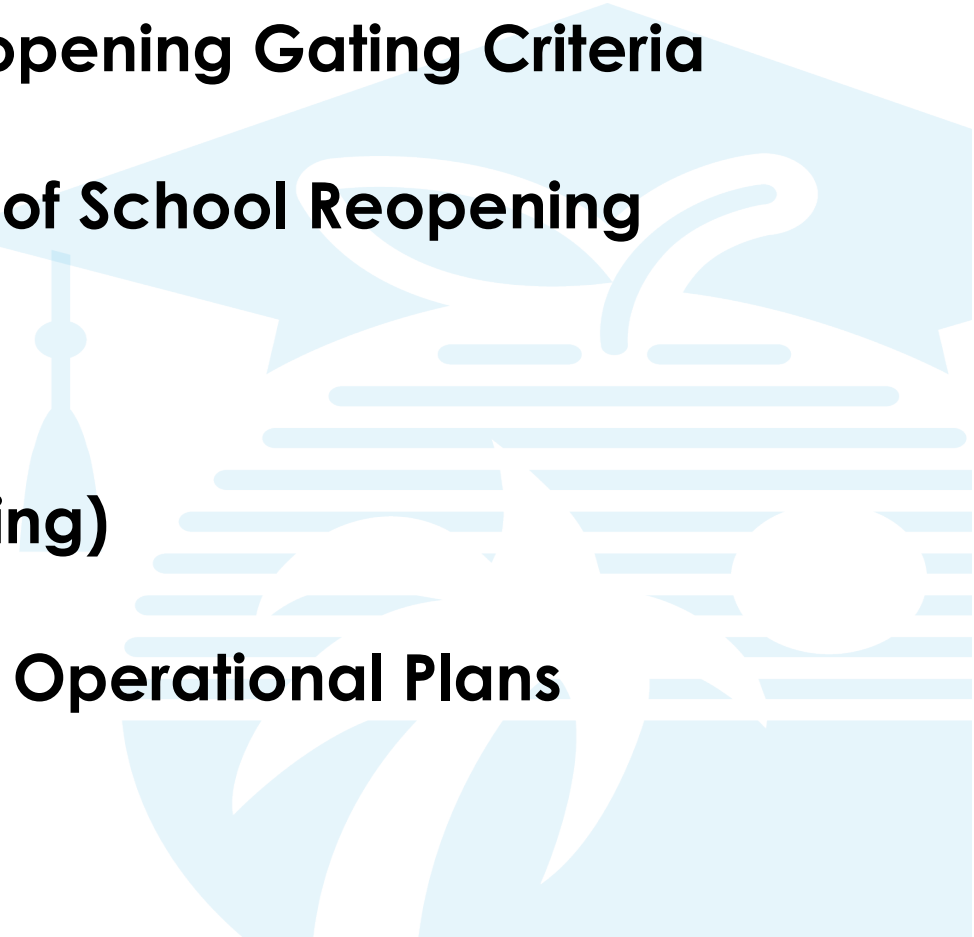**September 22, 2020**

Special School Board Workshop

Discussion on eLearning Phase 2
of School Reopening

Presented by the Office of Strategic Initiative Management (SIM)

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Agenda.

- **Review of COVID-19 Data and School Reopening Gating Criteria**

- **Recommendations for eLearning Phase 2 of School Reopening**

- **School Reopening Teacher Survey**

- **School Reopening Parent Survey (Upcoming)**

- **Overview of District-wide Safeguards and Operational Plans**

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

Data as of 09.18.20

BCPS COVID-19 Dashboard.

Click here for most current BCPS COVID-19 Dashboard:

www.browardschools.com/CORONAVIRUS

The embedded dashboard image reads:

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COVID-19 Dashboard:
Data as of 09/14/2020
Data shown is 30 days prior to "as of date".
Updates made weekly by 2pm on Tuesdays.

52 — TOTAL CASES IN LAST 30 DAYS
39 — SITES IMPACTED

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

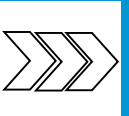| Location Name	Employee	Contractor
Annabel C. Perry PK-8	2	
Atlantic Technical College	2	
Bair Middle	1	
C. Robert Markham Elementary	1	
Central Park Elementary	1	
Chapel Trail Elementary	1	
Coconut Creek Elementary	2	
Cooper City High	1	
Cypress Bay High	1	
Deerfield Park Elementary	1	
Eagle Ridge Elementary	1	
Endeavour Primary Learning Center	1	
Forest Hills Elementary	1	
Fort Lauderdale High	1	
Kathleen C Wright Administrative Complex	1	
Margate Elementary	1	
Marjory Stoneman Douglas High	1	
Monarch High	4	
New Renaissance Middle	3	
New River Middle	1	
Nob Hill Elementary	1	
Oakland Park Elementary	1	
Park Springs Elementary	1	
Pembroke Pines Elementary	1	
Peters Elementary	1	
Physical Plant Operations, Facilities & Warehousing	1	
Pines Lakes Elementary	1	

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Gating Criteria: Current Situation.

Factor	Status	Trend	Key Updates & Observations
Community reopening phase	🟢	**+**	• Broward County moved to Phase 2 on 9/14/2020 • Broward County and the municipalities continue to enforce more restrictive safety measures to prevent a new spike
Disease progression	🟢	**+**	• Broward County case numbers are declining • 367 employees & contractors reporting positive test results since 6/1 • Period following Labor Day will be important to watch closely
Ability to manage the spread	🟡🟢	**+**	• Inconsistency in the rate of receiving testing results remains a challenge to proper contact tracing • Availability of rapid testing and results is critical to success
Health system capacity	🟡	**+**	• Local hospitals have been able to keep up with new infections • While hospitals & healthcare facilities have been impacted significantly, new admissions are trending positive (lower)
District safeguards	🟢	**+**	• Significant orders placed for signage, plexiglass, cleaning supplies, etc. • Financial impact on the District to provide proper PPE over the mid- to long-term will be significant; advocacy for funding continues • FL Department of Emergency Management has pledged to help school districts in these efforts over the coming weeks

Legend

Status: 🔴 = Conditions Do Not Support Reopening   🟡 = Conditions Remain Challenging   🟢 = Conditions Support Reopening

Trend: ▬ = Worsening   ⭕ = Unchanged   **+** = Improving

Highlights.
eLearning Phase 2: Enhanced eLearning with Open Campuses (beginning October 5th, 2020)

- **Improving conditions** warrant a move to the next phase of school reopening, with **open campuses**.

- Our guiding principles of **equity, opportunity, wellness, and flexibility** remain firm.

