embedded and enriched in the curriculum
- Ensure help is available to students across the achievement spectrum
- Promote discussion and curricular inclusion of personal experiences and of contemporary news to deepen concept understanding
- Embed time for active “student voice” in written, graphic, and oral communication
- Apply Universal Design for Learning protocols so that all students benefit from availability of accommodations
- Strengthen teacher peer support through PLCs, Grade Level Teams, and similar support structures
- Embed dialogue and action on equity in curriculum, student activities, and school

### Nourishing Teacher and Student Relationships

- First two weeks of school will be dedicated **to building relationships**
- 10 minutes a day for SEL, mindfulness, and stress relief
- Encourage use of project-based activities and small digital group interactions

### Providing Outreach and Guidance for Parents

- Need for improved **communication** to families for how students access courses/classes in Canvas and Teams.
- Promote family use of BCPS mobile application
- Establish parent Canvas courses and a Parent Academy

## Next steps

- Devise ways to reach complex learners in a virtual setting while determining which, if any, return to a face-to-face setting
- Ensure tools such as Immersive Reader and other ELL tools are used to reach our second language learners
- Ensure that all students receive a device and internet access despite their FRL status
- Use SEL and Mental Health data to identify how the impact this pandemic has had on our students and staff.
- Virtual counseling sessions
- Mental Health, SEL, Mindfulness sessions deliver from District level (Live & pre-recorded)
- Provide teachers with best practices of building relationships virtually
- Embed time in daily schedule for mindfulness activities
- Video tutorials on Canvas and Teams for families
- Canvas 411 course for parents
- Open House by third day of school
- Parent help line
- Feedback surveys

# ESE – Operational Game Plan.

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## Summary

### PPE for ESE students

- All Students with Disabilities (SWD) are included in the protocols and resource needs associated with the non-SWD population unless documented in the IEP or the TDLP
- Some SWD will require differentiated PPE due to the nature of their physical, mental, social or behavioral disability
- Determinations of the need for PPE which varies from that the general population will be documented in the IEP or TLP
- Ensure classroom equipment allows for physical separation

### ESE eLearning

- Students will receive IEP services and accommodations within the operational modality of eLearning, hybrid, or in-person education
- Teachers will be provided with needed accommodations for every student within Canvas via SEPA app
- Parents will have digital access to the IEP and TDLP
- IEPs will continue to be held via MS Teams with parental consent.

### Which students attend in person learning

- We will strive to bring back SWD as soon as possible
- We will identify self-contained classrooms, special program, Center school students and/or other sub-populations for priority return to physical instruction
- We will ensure that parents maintain the option of remaining on eLearning for the duration of eLearning being offered as a modality

### ESE community concerns

- The ESE community is also well represented as part of this subgroup. They have many questions and concerns as they try to make decisions about their children. Some of these are shown as part of the deep dive portion of this presentation.

## Next steps

- Begin reviews of IEPs and TDLPs upon the opening of school for modifications for both eLearning and anticipated PPE needs
  - Review and finalize plans with staff and parent consensus
  - Ensure sufficient supplies of PPE are on-hand to prevent an interruption in supply
- 
- District shares this information with the group
  - Teachers and ESPs review IEPs and TDLPs from spring 2020 and
  - eLearning to be adapted in an on-going basis to adjust to student needs
- 
- Staff to prepare for all students to be engaged with eLearning beginning August 19
  - Identify and engage families of SWD that will be offered prioritized return to physical instruction
  - SWD sub-populations to be offered in-person instruction in priority return, as soon as pandemic conditions allow
- 
- Improved communications to families and staff
  - Provide training and meeting opportunities for parents and service providers
  - Establish date for student subpopulations to return with maximum lead time for families

# Transportation – Operational Game Plan.



## Summary

Routing for proposed reopening model (near-term)

Aggressively routing all identified ESE students in preparation for the potential pilot of select students and teachers that volunteer for program,. (Pilot model).

Routing for phased reopening model (hybrid and face-to-face)

Completed routing scenario #1, all 90K eligible students routed ready for implementation and execution by the district (all data entered in school base system).

