



**October 1, 2020**

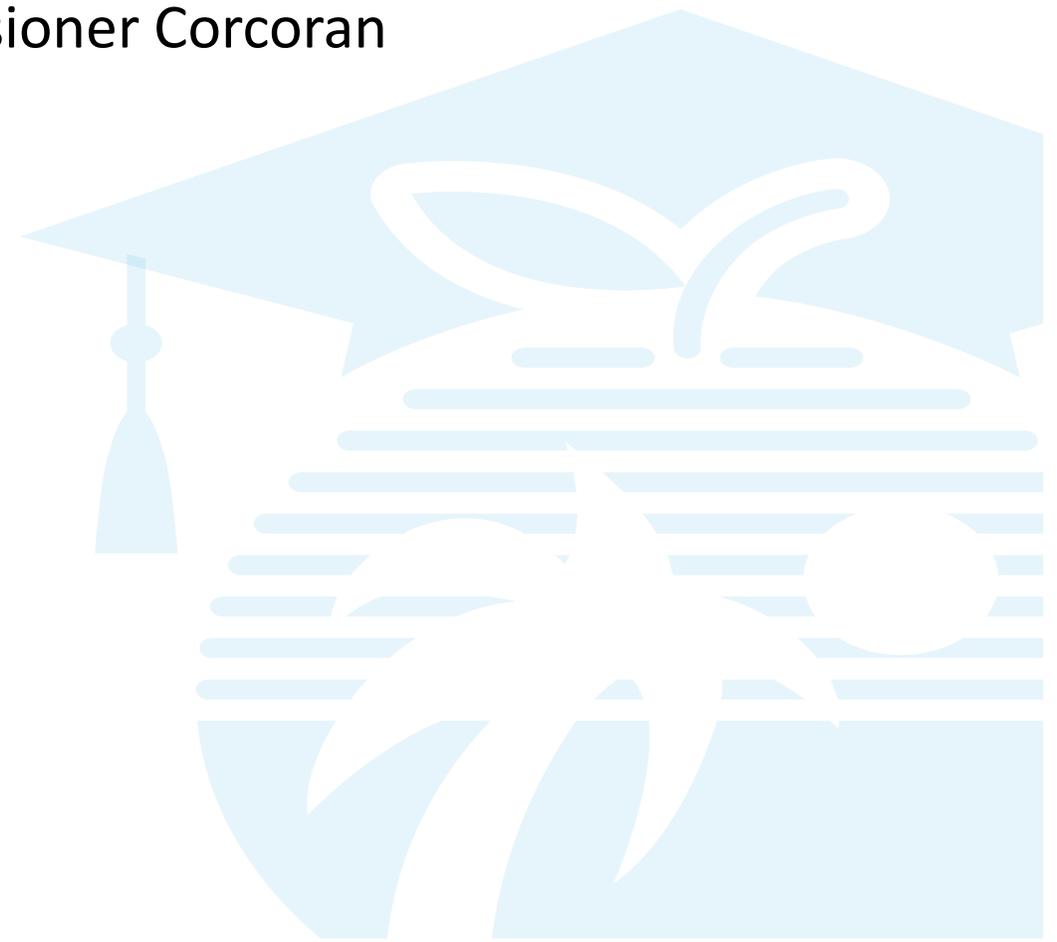
**Emergency School Board Meeting**

## **Discussion on eLearning Phase 2 of School Reopening**

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

# Agenda.

- Review of COVID-19 Data and School Reopening Gating Criteria
- Communications with FLDOE Commissioner Corcoran
- Financial Impact Analysis
- New Proposed Reopening Timeline
- School Reopening Staff Survey
- School Reopening Family Survey
- ADA Accommodation Requests
- Communication Enhancements
- Appendix: Operational Game Plans



# COVID-19 Dashboard: State of Florida and Broward County.

Data as of 09.30.20



Florida's COVID-19 Data and Surveillance Dashboard

Florida Department of Health, Division of Disease Control and Health Protection

Select a County **BROWARD**



Data for Florida Residents from Previous Day

Total FL Residents Tested

8,232

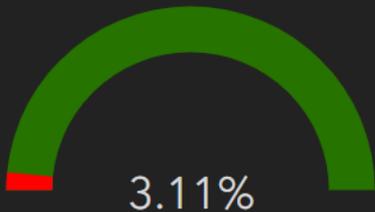
FL Residents Positive

256

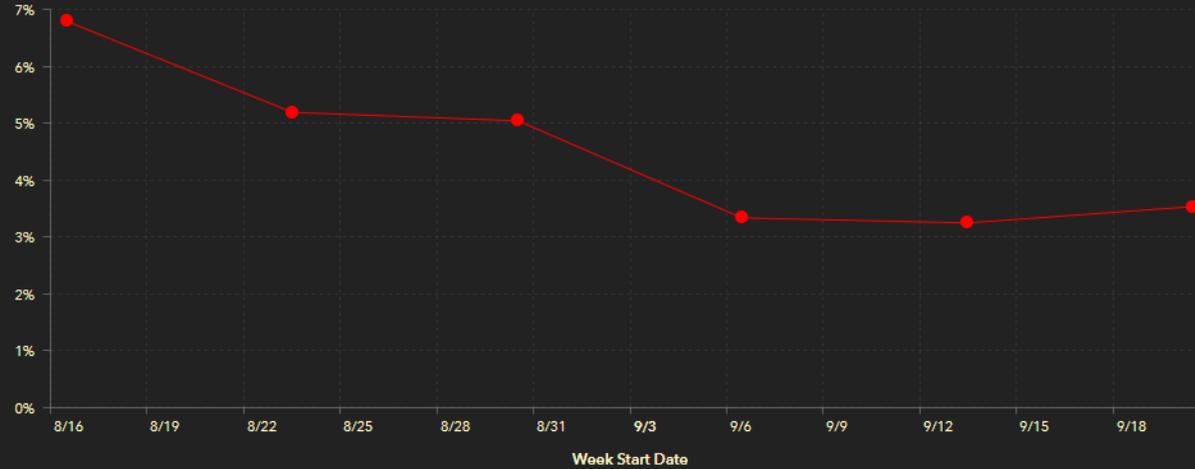
FL Residents Negative

7,976

Previous Day Percent Positive



Positivity Rate of New Cases by Week



Use the drop-down menu above to select a county.

Cumulative Data for Florida and Non-Florida Residents

Total People Tested

568,601

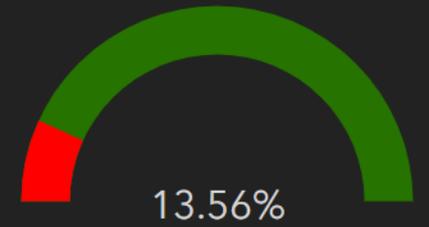
Positive

77,122

Negative

490,598

Cumulative Percent Positive



Testing Data for Broward from previous day

Total FL Residents Tested: 8,232

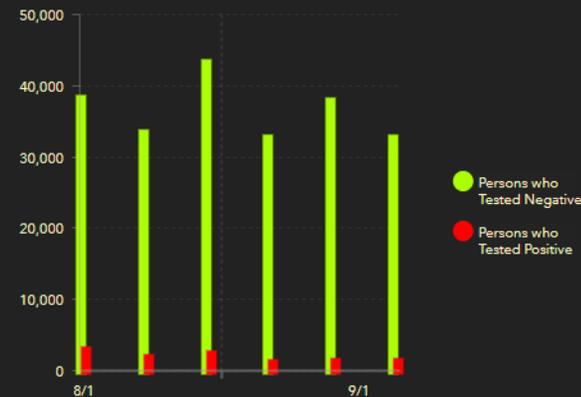
Positive: 256

Negative: 7,976

Percent Positive: 3.11 %

Statewide Negative and Positive Persons Tested by Week

Date of data shown is the last date of the reporting period and includes the total from the last report date and the previous six days.



# BCPS COVID-19 Dashboard.



**COVID-19 Dashboard:**  
Data as of 09/28/2020  
*Data shown is 30 days prior to "as of date".  
Updates made weekly by 2pm on Tuesdays.*

**28**  
TOTAL CASES IN LAST 30 DAYS

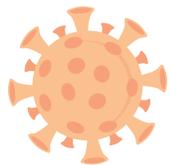
**23**  
SITES IMPACTED

**Information about this dashboard:**

- Locations include both school and administrative sites.
- Cases as reported to the Risk Management office.
- Positive cases may expose multiple District sites.
- Location count may exceed total positive case counts.
- Future updates to include student cases once district-wide face-to-face learning begins.

Location Name	Employee	Contractor
Annabel C. Perry PK-8	2	
Atlantic Technical College	1	
Bair Middle	1	
Chapel Trail Elementary	1	
Davie Elementary	1	
Endeavour Primary Learning Center	1	
Everglades High		
Forest Hills Elementary	1	
Fort Lauderdale High	2	
Indian Ridge Middle	1	
Lauderhill Paul Turner Elementary	1	
Lyons Creek Middle	2	
Monarch High	3	
New Renaissance Middle	1	
Park Springs Elementary	1	
Ramblewood Middle	1	
Sanders Park Elementary	1	
Silver Lakes Middle	1	
Thurgood Marshall Elementary	1	
Transportation	1	
Westchester Elementary	1	
William Dandy Middle	1	
Wilton Manors Elementary	1	

Click here for most current BCPS COVID-19 Dashboard:  
[www.browardschools.com/CORONAVIRUS](http://www.browardschools.com/CORONAVIRUS)



EXAMPLE

# BCPS Gating Criteria: Current Situation.

Factor	Status	Trend	Key Updates & Observations
 <b>Community reopening phase</b>			<ul style="list-style-type: none"> <li>Broward County moved to Phase 2 on 9/25/2020</li> <li>Broward County and the municipalities continue to enforce more restrictive safety measures to prevent a new spike</li> </ul>
 <b>Disease progression</b>			<ul style="list-style-type: none"> <li>Broward County case numbers are declining</li> <li>388 employees &amp; contractors reporting positive test results since 6/1</li> <li>Period following Labor Day will be important to watch closely</li> </ul>
 <b>Ability to manage the spread</b>			<ul style="list-style-type: none"> <li>Inconsistency in the rate of receiving testing results remains a challenge to proper contact tracing</li> <li>State committed rapid testing options are not yet available</li> </ul>
 <b>Health system capacity</b>			<ul style="list-style-type: none"> <li>Local hospitals have been able to keep up with new infections</li> <li>While hospitals &amp; healthcare facilities have been impacted significantly, new admissions are trending positive (lower)</li> </ul>
 <b>District safeguards</b>			<ul style="list-style-type: none"> <li>Significant orders placed for signage, plexiglass, cleaning supplies, etc.</li> <li>Financial impact on the District to provide proper PPE over the mid- to long-term will be significant; advocacy for funding continues</li> <li>FL Department of Emergency Management has pledged to help school districts in these efforts over the coming weeks</li> </ul>

## Legend

**Status:**  = Conditions Do Not Support Reopening   
  = Conditions Remain Challenging   
  = Conditions Support Reopening  
**Trend:**  = Worsening   
  = Unchanged   
  = Improving

# Communications with FLDOE Commissioner Corcoran.


  
 FLORIDA DEPARTMENT OF EDUCATION  
fldoe.org

**State Board of Education**  
 Andy Tuck, Chair  
 Marva Johnson, Vice Chair  
 Members  
 Ben Gibbon  
 Tom Grady  
 Michael Olenick  
 Ryan Petty  
 Joe York

Richard Corcoran  
 Commissioner of Education

Robert W. Runcie  
 Superintendent  
 Broward County Public Schools  
 600 SE Third Avenue  
 Fort Lauderdale, FL 33301

Donna P. Korn  
 Chair of the School Board of Broward County  
 600 SE Third Avenue  
 Fort Lauderdale, FL 33301

September 25, 2020

Dear Superintendent Runcie and Chair Korn:

I am writing today with grave concerns regarding the School Board of Broward County vote to revoke parents' ability to choose brick-and-mortar schools for their children's education by forcing families to continue using only distance learning options, despite the fact that the entire county transitioned to Phase 2 nearly two weeks ago.