- We continue to operate under formidable **constraints**, **concerns**, **and risks** that shape parent and teachers' intent to return to campus, as well as the District's approach to reopen campuses safely. These must be carefully balanced as we strive to improve **student experience.**

- We intend to build on our successes with **enhanced eLearning**, offering it to students who log-in from home, from classrooms on campus, or from any other location.

- Existing **teacher-student and peer relationships** will be preserved and grown.

- **eLearning Phase 2 will not require changes to class schedules.**

- Students who go to campus will gain enhanced **social-emotional learning**, and more convenient access to **prepared meals** and **onsite support services.**

- As published in the District's School Reopening Plan, **plans and protocols** around student transportation, food service, health, hygiene and sanitation, and safety and security will "go live".

- **Learning acceleration** is a top priority for all students, whether they are remote or on campus.

- We will continue to monitor and adapt to **changing conditions** through an **agile framework**.

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Crucial Steps toward Optimizing the Student Experience.

A phased, controlled approach to reopening

100% Remote

Reopened Campuses

Plus, Plus

Time

Student Experience Optimization Curve

Voluntary Return to Athletics

Option to Return to Campus Every Day
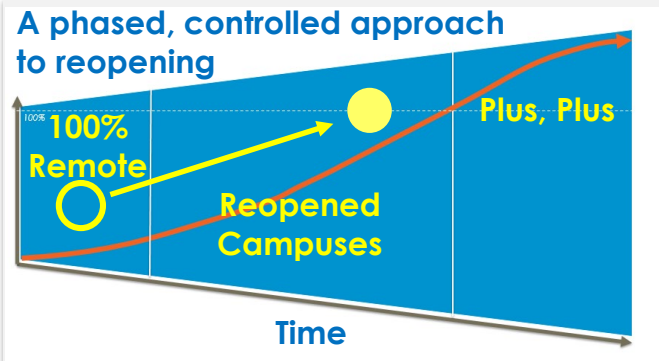
Continuity of Master Schedule; Teacher & Peer Relationships; Social-Emotional Learning

6 ft   6 ft

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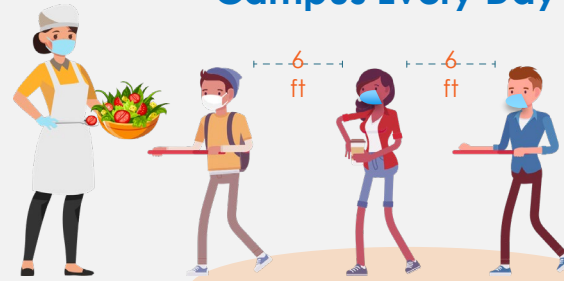
More Convenient Access to Food Services

On-Site, In-Person Access to Critical Student Supports (e.g., SEL, Health Services, Interventions); Select Extracurricular Activities, and On-Site Before & After School Child Care
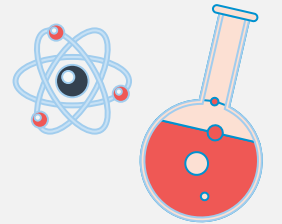
Phase 1

Phase 2

Phase 3

eLearning Phase 2: Reopening Overview.

	Phase 1	Phase 2	Phase 3	Notes
Threat Level of Pandemic (County Reopening Phase)	Hi — Phase 1	Phase 2	Phase 3 — Low	• BCPS will continue to monitor disease progression. • Indicators: County progression to eLearning Phase 2, BCPS District/School Readiness, plans of neighboring districts.
Instructional Delivery Model	eLearning		In-person	• Builds on success of "new & improved" eLearning. • Preserves existing schedules and student-teacher relationships. • High risk exceptions permit teachers to continue remote instruction.
Physical Location of Students, Teachers	At-home / Remote	On-Campus or Remote (Location Independent)	On-Campus	• Students may return to campus wearing face coverings • Classrooms managed by teachers or trained staff. • Transportation, physical distancing, health & sanitation, food service, safety & security protocols, & other game plans "go live".
Provisioning of Student Supports	Virtual Service Delivery	In-person Service Delivery		• Aligns on-site supports to address crucial social-emotional learning needs.
Child Care	Off-Site through Partner Providers	On-Site, Limited Capacity	On-Site, Normal Capacity	• Allows scaffolding up of child care as capacity expands.

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eLearning Phase 2: Transition to returning Students to the Physical Campus. A two-staged approach provides opportunity to complete safety infrastructure.

A

Students in all **elementary, K-8, and separate day schools** will return on Monday, October 5th.

Separate Day Schools:
- Cross Creek
- The Quest
- Bright Horizons
- Wingate Oaks
- Whispering Pines
- Pine Ridge

OCTOBER 5

Having these students return will address parent concerns regarding appropriate supervision.

B

Will occur one (1) week after (on Monday, October 12th), and **all other schools** will be included.

OCTOBER 12
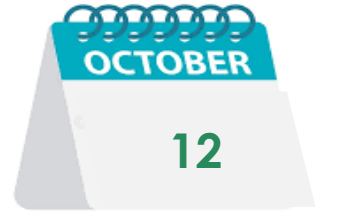
Having an additional week prior to all students returning to campus will allow staff to finalize safety infrastructure and address any concerns experienced.

Prioritization of Student Return

6' Diameter per Student

Note: some classrooms are already designed for lower densities (e.g., at E/BD Centers, ESE Part-time Classrooms, etc.)
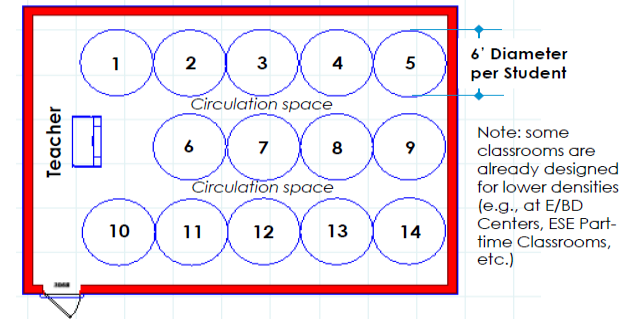
Recognizing the typical classroom can accommodate **approximately 14 students** while maintaining physical distancing, there will need to be a prioritization criteria to allow students return in the event more students elect to return to the physical campus than can be accommodated by individual classrooms and available ancillary spaces.
NOTE: Due to space limitations necessitated by physical distancing guidelines, having 100% of students who requested to be on campus each day may not be possible. In the event that on-campus demand exceeds space availability, alternative reopening strategies may be applied where needed by school (i.e. hybrid approach, prioritization, etc.).

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Determining Staffing Levels: Teacher Survey.

Reopening Campuses for eLearning Phase 2

Dear BCPS Educator,

We have come to the point for us to begin re-engaging our instructional bargaining unit personnel and education support personnel in the return of in-person, on-campus instruction. Our intended instructional model is for teachers to continue with eLearning and deliver it to students from their classrooms. Please select one of the two responses to the question below.