Fleet readiness, cleaning and sanitation protocols

- Fleet readiness includes daily buses running to ensure optimum readiness status and to also identify all required repair to be done in a timely manner. Ordering replacement parts for timely arrivals.
- Developed daily cleaning protocols; bus drivers required to sanitize seats between each school runs. Additional deep cleaning occurs overnight

Workforce Readiness/ Recruitment

- Vacancy rates reaching historic highs; possibly compounded by delays in hiring process due to internal and external (e.g., DMV, etc.) constraints
- Need to balance the hiring process against phased opening process; ensure drivers moving through the hiring pipeline

Communications

Established communication with FOPE-4 to address area of mutual interest and concerns like new cleaning protocols, route viewing, route selection and explore possibility over employment opportunities outside the transportation department.

## Next steps

- District to finalize in-person student population for pilot; confirm routes for identified students
- Notify all stakeholders, including sending out mailers and communicating via virtual platforms
- Finalize in-person requirements based on model selection
- At appropriate time, notify all stakeholders, send out mailers, etc.

- Ensure that all buses are fully sanitized
- Check for all tablets for GPS are working properly.
- Check and crank all buses to ensure they are ready to go.

- Work with HR to expedite hiring process
- Reallocating resources to support recruitment efforts

Ongoing meeting and dialogue on various topics: build in time for sanitizing efforts, online route viewing, route selection, etc.

# Food and Nutrition Services – Operational Game Plan.



## Summary

### Model(s) focused on feeding maximum students

- All schools/kitchens open for service; model modifications after labor day
- Students reporting to school will receive meals via the Traditional Meal Service Line
- All School Community Students will have access to meals at their Home School using the established "Grab and Go" Model

### Meal Reimbursement/ Staffing

- Employee Staffing is based on meal counts; meal reimbursement generates revenue to support Labor Expense. All employees report for scheduled shifts as of the 189 day calendar.

### Adult Meals

- Adult Meal Funding has been exhausted. The National School Lunch Program does not allow for reimbursement of Adult Meals. The District Grants Department has collaborated with Food and Nutrition Services to engage donations.

### Sanitation and Cleaning

- Dependent on selected model; may be dependent on BTU Contract for duty free lunch and/or facility personnel staffing for waste disposal

## Next steps

- Food and Nutrition Service Managers to project Meal counts and place food orders August 5th
  - Provide required training to all staff
  - Gather/analyze data for further model modifications
- 
- Meal count data will be evaluated September 4th ; with Staffing adjustments implemented
- 
- Solicit guidance and alternatives for providing Adult Meals
- 
- Initiate/Continue conversations with unions
  - Training implemented when Staff returns to school



## Summary

### School Space Square Footage

- Based on parent survey results indicating that approximately 30% of students want full time, face-to-face learning, and 35% of students want a hybrid learning model with some face-to-face learning, **it is predicted that when schools physically reopen, most schools will be able to accommodate all students wanting to participate in these models** while maintaining physical distancing.

### Allocation of specific school spaces to special populations

- Students for full time, face-to-face instruction will be determined at the school level, based on school programming, staff availability, and specific student populations being served at the site. **Allocation of specific school spaces to special populations** will also be done at the school level.

### Identifying Actual School Capacity

- Each school's physical distancing capacity will be identified collaboratively with principals, and **teacher availability will be a major driver** in determining face-to-face learning opportunities.

### District staff child care

- **District staff child care** may be accommodated in available classroom or ancillary spaces at schools, subject to school-specific availability, at the location. Sites may serve several schools in a region, if necessary.

## Next steps

- Since the 2020/21 school year will open using the 100% eLearning model, school staff will have time to organize and validate their school square footage to plan to migrate towards in-person teaching.
- Allocating specific classroom spaces will be contingent upon scheduling special student populations on campus based on the number of students and teachers seeking to return to an on campus model. The number of special population students in each room may decrease the amount of space availability.
- Having a principal-vetted physical distance capacity for each site will inform availability of different learning modalities.
- Regional child care capacity solutions will be geographically determined.

