



SCHOOL REOPENING 20|21
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Broward County Public Schools

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Overview

Like school districts across the nation, Broward County Public Schools (BCPS) was forced to close schools and quickly transition to a distance learning model of instruction on March 16th, 2020 as a result of the coronavirus pandemic. While school year disruptions are all too familiar to BCPS, previous closures have been short in length, concentrated in impact, and not without modern precedent. In the time of coronavirus, though, schools are faced with a crisis of uncertain duration and unknown magnitude. Layered within the uncertainty lie anticipated cuts to funding for public education, potentially far worse than those of the Great Recession.

Parents are deeply concerned over learning loss while their children are not in school, and they worry that their children are missing out on life-enhancing experiences and meaningful milestones. People want normalcy. Absent a vaccine, however, parents and educators alike fear that a return to school exposes families to risks that could be catastrophic.

Measures introduced to mitigate viral spread, like physical distancing, personal protective equipment (PPE), and frequent handwashing, are expected to help. But implementing them at schools exposes thorny constraints that agitate the very structures – organizational and physical – that define the modern educational experience, like classroom size and space design, teacher-to-student ratios, close-contact athletics, special events, bus transportation, etc. Furthermore, the American school calendar, unchanged since the 1800s, already carries with it the challenge of summer slide, the loss of learning associated with a lengthy break. Recent closures add to that, creating what is now commonly referred to as “COVID slide”.

Throughout the summer, BCPS has been working with public health, medical, and education experts, as well as State and local officials, to plan for a safe return to school. A comprehensive environmental scan was conducted, and all planning efforts have been squarely aligned within the framework of the District’s 2024 Strategic Plan – including its shared Vision, Mission, Core Values, and Goals. Extensive outreach to families and staff, ongoing internal and external stakeholder engagement, as well as sustained dialogue with the School Board, have been essential for shaping BCPS’s strategies for the coming months as it prepares for the start of the 2020-21 school year.

At this time, it is BCPS’s intent to begin the 2020-21 school year on August 19th, 2020 through a virtual delivery model, referred to by BCPS as **eLearning**. The feasibility of implementing a “pilot” program to provide an on-campus experience to students with critical needs, who otherwise are not able to adapt to eLearning, is being investigated. They are the most vulnerable, and BCPS is committed to doing everything it can to support their development safely and responsibly. However, a pilot will only occur when conditions are appropriate and sufficient staff volunteer to support it.

BCPS approaches the 2020-21 school year with a heightened sense of adaptability, agility, and flexibility:

- Instruction will be delivered via an enhanced eLearning model. While learning is delivered online, this model maintains students’ connections to their brick-and-mortar schools, faculty and staff, as well as the social connections that students have already developed with their peers.
- The District will revisit the decision on the most appropriate learning model under prevailing circumstances on or around October 1st, 2020. At that time, if a 14-day favorable trend is observed in four categories (disease progression, ability to manage the spread, health system capacity, and adequacy of District safeguards) across select key indicators within the tri-county area, BCPS will consider transitioning its learning model. If not, BCPS will regularly review these indicators in an effort to return to a face-to-face learning model as soon as safely possible. In conjunction with

public health officials, BCPS will assess the relative weighting of indicators across those categories. Upon receiving approval from the School Board, the District will provide a minimum of two (2) weeks’ notice to the Broward community before transitioning to a new phase of reopening.

- **When trends are favorable, BCPS will begin welcoming students back to campus under a hybrid model.** The frequency of time on campus will vary depending on the physical space limits and enrollment levels at a given school. Families who desire to continue with 100% eLearning will have the option to do so.
- As early as appropriate, all schools will reopen to all students every day for face-to-face instruction. Online delivery models will remain in place to afford families continued, expanded access to services and support. Thus, when the current crisis is over, BCPS fully expects to deliver a learning experience that is better than before the pandemic, combining the best of on-campus experiences with the flexibility of virtual access.
- Broward Virtual School remains an option for students who opt for virtual learning but do not plan to continue their full-time connection to their bricks-and-mortar school. As always the case, Broward Virtual School is an option for any student who wishes to add on additional coursework not available at their local school. *However, unlike eLearning attached to a student’s local bricks-and-mortar school, online instruction from Broward Virtual School is delivered asynchronously.* That is, it is independent and not “live”: instruction for students does not occur at the same time on a daily schedule.
- Families with students enrolled through the School Choice application process at a magnet program (that is not their local school), or at one of the Nova campuses, who choose Broward Virtual School cannot be guaranteed a future spot at their bricks-and-mortar school.

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

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

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

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

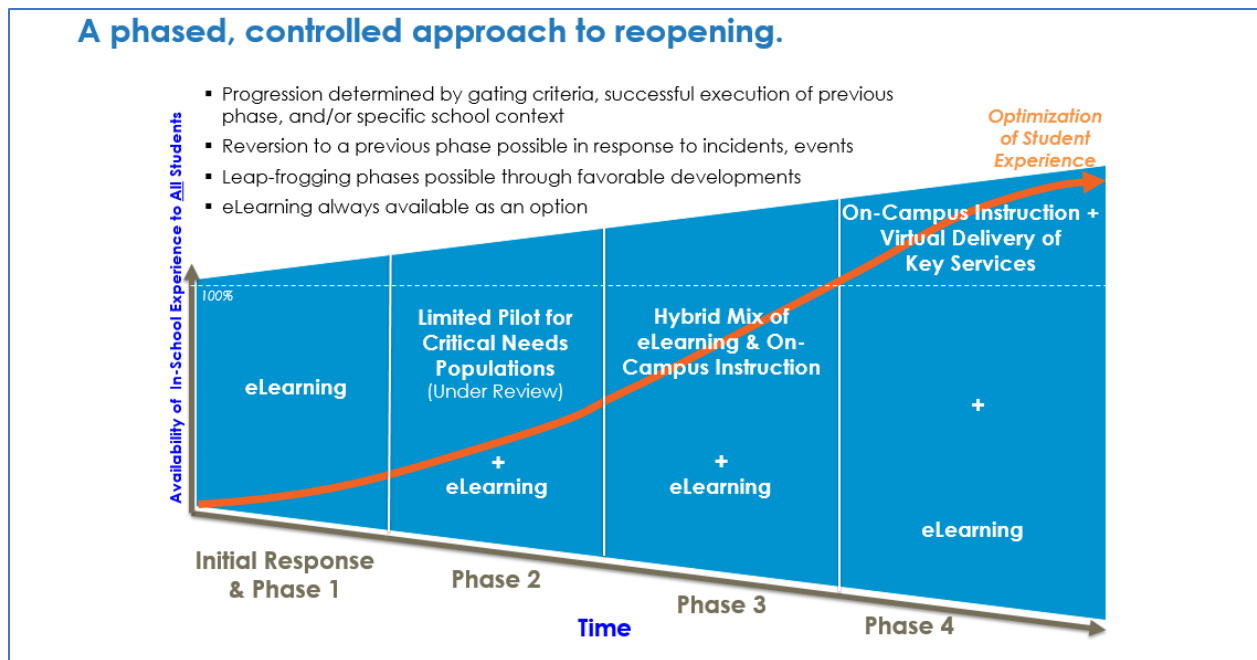
In conjunction with public health officials, we will assess the relative weighting of indicators across these 4 categories

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

As BCPS prepares for the start of school, it wants to keep families informed of its plans to continue its mission to educate all students for future success. This 2020-21 School Reopening Plan builds upon the content shared with the School Board and the public over the summer and summarizes adjustments to daily procedures, including:

- eLearning improvements and learning acceleration plans;
- Campus and classroom modifications for a return to school under a hybrid model when conditions permit; and
- Campus health and safety protocols.

Please note that information may change based on developments with the virus, the advice of public health experts, or orders by government agencies. To safely and effectively open its campuses, BCPS will continue to assess information, act decisively, and develop guidelines and procedures in service of families and staff. The goal is to keep students and staff safe, and all stakeholders will be provided updates if circumstances require adjustments.



The School Calendar

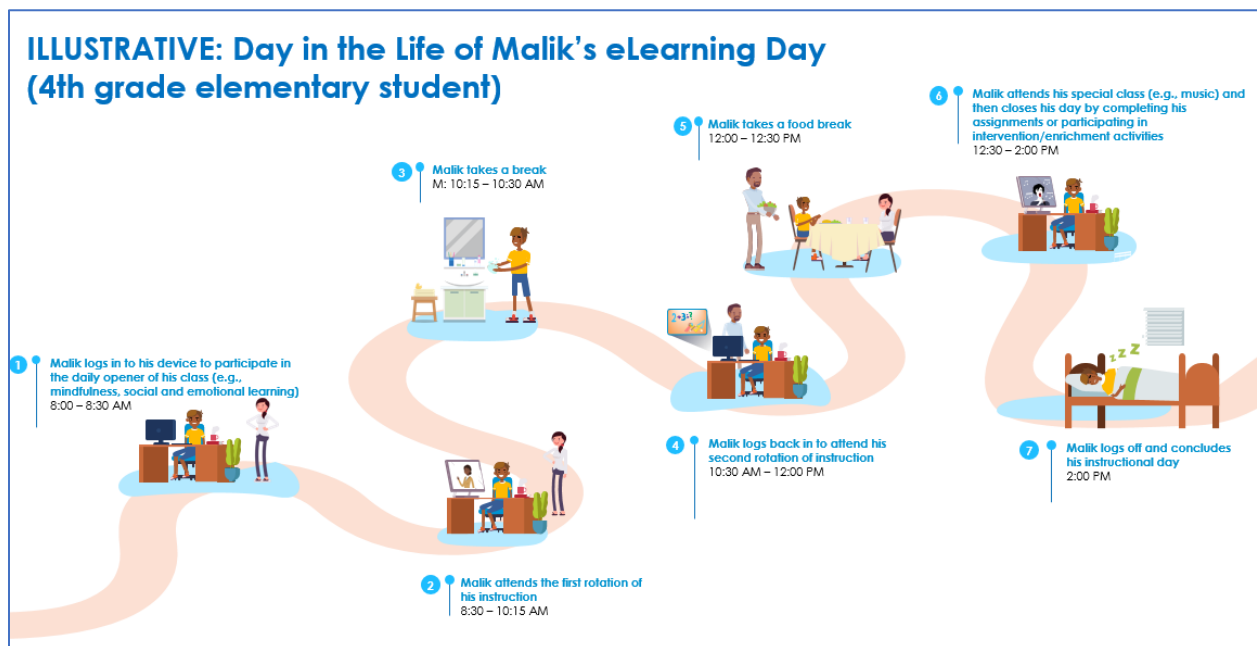
The school calendar has not changed. The current School Board-approved [Broward 2020-21 School Calendar](#) remains in compliance with State laws, rules and collective bargaining agreements. Although no changes have been made to the 2020-21 school calendar as of August 10th, it continues to be a top priority to be agile and open to modifications based on the needs of the eLearning environment, while ensuring all students receive the State-prescribed number of instructional hours.

The Superintendent and Senior Leadership Team have responded to the consideration of a later school start date and options around the utilization of early release days. At this time, no changes have been made to the employee work calendar. Many Instructional and Non-Instructional employees have voluntarily returned to work prior to the start of their work calendar for professional learning and training.

What will eLearning look like?

Live Instruction. BCPS will deliver a high-quality eLearning environment by providing both synchronous (live) and asynchronous (independent) learning. Academic departments will provide learning acceleration guidance and support to schools and teachers. A significant enhancement from distance learning provided last spring is that, in the new BCPS eLearning model, students and teachers will follow a similar schedule as they would have in a face-to-face setting.

BCPS evaluated the possibility of offering structured evening class schedules for students. However, community interest is low and not sufficient to justify evening sessions.



The schedule for Kindergarten and First Grade will include multiple opportunities for movement (i.e., away from the computer screen) and breaks that recognize the developmental stage that students are at.

Each day, students will interact synchronously with their teacher(s) through a secure video conferencing application, Microsoft Teams. Recent enhancements to Teams implemented by the District allow the teacher to see the entire class simultaneously. Students will be able to see their classmates and teacher(s)

via webcams and interact with them in a virtual classroom. Qualified substitutes will be available to provide instruction when a teacher is ill or absent.

Canvas, the District's learning management system, allows teachers to share content, assignments, and feedback with students individually or in groups. Canvas also allows students to respond to discussion posts by classmates on topics that relate to the content they are learning in class. Canvas and Teams allow the teacher to place students in collaborative groups while using Microsoft shared files (Word and/or PowerPoint) to work on a group class project.

Assessments. Teachers will have diagnostic, formative, and summative assessments, as well as group and individual projects to determine their students' level of mastery of skills and standards for success. Students that need extra assistance in their coursework can leverage the teacher's Canvas page for resources, the District's pre-recorded lessons, or the school's after-hours hotline for assistance. This type of instruction is intended for all students, and the District plans to maintain the inclusion of each and every learner.

BCPS is also devising ways to reach complex learners virtually and/or by determining which of those learners should come in to receive face-to-face support. Tools such as Immersive Reader and Imagine Learning are available to reach second language learners.

Teacher-Student Relationships and Social-Emotional Learning. BCPS is dedicated to ensuring not only academic success and acceleration, but also social and emotional stability for its students. Teachers, administration, and staff will make every effort to connect with students and parents or guardians to build the relationships that people are accustomed to in a brick-and-mortar school setting. After-hours support will be provided. Schools will spend the first two weeks of the school year focused on setting positive cultures in the virtual classroom while building relationships between students and teachers, as well as between students. The District's School Counseling Department will provide mental health and mindfulness lessons that deliver a much needed socialization break during the day and after hours.

Outreach and Guidance for Parents. While some teachers, students, and families are aware of the technology that BCPS uses to deliver content to students, BCPS realizes that there are still many who may feel overwhelmed. BCPS is improving its communication to families on how students can access classes in Canvas and Teams. Parent guides, as well as video tutorials, will be available to provide families with the information needed on demand. Beginning before school starts and continuing up to the third day of school, schools will be hosting virtual Open Houses to acquaint families with the specifics of their school and teacher's classroom. Families can contact their school directly to get specific questions answered by telephone, which will be answered by staff working either on site or remotely. BCPS will continue to garner feedback and change plans by analyzing data from parent, student, and community surveys.

Sample Schedule

Each school will develop its own master schedule and have the flexibility of tailoring its own instructional time in a way that makes the most sense for its context. The schedules that follow are *examples only*.

ILLUSTRATIVE: Components of an Elementary School Schedule

Standard Schedule – Grades 2 - 5

Teacher planning (i.e., parent conferences, etc.)

Daily opener

Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)

Small group rotations / CAI / Independent Activities

Break (recess)

Writing Instruction

Teacher led tiered instruction

Physical Education

Lunch/Dinner break

Whole Group Math Instruction

Small Group Math instruction/Independent Practice

Content specific: Social Studies / Science

Specials

Teacher planning (i.e., parent conferences, etc.)

Morning Session

7:30 AM

8:00 AM

8:15 AM

8:45 AM

9:45 AM

10:05 AM

10:30 AM

11:00 AM

11:30 AM

12:00 PM

12:30 PM

1:00 PM

1:30 PM

2:00 PM – 3:00 PM

Teacher-student interaction time

-

15 minutes

30 minutes

60 minutes

-

25 minutes

30 minutes

30 minutes

-

30 minutes

30 minutes

30 minutes

-

-

~4 hours 40 minutes
Total teacher-student interaction time

ILLUSTRATIVE: Schedules for Secondary Schools.

Straight schedule

~2/3 of Middle schools

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

Teachers will teach 5 out of the 6 courses² for a total instructional time of about ~4 hours and 35 minutes. The other period will be used as planning time

1. Periods alternate per day as an A/B schedule concept
2. Some teachers may teach more as supplemental periods

Block schedule¹

All high-school and ~1/3 middle schools

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

Teachers will teach 3 out of the 4 courses² for a total instructional time of about ~4 hours and 30 minutes. The other period will be used as planning time

Evening academic support

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

Each school will have at least 4 teachers available for academic support: one per each core subject
Teachers to provide ~5 hours of live instructional support with flex breaks and additional planning

3. Specialized teachers available on a school-by school basis (e.g., Cambridge or international Baccalaureate certified)

What supports will be provided to students when school starts?

Several strategies will be deployed to fully support students' academic, social, emotional, developmental, and mental health growth by removing barriers to services while in the eLearning space and beyond. The goal is to build knowledge, develop skills, and provide resources that prepare staff to support student success.

Student Attendance Taking. Teachers will record student attendance in the system used by the District to capture attendance (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. Students are expected to submit a Daily Attendance Check-in. Evidence for daily student attendance includes participation in synchronous learning, participation in a discussion board, submission of assignments, and direct communication with the teacher. Outreach to students who are observed not to be attending class will occur in order to determine whether the student is experiencing connectivity issues or is need of other supports. Attendance taking protocols and procedures will be shared with all staff.

Mental Health and Social Services Intervention. BCPS will provide targeted virtual crisis response and individual, family, and small group counseling. BCPS will also provide easy access for students to request voluntarily services for mental health, child abuse, homelessness and/or social services. BCPS will initiate referrals to behavioral health partners as warranted.

Mindfulness and Social-Emotional Learning. BCPS will provide Social-Emotional Learning (SEL) toolkits to school personnel to support daily mindfulness practices. As mandated by the State, five (5) hours of mental health instruction to students in grades 6 through 12 will be implemented.

Identification of Students for Targeted Services. BCPS will identify students for targeted services, especially at Tiers II and III, using the following means: a Mental health screener; suicide assessments; follow-up on students in-care for the 2019-20 school year; students on the "F" report; students retained from the 2019-20 school year; student self-referrals; and staff referrals for mental health, homelessness, child abuse, and social services.

Professional Learning. Professional development will be offered District-wide to strengthen staff confidence while working in the eLearning space. Training topics include conducting daily mindfulness activities, identifying and responding to trauma, and psychological and mental health first aid. Access to workshops and resources that support learning from home will also be provided.

How will technology and tech support be provisioned?

BCPS's Information Technology (IT) Division stands prepared to facilitate student learning regardless of learning modality or socio-economic status. The IT Division is focused on ensuring access to reliable technology for the District's staff and students. BCPS IT has distilled the challenge of access into three components:

- 1) The availability of laptops or other appropriate digital devices for students and staff;
- 2) The provisioning of high-speed Internet access — whether at individuals' homes or on BCPS premises; and
- 3) Support for all stakeholders to utilize the tools of the eLearning environment successfully.

Laptops will continue to be distributed to staff and students, as needed, to support a successful school reopening. Thanks to the \$16.5M annual investment that the School Board has made in the technology Refresh Program, more than 20,000 new laptops are available to supplement over 100,000 laptops issued in the wake of the pandemic. BCPS continues to respond to the laptop needs of students, teachers, ESPs (who will be permitted to borrow laptops) and other staff to ensure that the District is fully productive in a virtual environment.

BCPS has identified internet access as a critical component of the eLearning environment. As such, data-enabled phones and hotspots will continue to be made available through direct request and school referral. Additionally, the District continues to work with AT&T and Comcast to help ensure robust access to these private carriers' \$5 and \$10 per month home broadband internet services for low income families. Recognizing that school facilities also require robust internet capabilities, BCPS continues its Wide Area Network (WAN) upgrade, substantially increasing internet speeds at each site according to its existing project implementation schedule.

Finally, supporting school-based personnel and students in the District's eLearning environment remains a top priority. BCPS continues in its efforts to provide Broward families and educators with one centralized number to call for all technology support issues, with a dedicated line for teachers. Staffed by the school-based Microcomputer Technicians ("Micro-techs"), BCPS's Virtual Call Center (VCC) is a resource for on-demand technology support during school hours. This apparatus will be used to address questions on Canvas, Teams, and other software, as well as to facilitate the scheduling of on-site support.

How will campuses be prepared for eventual on-campus teaching and learning?

BCPS's classrooms, buildings, and common areas are being modified to maximize space for physical distancing, promote hygiene, and enable thorough sanitation.

Classroom Space Planning

BCPS has focused on developing physical distancing-based school capacity models that will aid in the plan to safely reopen schools when conditions improve. BCPS expects that planning for lower density class sizes will be a key strategy for transitioning from full eLearning to a hybrid model and, ultimately, to full-time face-to-face instruction. To support this strategy, different means have been developed to derive usable school space that can accommodate physical separation between students to the CDC recommendation of six feet.

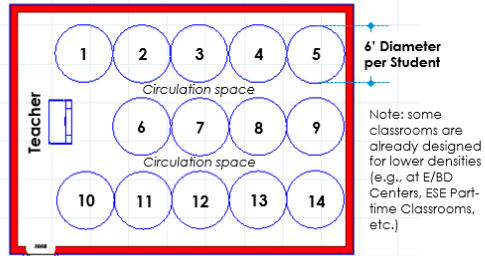
Using preliminary calculations that allocate 65 square feet per student to support school physical distancing (based on an existing State standard for lower density classrooms), all school sites can potentially accommodate 50% of their students at any given time once schools begin to open campuses. With the ability to accommodate 50% of their students at a given time, all students would have the opportunity to be on campus two to three times a week under a hybrid reopening when conditions permit.

However, principal vetting of preliminary space calculations may significantly reduce or increase a school's total available capacity, as may other factors such as available staffing levels, educational programs or populations of students with specific space requirements. Several principals participated in pilot program to analyze their respective school's space and, through their "reality on the ground" efforts, recommended that physical distance capacity be determined at a more granular level, school by school. Thus, at the appropriate time, each school will determine the instructional opportunities at its site and drive the development of its own master schedule.

Why not accommodate all students every day?

Under safety, space, staffing, and financial constraints, a 100% model across all schools doesn't work.

- Physical distancing results in **lower density classrooms**.
Large Classroom Example:



- Lower density classrooms mean more classrooms are needed, but **space is finite**. Schools enrolled near, at, or above capacity don't have enough physical space.
- Where total square footage is sufficient, lower density classrooms create a **need for additional staff**.

Student : Teacher Ratio

14:1 → 4,614 additional teachers = \$359 million cost¹

Ratio with Physical Distancing....additional teachers needed to support 100% of students, every day

¹ Reassignment of non-classroom teachers lowers the number of additional positions needed to 2,969, reducing the cost to \$231m



Physical Distancing

A six foot (6') distance between all persons on campus is expected at all times when feasible.

- Plexiglass sneeze shields or another similar barrier will be present at each school's single point of entry and in any school office area where staff engages with the public.
- Pedestrian traffic flow will be mapped out at each school to encourage physical distancing using signage on walls and floors.

What health protocols will employees, parents, and students need to observe for employees to work and students to learn on campus?

Health, Hygiene, and Sanitation

Health Protocols. To make in-person teaching and learning possible for those students who will be returning for on-campus instruction and services when conditions improve, the Broward community—students, parents, and employees—must work together to follow health protocols, at home and on campus.

- On a daily basis parents and guardians should ensure their student does not have flu-like symptoms, has not knowingly been around anyone COVID-positive, and understands physical distancing expectations. This also applies to staff. If any student or staff member meets one of these criteria, they should refrain from going to school. This will be applicable once the District transitions from eLearning to a hybrid model, when students begin returning to the physical campus.
- Temperature checks will be taken only for students suspected or showing COVID-19 symptoms.

Personal Protective Equipment (PPE). PPE will be necessary once the District transitions to a return to the physical campus. PPE will be provided to staff based on their individual role, recognizing those employees with higher risk of transmission will need an increased level of PPE. Identified below are additional specifics on PPE:

- All students riding buses are required to bring and wear face coverings.
- Drivers are required to wear face coverings when students are present.
- On campus, staff and students are required to wear face coverings in all common areas, while in transit within the school, and whenever 6' physical distancing cannot be observed. A face shield is an option that may facilitate better communication while teaching. Staff may remove face coverings when stationary or traveling, when 6' of physical distancing is assured.
- All students are responsible for supplying their own face coverings. Staff will be provided face coverings by the District.
- Some students and staff may require more forms of PPE if physical separation is unable to be maintained, if physiological or behavioral characteristics necessitate, or if other site-specific conditions exist.

Hand Sanitizer Stations. Students and staff entering classrooms will have the ability to sanitize before and after using door handles. School staff are required to wipe down door handles prior to transition times. Depending on factors such as student population and campus configuration, hand sanitizer stations will be placed throughout all campuses, for an anticipated average of 8 to 10 locations per campus.

Isolation Rooms. Any students exhibiting symptoms associated with COVID-19 will be contained within an isolation space until such time that their parent or caregiver can pick them up. All schools have identified isolation rooms on site.

Sanitation.

- Intermittent (between classes) cleaning of desks will be done by students, if age appropriate.
- Enhanced daily after school cleaning will be completed by District staff on all high frequency touch points within classrooms, hallways, offices, clinics, isolation rooms, etc.
- Power cleaning will be completed by an outside cleaning provider two to five times per week using electrostatic misters. The Procurement and Warehousing Services team has made contact with vendors and has begun negotiations for electrostatic misters and outside vendor(s).
- High-frequency touch points in all areas that were occupied during the school day will be cleaned daily.
- Special area cleaning will be completed daily for recently occupied locker rooms, weight rooms, corridor and hallways, auditoriums, playgrounds, athletic equipment, clinics, after-hours event areas, etc.
- Emergency cleaning will be performed after a confirmed positive COVID-19 case.

Signage. In every school and bus there will be signage on:

- Required face coverings,
- Proper process around using drinking fountains,
- Proper pick up and drop off process,
- Proper handwashing process,
- How to identify symptoms, and
- What to do if experiencing symptoms.

Images of Preliminary Signage for All Schools



Protocols for Exposure to a Confirmed COVID Case

BCPS's process and protocols are designed to mitigate the spread of COVID-19 on its campuses. However, procedures are in place to manage individual cases and periodic waves of infection, along with other illnesses that regularly occur on a school campus.

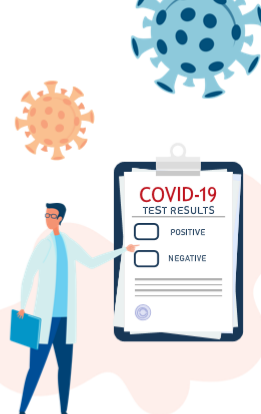
Confirmed or Suspected Case. Confirmed and suspected cases (those who are tested and diagnosed with COVID-19 or are exhibiting symptoms) will be required to complete BCPS's online COVID Notification Form, including information for contact tracing within the exposure window of the previous 14 days. BCPS's Coordinated Student Health Services team will contact the local health department to report the case. The school will begin to gather data and inform those immediately at risk of direct or indirect exposure to a confirmed case while the FDOH initiates its processes. The local health department will initiate contact tracing and will be responsible for informing the school who had direct and indirect exposure.

Quarantine Protocols. Confirmed or suspected cases will be required to self-isolate for at least 10 days after symptoms first appeared. Two negative coronavirus tests more than 24 hours apart (for confirmed cases) and one negative test (for suspected cases), along with a doctor's note, will be required prior to their return to a BCPS site.

Those who have been directly exposed to a confirmed COVID case will be required to quarantine for 14 days from last exposure. Those who may have been indirectly exposed will be asked to self-monitor for symptoms, but will not be required to quarantine as long as they have maintained physical distancing and properly used PPE.

Deep dive: Confirmed case and contact tracing protocols for returning to school

Description (notwithstanding updated guidance from CDC)		
Testing/return procedures	If you are	Requirements
Suspected or confirmed case	Suspected	<ol style="list-style-type: none"> 1. No fever for >72 hours (without use of medicine); AND 2. Symptoms have improved; AND 3. Quarantined at least 10 days since symptoms first appeared; AND 4. 1 negative test (at least 24 hours after developing symptoms)
	Confirmed	<ol style="list-style-type: none"> 1. No fever for >72 hours (without use of medicine); AND 2. Symptoms have improved; AND 3. Self-isolated at home at least 10 days AND 4. 2 negative tests >24 hours apart AND note from Provider (students)
Direct exposure	No symptoms	Complete 14 days quarantine, continuously monitor for symptoms
	Develops symptoms	Must follow procedures for a confirmed case
	Co-habitation	Complete 14 days quarantine from the last day of close contact with infected person, monitor for symptoms and provide 1 negative test result
Indirect exposure	Self monitor for symptoms, no testing or quarantine requirement as long as properly used PPE and maintained physical distancing	



Coordinated Student Health Services Department (with local FDOH and local hospital districts) will provide COVID-19 testing sites on CSHS SharePoint site

What special considerations are there for ESE populations?

ESE Community Concerns

The Broward ESE community is a broad coalition of parents, practitioners, providers, advocates, employers, regulators, and other individuals and organizations. With regard to school reopening, a diverse set of recommendations have emerged for the District’s consideration, including:

- Providing face-to-face instruction for Students-With-Disabilities (SWD) as soon as possible;
- Ensuring FAPE and Inclusion occur for all SWD;
- Bringing sub-populations of SWD back earlier than the general population;
- Bringing back medically fragile students after the District has established protocols for healthy students;
- NOT bringing back ANY staff back to campus until it is safe for ALL staff to return; and
- Improving communications at the individual family, school, and district level to reassure families of preparedness, answer concerns, and build trust.

As may be noted, some of these recommendations, were they to be they simultaneously implemented, work to cross-purposes. In addition, clear guidance from the Federal, State, and local level on the threshold for requesting “compensatory services” is lacking.

While the District continues to engage with the ESE community and evaluate options, it has determined that **all ESE students will begin instruction with eLearning on August 19th, and that the earliest any students will be brought onto campus for face-to-face instruction will be on August 31st.**

eLearning

There are close to 40,000 students receiving Exceptional Student Education services as Students with a Disability (SWD). Each student has their unique Individualized Education Plan (IEP) which determines the accommodations they receive. All SWD had a Temporary Distance Learning Plan (TDLP) created in the Spring of 2020 to document the services that were being provided under distance learning. Their TDLPs

will be updated in Fall 2020 to the improved eLearning model adopted by the District for the start of school. Inclusion will be maintained during periods of eLearning. In addition:

- Teachers will have access to adaptive technologies and software. Teachers will be provided with needed accommodations for every student within Canvas via the SEPA app.
- Instructional and Non-Instructional staff will continue their training for eLearning (as well as for hybrid modalities).
- Alternate forms of technology and platforms for delivery of instruction will be available, including devices and specialized equipment.
- Ongoing support and resource development for PreK-Transition will be provided.
- Parents will have digital access to the IEP and TDLP.
- IEP meetings will continue to be held via Teams video conferencing with parental consent.
- Additional resources will be available online, including curriculum and parent training.

On-campus Learning

The District will strive to bring certain populations of students back to campus for in-person learning prior to the return of the general student population. Self-contained classrooms, special programs, Center school students and/or other sub-populations will be identified for priority return to on-campus instruction. However, parents will still have the option of remaining with the eLearning modality.

Personal Protective Equipment for ESE Students. There is a broad spectrum of needs among ESE students. This will necessitate that families and staff review the uniqueness of what their PPE will need to be to ensure safety when face-face instruction resumes. Thus, PPE will vary across classes.

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

Personal Protective Equipment for ESE Staff. All staff will be provided with the appropriate PPE for their working conditions. It is anticipated that staff who may work with the most severe ESE students will be provided with the most comprehensive and adequate set of PPE needed to mitigate the risks to both student and staff when being in the same physical environment. Additional PPE, such as face shields, foot coverings, gloves and/or gowns will be provided should a student's disability or behaviors necessitate.

Are food services going to be available?

BCPS' Food and Nutrition Services (FNS) department will continue meal service to students in compliance with the National School Lunch Program (NSLP) regulations. Students will have the opportunity to receive breakfast and lunch according to their meal eligibility.

Two meal service models will be implemented on the first day of school; **"Grab and Go"** and, when conditions become more favorable and campuses are reopened, a **Traditional Line Meal Service**. A' la carte items will not be offered in either model.

The **"Grab and Go"** model packages five (5) days of meals for pick up. Student meals will be available on Tuesdays and Thursdays from 11:00 am to 1:00 pm and from 3:00 pm to 5:00 pm. Birth certificates,

identification badges, report cards as well as other forms of identification will allow parents to pick up student meals, if students are not in the car. Student walk-up meals are also available. Meal rosters will be documented when the student receives the meal package and is present, or if their parent presents identification. The meal roster contains the student FSI barcode, which will be scanned into the computer system, recording the meal for meal reimbursement.

The **Traditional Meal Line Service** model allows principals to schedule breakfast and lunch meal service periods when students begin reporting to campus for instruction. Students will proceed through the cafeteria serving line, physically distanced, with meal item offerings comparable to the “Grab and Go” model. Students will have their meal badge scanned at the cash register, recording the meal for reimbursement. Dining rooms will be used for dining, and established waste disposal procedures will be followed. The final determination of meal service and consumption locations are dependent on the total number of students on-site (i.e., for Hybrid or Face-to-Face models).

All FNS staff will report to work on August 18th for training and meal packaging. Staff will also be trained on COVID-19-s protocols, including cleaning procedures. Effective August 19th, all FNS staff will report to work for their scheduled work hours, although times may change to accommodate meal preparation and service. FNS staff may be reassigned to ensure that all positions are covered. Meal participation will be evaluated for the time period August 19th through September 4th, with staffing adjustments occurring as needed.

Guidance from the Board and Senior Leadership Team on serving Adult Meals at no cost is pending. The Department continues to operate on a Profit and Loss Model. The source of revenue is generated from meals served, with labor the highest expense.

Will bus transportation services be available?

There are five interdependent components to delivering a successful student transportation operation: route plans, fleet readiness, workforce readiness, communication and training plans, and safety protocols.

Route Plans. Over 90,000 students are eligible for school bus transportation. BCPS’s Student Transportation and Fleet Services (STFS) team uses data from the District’s student information system to develop bus schedules in compliance with Federal, State and local requirements. An automated routing system is used to identify, route and communicate bus stop information to households and school administration. STFS has developed routing scenarios that can be finalized based on any adopted instructional model and the associated load of eligible student riders identified to return to campus.

Fleet Readiness. Collectively, there are 1,230 routed and spare buses in BCPS’s fleet. Fleet readiness considers the daily buses needed to ensure rider demand is met, while ensuring that all required repairs can be done in a timely manner. All routed buses for the 2019-20 school year (1,004) have been inspected and are ready to transport students. At 7%, BCPS’s school bus spare ratios are very low compared to the national average (20%). Over the last few years, the School Board has continually worked to address the spare bus ratio by allocating Capital funding to purchase new buses. White fleet vehicles consist of utility vans, parts trucks, and passenger vehicles. They are used by multiple departments, including Food and Nutrition Services (FNS), the Special Investigative Unit (SIU) and Physical Plant Operations (PPO). These are also ready for the start of school. STFS will ensure that buses are inspected and repaired in compliance with Federal, State and local requirements.

Workforce Training and Recruitment. Of the 1,810 STFS employees, 1,160 are bus operators and 415 are bus attendants. Maintaining an adequate number of bus operators and bus attendants is key to providing safe and timely pick-up and delivery of students. In 2020, STFS’s bus operator vacancy rates reached historic highs, possibly exacerbated by delays in the hiring process due to internal and external (e.g., DMV) constraints. BCPS has an urgent need to balance the hiring process against the phased reopening process to ensure that new applicant drivers move through the hiring pipeline. STFS continues to work with the Marketing and Communications division, Career Source Broward, schools, job boards and various community agencies to assist with advertising and filling vacancies.

Communication and Training Plans. The COVID-19 pandemic requires that BCPS be agile and develop alternate methods to communicate and execute training plans. STFS’s training team has developed virtual classroom modules and has modified in-person training in response to the COVID-19 pandemic and the CDC’s physical distancing recommendations. STFS is also streamlining routing communications, providing student transportation data to schools with guidance on sharing with families, and offering customer service over the telephone and online. STFS is collaborating with collective bargaining groups (e.g., FOPE-4) to address areas of mutual interest and concerns around new cleaning protocols, route viewing, and route selection.

Safety Protocols. Safety is fundamental to the District’s student transportation offerings. In response to the COVID-19 pandemic, PPE, physical distancing and enhanced sanitation have been embedded in STFS’s operational planning. During the summer, all school buses were fully cleaned, sanitized and disinfected with an electrostatic mister. Drivers are now required to disinfect their buses prior to leaving the terminal in the morning and afternoon. Seats will be sanitized between each school run, and additional deep cleaning will occur overnight. Additionally, STFS is reviewing and updating driver and student management procedures to enforce physical distancing, seating arrangements, and other protective measures related to preventing viral spread.

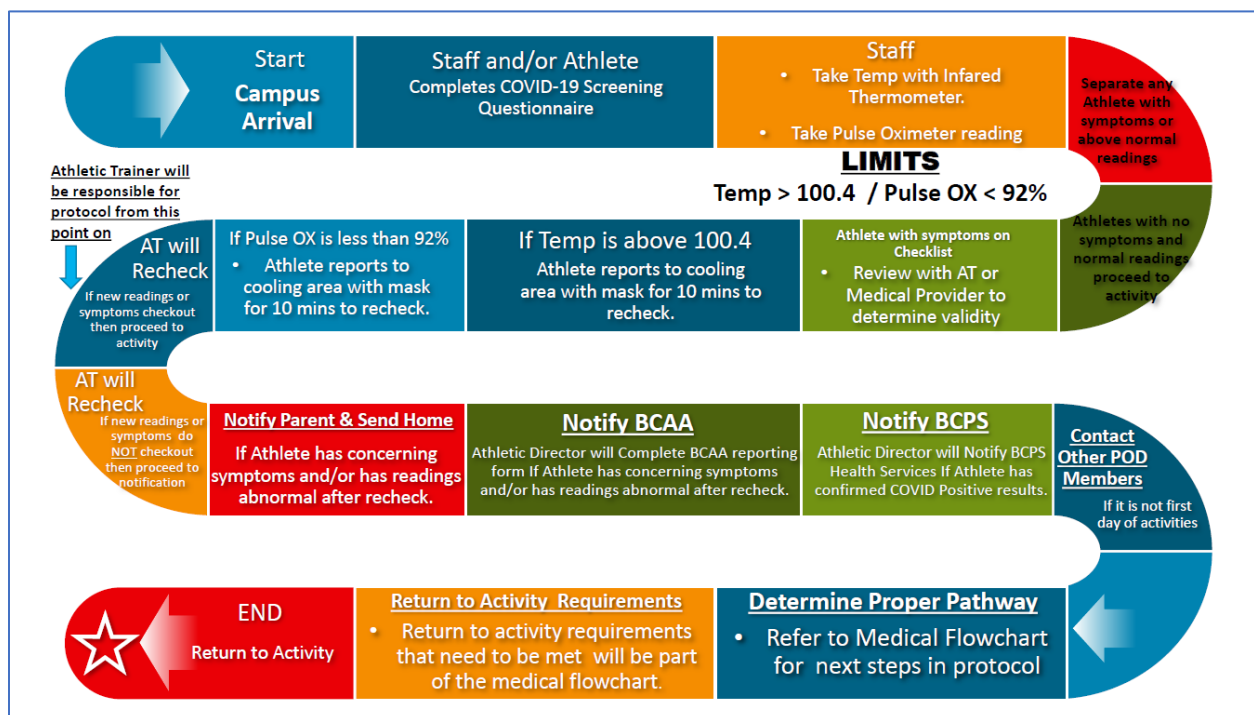
What will a return to Athletics and other programming look like?

The Office of Athletics and Student Activities (ASA) has been working diligently since May, 2020, to develop a phased-in approach to re-launch athletics. Staff has been meeting weekly with athletic directors, principal groups, and medical experts. The District has received little guidance from the Florida High School Athletic Association (FHSAA).

Prioritizing the health and safety of all students and staff will remain ASA’s primary focus. At present, a stay-at-home mandate is in effect for student-athletes, coaches and staff with regard to the start of outside voluntary strength and conditioning sessions at the District’s traditional high schools. When safe to resume, school-based administration will have full autonomy to organize and launch voluntary workouts while following the safety and sanitation procedures and protocols provided by the ASA department. To reduce transmission, only outdoor practice areas are approved and ready for use. School weight rooms will remain closed during the initial return to voluntary play.

Many sports teams across the country, including collegiate and professional teams, have instituted the “pod” approach, which allows athletes to assemble in groups no larger than 10. The Broward County Athletic Association (BCAA) has adopted this same model. BCPS is instituting a four-phased approach.

- Phase 0 is simply preparing BCPS athletic facilities to welcome athletes. This includes each school preparing plans for their individual sites for entry, exit, screening areas, and potential workout areas to abide by all CDC guidelines. Preparing athletic fields through BCPS's Physical Plant Operations (PPO) office is also part of Phase 0. Phase 0 does not involve any students; it is simply a phase for preparation and training of all personnel.
- Phase 1 is the introduction of voluntary workouts. Trained personnel will screen each athlete, and if clear, athletes will be sent to their assigned pod for their workout. If a student does not meet the screening requirements, a detailed flowchart of what school and medical personnel are to do will be followed, as depicted in the next image. The first week of Phase 1 will be outside only. After the first week of Phase 1, weight rooms and gyms will be opened as additional training spaces.
- Phase 2 starts with school-based administration approval after a minimum of two weeks in Phase 1. Phase 2 changes consist of potentially increasing pod sizes to up to 25 students (following CDC guidelines) and protocol changes in the weight room.
- Phase 3 starts with school-based administration approval after a minimum of two weeks in Phase 2. Phase 3 will open all facilities including locker rooms and training rooms, which were closed during the previous phases. Phase 3 allows potentially larger pods and more sports-specific practice. A minimum of four weeks of conditioning and practice is recommended prior to scheduling any competition. Each student athlete will be limited to two hours of participation per day.



Additionally, throughout the first quarter, all club, band, SGA, NHS, FFEA, ROTC and academic games will continue, but will only be delivered virtually.

As BCPS prepares to implement this plan, public health experts will be consulted every Thursday afternoon from 12:30pm to 1:30pm. ASA will continue working with the principal steering committee, local health and wellness professionals, school athletic directors, assigned athletic trainers and each hired coach in

the days and weeks ahead to re-evaluate this very fluid situation. BCPS is also in weekly contact with various athletic administrators across the state, especially its colleagues in Miami-Dade and Palm Beach Counties. BCPS looks forward to continuing its work around bringing athletes back safely with the help of principals, athletic directors, athletic trainers, coaches, and especially student-athletes along with their family members.