Non-respondents to the survey will be defaulted to response: "Return to school/office and work from the campus/building."

The survey window will close at 5:00 p.m. on Wednesday, September 23, 2020.

Thank you for your service to our school district and taking the time to submit your response.

* Required

1. When on-campus, in-person instruction resumes for students, I will: *

   ○ Return to school/office and work from the campus/building.

   ○ Seek the appropriate leave option. (Note: The District recognizes that not all employees will be able to return to their worksites and requests for accommodations or appropriate leaves will be considered.)

   ☐ Send me an email receipt of my responses

Survey Responses*

12.5%
380
2774
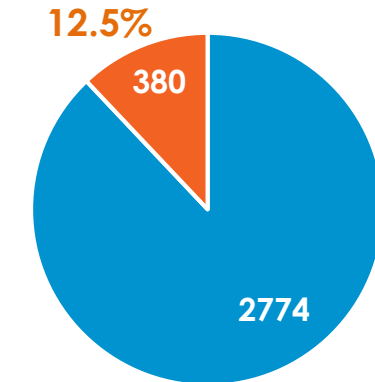
- ■ Return
- ■ Seek Appropriate Leave

*Responses as of 11:00 am 9/18/20

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Determining Family Choices: Parent Survey.

<u>Considerations</u>: The following concepts must be taken into account as parents/caregivers contemplate the decisions they are making for their families:

- The school day for students will continue to be administered through the current eLearning model.

- Students will need to transport their District-issued device or personal device (if possible) to and from school each day.

- Facial coverings must be worn at all times while on campus and school buses.

- All schools' times for eLearning Phase 2 will reflect the 2020/21 Opening & Closing School Times approved by the School Board on May 19, 2020. (Click here to see your child's school times)*

- Parents/caregivers will commit to the chosen option for the remainder of the semester, which is January 7, 2021. Request for changes will be considered on an individual basis.

- Due to space limitations necessitated by physical distancing guidelines, having 100% of our students requesting to be on campus each day or needing transportation may not be possible at all schools.

- All non-respondents will be defaulted to continue with eLearning at home.

* Link to be provided to parents.

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Determining Family Choices: Parent Survey.

Directions:
- The survey administration window is **Tuesday, September 22, 2020 through Friday, September 25, 2020.**
- Parents/caregivers must log on to their children's single sign on launch pad and complete the Reopening Survey.   An individual survey must be completed for each student in their home.

1. **When eLearning instruction in schools begins for students, my child will:**

    (a) continue with eLearning at home
    (b) participate in eLearning on the school's campus

       If (b) is selected:

       My child does not have a District-issued or personal device to bring to school each day and will need a District-issued device if he/she returns to campus.
       (a) Yes
       (b) No

- All non-respondents will be defaulted to selection: (a) continue with eLearning at home.

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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

eLearning: Phase 1 – Overview.

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

- Students receiving instruction at home or at a non-school based location of the family's choosing.

- Teachers teaching from home, from a school classroom, or at a site of the teacher's choosing.

- The curriculum being taught is provided via Canvas, the District's learning management system.

- Class meetings are held via Microsoft Teams.

- All direct services are provided to students via video conferencing using Microsoft Teams.

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eLearning: Phase 2 – Priorities.

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

- Families that wish to remain with the experience of *eLearning: Phase 1* will be able to have students remain at home.

- The master schedule which the students and teachers currently are operating under today will remain the same in *eLearning: Phase 2*. That means students will remain with the grades, courses and teachers that they are currently assigned to for their schedule.

- Families that have the need or desire to have their student supervised during eLearning will have the option to have their student attend eLearning from campus.

- Classrooms, schools, and the District as a whole must be prepared to revert to *eLearning: Phase 1* operating procedures if there are outbreaks of positive COVID-19 cases within schools.

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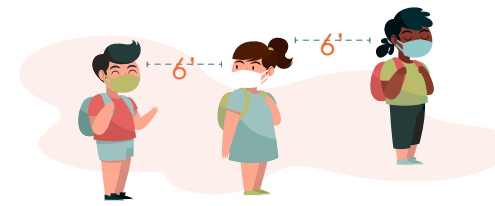
Therefore, the District has will be implementing *eLearning: Phase 2* with the following design features:

- School buildings and classrooms will be set-up to have operation and occupancy compliant with public health guidance, including physical distancing, facial covering/Physical Protective Equipment, and enhanced cleaning protocols.

- Instructional delivery will continue to occur using the current delivery via Canvas and Microsoft Teams.

- Teachers will deliver eLearning from school classrooms to all students ensuring that all instructional delivery, instructional materials, assessments, and other learning experiences are accomplished as under *eLearning: Phase 1*.

- Students will have the option to remain at home.

- Those students who opt to receive *eLearning* from the classroom will be required to:
  - Come to school each day wearing a facial covering, wear the facial covering throughout the day, and comply with pandemic based modifications to the school operations
  - Students in grades 3-12 will bring their school issued, or personal computing device, to and from school each day
  - The District is pursuing having K-2 students have devices available and designated for their individual use

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

eLearning instructional modifications currently in place will remain in effect:

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

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

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

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

Summary

Ensuring High Quality eLearning

- Teachers will continue live instruction via Teams teachers will focus on **grade-level content and instructional rigor**, addressing **learning gaps** as needed within the context of grade-level work while prioritizing content and standards for learning progressions. Students receive a full day of "bona fide" instruction per Florida Administrative Code 6A-1.045111, Florida Statute 1003.436, and other applicable statutes and regulations;
- A well-rounded curriculum addressing all grade level appropriate standards in all required subject areas per Florida Statutes 1003.41 and School Board of Broward County policy;
- Students and teachers following a daily master schedule of classes however, bell schedules will change due to transportation needs
- Canvas is used in all formats (face-to-face, eLearning/Mixed setting) to ensure seamless delivery of instruction

Assessing and Understanding Readiness for Grade Level Learning

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

Status

Next steps

- Leverage existing human capital (School-based Coaches, District Coaches, ESPs, Distance Learning staff, BECON, etc) to provide high-quality exemplary lessons to different sub-group populations and build systemic capacity
- Include production and distribution of pre-recorded lessons available on demand
- Use instructional time to provide interventions at the right moment for each group of students
- Sharing of best practices in mixed learning environments

- Utilize diagnostic assessment platform with instructional interventions built in
- Utilize formative assessment platform and items
- Continue to offer professional development on the analysis of assessment data (diagnostic/formative/summative) and action steps to take from that analysis
- Use formative assessments to identify gaps
- Continue afterschool academic support