This blanket, district-wide decision directly contradicts the district's reopening plan, which was approved because it was consistent with the purpose and framework of Emergency Order EO-06. The Emergency Order seeks to empower parents with the ability to choose the modality that best suits their child's needs, including in-person instruction, consistent with safety. As you know, the Emergency Order gives school districts guaranteed funding at a level beyond what would otherwise be available in order to empower school districts to meet the diverse needs of students and families during the COVID-19 pandemic.

This delay is extremely difficult for the students with individualized educational plans. Families count on the public education system for critical specialized services. It is also difficult for students who are experiencing violence, abuse, and food insecurity in their homes, which is often unnoticed, many of whom were already struggling to close the achievement gap and who are now even further behind. These are urgent circumstances we cannot, and will not, ignore.

District-wide delays of in-person instruction for districts not in "phase 1" is inconsistent with the framework of the Emergency Order. Such decisions must be supported by a particularized analysis on a school-by-school basis. This is consistent with Emergency Order 2020-E

www.fldoe.org  
 325 W. Gaines Street | Tallahassee, FL 32399-0400 | 850-245-0505


  
**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
 600 Southeast Third Avenue • Fort Lauderdale, Florida 33301 • Office: 754-321-2600 • Fax: 754-321-2701

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 Laurie Rich Levinson  
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Richard Corcoran  
 Commissioner of Education  
 325 W Gaines Street  
 Tallahassee, FL 32399

September 25, 2020

Dear Commissioner Corcoran:

We are in receipt of your correspondence dated September 25, 2020 regarding the School Board of Broward County's decision to "revoke parents' ability to choose brick-and-mortar schools" for children's education. While we share your appreciation for your commitment to the best interests of our students, we are concerned about the elements of your letter with which we have concerns described below.

We are confused by your assertion in the second paragraph that the decision taken by BCPS "...directly contradicts the district's Reopening Plan" is incorrect. A copy of the BCPS approved plan is attached to this letter. Our approved plan states on page 11, "Beginning on September 1, 2020, we will commence reviewing with the School Board the impact of the pandemic on the ability to deliver brick-and-mortar and/or hybrid instruction." This plan has exceeded this commitment by providing the School Board with the status of the pandemic in Broward County and the implications for a brick-and-mortar operation. The plan further states on page 11:

*The primary factors which BCPS will consider for the return to pre-pandemic brick-and-mortar, or a hybrid of brick-and-mortar and eLearning, are:*

- *The status of Broward County on the State of Florida Department of Education designation. As of July 31, 2020, Broward County remains in Phase 2.*
- *Disease progression (e.g. infection rate, positivity rate and hospitalization rate)*
- *Ability to manage the spread (e.g. test result turn-around time, contact tracing, and mask use)*
- *Health system capacity (e.g. COVID hospitalization rate, ICU occupancy, and ventilator availability)*
- *District Safeguards (e.g. Availability of PPE and sanitization)*

Educating Today's Students to Succeed in Tomorrow's World  
Broward County Public Schools is an Equal Opportunity/Equal Access Institution


  
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**State Board of Education**  
 Andy Tuck, Chair  
 Marva Johnson, Vice Chair  
 Members  
 Ben Gibbon  
 Tom Grady  
 Michael Olenick  
 Ryan Petty  
 Joe York

Richard Corcoran  
 Commissioner of Education

September 28, 2020

Robert W. Runcie  
 Superintendent  
 Broward County Public Schools  
 600 SE Third Avenue  
 Fort Lauderdale, Florida 33301

Donna P. Korn  
 Chair of the School Board of Broward County  
 600 SE Third Avenue  
 Fort Lauderdale, Florida 33301

Dear Superintendent Runcie and Chair Korn:

We are grateful for Broward County Public Schools' (BCPS) prompt reply to our September 25 letter and the opportunity to review your feedback. After careful review, we have determined that the response lacks any of the data or plan revisions requested in our letter. Furthermore, your reply lacks any of the self-imposed analysis your letter references from page 11 of your approved reopening plan ([www.fldoe.org/core/fileparse.php/7588/urlt/Broward-ReopenPlan.pdf](http://www.fldoe.org/core/fileparse.php/7588/urlt/Broward-ReopenPlan.pdf)).

Consequently, we understand your response to constitute the third option from our September 25 letter: you appear to be withdrawing your plan and proceeding under the existing statutory framework. In the interest of being absolutely certain that your intent is to withdraw your reopening plan, we are asking that you plainly state this is the direction you are taking. If your intent is to follow your approved plan or revise your plan, please state that and provide the respective data that drives either decision no later than October 2, 2020.

We hope you agree there is an urgent need for Broward County's 260,000-plus students to have access to the best education possible, an in-person education in front of a great teacher with the benefits of peer-to-peer learning. That urgency is clear based on your recently submitted attendance data that showed only 0.99% of Broward County students were learning in person, the lowest number in Florida for a brick-and-mortar school district. Failure to offer students the high-quality education to which they are entitled poses negative life-long impacts for Broward County's 56.2% of students who are economically disadvantaged, 11.8% who are English Language Learners and 14.4% who are students with disabilities ([eddata.fldoe.org/ReportCards/Schools.html?school=0000&district=06](http://eddata.fldoe.org/ReportCards/Schools.html?school=0000&district=06)).

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## Funding Impact: Unweighted FTE & DOE Order No. EE-06.

	UFTE 2020-21 Forecast	UFTE 2020-21 9/25/20	UFTE Inc/(Decr)	\$7,746 P/UFTE
District Managed	215,327	206,604	(8,723)	(\$67,568,358)
Scholarships	4,888	5,160	272	2,106,912
Charter Schools	48,373	47,729	(644)	(4,988,424)
<b>Total UFTE &amp; Revenue Loss</b>	<b>268,588</b>	<b>259,493</b>	<b>(9,095)</b>	<b>(\$70,449,870)</b>

If the Hold Harmless provision under DOE Order No. EE-06 is eliminated, the decline in UFTE multiplied by the per UFTE Funding of \$7,746 would generate a revenue loss of \$70.5M

# Funding Impact: Potential FEFP Revenue Loss.

Scenario	Amount
Impact of ability to count students participating in an innovative learning environment (seat vs eLearning)	TBD

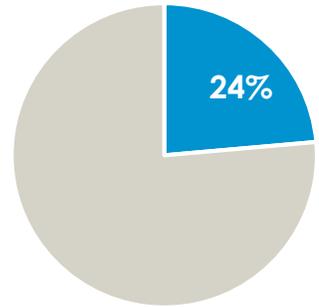
# Returning to campus: Proposed dates for a Phased PreK-12 Return.

Monday 10/5	Tuesday 10/6	Wednesday 10/7	Thursday 10/8	Friday 10/9	Monday 10/12
Teacher Planning Day	Students in PreK-2 plus self-contained ESE classes				
			Students in Grades 3-6 & 9		
					Students in Grades 7-8 & 10-12

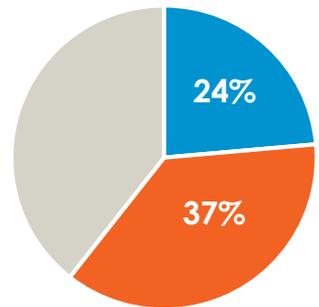
Operational Review Day

Operational Review Day

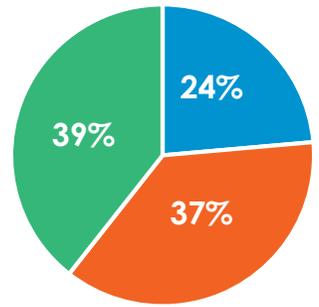
Cumulative % Return: 24%



Cumulative % Return: 61%



Cumulative % Return: 100%



- PK-2 & ESE
- Gr 3-6 / 9
- Gr 7-8 / 10-12

### Notes

- **Monday 10/5**  
Teachers report to school sites.
- **Tuesday 10/6**  
Students in PreK-2 plus self-contained ESE classes return.
- **Wednesday 10/7**  
Operational Review Day (same student populations as prior day).
- **Thursday 10/8**  
Same as populations in prior two days, plus students in grades 3-6 & 9.
- **Friday 10/9**  
Operational Review Day (same student populations as prior).
- **Monday 10/12**  
All student populations return.

Student populations will return based upon grade and accommodation over the course of 5 days, with all students returning by Monday 10/12.

# Returning to campus: Proposed dates for a Phased PreK-12 Return.

BCPS PK-12th Grade Students by Proposed Return to School Date					
Grade Level	Total Students	% of Total PK-12	Return Date	% by Date	Cumulative % of Students Returning
PK	2,819	1.4%	October 6-7	23.6%	23.6%
K	11,869	5.7%	October 6-7		
1	13,567	6.5%	October 6-7		
2	14,010	6.7%	October 6-7		
ESE*	6,995	3.4%	October 6-7		
3	14,384	6.9%	October 8-9	37.0%	60.6%
4	14,904	7.2%	October 8-9		
5	14,862	7.1%	October 8-9		
6	15,056	7.2%	October 8-9		
9	17,834	8.6%	October 8-9	39.4%	100.0%
7	15,582	7.5%	October 12		
8	15,872	7.6%	October 12		
10	17,676	8.5%	October 12		
11	16,899	8.1%	October 12		
12	16,075	7.7%	October 12		
<b>PK-12 Total</b>	<b>208,404</b>	<b>100.0%</b>			

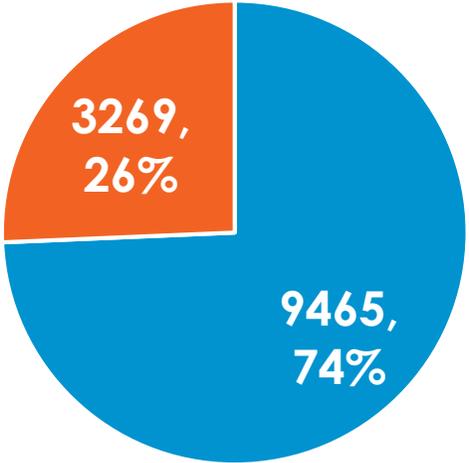
*Self Contained ESE Students by Grade Level			
Grade Level	Total Students	% of Total ESE	Return Date
GPK	2,242	32.1%	October 6-7
GKG	435	6.2%	October 6-7
G01	482	6.9%	October 6-7
G02	437	6.2%	October 6-7
G03	404	5.8%	October 6-7
G04	409	5.8%	October 6-7
G05	378	5.4%	October 6-7
G06	272	3.9%	October 6-7
G07	271	3.9%	October 6-7
G08	256	3.7%	October 6-7
G09	250	3.6%	October 6-7
G10	261	3.7%	October 6-7
G11	227	3.2%	October 6-7
G12	671	9.6%	October 6-7
<b>Total ESE</b>	<b>6,995</b>	<b>100.0%</b>	