What safety and security measures are being implemented?

As the District prepares for eLearning, the primary focus for all school-based security staff will remain the daily safety and security of students, staff and visitors who are on campus. Many campuses potentially will have students on campus for learning or wellness visits or engagement, and students and staff may be coming and going throughout the scheduled day. As there may still be limited student and staff presence on campus, all schools will have daily presence of a School Resource Officer (SRO) or Safe School Officer, in addition to the presence of school-based security staff at levels equal to previous school years.

Any changes to these duties will be discussed between principals and their Area Security Manager or Campus Security Manager (CSM) at sites with a CSM.

Security Protocols

As eLearning begins, security staff will remain focused on the primary mission of protecting schools. Campus Monitors and Security Specialists will work with school administrators and staff to help create a positive, orderly, caring, reasonably safe and secure learning environment by continuing to patrol schools, monitor parking lots and gates, and assist with school operations, such as food distribution. Identification 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. In order to verify an individual's identity, security staff may ask an individual to briefly lower/remove his or her face covering (while using appropriate physical distancing measures).

Visitors

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

Security Staff

Security staff will receive necessary PPE including masks, gloves, sanitizer, etc. Prior to arriving at work for a scheduled shift, staff will be expected to conduct a self-screening at home (including symptom checks) and seek medical attention if symptoms become severe. 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 the latest CDC recommendations and 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.

How is BCPS leveraging community partners to extend its capacity?

BCPS is fortunate to have developed strong partnerships with many national, state and local non-profit organizations throughout the years. These partnerships, along with the municipalities BCPS serves, may be sources of support for students and their families when BCPS alone cannot provide all that is needed.

With the current pandemic, BCPS expects that needs will grow exponentially. BCPS will continue to monitor the needs of students and their families and match those needs to solutions that its partners can potentially provide.

The goal is to ensure that the resources generously provided by partners are allocated appropriately and efficiently. BCPS is implementing a needs assessments process to help identify the most critical resources that students may need, recognizing that needs in a virtual learning model are different than they would otherwise be under a typical return to school. In addition, BCPS continues to survey partners on the services that they are willing to provide, such as funding for academic programs, transportation services, janitorial services, and food. Survey results are being used to develop a “heat map” that will allow BCPS staff to pair resources and student needs in real-time across the County and by I-Zone.

Will childcare solutions be available to families who need it?

When schools initially closed in March, families scrambled to find a safe place for their children. In order for eLearning to be successful during the opening of school on August 19th, many families will need a safe place for their children to go during the day while they are at work. To support families, BCPS’s Before and After School Child Care (BASCC) Department has collaborated with community partners and providers to determine what can be done to help families find solutions. Under the eLearning model, BCPS will offer a list of private off-campus providers on the School Board of Broward County’s website.

In a hybrid model under more favorable conditions, BCPS will provide before and after care to staff and families for a fee. For days when students are not on campus, full-day care will be provided to District staff on a zone basis for \$3.50 per hour, while a list of private off-campus providers will be provided to (non-staff) parents.


BCPS has currently confirmed 18 partners, 11 of which will provide child care services and seven (7) that are funding agencies.

Hybrid/eLearning model: Full-day Care and Before/After Care Options

Before and after care, when students are on campus, **may be available**.

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

	Full Day Care	Before/After Care
Children of General Population	Offsite; list of fee-based private providers by zip codes will be offered to parents	Provided , subject to school-specific availability, at the location, after school day ends
Children of District staff	Likely to be provided on a zone basis at under-enrolled schools, or on-site if possible	Provided , subject to school-specific availability, at the location after school day ends.



To help ensure adequate staffing for child care, BCPS is working with employment agencies for additional staffing, as well as the Department of Children and Families (DCF) to provide fingerprinting and clearance support.

For content and scheduling, full-day care off-site providers must be provided with each student’s complete schedule so that they can facilitate and support eLearning. Before and after care will operate on a standard schedule, with the addition of one hour of instructional support.

The requisite PPE, physical distancing, and sanitization protocols previously described will be applied to on-site before and after care. Off-site services will follow State and Federal guidelines.

BCPS Child Care Network of Providers & Funders

Care Providers

- After School Programs, Inc.
- Boys and Girls Club of Broward
- Cities and Municipalities, including:
 - City of Fort Lauderdale
 - City of Oakland Park
- Community After School, Inc.
- Faith Based Organizations
- Hispanic Unity of Florida, Inc.
- Junior Achievement of South Florida
- Museum of Discovery and Science
- Sunshine After School Childcare, Inc.
- YMCA of South Florida, Inc.

Funders

- Jewish Federation of Broward
- The Frederick A. Luca Foundation
- The Jim Moran Foundation
- United Way of Broward
- Childcare Licensing of Broward County
- Children’s Services Council of Broward
- Early Learning Coalition



How is the District working with Staff?

For eLearning to be successful for students and employees, robust discussions with employee groups regarding the impact to their working conditions are required. BCPS is engaged in ongoing conversations

and continues to impact bargain with its bargaining units. Impact bargaining is different than normal negotiations. When the District seeks to make a change that is within its management rights (such as setting standards of services to be offered to the public, or exercising control and discretion over its organization and operations)—but where that change also affects the terms and conditions of employment of unit members—the union may make a timely request for impact bargaining by identifying the specific effects on terms and conditions of employment that the union desires to bargain. The parties must then negotiate for a reasonable period of time before the District implements the change.

How will families receive important communications from the District?

In this time of uncertainty, BCPS is working to engage, connect, inform and prepare families for school reopening. Because there has been so much concern about the COVID-19 pandemic and how it is influencing decisions about school reopening, BCPS will strive to build and maintain confidence in the District’s plan for returning to school through eLearning and beyond. To do that, BCPS communications will be timely, easy to understand and aligned with the BCPS 2024 Strategic Plan.

- There are many parents who have not updated their contact information. In order to reach as many families as possible, BCPS is in the process of creating an easy way for parents to update their own information online, in addition to still being able to reach out to their school by phone to provide the update.
- Communications will be produced in the District’s four main languages: English, Spanish, Portuguese and Haitian-Creole. Closed captions on videos produced by BECON are available to be selected by the viewer in these four languages.
- Recognizing that there are a variety of ways communications can be delivered, BCPS will work to distribute information where audiences have shown a preference for receiving information (Example: using robocalls to reach people who don’t use email).
- Reach will be expanded through the use of partnerships: municipalities (which have TV stations that can broadcast BCPS info), community organizations (that can reach audiences in different venues), faith-based organizations (that provide a trusted voice), and BCPS organizations (PTA, SAC, DAC) are examples.
- BCPS will provide a constant information flow to families to inform and to maintain their confidence in District plans. Parent questions and sentiment will be monitored regularly in order to modify or clarify messages, as necessary.

Communications will be delivered in the form of web pages, downloadable PDFs, BECON programming (eLearning Show), video updates, emails, robocalls, text messages, the BCPS mobile app, and social media (Facebook, Twitter, and YouTube). Frequently, communications will be disseminated directly through a student’s school.

Conclusion and Appendix

BCPS will continue its planning efforts for a hybrid reopening model and an eventual full reopening as conditions improve. An ongoing dialog with all stakeholders is critical and will allow BCPS to adapt to changing conditions more rapidly. Where possible, the individual preferences of students, families, teachers and staff will be accommodated. This body of work continues to evolve as new data and recommendations are considered.

In all of its actions, the District will strive to maximize and balance opportunity, equity, wellness, and flexibility as its guiding principles around school reopening.

Additional details and resources are available in the **Appendix** which follows.

Appendix – Definitions



Terms and acronyms used throughout this presentation.

Page 1 of 2

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

Terms and acronyms used throughout this presentation.

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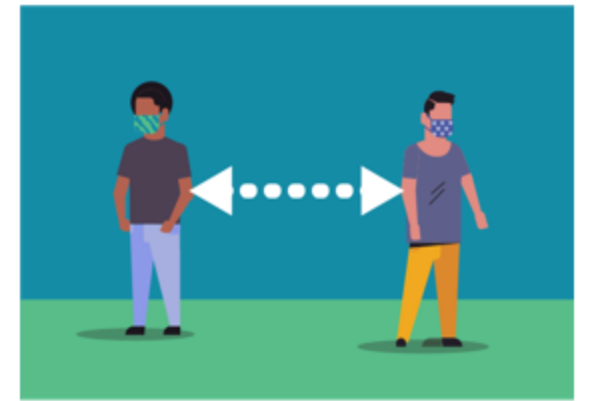
- **Gating Criteria:** Refers to a set of conditions that must be met before advancing to the next stage of a process. In the context of COVID-19, gating criteria have been established to guide State and local governments in their decisions to re-open the economy.
- **GED:** General Education Development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

What is social distancing?

Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19).

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home.

To practice social or physical distancing stay at least 6 feet (about 2 arms’ length) from other people.



Source: Centers for Disease Control and Prevention website, www.cdc.gov/coronavirus

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

Key distinctions to help returning parents choose

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

Enrollment & FTE¹ differences

¹ Full-time Equivalent

Differentiating Broward Virtual School from Florida Virtual School.

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

Broward Virtual School (BVS)

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

Florida Virtual School (FVS)

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

Social Media usage guidelines.

PRIMARY

Social Media Use Guidelines

Do you Think B4U Post?

What you do online can help or hurt yourself and others.

Did you know students who break the Code of Student Conduct's online behavior requirements can be suspended or even expelled?



While online:

DON'T:

- Use rude, hurtful, or racially offensive language.
- Post language, materials, or images containing vulgarity, nudity, or drugs.
- Engage in personal attacks, insults, threats, harassment, or bullying.
- Post private information.
- Be academically dishonest or cheat by violating copyright laws or using someone else's material without permission.

DO:

- Connect in positive ways with others. Reaching out to people you trust is one of the best ways to reduce anxiety, depression, loneliness, and boredom during social distancing. Call, IM, text, or FaceTime to connect with friends and family.
- Protect yourself by protecting your accounts. Don't share your passwords with anyone and password protect your phone so no one can impersonate you. Use privacy settings to control who can view your content and interact with you.
- Ignore online abuse by not reacting, instead block abusers and then report them. Take and save screenshots, print out messages as evidence, and tell a trusted adult immediately to get help.
- Be an activist for respect.
 - Think B4U Post and watch for offensive or hurtful behavior.
 - Share kind words to isolated, mistreated, or cyberbullied classmates.
 - Express disapproval of mean acts and words.
 - Celebrate positive acts.
 - Know your rights and responsibilities and that YOU have the power to change your world, and the world of others for the better.



SECONDARY

Social Media Use Guidelines

Do you Think B4U Post?

What you post today, can affect your tomorrow.

Did you know students who violate the Code of Student Conduct's online behavior requirements can be suspended or even expelled?

While online:

DON'T:

- Use discriminatory, racially offensive or defamatory language.
- Post language or materials with vulgarity, obscenity, images containing nudity or substances/drugs.
- Engage in personal attacks, insults, inciting a disturbance, soliciting favors, threats, harassment or bullying.
- Disclose private or confidential information.
- Be academically dishonest or cheat, which includes using someone else's intellectual property without permission or violating copyright laws.

DO:

- Connect in positive ways with others. Reaching out to people you trust is one of the best ways to reduce anxiety, depression, loneliness, and boredom during social distancing. Call, text, IM, or FaceTime to connect with friends and family.
- Protect yourself by protecting your accounts. Don't share your passwords with anyone and password protect your phone so no one can impersonate you. Use privacy settings to control who can view your content and interact with you.
- Ignore online abuse by not reacting, instead block abusers and then report them. Take and save screen-shots, print out messages as evidence, and tell a trusted adult immediately to get help.
- Be an activist for respect.
 - Think B4U Post and respond empathetically.
 - Watch for offensive or hurtful behavior and share kind words to isolated, mistreated, or cyberbullied students.
 - Express disagreement and disapproval of cruel acts and words.
 - Applaud positive acts.
 - Know your rights and responsibilities and that YOU have the power to change your world, and the world of those around you.




Personal Behavior Interventions & Supports (PBIS).

eLearning Approach

Virtual CHAMPS

- Distance Learning
- Classroom
- Tier 1 Strategies

Conversation
Help
Activities
Motivation
Participation
Self-Management



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

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

School & District Technology Usage.

BCPS Policy 5306

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

5306 **5306**

SCHOOL AND DISTRICT TECHNOLOGY USAGE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA ADHERES TO THE BELIEF THAT TECHNOLOGY SHOULD PLAY A VITAL ROLE IN MEETING THE NEEDS OF THE BROAD RANGE OF ABILITIES, DISABILITIES, CULTURAL BACKGROUNDS AND ETHNIC POPULATIONS REPRESENTED IN DISTRICT SCHOOLS. TO ASSURE THAT TECHNOLOGY SHALL PLAY A PREDOMINANT ROLE, THIS POLICY PROVIDES GUIDANCE FOR APPROPRIATE TECHNOLOGY UTILIZATION AND INTEGRATION INTO THE CURRICULUM, AS WELL AS INFUSION INTO SCHOOL/DISTRICT ADMINISTRATION AND MANAGEMENT.

1. Definition
For the purpose of this policy, technology is defined as, but not limited to, the following:

- a. Instructional and staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
- b. Administrative staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
- c. Campus and departmental local area networks (both wired and wireless), including wiring, hubs, switches, routers, transmitters/receivers and other devices;
- d. Servers; including instructional lab servers, web servers, video servers, file and print servers, database servers, internet proxy caching servers;
- e. A Wide Area Network linking all School Board of Broward County (SBBC) sites into one countywide Intranet;
- f. Telephone systems; including primary systems, integrated voice response/management systems, automatic dialing systems;
- g. Learning resource management systems, including library automation systems;
- h. Distance learning systems;
- i. Video capturing, broadcast, receiving, and distribution systems;
- j. Teleconferencing systems;
- k. Application software packages which result in the creation and maintenance of an operational database;
- l. Energy management and security monitoring systems;
- m. Radio systems;
- n. Office copier, Printer, image scanners and document management systems;
- o. Cellular phones, PDAs, Smartphones, and similar mobile items;
- p. Paging systems;
- q. Intercom; and
- r. Facsimile systems.

2. Purpose

- a. To foster and support innovation and experimentation in the transformation from a traditional approach to teaching, learning, and education management to a technology-based model meeting the needs of the broad range of abilities, disabilities, cultural backgrounds, and ethnic populations represented in Broward County Public Schools.
- b. To establish and maintain guidelines and procedures for appropriate technology utilization and infusion in the classroom, in the schools, in school and district administration and management, and in planning and evaluation to more

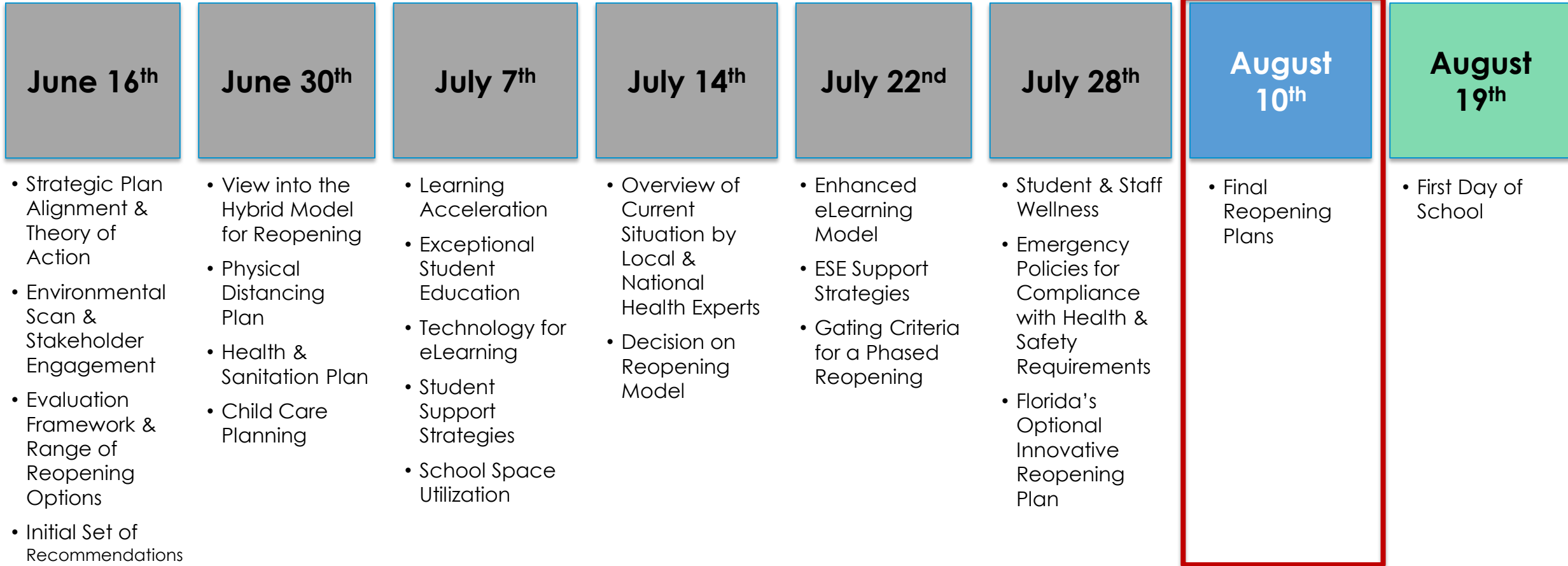
1



Appendix – Planning Framework



Cadence of Board Workshops on Reopening.



2024 Strategic Plan.



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

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

OUR CORE VALUES:

Student Focus

Teaching Excellence

Accountability

Respect

Safety



OUR GOALS:

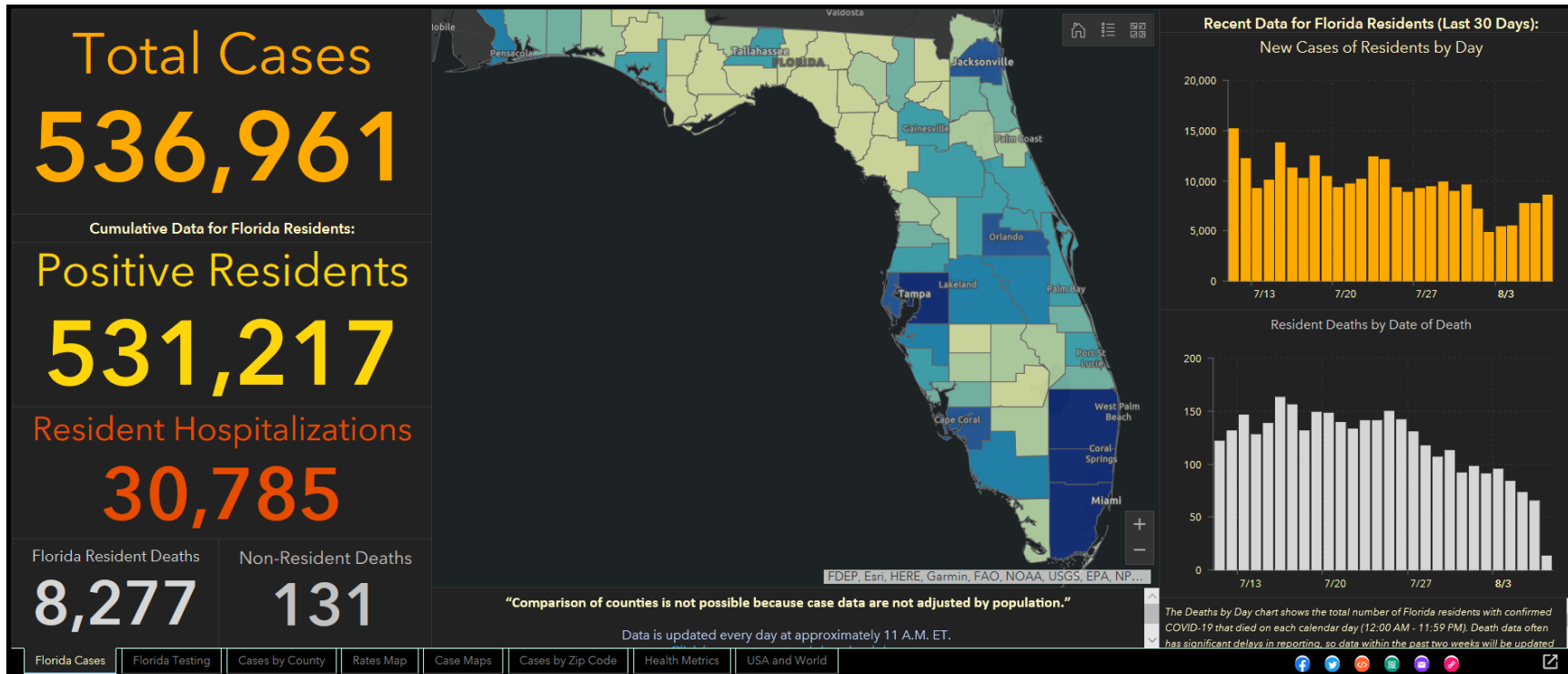
High-Quality Instruction | Safe & Supportive Environment | Effective Communication

Executive Summary.

- An extensive **environmental scan** and stakeholder **listening tour** is ongoing.
- The District is regularly interfacing with local, state, and national **health experts**.
- Options were evaluated with a framework considering **constraints, concerns, and risk tolerance**, balanced with impact on **student experience**.
- Options were further vetted using the guiding principles of **equity, opportunity, wellness, and flexibility**.
- **Physical Distancing guidelines** and **health protocols** limit transportation and on-campus populations which can be accommodated.
- An **enhanced eLearning experience** is part of our reopening plans.
- Across all schools, **learning acceleration** (including closing achievement gaps), **safety**, and **equity** are top priorities.
- Key to our success will be our **agility** to adapt to **changing conditions**.

Current Situation in Florida.

Data as of August 10th, 11:00 AM



CASE DATA FOR BROWARD

Total Cases: 62,898
 Residents: 62,372
 Residents Not in Florida: 0
 Non-Residents: 526

Conditions and Care
 Deaths: 821
 Hospitalizations*
 Residents: 3,904
 Non-Residents: 67

Demographics of Cases

Age:
 Age Range: 0 to 104
 Median Age: 39

Gender:
 Male: 29,711 (48%)
 Female: 32,453 (52%)
 Unknown/No data: 208 (<1%)

Race:
 Black: 16,235 (26%)
 White: 23,152 (37%)
 Other: 6,635 (11%)
 Unknown/No Data: 16,350 (26%)

- Case counts for Florida are well over half a million, with **Broward over 62,000.**
- Overall Broward positivity rates are hovering around **10%.**
- Broward pediatric data remain very concerning (**6,245 cases; 17.9% positivity**).
- The tri-county area comprises **43.5% of the State's total cases.**

Source: State of Florida Department of Health

Strategic Plan Listening Tour.



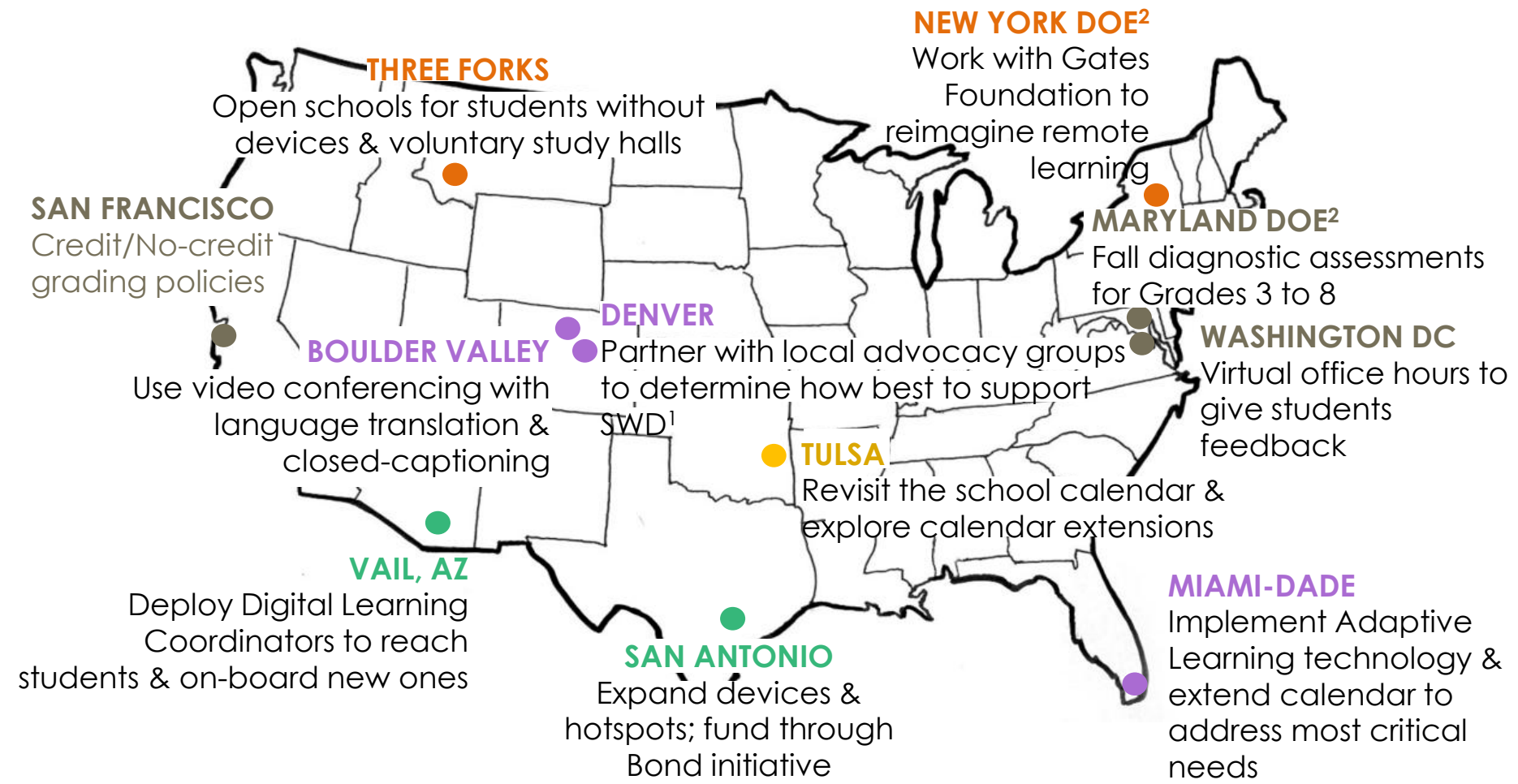
- 📍 Full Environmental Scan & Peer District Analysis
- 📍 Parent, Community, Involvement Task Force
 - 📍 Small Business Advisory Council
 - 📍 Teacher, Principal, & Staff Focus Groups
 - 📍 School Board Walkarounds & Workshops
 - 📍 Employee Labor Groups
 - 📍 Diversity Committee
- 📍 School Improvement Plan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

Literature review and references.

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

Sample strategies other districts, large & small, are considering.

NOTE: Font color indicates theme

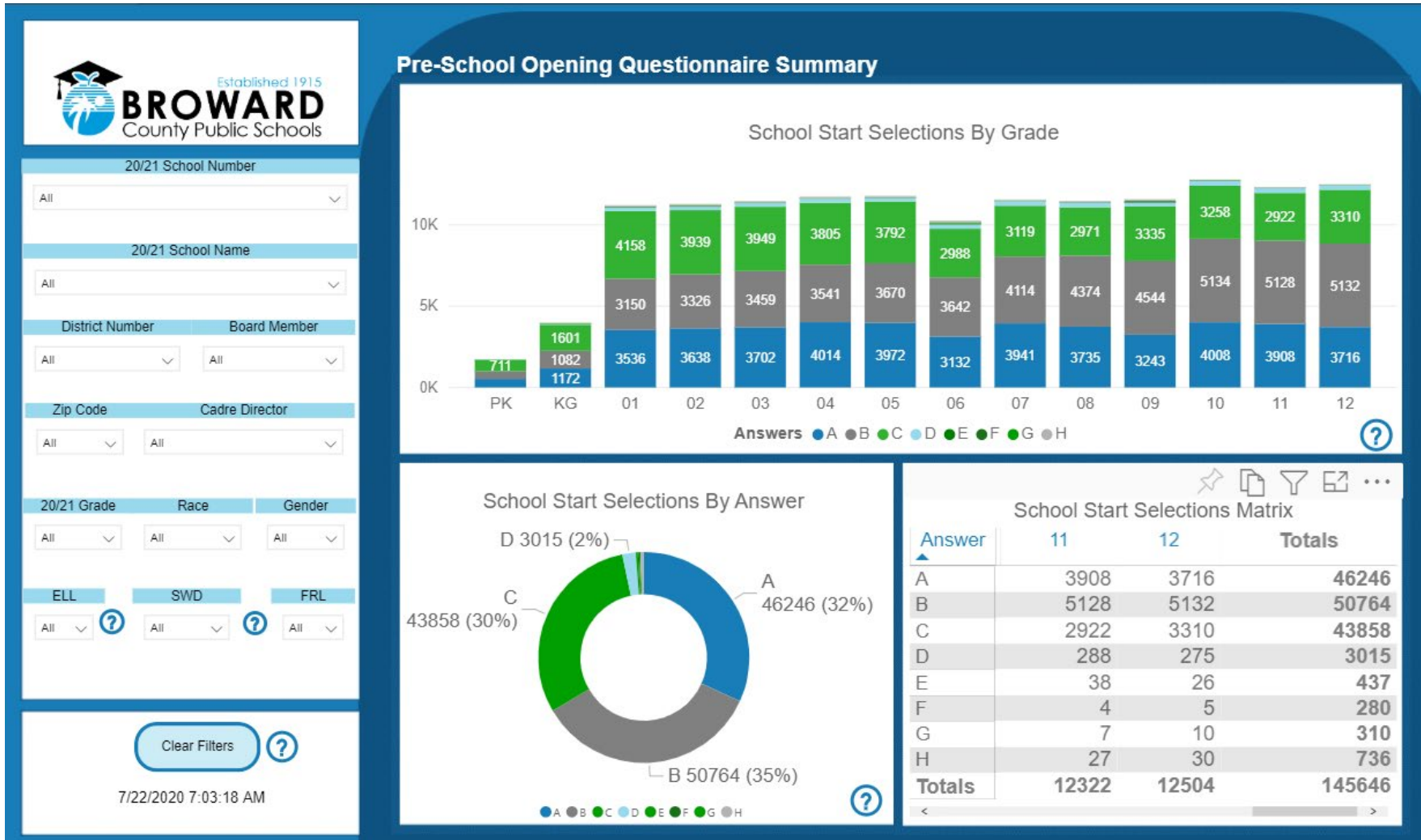


Theme Legend		
● Reopening	● Equity & Closing the Gap	● Education Technology
● Funding/Budget	● Teaching & Learning	

¹ SWD, Students with Disabilities
² Department of Education

School Pre-Registration Questionnaire – Results.

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



RESULTS

(as of 8:30 am July 22, 2020)

eLearning 100%: **32%**

Hybrid Model: **35%**

Face-to-face learning 100%: **30%**

Broward Virtual School: **2%**

Other: **<1%**

**N = 145,546 (~72%)
of about 202,000
total students**

The calculus of re-opening.

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

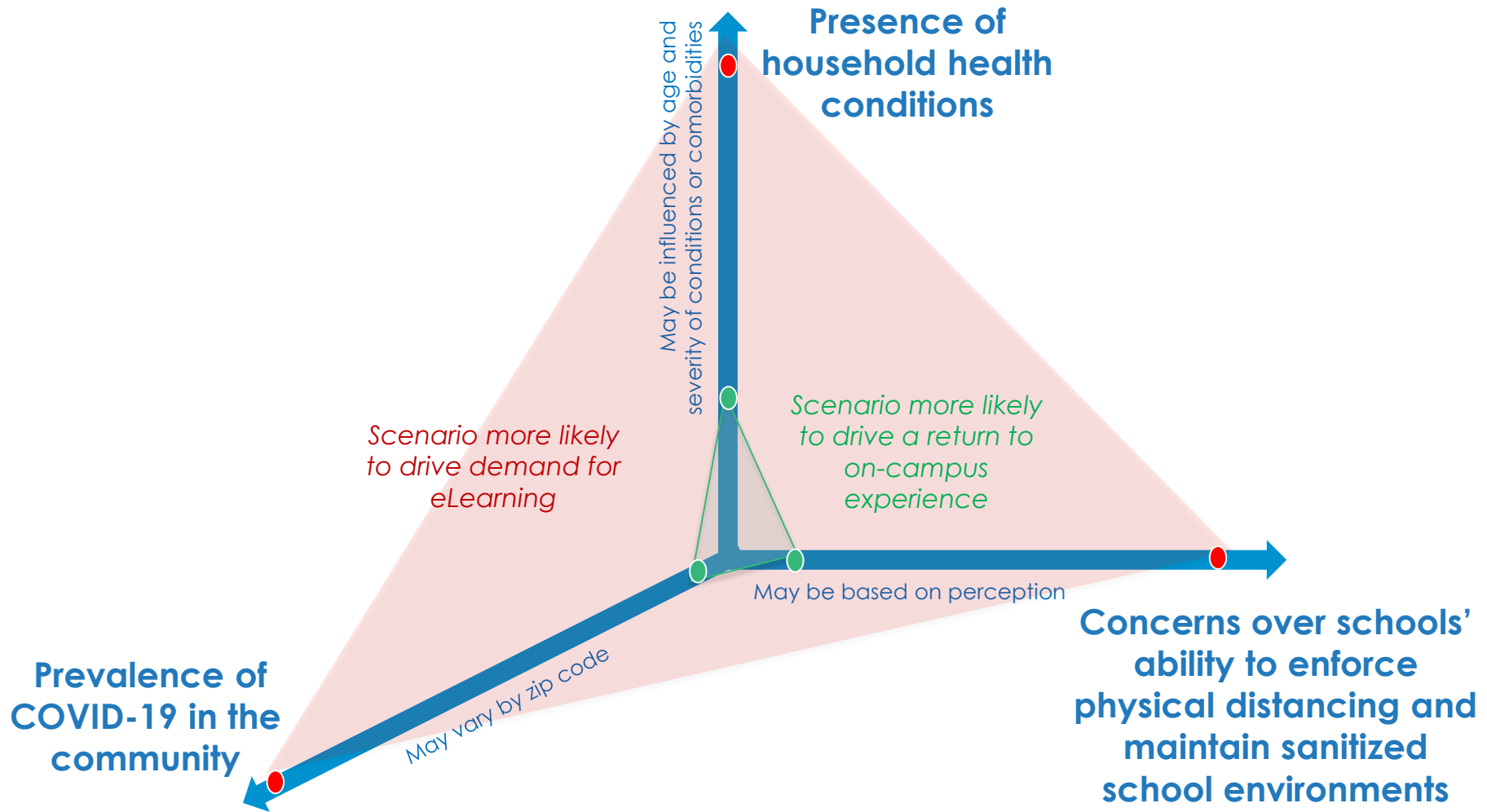
¹Vitality considers feasibility and attractiveness of options.

Federal / State	<ul style="list-style-type: none">▪ Gating criteria for re-opening:<ul style="list-style-type: none">❖ 14-day downward trajectory of flu- or COVID-like symptoms❖ 14-day downward trajectory of COVID-positive cases❖ Hospitals' ability to treat all patients without crisis care❖ Robust testing, including antibody testing, in place for at-risk health-care workers▪ Screening and physical distancing protocols and guidance▪ Tax revenues and stimulus (levels of approved spending)▪ Federal / State laws and mandates (e.g., ESSA, IDEA, CSR)¹
Household	<ul style="list-style-type: none">▪ Employment status▪ Job flexibility▪ Availability of safe, affordable childcare options▪ Health insurance status▪ Household budget realities
School System	<ul style="list-style-type: none">▪ Funding▪ Physical space (square footage)▪ Scheduling systems▪ Transportation routing systems▪ Staffing levels and schedules▪ Availability of vendor support▪ Adaptability of bargaining unit agreements▪ Availability of supplies and equipment

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

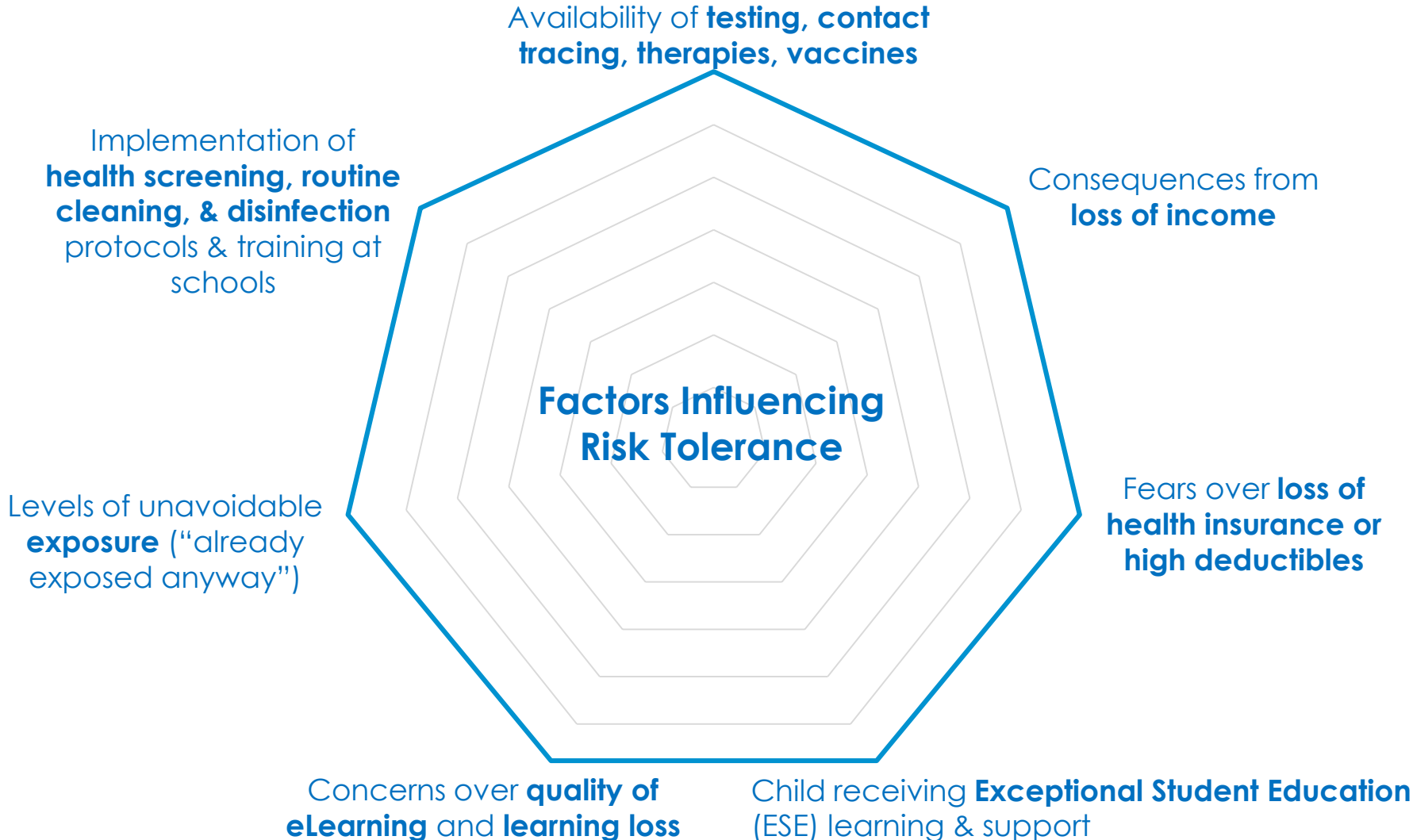
Concerns.

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



Risks.

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



Student experience: a typical day at school.

SCHOOL DAY LOGISTICS

- School Boundary
- Bell Times
- Transportation, Student Drop-off / Pick-up
- Movement within Campus / Ingress - Egress

TEACHING & LEARNING

- Classmates / Class Size
- Classroom Configuration & Management
- Relationships with Teachers, Specialists, & Other Students
- Quality of Instruction / Instructional Materials / Assessments
- ESE Accommodations / Gifted & Talented Differentiation
- Condition of Facilities, Equipment & Access to Technology

HEALTH & WELL-BEING

- School Counseling / Interventions / Discipline / Health Services / Nursing Services
- Food & Nutrition
- Physical Safety / Security Monitoring
- Before / After School Care

FUN & ENRICHMENT

- Specials / Recess / Athletics / Social Clubs
- Events / Special Activities / Field Trips
- Parents / Volunteers / Special Guests

Key factors and enabling systems that shape a typical day at school.