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

Legend:
- 🟡 In progress
- ⚪ Not started
- 🔴 At risk
- 🔵 On track

Summary | Status | Next steps

Addressing Commonalities
🟡 *In progress*
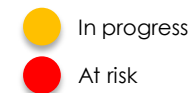
- Focus on the student **commonalities** that are shared in this time of crisis
- Maintain the **inclusion** of each and every learner
- Ensure specials and electives are promoted, embedded and enriched in the curriculum
- Ensure help is available to students across the achievement spectrum
- Promote 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

Next steps:
- Devise ways to reach complex learners in a mixed learning environment
- Ensure tools such as Immersive Reader and other ELL tools are used to reach our second language learners
- Ensure that all students receive a device and internet access despite their FRL status
- Use SEL and Mental Health data to identify how the impact this pandemic has had on our students and staff.
- Virtual counseling sessions
- Mental Health, SEL, Mindfulness sessions deliver from District level (Live & pre-recorded)

Nourishing Teacher and Student Relationships
🔵 *On track*

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

Next steps:
- Provide teachers with best practices of building relationships virtually
- Embed time in daily schedule for mindfulness activities

Providing Outreach and Guidance for Parents
🟡 *In progress*

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

Next steps:
- Video tutorials on Canvas and Teams for families
- Feedback surveys
- Communicate differences when transitioning between phases of eLearning and return to face-to-face instruction

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ESE – Operational Game Plan.

Summary	Status	Next Steps

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

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

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

Next Steps:
- District shares this information with the group
- Teachers and ESPs review IEPs and TDLPs from spring 2020
- eLearning to be adapted in an on-going basis to adjust to student needs

Which Students Attend in Person Learning
- We propose returning early learning & elementary SWDs on October 5, 2020 — 🔴
- We will identify self-contained classrooms, special program, Center school students and/or other sub-populations for priority return to physical instruction — 🟡
- We will ensure that parents maintain the option of continuing in eLearning for the duration of eLearning being offered as a modality — 🟡
- Staff to prepare for students to be be able to receive instructions, therapies, and related services that are able to be physically delivered with COVID modifications — 🟡

Next Steps:
- 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

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

Next Steps:
- Improved communications to families and staff
- Provide training and meeting opportunities for parents and service providers
- Establish date for student subpopulations to return with maximum lead time for families

School Reopening Emergency Policies.

Face Coverings
Policy 2170-E

Code of Student Conduct
Policy 5.8-E

Click here for:

**School Board
of Broward County
Policies**

Sort by:
"New or Revised Policies"

Student Attendance
Policy 5.5-E

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

Personal Protective Equipment (PPE).

Face Coverings

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

Hand Sanitizer

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

Thermometers for Symptomatic Individuals

- Every school will receive a supply of five thermometers.
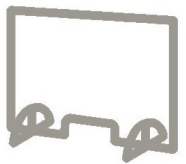
Plexiglass Shields

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

Personal Protective Equipment (PPE): BCPS Emergency Policy.

Face Covering Expectations

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

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

Exceptions

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

- Infants
- Individuals with Medical Certification
- Individuals who are Outdoors (with Physical Distancing)
- For Identification Purposes
- Students with Approval

- At Regularly Scheduled Mealtimes
- Musical & Theatrical Performances
- Strenuous Physical Activity
- Demanding Circumstances
- Employees with Supervisor's Approval

Daily Health Screening.

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

- Do I feel warm, have a fever or elevated temperature (100.4), or have the chills?
- Do I have a persistent cough, runny nose or sore throat?
- Have I recently had a loss of taste or smell?
- Has anyone in my household tested positive for COVID-19?
- Have I been in close, unprotected contact with anyone who has tested positive for COVID-19 (spent longer than 15 minutes within 6 feet of someone who was sick with a fever and cough or confirmed/suspected of having COVID-19?)

- Am I feeling otherwise sick or ill today?
- Am I awaiting test results for COVID-19?
- Have I tested positive for COVID-19?
- Have I been told to self-quarantine or self-isolate by a doctor or District administrator?

If you can answer "NO" to <u>all of these questions</u>, you may proceed to school or work.

Signage (1 of 2).

Handwashing Poster - 11"x17"

Physical Distancing Poster - 11"x17"

Face Covering Required Poster - 11"x17"

Feeling Sick Poster - 11"x17"
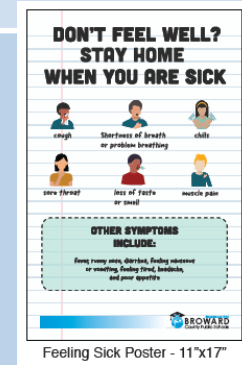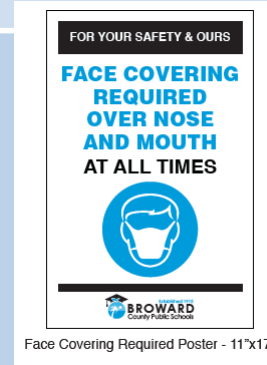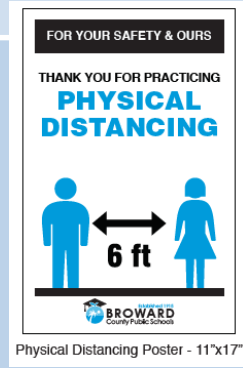
Hand Washing CDC Poster

For each classroom, hallway, entry, etc.

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

☑ **Delivered**

Physical Distancing Poster

For classrooms, hallway, entry, etc.

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

☑ **Delivered**

Face Covering Required Poster

For classrooms, hallway, entry, etc.

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

☑ **Delivered**

Feeling Sick? Poster

For classrooms, hallway, entry, etc.

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

☑ **Delivered**

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Signage (2 of 2).

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

Feeling Sick Table Sign w/
Easel Back - 8.5"x11"
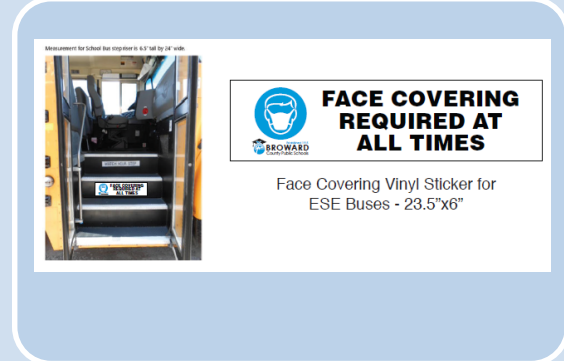
Face Covering Vinyl Sticker for
ESE Buses - 23.5"x6"

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

Physical Distancing Floor Decals

For entries and hallways, 6-feet apart

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

IN PROGRESS

On schedule for completion by 9/25

Feeling Sick Easel Back Sign

For front entry staff areas, cafeteria

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

✔ **Delivered**

Step Well Vinyl Sticker for Buses

For classrooms, hallway, entry, etc.