# Staff Survey.



Data as of 09.30.20

## All Instructional Staff Responses

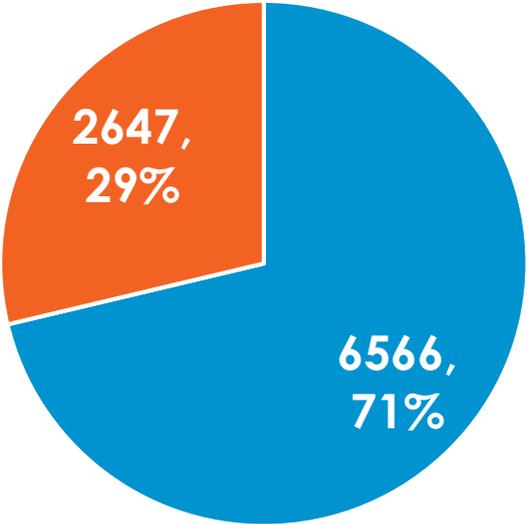


N = 12,734

- Return
- Seek Leave/Accommodation

Data as of 09.30.20

## Teacher Responses



N = 9,213

- Return
- Seek Leave/Accommodation

# Family Survey.

Data as of 09.30.20



<u>Current Grade Level</u>	<u>eLearning at Home</u>	<u>eLearning at School</u>	<u>Total</u>	<u>% Returning</u>	<u>District Student Count</u>	<u>Response Rate</u>
PK	1,045	1,019	2,064	49%	5,469	38%
KG	3,309	3,241	6,550	49%	12,370	53%
01	3,699	3,235	6,934	47%	13,997	50%
02	3,799	3,091	6,890	45%	14,428	48%
03	4,056	3,098	7,154	43%	14,767	48%
04	4,331	2,999	7,330	41%	15,320	48%
05	4,496	2,835	7,331	39%	15,264	48%
06	4,834	2,798	7,632	37%	15,129	51%
07	5,343	2,518	7,861	32%	15,771	50%
08	5,790	2,327	8,117	29%	16,136	50%
09	6,732	2,788	9,520	29%	18,117	53%
10	7,386	1,906	9,292	21%	18,080	51%
11	7,239	1,525	8,764	17%	17,293	51%
12	6,858	1,442	8,300	17%	18,204	46%
<b>Total</b>	<b>68,917</b>	<b>34,822</b>	<b>103,739</b>	<b>34%</b>	<b>210,345</b>	<b>49%</b>

# MOU: ADA Accommodation Process for COVID-19 (1 of 3).



The District will strive to provide the choice of a remote assignment to the highest possible number of requesting employees. Eligibility for a work from home/remote extended assignment is based on the function of the job and needs of the worksite. The employee must be able to perform the essential function of the employee's job through digital platforms without commuting to an office and/or centralized location. This determination will be made by a District review panel with consultation of a medical expert when appropriate and shall not be made in an arbitrary or capricious manner.—

No rights otherwise available to the employee are waived.



## MOU: ADA Accommodation Process for COVID-19 (2 of 3).

The employee's direct supervisor will provide the review panel with all requested information regarding the operational needs and capacity of the school/department. To the extent that the operational needs and capacity of the school/department are not able to accommodate all requests for remote work, the requests will be prioritized as follows:

- 1) Consideration will be given to qualified employees who have an underlying medical condition that presents the strongest and most consistent evidence of the likelihood of a severe case involving COVID-19, which places them at a higher risk for serious complications if they contract COVID-19 as supported by a letter from a medical professional (Priority One);
- 2) Consideration will be given to qualified employees who have an underlying medical condition that may present mixed evidence of the likelihood of a severe case involving COVID-19, which may place them at a higher risk for serious complications if they contract COVID-19 as supported by a letter from a medical professional (Priority Two);
- 3) Consideration will be given to qualified employees who live with a family member who has an underlying medical condition which may place them at a higher risk for serious complications if they contract COVID-19, as supported by a letter from a medical professional (Priority Three);
- 4) All other employees who wish to be considered for remote work (Priority Four).

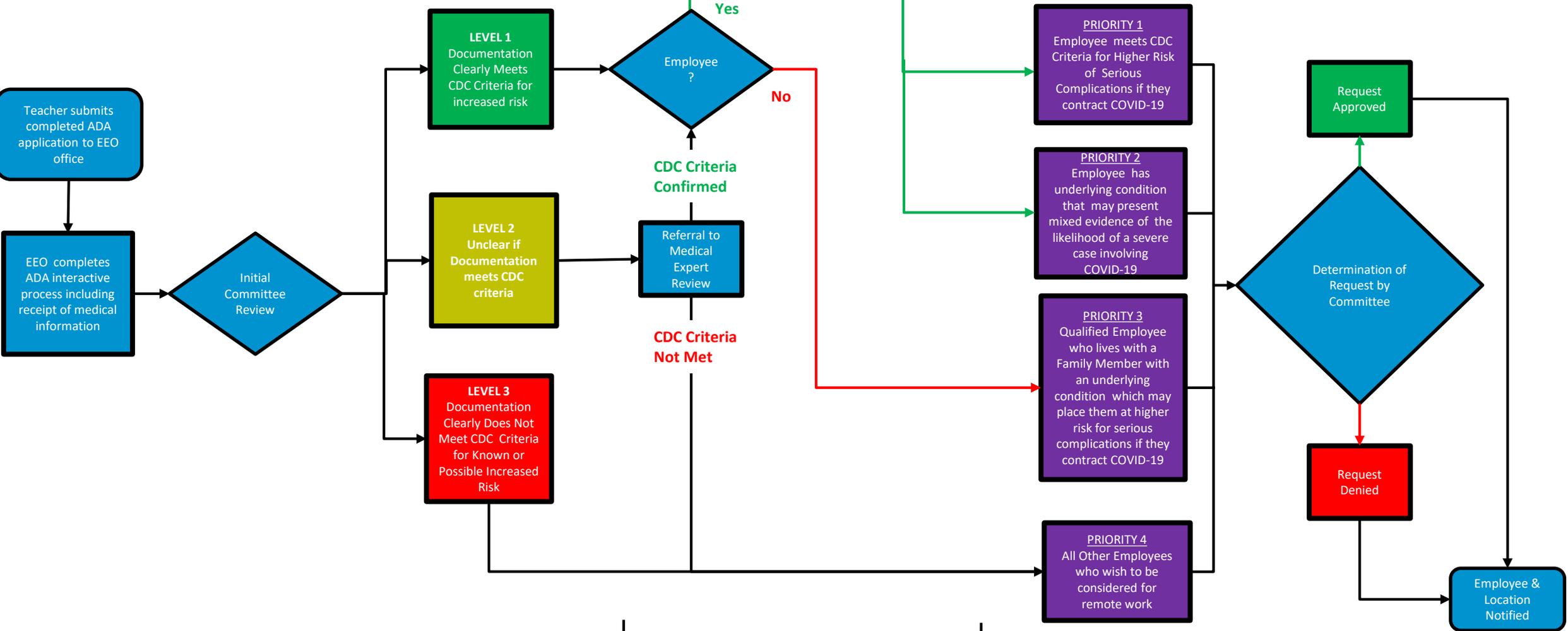
## MOU: ADA Accommodation Process for COVID-19 (3 of 3).



A District review panel will determine eligibility for the priority classifications listed above based upon information/documentation supplied by the employee. Assignments are subject to change based upon the needs of the school/department as listed above. There is no guarantee as to the length of time an employee may be permitted to continue to work remotely.

Applicants will remain in a remote assignment pending final disposition of their request. Teachers will continue teaching remotely and school administration will arrange supervision of students in the school classroom.

# Procedure for Review of ADA Applications Related to COVID-19.



5-15 business days

5-10 business days

1-5 business days

Dependent on timely response to medical questionnaire(s)

Dependent on volume of applications

\*Only if Medical Expert Review Necessary

Estimated Cumulative Range of 6-30 Business Days

## Approximate Time Frames

# Communication Enhancements.

## Phase 2 Frequently Asked Questions



BCPS is doing everything possible to ensure students and parents have the answers they need as they return to school.

Below are a few key questions and answers related to the 2020-21 School Year. Please check back regularly for updates to the FAQ below since as new information will be added over time.

### Academics

#### School Operating Hours, Courses and Teaching Assignments

What are school hours in Phase 2?

Will students keep their current schedule of classes?

Will my student keep their same teacher?

What is eLearning: Phase 2?

How does the Phase 2 eLearning experience improve on Phase 1?

If my child is still using his or her computer to learn, why would they choose to do so in-person?

Will teachers teach a different curriculum or make different assignments for students at home than in physical classrooms?

# 2024 Strategic Plan Commitment.



***Our Mission: Educating all students to reach their highest potential.***

# Appendix



## OPERATIONAL GAME PLANS

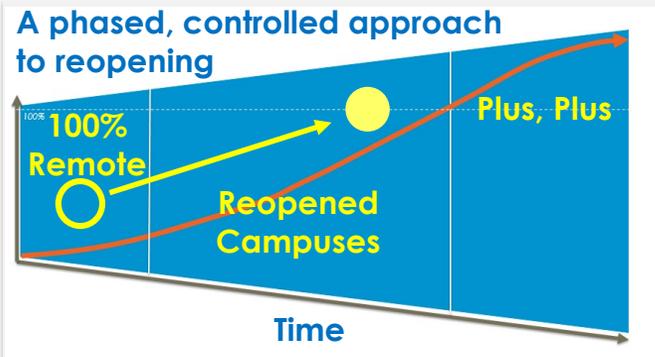
School Calendar	School Space Utilization
Learning Acceleration	Transportation
Technology	Food Services
Physical Distancing Protocols	Athletics & Other Programming
Health & Sanitation	Child Care
Student Support Strategies	Family Communications
Human Resources	Safety & Security
Partnerships	Exceptional Student Education

# Reopening Plan Highlights.

## eLearning Phase 2: Enhanced eLearning with Open Campuses.

- **Improving conditions** warrant a move to the next phase of school reopening, with **open campuses**.
- Our guiding principles of **equity, opportunity, wellness, and flexibility** remain firm.
- We continue to operate under formidable **constraints, concerns, and risks** that shape parent and teachers' intent to return to campus, as well as the District's approach to reopen campuses safely. These must be carefully balanced as we strive to improve **student experience**.
- We intend to build on our successes with **enhanced eLearning**, offering it to students who log-in from home, from classrooms on campus, or from any other location.
- Existing **teacher-student and peer relationships** will be preserved and grown.
- **eLearning Phase 2 will not require changes to class schedules.**
- Students who go to campus will gain enhanced **social-emotional learning**, and more convenient access to **prepared meals** and **onsite support services**.
- As published in the District's School Reopening Plan, **plans and protocols** around student transportation, food service, health, hygiene and sanitation, and safety and security will "go live".
- **Learning acceleration** is a top priority for all students, whether they are remote or on campus.
- We will continue to monitor and adapt to **changing conditions** through an **agile framework**.

# Crucial Steps toward Optimizing the Student Experience.



Continuity of Master Schedule; Teacher & Peer Relationships; Social-Emotional Learning



Phase 1

Option to Return to Campus Every Day



More Convenient Access to Food Services

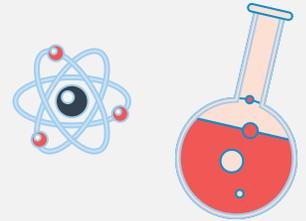
Phase 2

Voluntary Return to Athletics



On-Site, In-Person Access to Critical Student Supports (e.g., SEL, Health Services, Interventions); Select Extracurricular Activities, and On-Site Before & After School Child Care

Access to Hands-On Labs, Applied Learning Experiences; Relaxation of Some Safety Restrictions as Appropriate



Phase 3

Student Experience Optimization Curve

# eLearning Phase 2: Reopening Overview.

<b>Threat Level of Pandemic (County Reopening Phase)</b>			
<b>Instructional Delivery Model</b>	eLearning		In-Person
<b>Physical Location of Students, Teachers</b>	At-Home / Remote	On-Campus or Remote (Location Independent)	On-Campus
<b>Provisioning of Student Supports</b>	Virtual Service Delivery	In-Person Service Delivery	
<b>Child Care</b>	Off-Site through Partner Providers	On-Site, Limited Capacity	On-Site, Normal Capacity

## Notes

- BCPS will continue to monitor disease progression.
- Indicators: County progression to eLearning Phase 2, BCPS District/School Readiness, plans of neighboring districts.
- Builds on success of “new & improved” eLearning.
- Preserves existing schedules and student-teacher relationships.
- High risk exceptions permit teachers to continue remote instruction.
- Students may return to campus wearing face coverings
- Classrooms managed by teachers or trained staff.
- Transportation, physical distancing, health & sanitation, food service, safety & security protocols, & other game plans “go live”.
- Aligns on-site supports to address crucial social-emotional learning needs.
- Allows scaffolding up of child care as capacity expands.