School Day Logistics

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

Teaching & Learning

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

Health & Well-being

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

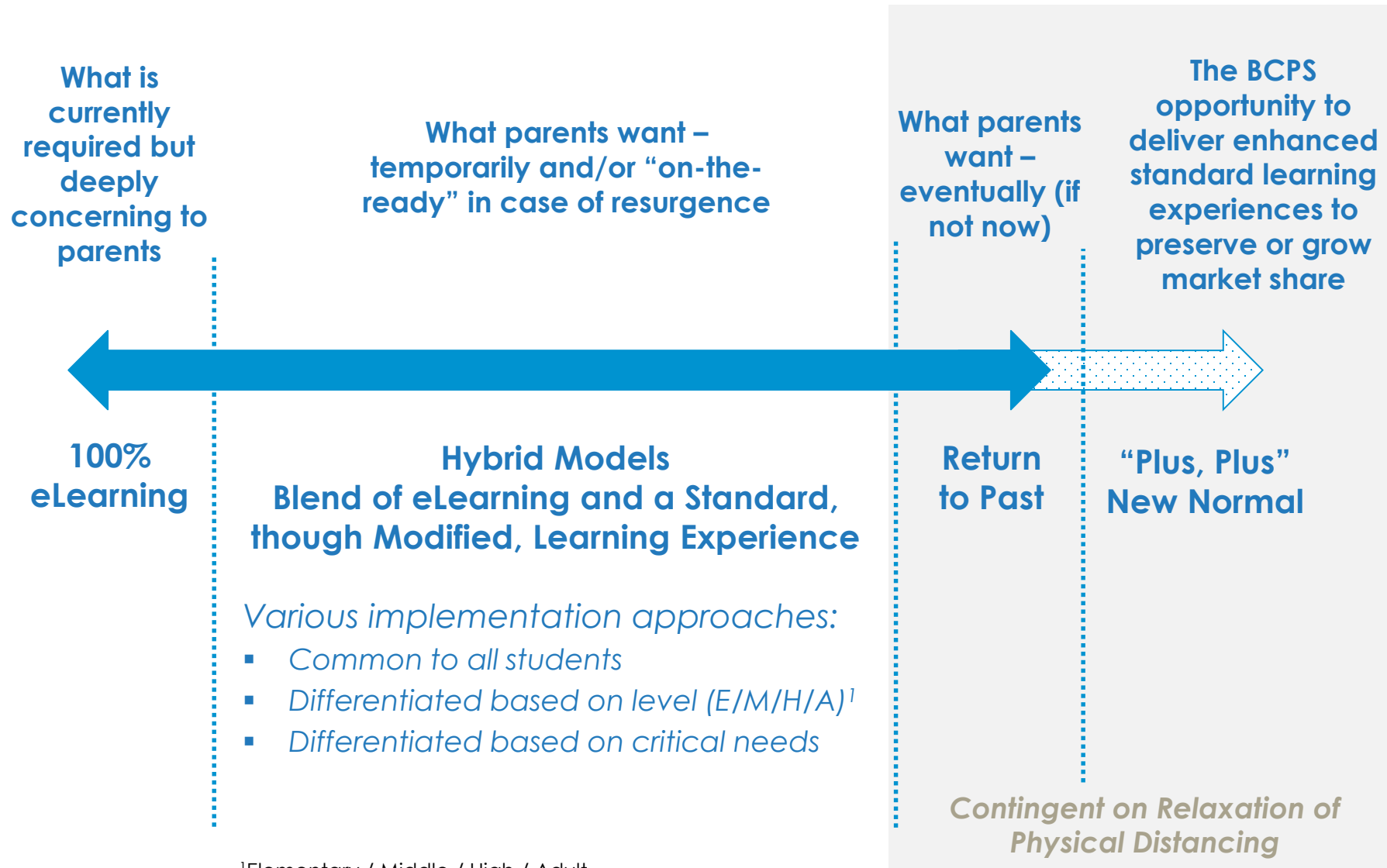
Fun & Enrichment

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

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

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

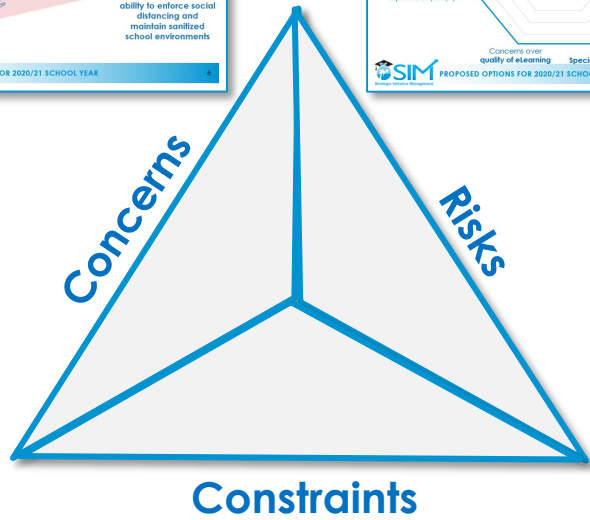
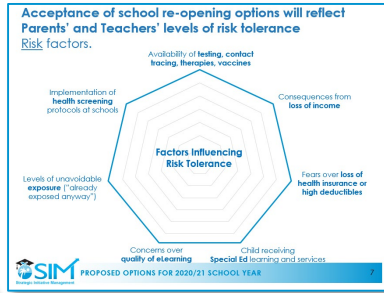
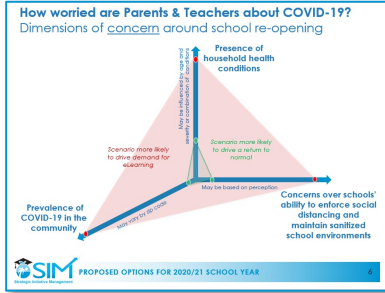
The range of options.



¹Elementary / Middle / High / Adult

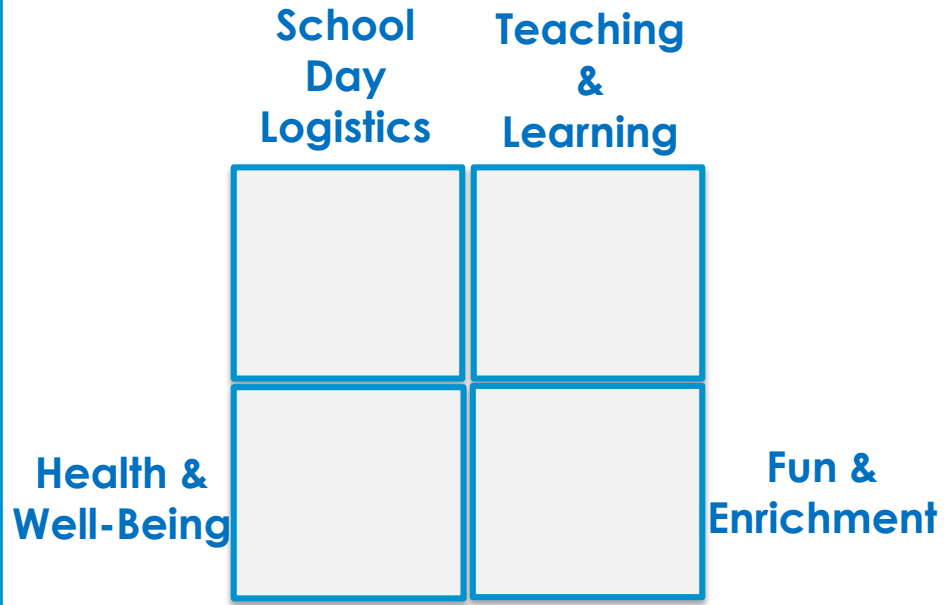
Our lenses for considering options.

I. Vitality of Option



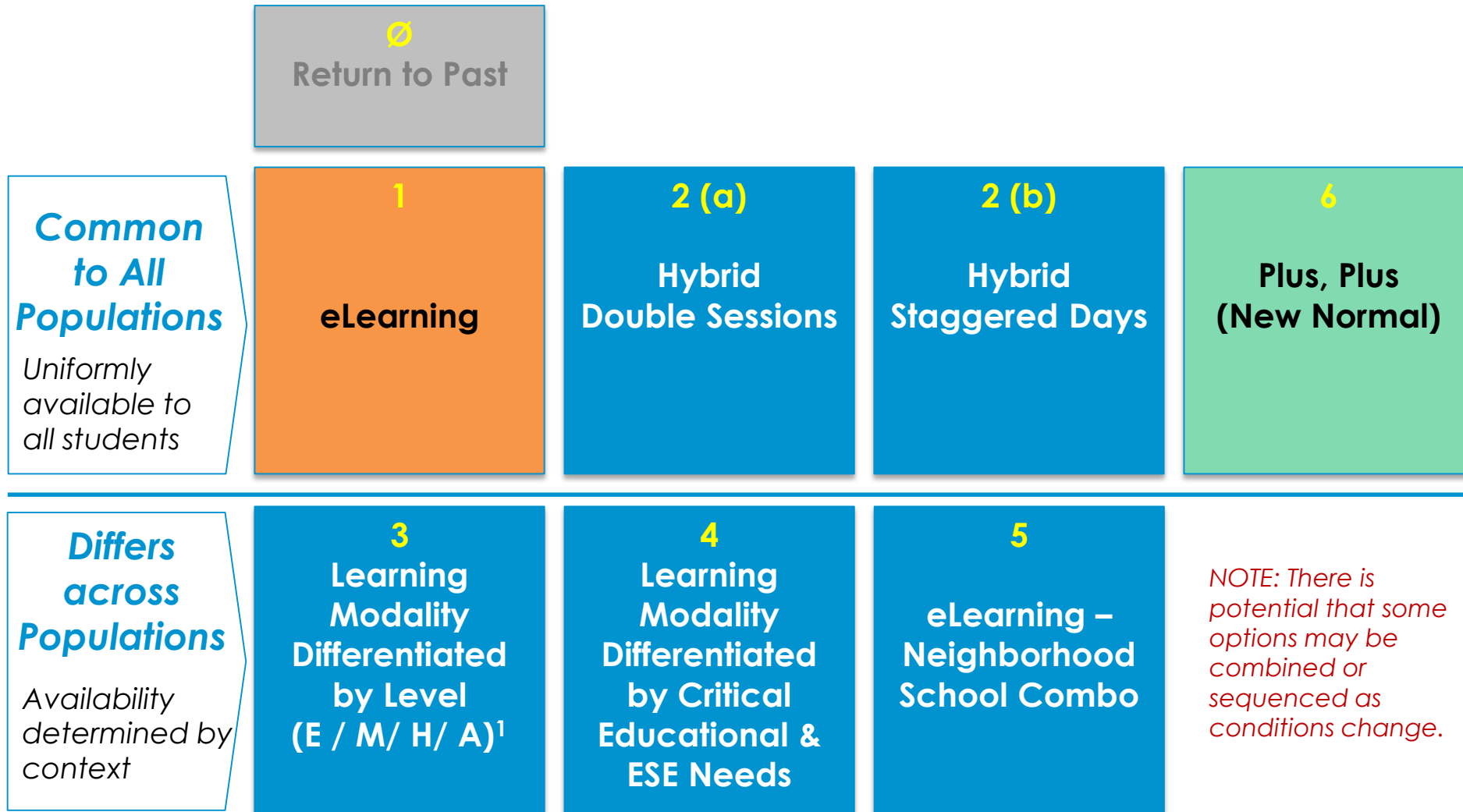
Constraints	
Federal / State	<ul style="list-style-type: none"> Gating criteria for re-opening: <ul style="list-style-type: none"> 14-day downward trajectory of flu- or COVID-like symptoms 14-day downward trajectory of COVID-positive cases Hospital ability to treat all patients without crisis care Robust testing, including antibody testing, in place for at-risk health-care workers Screening and social distancing protocols and guidance Tax revenues and stimulus levels of approved spending Federal / State laws and mandates (eg. ESSA, IDEA, CBE)
Household	<ul style="list-style-type: none"> Employment status Job flexibility Availability of safe, affordable childcare options Health insurance status Household budget realities
School System	<ul style="list-style-type: none"> Funding Scheduling systems Transportation routing systems Staffing levels and schedules Availability of vendor support Adaptability of bargaining unit agreements Availability of supplies and equipment


II. Effects on Student Experience



Student experience: a typical day at school.	
SCHOOL DAY LOGISTICS <ul style="list-style-type: none"> School Boundary Bell Times Transportation, Student Drop-off / Pick-up Movement within Campus / Ingress - Egress 	TEACHING & LEARNING <ul style="list-style-type: none"> Classmates / Class Size Classroom Configuration & Management Relationships with Teachers, Specialists, & Other Students Quality of Instruction / Instructional Materials / Assessments IEE Accommodations / Gifted & Talented Differentiation Condition of Facilities, Equipment & Access to Technology
HEALTH & WELL-BEING <ul style="list-style-type: none"> School Counseling / Interventions / Discipline / Health Services Food & Nutrition Physical Safety / Security Monitoring Before / After School Care 	FUN & ENRICHMENT <ul style="list-style-type: none"> Specials / Recess / Athletics / Social Clubs Events / Special Activities / Field Trips Parents / Volunteers / Special Guests

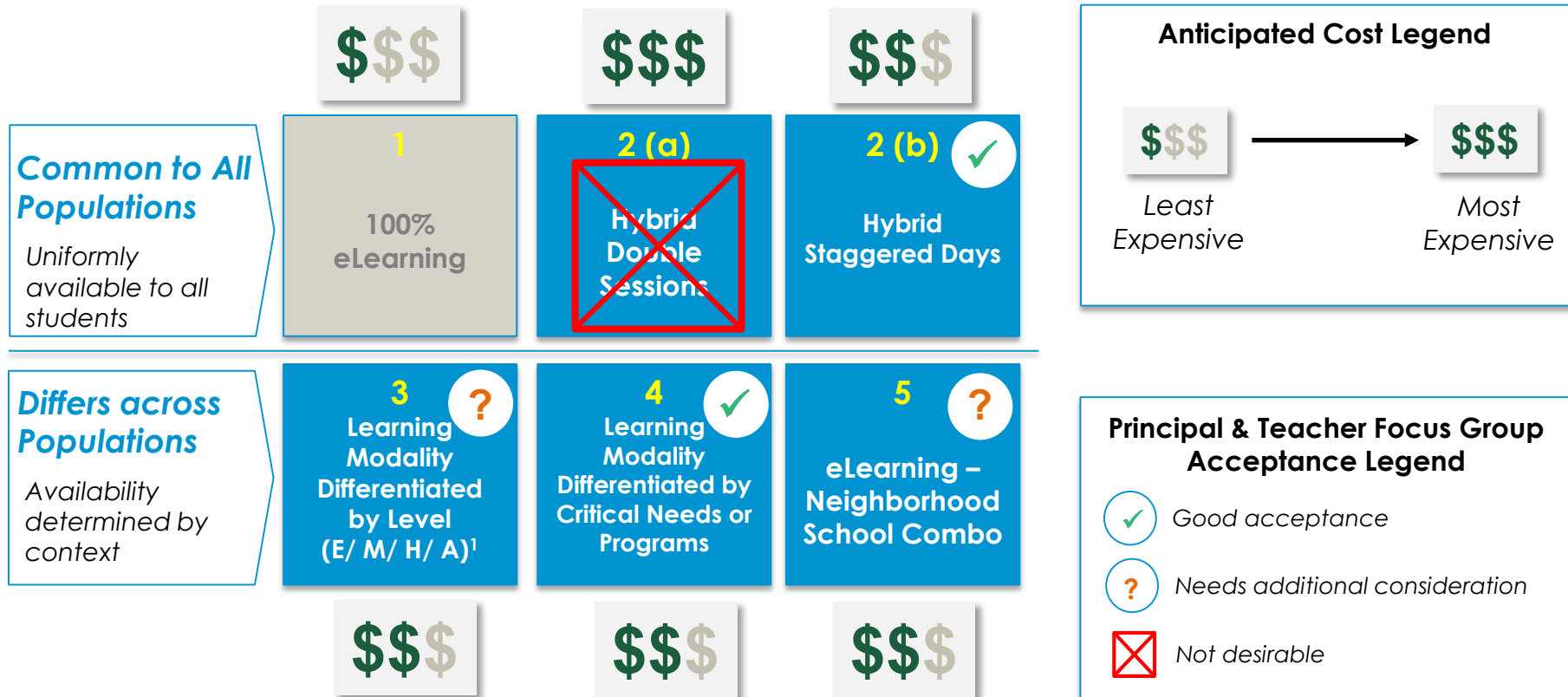
The options we explored.



 Denotes Hybrid options where all required instructional time is preserved through a combination of in-class and/or eLearning.

¹ Elementary, Middle, High, Adult

Relative cost to implement.



- Cost drivers: investments in **staffing, supplies, technology, and transportation.**
- **Double Sessions carry significantly higher transportation costs.**
- With 100% eLearning, savings in transportation and energy are offset by additional investments in **tech support.**

¹ Elementary, Middle, High, Adult

Option 1: Continuation of eLearning.

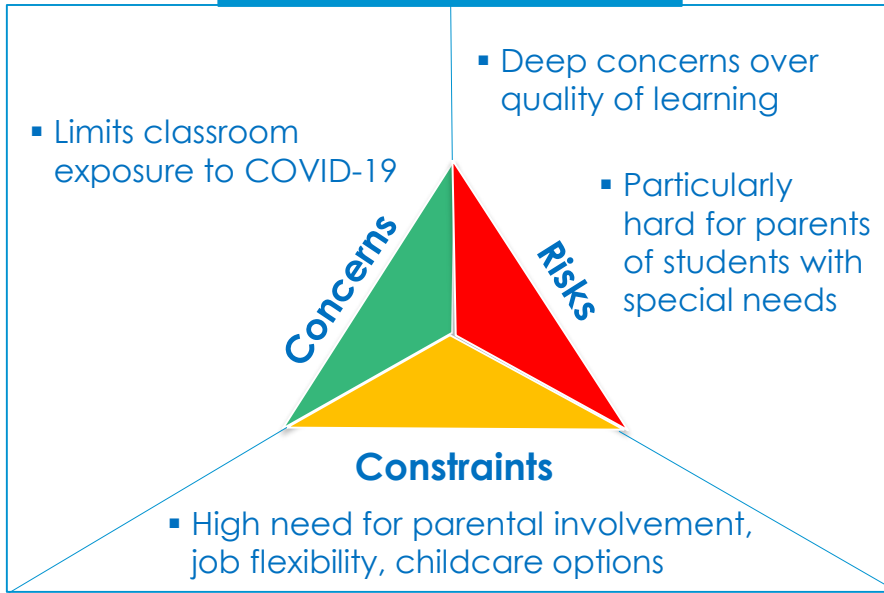
Description

- Instruction & supports delivered online
- Student's academic schedule maintained
- Must be paired with other solutions (eg, food distribution, health services)

Critical Success Factors

- Protected, uninterrupted teaching & learning time
- Ability to personalize the experience & differentiate instruction
- Access to devices, reliable connectivity, & recorded content
- Teachers & students well-trained on technology platforms, with standardized guidelines that promote effective & consistent use of features
- Availability of feedback mechanisms for students & parents

Vitality of Option



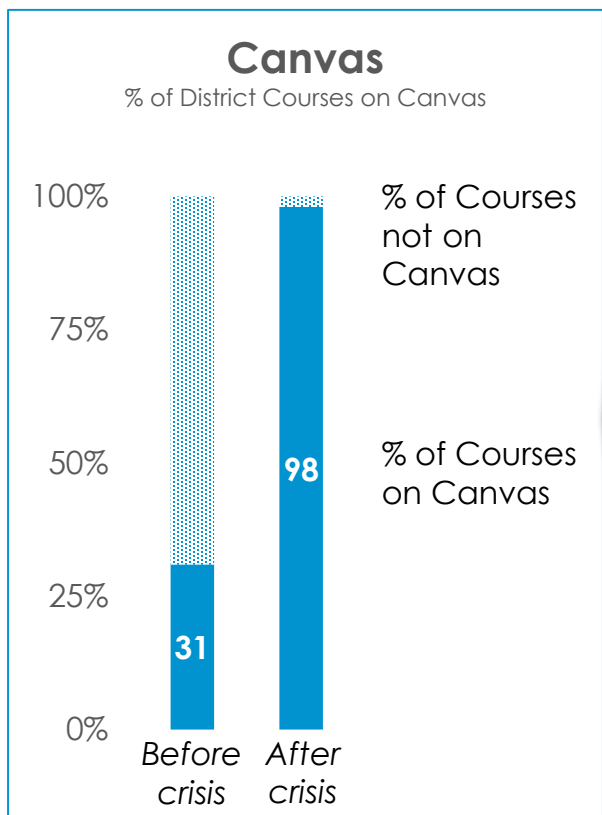
Effects on Student Experience

<ul style="list-style-type: none"> ▪ Logistics presently addressed ▪ Cost of Internet service may be an issue long-term 	School Day Logistics	Teaching & Learning	<ul style="list-style-type: none"> ▪ Difficult to track if students are falling behind ▪ Challenges with engagement
<ul style="list-style-type: none"> ▪ Limits ability to implement interventions & supports ▪ Situation at home may be challenging 	Health & Well-Being	Fun & Enrichment	<ul style="list-style-type: none"> ▪ Fundamentally limits the scope and nature of activities, opportunities

Red = Serious Issues Yellow = Areas of Concern Green = Neutral or Positive

Option 1: 100% eLearning.


Initial Implementation Successes




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

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

Our Teachers 

100,000+ devices distributed 

Expanded partnerships for Internet Access 

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

eLearning solutions will continue.

Improving eLearning is a top priority.

Standards & Expectations

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

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

Flexibility

Training, Mentoring, & Support

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

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

Enhancements

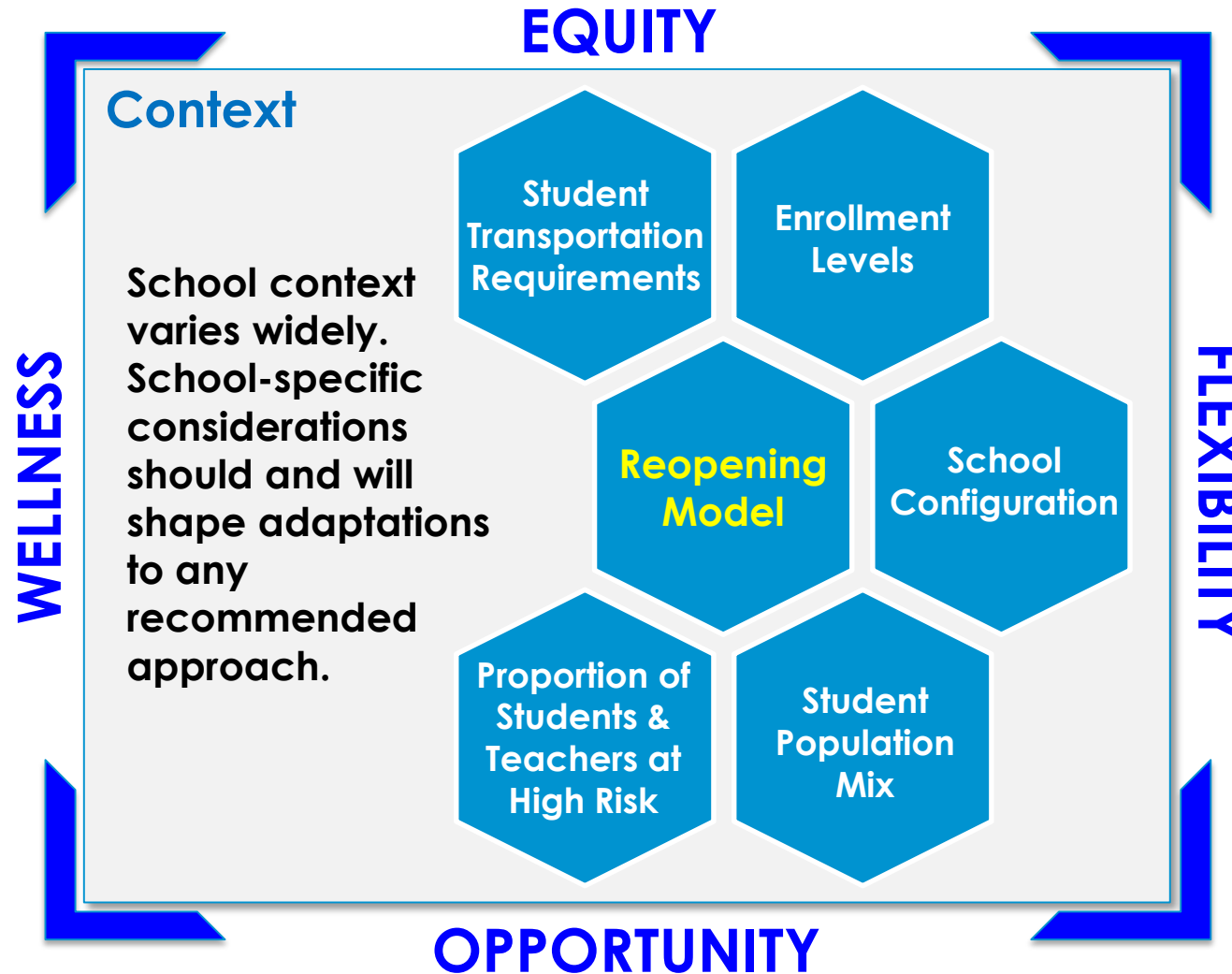
**eLearning
New
& Improved**

eLearning Model: Fall 2020.

Key Improvements

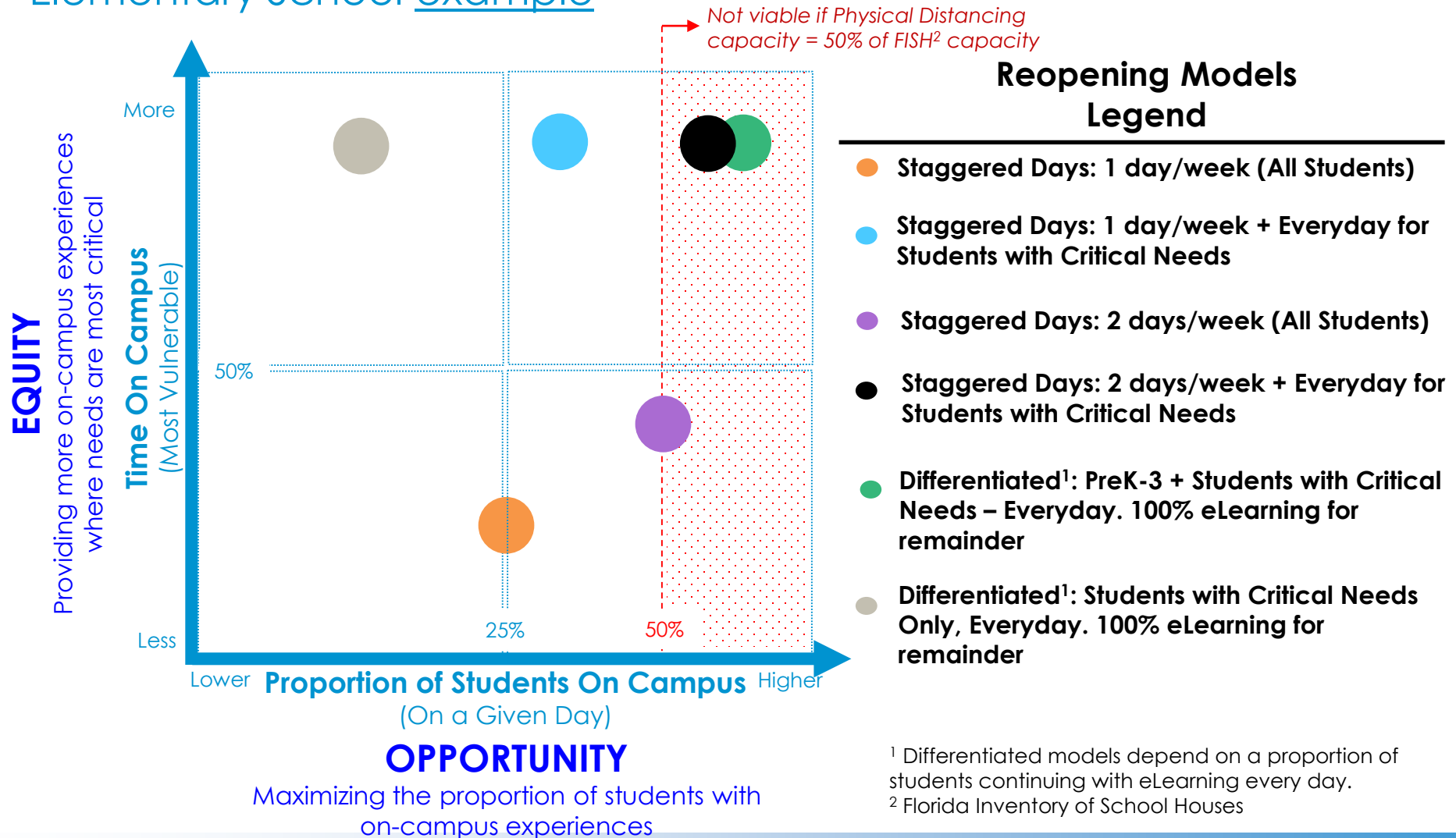
- **Improved navigation** of Canvas for teachers and students through (e.g. modules, nesting)
- Commonly **structured meeting times and protocols**
- **Expectation of video interaction** through Microsoft Teams
 - Elementary: Weekly schedule of whole group, rotating small group, and individual sessions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

School-specific implementations will vary depending on contextual factors, but bound by clear principles.



Decision quadrant: looking at various future options under the principles of equity & opportunity.

Elementary School example

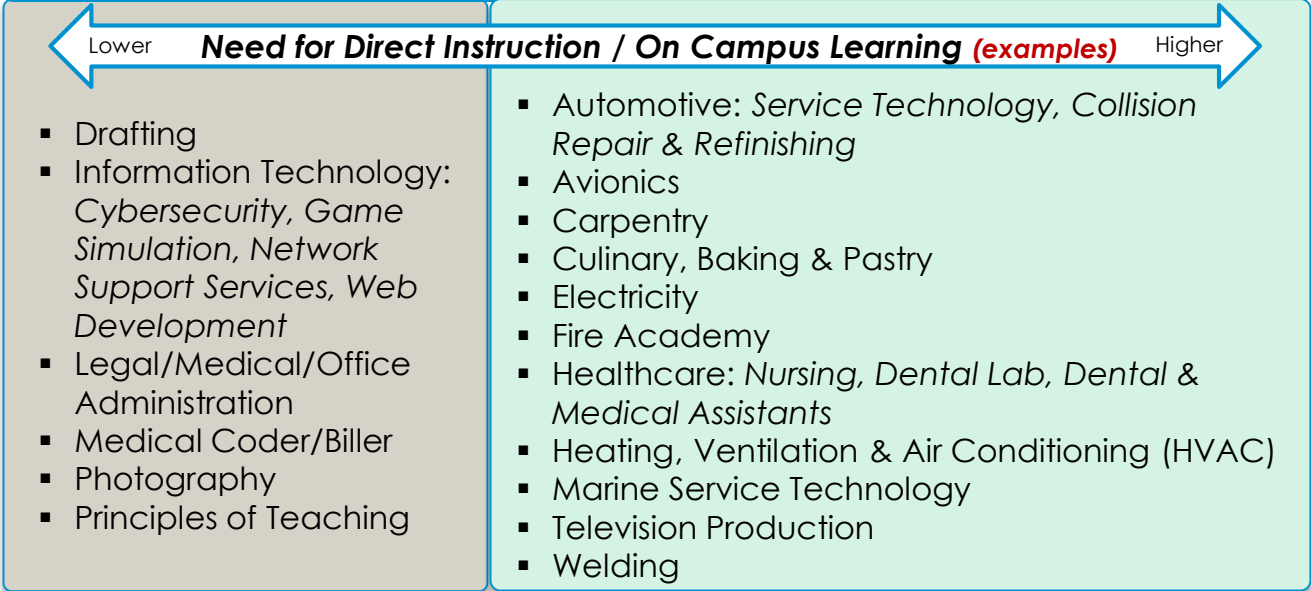


Career, Technical, Adult, Community Education (CTACE): Considerations behind groupings that map on campus time to students and programs where it's needed most.

Proximity to Program Completion

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

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



BACK-TO-SCHOOL TIPS

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread.



Virtual classes, activities, and events



Small, in-person classes, activities, and events with virtual options when possible



Normal sized, in-person classes, activities, and events



cdc.gov/coronavirus

CS 317643-A 06/23/2020

Centers for Disease Control: School reopening guidance.



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES

ALL YES

ALL YES



cdc.gov/coronavirus

How Should Broward County Public Schools Reopen?

District readiness

- ❑ Stakeholders have been extensively engaged in discussions on reopening options.
- ❑ A reopening strategy has been finalized. It has been communicated to all stakeholders. A plan is in place to protect students, teachers, families, & staff at higher risk.
- ❑ The willingness of instructional and non-instructional staff to work on-site or remotely is clearly understood. Staff have the technology, tools, & training to perform their functions on-site and/or remotely.
- ❑ The financial impact of reopening has been estimated & funding sources are known.
- ❑ The District is operationally prepared to implement its reopening strategy. Staff have been trained & logistics are clear. Staffing models ensure adequate staffing levels. Staff know what to do on day one.
- ❑ All sites have a way to screen students & employees upon arrival for symptoms & history of exposure.
- ❑ Needed supplies have been identified, procured, distributed, & stocked, with inventory controls in place to avert shortages.
- ❑ Feedback & alerting mechanisms are in place to respond to changing conditions.
- ❑ Multi-channel, multi-directional communications are in-place to inform and respond to students, families, teachers, & staff as needed.
- ❑ Schools have been inspected and are ready (see next chart).

NOTE: See Appendix for Centers for Disease Control guidelines on school reopenings.



**Continue with
eLearning &
remote work
models**



**Regularly communicate &
monitor developments
with local authorities,
employees, & families
regarding cases,
exposures, & updates to
policies & procedures**

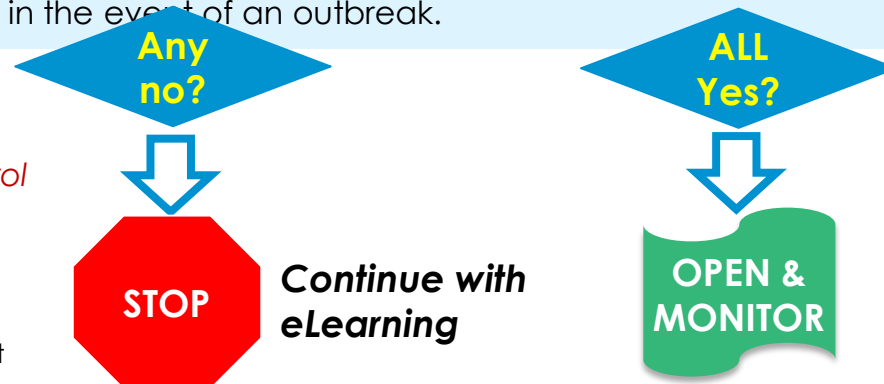
How Should Broward County Public Schools Reopen?

School readiness

- A plan is in place to protect students, teachers, families, & staff at higher risk.
- Transportation routes are known & buses are able to maintain Physical Distancing. Drivers know cleaning protocols.
- All schools have a way to screen students & employees upon arrival for symptoms & history of exposure.
- Staff know what to do if someone at school displays symptoms. All schools have identified an isolation room.
- All spaces to be used are configured for Physical Distancing & staff know how to monitor & enforce it.
- The Master Schedule & bell times are understood by students & staff: people know where to go, when, & how.
- Handwashing protocols have been established & are known.
- Disciplinary consequences of COVID-bullying are understood.
- Custodial staff are trained on cleaning products, procedures, & protocols.
- Communications to parents around all of the above have been disseminated.
- Staffing, supplies, PPE¹, and other resources at schools are adequate to accommodate selected reopening option(s).
- There is a plan to educate students on the new normal on day one.
- There is a plan in place in the event of an outbreak.


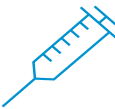
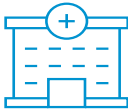

NOTE: See Appendix for Centers for Disease Control guidelines on school re-openings.

¹ Personal Protective Equipment



Closely monitor fidelity of implementation of all new protocols & procedures. Regularly communicate with families & employees regarding any material developments, successes, or challenges.

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

Category	Example indicators (Non-exhaustive)	
 Disease progression	Infection rate ●●●● Mortality rate ● Localized case counts School/District known infections Demographic infection rate ● Number of ER/Outpatient visits for ILI ●●	● CDC ● FDOH ² ● MDC ● NYC Proportion of cases not congregate cases Designated risk-level (phase) of county/region assigned by state's government according to that state's reopening guidance/criteria ¹ ● Number of ER/Outpatient visits for CLI ●●
 Ability to manage the spread	Quantity and quality of contact tracing ● Regular immunizations received ● Test results turnaround time ●● Testing positivity rate ●● Daily testing availability and access ●●●	
 Health system capacity	ICU bed capacity ●●● ICU occupancy ●● Daily hospital census ●	Ability to treat patients without crisis care ● COVID hospitalization rate ●●
 District safeguards	Availability of PPE (e.g., masks, gloves, gowns, plexiglass, etc.) ● Availability of cleaning materials (e.g., sanitizing equipment, etc.)	

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

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

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

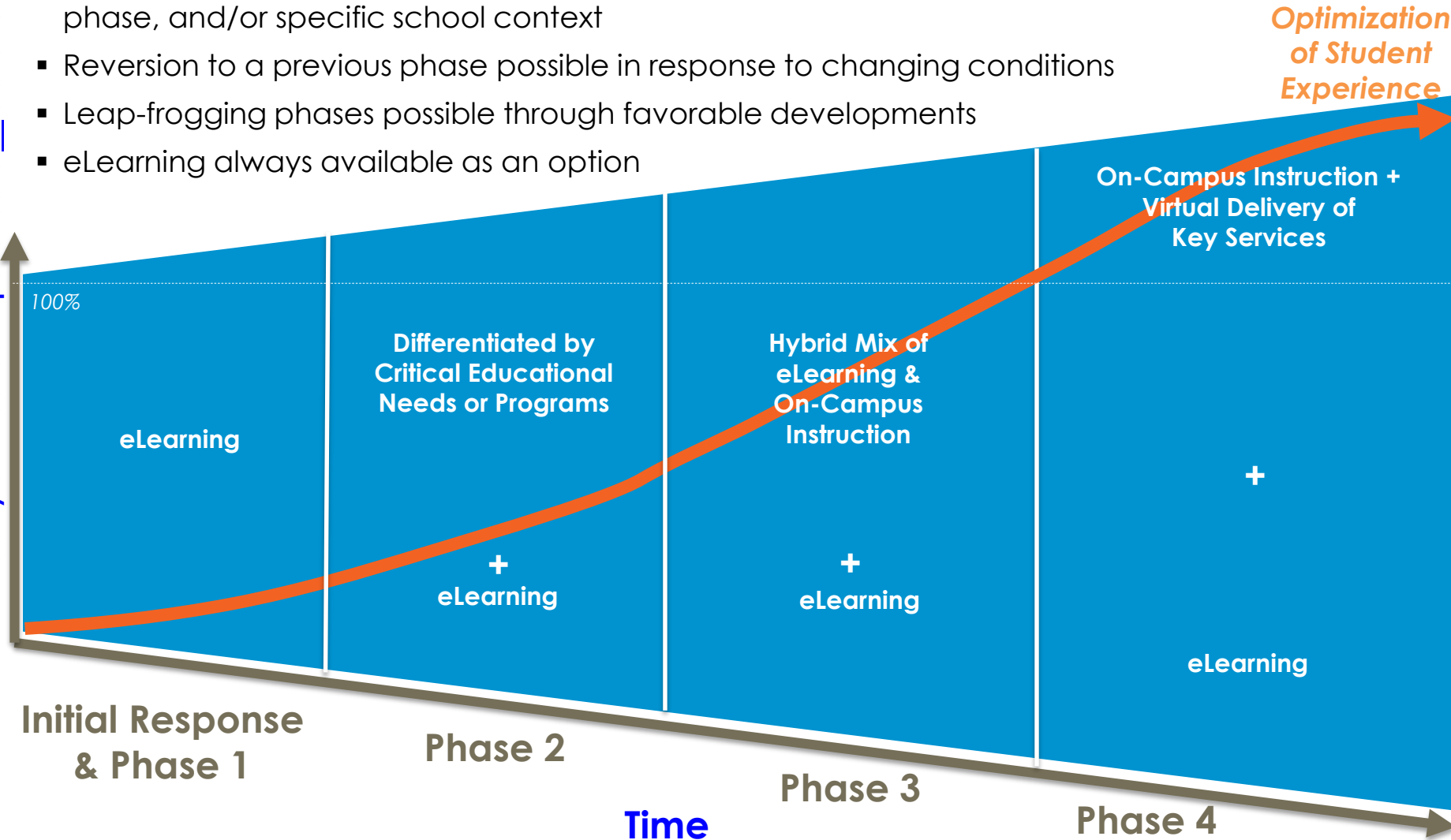
1. Includes other indicators as delineated here
 2. Metrics specifically reported to Broward County School board workshop on 7/14/2020 by Dr. Paula Thaqi of the Florida Department of Health; ongoing tracking of many other indicators

A phased, controlled approach to reopening.