Quantities:
- ESE Buses – 2
- Regular Buses – 1

✔ **Delivered**

A-Frame Portable Sign Stand

For parent and bus loops

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

✔ **Delivered**

Safety Precaution Implementation: Video.
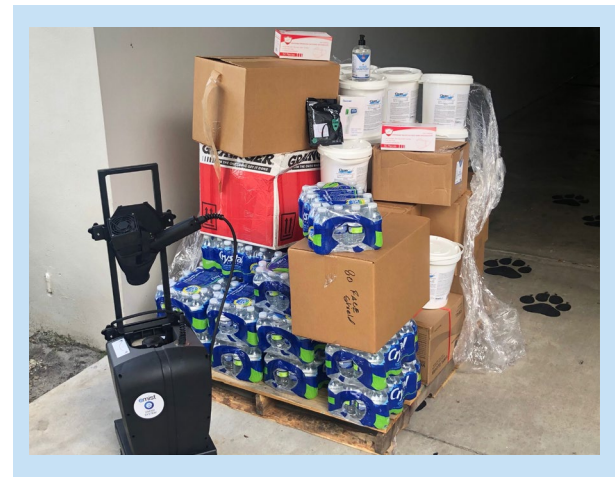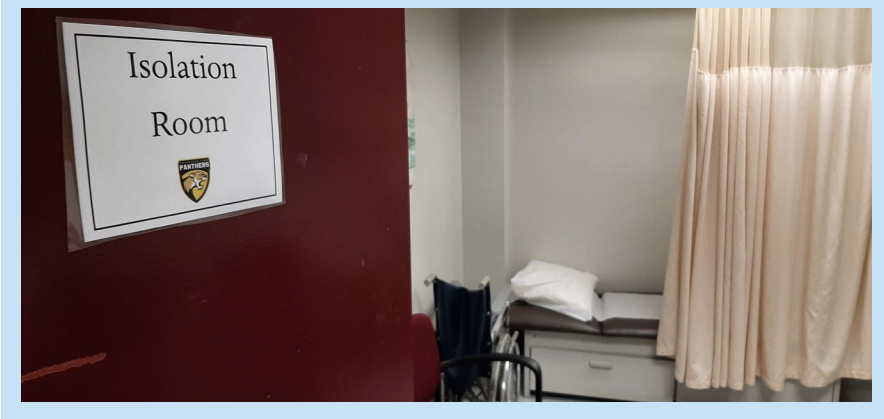
What happens if a student exhibits COVID symptoms on campus? *ILLUSTRATIVE*

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

1

In the classroom

The student is exhibiting a persistent cough every few minutes and tells his teacher he is starting to feel sick.

Teacher calls the clinic nurse, who sends the assigned healthcare personnel from the isolation room to escort the student to the isolation room.

2

Isolation room assessment

The student and the isolation room nurse will be wearing PPE. The nurse will perform a focused assessment of this student (checks temp., pulse, oxygen level, and history of present illness) and calls the student's emergency contact to pick him up, if necessary. If student shows any signs of breathing issues or signs of distress the isolation room nurse will call 911.

Based on the nurses assessment, the isolation room nurse will report a suspected case to the FDOH immediately as well as inform the principal, and Coordinated Student Health Services. The nurse will determine if the student needs to be picked up by parent/guardian.

3

Symptomatic child picked up

The nurse/principal designee will retrieve student's siblings from their classroom and conduct a focused assessment.

To minimize exposure, the emergency contact (parent or other caregiver) stays in car and calls the school's office upon arrival. The parent will be requested to provide information to initiate contact tracing support to FDOH.

If student(s) is not picked up within an hour, school administrator will be notified and follow normal protocol.

4

Suspected case communicated and school cleaned

The isolation room nurse and school principal will consult with FDOH immediately and determine if the student should be quarantined and anyone else who may have been directly exposed.

If determined by FDOH, students and direct exposures should quarantine for 14 days. The principal will notify those individuals who may have had direct exposure to the suspected case (no names included) and recommend they monitor for symptoms, consult with healthcare provider, and get tested.

The nurse will follow up with the student's parent/guardian regarding student's disposition within 24-48 hours and provide resources. The entire school is power-cleaned that night, as standard daily protocols.

5

Next Day

The suspected student(s) caretaker calls a local testing site from the Broward County online list and makes COVID testing appointment or visits a drive through testing site.

If any student identified as direct exposure did not receive the notification to quarantine and arrives at school, the student should be immediately escorted to the isolation room with PPE. The nurse will conduct a focused assessment and calls her caretakers to pick her up. The student shall remain in the isolation room supervised.

9B

Positive Student Test Result

All family and direct exposures must continue to follow quarantine protocols.

The student's family schedules testing again once the student has stopped showing symptoms.

The entire family gets tested again and they all receive negative results a few days later.

The student and his siblings may return in-person after their quarantine/ isolation is completed.

9A

Negative Student Test Result

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

8

Test results received

5 days later the student's caretakers receive test results.

7

eLearning during quarantine

During quarantine students may participate in eLearning.
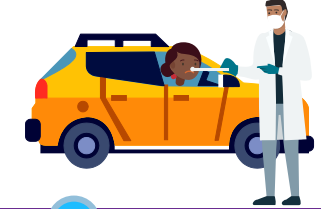
6

Testing site

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

Considerations.

County Contact Tracing Support

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

Quarantine and HR

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

A student, staff, or teacher exposed to a confirmed case is required to complete quarantine (14 days). They may test positive later.

Will that favor some students over others? How do we handle testing equity/ access issues?