# eLearning: Phase 1 – Overview.

**Beginning on August 19, 2020 BCPS began operating under what has come to be known as *eLearning: Phase 1*.**

- Students receiving instruction at home or at a non-school based location of the family's choosing.
- Teachers teaching from home, from a school classroom, or at a site of the teacher's choosing.
- The curriculum being taught is provided via Canvas, the District's learning management system.
- Class meetings are held via Microsoft Teams.
- All direct services are provided to students via video conferencing using Microsoft Teams.



# eLearning: Phase 2 – Priorities.

**In moving to eLearning: Phase 2, the District has established the following priorities:**

- Families that wish to remain with the experience of *eLearning: Phase 1* will be able to have students remain at home.
- The master schedule which the students and teachers currently are operating under today will remain the same in *eLearning: Phase 2*. That means students will remain with the grades, courses and teachers that they are currently assigned to for their schedule.
- Families that have the need or desire to have their student supervised during eLearning will have the option to have their student attend eLearning from campus.
- Classrooms, schools, and the District as a whole must be prepared to revert to *eLearning: Phase 1* operating procedures if there are outbreaks of positive COVID-19 cases within schools.



## eLearning: Phase 2 – Design.



**Therefore, the District has will be implementing eLearning: Phase 2 with the following design features:**

- School buildings and classrooms will be set-up to have operation and occupancy compliant with public health guidance, including physical distancing, facial covering/Physical Protective Equipment, and enhanced cleaning protocols.
- Instructional delivery will continue to occur using the current delivery via Canvas and Microsoft Teams.
- Teachers will deliver eLearning from school classrooms to all students ensuring that all instructional delivery, instructional materials, assessments, and other learning experiences are accomplished as under *eLearning: Phase 1*.
- Students will have the option to remain at home.
- Those students who opt to receive *eLearning* from the classroom will be required to:
  - Come to school each day wearing a facial covering, wear the facial covering throughout the day, and comply with pandemic based modifications to the school operations
  - Students in grades 3-12 will bring their school issued, or personal computing device, to and from school each day
  - The District is pursuing having K-2 students have devices available and designated for their individual use

# eLearning: Phase 2 – Modifications to eLearning: Phase 1.



## **eLearning instructional modifications currently in place will remain in effect:**

- Instruction for all students will continue through Microsoft Teams
- Small group and individual teacher meetings will continue via Microsoft Teams
- There will not be paper worksheets, shared physical textbooks, non-virtual science labs, shared physical instructional materials, or other instances of shared resources
- Transportation for students will only be available for a portion of the standard bus riding population
- Students opting to attend eLearning by being physically present at schools must be prepared to revert to home-based eLearning in the event of a COVID-related closure

## **The physical reopening of schools will allow for a limited number of services to resume on school sites:**

- Services will resume for students needing to receive Occupational Therapy, Physical Therapy, or other services called for in Individual Education Plans (IEPs), 504 plans, or other educational accommodations
- Career/Technical Education (CTE) equipment will be available on a limited basis, enabled when it can be utilized in a way that is compliant with sanitization and public health protocols
- Early Learning (learners prior to kindergarten) will have adjustments to eLearning operations
- Self-contained ESE classrooms will operate as close to normal conditions as public health guidance allows
- Use classroom resources (white boards, Recordex, etc.) to enhance eTeaching

# Learning Acceleration – Operational Game Plan (1 of 2).



## Summary

### Ensuring High Quality eLearning

- Teachers will continue 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 however, bell schedules will change due to transportation needs
- Canvas is used in all formats (face-to-face, eLearning/Mixed setting) to ensure seamless delivery of 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

## Status



## 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
  - Sharing of best practices in mixed learning environments
  - Utilize existing infrastructure in classrooms
  - Improve infrastructure with secondary school teacher-controlled external cameras
- 
- 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
  - Continue afterschool academic support

# Learning Acceleration – Operational Game Plan (2 of 2).



## Summary

- 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

- **Maintain relationships** throughout the transition
- Continue SEL, mindfulness, and stress relief
- Encourage use of project-based activities and small digital group interactions

- Continue open **communication with** families to support student access to courses/classes in Canvas and Teams
- Promote family use of BCPS mobile application
- Maintain parent Canvas courses
- Continue Parent University sessions

## Status



## Next Steps

- Devise ways to reach complex learners in a mixed learning environment
- 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
- Feedback surveys
- Communicate differences when transitioning between phases of eLearning and return to face-to-face instruction

**Addressing Commonalities**

**Nourishing Teacher and Student Relationships**

**Providing Outreach and Guidance for Parents**

# Exceptional Student Education – Operational Game Plan.



## Summary

- All students with disabilities (SWDs) are included in the protocols and resource needs associated with the non-SWD population unless documented in their IEP or the TDLP
- Some SWDs 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

- Students will receive IEP services and accommodations within the operational modality of eLearning or in-person education
- Teachers will be provided every student's IEP or 504 accommodations within Canvas via the SEPA app
- Parents will have digital access to their student's IEP and TDLP
- IEPs will continue to be held via Microsoft Teams with parental consent

- We propose that all SWD in Early Learning and Elementary Grades, and Secondary students in cluster programs, return on October 5, 2020
- 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 continuing in eLearning for the duration of eLearning being offered as a modality
- Staff to prepare for students to be able to receive instructions, therapies, and related services that are able to be physically delivered with COVID modifications

- 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. Families want to be able to receive information, communicate concerns and receive timely replies.

## Status



## 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
  - eLearning to be adapted in an on-going basis to adjust to student needs
- 
- 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

# School Reopening Emergency Policies.



**Face Coverings**  
Policy 2170-E



**Code of Student Conduct**  
Policy 5.8-E

*Click here for:*  
**[School Board  
of Broward County  
Policies](#)**

*Sort by:*  
*"New or Revised Policies"*

**Student Attendance**  
Policy 5.5-E



**School and District  
Technology Usage**  
Policy 5.5-E

# Personal Protective Equipment (PPE).



## Face Coverings

- A one month supply of face coverings will be delivered to all schools for employee use (approx. 500 – 3ply masks).
- 500 cloth face coverings will be delivered to schools for students in need.
- Transparent communication face coverings, gowns, and face shields for ESE staff are being delivered via Pony.



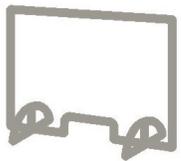
## Hand Sanitizer

- All schools will receive one hand sanitizer dispenser per classroom.
- Schools will also receive a one-gallon refill jug of hand sanitizer for every classroom.



## Thermometers for Symptomatic Individuals

- Every school will receive a supply of five thermometers.



## Plexiglass Shields

- The District is providing plexiglass shields for installation in the following common areas: Guidance/Registration; Single Point of Entry (SPOE); Cashiers; Circulation Desk. Schools placed orders with PPO based on their individual needs, and are in the process of picking up and installing the shields as they arrive.

# Personal Protective Equipment (PPE): BCPS Emergency Policy.



## Face Covering Expectations

Each student, employee, visitor, vendor or other person are always required to properly wear a face covering while at or inside a school/facility, or other vehicle owned, leased or operated by The School Board of Broward County.

**Proper wearing of a face covering, should cover both the nose and mouth of the person and should fit snugly against the sides of the person's face with no gaps.**

---

## Exceptions

There may be exceptions to the above, such as for:

- Infants
- Individuals with Medical Certification
- Individuals who are Outdoors (with Physical Distancing)
- For Identification Purposes
- Students with Approval
- At Regularly Scheduled Mealtimes
- Musical & Theatrical Performances
- Strenuous Physical Activity
- Demanding Circumstances
- Employees with Supervisor's Approval

# Daily Health Screening.

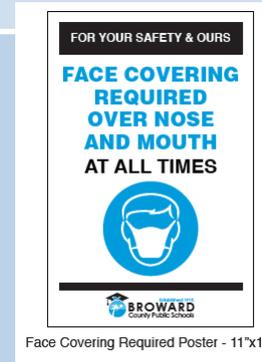
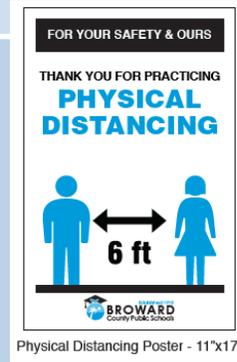
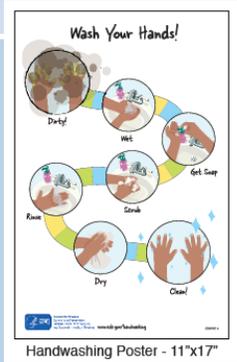


**In order to enter Broward County Public Schools facilities, all individuals should answer the following self-assessment questions at home each morning prior to departure:**

- Do I feel warm, have a fever or elevated temperature (100.4), or have the chills?
- Do I have a persistent cough, runny nose or sore throat?
- Have I recently had a loss of taste or smell?
- Has anyone in my household tested positive for COVID-19?
- Have I been in close, unprotected contact with anyone who has tested positive for COVID-19 (spent longer than 15 minutes within 6 feet of someone who was sick with a fever and cough or confirmed/suspected of having COVID-19?)
- Am I feeling otherwise sick or ill today?
- Am I awaiting test results for COVID-19?
- Have I tested positive for COVID-19?
- Have I been told to self-quarantine or self-isolate by a doctor or District administrator?

**If you can answer “NO” to all of these questions, you may proceed to school or work.**

# Signage (1 of 2).



## Hand Washing CDC Poster

*For each classroom, hallway, entry, etc.*

### Quantities:

- Elementary – 150
- Middle – 200
- High – 300
- Centers – 150
- Ancillary – 150



**Delivered**

## Physical Distancing Poster

*For classrooms, hallway, entry, etc.*

### Quantities:

- Elementary – 150
- Middle – 200
- High – 300
- Centers – 150
- Ancillary – 150



**Delivered**

## Face Covering Required Poster

*For classrooms, hallway, entry, etc.*

### Quantities:

- Elementary – 150
- Middle – 200
- High – 300
- Centers – 150
- Ancillary – 150



**Delivered**

## Feeling Sick? Poster

*For classrooms, hallway, entry, etc.*

### Quantities:

- Elementary – 150
- Middle – 200
- High – 300
- Centers – 150
- Ancillary – 150



**Delivered**

# Signage (2 of 2).



**STAY SAFE**  
THANK YOU FOR PRACTICING  
PHYSICAL DISTANCING

6 ft

BROWARD  
County Public Schools

Stay Safe Floor Decal - 12"x12"  
(Non-Slip Vinyl Adhesive)

**DON'T FEEL WELL?  
STAY HOME WHEN YOU ARE SICK**

Stay home if you have any of the following symptoms:  
- Fever  
- Cough  
- Sore throat  
- Shortness of breath or trouble breathing  
- Loss of taste or smell  
- Headache  
- Muscle pain

**OTHER SYMPTOMS INCLUDE:**  
- Any other symptoms, including symptoms not mentioned here, that you are unsure about.

Feeling Sick Table Sign w/  
Easel Back - 8.5"x11"

Measurement for School Bus stepwell is 6.5" tall by 24" wide

**FACE COVERING  
REQUIRED AT  
ALL TIMES**

Face Covering Vinyl Sticker for  
ESE Buses - 23.5"x6"