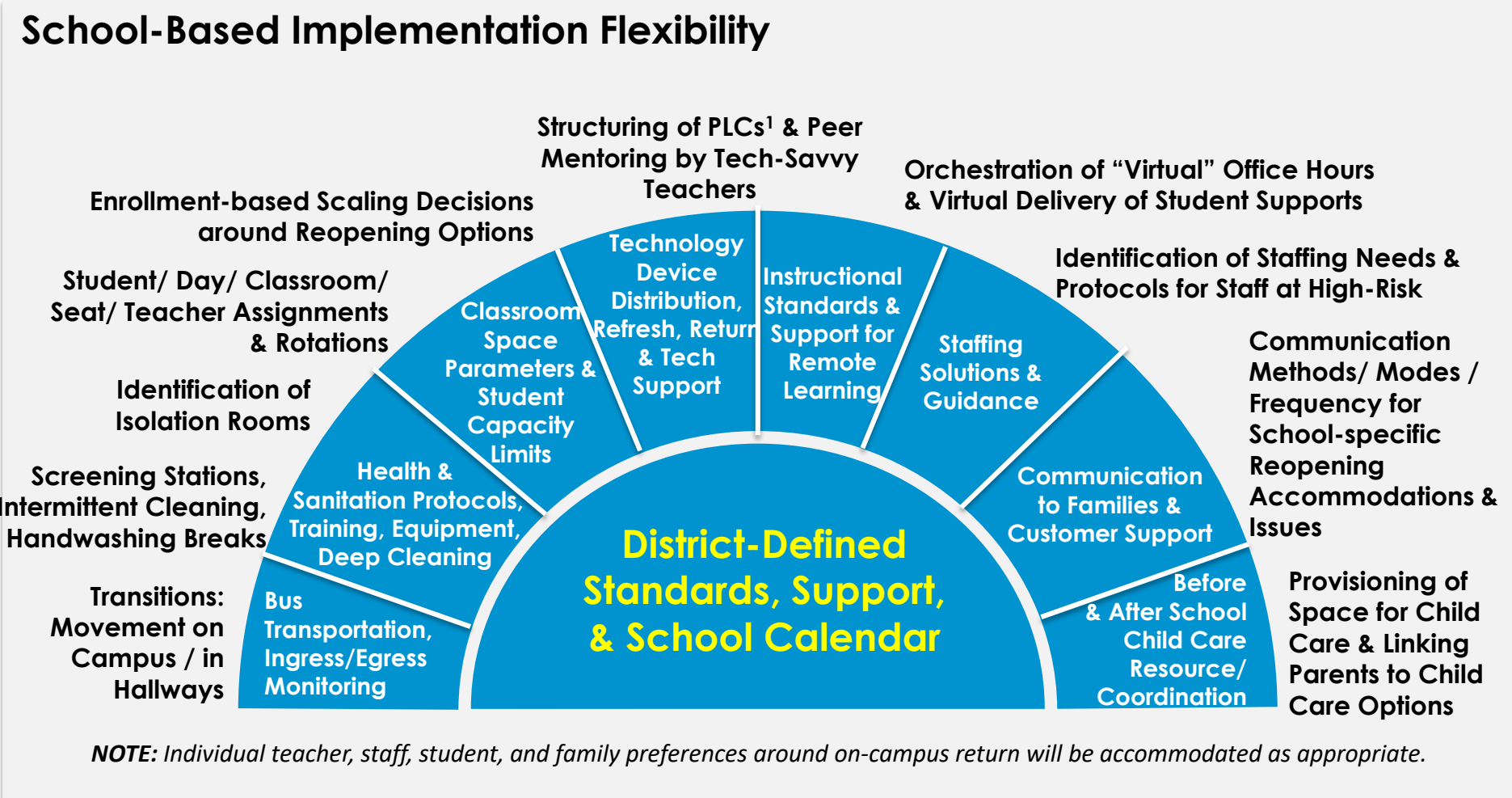
EXAMPLE

- Progression determined by gating criteria, successful execution of previous phase, and/or specific school context
- Reversion to a previous phase possible in response to changing conditions
- Leap-frogging phases possible through favorable developments
- eLearning always available as an option

Availability of In-School Experience to All Students

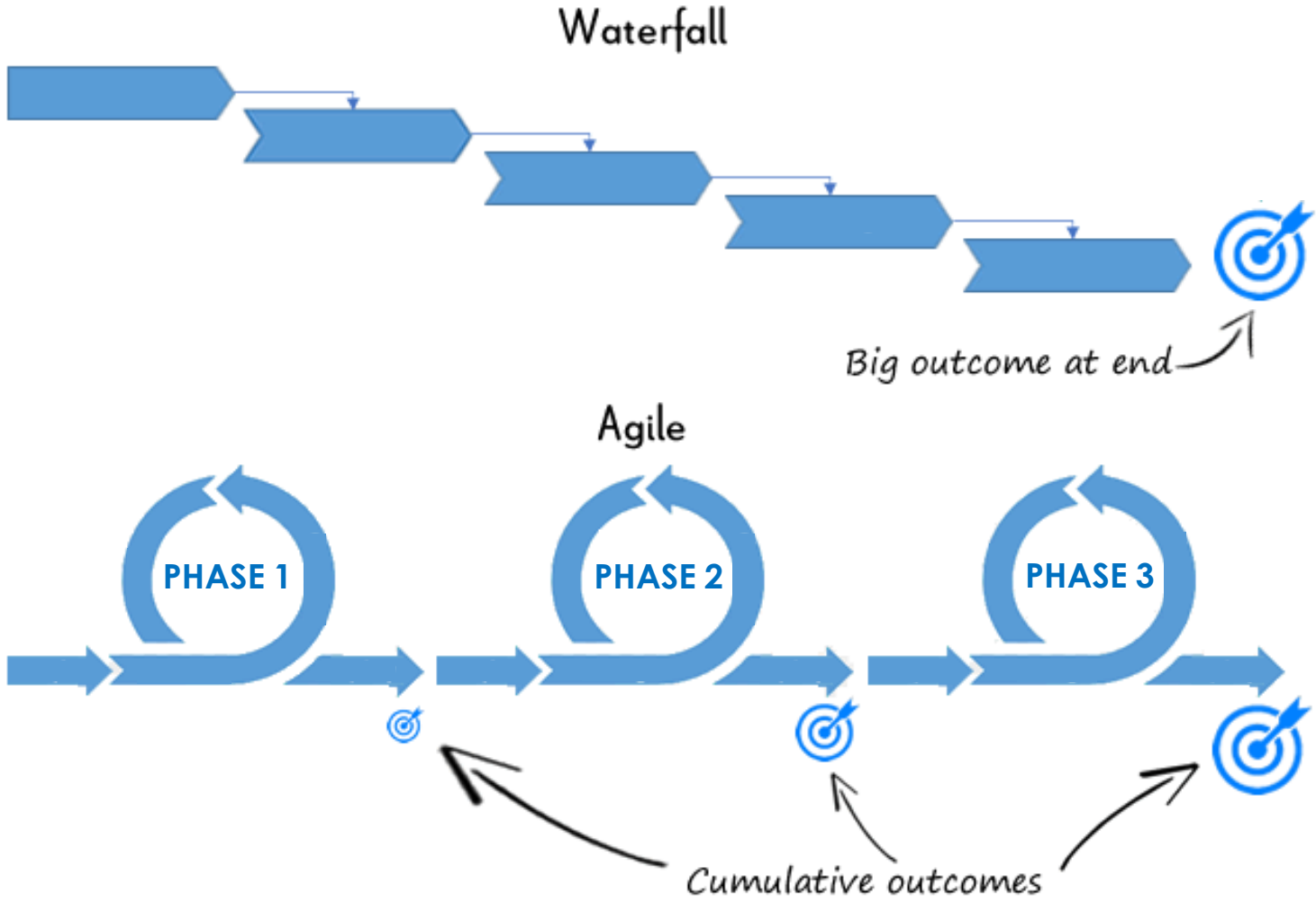


With broad District guidance and support, schools will adapt reopening options to be contextually sensitive throughout future phases.



¹ PLC = Professional Learning Community

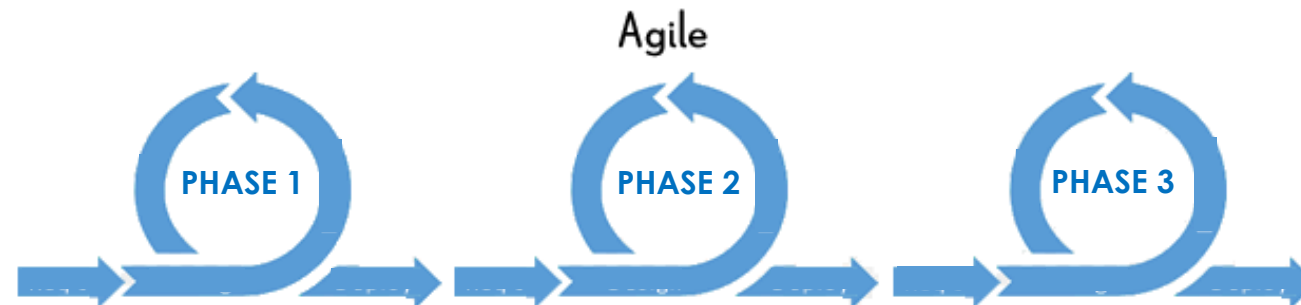
An agile approach to scaling, iterating, and adjusting.



An agile approach to scaling, iterating, and adjusting.

Considerations:

- Establishing **common framework** of minimum academic standards, instructional time, supports, and student experience
- Embracing that this is **not a 'one-size fits all'** model
 - **Nuances** include layering, sequencing, and varying service delivery models as needed
 - **Accommodating** preferences, health concerns, and varying risk tolerance levels of both **internal customers** (teachers & staff) and **external customers** (students & families)
- Quickly and iteratively **evaluating** outcomes and **scaling lessons learned** across schools, grade levels, and populations of varying need
- Identifying **thresholds for gating** and **mitigation adjustments**
- Identifying **triggers** to consider **rolling back** to a prior phase, or **accelerating** to a next phase
 - Negating assumption of 100% eLearning (Option 1) as default
- Considering adjustments to **master scheduling** and **school calendar**
- Maintaining a relentless focus on **continuous improvement** at every phase and level



Monitoring reopening through Key Metrics.

Measures of Success to be Determined Across the Following Dimensions:

- Health & Safety
- Equity & Opportunity
- Student Outcomes
- Social-Emotional Learning
- Professional Development & Support
- Economic Indicators



2024 Strategic Plan.



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

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

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

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

OUR CORE VALUES:

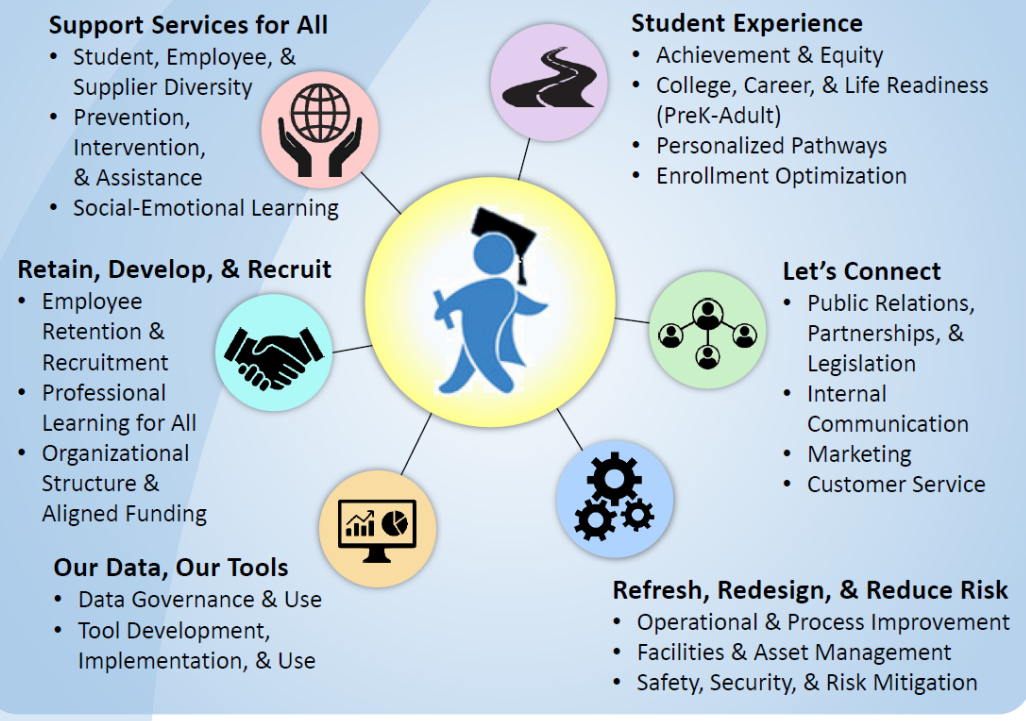
- S**tudent Focus
- T**eaching Excellence
- A**ccountability
- R**espect
- S**afety



OUR GOALS:

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

OUR CAMPAIGNS & INITIATIVES:



Appendix – Game Plan Deep Dives





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

Health, Hygiene, and Sanitation



Health, hygiene, and sanitation – operational game plan.



Summary

Signage

- 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.

PPE protocols

- Face coverings will be required to be worn whenever students/ staff are moving. Face coverings are optional once seated at least 6 feet apart from other students/ staff. These protocols are being adjusted for ESE and elementary level students. PPE has already been ordered or procured.

Standard sanitization protocols

- Power cleaning will be done 2 or 5 times per week by an outside cleaning provider. Power cleaning includes using electrostatic misters. There will be daily cleaning to high frequency touch points and special areas. Emergency cleaning will be done after confirmed/ suspected cases. Procurement team has made contact with vendors and has begun negotiations for electrostatic misters) and outside vendor(s).

Confirmed/ suspected case protocols

- Families/ staff report suspected and confirmed cases online, the principal notifies those directly exposed, staff, and the community. Student/ staff required to self-isolate >10 days and provide 1-2 negative tests and no fever/ symptoms in order to return to school. Protocols were run by local health officials.

Contact tracing

- Contact tracing will be done with local health officials whenever there is a confirmed or suspected case. Families/ staff will be notified by principal if they had direct exposure (e.g., within 6 ft for > 15 minutes, etc.) and therefore must quarantine for 14 days, while eLearning.

Testing

- Investigating ways the district can support testing access, making it cheaper for families and creating quicker turnaround times. Already have vendors for certain tests who have reached out. Meeting set up with Broward Health for potential partnership. Laying out the potential options for a decision from Cabinet/ Board. Then working to establish a partnership and/ or procure supplies needed.

Next steps

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

Definitions.

(To be aligned with updated guidance from CDC)

Quarantine

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick

Isolation

Isolation separates sick people with a contagious disease from people who are not sick.

Suspected case

A case is suspected if one of the following symptoms occur:

- Temperature of 100.0 degrees or greater
- Persistent cough
- Shortness of breath
- Chills/ repeated shaking with chills
- Muscle pain
- Sore throat
- New loss of taste or smell
- Vomiting or diarrhea
- Extreme shortness of breath/difficulty breathing

Confirmed case

A case is confirmed if received a positive result from a COVID antigen test given by a healthcare professional.

Indirect exposure¹

Indirect exposure includes those who were **present at the same location of the confirmed case in the past 14 days**

Direct exposure¹

- Direct exposure includes 1 of the following:
- Those **within 6 ft of someone** who has COVID-19 for **at least 15 minutes** (even if wearing PPE)
- Those who **provided care at home to someone** who is sick with COVID-19
- Those who had **direct physical contact** with the person (touched, hugged, or kissed them)
- Those who **shared eating or drinking utensils**
- An infected person **sneezed, coughed, or somehow got respiratory droplets** on that person



¹. Defined by CDC Guidelines on July 7th, 2020

Deep dive: images of preliminary signage for all schools.



Water Fountain Poster - 11"x17"



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



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

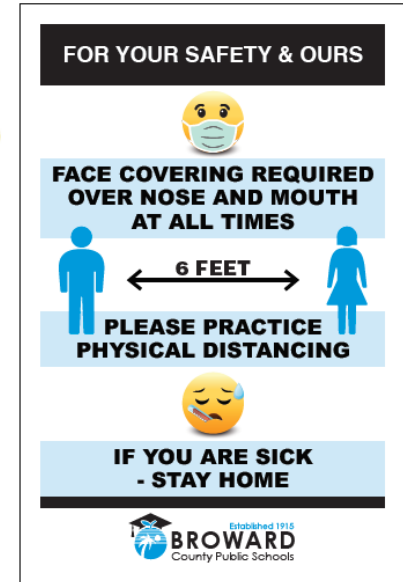


FOR YOUR SAFETY & OURS

FACE COVERING REQUIRED OVER NOSE AND MOUTH AT ALL TIMES



BROWARD County Public Schools




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



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

Deep dive: cleaning protocols.

 Level 1 cleaning

 Level 2 cleaning

Cleaning protocols	Description	Frequency/ wk	
"New normal" regular cleaning protocols	Intermittent cleaning	Student/staff cleaning of desk or materials between classes with wipes or other supplies	Between classroom change
	Enhanced cleaning	Regular cleaning of high frequency touch points in classrooms, hallways, clinics, etc., using disposable industrial wipes	Once a day
	Special area cleaning	Daily cleaning of certain areas including, athletic spaces (gym equipment, weight room, other)	At least once a day, after school
	Power cleaning (2x or 5x/week)	Regular cleaning of EITHER 2x per week OR 5x per week using electrostatic misters	2x or 5x per week
	Emergency cleaning	2x Reactive cleaning anytime a confirmed case occurs, student or staff PLUS FSP staff home for 14 days if fall ill	Variable
5x FSP staff home for 14 days (not done in case of student confirmed case)			

Power cleaning 2x per week would require more frequent emergency cleaning after a confirmed cases, in addition to extra measures when an FSP falls ill, , in which case the entire FSP staff on-site would quarantine for 10 days and would have to be replaced either by outsourced services or other staff on overtime

Power cleaning 5x per week (New York model) would not require emergency cleaning after a confirmed case, only if an FSP falls ill

1. Avg elementary \$11K, average High school \$24K
2. Conservatively assumes 20 cases per week
3. Total includes additional line items such as supplies, repairs, and minor additional PPE

Deep dive: selected option 2 to outsource cleaning.

	Option 1		Option 2		Option 3	
	Procure equipment and staff to do in-house		Outsource cleaning (anytime clean entire district)		Current staff on overtime without e-misters	
Description	Procure 500-600 electrostatic sprayers Hire part-time, temporary, and full time FSP's to make up 200 to 225 FTEs ¹		Contract outside professional firms specializing in cleaning and disinfecting services to decrease time needed to clean before students can return to the building		Short term: Leverage existing staff on overtime; assumes e-misters are delayed, instead uses pump up sprayers and other supplies for 1-step cleaning Medium/Long term: Hire staff + order equipmt (not reflected in cost estimates)	
Cleaning Type	2 Step		2 Step		1 step	
Pros	Capital investment that can have benefits for flu season and other purposes outside COVID-19		Ample supply of resourcing Fast		Makes use of existing resources	
Cons	Likely supply shortage/not viable in short term: potentially unable to procure sufficient amount of equipment and staffing in short term		Viewed negatively by organized labor		Most expensive, lack of consistent adherence to standards, difficulty in obtaining volunteers, likely overtime for 150-200 FTEs	
Frequency of power cleaning	2x/week	5x/week	2x/week	5x/week	2x/week	5x/week
Funding requirement ¹	~\$19-21M ~\$22 - \$23M		~\$21-23M ~\$25-26M		~\$26-\$31M ~\$33-\$34M	
<p>Making investment in e-misters for late 2020 arrival would incur an additional \$2-3M</p>						

1. Details on next page

Deep dive: Protocols for exposure to a confirmed COVID case/ contact tracing.

	Confirmed/ suspected case	Direct exposure ¹	Indirect exposure ¹
Process initiation	Confirmed and suspected cases complete school's online COVID Notification Form , including information for contact tracing within the exposure window of the previous 14 days	The Coordinated Student Health Services team contacts local health department to report the case; local health department initiates contact tracing and will be responsible for informing school who had direct and indirect exposure³	
Description	Tested and diagnosed with COVID-19 OR Exhibiting symptoms	Direct exposure includes 1 of the following: <ul style="list-style-type: none"> • Within 6 ft of someone who has COVID-19 for >15 minutes • Providing care at home to someone with COVID-19 • Having direct physical contact with someone with COVID-19 (touched, hugged, or kissed) • Sharing eating or drinking utensils • An infected person sneezed, coughed, or got respiratory droplets on that person 	Indirect exposure includes those present at the same location² of the confirmed case in the past 14 days
Quarantine protocols	Required self-isolation at least 10 days after symptoms first appeared, 2 negative tests >24 hours apart for confirmed and 1 negative test for suspected, and Dr.'s note	Required quarantine 14 days from last exposure to confirmed case	Self monitor for symptoms, no quarantine requirement as long as properly used PPE and maintained physical distancing
Sanitization	Standard sanitization protocols apply: <ul style="list-style-type: none"> • Schools will be sanitized through nightly power cleaning • Schools will have intermittent cleaning daily (i.e., between or during classes) 		
Communications	Principal informs all families, teachers and staff of a suspected or confirmed case; those designated as having direct exposure will be informed with clear next steps on what to do by either Risk Management (teachers and staff) or Coordinated Student Health services (students and families)		



The school will initiate contact tracing immediately, while waiting for the local health department's support.

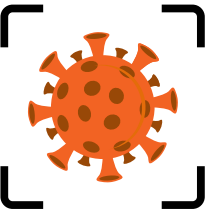


1. As defined by CDC Guidance on July 7th, 2020

2. Examples (non-exhaustive): students who were in the same building, students who had the same lunch period or recess, students who utilize the same classroom for in-person instruction on the COVID positive student's eLearning days

3. The school will begin to gather data and inform those immediately at risk of direct or indirect exposure to a confirmed case while the FDOH initiates its processes

Deep dive: Illustrative confirmed student COVID case and contact tracing.

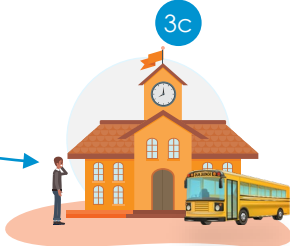
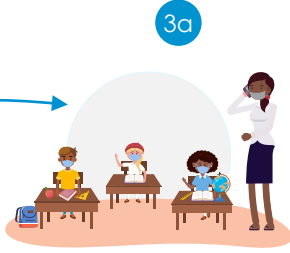
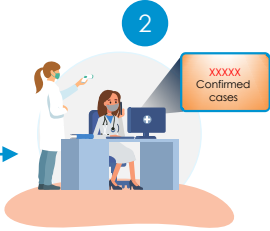


Grace exhibits COVID symptoms (fever and cough) during eLearning day. Grace's caregivers notify the school of the suspected case³ by filling out the online form

She goes to the doctor and tests positive for COVID-19, then Grace's caregivers notify the school she is a confirmed case



1 Between Grace exhibiting symptoms and getting tested, the school will begin contact tracing



Grace will self-isolate¹ at home for at least 10 days, potentially longer, from start of symptoms until:

1. Has no fever without the aid of fever reducers; AND
2. Symptoms have improved; AND
3. Has 2 negative tests in a row >24 hours apart

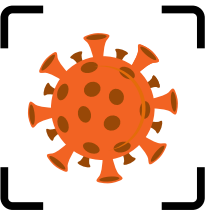
During her self-isolation, Grace may join eLearning when she feels healthy enough

1. Isolation defined by CDC guidelines: Isolation separates sick people with a contagious disease from people who are not sick.
 2. Quarantine defined by CDC guidelines: Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
 3. A case is suspected if the following symptoms occur: Temperature of 100.0 degrees or greater, Persistent cough, Shortness of breath, Chills, repeated shaking with chills, Muscle pain, Sore throat, New loss of taste or smell, Vomiting or diarrhea, extreme shortness of breath/difficulty breathing

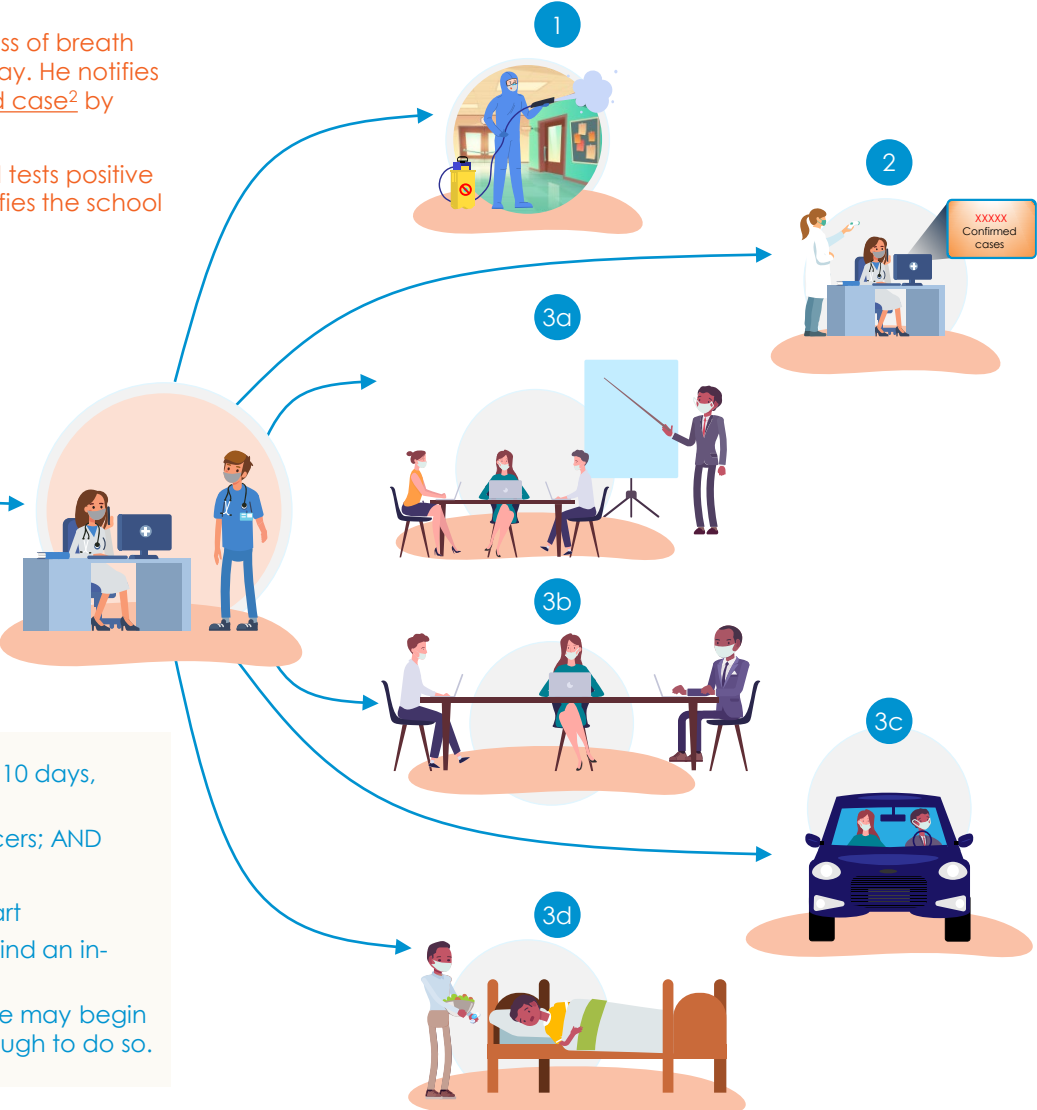
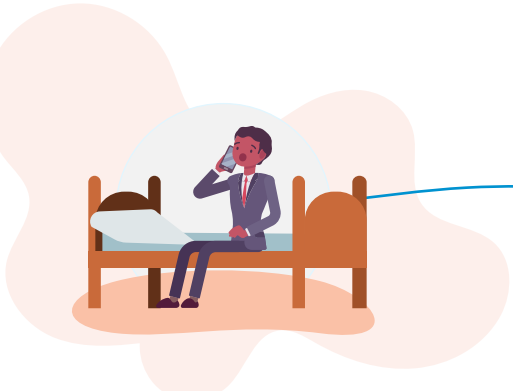
Protocols

- 1 **Sanitization:** standard sanitization protocols apply: nightly school-wide power cleaning, intermittent daily classroom cleaning, and in-between routes cleaning for buses.
- 2 **Communication:**
 - 2a. **Local health department:** will be immediately alerted of suspected case to begin contact tracing for identification of direct and indirect exposures. Schools will support the data collection using Grace's COVID Notification Form results and schools' STAR system
 - 2b. **Families, teachers and staff:** the school will alert Grace's teacher, classmates, bus mates, bus driver, and support staff that they may be DIRECT exposure and must quarantine immediately until further notice from the FDOH.
- 3 **Quarantine² requirements from FDOH:**
 - 3a. **Grace's teacher and classmates:** all followed protocol, had desks 6 ft apart and wore PPE, so they will be alerted that they had INDIRECT exposure and should monitor for symptoms and will not be required to quarantine – they may return to school
 - 3b. **Grace's sister and best friend (neighbor in another class):** played together after school without masks on for 30 minutes, having DIRECT exposure
Sister: required to quarantine for 14 days AND provide a negative test in order to return, parents asked to check daily for COVID symptoms using school's COVID Symptom Pamphlet
Friend: required to quarantine for 14 days, parents asked to check daily for COVID symptoms using school's COVID Symptom Pamphlet
 - 3c. **Grace's bus driver and bus mates:** all followed protocol, wore PPE, and sat physically distant from one another, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and are not required to quarantine further- they may return to school and work

Illustrative: school alerted of a confirmed teacher COVID case.



Mr. Joseph exhibits shortness of breath and loss of smell on Saturday. He notifies the school of his suspected case² by filling out the online form. He goes to the doctor and tests positive for COVID-19, then he notifies the school he is a confirmed case



Mr. Joseph will self-isolate¹ at home for at least 10 days, potentially longer, from start of symptoms until:

1. Has no fever without the aid of fever reducers; AND
2. Symptoms have improved; AND
3. Has 2 negative tests in a row >24 hours apart

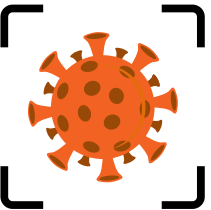
During his self-isolation, efforts will be made to find an in-person substitute based on availability.¹ He will receive full pay and lose no sick days. He may begin teaching eLearning when he feels healthy enough to do so.

1. See appendix for list of potential options.
 2. A case is suspected if the following symptoms occur: Temperature of 100.0 degrees or greater, Persistent cough, Shortness of breath, Chills, repeated shaking with chills, Muscle pain, Sore throat, New loss of taste or smell, Vomiting or diarrhea, extreme shortness of breath/difficulty breathing

Protocols

- 1 **Sanitization:** standard sanitization protocols apply of: nightly school power cleaning and intermittent daily classroom cleaning.
- 2 **Communication:**
 - 2a. **Local health department:** will be immediately alerted of suspected case to begin contact tracing for identification of direct and indirect exposures. Schools will support the data collection using Mr. Joseph's COVID Notification Form results and schools' STAR system
 - 2b. **Families, teachers and staff:** Prior to FDOH's contact tracing results, the school will alert Mr. Joseph's support staff and students that they may be DIRECT exposure and must quarantine immediately until further notice from the FDOH.
- 3 **Quarantine requirements from FDOH:**
 - 3a. **Mr. Joseph's students and teaching support staff :** all followed protocol, had desks 6 ft apart and wore PPE, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and *are not required to quarantine any longer; they may return to school/work*
 - 3b. **Mr. Joseph's co-workers in the math department (at staff training):** during teachers' training all staff followed protocol, wore PPE, and sat physically distant from one another, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and *are not required to quarantine any longer; they may return to work*
 - 3c. **Mr. Joseph's co-worker, with whom he carpools:** they sat <6 ft apart for 30 minutes on their drive to school with masks on, which constitutes DIRECT exposure: His co-worker will be *required to continue to quarantine and to self monitor symptoms daily*
 - 3d. **Mr. Joseph's son (who he lives with):** will be alerted that he has DIRECT exposure from providing care to his dad and *must to quarantine for 14 days from the last day his dad experiences symptoms AND provide a negative test*

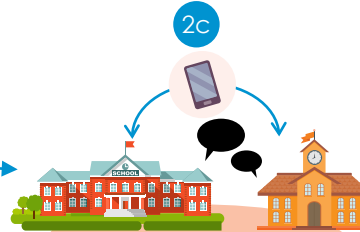
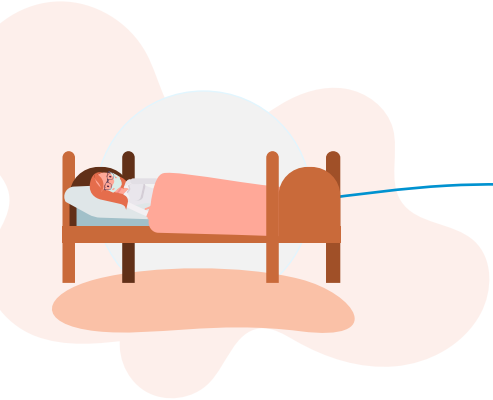
Illustrative: school alerted of a confirmed Itinerant Staff (SLP) COVID case.



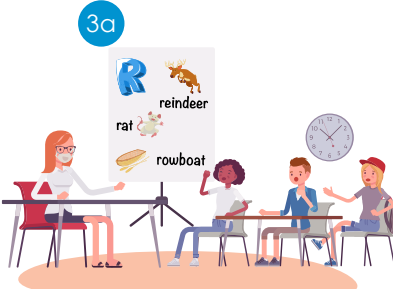
Mrs. Terry is a Speech Language Pathologist who works across 3 schools in the area daily (2 in BCPS and 1 private school).

Mrs. Terry exhibits muscle pain and chills at the end of an in-person school day. She notifies the school of her suspected case by filling out the online form

She goes to the doctor and tests positive for COVID-19, then she notifies the school she is a confirmed case



The district is working to procure specialized PPE for staff that works with ESE students, including **clear masks to see the mouth, face shields, and clear barriers**



Mrs. Terry will self-isolate at home for at least 10 days, potentially longer, from start of symptoms until:

1. Has no fever without the aid of fever reducers; AND
2. Symptoms have improved; AND
3. Has 2 negative tests in a row >24 hours apart

During her self-isolation, **another SLP will fill in or will be sent from the 3rd party provider.**

She will receive full pay and lose no sick days.

Protocols

1 Sanitization: standard sanitization protocols apply of: nightly school power cleaning and intermittent daily classroom cleaning.

2 Communication:
2a. To Local health department: be immediately alerted of suspected case to begin contact tracing for identification of direct and indirect exposures. Schools will support the data collection using Mrs. Terry's COVID Notification Form results and schools' STAR system

2b. Families, teachers and staff: Prior to FDOH's contact tracing results, the school will alert Mrs. Terry's support staff and students that they may be DIRECT exposure and must quarantine immediately until further notice from the FDOH.

2c. Between schools: schools will each report the case and Mrs. Terry's name with the school district designated COVID contact tracing contact. The district will use Mrs. Terry's online COVID Notification Form and the school's STAR logs to support local health authorities contact tracing across schools.

3 Quarantine:
3a. ESE Students: are not always required to wear PPE and often cannot maintain physical distance, so these ESE students would all be DIRECT exposures and required to continue to quarantine

3b. Support staff: all followed PPE and physical distancing protocols, so they are INDIRECT exposures and will be alerted that they should monitor for symptoms and are not required to continue quarantine; *they may return to work*

1. A case is suspected if the following symptoms occur: Temperature of 100.0 degrees or greater, Persistent cough, Shortness of breath, Chills, repeated shaking with chills, Muscle pain, Sore throat, New loss of taste or smell, Vomiting or diarrhea, extreme shortness of breath/difficulty breathing

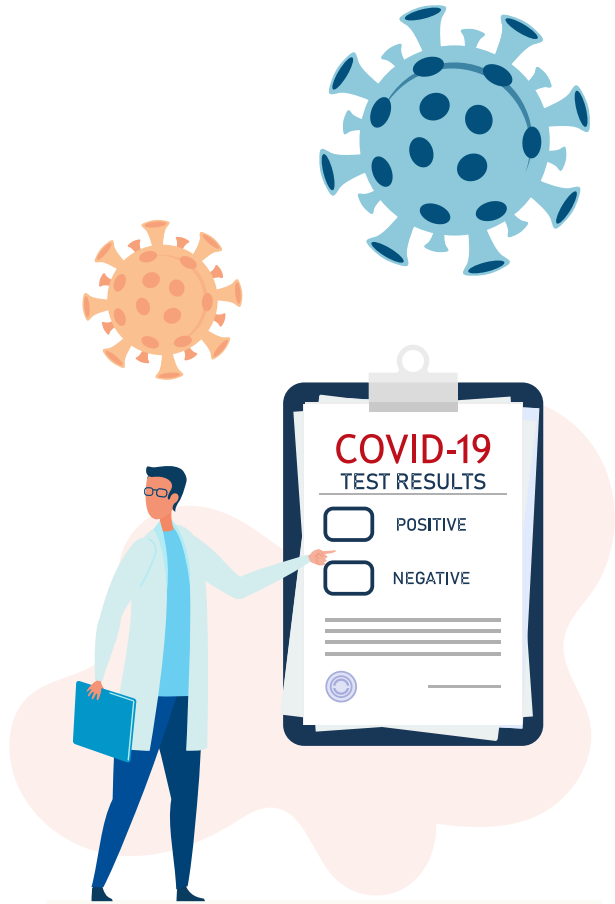
Deep dive: confirmed case and contact tracing protocols for returning to school.

Protocols¹

Description (notwithstanding updated guidance from CDC)

Testing/
return
procedures

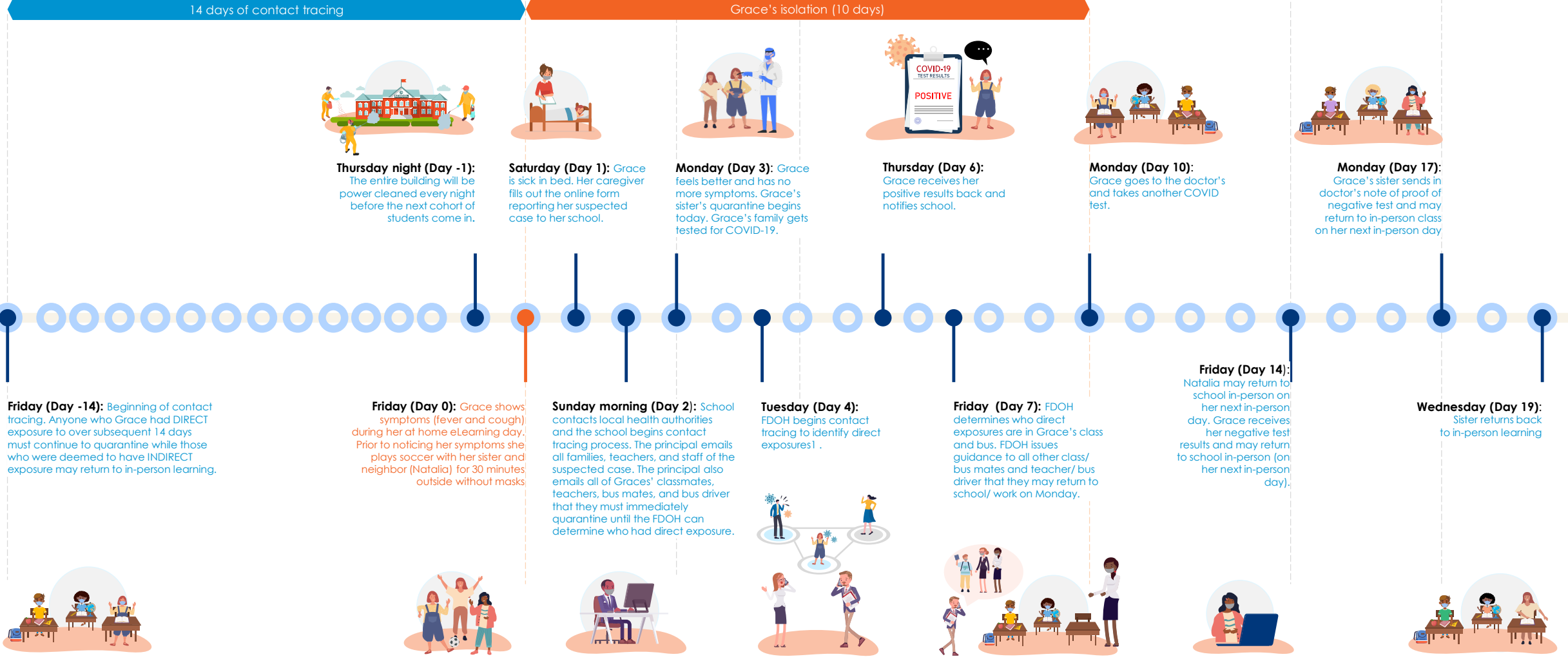
	If you are	Requirements
Suspected or confirmed case	Suspected	<ol style="list-style-type: none"> No fever for >72 hours (without use of medicine); AND Symptoms have improved; AND Quarantined at least 10 days since symptoms first appeared; AND 1 negative test (at least 24 hours after developing symptoms)
	Confirmed	<ol style="list-style-type: none"> No fever for >72 hours (without use of medicine); AND Symptoms have improved; AND Self-isolated at home at least 10 days AND 2 negative tests >24 hours apart AND note from Provider (students)
Direct exposure	No symptoms	Complete 14 days quarantine, continuously monitor for symptoms
	Develops symptoms	Must follow procedures for a confirmed case
	Co-habiting	Complete 14 days quarantine from the last day of close contact with infected person, monitor for symptoms and provide 1 negative test result
Indirect exposure	Self monitor for symptoms, no testing or quarantine requirement as long as properly used PPE and maintained physical distancing	



Coordinated Student Health Services Department (with local FDOH and local hospital districts) will provide COVID-19 testing sites on CSHS SharePoint site

1. As outlined in BCPS Protocol for COVID-19 Pandemic responses 7-21-20 final

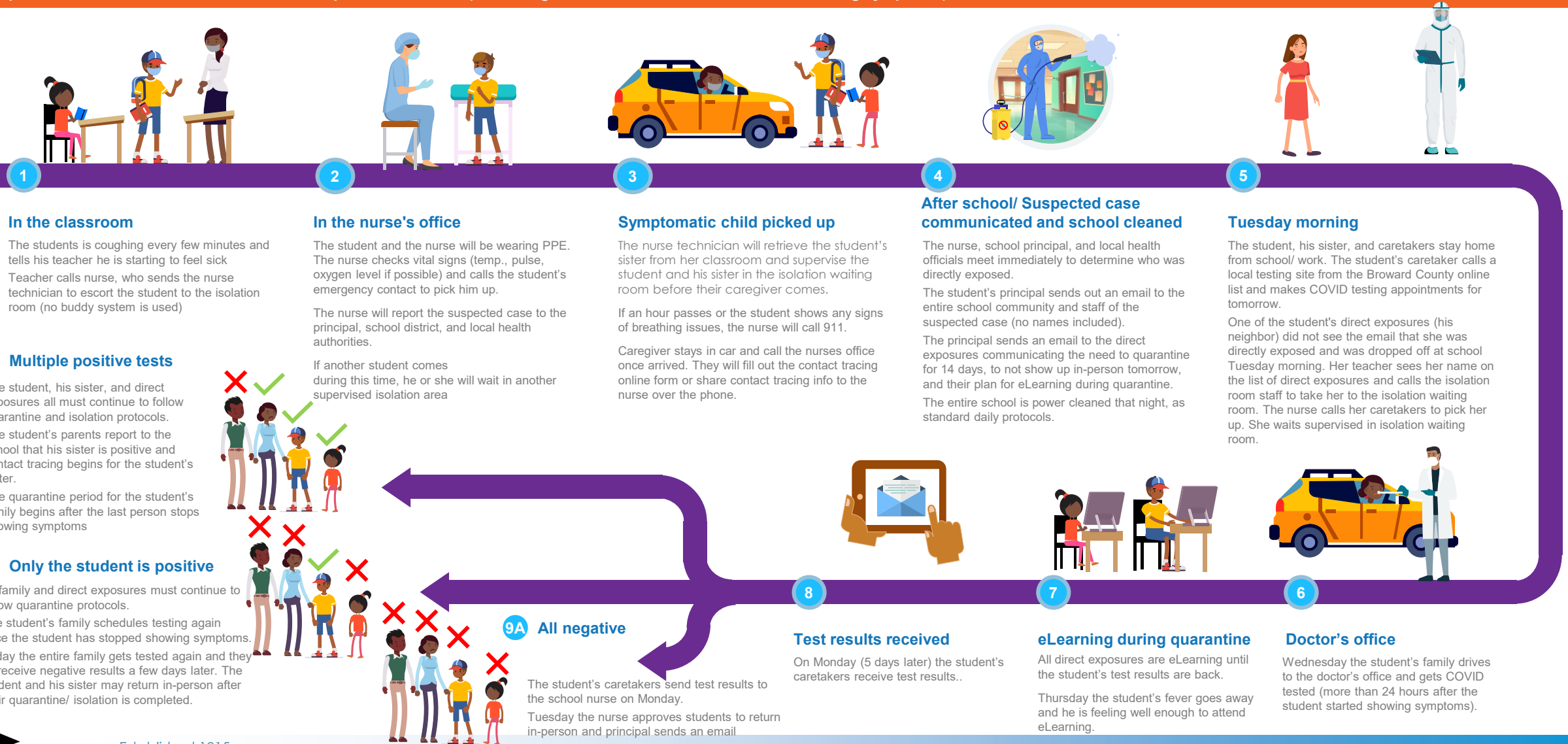
Timeline: confirmed COVID student case.