# Child Care – Operational Game Plan.



## Summary

### Eligibility for care

- In an eLearning model, we will offer a list of private off-campus providers. In a hybrid model, we will provide before/aftercare to staff and families for a fee. We will provide full daycare to staff on a zone basis for \$3.50/hr, and for families we will provide a list of private off-campus providers

### Providers

- We currently have 18 partners confirmed, 11 will provide care and 7 will provide funding

### Recruitment and Training

- Area of concern. Requests/outreach made to employment agencies for additional staffing, as well as to the Dept of Children and Families to provide fingerprinting and clearance (current turnaround 2 days)

### Content and scheduling

- In both models: Full daycare off site providers will be given each student's full schedule so they are able to facilitate and support students eLearning. Before/aftercare will be standard schedule, with the addition of 1 hour instructional support

### Health and safety

- Guidelines will be set in accordance with the Health Hygiene and Safety workstream. We will adhere to the requisite PPE, physical distancing, and sanitization protocols for before/after care. Offsite will follow state and federal guidelines

## Next steps

- Share list of providers on District Website
- Coordinate with Learning Acceleration and Technology workstreams for childcare provider support
- Develop and distribute training videos and contact information

# Partnerships – Operational Game Plan (1/2).



## Summary

### IDENTIFY NEEDS

The group decided to take the time to clearly determine what the needs of the district would be as part of the reopening of schools this fall using the 100% eLearning approach. Not only looking into what those needs are, but also where those needs are within the community in order to correctly pair needs and resources available. Some of the most prominent needs would fall under the areas of childcare (before, during, and after school), academic tutoring, social emotional learning/support, food availability and distribution, technology accessibility and connectivity, and parent education.

### IDENTIFY PARTNERS

By including existing BCPS partners in this workstream, the group was able to create a comprehensive list of partners which includes partners who presently work with the district and also accounts for others who potentially will be working in assisting the students and families we serve. We have identified upwards of fifty actively engaged district partners. Some are listed in the deep dive portion of this presentation.

### DEVELOP A PARTNERS SURVEY

A subgroup of this workstream worked together in developing a survey for partners, which would identify not only what resources partners can offer, but also what needs those partners may have from the district to avail those resources. As show by the results of the survey, most partners can offer resources with out a problem. Most are asking for clarification on some items of concern shown on the deep dive. Others may need assistance from the district to maximize the resources they offer. For example: space available for students to work on their eLearning during the day, but the need of student desks.

## Next steps

- Share needs assessment results
  - Waiting on other workstreams to identify needs within their areas of work
  - Constant re-evaluation of needs
- 
- Share partners list district wide
  - Update list as other partners come forward to participate
  - Share draft list with the partners
- 
- Survey has been developed and share with partners
  - Continue to share survey with potential partners

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# Partnerships – Operational Game Plan (2/2).



## Summary

### IDENTIFY RESOURCES PARTNERS CAN PROVIDE

Childcare, community supervision, mentoring, immigration services, employment, public benefits, financial help, tutoring, counselling, mental health services, case management, food distribution, clothing, homeless services, physical/digital/virtual curriculums, parent education, youth enrichment, space availability were identified among many others.

### DATA USE

Data produced from both, the partners survey and the needs assessment for the gaps identified at the district level, has been organized and made available for accurate use by all as we pair needs and resources. With the assistance of the Demographics department, a “heat map” has been developed. Map will be updated as more data comes available.

### PARTNER INQUIRIES

As part of “working on the work” with the partners, the group identified key needs and inquiries from the partners that would need clarification from the side of the district in order for partners to better avail all resources they want to provide the students and families we serve.

Some of the inquiries are shown as part of the deep dive portion of this presentation. A comprehensive list of questions is available upon request. The staff members of this workstream are working on providing answers and guidance to the partners based on their list of inquiries.