**FOR YOUR SAFETY & OURS**

**FACE COVERING REQUIRED  
OVER NOSE AND MOUTH  
AT ALL TIMES**

6 FEET

**PLEASE PRACTICE  
PHYSICAL DISTANCING**

**IF YOU ARE SICK  
- STAY HOME**

BROWARD

1 - A-Frame Portable Sign Stand w/ Message Boards  
(1 frame holds 2 - 24" x 36" exchangeable boards)

**Physical Distancing Floor Decals**

*For entries and hallways, 6-feet apart*

**Quantities:**

- Elementary – 150
- Middle – 200
- High – 300
- Centers – 150
- Ancillary – 150

**IN PROGRESS**

On schedule for completion by 9/25

**Feeling Sick Easel Back Sign**

*For front entry staff areas, cafeteria*

**Quantities:**

- Elementary – 5
- Middle – 5
- High – 5
- Centers – 5
- Ancillary – 5

**Delivered**

**Step Well Vinyl Sticker for Buses**

*For classrooms, hallway, entry, etc.*

**Quantities:**

- ESE Buses – 2
- Regular Buses – 1

**Delivered**

**A-Frame Portable Sign Stand**

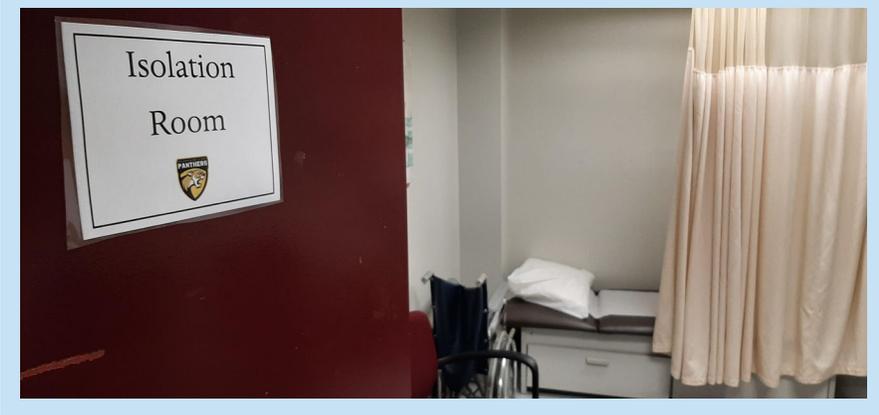
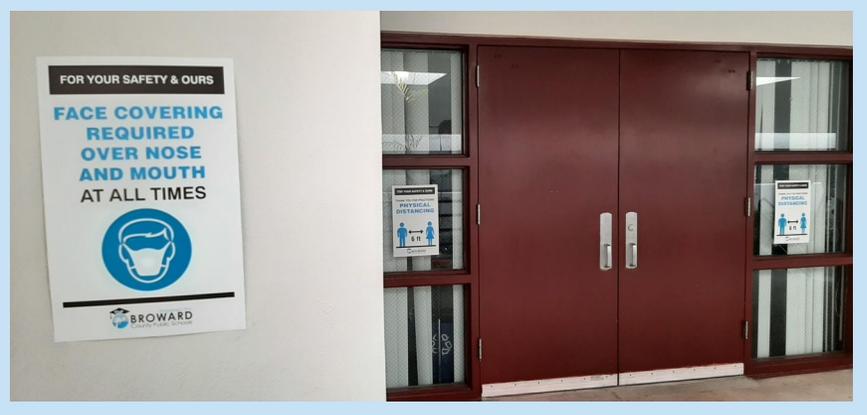
*For parent and bus loops*

**Quantities:**

- Elementary – 3
- Middle – 3
- High – 3
- Centers – 3
- Ancillary – 3

**Delivered**

# Safety Precaution Implementation: Video.



# What happens if a student exhibits COVID symptoms on campus?

ILLUSTRATIVE



The school will not be responsible for diagnosing the student. The nurse will consult with Florida Department of Health and determine whether the student is a suspected case and proceed as if it were a confirmed case until proven otherwise.



**1 In the classroom**  
 The student is exhibiting a persistent cough every few minutes and tells his teacher he is starting to feel sick. Teacher calls the clinic nurse, who sends the assigned healthcare personnel from the isolation room to escort the student to the isolation room.

**2 Isolation room assessment**  
 The student and the isolation room nurse will be wearing PPE. The nurse will perform a focused assessment of this student (checks temp., pulse, oxygen level, and history of present illness) and calls the student's emergency contact to pick him up, if necessary. If student shows any signs of breathing issues or signs of distress the isolation room nurse will call 911.  
 Based on the nurses assessment, the isolation room nurse will report a suspected case to the FDOH immediately as well as inform the principal, and Coordinated Student Health Services. The nurse will determine if the student needs to be picked up by parent/guardian.

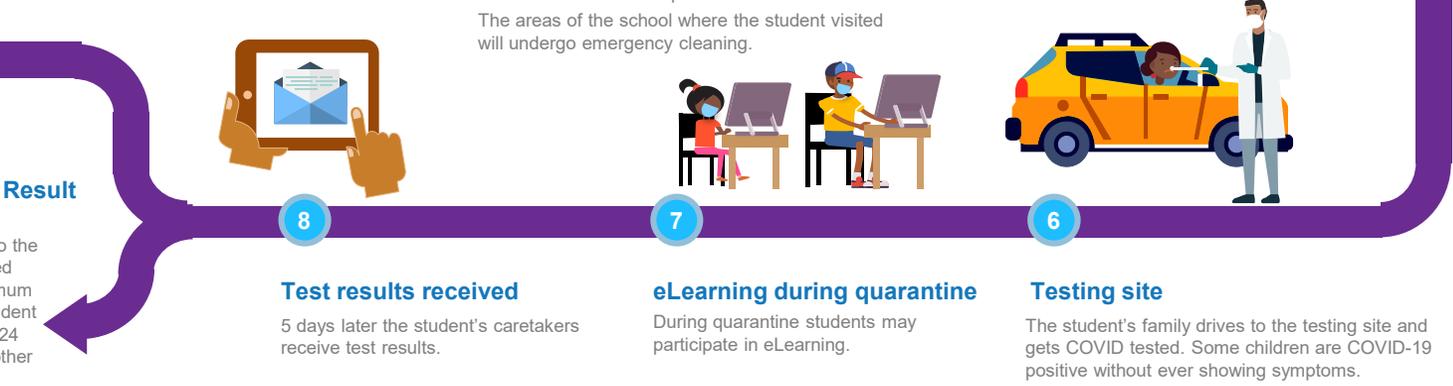
**3 Symptomatic child picked up**  
 The nurse/principal designee will retrieve student's siblings from their classroom and conduct a focused assessment.  
 To minimize exposure, the emergency contact (parent or other caregiver) stays in car and calls the school's office upon arrival. The parent will be requested to provide information to initiate contact tracing support to FDOH.  
 If student(s) is not picked up within an hour, school administrator will be notified and follow normal protocol.

**4 Suspected case communicated and school cleaned**  
 The isolation room nurse and school principal will consult with FDOH immediately and determine if the student should be quarantined and anyone else who may have been directly exposed.  
 If determined by FDOH, students and direct exposures should quarantine for 14 days. The principal will notify those individuals who may have had direct exposure to the suspected case (no names included) and recommend they monitor for symptoms, consult with healthcare provider, and get tested.  
 The nurse will follow up with the student's parent/guardian regarding student's disposition within 24-48 hours and provide resources.  
 The areas of the school where the student visited will undergo emergency cleaning.

**5 Next Day**  
 The suspected student(s) caretaker calls a local testing site from the Broward County online list and makes COVID testing appointment or visits a drive through testing site.  
 If any student identified as direct exposure did not receive the notification to quarantine and arrives at school, the student should be immediately escorted to the isolation room with PPE. The nurse will conduct a focused assessment and calls her caretakers to pick her up. The student shall remain in the isolation room supervised.

**9B Positive Student Test Result**  
 All family and direct exposures must continue to follow quarantine protocols.  
 The student's family schedules testing again once the student has stopped showing symptoms.  
 The entire family gets tested again and they all receive negative results a few days later.  
 The student and his siblings may return in-person after their quarantine/ isolation is completed.

**9A Negative Student Test Result**  
 The student's caretakers send test results to the school nurse. The student has not completed quarantine requirements. It must be a minimum of 10 days since symptoms started. The student may not return to school until fever-free for 24 hours without fever-reducing medications, other symptoms have improved, 10 days since symptoms started, and 1 negative COVID-19 test result.



**8 Test results received**  
 5 days later the student's caretakers receive test results.

**7 eLearning during quarantine**  
 During quarantine students may participate in eLearning.

**6 Testing site**  
 The student's family drives to the testing site and gets COVID tested. Some children are COVID-19 positive without ever showing symptoms.

# Considerations.



## County Contact Tracing Support



This will involve our support of the county contact tracing process using District resources.

## Quarantine and HR



FDOH-Broward will conduct the contact tracing investigation and provide guidance on the need for student and staff quarantine or isolation due to a suspected or confirmed case.

## Testing



FDOH-Broward has confirmed the ability to prioritize testing for BCPS students and staff. Test results may be available within 24-48 hours.

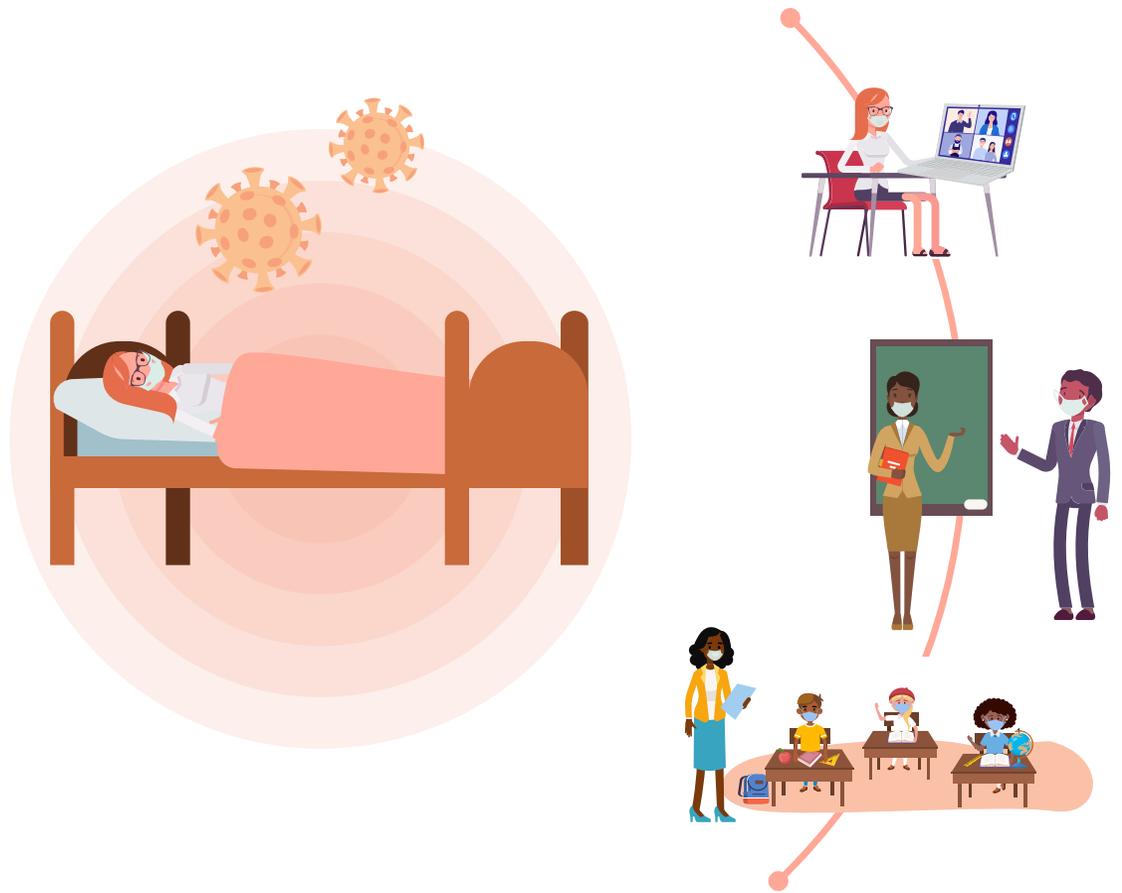
### **NURSING SERVICES:**

The District will ensure the presence of trained nursing personnel at every campus when we are able to reopen schools for students. Our goal is to have a standard of two nurses at most campuses, with very small schools having one nurse and a limited number of very large schools, or schools with a large population of students with Chronic Health Conditions having more than two. During the 2019-20 school year, there were over 85,000 students with identified Chronic Health Conditions.