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

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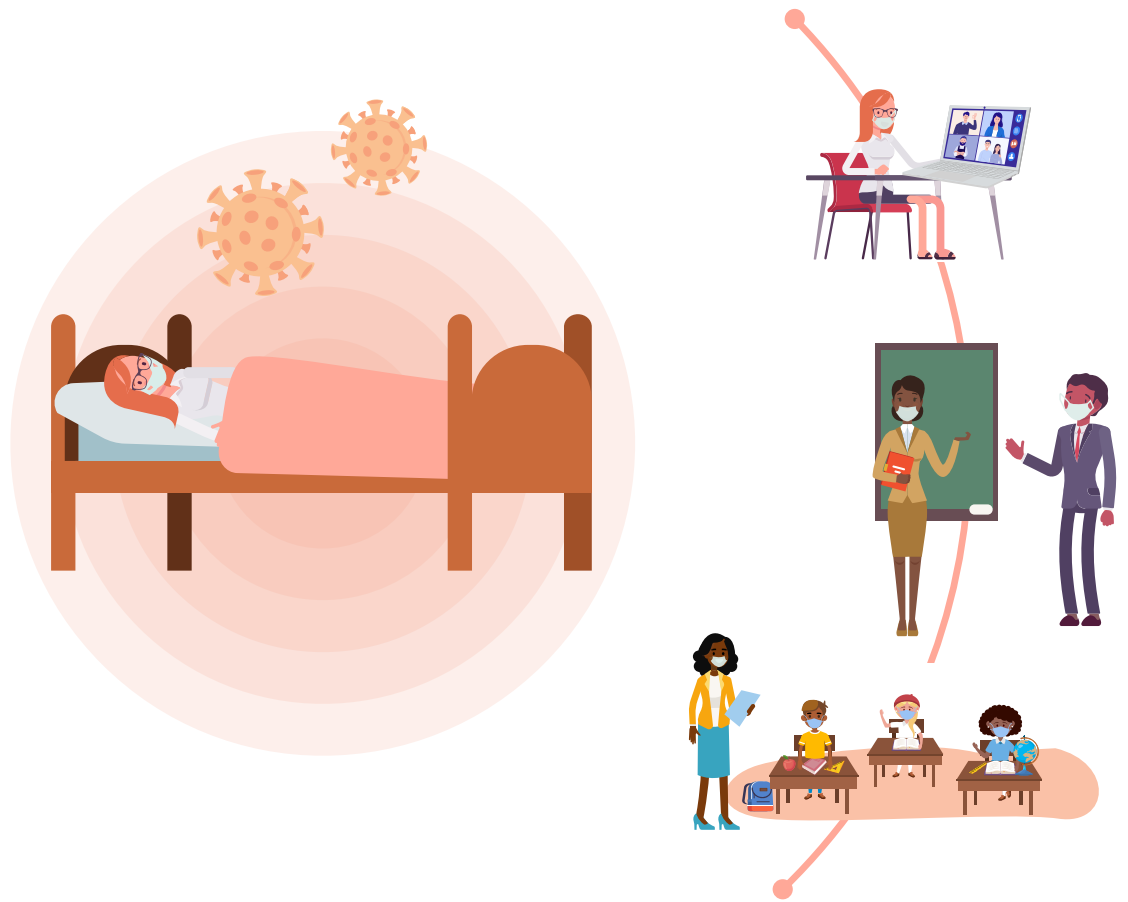
1 The teacher **continues teaching their classes virtually** depending on the severity of their symptoms (the school will provide proper supervision in the classroom).
- This is strictly the employee's decision to continue to teach or not.
- Once symptoms worsen or the teacher feels that the stress or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

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

If none of the above options can be done, then we may have to **divide up the students to other teachers in the school.**
- This would require that the teachers are on the same instructional pace in the same school and brings up a question of class size.

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Health, Hygiene, and Sanitation – Operational Game Plan.

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

	Summary	Status	Next steps
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.	🔵 (On track)	• Confirming schools have received and posted signage according to District guidance.
PPE protocols	• Each student, employee, visitor, vendor or other person are always required to properly wear a face covering while at or inside a school/facility, or other vehicle owned, leased or operated by The School Board of Broward County. Exceptions are identified in the Emergency Policy on Face Coverings. PPE has already been ordered or procured.	🟡 (In progress)	• Finish distributing PPE across schools. • Share additional guidance with ESE staff regarding use of gowns, transparent face masks and face shields.
Standard sanitization protocols	• School staff will conduct daily cleaning of high frequency touch points and special areas. Students will wipe down desks with provided materials, teachers will assist within the classroom as appropriate. Power cleaning will be done 1 or 2 times per week by an outside cleaning provider. Power cleaning includes using electrostatic misters. Emergency cleaning will be done after confirmed/suspected cases. Procurement team has made contact with vendors and has begun negotiations for electrostatic misters and outside vendor(s).	🟡 (In progress)	• Continue to purchase cleaning supplies. • Continue to distribute across schools.
Confirmed/ suspected case protocols	• Families/staff report suspected and confirmed cases online, the principal notifies those directly exposed, staff, and the community depending on the level and duration of contact with the individual. Student/staff required to self-isolate a minimum of 10 days and provide 1-2 negative tests and no fever/symptoms in order to return to school. Local health officials have reviewed these protocols.	🔵 (On track)	• Continue to acquire staff and supplies needed for isolation rooms and protocols.
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.	🟡 (In progress)	• Continue to meet with local health officials. • Continue to reach out to potential partners. • Layout testing support options and info gathered. • Bring options to Cabinet/ Board for decision.

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Safety and Security – Operational Game Plan.

	Summary	Status	Next steps
Security Protocols	• Security staff will remain focused on the primary mission of protecting schools. Campus Monitors and Security Specialists will work with school administrators and staff to help create a positive, orderly, caring, reasonably safe and secure learning environment by continuing to patrol schools, monitor parking lots and gates, and assist with school operations. ID badges are to be worn at all times by anyone on site and should remain visible. With face coverings, this will remain the first measure for student/employee identification.	●	• Continue evaluating and enhancing security protocols in preparation for a physical return to schools. • Area Security Managers will continue working with schools to ensure PPE items have been received and are installed properly.
Visitors	• Visitors should be admitted to schools on a limited basis and by appointment only. There should be restrictions for the general public, vendors and contractors. • Front office employees and security staff should be trained on how to have safe interactions with visitors and PPE should be made available for the visitor screening process as appropriate. • Schools will need to maintain accurate records of visitors, including (1) the reason for visit, (2) contact information, and (3) all locations visited. • District buildings should also establish routing instructions to avoid deliveries through employee or main entrances (to minimize interactions) and create an elevator usage plan that aligns with physical distancing requirements.	●	• Continue to educate security staff on how to have safe interactions with visitors. • Schools to establish delivery routing instructions and elevator usage plans for each District building.
Security Staff	• Security staff will receive necessary PPE including masks, gloves, sanitizer etc. Workers must stay home if they feel ill. Safety and security training materials and schedules are being adapted for virtual delivery to ALL staff. Staff will participate in continued training on COVID-19 protocols (based on latest CDC guidelines). As there may still be limited student and staff presence on campus, all schools will have SRO/Safe School Officer presence, as required by law.	●	• Continue to facilitate regular training for security staff on proper COVID-19 procedures.

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Student Support Strategies – Operational Game Plan.