## Next steps

- Share list of resources available by partners
- Constantly update the list for the latest additions or deletions
- “Heat Map” developed
- Map shared with workstream for approval and accuracy
- Share inquiries with the district in hopes of clarification and guidance
- Share clarification and guidance with the partners
- Implement guidelines for 100% benefits

# Athletics & Other Programming – Operational Game Plan: A multi-phased approach.



## Facilities Preparation

### Summary

#### Phase 0 (No Students)

- Each school prepares its individual site for entry, exit, screening areas, and potential workout areas to abide by CDC guidelines
- PPO prepares athletic fields
- Staff receive training

## Introduction and Expansion of Voluntary Workouts, with Limited Opening of Facilities

#### Phase 1 (BCAA will provide safe start date, “official” launch date determined by school-based administration)

- Trained staff screen each athlete, and if clear, assign athletes to a pod (groups no larger than 10)
- Week 1: all activity is OUTDOORS
- After week 1: weight rooms and gyms are opened as additional training spaces
- **Phase 2 (Prerequisite of 2 weeks in Phase 1 & school-based administration approval)**
- Pod sizes are increased (up to 10 inside, 25 outside according to CDC guidelines)
- Weight room protocol changes are implemented

## Opening of All Athletic Facilities

#### Phase 3 (Prerequisite of 2 weeks in Phase 2 & school-based administration approval)

- Open all facilities, including locker rooms and training rooms
- Enlarge pods (up to 50 per CDC guidelines) and allow more sports-specific practice.
- Provide 4 weeks of conditioning and practice prior to participating in any competition.
- Each student athlete will be limited to 2 hours of participation per day.

## Other Programming

- **ALL CLUB, BAND, SGA, NHS, FFEA, ROTC and Academic Games will continue but will only be delivered virtually for the first quarter**

### Next steps

- Verify that sites have been adequately prepared based on guidance already issued to schools
- Finalize development and delivery of training content on CDC guidelines and screening protocols for athletes
- Finalize school-based administration approval guidelines for moving to subsequent Phases
- Continue weekly consultations with public health experts to determine when safe for voluntary student return
- Continue weekly consultations with public health experts to determine when safe to open all athletic facilities
- School-based personnel will communicate directly with their local communities with guidance from the BCAA

# Technology – Operational Game Plan.



## Summary

- Device needs will continue to be addressed through the technology **Refresh program**
- **Schools will distribute remaining laptop inventories to students**; distribution schedules to be published by individual schools
- **Teachers** are at a 1:1 laptop allocation, and student and staff devices will be replaced through the technology **Refresh program**
- All school-based instructional support personnel will receive devices as needed (e.g., ESPs)
- Schools will have the option to release available additional digital equipment to staff on an as-needed basis, based on availability and compatibility
- ESE Centers: address the specific needs of specialized ESE centers such Bright Horizons, Wingate Oaks and Whispering Pines

### Device Expansion

### Home Internet Access

- Comcast and AT&T will continue to offer \$5 or \$10 programs, as well as free access to public hotspots through the remainder of 2020 for families in need
- Hotspots and phones (from Sprint 1 Million) continue to be issued to students

### Technical 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
- The Virtual Call Center will also provide on-site support for students and staff that need a device

### Cybersecurity

- **Internet Filtering** will be managed through the IT Security Department via a web browser filter

## Next steps

- Communicate with schools regarding existing Year 1 technology Refresh orders
  - Publish Fall 2020 Device Distribution Guidelines
  - Continue to collaborate with existing partners as we transition into Year 2 of the Refresh Project
- 
- Collaboration with Broward County Municipalities being explored through the Partnerships work stream
- 
- Expand the training of “Micro-techs” to include best practices and lessons learned
  - Include additional training to support Microsoft Teams
- 
- Publish Cyber Security Incident Handling Guidelines

# School Calendar – Operational Game Plan.



## Summary

- Current Board approved 2020/21 School Calendar remains in compliance with State Laws, Rules & Collective Bargaining Agreements.
- While no changes have been made to the 2020/21 School Calendar, it continues to be a number #1 priority to be agile and open to different ideas in the eLearning environment.
- Superintendent and Senior Leadership has responded to the consideration of a later school start date and options around utilization of early release days.
- Some Instructional and Non-Instructional employees have voluntarily returned to work prior to the start of their work calendar for professional development/training.
- Overall, staff is prepared to respond to shifts/changes to the School Calendar that are necessary to provide flexibility while ensuring the appropriate hours of bona fide instruction are in place to qualify for funding.