# Options for replacing teachers when ill/in quarantine in eLearning Phase 2.

When a teacher is ill or has to quarantine, the list of potential alternatives includes (depending on availability) →



- 1 The teacher **continues teaching their classes virtually** depending on the severity of their symptoms (the school will provide proper supervision in the classroom).
- This is strictly the employee's decision to continue to teach or not.
  - Once symptoms worsen or the teacher feels that the stress or lack of rest is not allowing them to feel better then we would immediately go to another solution.

- 2 If the teacher cannot continue teaching:
- Immediately hire a **trained substitute** (daily/pool/interim) to continue face to face eLearning.
  - or
  - Have **someone else in the District**, who is certified, step in to continue face to face eLearning.
    - e.g., school instructional coaches, District staff, etc.

If none of the above options can be done, then we may have to **divide up the students to other teachers in the school**.

- This would require that the teachers are on the same instructional pace in the same school and brings up a question of class size.



# FAQ's for Face Covering Violations

- **Is a face covering required?**

Yes. Policy 2170-E: Face Coverings requires that a facial covering/mask must be worn while on school campus, at a school-sponsored event, and while on school transportation.

- **Can a student be issued a disciplinary violation from the Code of Student Conduct for not wearing a face covering?**

Students may be issued disciplinary consequences for actions determined to be intentional, insubordinate, defiant and not accidental or incidental, or when redirection and interventions have been disregarded.

- **What should I do if a student refuses to wear or keep on his/her face covering?**

Provide reminders and redirection in alignment to the school and/or classroom behavior plan. If the student does not comply with the redirection from staff and the action is deemed to be a repeated disregard to the redirection, a disciplinary referral may be written.





- **What happens if the student refuses to wear or keep on the face covering while on school transportation?**

Bus drivers may submit a disciplinary referral to the school administrator for a Level Two violation if a student does not comply with the reminder and/or redirection.

**Note:**

- Factors such as age, grade level, social-emotional, developmental and intellectual levels, ability and/or disability, and overall student rights and responsibilities will be considered.
- Students with disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), have additional rights under IDEA or Section 504 and State Board Rule.



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

- In progress
- At risk
- Not started
- On track



	Summary	Status	Next Steps
<b>Signage</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<span style="background-color: blue; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span>	<ul style="list-style-type: none"> <li>Confirming schools have received and posted signage according to District guidance.</li> </ul>
<b>PPE protocols</b>	<ul style="list-style-type: none"> <li>Each student, employee, visitor, vendor or other person are always required to properly wear a face covering while at or inside a school/facility, or other vehicle owned, leased or operated by The School Board of Broward County. Exceptions are identified in the Emergency Policy on Face Coverings. PPE has already been ordered or procured.</li> </ul>	<span style="background-color: yellow; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span>	<ul style="list-style-type: none"> <li>Finish distributing PPE across schools.</li> <li>Share additional guidance with ESE staff regarding use of gowns, transparent face masks and face shields.</li> </ul>
<b>Standard sanitization protocols</b>	<ul style="list-style-type: none"> <li>School staff will conduct daily cleaning of high frequency touch points and special areas. Students will wipe down desks with provided materials, teachers will assist within the classroom as appropriate. Power cleaning will be done 1 or 2 times per week by an outside cleaning provider. Power cleaning includes using electrostatic misters. 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).</li> </ul>	<span style="background-color: yellow; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span>	<ul style="list-style-type: none"> <li>Continue to purchase cleaning supplies.</li> <li>Continue to distribute across schools.</li> </ul>
<b>Confirmed/suspected case protocols</b>	<ul style="list-style-type: none"> <li>Families/staff report suspected and confirmed cases online, the principal notifies those directly exposed, staff, and the community depending on the level and duration of contact with the individual. Student/staff required to self-isolate a minimum of 10 days and provide 1-2 negative tests and no fever/symptoms in order to return to school. Local health officials have reviewed these protocols.</li> </ul>	<span style="background-color: blue; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span>	<ul style="list-style-type: none"> <li>Continue to acquire staff and supplies needed for isolation rooms and protocols.</li> </ul>
<b>Testing</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<span style="background-color: yellow; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span>	<ul style="list-style-type: none"> <li>Continue to meet with local health officials.</li> <li>Continue to reach out to potential partners.</li> <li>Layout testing support options and info gathered.</li> <li>Bring options to Cabinet/ Board for decision.</li> </ul>

# Safety and Security – Operational Game Plan.

- In progress
- Not started
- At risk
- On track



## Summary

## Status

## Next Steps

### Security Protocols

- 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. 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.



- Continue evaluating and enhancing security protocols in preparation for a physical return to schools.
- Area Security Managers will continue working with schools to ensure PPE items have been received and are installed properly.

### 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.
- 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.



- Continue to educate security staff on how to have safe interactions with visitors.
- Schools to establish delivery routing instructions and elevator usage plans for each District building.

### 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.



- Continue to facilitate regular training for security staff on proper COVID-19 procedures.

# Student Support Strategies – Operational Game Plan.



## Summary

## Status

## Next Steps

<b>Student Attendance Recordkeeping</b>	<ul style="list-style-type: none"> <li>Teachers will continue to record student attendance in Pinnacle. Attendance will be based on the student's presence in the digital classroom. Students will be counted in attendance during their scheduled class time. Teachers should be flexible and take into account the extenuating circumstances of individual students and may consider other evidence of attendance in these individual cases.</li> </ul>		<ul style="list-style-type: none"> <li>Collaborate with the Office of Communications to share updates with stakeholders.</li> <li>Reiterate policy to teachers, students, and parents regarding reopening for face-to-face instruction.</li> </ul>
<b>Mental Health and Social Services Intervention</b>	<ul style="list-style-type: none"> <li>Provide targeted virtual and face-to-face 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.</li> </ul>		<ul style="list-style-type: none"> <li>Collaborate with Office of Communications to promote T.A.L.K. Clever app to students.</li> <li>Identify students in need of uniforms and school supplies.</li> <li>Student Housing Questionnaire - explore multiple platforms to send to all BCPS families</li> <li>Develop protocols for Face-to-Face services</li> </ul>
<b>Mindfulness &amp; Social Emotional Learning</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop SEL and Mindfulness toolkits, resources, and professional development.</li> <li>Identify a managed menu of research-based SEL/mindfulness best practices from existing and pilot programs.</li> <li>Establish student ambassador programs for SEL/mindfulness and expand school-based clubs.</li> <li>Utilize referendum school counselors to direct services to students.</li> <li>Provide support to schools for the development and implementation of effective SEL Action Plans.</li> </ul>
<b>Identification of Students for Targeted Services</b>	<ul style="list-style-type: none"> <li>Emphasis will be given for student identification for targeted services, especially at Tiers II &amp; 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 &amp; 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.</li> </ul>		<ul style="list-style-type: none"> <li>Provide students from MSD, Deerfield Beach, Dillard and BA with mental health screener .</li> <li>School staff to provide student referrals for mental health, homelessness, child abuse, and social services.</li> <li>Manage and monitor student needs for hotspot and internet service.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Promote Canvas course for SISP (Specialized Instructional Support Personnel) and schedule additional trainings sessions.</li> <li>Create and post video training for HEART, Foster Care, and Child Abuse and Neglect Prevention Designees.</li> </ul>

# Transportation – Operational Game Plan.



1

Model selection<sup>1</sup>

6 feet CDC guidelines with existing resources



Meets 50% hybrid capacity

Implications & trade-offs

Maximum seat availability serves ~20-25% of the student population

Option may meet demand if significant population:

- opts into full eLearning
- of eligible riders "opt-out" of transportation services

Limits seat availability for students who want to opt in to in-person learning later in the year

2

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



Requires \$40+ million in funding, including bus, fuel, maintenance, infrastructure / over head

Procuring additional ~500-700 buses, hiring 600+ drivers, and building the support infrastructure may not be possible by Oct 2020

3

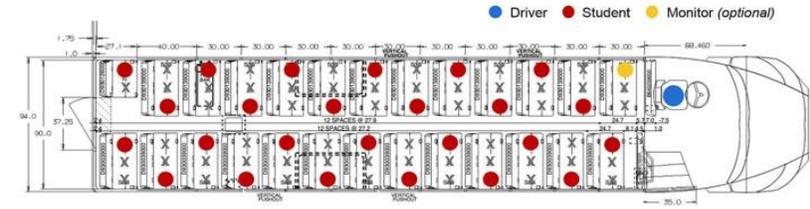
Relaxed CDC guidelines (one student per seat) with existing resources



Parents may find it uncomfortable with relaxed physical distancing guidelines

Depending on final demand and mitigation plans, may be able to accommodate CDC physical distance guidelines when possible

## Prioritization of Student Ridership



Recognizing the typical bus can accommodate **approximately 26 students** while maintaining one student per seat.

**NOTE:** Due to space limitations necessitated by physical distancing guidelines, having 100% of students who requested to be on campus each day may result in capacity issues for transported students. In the event that on-campus demand exceeds transportation space availability, a prioritization model may be necessary, where needed by school (i.e. hybrid approach, prioritization, etc.).

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

# Transportation – Operational Game Plan.



- In progress
- At risk
- Not started
- On track

## Summary

### Routing for proposed reopening model (near-term)

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

### Fleet readiness, cleaning and sanitation protocols

### Workforce Readiness/ Recruitment

### Communications

- Completed routing Scenario #1, all 90K eligible students routed ready for implementation and execution by the district (all data stored in the routing system).
- Completed routing Scenario #2 Aggressively routed **all identified ESE students under strict CDC guidelines** (Center and Cluster Sites only).
- Completed routing Scenario #3, where **all ESE students and 50% Gen Ed students are routed under CDC relaxed guidelines** ready for implementation and execution by the District (all data stored in the routing system)

- 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

- 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

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.

## Status



## Next Steps

- District to finalize in-person student population and confirm routes for eligible riders/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.



- In progress
- Critical
- Not started
- On track

## Summary

## Status

## Next Steps

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

- All Elementary, Middle and High schools kitchens open for meal service
- Students reporting to school will receive meals via the Traditional Meal Service Line
- All Students and Community Children will have access to meals using the established "Grab and Go" Model
- Principal/Manager Reopening Tool to determine individual specifics at each School Site



- Develop and Send Reopening Tool
- Gather information for further model modifications at school sites

### Meal Reimbursement/ Staffing

- Employee Staffing is based on meal counts; meal reimbursement generates revenue to support Labor Expense
- All employees reported for scheduled shifts as of the 189 day calendar
- Summer Feeding Program Transition- USDA Waiver- September 8<sup>th</sup>-December 31<sup>st</sup>
- Supper and Snack Program begin October 5<sup>th</sup> under new Waiver



- Continue collection of Meal Benefit Applications for Waiver End and District Eligible Programs
- Incorporation of Saturday Feeding
- Implement Supper and Snack Feeding

### 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



- Solicit guidance and alternatives for providing Adult Meals

### 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



- Initiate/Continue conversations with unions
- Training implemented when Staff returns to school

# Food Service models alternatives considered.



## Breakfast

## Lunch

## After Care Supper

### Meal Service and Consumption in the Cafeteria

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

SAME

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

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

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

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

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

### Meal Service and Consumption in the Classroom

1. Food and Nutrition Services prepares and packages meals. School Staff picks up and delivers "Grab and Go" meals, completes/returns Tally Sheet- all students receive the same meal, no choices
2. Teacher Assistance Required- meal distribution/point of sale
3. Facility Service Person- additional waste pick up vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans

SAME

Option not available

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

1. Pre-bagged meals available for pickup on designated day and time.
2. Distribution on Tuesdays and Thursdays (Times based Administrative Discussion)

SAME

SAME

# Space Utilization – Operational Game Plan.



## Summary

## Status

## Next Steps

### School space square footage

- Based on early parent survey results indicating that some students want full time, face-to-face learning, and others want to continue the eLearning model, it is predicted that when schools physically reopen, most schools will be able to accommodate students in either model while maintaining physical distancing.