1. Direct exposure includes 1 of the following: within 6 ft of someone who has COVID-19 for >15 minutes, providing care at home to someone with COVID-1, having direct physical contact with someone with COVID-19 (touched, hugged, or kissed), sharing eating or drinking utensils, or an infected person sneezed, coughed, or got respiratory droplets on that person.

Illustrative: student exhibits COVID symptoms on campus.

The school will not be responsible for diagnosing the student, but the nurse will determine whether the student is a suspected case and proceed as if it were a confirmed case until proven otherwise (with a negative test in over 24 hours after exhibiting symptoms)



Considerations.

Contact tracing



How will schools change procedures to ensure documentation of who itinerant staff worked with on a daily basis, what personnel contractors interacted with, and all other 3rd parties interactions?

Who in the schools will ensure tracking of students, teachers, and staff, and where will this information be held?

Quarantine and HR



Will teachers be able to/how often will they be able to choose to self-quarantine?

What are the limitations, if any, on the employee pay and sick leave policies?

Who will stand in for a sick teacher and how do we ensure continuity of learning as students and teachers shift from eLearning to in-person?

Testing

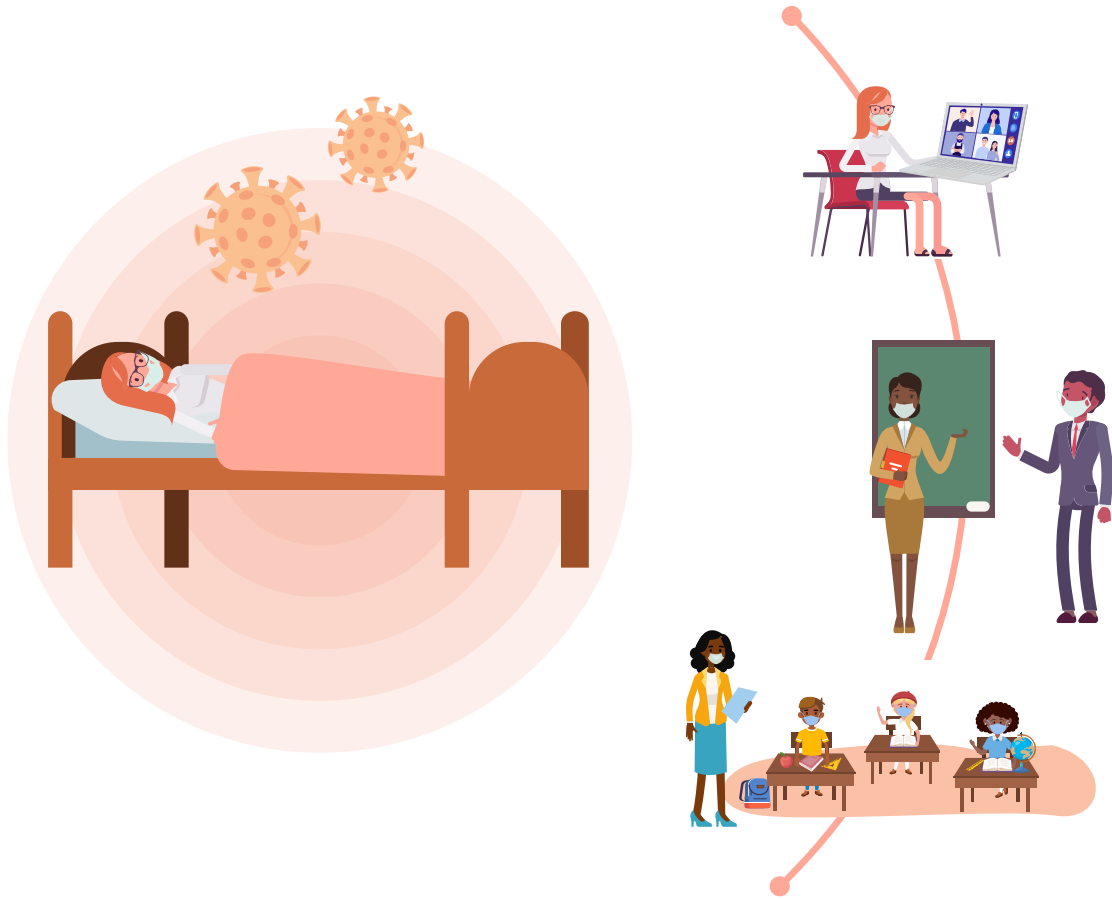


If a student, teacher, or staff is considered to have had direct exposure to a suspected or confirmed COVID-19 case, but gets tested and comes back negative, is he/she permitted to bypass quarantining?

If so, will that favor some students over others? How do we handle testing equity/access issues?

Options for replacing teachers when ill/ in quarantine in hybrid learning model.

When a teacher is ill or has to quarantine, the list of potential stand-in teachers includes (depending on availability)



- 1 The teacher **continues teaching their classes virtually** depending on the severity of their symptoms.
 - 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 Immediately hire a **trained substitute** (daily/ pool/ interim) to continue in-person teaching
- 3 Have **someone else in the district**, who is certified, step in to teach in-person.
 - E.g., school instructional coaches, District staff, etc.
- 4 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.

Deep dive: preliminary quantities and pricing for plexi-glass and special population additional PPE.

Pending conformation of pricing

Signage

Sign type indicator	Sign type	Facility	No. of facilities	Supply provided	EST. total	Total	Cost	Cost	Comments	Size	Dept
A	Face covering required poster	ES	140	150	2100	44200	\$0.15	\$6,630.00	*Each classroom, Hallway, entry, Etc.	11 x 17 poster Face covering required At all times	Printing services
		MS	38	200	7600						
		HS	29	300	8700						
		Centers	27	150	4050						
		Ancil. facilities	19	150	2850						
B	Physical distancing poster	ES	140	150	2100	44200	\$0.15	\$6,630.00	*Each classroom, Hallway, entry, Etc.	11 x 17 poster THANK YOU FOR PRACTICING PHYSICAL DISTANCING 6ft with images	Printing services
		MS	38	200	7600						
		HS	29	300	8700						
		Centers	27	150	4050						
		Ancil. facilities	19	150	2850						
C	Water fountains (Water- resistant polypropylene)	ES	167	9	1503	0	\$7.24		*water fountain use – "Sanitize hands before and after use Use disposable cup or own bottle	REMOVE -- Due to Florida Fire Prevention Code, Life Safety Code 101, 6th Edition, Chapter 15 existing education facilities 15.4.4 -- alcohol-based hand sanitizer not permitted in corridors/exits. Prohibit use of water fountains, provide bottled water/bring own.	Graphics
		MS	38	11	418						
		HS	29	42	1218						
		Centers	27	20	540						
		Ancil. facilities	19	20	380						
D	Floor sign- Stand here (Round)	ES	140	150	21000	44200	\$6.75	\$298,350.00	*entry, Hallways	STAY SAFE Thank you for all Thank you for practicing social distancing 6ft	Graphics
		MS	38	200	7600						
		HS	29	300	8700						
		Centers	27	150	4050						
		Ancil. facilities	19	150	2850						
E	A-Frame (Drop-off/Pick-up)	ES	140	3	420	702	\$116.57	\$81,832.14	*Reminder- Face covering, physical distancing, Do you feel sick – Do not enter; If you are sick – STAY HOME	Standard, 24 x x36 two-sided	Graphics
		MS	38	3	114						
		HS	29	3	87						
		Centers	27	3	81						
		Ancil. facilities	19	3	81						
F	Step well sign-bus	Bus	921	1	921	1657	\$3.31	\$5,484.67	Stickers on step well; 368 ESE (2 stickers); 921 (1 sticker)=	FACE COVERING REQUIRED/ MASK IMAGE Max. Avail	Graphics
		ESE Bus	368	2	736						
G	Feeling sick? CDC Easil	ES	140	5	700	1265	\$4.60	\$5,819.00	Front entrance, staff areas, Cafeteria	8 ½ x 11	Graphics
		MS	38	5	190						
		HS	29	5	145						
		Centers	27	5	135						
		Ancil. facilities	19	5	95						
G	Feeling sick? CDC Poster	ES	140	20	2800	5060	\$0.15	\$759.00	Front entrance, staff areas, Cafeteria	11 x 17	Printing services
		MS	38	20	760						
		HS	29	20	580						
		Centers	27	20	540						
		Ancil. facilities	19	20	380						
H	Handwashing CDC poster	ES	140	150	21000	44200	\$0.15	\$6,630.00	Each classroom, Hallway, Entry, Etc.	11 x 17 Glossy	Printing services
		MS	38	200	7600						
		HS	29	300	8700						
		Centers	27	150	4050						
		Ancil. facilities	19	150	2850						
						TOTAL		\$412,134.81			

Deep dive: preliminary quantities and pricing for plexi-glass and special population additional PPE.

Plexiglas Shields								
Item	Facility	No. of Facilities	Supply Provided	EST. total	Total	Cost (per)	Cost	Comments
Plexiglas Shields (24" wide)	ES	140	4	560				SPE, Circulation(1-2), Cashier (1)
	MS	38	10	380				SPE, Guidance(2-4), Circulation (2), Cashier (2)
	HS	29	14	406	1562	\$400.00	\$624,800.00	SPE, Guidance (2-4), Circulation (2), Registration(2-4), Office Mgr, Cashier (4)
	Centers	17	6	102				SPE, Guidance(2), Cashier (2)
	Ancil. Facilities	19	6	114				SPE -- multiple offices/departments per facility

PPE for ESE Staff (monthly)*							
Item	Facility	Quantity	Unit	Cost	Total	Total	Comments
Protective Gowns (monthly supply or 20 days)	School	1,800,000	each	\$2.50	\$4,500,000.00	\$4,580,000.00	50,000 currently on hand -- (ESE, Transportation @ ESE, Kitchen) requesting; Assumes: 10 gowns/student (to be used by aid) for 9,000 ESE students per day (includes preK). 2 aids for lift/change per student
	Bus (Aids)	32,000	each	\$2.50	\$80,000.00		800 Aids, 2 per day
Face Coverings (monthly supply or 20 days)	School	70,000	each	\$0.25	\$17,500.00	\$33,500.00	Approx 3500 employees will need 1 disposable face covering per day
	Bus (Aids)	32,000	each	\$0.25	\$8,000.00		800 Aids, 2 per day
	Bus (Operators)	32,000	each	\$0.25	\$8,000.00		800 Bus Operators, 2 per day
Clear Face Coverings	School	17,500	each	\$10.00	\$175,000.00	\$175,000.00	Approx 3500 employees will need 5 reusable/washable clear face coverings.
Gloves (monthly supply or 20 days)	Classroom/Food Services	15,000	box	\$4.50	\$67,500.00	\$158,800.00	Vinyl, 50 pairs per box
	Clinic/Isolation Room	15,000	box	\$5.50	\$82,500.00		Latex, 50 pairs per box
	Bus (Aids)	800	box	\$5.50	\$4,400.00		Latex, 50 pairs per box, 2 pairs per day
	Bus (Operators)	800	box	\$5.50	\$4,400.00		Latex, 50 pairs per box, 2 pairs per day
Face Shields (reusable)	School	5,000	each	\$2.85	\$14,250.00	\$17,100.00	20,000 on hand Face Shield, 1 per school year/ ESE staff. *estimated quantify still to be finalized
	Bus (Aids)	1,000	each	\$2.85	\$2,850.00		1 per Aid, per school year

*Specific preferred vendors/pricing for this PPE has been identified by Procurement & Warehouse Services. Orders should be requested via ppe@browardschools.com

Learning Acceleration



Learning Acceleration – Operational Game Plan (1/2).



Summary

Ensuring High Quality eLearning

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

Assessing and Understanding Readiness for Grade Level Learning

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

Next steps

- Leverage existing human capital (School-based Coaches, District Coaches, ESPs, Distance Learning staff, BECON, etc) to provide high-quality exemplary lessons to different sub-group populations and build systemic capacity
 - Include production and distribution of pre-recorded lessons available on demand
 - Use instructional time to provide interventions at the right moment for each group of students
-
- Utilize diagnostic assessment platform with instructional interventions built in
 - Utilize formative assessment platform and items
 - Continue to offer professional development on the analysis of assessment data (diagnostic/formative/summative) and action steps to take from that analysis
 - Use formative assessments to identify gaps
 - Establish afterschool academic support schedule for each school to use

Learning Acceleration – Operational Game Plan (2/2)



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

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

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

Addressing Commonalities

Nourishing Teacher and Student Relationships

Providing Outreach and Guidance for Parents

Next steps

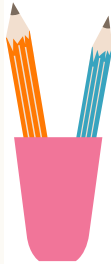
- Devise ways to reach complex learners in a virtual setting while determining which, if any, return to a face-to-face setting
- Ensure tools such as Immersive Reader and other ELL tools are used to reach our second language learners
- Ensure that all students receive a device and internet access despite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

Components of an elementary school schedule. (Example Only)



Standard Schedule – Grades 2 - 5¹

- Teacher planning (i.e., parent conferences, etc.)
- Daily opener²
- Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)
- Small group rotations / CAI³ / Independent Activities
- Break (recess)
- Writing Instruction
- Teacher led tiered instruction⁴
- Physical Education
- Lunch/Dinner break
- Whole Group Math Instruction
- Small Group Math instruction/Independent Practice
- Content specific: Social Studies / Science
- Specials^{5,6}
- Teacher planning (i.e., parent conferences, etc.)



Morning Session

- 7:30 AM
- 8:00 AM
- 8:15 AM
- 8:45 AM
- 9:45 AM
- 10:05 AM
- 10:30 AM
- 11:00 AM
- 11:30 AM
- 12:00 PM
- 12:30 PM
- 1:00 PM
- 1:30 PM
- 2:00 PM – 3:00 PM

Evening Session

- 2:00 PM
- 2:30 PM
- 2:45 PM
- 3:15 PM
- 4:15 PM
- 4:45 PM
- 5:00 PM
- 6:30 PM
- 7:00 PM
- 7:30 PM
- 8:00 PM
- 8:30 - 9:30 PM

Evening sessions evaluated but not pursued due to low demand

Teacher–student interaction time

-
- 15 minutes
- 30 minutes
- 60 minutes
-
- 25 minutes
- 30 minutes
- 30 minutes
-
- 30 minutes
- 30 minutes
- 30 minutes
-
-



~4 hours 40 minutes

Total teacher-student interaction time

1. ESE and ELL support will be provided throughout the school day per the students needs
 2. Social and emotional learning, mindfulness, skills for success
 3. Computer assisted instruction (e.g., iReady, Imagine Learning)

4. Includes (Response to intervention, Differentiated learning, Enrichment) and student completion of independent assignments
 5. Timing of special may vary based on grade-level and subjects area
 6. Instruction provided by specials teacher

Components of an elementary school schedule. (Example Only)



Standard Schedule – Grades K-1¹

Teacher Planning

Circle Time/Whole Group:

- Students log in to their canvas Homeroom and click on their Whole Group icon for Teams Mtg.
- Mindfulness activity/SEL/Daily Discussion opener (type/video response to a question) – 10 minutes
- Calendar Time – 5 minutes

Whole Group Literacy:


- Interactive Read Aloud/Shared Reading/Weekly Poem
- Brain Break before next whole group activity with music and movement

Whole Group Literacy:


- Explicit & Systematic Instruction in Phonics/Word Work

Small Group:

- Teacher meets with 2-3 small reading groups (about 15-20 minutes each) use TEAM channels for small group while others stay signed in.
- Students watch and participate in pre-recorded lessons and are working in center-like activities. See breakdown of time and menu of examples.

Morning Session 	
7:30 AM	
8:00 AM	
8:15 AM	
8:30 AM	
8:45 AM	



Evening Session 	
2:00 PM	
2:30 PM	
3:00 PM	
3:15 PM	

Evening sessions evaluated but not pursued due to low demand



Live teacher–student interaction time	
-	
15 minutes	
-	
15 minutes	
-	
15 minutes	
60 minutes	

Components of an elementary school schedule. (Example Only)



Standard Schedule – Low 300 Schools¹

- Teacher planning (i.e., parent conferences, etc.)
- Daily opener²
- Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)
- Small group rotations / CAI³ / Independent Activities
- Break (recess)
- Writing Instruction
- Teacher led tiered instruction/Enrichment⁴
- Physical Education
- Lunch/Dinner Break
- Whole Group Math Instruction
- Small Group Math instruction/Independent Practice
- Content specific: Social Studies / Science
- Specials^{5,6}
- Additional Reading – Low 300
- Teacher planning (i.e., parent conferences, etc.)



Morning Session

- 7:30 AM
- 8:00 AM
- 8:15 AM
- 8:45 AM
- 9:45 AM
- 10:05 AM
- 10:30 AM
- 11:00 AM
- 11:30 AM
- 12:00 PM
- 12:30 PM
- 1:00 PM
- 1:30 PM
- 2:00 PM – 2:30 PM
- 2:30 PM – 3:30 PM

Evening Session

- 2:00 PM⁷
- 2:30 PM
- 2:45 PM
- 3:15 PM
- 4:15 PM
- 4:45 PM
- 5:00 PM
- 6:30 PM
- 7:00 PM
- 7:30 PM
- 8:00 PM
- 2:00 PM – 2:30 PM
- 8:30 AM - 9:30 PM

Evening sessions evaluated but not pursued due to low demand

Teacher–student interaction time

-
- 15 minutes
- 30 minutes
- 60 minutes
-
- 25 minutes
- 30 minutes
- 30 minutes
-
- 30 minutes
- 30 minutes
- 30 minutes
-
- 30 minutes
-

**~5 hours 10 minutes
Total teacher-student interaction time**

1. ESE and ELL support will be provided throughout the school day per the students needs
 2. Social and emotional learning, mindfulness, skills for success
 3. Computer assisted instruction (e.g., iReady, Imagine Learning)

4. Includes (Response to intervention, Differentiated learning, Enrichment) and student completion of independent assignments
 5. Timing of special may vary based on grade-level and subjects area
 6. Instruction provided by specials teacher

7. Additional Reading Instruction provided by teacher for Low 300 schools; In Evening Session, Planning should start 30 minutes earlier (1:30 PM – 2:00 PM)

Elementary Instructional Framework: Grades K-1 Small Group Rotations.

(Example Only)

8:45 AM-9:05 AM

Group A

Teacher Small Group

- Foundational Skills: Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension, & Fluency
- Letter Names and Sounds
- Building Words
- Concepts of Print
- Phonemic Awareness
- Guided Reading

Group B

Independent Activities/Centers: (Examples listed below)

- Word Work Activities
- Audio Books with response
- Memory Games
- Time for Kids (Science and SS), if applicable
- Science A to Z Leveled Books
- Stemsscopes Leveled Books
- myON
- Accelerated Reader

Group AC

Computer Assisted Instruction: (Examples listed below)

- iReady
- Starfall
- Imagine Learning
- Spelling City
- Nearpod

9:05 AM-9:25 AM

Group A

Computer Assisted Instruction: (Examples listed below)

- iReady
- Starfall
- Imagine Learning
- Spelling City
- Nearpod

Group B

Teacher Small Group

- Foundational Skills: Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension, & Fluency
- Letter Names and Sounds
- Building Words
- Concepts of Print
- Phonemic Awareness
- Guided Reading

Group C

Independent Activities/Centers: (Examples listed below)

- Word Work Activities
- Audio Books with response
- Memory Games
- Time for Kids (Science and SS), if applicable
- Science A to Z Leveled Books
- Stemsscopes Leveled Books
- myON
- Accelerated Reader

9:25 AM-9:45 AM

Group A

Independent Activities/Centers: (Examples listed below)

- Word Work Activities
- Audio Books with response
- Memory Games
- Time for Kids (Science and SS), if applicable
- Science A to Z Leveled Books
- Stemsscopes Leveled Books
- myON
- Accelerated Reader

Group B

Computer Assisted Instruction: (Examples listed below)

- iReady
- Starfall
- Imagine Learning
- Spelling City
- Nearpod

Group C

Teacher Small Group

- Foundational Skills: Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension, & Fluency
- Letter Names and Sounds
- Building Words
- Concepts of Print
- Phonemic Awareness
- Guided Reading

Components of an elementary school schedule. (Example Only)



Standard Schedule – Grades K-1¹

Break (recess)

Whole Group Writing:

- Writing mini-lesson (may be related to read aloud)

Small Group/Independent Writing:

- Students write independently.
- Teacher can meet with children or pull smaller groups to share writing (students remove headphones to work in a quiet environment, teacher displays a timer to keep students aware of time)

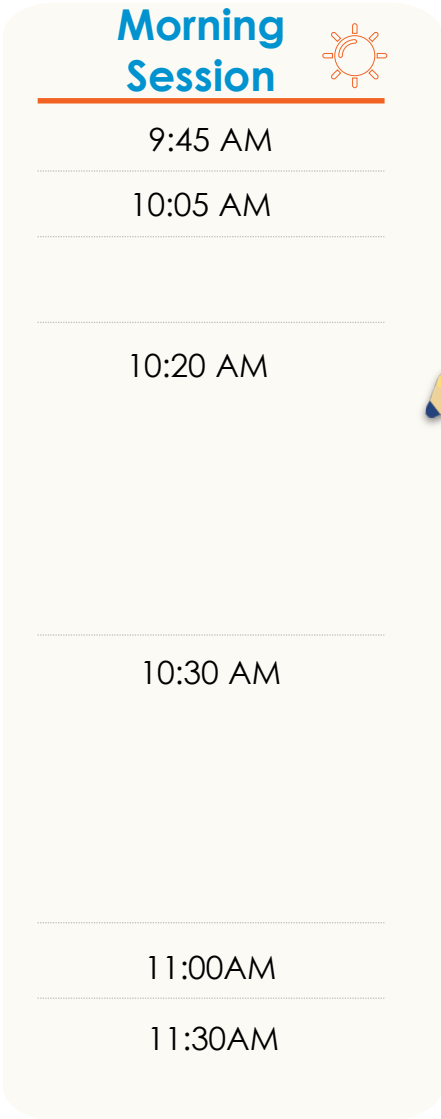
Physical Education:

- Music and movement together involving literacy and math concepts (can share screen if teacher prefers for the class to follow a video)
- Canvas Lessons

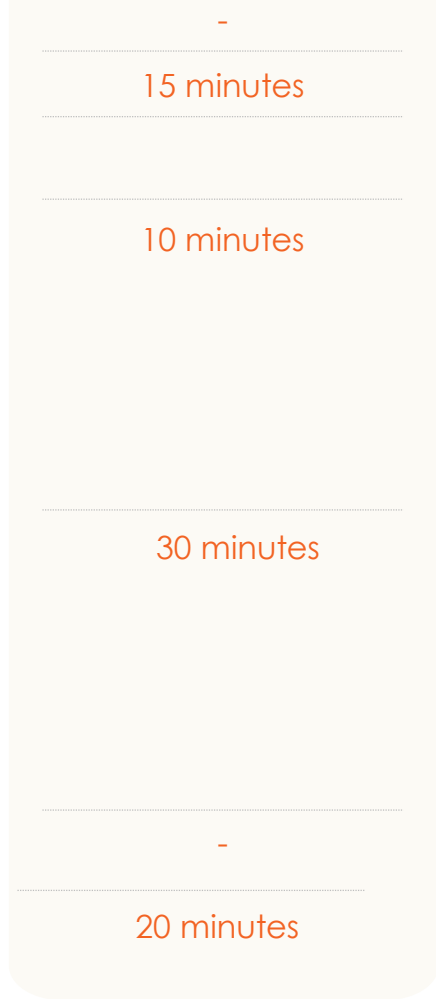
Lunch/Dinner

Whole Group Math:

- Lesson w/manipulatives



Live teacher–student interaction time



Components of an elementary school schedule. (Example Only)



Standard Schedule – Grades K-1¹

Small Group Math/Independent Activities

- Personal Math Trainer (PMT) & Small Group math with manipulatives
- Additional centers may include: iReady, Imagine Math, Reflex, etc for 20 minutes (if applicable)

Specials:

- Students click on their Specials button on their classroom Homepage to access their Specials Teacher's course/meetings

Tier 2 & 3 Intervention or Enrichment

- Teacher meets with any students to provide interventions, reteach, or enrich
- Students engage in SEL and developmental learning: drawing, building with blocks/LEGOs, sharing about themselves, games/toys

Whole Group Social Studies/Science

- Embed as much into the Literacy Block

Social Studies/Science Independent Work

- Teacher checks-in with students on understanding of content/activities

Morning Session

11:50 AM



12:20 PM

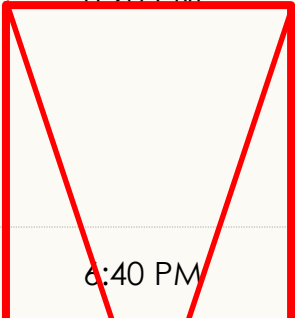
12:50 PM

1:20 PM

1:40 PM

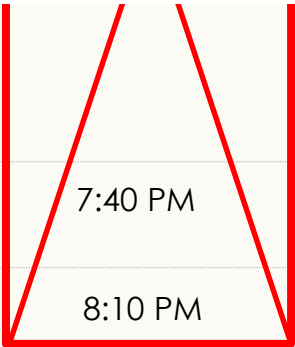
Evening Session

6:20 PM



8:40 PM

Evening sessions evaluated but not pursued due to low demand



7:40 PM

8:10 PM



Live teacher–student interaction time

20 minutes

-

30 minutes

20 minutes

10 minutes

Components of an elementary school schedule. (Example Only)



Standard Schedule – Grades K-1¹

Daily Wrap Up

- Mindfulness/SEL
- Discuss tomorrow

Teacher Planning

Morning Session

1:50 PM

2:00 PM

Evening Session

8:20 PM

Evening sessions evaluated but not pursued due to low demand

Live teacher–student interaction time

20 minutes

-

~4 hours 40 minutes

Total teacher-student interaction time

- ESE and ELL support will be provided throughout the school day per the student's needs. See additional Guidance Document.
- Timing of Special may vary based on grade-level and subject area; Instruction provided by Specials Teacher
- Students will be provided movement breaks throughout the activities during the day

Elementary Instructional Framework. (Example Only)

Reading



Students:

Participate in whole/small group instruction, intervention, enrichment, and independent activities such as:

(Independent Activities - Examples only)

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

Teacher:

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

(Teams videoconferencing)

Writing



Students:

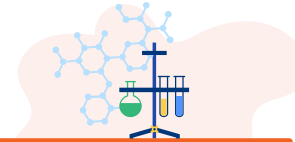
Participate in whole group instruction and guided/independent writing activities

Teacher:

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

(Teams videoconferencing)

Science



Students:

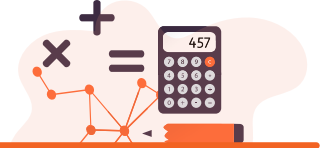
Set up journals, participate in 5E whole group lesson, complete independent work/activities

Teacher:

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

(Teams videoconferencing)

Math



Students:

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

Teacher:

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

(Teams videoconferencing)

Social Studies



Students:

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

Teacher:

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

(Teams videoconferencing)

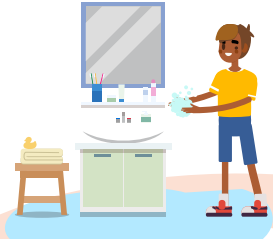
Day in the life of Malik's eLearning day. (Example Only)

(4th grade elementary student)

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



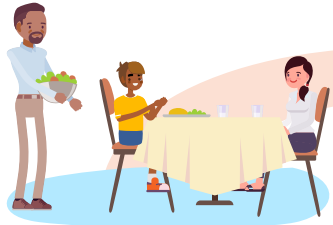
3 Malik takes a break
 M: 9:45 – 10:05 AM
 E: 4:15 – 4:35 PM



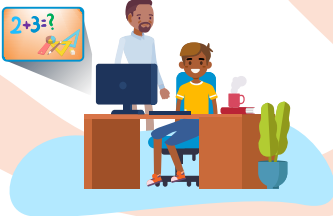
2 Malik attends the first rotation of his instruction
 M: 8:15 – 9:45 AM
 E: 2:45 – 4:15 PM



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



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



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



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



*NOTE:
 Evening sessions
 evaluated but not
 pursued due to low
 demand.*

Day in the life of Ms. Gomez's eLearning day. (Example Only)

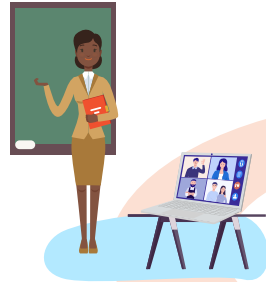
(4th grade elementary school teacher)

NOTE:
Evening sessions evaluated but not pursued due to low demand.

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



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



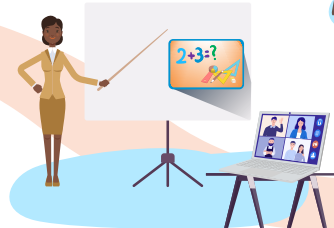
4 Ms. Gomez takes a break
M: 9:45 – 10:05 AM
E: 4:15 – 4:35 PM



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



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



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



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



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



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



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

Schedules for Secondary Schools. (Example Only)



Straight schedule

~2/3 of Middle schools

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

Teachers will teach 5 out of the 6 courses² for a total instructional time of about ~4 hours and 35 minutes. The other period will be used as planning time

Block schedule¹

All high-school and ~1/3 middle schools

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

Teachers will teach 3 out of the 4 courses² for a total instructional time of about ~4 hours and 30 minutes. The other period will be used as planning time

Evening academic support

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



Each school will have at least 4 teachers available for academic support: one per each core subject
Teachers to provide ~5 hours of live instructional support with flex breaks and additional planning

1. Periods alternate per day as an A/B schedule concept
2. Some teachers may teach more as supplemental periods

3. Specialized teachers available on a school-by school basis (e.g., Cambridge or international Baccalaureate certified)

Transportation



Transportation – Operational Game Plan.



Summary

Routing for proposed reopening model (near-term)

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

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

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

Fleet readiness, cleaning and sanitation protocols

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

Workforce Readiness/ Recruitment

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

Communications

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

Next steps

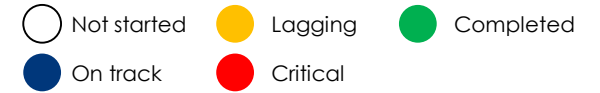
- District to finalize in-person student population for pilot; confirm routes for identified students
- Notify all stakeholders, including sending out mailers and communicating via virtual platforms
- Finalize in-person requirements based on model selection
- At appropriate time, notify all stakeholders,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

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

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

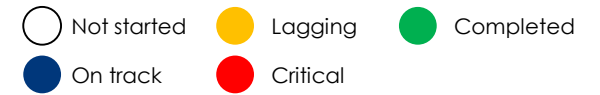
Ongoing meeting and dialogue on various topics: build in time for sanitizing efforts, online route viewing, route selection, etc.

Transportation workstream progress update.



Workstream priority	Status	Update, rationale, and interdependencies
Routing and operations	Lagging (Yellow circle)	<ul style="list-style-type: none"> Created different routing models to assess risk and identify their trade-offs Routing scenarios: 1) routed ESE (clusters and centers only), and 2) routed all “eligible” riders. Storing transportation requirements in Edulog routing system Benchmarking and monitoring CDC guidelines for health, safety and flexibility Exploring partnerships with municipal and county transportation to help with capacity constraints
Fleet readiness, cleaning and sanitation protocols	On track (Blue circle)	<ul style="list-style-type: none"> Checking, evaluating and monitoring fleets (bus and white fleet) to ensure readiness Testing GPS hardware, software and tablet functionality Developed daily cleaning and disinfecting protocols Assessing options to develop solution for sanitation protocols for buses
Recruitment and training	Critical (Red circle)	<ul style="list-style-type: none"> Intensifying hiring campaign; evolving economic environment may have a positive impact Final staffing requirements depends on board model selection Surveying drivers for return intentions Understanding any bargaining unit/union implications
Communication plans for schools and families	Lagging (Yellow circle)	<ul style="list-style-type: none"> Developing Frequently Asked Questions (FAQ) for staff concerns Streamlining Routing Communications: Providing student transportation data to schools w/ guidance on sharing with families, moving in-person 'parent open house' to virtual model Establishing robust customer service initiative via phone and online

Transportation workstream progress update.



Workstream priority	Status	Update, rationale, and interdependencies
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Transportation has modelled three different scenarios capturing their resourcing implications.




Assumptions

- Hybrid model includes 100% of ESE students + 50% of GenEd students
- Modeled all students with CDC guidelines and relaxed CDC guidelines (e.g., one student per seat). Did not model all exception cases yet
- Based on current bell times
- Based on ridership data of 2019 and subset of schools; currently routing ridership based on current data.
- Models routed buses; currently district has ~1200 total buses including ~ 200 spare buses
- Total funding represents bus operator and attendant labor cost as well as fuel and maintenance cost
 - Model does not include indirect expenses such as overhead, and new location costs

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

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

Need board guidance on physical distancing protocols for buses and exploring additional mitigation plans.

	1	2	3
Model selection¹	6 feet CDC guidelines with existing resources	6 feet CDC guidelines with additional \$40+M funding	Relaxed CDC guidelines (one student per seat) with existing resources
Meets 50% hybrid capacity			
Implications & trade-offs	<p>Maximum seat availability serves ~20-25% of the student population</p> <p>Option may meet demand if significant population:</p> <ul style="list-style-type: none"> ▪ opts into full eLearning ▪ of eligible riders "opt-out" of transportation services <p>Limits seat availability for students who want to opt in to in-person learning later in the year</p>	<p>Requires \$40+ million in funding, including bus, fuel, maintenance, infrastructure / over head</p> <p>Procuring additional ~500-700 buses, hiring 600+ drivers, and building the support infrastructure may not be possible by August 19</p>	<p>Parents may find it uncomfortable with relaxed physical distancing guidelines</p> <p>Depending on final demand and mitigation plans, may be able to accommodate CDC physical distance guidelines when possible</p>

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

Complexity

 High  Medium  Low

Need board guidance on exploring the following options further



Altering rider eligibility

Altering service for magnet schools
Altering / not servicing courtesy riders



Staggering bell times

Adding additional bell time, especially for high-school students



Partnerships with city/county

Already started exploring partnerships options

Fleet readiness, cleaning, and sanitation protocols.



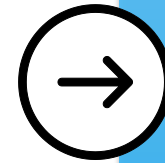
- Over the summer, all routed buses were inspected, sanitized and disinfected, and are ready to transport students.
- Activity buses were brought from the schools to their home terminals for inspections prior to the start of school.
- School Bus spare ratios are very low (7%) compared to the national average (20%) due to not having a consistent school bus replacement cycle.
- White fleet vehicles are ready for the start of school as well.



- Summer deep cleaning: all Buses have been fully cleaned, sanitized and disinfected by an electrostatic sprayer
- All drivers are being trained prior to school opening on the proper cleaning methods
- Drivers are required to disinfect their buses prior to leaving the compounds in the morning and afternoon
- Drivers are to report to their Transportation specialist; specialist will be required to fill out a supplies request form when needed



Next steps...



- Exploring opportunities for possible bus sanitizing and disinfecting efforts (e.g., overnight cleaning staff)
- Re-visiting bus driver union contract for cleaning protocols and possible reassignments
- Ramp up investment in new cleaning supplies (e.g., towels and Wexcide).



Bus Operator and Attendant – Vacancy Trend.

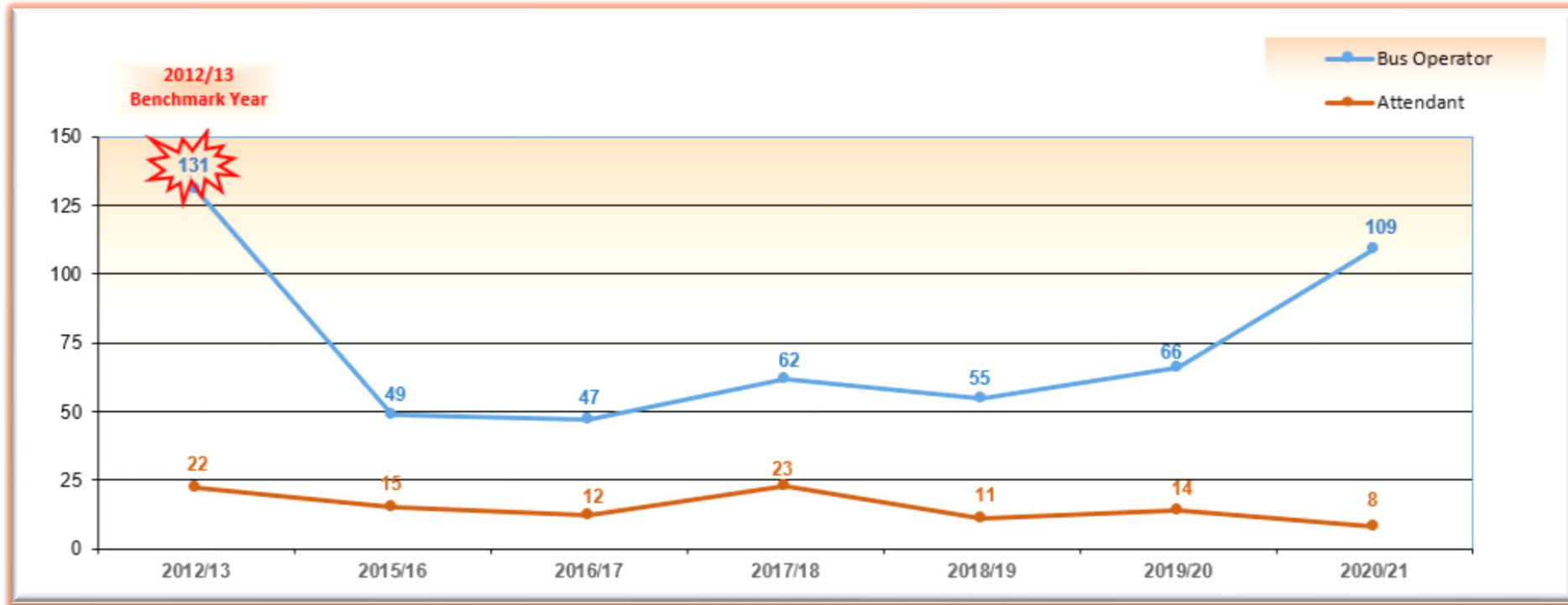


Chart identifies actual vacant positions over the last five years (During the month of July) as compared with a benchmark year.

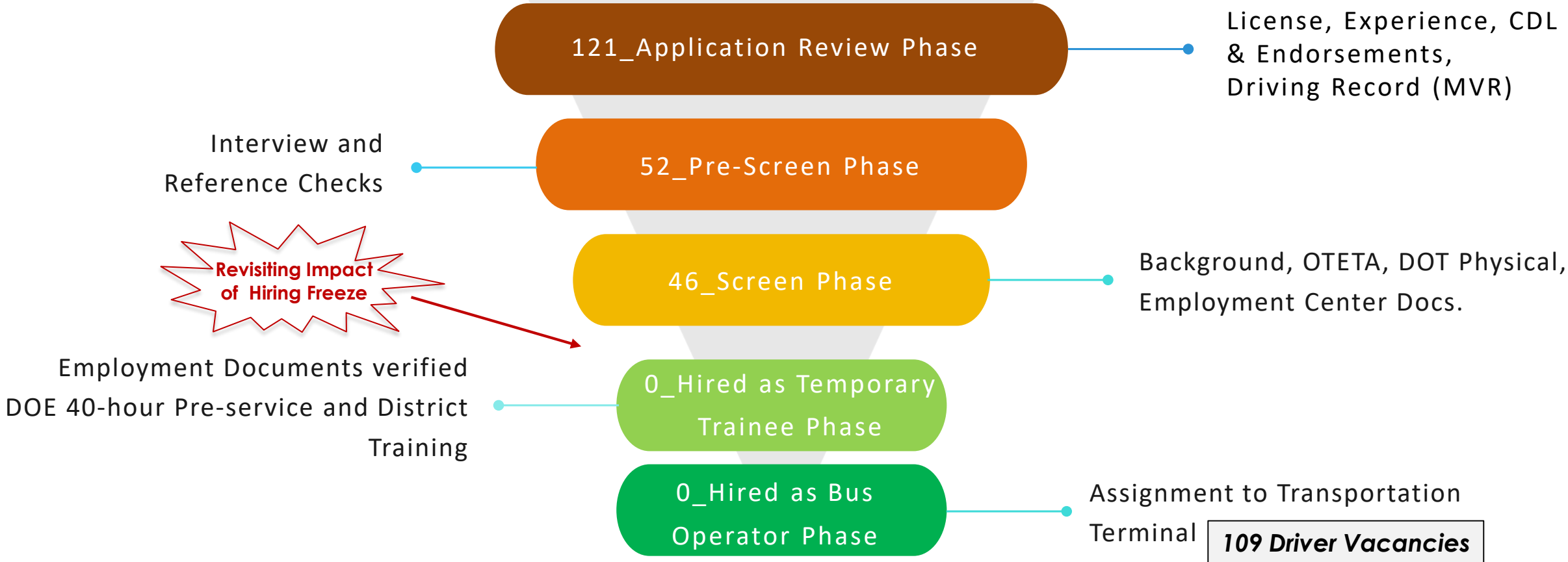
Vacant Positions During - July		2012/13	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Bus Operator		131	49	47	62	55	66	109
Bus Attendant		22	15	12	23	11	14	8



Transportation Bus Operator – Hiring and Training Phases.