Summary	Status	Next Steps
Student Attendance Recordkeeping • Teachers will continue to record student attendance in Pinnacle. Attendance will be based on the student's presence in the digital classroom. Students will be counted in attendance during their scheduled class time. Teachers should be flexible and take into account the extenuating circumstances of individual students and may consider other evidence of attendance in these individual cases.	🟡	• Collaborate with the Office of Communications to share updates with stakeholders. • Reiterate policy to teachers, students, and parents regarding reopening for face-to-face instruction.
Mental Health and Social Services Intervention • Provide targeted virtual and face-to-face crisis response, individual, family, and small group counseling; Provide easy access for students to voluntarily request services for mental health, child abuse, homelessness and/or social service needs. Initiate referrals to Behavioral Health Partners as warranted.	🟡	• Collaborate with Office of Communications to promote T.A.L.K. Clever app to students. • Identify students in need of uniforms and school supplies. • Student Housing Questionnaire - explore multiple platforms to send to all BCPS families • Develop protocols for Face-to-Face services
Mindfulness & Social Emotional Learning • Promote well-being, resiliency, agency, and the enhancement of overall personal performance. Assess students' SEL to provide personalized interventions based on individualized needs. Deliver 10 minutes of mindfulness per day in every school. Support instructional design for eLearning by providing toolkits of Canvas lessons and materials, learning options for staff, students, and parents, meet the state-required mental health instruction requirement, promote assessments, screeners, and documented processes for delivering instruction.	🟡	• Continue to develop SEL and Mindfulness toolkits, resources, and professional development. • Identify a managed menu of research-based SEL/mindfulness best practices from existing and pilot programs. • Establish student ambassador programs for SEL/mindfulness and expand school-based clubs. • Utilize referendum school counselors to direct services to students. • Provide support to schools for the development and implementation of effective SEL Action Plans.
Identification of Students for Targeted Services • Emphasis will be given for student identification for targeted services, especially at Tiers II & III, using the following means: Mental health screener; suicide assessment; follow up students in-care SY 20; MSD and Deerfield Beach High schools students; SPARKS schools (BA & Dillard Zones); students on the "F" report and students retained from SY 20; Student self-referrals; Staff referrals for mental health, homelessness, child abuse, and social services.	🔵	• Provide students from MSD, Deerfield Beach, Dillard and BA with mental health screener . • School staff to provide student referrals for mental health, homelessness, child abuse, and social services. • Manage and monitor student needs for hotspot and internet service.
Professional Development • Professional development will be offered district-wide to specific groups, on various topics, for information and support to strengthen staff confidence working in the eLearning space. Training topics include: conducting daily mindfulness activities, identifying and responding to trauma, psychological, as well as mental health first aid, We will provide families with access to workshops and resources to support learning from home.	🔵	• Promote Canvas course for SISP (Specialized Instructional Support Personnel) and schedule additional trainings sessions. • Create and post video training for HEART, Foster Care, and Child Abuse and Neglect Prevention Designees.

Transportation – Operational Game Plan.

| Model selection[1]	**1**	**2**	**3**
	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	Maximum seat availability serves ~20-25% of the student population	Requires $40+ million in funding, including bus, fuel , maintenance, infrastructure / over head	Parents may find it uncomfortable with relaxed physical distancing guidelines
	Option may meet demand if significant population:	Procuring additional ~500-700 buses, hiring 600+ drivers, and building the support infrastructure may not be possible by Oct 2020	Depending on final demand and mitigation plans, may be able to accommodate CDC physical distance guidelines when possible
	▪ opts into full eLearning		
	▪ of eligible riders "opt-out" of transportation services		
	Limits seat availability for students who want to opt in to in-person learning later in the year		

Prioritization of Student Ridership

Driver ● Student ● Monitor *(optional)*
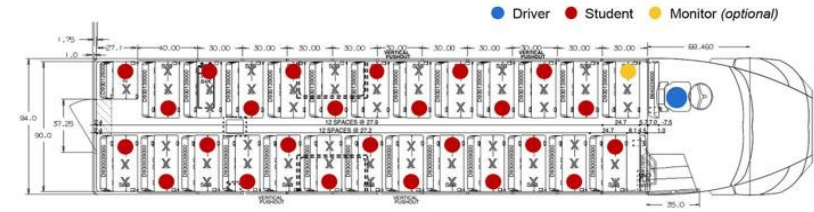
Recognizing the typical bus can accommodate **approximately 26 students** while maintaining one student per seat.

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

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

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Transportation – Operational Game Plan.

Summary

Status

Next steps

Routing for proposed reopening model (near-term)

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 stored in the routing system).
- Completed routing Scenario #2 Aggressively routed **all identified ESE students under strict CDC guidelines** (Center and Cluster Sites only).

- Completed routing Scenario #3, where **all ESE students and 50% Gen Ed students are routed under CDC relaxed guidelines** ready for implementation and execution by the District (all date stored in the routing system)

🟡 In progress

- District to finalize in-person student population and confirm routes for eligible riders/students
- Notify all stakeholders, including sending out mailers and communicating via virtual platforms

- Finalize in-person requirements based on model selection
- At appropriate time, notify all stakeholders, send out mailers, etc.

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

🔵 On track

- 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.

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

🟡 In progress

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

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.

🔵 On track

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

Food and Nutrition Services – Operational Game Plan.

Legend:
- 🟡 In progress
- ⚪ Not started
- 🔴 Critical
- 🔵 On track

	Summary	Status	Next steps
Model(s) focused on feeding maximum students	• All Elementary, Middle and High schools kitchens open for meal service • Students reporting to school will receive meals via the Traditional Meal Service Line • All Students and Community Children will have access to meals using the established "Grab and Go" Model • Principal/Manager Reopening Tool to determine individual specifics at each School Site	🟡	• Develop and Send Reopening Tool • Gather information for further model modifications at school sites
Meal Reimbursement/ Staffing	• Employee Staffing is based on meal counts; meal reimbursement generates revenue to support Labor Expense • All employees reported for scheduled shifts as of the 189 day calendar • Summer Feeding Program Transition- USDA Waiver- September 8th-December 31st • Supper and Snack Program begin October 5th under new Waiver	🔵	• Continue collection of Meal Benefit Applications for Waiver End and District Eligible Programs • Incorporation of Saturday Feeding • Implement Supper and Snack Feeding
Adult Meals	• Adult Meal Funding has been exhausted. The National School Lunch Program does not allow for reimbursement of Adult Meals. The District Grants Department has collaborated with Food and Nutrition Services to engage donations	⚪	• Solicit guidance and alternatives for providing Adult Meals
Sanitation and Cleaning	• Dependent on selected model; may be dependent on BTU Contract for duty free lunch and/or facility personnel staffing for waste disposal	🟡	• Initiate/Continue conversations with unions • Training implemented when Staff returns to school

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Food Service models alternatives considered.