### Allocation of specific school spaces to special populations

- Physically distanced classes will be scheduled at the school level. The allocation of particular school spaces to specialized student populations will occur during the master scheduling process.



### Identify optimal physical distancing school capacity

- Each school's optimal physical distancing capacity will be identified at the cadre level collaboratively with principals and, along with teacher availability, will be a major driver in determining master schedules.



- Since schools opened virtually, the key to planning for opening face to face will be the survey of students wanting to participate in either model.

- Allocating specific classroom spaces will be part of scheduling special student populations on campus. The scheduling of special population students is not expected to decrease overall school space availability.

- Along with enhanced safety and sanitation protocols, observing optimal physical distancing class size limits will allow a safe return to a face-to-face learning.

# Child Care – Operational Game Plan.

 In progress

 Not started

 At risk

 On track



## Summary

## Status

## Next Steps

### Eligibility for care

- In the eLearning model, we provided a list of private off-campus providers to all stakeholders. In a Hybrid or full day return, programs will be offered to families for a fee. A temporary rate increase from \$2.65 to \$3.50 per hour has been approved by SBBC. This rate will be in effect until 12/31/20, at which time we will bring it back to the Board if needed.



### Provider

- School Board operated and Private Provider operated programs will be available on school campuses. In addition, off campus providers will continue to offer alternative locations.



### Recruitment and Training

- Training videos were made available to all off-campus providers. Requests/outreach made to employment agencies for additional staffing, as well as to the Department of Children and Families to provide fingerprinting and clearance (current turnaround time is 2 days).



### Content and Scheduling

- Off campus providers were given students' full schedules. The providers were offered the opportunity to pick up breakfast, lunch, and dinner for the students in attendance.



### Health and Safety

- Guidelines were set in collaboration 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.



- **Before & After School Child Care programs will be ready when schools resume in-person.**
- Make online registration at school locations available to families.
- We will continue to advertise programs available.

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

-  In progress
-  At risk
-  Not started
-  On track



## Summary

## Status

## Next Steps

### Identify Needs

- The group decided to take the time to 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 with available resources.
- 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.



- Constant re-evaluation of needs

### 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 the families we serve.
- We have identified upwards of fifty actively engaged district partners. Some are listed in the deep dive portion of this presentation.



- Continue to update list as other partners come forward to participate

### Develop a Partners Survey

- A subgroup of this workstream developed a survey for partners which identified what resources partners could offer, as well as the needs partners may have from the district to avail those resources.
- The survey results showed that most partners can offer resources without any problem.
- Partners are asking for clarification on some items of concern shown on the deep dive. Partners also expressed a need from the district to help maximize the resources they offer. For example: space available for students to work on their eLearning during the day and the need for student desks.



- Continue to share survey with potential partners

# Partnerships – Operational Game Plan (2 of 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 constantly updated as more data becomes 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.

## Status



## Next Steps

- Constantly update the list for the latest additions or deletions
- “Heat Map” developed & posted
- Continue to share clarification and guidance with the partners

# Athletics & Other Programming – Operational Game Plan:

## A multi-phased approach.



In progress



At risk



Not started



On track



### Summary

### Status

### Next steps

#### Facilities Preparation

#### Phase 0 (No Students) Proposed: June 29-September 18

- 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 received training



- Verify that sites have been adequately prepared based on guidance already issued to schools
- Finalize school-based administration approval guidelines for moving to subsequent Phases

#### 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) Proposed: September 21-September 25

- 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



- Continue weekly consultations with public health experts to determine when safe for voluntary student return

#### Phase 2 Proposed: September 29-October 9

- Pod sizes are increased (up to 10 inside, 25 outside according to CDC guidelines)
- Weight room protocol changes are implemented (face-coverings required)



#### Opening of All Athletic Facilities

#### Phase 3 Proposed: October 12-October 23

- 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.



- Continue weekly consultations with public health experts to determine when safe to open all athletic facilities

#### Other Programming

- ALL CLUB, BAND, SGA, NHS, FFEA, ROTC and Academic Games will continue but will only be delivered virtually for the first quarter.
- The Department of Athletics is working closely with Miami-Dade and Palm Beach to align for a tri-county championship series, as we collectively are opting-out of the FHSAA State Series for Fall sports only!



- School-based personnel will communicate directly with their local communities with guidance from the Department of Athletics

# Technology – Operational Game Plan.



## Summary

## Status

## Next Steps

### Device Expansion

- Device needs will continue to be addressed through the technology **Refresh program; Teachers** are at a 1:1 laptop allocation; replacement of older staff devices will be accomplished through the technology **Refresh program**; All school-based instructional support personnel will receive devices, as needed (e.g., ESPs)
- Expand and encourage **Bring Your Own Device (BYOD)** into the classroom environment to support student 1:1; Maximize the use of desktop devices and re-distribute them, as needed
- Provision every secondary classroom with an audio-visual conferencing camera to enable efficiencies established through the District synchronous eLearning model
- ESE Centers: address the specific needs of specialized ESE centers such Bright Horizons, Cross Creek, The Quest Center, Wingate Oaks and Whispering Pines



- 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
- Collaborate with the Office of Service Quality and Academics to provide training in the uses of the audio-visual conferencing for synchronous eLearning

### 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 1Million) continue to be issued to students



- Collaboration with Broward County Municipalities being explored through the Partnerships work stream

### Technical Support

- We have suspended the Virtual Call Center (VCC) for the time being. We are focusing on ensuring that on-site support for eLearning within each school is fulfilled.



- Expand the training of "Micro-techs" to include best practices and lessons learned
- Include additional training to support Microsoft Teams

### Cybersecurity

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



- Publish Cyber Security Incident Handling Guidelines

# School Calendar – Operational Game Plan.



## Summary

### School Calendar

- 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.

## Status



### Teacher Planning & Early Release Day (ERD)

- Staff conducting meetings with Broward Teachers' Union (BTU) to finalize a Memorandum of Understanding (MOU) to move a Teacher Planning Day and convert two (2) student regular school days to two (2) Early Release Days for the purpose of providing time for teachers to prepare to return to the physical campus.



## Next Steps

- Operationalizing the calendar across the district.
- Operationalize the changes to the teacher planning day and additional early release days selected by the BTU.

# Human Resources – Operational Game Plan (1 of 3).

 In progress  
 At risk

 Not started  
 On track



## Summary

- Discussions continue regarding our employees (and family situations) in need of an accommodation due to an underlying medical condition(s) which may place them at higher risk and our ability to provide opportunities for alternative assignments or remote working assignments. Continuing to negotiate the criteria and the process which would be implemented to review such requests and determine these work assignments.
- Looking into the feasibility to create a new **COVID-19 sick leave bank for employees** who are not eligible to join the established sick leave banks in October 2020.
- Modification of the current **Sick Leave Policy** to include employee to employee sick leave donation.
- Discussions regarding to move a **Teacher Planning Day** and convert two (2) student regular school days to two (2) **Early Release Days** for the purpose of providing time for teachers to prepare to return to the physical campus.

## Status



## Next Steps

- The District is continuing discussions with the BTU regarding the process and criteria to be utilized to address these requests. This is a priority item and will be completed as soon as possible.
- Continuing discussions with the BTU regarding the establishment of **a new sick leave bank** with differentiated benefits for employees who do not meet the criteria for membership.
- Currently drafting an emergency policy to be brought forward for Board approval.
- Continuing discussions with the BTU regarding preparation time for teachers prior to reopening which will be codified in the executed MOU.

**Impact Bargaining with BTU-EP and BTU-ESP units:**

**eLearning Phase 2**

# Human Resources – Operational Game Plan (2 of 3).

 In progress  
 At risk

 Not started  
 On track



## Summary

## Status

## Next Steps

- Discussing the possibility of employees meeting specific criteria, who opt to resign/retire, will have their individual BCPS insurance continued at the District's expense until the date of their Medicare eligibility.



- We are currently exploring the possibility of waiving the wait period for health insurance coverage to become effective for new hires.



- Continuing discussions regarding the possibility of this option.
  
- Continuing discussions regarding the possibility of this option.

**Impact Bargaining with BTU-EP and BTU-ESP units:**

**eLearning Phase 2**

# Human Resources – Operational Game Plan (3 of 3).

 In progress  
 At risk

 Not started  
 On track



## Summary

## Status

**FFCRA Emergency Paid Leave-Expanded FMLA**

- Employees who meet criteria may be eligible for paid sick time and/or Expanded FMLA under the new entitlements.



**ADA considerations**

- 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.



**Accrued Sick leave/annual leave**

- Employees may also use sick leave, if applicable.



**Sick Leave Bank**

- Employees who are members of their unit's sick leave bank may apply for sick days upon depletion of their accrued leave.



# Family Communications – Operational Game Plan.



**BACK TO SCHOOL 20|21**  
WALK IN • LOG IN • LEARN



- In progress
- Not started
- At risk
- On track

## Summary

## Status

## Next Steps

### Strategy

- Ensure BCPS families, parent organizations, staff, community partners, government, community-at-large and media are informed and kept up-to-date about the Back-To-School Plan



- Incorporate updated information from Work Groups for eLearning Phase 2 and incorporate into all communications, as applicable.