## Next steps

- Operationalizing the calendar across the district

School Calendar

# Human Resources – Operational Game Plan (1/2).



## Summary

### Impact Bargaining – BTU-EP and ESP units

- Meetings ongoing with the BTU regarding impacts to instructional personnel and ESP working conditions in the eLearning model including professional development, Health & Safety, Workload, and Evaluations.

### Impact Bargaining BTU-TSP

- Ongoing communication regarding questions on working conditions and Health and Safety

### Impact Bargaining-FOPE units

- Meetings ongoing with FOPE units regarding alternative duties to be performed by unit members who are not able to perform their normal duties due to the pandemic

### PBA

- Ongoing discussions with this group

### Meet & Confer Groups

- Ongoing discussions with these groups

## Next steps

- Once final reopening decisions are made, secure MOU regarding these plans.
- Once final reopening decisions are made, secure MOU regarding these plans.
- Once final reopening decisions are made, secure MOU regarding these plans.
- Once final reopening decisions are made, secure MOU regarding these plans.
- Continue discussions and sharing guidelines

# Human Resources – Operational Game Plan (2/2).



## Summary

- Employees who meet criteria may be eligible for paid sick time and/or Expanded FMLA under the new entitlements.
- An employee may apply for an accommodation if they feel they have a qualifying condition if they are not able to return to work or may need an accommodation to return.
- Employees may also use sick leave, if applicable
- Employees who are members of their unit's sick leave bank may apply for sick days upon depletion of their accrued leave.
- Board consideration to expand Board policy to include employee to employee sick leave donation. Policy currently allows family sick leave donation only.

**FFCRA Emergency Paid Leave- Expanded FMLA**

**ADA considerations**

**Accrued Sick leave/annual leave**

**Sick Leave Bank**

**Donation of sick time from employee to employee**

## Next steps

- Communication has been sent to all employees
- Communication of this information and requirements has been sent to all employees
- Standard process
- Banks are open each October for new members who are eligible
- If approved, Sick Leave Policy 4400 will be revised to include employee to employee donation

# Health, Hygiene, and Sanitation – Operational Game Plan.



## Summary

- Signage on the following topics will be in every school/ bus: required face coverings, physical distancing reminders on walls and place markings on floors, proper drinking fountains process, proper pick up and drop off process, hand washing process, and how to identify symptoms and what to do if experiencing symptoms. Estimate of ~190,000 signs costing \$435,000.
- Face coverings will be required to be worn whenever students/ staff are moving. Face coverings are optional once seated at least 6 feet apart from other students/ staff. These protocols are being adjusted for ESE and elementary level students. PPE has already been ordered or procured.
- Power cleaning will be done 2 or 5 times per week by an outside cleaning provider. Power cleaning includes using electrostatic misters. There will be daily cleaning to high frequency touch points and special areas. Emergency cleaning will be done after confirmed/ suspected cases. Procurement team has made contact with vendors and has begun negotiations for electrostatic misters) and outside vendor(s).
- Families/ staff report suspected and confirmed cases online, the principal notifies those directly exposed, staff, and the community. Student/ staff required to self-isolate >10 days and provide 1-2 negative tests and no fever/ symptoms in order to return to school. Protocols were run by local health officials.
- Contact tracing will be done with local health officials whenever there is a confirmed or suspected case. Families/ staff will be notified by principal if they had direct exposure (e.g., within 6 ft for > 15 minutes, etc.) and therefore must quarantine for 14 days, while eLearning.
- Investigating ways the district can support testing access, making it cheaper for families and creating quicker turnaround times. Already have vendors for certain tests who have reached out. Meeting set up with Broward Health for potential partnership. Laying out the potential options for a decision from Cabinet/ Board. Then working to establish a partnership and/ or procure supplies needed.