This chart reflects activities needed to fill the vacancy gap. Applicants meeting basic qualifications are selected for review and screened for hire. The numbers below reflect the amount of applicants at each phase of the process.

Total number of candidates at each phase



Communication and training plan for transportation.

Components of Communication Plan

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

Components of Training Plan

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




Potential independent solutions to mitigate capacity constraints.

● High ● Medium ● Low

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

Decision choices and implications on the next slide

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

	<u>Progress to date</u>	<u>Status</u>	<u>Feasibility</u>
Partner 1: Broward County Transportation	<p>We had excellent conversation with the Director of Broward County transit buses. We expressed our interest in exploring partnership in various areas. Specifically, we talked about High school student utilizing county buses and future combine recruiting efforts. We also talked about utilization of an outside vendor for possible bus sanitizing efforts.</p>	<p>Begun conversations</p>	<p> High</p>
Partner 2: City Municipality	<p>We have reached out to several Cities Municipalities and awaiting responses for potential partnership. These cities are: City of Miramar, City of Lauderhill, City of Coral Springs and the City of North Lauderdale. The City of Pembroke Pines indicated that they can not partner with us since they transport most of their charter schools.</p>	<p>Initiated contact</p>	<p> Medium</p>
Partner 3: Office of Governmental Affairs	<p>Contacted the Office of Governmental Affairs and received invitation for the next workstream meeting headed by Mr. Sullivan for possible partnerships opportunities.</p>	<p>Pending meeting</p>	<p> Low</p>

Bus Operator Hiring and Training.

Challenges

- CDL License holders are in high demand. Broward and surrounding counties have many competitors (BCT, Amazon, Cities, Agencies)
- State and County Lockdown and School Re-Open Plans
 - Limited access to DMV Offices for applicants to acquire CDL Learner's Permit and Endorsements
 - Staff has reduced access to job resources
 - Budget/Hiring freeze
 - Hiring criteria is stringent and many applicants do not meet (i.e.: Driving Record, DOT Physical, Background and OTETA)
- Cost of Background check (financial burden)

Potential mitigation Strategies

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

Routing – What Can We Do with a Condensed Timeline?

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

- 🗨️ Over time required so that Routing can continue to meet scheduled deadlines: which includes assigning:
 - 🗨️ All Eligible Students, Special Needs and Regular are assigned a stop and bus.
 - 🗨️ Establish the necessary runs to safely and efficiently transport students.
 - 🗨️ Coordinate and Prepare routes so that information can be communicated to all stakeholders.

- 🗨️ Upon Routes completed the following will continue as scheduled:
 - 🗨️ Looking to leverage online information sharing option as oppose to using Student Route Cards/Mailer that have a 1 week lead time
 - 🗨️ Hosting 2-day virtual open-house as oppose to on-site

Typical schedule






Standard School Opening Schedule of Events

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



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

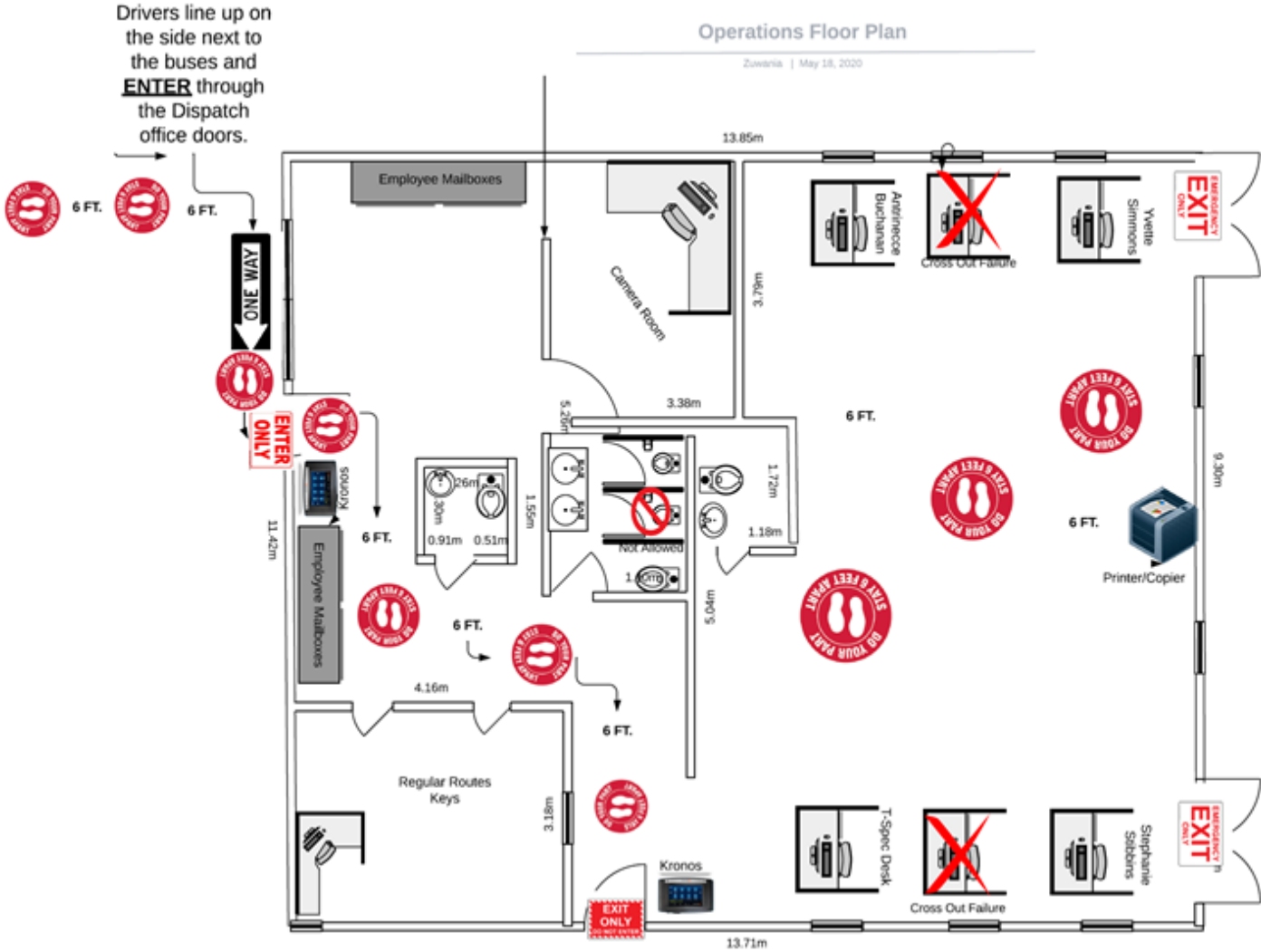
PPE Requirements on the bus.

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

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

Workplace/Workstation Protocols – Example (South Terminal).

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



Child Care



Child Care – Operational Game Plan.



Summary

Eligibility for care

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

Providers

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

Recruitment and Training

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

Content and scheduling

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

Health and safety

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

Next steps

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

Through 18 partners, 11 will provide care and 7 will provide funding.

Care Providers

- After School Programs, Inc.
- Boys and Girls Club of Broward
- Cities and Municipalities, including:
 - City of Fort Lauderdale
 - City of Oakland Park
- Community After School, Inc.
- Faith Based Organizations
- Hispanic Unity of Florida, Inc.
- Junior Achievement of South Florida
- Museum of Discovery and Science
- Sunshine After School Childcare, Inc.
- YMCA of South Florida, Inc.

Funders

- Jewish Federation of Broward
- The Frederick A. Luca Foundation
- The Jim Moran Foundation
- United Way of Broward
- Childcare Licensing of Broward County
- Children's Services Council of Broward
- Early Learning Coalition

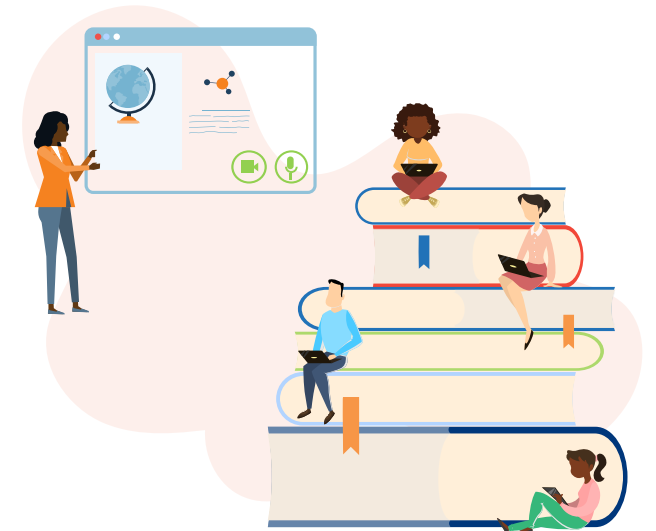


eLearning Model – Full daycare and before/aftercare options.

Before and after care, when students are on campus, *may be available*.

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

	Full Day Care	Before/After Care
Children of General Population	Offsite; list of fee-based private providers by zip codes will be offered to parents	Provided , subject to school-specific availability, at the location, after school day ends
Children of District staff	Likely to be provided on a zone basis at under-enrolled schools, or on-site if possible	Provided , subject to school-specific availability, at the location after school day ends.



To provide adequate day care for both eLearning or hybrid models we will plan to support partners with important resourcing.

Type of support needed

Status

Desks and chairs

We will use B-stock (no additional funding needed)

WiFi access

We will coordinate with Technology workstream to ensure follow up with Comcast and other providers

Spare laptops

We will coordinate with technology workstream to provision, if possible

Additional staff to support smaller group ratios

“Staff sharing” plan being developed among providers; any shortfall will be addressed through employment agencies

Technology assistance


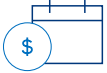



We will coordinate with technology workstream to ensure support provided

Canvas support

Development of training video for childcare providers underway

We plan to give providers access to training and support, including a direct line to teachers, to ensure they are equipped to support our students

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

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

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

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

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

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

Food & Nutrition Services



Food and Nutrition Services – Operational Game Plan.



Summary

Model(s) focused on feeding maximum students

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

Meal Reimbursement/ Staffing

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

Adult Meals

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

Sanitation and Cleaning


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


Next steps

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


Food and Nutrition Services game plan progress update.

 Completed

 Deep dive to follow






 In progress

 Critical

 Not started

 On track



Priority	Status	Update, rationale, and interdependencies
Near-term: All schools Supplying Meals to Eligible Students On Campus and Grab-and-Go		<ul style="list-style-type: none"> Expanding successful Grab-and-Go model currently utilized for meal distribution Exploring service model opportunities (Hybrid or face-t-face reopening models) Dependent on BTU Contract for duty free lunch Dependent on facility personnel staffing for waste disposal
Service Models- Impacted By Reopening Model and CDC Guidelines		
Staffing		<ul style="list-style-type: none"> Dependent on meal participation at the onset of school; ; reassess after labor day based on site data Initiating multiple staffing scenarios
Meal Reimbursement/Adult Meals		<ul style="list-style-type: none"> Dependent on the daily number of meals served Aggressive pursuit of additional partnerships and funding sources for adult/family meals
Sanitation and Cleaning Protocols		<ul style="list-style-type: none"> Developed recommendation for foodservice cleaning and sanitation protocols Creating training material aligned with Department of Health recommendations
Additional Considerations		<ul style="list-style-type: none"> Examples: BTU Contract, Student Identification Badges, etc.

Near-term Food Service Model.



Advantages

- Students reporting to school will receive meals via the Traditional Meal Service Line
- All School Community Students will have access to meals at their Home School using the established "Grab and Go" Model
- Fair and Equitable availability as all schools are open for meals
- All employees will report to work at assigned location
- Initial Staffing Levels will be assessed based on meal participation
- Staff adjustment will be based on meal participation data compiled thru September 4th
- Provides the opportunity for all Staff to receive required Annual Training "On Calendar" limiting transitional time for additional Reopening Phases
- Reduces "Off Calendar" Training costs

Disadvantages

- No student choice of meal items
- Public confusion if site is closed due to low meal participation, zone reconfiguration
- COVID-19 positive staff/student could require site to be closed and cause potential food loss and staff quarantine
- Reduced revenue for P&L operation
- Additional Exposure to Food and Nutrition Services Staff
- Potential Increase in Labor Cost relative to meal served
- Possible Furloughs/Layoffs if meal participation counts do not support Labor

Limited students on Campus to receive Traditional Meal Service

"Grab and Go" Meals available at each school location for all Students

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

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

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

Meal Service and Consumption in the Classroom

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

SAME

Option not available

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

1. Pre-bagged meals available for pickup on designated day and time.
2. Distribution on Tuesdays and Thursdays from 11AM-1PM and 3 PM-5PM

SAME

SAME

***Highly recommended that students be enrolled at pickup school site

Food Service: Adult Meals.



Regulations:

- Adult Meals are not part of the National School Lunch Program, with no meal reimbursement allowed. The National School Lunch Program is designed to provide student meals.
- Non-reimbursement for Adult Meals is highlighted in the USDA Federal Code of Regulation Section 210, 220, and 245
- Non-reimbursement is documented in the Florida School Food Service Reference Manual, Florida Department of Education Food and Nutrition Management Section 5.1, 5.2 and 5.3

Status:

- A collaborative effort between the Grants and Food and Nutrition Service Department raised \$502,182 funding Adult Meals from March until mid- April.
- The Broward County Commission verbally agreed to fund Adult Meals in the sum of one million dollars. District is currently awaiting a monies which will cover the cost of Adult Meals served in April, May, June and July.
- The one million dollar funding will be exhausted in July, with no monies remaining to fund Adult Meals

Considerations

- Adults have the opportunity to pay \$2.75 per meal
- Adult Meals average 404, 819 per month, costing approximately \$ 467,826 per month.
- District/Board makes one-month funding commitments as other option pursued
- Requested guidance on other opportunities for serving Adults

Food Service: Sanitizing and Cleaning Protocols Influenced By Model Selection.



Description

Kitchen

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



Cafeteria

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



Classroom

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



Food Service: Additional considerations.



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

¹Exceptional Student Education Supported Varying Exceptionalities

Food Service: Communication and training plan.



Components of Communication Plan

	Stakeholder	Week 7/27	Week 8/3	Week 8/10	Week 8/17	Week 8/24
<input type="checkbox"/>	School Board/Cabinet	Re-open Plan Draft	Preliminary Re-opening Plan	Final Re-open Plan		
<input type="checkbox"/>	Parent/Student		Website/Social Media Updates	Website/Social Media Updates	Food Service Information	Website/Social Media Updates
<input type="checkbox"/>	Principal	Food Service Protocols	Food Service 20-21 Overview			
<input type="checkbox"/>	Food Service Management		Initial Re-opening Protocols	Re-opening Protocol Updates	Final Re-Opening Protocol	
<input type="checkbox"/>	Food Service Staff	Survey-Work Status for 20/21	Return-to Work Instructions		Re-opening Protocols	

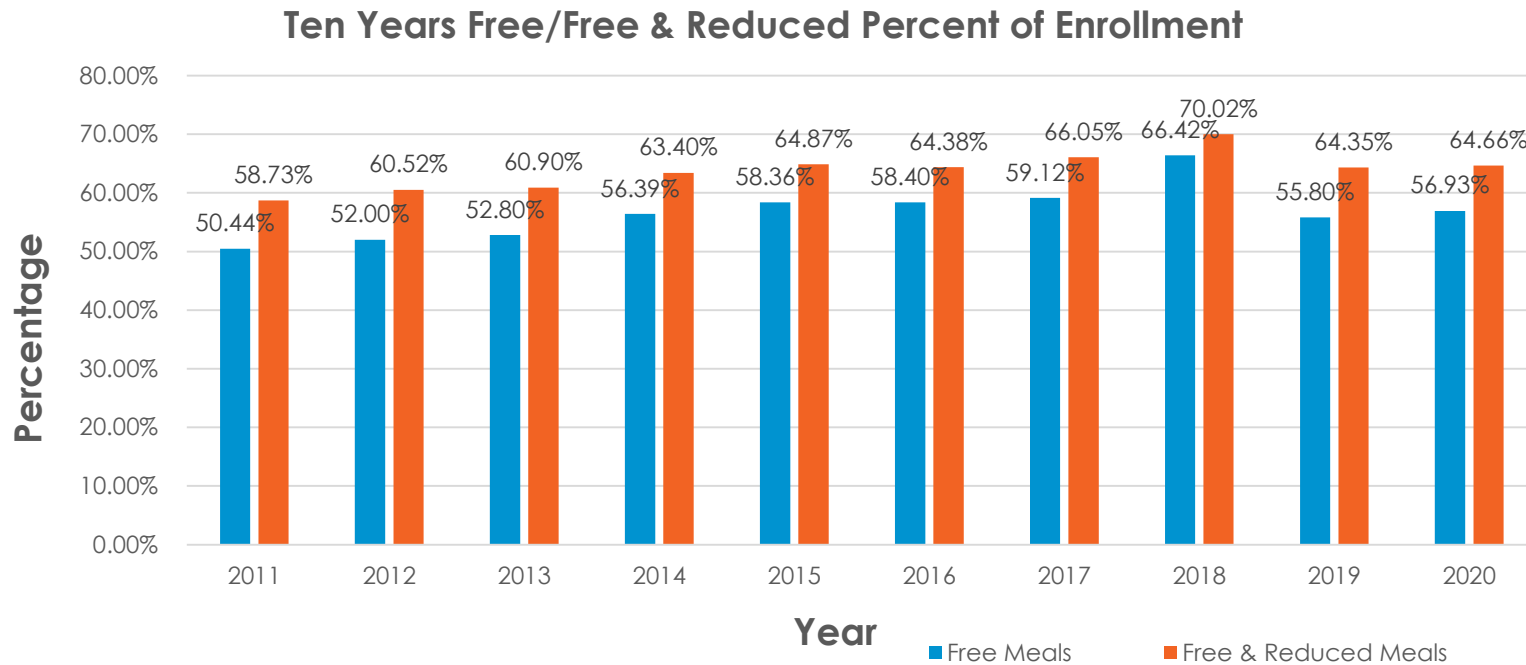
Components of Training Plan

	Stakeholder	Week 7/27	Week 8/3	Week 8/10	Week 8/17	Week 8/24	Week 8/31
<input type="checkbox"/>	Principal	Information Session	Meeting with Food Service Manager				
<input type="checkbox"/>	Food Service Management		Covid-19 Protocols and Re-opening Procedures	New Protocols & Procedures	2020 Training Day Topics		
<input type="checkbox"/>	Food Service Staff				Covid-19 Protocols and Re-opening Procedures	New Protocols & Procedures, Training Day Topics	Training Day Topics

USDA meal reimbursement parameters.



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





Food Service: PPE requirements.

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

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

Partnerships



Partnerships – Operational Game Plan (1/2).



Summary

IDENTIFY NEEDS

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

IDENTIFY PARTNERS

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

DEVELOP A PARTNERS SURVEY

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

Next steps

- Share needs assessment results
- Waiting on other workstreams to identify needs within their areas of work
- Constant re-evaluation of needs

- Share partners list district wide
- Update list as other partners come forward to participate
- Share draft list with the partners

- Survey has been developed and share with partners
- Continue to share survey with potential partners

Partnerships – Operational Game Plan (2/2).



Summary

IDENTIFY RESOURCES PARTNERS CAN PROVIDE

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

DATA USE

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

PARTNER INQUIRIES

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

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

Next steps

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

Partnerships Deep Dive: Identify Partners.

PARTNERSHIPS: REOPENING OF SCHOOL COMMUNITY PARTNERS

Name	Title	Organization	Email
Natalie Beasley	Assistant Director	Broward County Family Success	nbeasley@broward.org
Courtnee Biscardi	VP Program Ops	Urban League	cbiscardi@ulbcfl.org
Melissa Bottge		CDTC	mbottge@browardhealth.org
Margaret Brown	CEO	Center for Hearing & Communication	mbrown@chchearing.org
Kirk Brown	CEO	HANDY	kbrown@handyinc.org
Treasa Brown-Stubbs	Assistant City Manager	City of Lauderdale Lakes	treasab@lauderdalelakes.org
Tom Campbell	COO	Broward Partnerships	tcampbell@bphi.org
Kathleen Cannon	CEO	United Way	kcannon@unitedwaybroward.org
Shea Ciriago	Executive Director	Broward Education Foundation	browardeducationfoundation.org
Nancy Cohn	Director of Program Services	Children's Services Council of Broward	ncohn@cscbroward.org
Sue Colton	Vice President/Chair Elect	Broward County Retired Educators Association	scolton@bellsouth.net
Timothy Curtin	Administrative Director	Memorial Healthcare System	tcurtin@mhs.net
Kristina DaSilva	Chief Operating Officer	HandsOn Broward	Kristina@handsonbroward.org
Ellyn Drotzer	CEO	Lighthouse of Broward County	edrotzer@lhob.org
Karriem Edwards	V.P. of Development	Boys & Girls Club of Broward County	KEdwards@bgcbc.org
Cassandra Evans	Chief	DJJ	Cassandra.Evans2@dji.state.fl.us
Michael Farver	CEO	Hunger Coalition	mfarver@sffc.org
Meredith Feder	Deputy Director, Strategic Initiatives	The Museum of Discovery and Science	meredith.feder@mods.net
Deborah Forshaw	Assistant Director of Program Services	Children's Services Council of Broward	dforshaw@cscbroward.org

PARTNERSHIPS: REOPENING OF SCHOOL COMMUNITY PARTNERS

Sarah Franco	CEO	JAFCO	sarah@jafco.org
Christine Frederick	CEO	FLITE Center	christine@flitecenter.org
Shaun Gayle		City of Miramar	sdgayle@miramarfl.gov
Catherine Givens	Director of Budget & Strategy	City of Coral Spring	cgivens@coralsprings.org
Jan Goodheart	VP of External Affairs	Broward Center of the Performing Arts	jgoodheart@browardcenter.org
Cole Hopper		Church United	chopper@ncfeiving.com
Andrew Jacobs	Rabbi	Ramat Shalom	rabbiandrewjacobs@gmail.com
Renee Jaffee	CEO	ELC	rajaffe@elcbroward.org
Maria Juarez Stouffer	Chief Programs Officer	Children's Services Council	mjuarez@cscbroward.org
Colleen Lockwood	Collective Impact Leader	Broward Bridge 2 Life	colleen@crescendophilanthropy.com
Andrew Nugent	Pastor	Plantation SDA Church	pastor@acnugent.com
Susan Nyamora	CEO	South Florida Wellness Network, Inc.	susan@sfnw.org
Mike Oibel	CEO	Community-based Connections	getconnected@communitybasedconnections.com
Katharine Ospina	Literacy Engagement Manager	HandsOn Broward	katharine@handsonbroward.org
Dr. Rosalind Osgood	Board Member	Mt. Olive Development Corporation	Rosgood@yahoo.com
Rich Oullette	Chief of Club Operations	Boys & Girls Club of Broward County	roullette@bgcbc.org
Shawn Preston	VP	ARC Broward	spreston@arcbroward.org
Silvia Quintana	CEO	BBHC	silvia.quintana@browardbehavioralhc.org
Newton B. Sanon	CEO	OIC of South Florida	nsanon@oicsfl.org
Zoie Saunders	Staff Liaison	Fort Lauderdale Education Advisory	ZSaunders@fortlauderdale.gov
Michael Skolnich	President	Community After School	mike@communityafterschool.com
Joel Smith	Program Director	Florida Initiative for Suicide Prevention	jsmith@fisponline.org

PARTNERSHIPS: REOPENING OF SCHOOL COMMUNITY PARTNERS

Megan Turetsky	Governmental Affairs Manager	Children's Services Council	mturetsky@cscbroward.org
Sari Vatske	VP	Feeding South Florida	svatske@feedingsouthflorida.org
Alicia Walford		Parent Education Network	aliciawalford@gmail.com
Kelvin Watson	Director	Broward County Libraries	
Sheryl Woods	President/CEO	YMCA of South Florida	swoods@YMCASouthFlorida.org



Partnerships Deep Dive: Develop a Partners Survey.

BCPS Partner Services Survey

Thank you for partnering with BCPS to provide services for our students, families & community at large. So we may be able to capture your contributions accurately, and further provide parents with a list of available locations and services, please provide responses to the following survey questions. Please note that some questions are intended to capture resources you may need to continue or expand your services.

BCPS Partner Services Survey

Partnerships



1

Name of Organization

General Information



8

If you are a Funding Agency/Private Sector/Business/Governmental, and do not provide services directly, what services or resources can you provide? Select all that apply.

- Communication and Marketing
- Monetary
- Training
- Technology
- Space
- Other

Back

Next

BCPS Partner Services Survey

Childcare

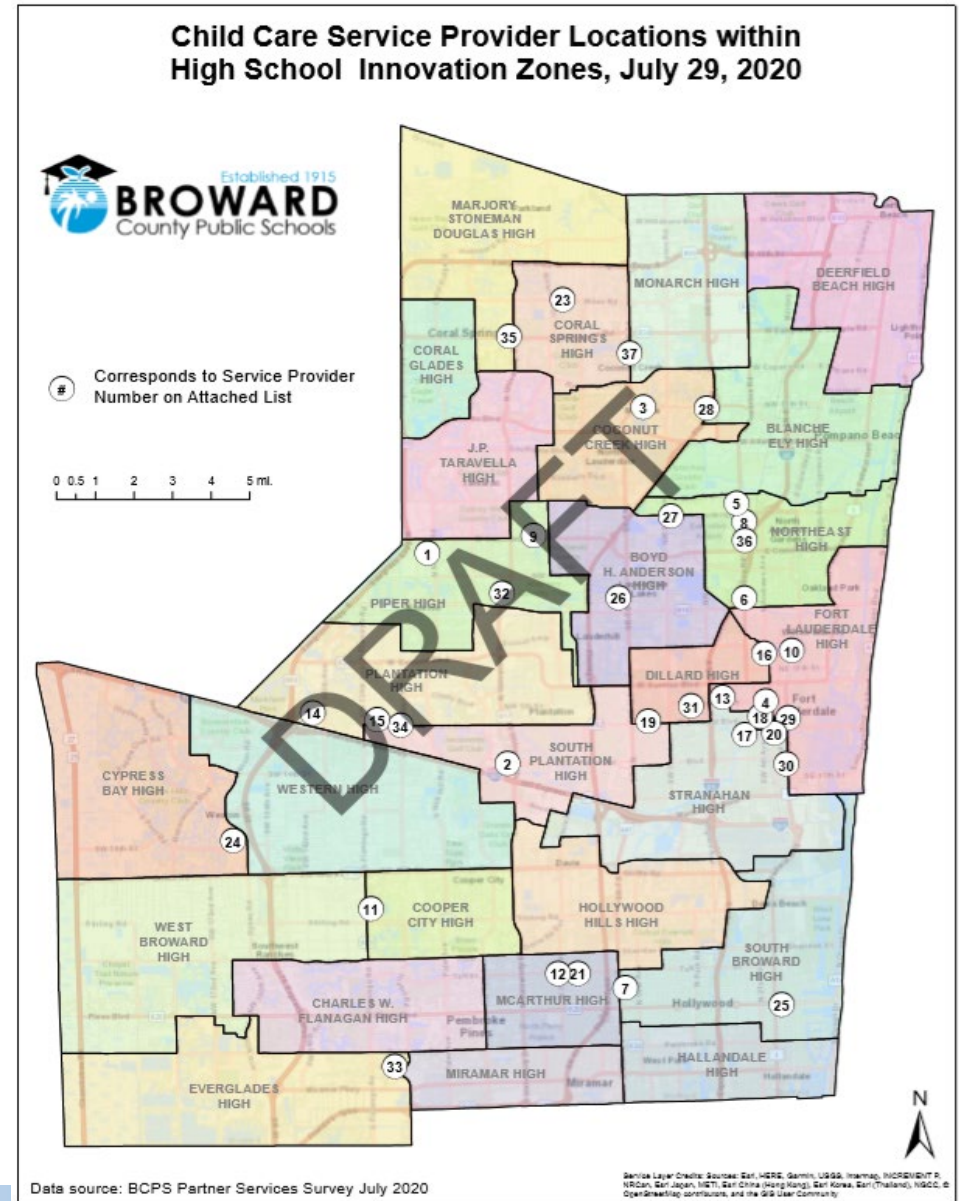
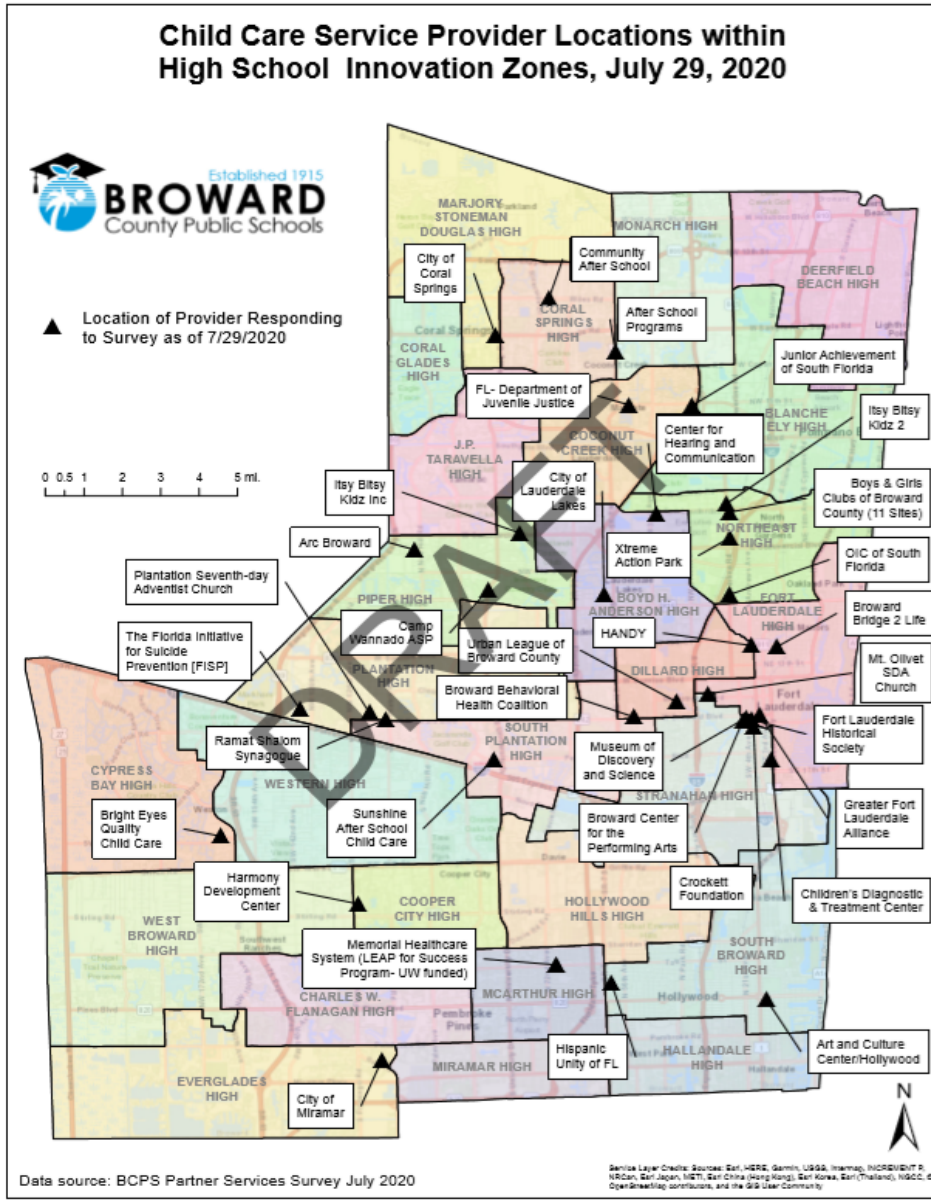


9

What hours are you able to provide services? Select all that apply.

- 7am - 6pm
- 7:30am - 5:30pm
- 8am - 5:30pm
- 8am - 6pm
- 9am - 3pm only
- 3pm - 6pm only

Partnerships Deep Dive: Data Use / Heat Maps.



Partnerships Deep Dive: Partner Inquiries.

1. Schedules of e-learning time
 - a. Confirm the schedules that students can sign up for (elementary/middle/high) and what those daily schedules might look like. (ie: elementary teacher options - 8am-2pm and 2pm - 8pm)
 - b. Once parents choose either the early or late shift, can the switch
 - c. Our understanding is that each individual class's schedule will vary based on teacher preference so if we had a group of 9 students from 9 different classes, their schedules for lunch, recess, etc. might all be different. please confirm that this is the case.
 - d. What is the plan for teacher who teach specials (in elementary) or electives (middle/high)?
2. Technology
 - a. Do videos stream in standard definition or high definition (there is a big difference on how this effects WiFi)
 - b. What type of parental controls are on the computers to prohibit students access from internet?
 - c. Could we add a software similar to the software that teachers use to monitor students computers (I believe its called Lan Teacher?)
 - d. Would there be restrictions to add any other software?
 - e. What operating system are on the computers?
 - f. Do they have the requirements of a school network so we can compare security settings, etc.
 - g. What type of technical support is available for students via BCPS? Hours, methods (email vs phone)?
 - h. Is there a technology person that our tech team can speak to directly?
3. Advice for parents
 - a. Are there any guidelines, key dates, etc. that parents are getting re: expectations, how the schedule will work, etc that we can also receive (for each elementary/middle/high)?
4. Covid guidelines they are following in schools
 - a. There are some students that will be learning within physical schools (ESE, etc.). What specific covid-related guidelines are they following for those students? (for example, number of total people in a classroom, details on disinfecting done daily/weekly, etc.)



Physical Distancing Protocols



Background: COVID-19.

- Caused by a newly emergent coronavirus, SARS-CoV-2
- Leads to respiratory infection, including severe pneumonia
- Transmitted mainly via respiratory droplets
- Respiratory droplets are produced when an infected person sneezes, coughs, or talks
- A person may get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes
- Some individuals with Coronavirus may lack any symptoms
- Elderly individuals may present differently than the younger population (Increased tiredness and confusion)

Physical distancing.

- Always stay at least 6 feet (about 2 arms length) from others both indoors and outdoors
- Place plexi-glass barriers where physical distancing guidelines cannot be followed
- Front office, main entrance, guidance office, work stations, cafeteria
- Space seating/desks at least 6 feet apart and face in same direction
- Ensure student and staff are static
- Limit Gatherings to those that can maintain physical distancing
- Serve individually plated meals with separate classrooms to ensure safety of student with food allergies
- School buses seating with one child per seat every other row



Physical Distancing with Disabilities and Special Healthcare needs students.

- Physical Distancing with these students and the caregiver in school setting will not be the same
- The child's primary health care provider will determine if or when a student may return to class in the school building
- CDC recommends that cloth facial coverings should not be worn by anyone who has difficulty breathing, unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.
- Students may not be able to understand or follow directions
- Face Shields with a mask are recommended for staff when a student cannot wear a facial covering and cannot control secretions, including sneezes, coughs, forced expiration of breath, or spitting.
- This combination is also recommended when staff are unable to maintain physical distancing
- Gowns, mask and gloves are required for standard precautions

Why Practice Physical Distancing.

- COVID-19 spreads mainly among other people who are in close contact within 6 feet with each other and for a period of at least 15 minutes
- PPE can help protect the caregiver or staff member working with special needs students
- Studies have shown that there are carriers that have no symptoms
- The virus can cause different symptoms in people from mild to severe
- Everyone's immune system reacts differently
- COVID-19 can live for hours or days on a surface, depending on many factors
- Humidity, temperature, air circulation, and type of surface area

Athletics & Extracurriculars



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



Summary

Phase 0 (No Students)

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

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

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

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

- Open all facilities, including locker rooms and training rooms
 - Enlarge pods (up to 50 per CDC guidelines) and allow more sports-specific practice.
 - Provide 4 weeks of conditioning and practice prior to participating in any competition.
 - Each student athlete will be limited to 2 hours of participation per day.
- **ALL CLUB, BAND, SGA, NHS, FFEA, ROTC and Academic Games will continue but will only be delivered virtually for the first quarter**

Next steps

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

Facilities Preparation

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

Opening of All Athletic Facilities

Other Programming

Athletics and other programming.

What's been done so far



Facility Orders and Cleaning prior to opening

- Proper Materials Ordered
- Deep Clean of Training Room, Weight Room, Gymnasium
- Turf Care, mowing/leveling etc.

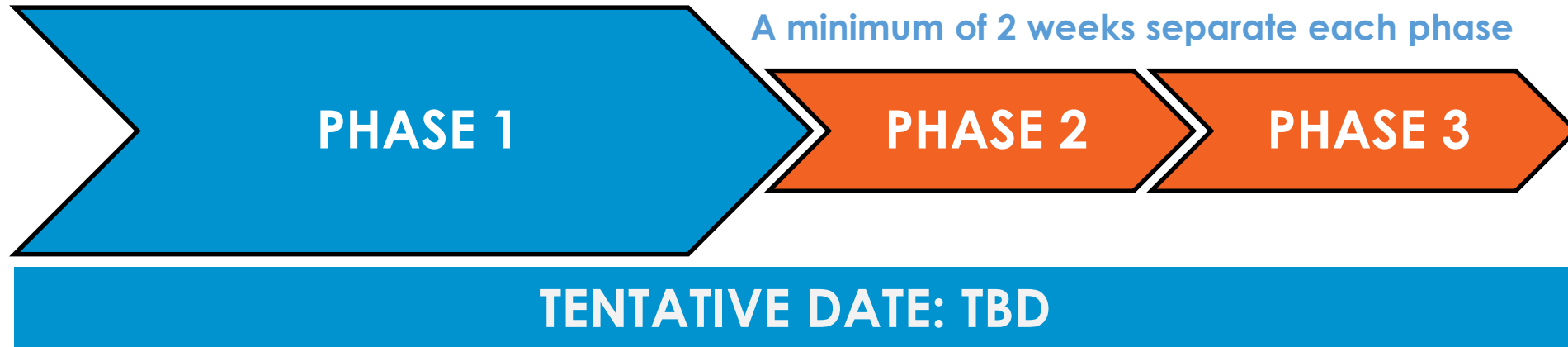
Athletic Directors and Coaches

- Physicals and all paperwork, must be up to date and submitted before allowed to move to Phase 1
- Schedules must be organized to be sure all facilities are utilized
- Organize routing of Student-Athletes for entry/exit to campus
- Develop rules and regulations for Student Athletes to follow and get sign-off on procedures/expectations

Training for Coaches, ADs, Facility Personnel

- How to use the following: PPE, Cleaning Materials, Temperature Gauge, Pulse Oximetry Device
- Facility Safe to Train
 - Weight room/Gyms/ in order
 - Fields leveled, cut, safe
- Tracking of Student Athletes via "Monitoring Form"
- Social Distancing Norms for "Return to Play"

Guidelines for opening BCAA athletics.



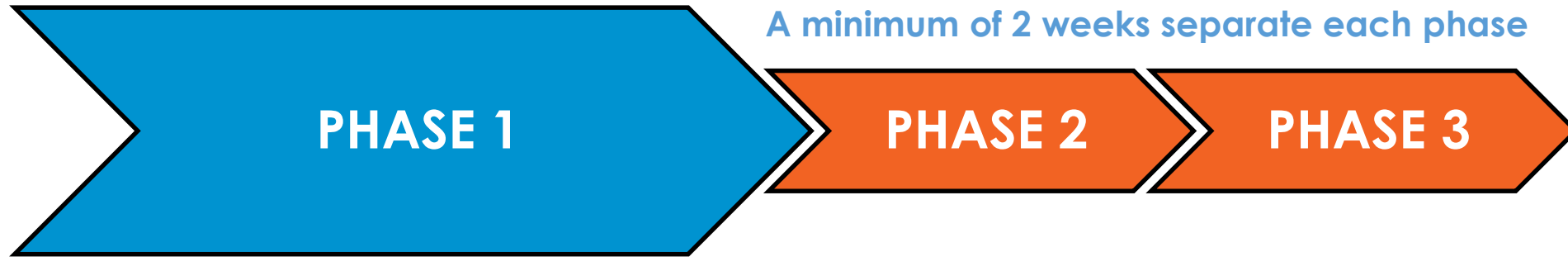
OPEN

- Surface Lots
- Practice Fields (not stadium)
- Weight Rooms (delay one week from start of Phase 1)
- GYMs (delay one week from start of Phase 1)

REMAINING CLOSED

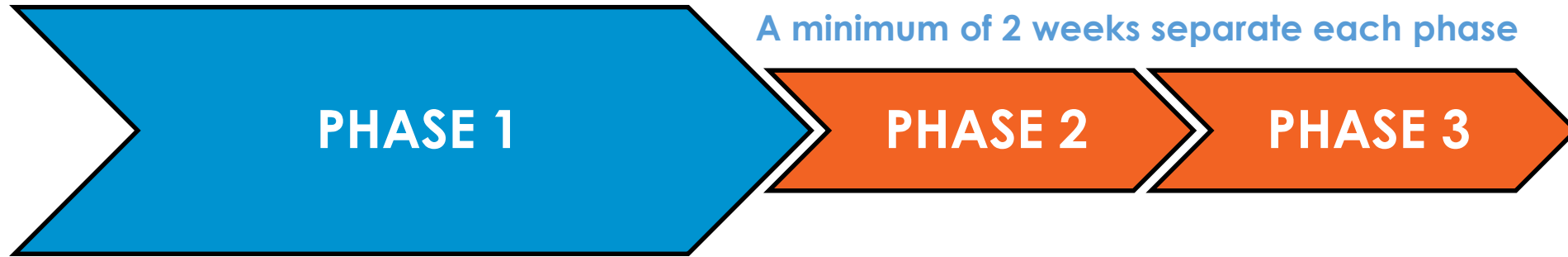
- Stadium Field (not open until Phase 3)
- Training Rooms (not open until Phase 3)
- Locker Rooms (not open until Phase 3)

Phase 1 overview and additional safety measures.