### Tactics

- Create BACK TO SCHOOL brand: graphic/tagline - DONE
- Update design of District webpage for eLearning Phase 2 - DONE
- Continuously update website
- Create Q&A and promote link / create downloadable PDF of information
- Deliver information where audiences have shown a preference for receiving
- Modify and clarify messages, as necessary (monitor switchboard questions, social media chats)



- Create communication for distribution to public by September 22 (after School Board meeting)

### Communications

- Dedicated District webpage
- ParentLink emails, voice and text; mobile app
- Social media (Facebook, Twitter, YouTube)
- BECON-TV
- Superintendent's video updates
- Press releases
- Traditional media (TV, radio, print: feature stories, interviews)
- Switchboard; Virtual Counselor; School websites



- Continue production on all deliverables

# Terms and acronyms used throughout this presentation (1 of 2).

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

# Terms and acronyms used throughout this presentation (2 of 2).

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

# School Opening and Closing Times, 2020-21 Regular Term.



2020-21 Opening & Closing School Times (Regular Term)

Area	Chg Sym	School	Open	Close	Area	Chg Sym	School	Open	Close
<b>ELEMENTARY</b>									
North		Atlantic West Elementary	7:45 a.m.	2:15 p.m.	Central		Gator Run Elementary	8:00 a.m.	2:00 p.m.
Central		Banyan Elementary	7:50 a.m.	1:50 p.m.	South		Griffin Elementary	8:00 a.m.	2:00 p.m.
Central		Bayview Elementary	8:00 a.m.	2:00 p.m.	South		Gulfstream Academy of Hallandale Beach	8:00 a.m.	2:00 p.m.
South		Beachside Montessori Village	9:15 a.m.	3:45 p.m.	Central		Harbordale Elementary	8:00 a.m.	2:00 p.m.
Central		Bennett Elementary	8:00 a.m.	2:00 p.m.	South		Hawkes Bluff Elementary	8:00 a.m.	2:00 p.m.
South		Bethune, Mary M. Elementary	8:45 a.m.	3:15 p.m.	North		Heron Heights Elementary	8:00 a.m.	2:00 p.m.
South		Boulevard Heights Elementary	8:00 a.m.	2:00 p.m.	South		Hollywood Central Elementary	8:00 a.m.	2:00 p.m.
North		Broadview Elementary	8:00 a.m.	2:00 p.m.	South		Hollywood Hills Elementary	8:00 a.m.	2:00 p.m.
Central		Broward Estates Elementary	8:15 a.m.	2:45 p.m.	South		Hollywood Park Elementary	8:10 a.m.	2:10 p.m.
Central		Castle Hill Elementary	8:15 a.m.	2:45 p.m.	Central		Horizon Elementary	7:50 a.m.	1:50 p.m.
Central		Castle Hill Elementary (PRE-K/ESE)	8:15 a.m.	2:45 p.m.	North		Hunt, James S. Elementary	8:00 a.m.	2:00 p.m.
Central		Central Park Elementary	8:00 a.m.	2:00 p.m.	Central		Indian Trace Elementary	7:50 a.m.	1:50 p.m.
North		Challenger Elementary	8:45 a.m.	2:45 p.m.	Central		King, Martin Luther Elementary	8:30 a.m.	3:00 p.m.
South		Chapel Trail Elementary	8:00 a.m.	2:00 p.m.	Central		King, Martin Luther Elementary (PRE-K/ESE)	8:30 a.m.	3:00 p.m.
North		Coconut Creek Elementary	8:30 a.m.	2:30 p.m.	South		Lake Forest Elementary	8:00 a.m.	2:00 p.m.
South		Coconut Palm Elementary	8:00 a.m.	2:00 p.m.	South		Lake Forest Elementary (PRE-K/ESE)	8:00 a.m.	2:00 p.m.
South		Colbert Elementary	7:45 a.m.	1:45 p.m.	South		Lakeside Elementary	8:00 a.m.	2:00 p.m.
South		Collins Elementary	8:00 a.m.	2:00 p.m.	Central		Larkdale Elementary	8:25 a.m.	2:55 p.m.
South		Cooper City Elementary	8:00 a.m.	2:00 p.m.	Central		Larkdale Elementary (PRE-K/ESE)	8:25 a.m.	2:55 p.m.
South		Coral Cove Elementary	8:00 a.m.	2:00 p.m.	Central		Lauderhill Paul Turner Elementary	7:45 a.m.	1:45 p.m.
North		Coral Park Elementary	8:00 a.m.	2:00 p.m.	North		Liberty Elementary	8:30 a.m.	2:30 p.m.
North		Coral Springs Elementary	8:30 a.m.	2:30 p.m.	North		Lloyd Estates Elementary	7:55 a.m.	1:55 p.m.
North		Country Hills Elementary	8:10 a.m.	2:10 p.m.	Central		Manatee Bay Elementary	8:00 a.m.	2:00 p.m.
Central		Country Isles Elementary	8:00 a.m.	2:00 p.m.	North		Maplewood Elementary	8:00 a.m.	2:00 p.m.
North		Cresthaven Elementary	7:50 a.m.	1:50 p.m.	North		Margate Elementary	8:00 a.m.	2:00 p.m.
Central		Croissant Park Elementary	8:00 a.m.	2:00 p.m.	North		Markham, Robert C. Elementary	7:50 a.m.	2:20 p.m.
North		Cypress Elementary	8:00 a.m.	2:00 p.m.	North		Markham, Robert C. Elementary (PRE-K/ESE)	7:50 a.m.	2:20 p.m.
South		Dania Elementary	7:50 a.m.	1:50 p.m.	Central		Marshall, Thurgood Elementary	7:45 a.m.	2:15 p.m.
South		Davie Elementary	8:00 a.m.	2:00 p.m.	Central		Marshall, Thurgood Elementary (PRE-K/ESE)	7:45 a.m.	2:15 p.m.
North		Deerfield Beach Elementary	8:00 a.m.	2:00 p.m.	North		McNab Elementary	8:00 a.m.	2:00 p.m.
North		Deerfield Park Elementary	9:05 a.m.	3:35 p.m.	Central		Meadowbrook Elementary	8:00 a.m.	2:00 p.m.
North		Deerfield Park Elementary (PRE-K/ESE)	9:05 a.m.	3:35 p.m.	South		Miramar Elementary	7:55 a.m.	1:55 p.m.
					Central		Mirror Lake Elementary	8:00 a.m.	2:00 p.m.



Click here for details:

[Broward School Reopening](#)

# Consideration to Enhance Custodial/School Facilities Servicepersons.

PRELIMINARY AS OF 9/29

## BACKGROUND

### Current Custodial Staffing/Types:

- PPO – Custodian Supervisors (3)
- PPO - Custodial Admin Staff/Sites (55/17)
- Schools: Site Based Facilities Servicepersons/Schools (1,376/222)

### Current Allocations Highlights

- Based on multiple variables to include # teachers, # student and sq ft.

### Changes to Roles and Responsibilities:

- Reviewed historical staffing and studies
- Reviewed changes in guidelines and protocols (related to COVID-19):
  - Wiping down high touch surfaces (desks, athletics)
  - Ensuring PPE availability in place (refilling sanitizer dispensers; etc.)
  - Lunchtime service, etc.

#### Notes:

1. The costs were calculated based on average annual salary for Temporary Labor Services.
2. Allocations covers an additional 4-7 hours per day.

## RECOMMENDED INVESTMENT

### Recommendations:

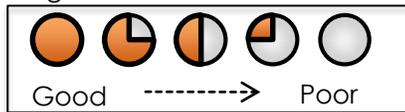
- Immediately address resource requirements related to changes in guidelines and protocols
- Allocate funding to cover temp, part-time or overtime options; site-based decision
  - Provide site-based flexibility in addressing staff augmentation needs
- Reassess long-term solution during future budget cycle, and in the context of the pandemic (trends, vaccine, etc.)
- Base annual allocations <sup>1,2</sup>:
  - HS/MS = \$25,000
  - Elem/All Other = 12,500

**Total Allocation <sup>1,2</sup>:**  
**\$4.2 - \$4.6 million**

# Personal Protective Equipment (PPE) and Cleaning Supplies.

Areas of Focus	Status
<b>Masks/ Face Shields</b>	
<b>Hand Sanitizers/Wipes / Cleaning Supplies</b>	
<b>Electrostatic Machines/Plexiglass</b>	
<b>Gloves/Gowns</b>	
<b>Other</b> (First Aid Kits/Thermometers, etc.)	

Legend:



# Personal Protective Equipment (PPE) and Cleaning Supplies.

- Physical Distancing Signs / A-Frames / Posters & Decals – 100% Complete
- Isolation Room PPE – 85% Complete (TBC 10/02)
- PPE to all Schools – 85% complete (TBC 10/02)
- ESE PPE – 100% Complete
  - Clusters – Delivering this week (TBC 10/02)
- District locations continue to order through [PPE@Browardschools.com](mailto:PPE@Browardschools.com) ordering system

# Aggressive Procurement on Select Emerging Items.

School Re-Opening Delivery Status	Ordered	Delivery
Additional School E-Misters (Weaver)	Yes	Oct. 5-12
Charging Stations	Yes	Oct. 5-12
Plexiglas	Yes	Sept. 15-30
HVAC filters (Combination of sizes)	Yes	Oct. 1-30
Cameras A/V	Yes	Sept. 30
E-Misters (Wexford Labs)	Yes	Aug./Sept.
Transportation E-Misters	Yes	Oct. 20-25
Power Cleaning Services (2 S/MWBE Vendors)	Yes	Daily
Water Fountain Retrofits	Yes	Oct. 5-25
Additional Nursing Services (Nurses at Schools)	Yes	Oct. 5

# Indoor Air Quality – Focus Area.

## REPORT TOTALS

LABOR HOURS : 17,638.7  
 LABOR COST : \$1,084,513.56  
 MATERIALS COST : \$131,008.41  
 VENDOR COST: \$6,747.15  
 TOOL COST : 0.00  
 TOTAL : \$1,222,269.12

TOTAL WO COUNT : 1,356

## ONGOING ACTIVITIES

We continue to maintain and repair all facility systems to ensure proper and safe operations:

- Custodial Supervisors continue to provide guidance to site-based custodial staff for enhanced cleaning:
  - Video guidance on disinfection protocols
  - Video guidance to ensure HVAC filters are changed according to District Policy and Procedure and with consideration for the employees' wellbeing.
- PPO is currently working with Environmental Health & Safety to evaluate the effects of increasing the schedule of the air system.

WO Review

(CLASS/STRUCTURE DESCRIPTION) = 'EQ' - (REQUEST MUST ORIGINATE FROM THE EHS DEPARTMENT) and (WORKORDER PERSONNEL) = 'EHS' and (WO STATUS CHANGED DATE) = 'DATE' (2020, 03, 15, 00, 00, 00) and (WO STATUS) in ('CLOSE', 'COMP', 'W/CLOSE')

WO #	WORK ORDER DESCRIPTION	ENTRY DATE	WORK ASSIGNMENT	LABOR	STATUS	STATUS DATE	WO COST
95282	EVALUATE AND REPAIR CAUSE OF STAINED CEILING TILE. REMOVE AND REPLACE STAINED CEILING TILES. INSTALL NEW CEILING TILE UPON REPAIR. CUTS NEEDED. #851 ( )	7/15/19		0.0	CLOSED	9/2/20	\$1,165.40
95284	EVALUATE AND REPAIR CAUSE OF WATER DAMAGED WALL MATERIAL. REMOVE AND REPLACE WALL MATERIAL AS NEEDED. #851 ( )	7/15/19	THOMAS D...	0.0	CLOSED	4/17/20	\$3,918.24
95350	EVALUATE AND REPAIR CAUSE OF WATER DAMAGED WALL MATERIAL. REMOVE AND REPLACE WALL MATERIAL AS NEEDED. #852 ( )	7/15/19		0.0	CLOSED	7/9/20	\$2,889.90
95357				35.2	CLOSED	7/9/20	\$2,389.22
120331	EVALUATE AND REPAIR HVAC SYSTEM AS NEEDED. #854 (PREVIOUS WO 120330 & 102674) ( )	9/17/19		21.1	CLOSED	8/26/20	\$9,198.97
125348	SET TEMPERATURE TO 72 - 78 DEGREES. REPAIR HVAC TO REDUCE HUMIDITY. #852 ( )	9/17/19		2.3	CLOSED	7/9/20	\$352.73
125352	SET TEMPERATURE TO 72 - 78 DEGREES. REPAIR HVAC TO REDUCE HUMIDITY. #854 ( )	9/17/19		19.2	CLOSED	8/4/20	\$1,534.13
125354	SET TEMPERATURE TO 72 - 78 DEGREES. #855 ( )	9/17/19		20.0	CLOSED	8/5/20	\$1,889.23
125355	REPAIR HVAC TO REDUCE HUMIDITY LEVELS. #856 ( )	9/17/19		27.9	CLOSED	8/5/20	\$9,259.78

## NEXT STEPS

- Working with vendors to source filters; lead time varies as supply chain impacted by last two hurricanes in the Gulf of Mexico
- Sent memo through PIVOT to request filter inventory at schools sites from all Head Facilities Servicepersons (FSPs)
- PPO staff will use surplus filters from sites to use at sites without filter inventory
- Anticipated arrival date of ordered filters: Oct. 1-30
- Anticipated completion date for all schools to have filters replace filters: Work-in-Progress

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