## Next steps

- Finalize signage needs per school
- Bring signage request to Board for funding approval
- Place order for signs
- Distribute to schools
- Adjust protocols for special populations
- Distribute PPE across schools
- Negotiate with vendors
- Purchase cleaning supplies
- Distribute across schools
- Present protocols to Cabinet for approval
- Acquire staff and supplies needed for protocols
- Continue to modify protocols with changes in guidance
- Meet with local health officials
- Reach out to potential partners
- Layout testing support options and info gathered
- Bring options to Cabinet/ Board for decision

# Safety and Security – Operational Game Plan.



## Summary

### Security Protocols

- As eLearning begins, security staff will remain focused on the primary mission of protecting schools. Campus Monitors and Security Specialists will work with school administrators and staff to help create a positive, orderly, caring, reasonably safe and secure learning environment by continuing to patrol schools, monitor parking lots and gates, and assist with school operations, such as food distribution. ID badges are to be worn at all times by anyone on site and should remain visible. With face coverings, this will remain the first measure for student/employee identification.

### Visitors

- Visitors should be admitted to schools on a limited basis and by appointment only. There should be restrictions for the general public, vendors and contractors.
- Front office employees and security staff should be trained on how to have safe interactions with visitors and PPE should be made available for the visitor screening process as appropriate.
- Schools will need to maintain accurate records of visitors, including (1) the reason for visit, (2) contact information, and (3) all locations visited (in the event contact tracing and additional cleaning is needed.)
- District buildings should also establish routing instructions to avoid deliveries through employee or main entrances (to minimize interactions) and create an elevator usage plan that aligns with physical distancing requirements.

### Security Staff

- Security staff will receive necessary PPE including masks, gloves, sanitizer etc. Workers must stay home if they feel ill. Safety and security training materials and schedules are being adapted for virtual delivery to ALL staff. Staff will participate in continued training on COVID-19 protocols (based on latest CDC guidelines). As there may still be limited student and staff presence on campus, all schools will have SRO/Safe School Officer presence, as required by law.

## Next steps

- Continue evaluating and enhancing security protocols in preparation for a physical return to schools.
- Conduct training with front office and security staff on how to have safe interactions with visitors.
- Establish delivery routing instructions and elevator usage plans for each District building.
- Facilitate updated training for security staff on proper COVID-19 procedures.



### Summary

#### Strategies

- Create communications plan for School Reopening with focus on eLearning (done)
- Produce language specific messages
- Deliver information where audience has shown a preference for receiving
- Provide constant information flow to families, community partners, community-at-large
- Expand communications through use of partnerships
- Monitor parent questions/sentiments to modify or clarify messages, as necessary

#### Tactics

- Create brand (graphic/tagline for School Reopening) (done)
- Create process and implementation plan for updating parent information
- Design webpage
- Produce Family Guide

#### Communications

- Multiple methods of communication with families, staff and community:
- Dedicated webpage; ParentLink emails, voice and text; MobileApp;
- Social media posts (Facebook, Twitter, YouTube); BECON-TV; Weekly video updates;
- Traditional media (TV, radio, print: feature stories, interviews); Switchboard; Virtual Counselor; Partnerships with Municipalities, Parent organizations (PTA, SAC, DAC), Community organizations

#### Deliverables

- Dedicated Webpage; Parent Guide; videos; "BCPS eLearning Show"; YouTube channel

### Next steps

- Gather data from Work Groups to be included on messaging
- Introduce logo/tagline to School Board
- Work with school principals and IT to create process for parents to easily update contact information (in process)
- Work with IT to create YouTube channel to promote eLearning experience
- Produce BECON-TV "BCPS eLearning Show" to promote eLearning
- Continue production on all deliverables

# 2020-21 School Reopening Plan.



Broward County Public Schools

*Prepared by the Office of Strategic Initiative Management (SIM)*



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