- Spaces will only be available to current Student-Athletes
- All general guidelines should continue to be followed
- Additional cleaning and sanitizing protocols in place
- Supervision of fueling and beverage offering in these spaces
- Scheduling/appointment procedures
- Reduced capacity in permitted areas (maintain 6 ft at all times)
- Entry Screening
- Entry/Exit control; eliminating cross-traffic
- Route mapping to eliminate usage of common and public areas adjacent to permitted areas
- Signage and floor markings installed to encourage physical distancing

Phase 1 protocols.



Limitations on Gatherings:

- No gatherings of more than 10* people at a time (inside or outside)
- Workouts should be conducted in “pods” of students with the same 5-10* students always working out together. Smaller “pods” can be utilized for weight training.
- Student Athletes are limited to 2 hours of participation per day

Physical Activity and Athletic Equipment:

- No shared equipment of any kind
- Hand sanitizer should be plentiful at all workouts
- All athletic equipment, should be cleaned after each use and prior to next workout
- Free weights that require a spotter cannot be conducted during this phase
- Maximum lifts should be limited and power cages should be used for squats and bench presses Spotters should stand at each end of the bar (Phase 2: TBD + Phase 3: TBD)
- SAME SCREENING+CLEANING PROCEDURES AS PHASE 1 (Phase 2 + Phase 3)

*Varies by school, based on facility size, but physical distancing must be maintained following CDC Guidelines and Broward County Order 20-23 issued July 29,2020



Athletics and other programming.

Additional areas of concentration (in progress)

- Elementary - Student Activities and Clubs Participation
- Middle – Athletics and Student Activities and Clubs Participation
- High – Athletics and Student Activities and Clubs Participation
- Applied Learning – Curriculum and Extra-Curricular Participation
- Parent Involvement
- Partners Involvement

Technology



Technology – Operational Game Plan.



Summary

Device Expansion

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

Home Internet Access

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

Technical Support

- The Virtual Call Center (VCC) provides a **centralized support structure**, staffed by the “Micro-techs”, that allows all teachers and students to call a single phone number for immediate support
- The Virtual Call Center will also provide On Site Support for students and staff that need a device to be physically managed by a micro-tech

Cybersecurity

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

Next steps

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

Technology for eLearning. Challenges



- **Device expansion** – achieving a **1:1 student-to-device ratio** and refresh and/or return of devices
- **Internet Access** – extending or expanding partnerships for **affordable Internet options**, particularly for disadvantaged populations
- **Change Management: Support** – creating a **staffing model for tech-support** both at schools and in the call centers, and for supporting teaching approaches where instruction is provided to students through Canvas and Microsoft teams
- **Cybersecurity** – Safety and **security protocols** for teachers, staff, and students in the digital environment, assist in updating the process for the discipline management system



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

Current Model

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

Basic Model

- **Laptop** - used to broadcast lesson (recorded or live)
- **TEAMS** for audio/video-conferencing,
- **Document Camera (optional)** – to display teacher activity with the whiteboard or printed materials – Assumes that schools have available inventory and that these devices are compatible with teacher issued laptops

Basic Model Plus

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

Advanced Model

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

Advanced Model Plus

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



Device Expansion

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

¹ BYOD = Bring Your Own Device

Technology for eLearning.

Plan (2 of 3)



Home Internet Access

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

District-Based Internet Infrastructure

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

Technology for eLearning.

Plan (3 of 3)

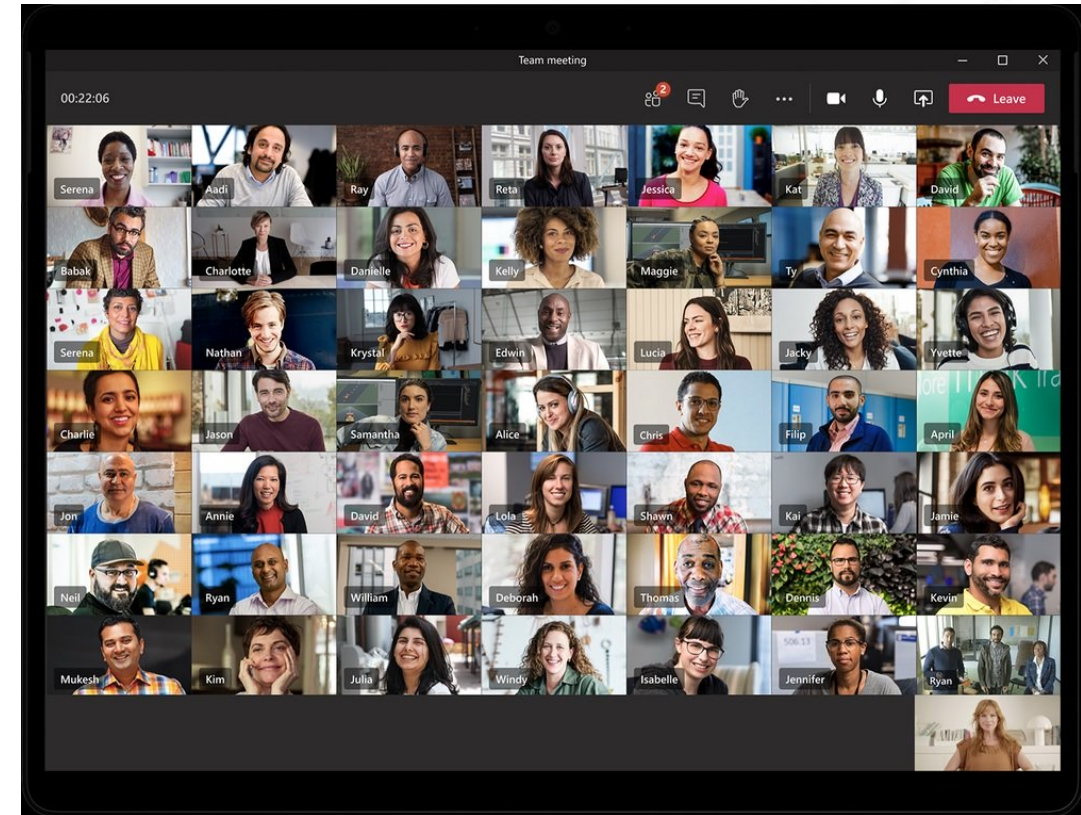


Change Management: Support

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

Cybersecurity

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



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

Human Resources



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



Summary

Impact Bargaining – BTU-EP and ESP units

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

Impact Bargaining BTU-TSP

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

Impact Bargaining- FOPE units

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

PBA

- Ongoing discussions with this group

Meet & Confer Groups

- Ongoing discussions with these groups

Next steps

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

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



Summary

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.

Donation of sick time from employee to employee

- Board consideration to expand Board policy to include employee to employee sick leave donation. Policy currently allows family sick leave donation only.

Next steps

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

Human Resources.

1

On-going impact bargaining with all affected labor groups

2

Adding new policies related to COVID-19 and re-visiting existing ones

Update for Board

- Affected staff:
- Teachers
 - Transportation
 - Food Service
 - PPO/Maintenance
 - Facilities service
 - ESP's
 - Security
 - School administration
 - Clerical
 - District Administration
 - Clerical Confidential
-

- Accommodation / leave process for those that are unable or unwilling to work
- Updating paid sick leave policies for outbreaks and infected employees






- Newly proposed School Board Policies reviewed July 28, 2020.

Progress update on COVID-19 impact bargaining discussions (1/2).

UPDATED ON 8/3

Not started
 Lagging
 Completed

 In progress
 Critical

Labor groups	Status	Update, rationale, and interdependencies
BTU – EP¹, ESP², TSP³ (Instructional Personnel, education support professionals, and technical support professionals)		<ul style="list-style-type: none"> • 16+ touchpoints with unions to date regarding possible modifications to working conditions through impact bargaining and other union leadership meetings • Continuing to have frequent touchpoints to discuss professional development and additional impact bargain concerns (e.g., health safety, training, instructional model, workload, and evaluations) • Dependant on the instructional model (e.g., eLearning, hybrid or in-person)
FOPE (Federation of Public Employees) – Food service		<ul style="list-style-type: none"> • Continued discussions regarding employee impact and concerns on the new food services models presented to the school board • Dependant on model chosen by food services and health & sanitation workstream; impact to food services staff responsibilities being determined as part of the chosen model
FOPE - Transportation		<ul style="list-style-type: none"> • Continued discussions regarding employee impact and concerns on the new transportation models presented to the school board • Impact to transportation staff being determined regarding additional responsibilities based on protocols (e.g., cleaning and sanitation protocols, compensation, enforcement of new COVID physical distancing and PPE protocols)
FOPE - Maintenance		<ul style="list-style-type: none"> • All tradespeople are currently working with appropriate PPE and Physical Distancing • Tracking and monitoring progress of all individuals back at work
FOPE - Facilities services		<ul style="list-style-type: none"> • Dependant on model chosen by food services and health & sanitation workstream; impact to facility staff responsibilities being determined as part of the chosen model • All currently working with appropriate PPE, physical distancing, performing summer cleaning

1. EP (instructional personnel) - Teachers, guidance counsellor, speech language pathologists, district instructional personnel, psychologists, in school social workers, etc.
 2. ESP (education support professionals) – teacher and classroom assistants, community liaisons, behavioral technicians, BRACE advisors, etc.
 3. TSP (technical support professionals) – accounting services, IT support, building inspectors, nurses , after care staff, etc.

Progress update on COVID-19 impact bargaining discussions (2/2).

UPDATED ON 8/3

4

○ Not started
● Lagging
● Completed
● In progress
● Critical

Labor groups	Status	Update, rationale, and interdependencies
FOPE - Secretarial/Clerical	●	<ul style="list-style-type: none"> Continued discussions regarding employee impact and health/safety concerns Impact Bargaining regarding the Micro-Computer Technical Specialists Employees are working a staggered schedule and/or remotely
FOPE - Security	●	<ul style="list-style-type: none"> Employees returned back to work with appropriate PPE and physical distancing: tracking and monitoring health/safety progress of all individuals
Meet & Confer groups	●	<ul style="list-style-type: none"> Continuing discussions regarding employee impact and health/safety concerns with 1. Confidential Office Personnel Association (COPA), 2. Educational Support Management Association of Broward (ESMAB), and 3. Broward Principals and Assistants Association (BPAA)
Police Benevolent Association (PBA)	●	<ul style="list-style-type: none"> Continued discussions regarding employee impact and health/safety concerns

HR is currently addressing the following COVID-19 affected areas.

**Families First
Coronavirus Response
Act (FFCRA)¹**

**ADA²
accommodations**

**Emergency policy PPE
requirements for staff
(e.g., face covering)**

**Employee to
Employee Donation of
sick leave days**

1. Includes FMLA (Family and Medical Leave Act) and emergency paid sick leave

2. Americans with Disabilities Act

School Space Usage

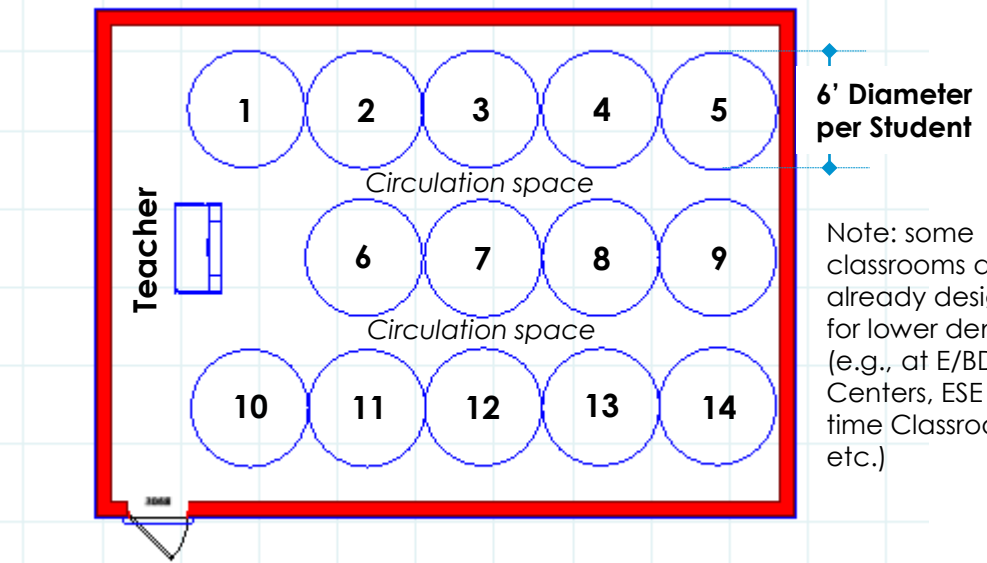


Why not accommodate all students every day?

Under safety, space, staffing, and financial constraints, a 100% model across all schools doesn't work.

- Physical distancing results in **lower density classrooms**.

Large Classroom Example:



- Lower density classrooms mean more classrooms are needed, but **space is finite**. Schools enrolled near, at, or above capacity don't have enough physical space.
- Where total square footage is sufficient, lower density classrooms create a **need for additional staff**.

Student : Teacher Ratio
14:1 → 4,614 additional teachers = \$359 million cost¹

Ratio with Physical Distancing....additional teachers needed to support 100% of students, every day



¹ Reassignment of non-classroom teachers lowers the number of additional positions needed to 2,969, reducing the cost to \$231m

Space Utilization – Operational Game Plan.



Summary

School Space Square Footage

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

Allocation of specific school spaces to special populations

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

Identifying Actual School Capacity

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

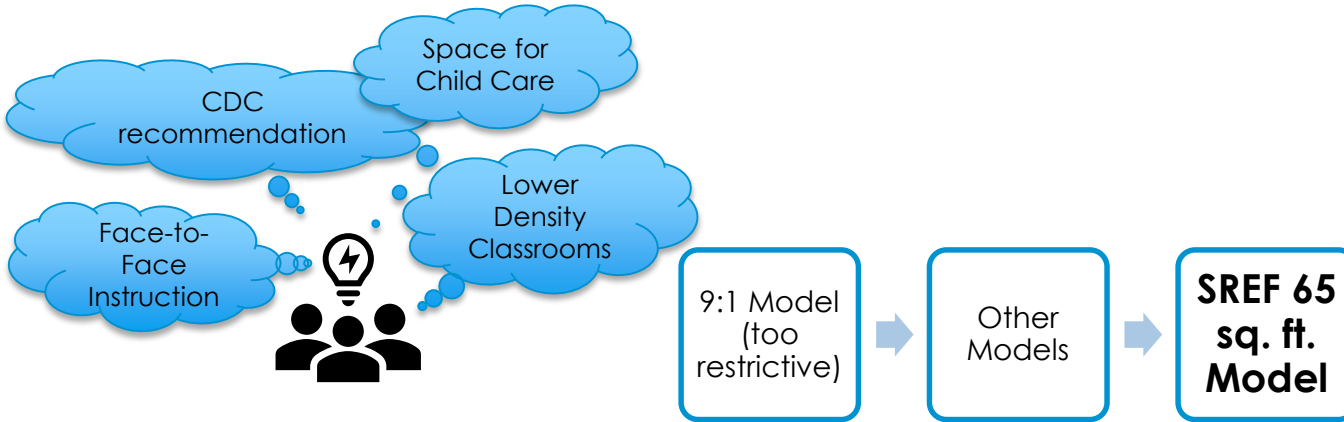
District staff child care

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

Next steps

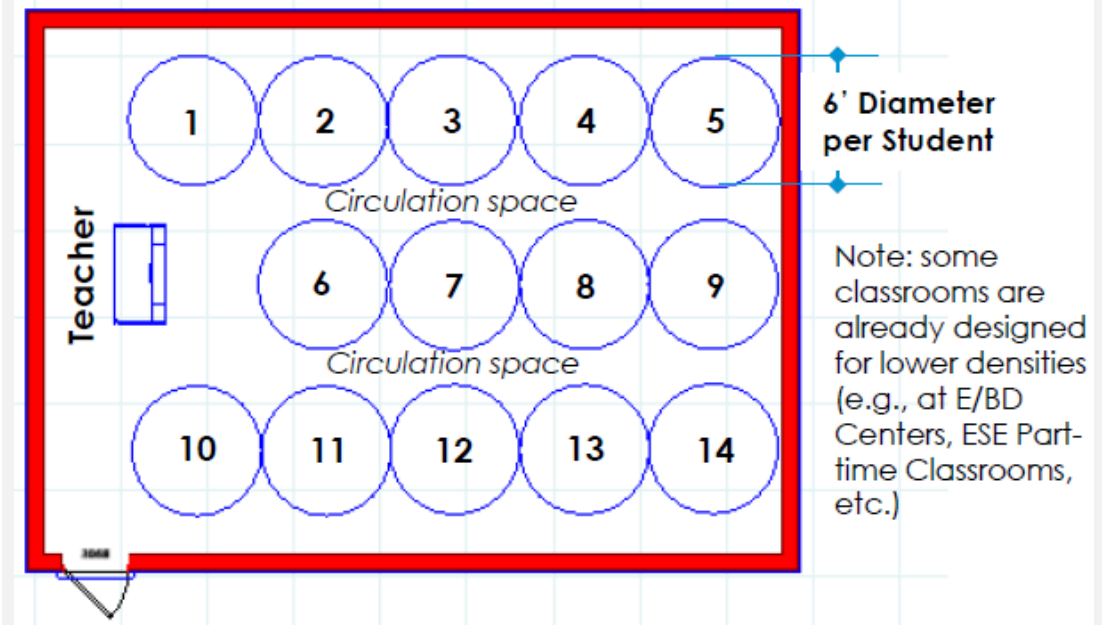
- Since the 2020/21 school year will open using the 100% eLearning model, school staff will have time to organize and validate their school square footage to plan to migrate towards in-person teaching.
- Allocating specific classroom spaces will be contingent upon scheduling special student populations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

Deep dive on Space utilization.



Under normal operations, the **FLDOE State Requirements for Educational Facilities (SREF)** prescribe a per-student space allotment ranging from 32 square feet for senior high school students to 49 square feet for primary classrooms. The team looked to the SREF standards for lower density classrooms models, **which included 65 square feet/ student for Part-Time ESE**, and 100 square feet/student for Full Time ESE. While 100 square feet/ student exceeded necessary distance of student separation and severely limited classroom capacity, at 65 square feet, **a minimum six-foot distance between students could be maintained, with an additional ~30 square feet per student included to account for interior circulation, furniture, the instructor, etc.** The team therefore chose to employ this standard for calculating initial estimates physical distance capacity.

Several principals who were part of a pilot program to analyze school space participated in this work steam, and through their ground-truthing efforts, it became apparent that physical distance capacity would need to be determined at a very granular level.



Safety & Security



Safety and Security – Operational Game Plan.



Summary

Security Protocols

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

Visitors

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

Security Staff

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

Next steps

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

Safety and Security – Operational Game Plan.



The primary focus for all school based security staff will remain the daily safety and security of students, staff and visitors who are on campus. Many campuses will have students on campus for learning or wellness visits/engagement, and students and staff may be coming and going throughout the scheduled day.

Any changes to these duties should be discussed between Principals and their Area Security Manager or Campus Security Manager (CSM) at sites with a CSM.



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.
 - Patrol the schools perimeter, grounds and interior areas to provide a high degree of visibility.
 - Monitor parking lots, gates, lunchrooms and student gathering areas before, during and after school.
 - Manage Face covering requirements, hallway traffic procedures, physical distancing requirements and visitors not sticking to procedures.
 - Watch for any potential vulnerabilities that may arise as a result of new procedures (ex: hallway traffic patterns)



Security Protocols

- ID badges to be worn at all times and remain visible. With face coverings, this will remain the first measure for student/employee identification.
- Response to an immediate threat/bodily injury and harm will take precedence over physical distancing requirements.
 - Staff will take necessary precautions immediately after any confrontation to ensure the safety for all involved.



Visitors

- Admit visitors on a limited basis.
 - Access to a school should be allowed by appointment only.
 - There should be restrictions for the general public, vendors and contractors. The following individuals are permitted to be on a school campus. All others must have permission from the principal:
 - BCPS staff assigned to work at a school site
 - Students registered to attend the school
 - Registered visitors
 - Approved vendors and contractors
 - Assigned Safe School Officers
- Train front office employees and security staff on how to have safe interactions with visitors.
 - Install plexiglass barriers at single-point-of entry to help facilitate safe interactions.
 - Have PPE available for visitor screening process as appropriate.



Visitors

- Schools will need to maintain accurate records of visitors, including:
 - The reason for visit
 - Contact information
 - All locations visited (in the event contact tracing and additional cleaning is needed)
- Consider an outdoor drop box. Encourage electronic submission of documents.
- Establish routing instructions to avoid deliveries through employee or main entrances to minimize interactions.
 - Shipping and delivery should only occur in designated areas.
 - Access to school common areas should be limited for delivery drivers.
- Create an elevator usage plan that aligns with physical distancing requirements.



Security Staff

- Issue PPE including masks, gloves, sanitizer etc. to all staff.
- Staff will be expected to:
 - Conduct self-screening at home (including symptom checks).
 - Seek medical attention if symptoms become severe.
 - 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 recommendations & guidelines).

School Calendar



School Calendar – Operational Game Plan.



Summary

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

School Calendar

Next steps

- Operationalizing the calendar across the district

Board Approved: 2020/21 School Calendar.



2020/21 SCHOOL CALENDAR

For an accessible version of this calendar, visit browardschools.com/accessiblecalendar.

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	T	F
			1	2
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
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16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
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28	29	30	31	

JANUARY				
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18	19	20	21	22
25	26	27	28	29

FEBRUARY				
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22	23	24	25	26

MARCH				
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15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
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MAY				
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24	25	26	27	28
31				

JUNE				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- Employee Planning (no school for students)
- Schools and Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First and Last Day of School

Hurricane makeup days in order of preference: 10/16/20, 1/7/21, 2/18/21, 3/18/21, 4/8/21, 6/9/21
 * May 13 may be a no school for students day, depending on the testing schedule calendar.

Exceptional Student Education (ESE)



ESE – Operational Game Plan.



PPE for ESE students

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

ESE eLearning

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

Which students attend in person learning

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

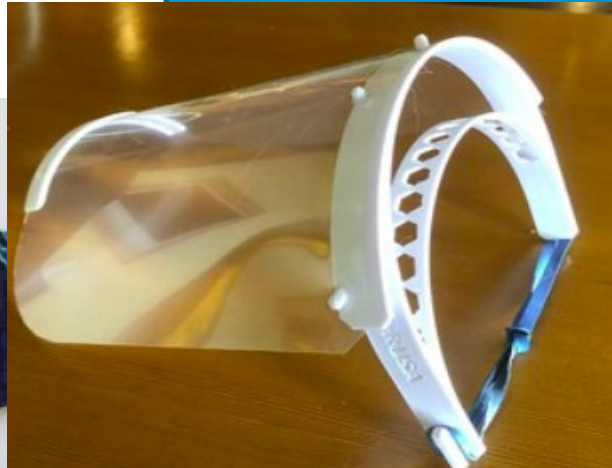
ESE community concerns

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

Next steps

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

ESE Deep Dive: PPE for ESE Students.



What will it look



ESE Deep Dive:

ESE Staff PPE
Requirements

What Will It Look
Like?



ESE Deep Dive: ESE Community Concerns.

Reopening Questions & Needs Specific to ESE Populations and Providers

Information was gathered from 100+ ESE providers (ESE teachers, SLPs, support facilitators, ESE specialists, coaches, and more) across grade levels.

Guidance:

- **When a student with a disability is unwilling/unable to use/tolerate PPE despite intervention, what is the procedure?** Requires consideration of FAPE and understanding it may be related to disability, not defiance. Will there be a flow chart for teachers and administration to follow?
- **If fluids are spread to teachers or other students (ex: saliva), what is the follow-up procedure?** Clean-up, peer parent notification, etc.
- **What additional training will be provided to our teacher assistants?** (ex: encouraging students to use PPE instead of forcing it, PPE expectations, checking on distance learning students, etc.)
- **What extra guidance/precautions will be provided to limit the spread/exposure of COVID between classrooms from service providers who work in many classrooms/grade levels?** Should these services (ex: speech, support facilitation) be given via video conference (students watching in gen ed class, providers teaching from offices) to limit spread?
- **Would a half-day schedule be considered for self-contained to lessen student:teacher ratio?** Increase possibility of maintaining physical distancing, prevent shared items
- **If a SWD elects to participate in distance learning, who will provide the specialized instruction?** We do not have enough ESE staff to use a co-teaching model unless half of our students elect to participate online.
- **If/when an ESE provider is sick or must quarantine for two weeks due to COVID, who is responsible for providing continued specialized instruction and services?** We are often not provided substitutes.
- **For speech-language pathologists working on articulation, what will the procedure be?** Are students going to remove masks or be provided with clear ones? Will SLPs have plastic shields for added protection?
- **How will existing IEPs be implemented?** Hybrid models will impact SLPs, support facilitators, OTs, PTs, etc.
- **Will outside therapists be allowed to continue spending time in classrooms?**



Strategies:

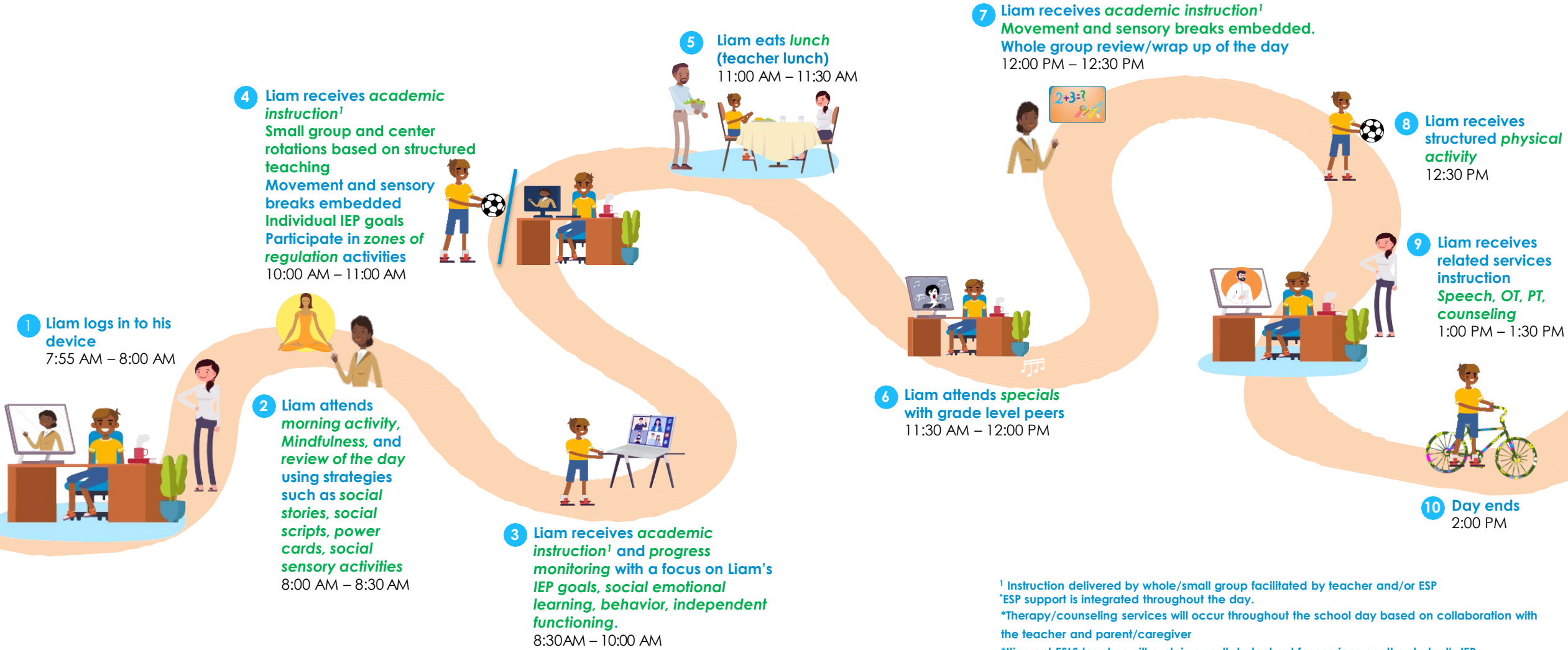
- How do we keep SWDs who have difficulty regulating personal space six feet apart?
- How do we keep SWDs with sensory difficulties compliant with PPE?
- Will PCM procedures be modified?
- How will/should hand-over-hand assistance be modified?

Needs:

- Higher level of PPE provided consistently for those working with special/high-needs students [ex: special PPE (ex: clear masks) for SLPs and DHH teachers, additional PPE and appropriate disposal containers for changing diapers, etc.]
- Classroom assignment - ESE classrooms should be prioritized for access to working AC, bathrooms, sinks, etc. and classroom sizes should be considered (ex: many SLPs see 6-8 students in small offices)
- Direct line of communication from higher-level district ESE personnel to teachers, removing reliance on administrative and program specialist relay of information
- Biweekly check-ins between program specialists and school-based staff to better communicate site-specific needs, give advice, etc.
- Resources (ex: social stories, personal hygiene visuals) made available to all ESE teachers via Canvas, continued access to FIN-supplied resources
- Resources (like those above) that can be shared with parents prior to school reopening to students are prepared and familiar with expectations
- Role-specific training (ex: effective Canvas co-teaching, address behavior/distraction in distance learning, etc.)
- Access to additional school supplies and materials (ex: manipulatives, sensory areas) to limit sharing
- Greater frequency of deep cleaning in special programs classrooms to account for higher risk of bodily fluid contamination






Day in the life of Liam's eLearning day (Example Only)

(Elementary special program* class)



¹ Instruction delivered by whole/small group facilitated by teacher and/or ESP
^{*}ESP support is integrated throughout the day.
^{*}Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver
^{*}Itinerant ESL teacher will push in or pull student out for services per the student's IEP

Components of elementary *special program** schedule (Example Only)

K – 5 Special Program 	Session	Teacher/Student Interaction Time
Teacher Planning	7:30 AM	
Class Meeting <ul style="list-style-type: none"> • Mindfulness activity • Review daily schedule (days of the week, calendar, current events, practice social stories) 	8:00 AM	30 minutes
Whole group teacher instruction <ul style="list-style-type: none"> • ELA standards-based / ACCESS points instruction 	8:30 AM	30 minutes
Small group instruction / Structured teaching center rotations / IEP goal progress monitoring/data collection for individual students	9:00 AM	60 minutes
Movement break / Sensory Break <ul style="list-style-type: none"> • Teacher-led movement activities 	10:00 AM	30 minutes
Behavior/social emotional instruction (social thinking, zones of regulation, small group and one-on-one errorless learning activities)	10:30 AM	30 minutes
Student / teacher lunch break 	11:00 AM	
Specials (Classroom teacher planning time)	11:30 AM	
Small group/independent math instruction IEP goals progress monitoring/data collection for individual students Social studies/science activities Large group wrap up and review 	12:00 PM	30 minutes 
Related services instruction (speech, occupational therapy, physical therapy, counseling)	12:30 PM	30 minutes
Structured physical activity	1:00 PM	30 minutes
Teacher Planning	1:30 PM	

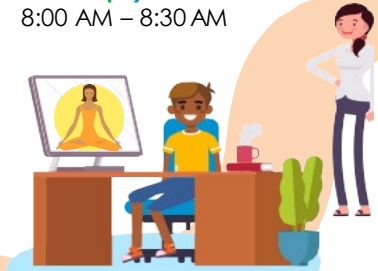
*ESP support is integrated throughout the day.

Established 1915

Day in the life of Liam's eLearning day (Example Only)

(Separate day school* class)

1 Liam logs into his device
 Morning meeting
 Review of the day
 Mindfulness activity (e.g. social stories, sensory activities, individual visual schedule, and task strips)
 8:00 AM – 8:30 AM



3 Liam receives structured *physical activity*-
 Whole group structured recess
 Leisure break
 Personal health and fitness (depending on grade level)
 10:00 AM - 10:30 AM



2 Liam receives academic instruction
 Standard-based instruction in reading and ELA
 Whole group standards based / ACCESS Points instruction
 8:30AM – 9:00 AM
 Small group rotations, independent computer based software, independent activities, and snack break
 9:00 AM – 10:00 AM

4 Liam receives whole group math instruction
 10:30 AM – 11:00 AM



5 Liam eats *lunch* (teacher lunch)
 11:00 AM – 11:30 AM



6 Liam receives small group math instruction
 Independent practice activities
 11:30 AM – 12:00 PM



7 Liam attends specials/electives
 12:00 PM – 12:30 PM



8 Academic instruction
 Whole group core instruction in Science, Social Studies and Life Skills
 12:30 PM – 1:00 PM



9 Daily therapies¹ and teacher tiered instruction (speech, OT, PT, mental health services, teacher time)
 1:00 PM – 1:30 PM



10 Day ends
 1:30 PM



*Liam's day is focused on targeted IEP goals and independent work rotation.






- Small group teacher led tiered instruction on targeted IEP goals (academic, independent functioning, and social emotional goals word) teacher-led
- Independent computer-based rotation/unique learning systems online assignments / independent tasks/ afternoon snack break – ESP supported
- Related Services/Therapies outlined in IEP – Related Service Provider
- ESP support is integrated throughout the day

¹EBD separate day schools will continue to provide on-call therapy option

*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver

*Itinerant ESLs teacher will push in or pull student out for services per the student's IEP

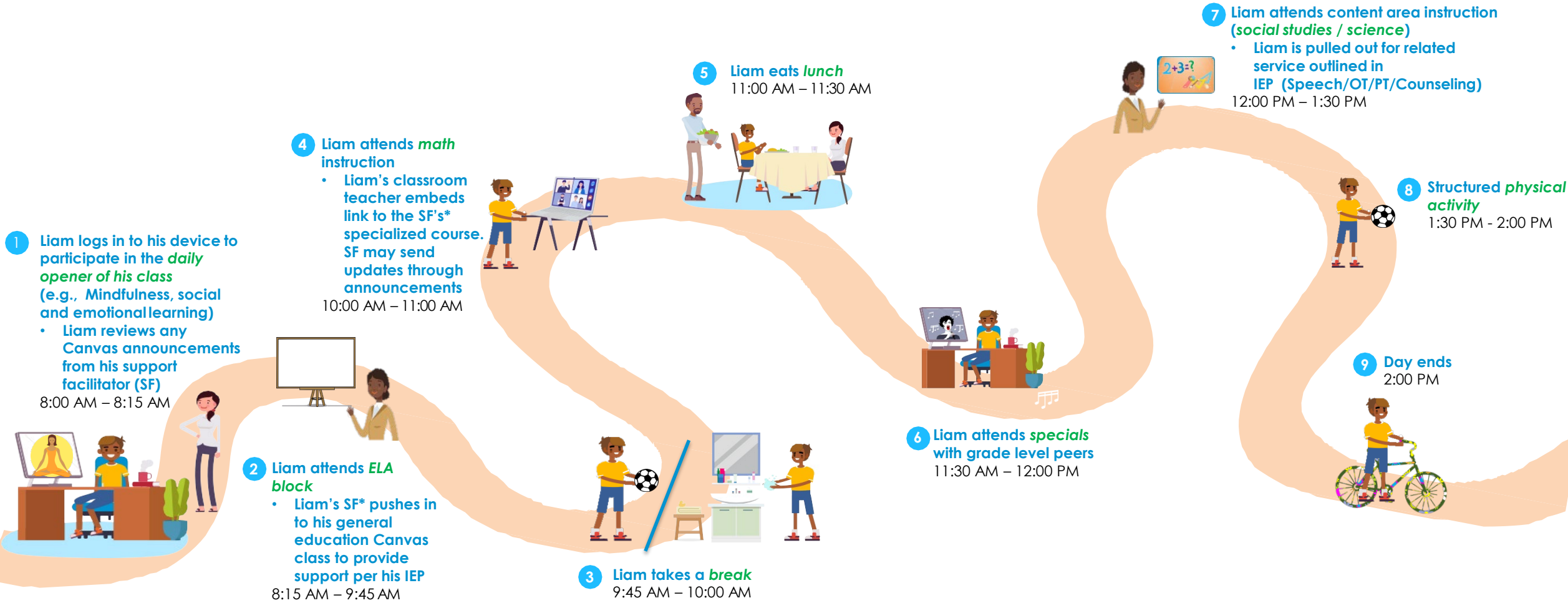
Components of *separate day school** schedule (Example Only)

K – 12 Separate Day School* 	Session	Teacher/Student Interaction Time
Teacher Planning	7:30 AM	
Morning Meeting and Mindfulness Activity	8:00 AM	30 minutes
Whole Group Standards Based Instruction-Reading/ELA	8:30 AM	30 minutes
Small Group Rotations / Independent Computer Based Software Instruction / Independent Activities 	9:00 AM	60 minutes
Whole Group Structured Recess/Leisure Break /Personal Health and Fitness-Structured Physical Activity via teams (depending on grade)	10:00 AM	30 minutes
Whole Group Standards Based Instruction - Math	10:30 AM	30 minutes
Student / teacher lunch break 	11:00 AM	
Small Group Math Instruction / Independent Practice Activities	11:30 AM	30 minutes
Specials / Electives (Classroom teacher planning time)	12:00 PM	
Content Specific Instruction: Social Studies / Science / Life Skills	12:30 PM	30 minutes
Daily Teacher Tiered Instruction and Therapies (Speech / OT / PT / Mental Health Services) 	1:00 PM	30 minutes
Teacher Planning 	1:30 PM	

*ESP support is integrated throughout the day.

Day in the life of Liam's eLearning day (Example Only)

(Support facilitation)



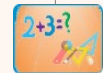
*SF will provide support or direct specialized instruction in one or more of the academic rotations based on Liam's IEP. SF pushes into classroom to provide support in reading, LA, or math. SF may pull out and meet with small group for direct specialized instruction in the virtual general education or ESE classroom. Accommodations are provided by both general education teacher and SF as described on IEP

*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver

*Itinerant ESLs teacher will push in or pull student out for services per the student's IEP

Components of elementary *support facilitator** schedule (Example Only)

K – 5 Support Facilitator* (SF)	Session	Teacher/Student Interaction Time
Planning time, office hours for IEP meetings, respond to parent emails, phone calls	7:30 AM	
Push into general education classroom/ Canvas courses based on collaboration with general education classroom teachers for IEP and standards focus Pull small groups for direct specialized instruction as described on IEPs	8:00 AM	50 minutes
Same as above	9:00 AM	50 minutes
Check in with students who need follow-up Consultation / collaboration (with general education teacher and/or student) Log and document support provided	10:00 AM	40 minutes
Student / teacher lunch break	11:00 AM	
Push into general education classroom/ Canvas courses based on collaboration with general education classroom teachers for IEP and standards focus Pull small groups for direct specialized instruction as described on IEPs	11:30 AM	50 minutes
Same as above	12:30 PM	50 minutes
Check in with students who need follow-up Consultation / collaboration (with general education teacher and/or student) Log and document support provided	1:30 PM	40 minutes
Planning time for lesson planning, consultation with general education teachers of students on caseload, office time to receive phone calls, respond to parent emails, etc.	2:10 PM	



*SF will provide support or direct specialized instruction in one or more of the academic rotations based on student's IEP.

SF pushes into classroom to provide support in reading, LA, or math.

SF may pull out and meet with small group for direct specialized instruction in the virtual general education or ESE classroom.

Accommodations are provided by both general education teacher and SF as described on IEP

Established 1915

Day in the life of Liam's eLearning day (Example Only)

(Pre-K special program*)

1 Liam logs in to his device (with support from caregiver)
Participates in *Mindfulness, circle time, welcome song/activity, theme of the day, visual daily schedule, and attendance*
8:00 AM – 8:30 AM



2 Liam attends interactive large group learning activities: calendar, story reading, letter of the week, phonemic awareness, social skills
8:30 AM – 9:00 AM



4 Liam attends *three rotations of small group learning activities with differentiated instruction focused on IEP goal development in the areas of communication, social emotional development, independent functioning, and related services (Speech/language, OT, PT)*
9:30 AM – 10:15 AM



5 Liam engages in *physical movement or recess*
10:15 AM – 10:45 AM



6 Liam eats *lunch (teacher lunch)*
10:45 AM – 11:15 AM



3 Liam has a self-help break
Eats snack
Attends to toileting needs
9:00 AM – 9:30 AM

7 Same as **4**
11:15 AM – 12:00 PM



8 Liam participates in *afternoon circle time session*
Review and discuss themes and lessons of the day
Review about *tomorrow's expectations*
12:00 PM – 12:30 PM



9 Liam takes a nap
Consultation with Liam's caregivers to discuss and review his progress and individual goals
12:30 PM – 1:30 PM



10 Day ends
1:30 PM



*ESP support is integrated throughout the day.
*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver
*Itinerant ESLs teacher will push in or pull student out for services per the student's IEP

Components of elementary ESE *Pre-K special program** schedule (Example Only)

Pre-K Special Program	Session	Teacher/Student Interaction Time
Teacher Planning	7:30 AM	
Class Meeting Mindfulness activity Circle time, welcome song/activity, theme of the day, visual daily schedule and attendance	8:00 AM	30 minutes
Whole group teacher instruction Interactive large group learning activity- calendar, story reading, letter of the week, phonemic awareness, social skills	8:30 AM	30 minutes
Movement, sensory, snack and self-help break for student	9:00 AM	30 minutes
Small group instruction <ul style="list-style-type: none"> Three rotations of small group learning activities with differentiated instruction focused on IEP goal development in the areas of communication, social emotional development, independent functioning and delivery of related services 	9:30 AM	45 minutes
Physical movement / recess	10:15 AM	30 minutes
Student / teacher lunch break	10:45 AM	
Small group instruction (continued) <ul style="list-style-type: none"> Three rotations of small group learning activities with differentiated instruction focused on IEP goal development in the areas of communication, social emotional development, independent functioning and delivery of related services 	11:15 AM	45 minutes
Closing Circle Time <ul style="list-style-type: none"> Review and discuss themes and lessons of the day and the next school day's expectations. 	12:00 PM	30 minutes
Caregiver and Service Provider consultation <ul style="list-style-type: none"> Connect with caregiver and related service provider to discuss and review student progress, concerns, accomplishments and IEP needs Nap time for students	12:30 PM	60 minutes
Teacher planning	1:30 PM	

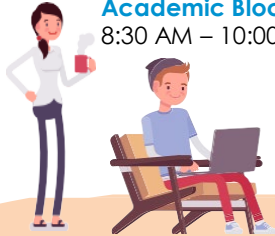


*ESP support is integrated throughout the day.

Day in the life of Jordan's eLearning day. (Example Only)

(Middle and high school *support facilitation - block schedule*)

1 Jordan logs in to his device to participate in the *daily opener of his class* (e.g., Mindfulness, social and emotional learning)
 Jordan logs in to *Language Arts** class
 Academic Block 1 / Block 5*
 8:30 AM – 10:00 AM



3 Jordan has *lunch*
 11:30 AM – 12:00 PM



2 Jordan logs in to *Algebra I** class
 Academic Block 2 / Block 6*
 10:00 AM – 11:30 AM



4 Jordan logs in to *Social Studies** class
 Academic Block 3 / Block 7*
 12:00 – 1:30 PM



5 Jordan logs in to *Science** Class
 Academic Block 4 / Block 8*
 1:30 PM – 3:00 PM









6 Jordan logs off and concludes his instructional day
 3:00 PM



- *Whole Group (Gen Ed teacher 20-30 minutes)
- *Support Facilitation / Related Services (20 – 30 minutes)
- *Independent Work (20 – 30 minutes)
- *Therapy/counseling services will occur throughout the school day based on collaboration between the teacher and the parent/caregiver
- *Itinerant ESLs teacher will push in or pull student out for services per the student's IEP

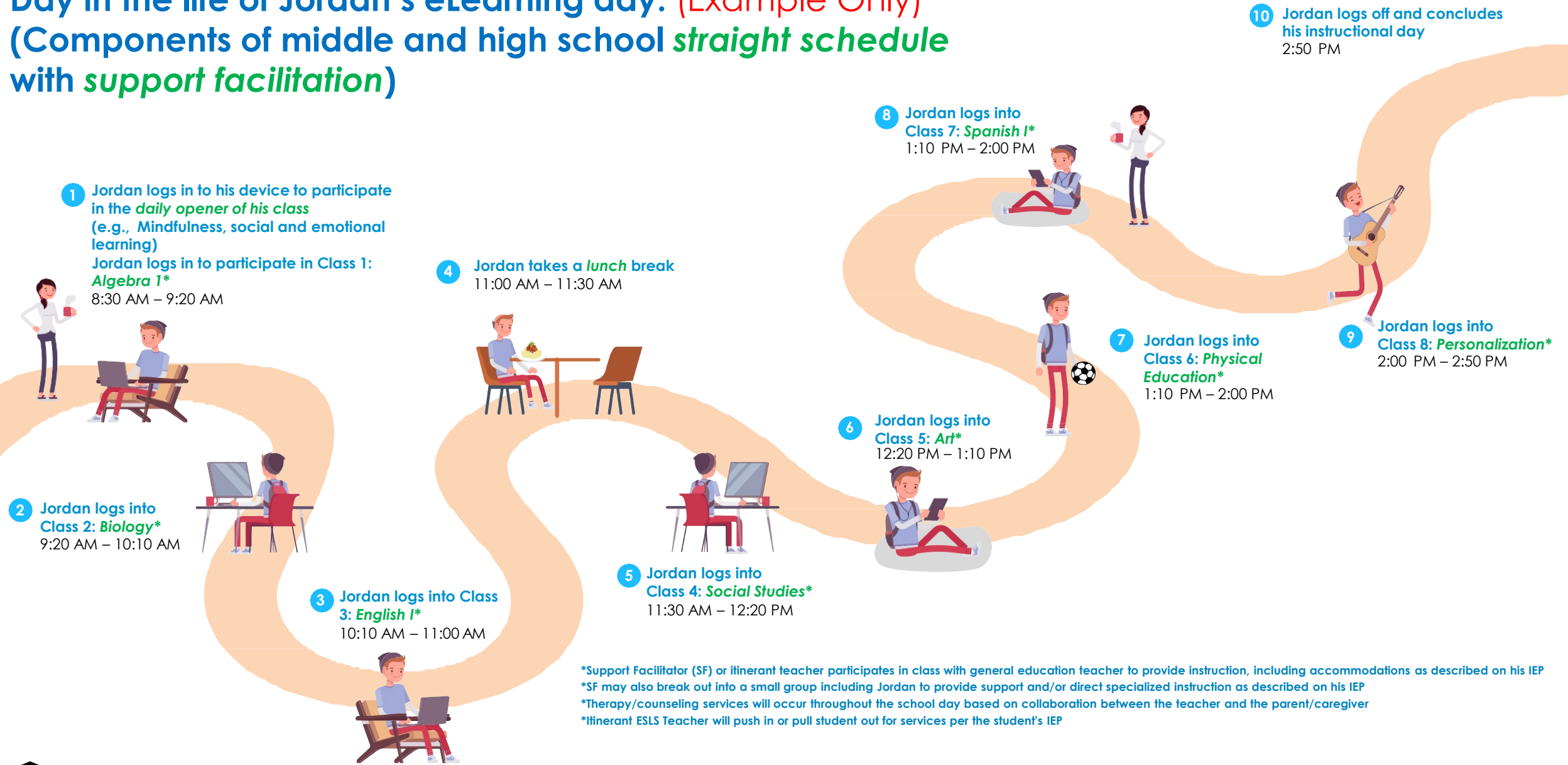
Components of middle and high school *support facilitation** schedule (Example Only)

Standard Block Schedule: Grades 6 – 12	Blocks	Class	Session
Teacher Planning 			8:00 AM
Daily Opening, Mindfulness Academic Block <ul style="list-style-type: none"> • Whole Group (Gen Ed teacher 20 – 30 minutes) • Support Facilitation / Related Services (20 – 30 minutes) • Independent Work (20 – 30 minutes) 	1 and 5	Language Arts	8:30 AM
	2 and 6	Algebra 	10:00 AM
Student / teacher lunch break			11:30 AM
Academic Block <ul style="list-style-type: none"> • Whole Group (Gen Ed teacher 20 – 30 minutes) • Support Facilitation / Related Services (20 – 30 minutes) • Independent Work (20 – 30 minutes)  	3 and 7	Social Studies 	12:00 PM
	4 and 8	Science 	1:30 PM
Teacher Planning 			3:00 – 3:30 PM

*Support Facilitator (SF) participates in class with general education teacher to provide instruction, including accommodations as described on his IEP
 *SF may also break out into a small group including Jordan to provide support and/or direct specialized instruction as described on his IEP

Day in the life of Jordan's eLearning day. (Example Only)

(Components of middle and high school *straight schedule* with *support facilitation*)



*Support Facilitator (SF) or itinerant teacher participates in class with general education teacher to provide instruction, including accommodations as described on his IEP
 *SF may also break out into a small group including Jordan to provide support and/or direct specialized instruction as described on his IEP
 *Therapy/counseling services will occur throughout the school day based on collaboration between the teacher and the parent/caregiver
 *Itinerant ESLS Teacher will push in or pull student out for services per the student's IEP

Components of middle and high school *straight schedule support facilitation* (Example Only)

Standard Straight Schedule: Grades 6 – 12	Class	Session
Teacher Planning		8:00 AM
Daily Opening, Mindfulness Academic Class <ul style="list-style-type: none"> • Whole Group (Gen Ed teacher 20 minutes) • Support Facilitation* / Related Services (20 minutes) • Independent Work (10 minutes) 	Class 1 <i>Algebra I</i>	8:30 AM
	Class 2 <i>Biology</i>	9:20 AM
	Class 3 <i>English I</i>	10:10 AM
Student / teacher lunch break		11:00 AM
Academic Class <ul style="list-style-type: none"> • Whole Group (Gen Ed teacher 20 minutes) • Support Facilitation* / Related Services (20 minutes) • Independent Work (10 minutes) 	Class 4 <i>Social Studies</i>	11:30 PM
	Class 5 <i>Art</i>	12:20 PM
	Class 6 <i>Elective</i>	1:10 PM
	Class 7 <i>Spanish I</i>	2:00 PM
	Class 8 <i>Personalization</i>	2:50 PM
Teacher Planning		2:50 – 3:30 PM

*Support Facilitator (SF) participates in class with general education teacher to provide instruction, including accommodations as described on his IEP
 *SF may also break out into a small group including Jordan to provide support and/or direct specialized instruction as described on his IEP

Day in the life of Jordan's eLearning day. (Example Only) (Middle and high school SVE)

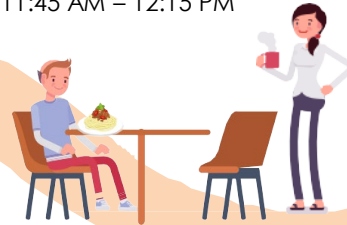
- 1 Jordan logs in to his device to participate in the daily opener of his class (e.g., *Mindfulness, social and emotional learning*)
8:30 AM – 8:45 AM



- 3 Jordan logs in to *Physical Education* (Elective)*
10:45 AM – 11:45 AM



- 4 Jordan has *lunch*
11:45 AM – 12:15 PM



- 5 Jordan logs in to *ACCESS Social Studies**
12:15 PM – 1:15 PM
Jordan logs in to *ACCESS Science**
1:15 PM – 2:15 PM



- 6 Jordan logs in to *ACCESS Independent Living Skills**
2:15 PM – 3:15 PM
Jordan logs in to *Art* (Elective)*
3:15 PM – 4:15 PM

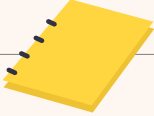
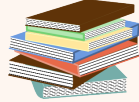






- 8 Jordan logs off
3:15 PM



*Whole Group (Gen Ed teacher 10-20 minutes)
*Independent Work (20 – 30 minutes)
*Therapy/counseling services will occur throughout the school day based on collaboration between the teacher and the parent/caregiver
*Itinerant ESLS teacher will push in or pull student out for services per the student's IEP

Components of middle and high school *SVE* schedule (Example Only)

Standard <i>SVE</i> Schedule: Grades 6 – 12	Class	Session
Teacher Planning 		8:00 AM
Daily Opening, Mindfulness		8:30 AM
Academic Block  <ul style="list-style-type: none"> • Whole Group (<i>SVE</i> teacher 10 - 20 minutes) • Independent Work (20 – 30 minutes) 	ACCESS Language Arts	8:45 AM
	ACCESS Math	9:45 AM
Elective Block – <i>Physical Education</i> <ul style="list-style-type: none"> • Whole Group (Gen Ed. teacher 10 - 20 minutes) • Independent Work (20 – 30 minutes) 		10:45 AM
Student / teacher lunch break		11:45 AM
Academic Block  <ul style="list-style-type: none"> • Whole Group (<i>SVE</i> teacher 10 - 20 minutes) • Independent Work (20 – 30 minutes) 	ACCESS Social Studies	12:15 PM
	ACCESS Science 	1:15 PM
	ACCESS Independent Living Skills	2:15 PM
Elective Block – <i>Art</i> <ul style="list-style-type: none"> • Whole Group (Gen Ed. teacher 10 - 20 minutes) • Independent Work (20 – 30 minutes) 		3:15 PM

Day in the life of Jordan's eLearning day. (Example Only)

High school *transition deferment schedule*

(Students who already met graduation requirements, 18-22)

1 Jordan logs in to his device to participate in *daily opening and mindfulness activities*
8:30 AM – 8:45 AM



2 Jordan attends his first block of *academic instruction*, (whole group instruction facilitated by the PASS teacher and the job coach) and *independent work*
Self-Determination
8:45 AM – 9:45 AM
Career Education
9:45 AM – 10:45 AM



4 Jordan takes a *lunch break*
11:45 AM – 12:15 PM



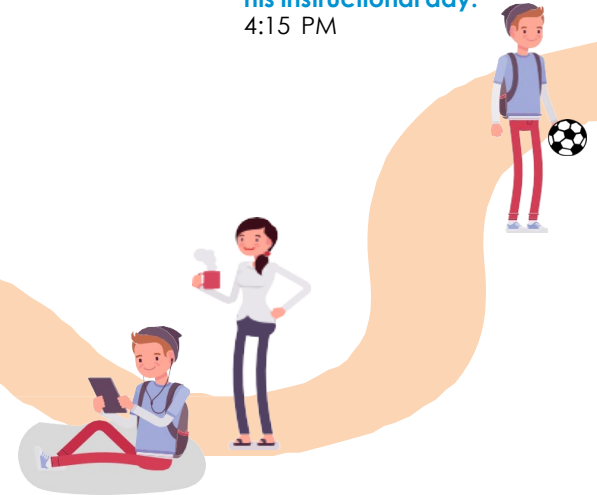
3 Jordan logs into his Elective block:
Culinary Arts
10:45 AM – 11:45 AM



5 Jordan logs into his second Academic Block
Preparation for Adult Living
12:15 PM – 1:15 PM
Career Preparation
1:15 PM – 2:15 PM
Career Experiences
2:15 PM – 3:15 PM



7 Jordan logs off and concludes his instructional day.
4:15 PM



6 Jordan logs into his third Academic Block
Career Placement
3:15 PM – 4:15 PM

*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver
*ESP support integrated throughout the day
*Itinerant ESLs teacher will push in or pull student out for services per the student's IEP

Components of a high school *transition deferment schedule* (Example Only)
(Students who already met graduation requirements, 18-22)

Transition Deferment Schedule: Ages 18-22	Class	Session
Teacher Planning		8:00 AM
Daily Opening, Mindfulness		8:30 AM
Academic Block <ul style="list-style-type: none"> • Whole Group (PASS teacher and Job Coach 10 - 20 minutes) • Independent Work (20 – 30 minutes) 	Self-Determination	8:45 AM
	Career Education	9:45 AM
Elective Block – e.g., Culinary Arts <ul style="list-style-type: none"> • Whole Group (Gen Ed. teacher 10 - 20 minutes) • Independent Work (20 – 30 minutes) 	Culinary Arts	10:45 AM
Student / teacher lunch break		11:45 AM
Academic Block <ul style="list-style-type: none"> • Whole Group (PASS teacher 10 - 20 minutes) • Whole Group (Job Coach 10- 15 minutes) • Independent Work (10 – 20 minutes) 	Preparation for Adult Living	12:15 PM
	Career Preparation	1:15 PM
	Career Experiences	2:15 PM
Academic Block <ul style="list-style-type: none"> • Whole Group (PASS teacher 10 - 20 minutes) • Whole Group (Job Coach 10 - 15 minutes) • Independent Work (10 – 20 minutes) 	Career Placement	3:15 PM



NOTE: All high school students have a personalization period embedded in their schedules

An Example of an Elementary/Secondary Virtual Instruction:

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

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

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

Support Facilitators will have access to general education teachers' Canvas courses to collaborate with teachers and provide services according to the student's IEP.

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

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



Whole group
lesson
(20 – 30 minutes)

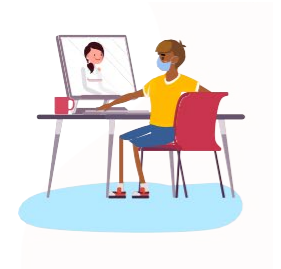
Individual/small
group work
(20 – 40 minutes)

Lesson closure
(10 minutes)

Exceptional Student Education (ESE): Spring & ESY Learnings.

Resources and Practices:

- Access to adaptive technology and software
- Continue training for Instructional and Non-Instructional eLearning and Hybrid delivery
- Consistent family and student communication and connectivity
- On-going support and resource development Prek-Transition
- Alternate forms of technology and platforms for delivery
- Devices and Specialized Equipment
- Online Resources
- Professional Development
- Technology (Teams, Canvas)
- eLearning Content, Behavioral, Social-Emotional
- Curriculum Resources
- Parent Training and Resources



Student Support Strategies



Student Support Strategies – Operational Game Plan.



Student Attendance Taking

Mental Health and Social Services Intervention

Mindfulness & Social Emotional Learning

Identification of Students for Targeted Services

Professional Development

Summary

- Teachers will 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. Students are expected to submit a Daily Attendance Check-in. Evidence for daily student attendance includes participation in synchronous learning, participation in a discussion board, submission of assignments, and direct communication with the teacher.
- Provide targeted virtual crisis response, individual, family, and small group counseling; Provide easy access for students to voluntarily request services for mental health, child abuse, homelessness and/or social service needs. Initiate referrals to Behavioral Health Partners as warranted.
- 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.
- Emphasis will be given for student identification for targeted services, especially at Tiers II & III, using the following means: Mental health screener; suicide assessment; follow up students in-care SY 20; MSD and Deerfield Beach High schools students; SPARKS schools (BA & Dillard Zones); students on the "F" report and students retained from SY 20; Student self-referrals; Staff referrals for mental health, homelessness, child abuse, and social services.
- Professional development will be offered district-wide to specific groups, on various topics, for information and support to strengthen staff confidence working in the eLearning space. Training topics include: conducting daily mindfulness activities, identifying and responding to trauma, psychological, as well as mental health first aid, We will provide families with access to workshops and resources to support learning from home.

Next steps

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

Student Wellness: SEL, Mindfulness, and Mental Health.

Social Emotional Learning (SEL) (Tier 1 & 2)

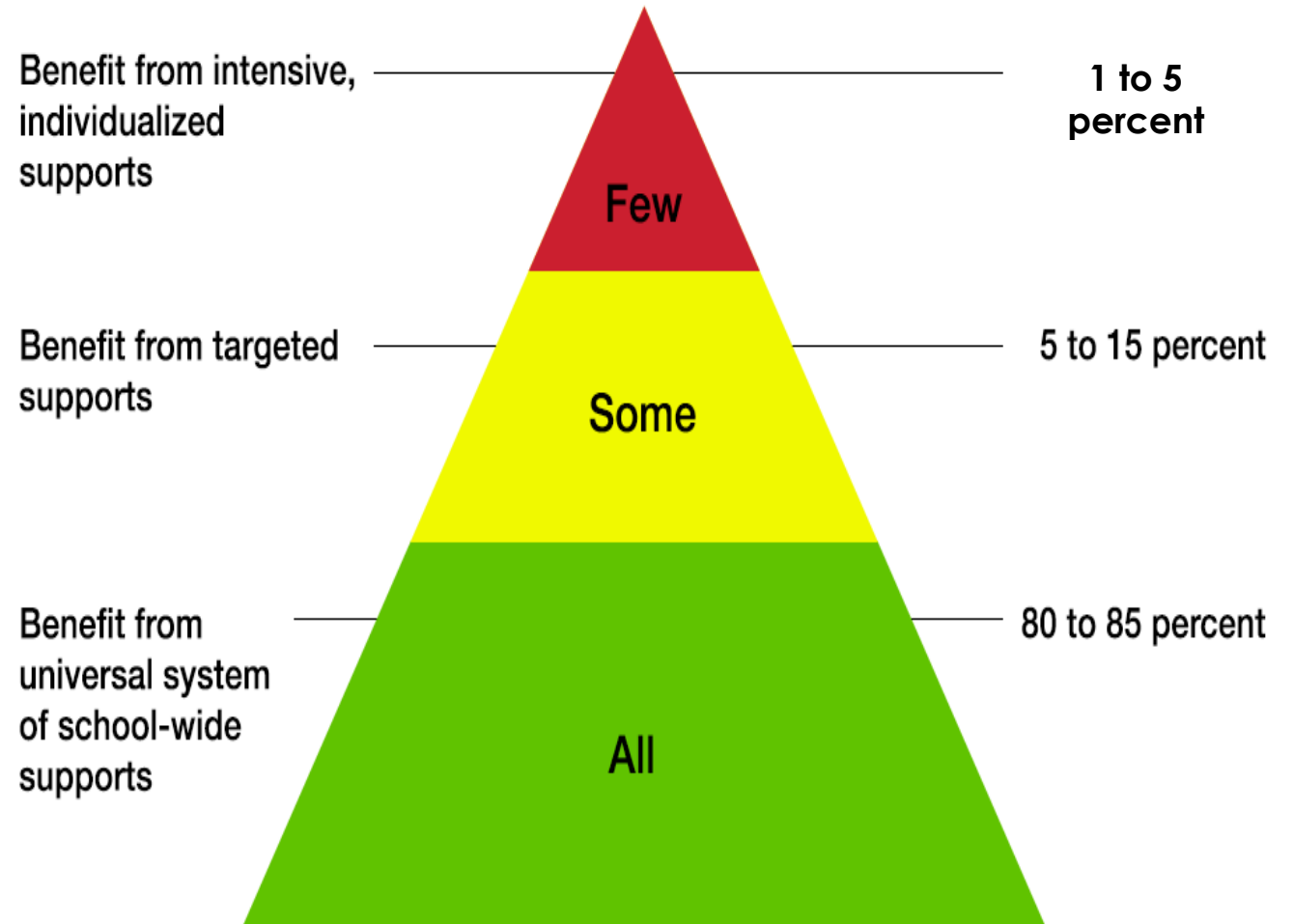
- Implemented School-wide
- Small Group Activities

Mindfulness (Tier 1 & Tier 2)

- A Form of Meditation
- One of the Most Popular Coping Strategies for Stress and Anxiety
- Not Recommended For Coping With Depression

Mental Health Services (Tier 2 & Tier 3)

- School Social Work Interventions
 - Assessment
 - Small Group Activities
 - Referrals for Services
- Individual and Family Therapy



Student Wellness: Professional Clinical Mental Health during eLearning.

- Provide Virtual Crisis Response, Individual, Family, and Small Group Counseling
- Mental Health Check-in Courses will be Available via Canvas With Links to Teams to Include:
 - Group sessions on various topics
 - Support related to school crises
- District Mental Health Staff Will Assess Student Mental Health Needs and Decide Among the Following:
 - Schedule 1 to 2 Follow-up Sessions to Provide Short-term Support
 - Refer to the Family Counseling Program for Short-term Individual or Family Therapy
 - Refer Student to Virtual Group Counseling
 - Refer to the Behavioral Health Partners

Detailed Operational Game Plan – Outreach to Marjory Stoneman Douglas students, especially the Class of 2021.

Key Messages	Strategies	Supporting Data	Day One	Deliverables
				Year-Round
<ol style="list-style-type: none"> Students will be fully aware of the function the Wellness Center and that, staff are readily available to provide mental health and emotional support through the lens of trauma-informed care. Although significant emphasis must now be placed on the pandemic and equity issues, MSD's students, staff, and communities are not forgotten and remain a priority. Tier 1 strategies will continue to be provided to all students regardless of the type of learning environment. Tier 2 and 3 strategies will be needed to address the emotional and academic slides resulting from the tragedy, pandemic, and equity issues. Seniors will need additional services to transition from MSD to their postsecondary goal due to the impacts of the pandemic Identified MSD students and families will need continuous wrap around support services. We will need to address Grief and Bereavement, will Increase access/ Awareness of Grief and Bereavement community services. Increase access to Trauma Informed services and information BCPS MH Professionals, Teachers, and Staff will need training/support on Grief, Bereavement, Coping Skills, and Professional Self Care. Trauma Informed Interventions/ Practices will be necessary to support teachers and students. The assigned School Psychologist will participate in Collaborative Problem-Solving (CPS) team meetings, as requested, to discuss outreach efforts for students. 	<ol style="list-style-type: none"> Information will be disseminated through flyer and personal connection with students Canvas announcement through administration. Specific check-in outreach to Class of 2021 An additional BRACE Advisor will be hired through the SERV Grant to provide the postsecondary transition support Teams meetings will be held with students based on categories (alpha, homerooms, English class) to address overall well-being, mindfulness, SEL, Tier 1 mental health lessons. Staff will monitor attendance, engagement in distance learning, and classroom performance with appropriate follow up with targeted students. The Center for Mind-Body Medicine's resiliency techniques will be delivered to students, staff, and the community through small groups, workshops, integration into courses, and student-led initiatives. Continued support and engagement with Family Liaison & District Support Counselor will support identified MSD case needs. Virtual Bereavement support from Community Partners Children's Bereavement Center, and Tomorrows Rainbow Trauma Informed Individual therapy through TFCBT trained staff (Tomorrows Rainbow) Training and Resources offered developed by the National Center of School Crisis and Bereavement to address grief, bereavement, coping, professional self care, and principles of psychological first aid. CPS team meetings will be scheduled to discuss individual student needs. 	<ol style="list-style-type: none"> Review of social work and family counseling referral data. 90% of referred student showed improvement in behavior, attendance, and academic by the end of this school year. Naviance survey and activity completion data will be used to identify students who need additional postsecondary advisement services 100% of students will be provided the State-required five hours of mental health instruction. CPS team meetings will be held according to the schedule determined by school-based administrators. 	<ol style="list-style-type: none"> Staff will have reviewed their referral log for SY20 and determined students who need follow-up. Staff have created a priority list and collaborate with school staff to address these follow-ups. Ensure students, staff, and the communities are aware of the services available through MSD and the District. Identify and establish relationships with students who experienced loss or hardship due to the tragedy, pandemic, or equity issues to provide intensive supports throughout the school year. Review BASIS data, conduct a needs assessment, and develop a referral system to identify students who need additional supports. Implement activities that allow students and staff to redevelop their relationships, share their experiences, and focus on healing prior to engaging in academic rigor. Continuously communicate with BCPS partners to provide updates on telehealth community services Provide information to identified families based on needs through family Liaison on BCPS telehealth services and telehealth Community services Trainings by The National Center of School Crisis and Bereavement will be provided 	<ol style="list-style-type: none"> Ongoing case management and monitoring support to students in need. Provide individual and family counseling through trauma-informed lens to support academic achievement. Deliver regular instruction on SEL, mental health, mindfulness, and equity Ensure 100% of Seniors graduate with a postsecondary plan that includes the necessary supports to be successful. Ongoing support from NCSCB, for MSD families of Deceased and Injured students. Ongoing support on Trauma, and Grief. Ongoing tele-health support from community trauma informed partners

Detailed Operational Game Plan – Meeting heightened physical-emotional needs and delivery of support.

Key Messages	Strategies	Supporting Data	Day One	Deliverables
				Year-Round
<ol style="list-style-type: none"> 1. Child Abuse & Neglect Services: How will students disclose allegations of abuse while being confined? 2. Students will need dedicated time to socially interact in a distance learning environment and will require explicit instruction on how to do so appropriately. 3. Parents/Caregivers will require supports to create a positive learning environment in the home. 4. Leadership will remain calm and positive as a model for the school community. 5. School Psychologists are developing resources to provide guidance for parents and staff to respond to the increased social-emotional needs of students. 6. The SEDNET office will educate school staff on trauma-informed care to respond to the increase in adverse childhood experiences. 	<ol style="list-style-type: none"> 1. Information on reporting abuse during COVID-19 will be placed in CANVAS and visible to all students 2. Provide adults with opportunities and resources to engage in self-care activities 3. Empower student voice and promote agency by inviting them to co-create their experience 4. Resources being developed by school psychologists include lessons for group processing of shared experiences during the pandemic. Guidance will also be provided on identifying the psychological and emotional needs of students. 5. The SEDNET office is available to provide any support that is requested by schools. 	<ol style="list-style-type: none"> 1. Data on calls made to the Abuse Registry will be collected from the Child Protective Investigation Section of BSO on a monthly basis. 2. Documents will be generated to share out to staff and school psychologists will be available to their assigned schools to provide any additional support that is requested. 3. Presentations on Trauma-Informed Care 	<ol style="list-style-type: none"> 1. Deliverable: Share information with students on how to access help to report in the virtual setting(Clever, Canvas). Share an at-a-glance flyer with staff on the reporting process and how to recognize signs of abuse in the virtual setting. 2.Parent Resource Guide will be made available to schools via Psychological Services Department 3.Canvas Platform will be utilized for Elementary/Secondary School teachers to post resources/guidance 4.SEDNET Administration Youth Mental Health Resource Guide link made available to all schools via ESE Counselor 5.Suicide Prevention Support to schools by request 	<ol style="list-style-type: none"> 1. Send monthly email blast to update staff on child abuse issues and to remind them of the importance of remaining alert in keeping student safe. 2. Parent Resource Guide will be made available to schools via Psychological Services Department 3. Canvas Platform will be utilized for Elementary/Secondary School teachers to post resources/guidance 4. SEDNET partnering with community agencies to provide parent education workshops

Detailed Operational Game Plan – Counseling, Mental Health, and social services and outreach.

Key Messages	Strategies	Supporting Data	Deliverables	
			Day One	Year-Round
<p>1. Students, parents and staff will be aware of the mental health resources and social services available through various District programs and community, along with contact information.</p> <p>2. Students and families will be contacted individually, and their specific needs will be assessed.</p> <p>3. ESE district staff will provide training to support the implementation of suicide prevention curricula.</p> <p>5. The School Psychologists will provide mental health support to students and families as identified by school-based teams.</p>	<ol style="list-style-type: none"> 1. Create list of resources to share with families. 2. Provide staff with guidelines related to teletherapy. 3. Create flyer to include in welcome back folder, with list of mental health services in the District and assigned SSW. 4. Create best practices for teachers to support student mental health. 5. Build up Canvas pages and notifications related to mental health services. 6. Back to School Extravaganza - 10 drive through sites. 7. Enhance collaboration with behavioral health partners to expedite referrals. 8. Healthcare personnel will disseminate to parents , students and staff free health resources and referrals to providers to ensure equitable access to healthcare. 9. ESE district staff are developing plans to expand the capacity to deliver trainings. 10. School-based CPS teams will identify any students in need of mental health services. 	<ol style="list-style-type: none"> 1. Social work referral data, as well as Distance Learning Survey reflected a small number of referrals for counseling. Over half of behavioral health partners reported receiving "0" referrals between mid March and June of this school year. 2. Nursing Clinic Logs of activities provided to students such as 504 IEP meetings attended, referrals provided, Temporary Distance Learning Plans, consultations with parents and Providers are maintained in CSHS database 3. Riding the Waves (5th gr.) Look, Listen, Link (6-8) HELP: Helping Every Living Person (9-12) 4. Behavioral health services will be documented by school psychologists in Accelify. 	<ol style="list-style-type: none"> 1. Students have started school with uniforms and supplies as needed. 2. Staff have developed a plan with their assigned schools for identifying and referring students needing mental health services. 3. Healthcare personnel will collect information from the District TERMS database regarding any student with chronic health conditions, and implement CDC guidelines with infection control and prevention strategies to plan the safety and well- being of the students during the school day. 	<ol style="list-style-type: none"> 1. Referrals for counseling will be monitored on an ongoing basis to ensure linkage and acceptance of cases. 2. Ongoing community collaborations related to social service needs, such as emergency assistance and food resources such as Harvest Drive. 3. Monitor social work referrals to assess needs of schools are being met as it relates to attendance and mental health needs.

Detailed Operational Game Plan – Virtual and in-person behavioral supports and interventions.

Key Messages	Strategies	Supporting Data	Day One	Deliverables Year-Round
<ol style="list-style-type: none"> 1. Clear expectations for student behavior exist within the brick & mortar, as well as within a virtual learning environment. 2. Posting of the Social Media Guidelines flyer will be added to the Code of Student Conduct's webpage for all stakeholders to access 3. MHAART teams will have a plan in place to address cases referred for behavioral support and collaborate with PBIS staff. 4. The District must provide high quality assessments, curriculum, professional development, and support systems 5. Self-care opportunities must be available for the adults to heal so they are able to support the students. 6. Help parents/caregivers create positive learning environments in the home 7. ESE Counselors and School Psychologists are exploring methods of delivering virtual and in-person supports and interventions, using available resources and best practices. 	<ol style="list-style-type: none"> 1. CANVAS PBIS Intervention System 2. Consultation & Support to School Staff 3. Consultation & Support to Students and Families 4. Communication and training to administrators specific to the Code of Student Conduct 5. Presentations to parent advisory groups specific to the Code of Student Conduct 6. Meet with program supervisors to revise/update roles of the MHAART staff. 7. Ensure team members are aware of their role and their region members. 8. Proactively identify inequities and create public and private partnerships to provide wraparound services, such as food, clothing, housing, technology, transportation, and "telehealth" 9. Counseling will take place using multiple modalities (e.g., telephone, telehealth, and in-person when it is safe to do so). 10. ESE district staff are attending webinars, FLDOE calls, reviewing available research and resources from state and national organizations. 	<ol style="list-style-type: none"> 1. Data may be considered from MtSS, PBIS Team, Intervention Usage, Referrals, and Recidivism in Referrals, and Suspension and Expulsion incidents 2. Students with counseling as a related service have their IEP service hours documented on Accellify. 3. Guidelines will be developed for the ESE district staff providing services to students 	<ol style="list-style-type: none"> 1. Establish virtual tools that provide students with immediate behavioral feedback and reinforcement (i.e. class dojo). 2. Set clear and concrete expectations for students, just as you would in a regular face-to-face classroom. 3. Create an accountability program that is equitable for all students. 4. Schools aware of regional teams and how to refer and reach out to the various disciplines. 	<ol style="list-style-type: none"> 1. Establish virtual tools that provide students with immediate behavioral feedback and reinforcement (i.e. class dojo). 2. Set clear and concrete expectations for students, just as you would in a regular face-to-face classroom. 3. Create an accountability program that is equitable for all students. 4. Regional teams will be actively involved with students being considered for BIC and those transitioning from centers to boundary schools, and supporting students post Baker Act.

Detailed Operational Game Plan – Disciplinary approaches for students who violate Physical Distancing, engage in “COVID bullying,” or act out online.

Key Messages	Strategies	Supporting Data	Day One	Deliverables
				Year-Round
<ol style="list-style-type: none"> Acting out online and "COVID bullying" may be address through current policy, program and practice, whether remote, blended, or brick and mortar environment. Acting out online and "COVID bullying" may be address through current policy, program and practice, whether remote, blended, or brick and mortar environment. 	<ol style="list-style-type: none"> Violations of the Face Covering policy and other related COVID-19 guidelines will be addressed through Policy 5.8, Code of Student Conduct Recommended daily reorientation of students to the social media and the Think B4U Post expectations Consequences for COVID-19 bullying/harassment will be addressed through Policy 5.8, Code of Student Conduct Administrators may assign the Nearpod modules developed by the District to provide additional positive behavior intervention supports for student misbehavior during eLearning 	<ol style="list-style-type: none"> Data may be considered from MtSS, PBIS Team, Intervention Usage, Referrals, Recidivism in Referrals, and Suspension and Expulsion incidents 	<ol style="list-style-type: none"> Through the collaboration with Academics, the Social Media Guidelines/Expectations flyer will be available via Canvas for teachers and students. Teachers can establish as part of the online classroom management, to remind students of the Social Media <u>and Think B4U Post</u> expectations 	<ol style="list-style-type: none"> Through the collaboration with Academics, the Social Media Guidelines/Expectations flyer will be available via Canvas for teachers and students. Teachers can establish as part of the online classroom management, to remind students of the Social Media <u>and Think B4U Post</u> expectations

Detailed Operational Game Plan – School readiness checklist.

Key Messages	Strategies	Supporting Data	Deliverables	
			Day One	Year-Round
<p>1. Attendance: How will students be counted in attendance for Distance Learning?</p> <p>2. School-based reopening teams should be convened to address the local needs of their communities</p> <p>3. Healthcare personnel will provide school staff and students with trainings on hand hygiene and respiratory etiquette within the first week of school. Education will be provided on signs and symptoms of COVID-19.</p> <p>4. Principals received information via PIVOT on COVID -19 School Opening Principal Checklist which provides At-A -Glance readiness checks with reopening of schools.</p> <p>5. Protocol and procedures developed for Prevention Strategies and Infection Control Measures For COVID-19 for schools. Information includes managing students and staff who becomes ill with symptoms of COVID-19</p>	<p>1. Attendance Office will provide daily check-ins for the first quarter that teachers will be able to import into their Canvas course. Office of Communications will include directions in "Back-to-School" publications to guide students and parents.</p> <p>2. Dedicate explicit time for everybody to rebuild relationships, practice self-care, and acclimate to the "new normal"</p> <p>3. School staff will receive COVID-19 training on the following topics which will be posted on Canvas: Recognition of signs and symptoms of COVID-19, Infection Control Procedures, Handwashing, Physical Distancing, Donning and Doffing of PPE, Protocols for Managing Students with Suspected or Positive COVID-19 at School and Isolation Room Procedures. Students will receive educational training videos on handwashing techniques, physical distancing and recognition of COVID-19 symptoms.</p> <p>4.Help schools analyze their data and develop action plans to implement Tier 1 SEL, prevention, mental health, and mindfulness programs</p> <p>5. Ongoing two-way communication will be delivered including letters home, Parent link messages, emails, social media posts, and website updates.</p> <p>6. Establish processes for easy identification, referral, and follow up for Tier 2 and Tier 3 services</p>	<p>1. Student attendance will continue to be available to school staff through BASIS. When possible, the student attendance dashboard will be updated on District website.</p> <p>2.All staff trainings on COVID-19 are to be completed by the second week of school. All student trainings are required to be completed by the second week of school.</p> <p>3. Healthcare personnel assigned to schools will continue to provide support to school staff regarding COVID-19 guidance. Sign-in sheet of participants will be maintained in the health room. Clinical nurses/ healthcare personnel will check schools for compliance with completion of training logs.</p>	<p>1. For attendance, all teachers and administrators to complete mandatory training and ready for recording attendance on Day 1. Attendance data is a Key Performance Indicator for SSI&R, Academics, and OSPA.</p> <p>2. All staff trainings on COVID-19 are to be completed by the second week of school. All student trainings are required to be completed by the second week of school.</p>	TBD

Detailed Operational Game Plan – Collective bargaining contract implications.

Key Messages	Strategies	Supporting Data	Day One	Deliverables	Year-Round
<p>1. For attendance, teachers may be required to monitor student activity in their Canvas course, Teams meetings, Discussion Board, or other observable activity.</p>	<p>1. Include BTU members in decision-making at the start of the process. Use teacher feedback to help make decisions for universal practices associated with recording attendance.</p>	<p>1. Attendance: Survey data will be collected from teachers and administrators.</p>	<p>1. Attendance: Mandatory Training will be designed to provide support, resources, and guidance for teachers, administrators, and attendance clerks. Coordinator for District Attendance will offer Live Events to include presentations and Q&A sessions for staff throughout the District.</p>	<p>1. Attendance: Continued support will be available through the Attendance Office and Student Services Department.</p>	

Family Communications



Family Communications – Operational Game Plan.

Summary

Strategies

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

Tactics

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

Communications

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

Deliverables

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

Next steps

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

AUDIENCES

- Primary: Parents/guardians, students
- Secondary: Teachers, Community Partners, Community-at-large

SITUATION

- BCPS families responded to a survey in which they stated their preference for the model they wanted for their children when they returned to school.
- With Broward an epicenter (growing number of positive COVID-19 cases, high positivity rates, hospitalizations and deaths), BCPS determined we cannot safely open our school buildings. “Health and Safety” considerations superseded parent preferences.
- Parents are mixed in their reactions, with some still wanting their children return full time.
- Parents want to know how the eLearning experience this fall is going to be more effective than it was when first offered in March.

GOALS

- Engage, connect, inform and prepare families for school reopening
- Build and maintain confidence in the District’s plan for returning to school throughout the eLearning model and beyond.

Family Communications Operational Game Plan: Branding Considerations.



eLearning

Why not “distance learning” or “virtual learning”

Distance learning is used by BECON-TV to describe learning that takes place outside of the classroom (e.g. in a museum, in a rain forest) and is viewed in the classroom

Virtual learning may be confused with “Broward Virtual”

eLearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom - courses that are specifically delivered via the internet to somewhere other than the classroom where the instructor is teaching.

LOGO/ TAGLINE

Use **BCPS graphic symbol** and **BCPS colors**

Identify 2020/2021 with shortened “**20/21**”

School Reopening describes what is happening at BCPS.

Tagline reflects what’s happening. Initial tagline proposed was “Safe. Smart. Successful.” Work Group found it was too similar to Governor DeSantis rollout of “Phase 2. Safe. Smart.”

The tagline with three action verbs “Log In. Launch. Learn.” depicts eLearning.

Family Communications Operational Game Plan: Website/PDF.



DRAFT PLAN

Contents

for

Website and

User-friendly

Printable

Version

Website will
utilize videos:
“how to”

Teacher and
parent
testimonials
about
eLearning

Letter / video from Superintendent Runcie

- Thank you to BCPS community
- Process behind decision to open with eLearning

BCPS Commitment to:

- Health and safety
- High quality instruction
- Flexibility
- Equity
- Accurate and timely Communication
- Community Input - Survey Results

Gating Criteria

Welcome to eLearning

- What is it / difference from initial offering
- Academic support: How we will help students recover from the slide
- Difference between eLearning, Broward Virtual, Florida Virtual

Student Experience

- How to access the K-12 platform
- A typical day (elementary and secondary) schedules
- CTACE
- STEM, Visual and Performing Arts, Life Skills
- Advanced Placement
- Dual Enrollment
- Adult education
- IEPs
- English Language Learners
- Homework Hotline
- Technology: Devices and Connectivity
- Food and Nutrition
- Clubs, athletics, out-of-school time opportunities
- Social Emotional Learning/Mental Health Wellness
- Mental Health Supports

Face-to-face Learning
Online Orientation
Registration

Communications
Important dates
FAQs

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