	Breakfast	Lunch	After Care Supper
Meal Service and Consumption in the Cafeteria	1. Traditional Line- students proceed through the serving line and point of sale 2. Students proceed to the dining room to eat 3. Students discard waste in SOMAT, compactor or trash cans	SAME	1. Traditional Line- students proceed through the serving line and point of sale 2. Students proceed to the dining room to eat 3. Students discard waste in trash cans
Meal Service in the Cafeteria, Consumption in the Classroom/Outdoor area	1. Traditional Line/"Grab and Go"- students proceed through the serving line and point of sale 2. Students proceed to their classroom to eat 3. Facility Service Person pick up waste vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans	1. Traditional Line- students proceed through the serving line and point of sale 2. Students proceed to the classroom or outdoor eating area 3. Facility Service Person pick up waste vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans	1. Traditional Line- students proceed through the serving line and point of sale 2. Students proceed to the classroom to eat 3. Students discard waste in trash cans
Meal Service and Consumption in the Classroom	1. Food and Nutrition Services prepares and packages meals. School Staff picks up and delivers "Grab and Go" meals, completes/returns Tally Sheet- all students receive the same meal, no choices 2. Teacher Assistance Required- meal distribution/point of sale 3. Facility Service Person- additional waste pick up vs. students return to cafeteria to discard waste in SOMAT, compactor or trash cans	SAME	Option not available
Meal Service Curbside Grab-and-go for students online learning	1. Pre-bagged meals available for pickup on designated day and time. 2. Distribution on Tuesdays and Thursdays (Times based Administrative Discussion)	SAME	SAME

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Space Utilization – Operational Game Plan.

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

	Summary	Status	Next steps
School space square footage	• Based on early parent survey results indicating that some students want full time, face-to-face learning, and others want to continue the eLearning model, it is predicted that when schools physically reopen, schools will be able to accommodate students in either model while maintaining physical distancing.	🔵 On track	• Since schools opened virtually, the key to planning for opening face to face will be the survey of students wanting to participate in either model.
Allocation of specific school spaces to special populations	• Physically distanced classes will be scheduled at the school level. The allocation of particular school spaces to specialized student populations will occur during the master scheduling process.	🟡 In progress	• Allocating specific classroom spaces will be part of scheduling special student populations on campus. The scheduling of special population students is not expected to decrease overall school space availability.
Identify optimal physical distancing school capacity	• Each school's optimal physical distancing capacity will be identified at the cadre level collaboratively with principals and, along with teacher availability, will be a major driver in determining master schedules.	🟡 In progress	• Along with enhanced safety and sanitation protocols, observing optimal physical distancing class size limits will allow a safe return to a face-to-face learning.

Child Care – Operational Game Plan.

Summary | Status | Next steps

Eligibility for care

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

Provider

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

Recruitment and Training

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

Content and Scheduling

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

Health and Safety

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

Next steps

- **Before & After School Child Care programs will be ready when schools resume in-person.**

- Make online registration at school locations available to families.

- We will continue to advertise programs available.

Partnerships – Operational Game Plan (1 of 2).

Summary

Status

Next Steps

Identify Needs

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

- Constant re-evaluation of needs

Identify Partners

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

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

Develop a Partners Survey

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

- Continue to share survey with potential partners

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Partnerships – Operational Game Plan (2 of 2).

In progress ● (yellow)
At risk ● (red)
Not started ○ (white)
On track ● (dark blue)

Summary | Status | Next Steps

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.

● (In progress - yellow)

- Constantly update the list for the latest additions or deletions

Data Use

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

● (On track - dark blue)

- "Heat Map" developed & posted

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.

● (On track - dark blue)

- Continue to share clarification and guidance with the partners

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

🟡 In progress ⚪ Not started
🔴 At risk 🔵 On track

Summary | Status | Next steps

Facilities Preparation

Phase 0 (No Students) Proposed: June 29-September 18
- Each school prepares its individual site for entry, exit, screening areas, and potential workout areas to abide by CDC guidelines
- PPO prepares athletic fields
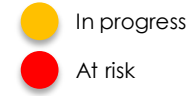- Staff received training

🟡

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

---

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

Phase 1 (BCAA will provide safe start date, "official" launch date determined by school-based administration) Proposed: September 21-September 25
- Trained staff screen each athlete, and if clear, assign athletes to a pod (groups no larger than 10)
- Week 1: all activity is OUTDOORS
- After week 1: weight rooms and gyms are opened as additional training spaces

🟡

Phase 2 Proposed: September 29-October 9
- Pod sizes are increased (up to 10 inside, 25 outside according to CDC guidelines)
- Weight room protocol changes are implemented

🔵

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

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Opening of All Athletic Facilities

Phase 3 Proposed: October 12-October 23
- Open all facilities, including locker rooms and training rooms
- Enlarge pods (up to 50 per CDC guidelines) and allow more sports-specific practice.
- Provide 4 weeks of conditioning and practice prior to participating in any competition.

🔵

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

---

Other Programming

- ALL CLUB, BAND, SGA, NHS, FFEA, ROTC and Academic Games will continue but will only be delivered virtually for the first quarter
- All Applied Learning Programs continue but will only be delivered virtually 1st semester
- The Department of Athletics is working closely with Miami-Dade and Palm Beach to align for a tri-county championship series, as we collectively are opting-out of the FHSAA State Series for Fall sports only!

🟡

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

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Technology – Operational Game Plan.

Legend:
- 🟡 In progress
- ⚪ Not started
- 🔴 At risk
- 🔵 On track

Summary | Status | Next steps

Device Expansion

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

Next steps:
- Communicate with schools regarding existing Year 1 technology Refresh orders
- Publish Fall 2020 Device Distribution Guidelines
- Continue to collaborate with existing partners as we transition into Year 2 of the Refresh Project
- Collaborate with the Office of Service Quality and Academics to provide training in the uses of the audio-visual conferencing for synchronous eLearning

Home Internet Access

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

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

Technical Support

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

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

Cybersecurity

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

Next steps:
- Publish Cyber Security Incident Handling Guidelines

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School Calendar – Operational Game Plan.

Summary

Status

Next steps

- Operationalizing the calendar across the district.

School Calendar

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

Teacher Planning & Early Release Day (ERD)

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

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

In progress — **Not started**
At risk — **On track**

Summary

Status

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

E-Learning Phase 2

- Discussions continue regarding our employees (and family situations) in need of an accommodation due to an underlying medical condition(s) which may place them at higher risk and our ability to provide opportunities for alternative assignments or remote working assignments. Continuing to negotiate the criteria and the process which would be implemented to review such requests and determine these work assignments.

- Looking into the feasibility to create a new **COVID-19 sick leave bank for employees** who are not eligible to join the established sick leave banks in October 2020.

- Modification of the current **Sick Leave Policy** to include employee to employee sick leave donation.

- Discussions regarding to move a **Teacher Planning Day** and convert two (2) student regular school days to two (2) **Early Release Days** for the purpose of providing time for teachers to prepare to return to the physical campus.

Next steps

- The District is continuing discussions with the BTU regarding the process and criteria to be utilized to address these requests. This is a priority item and will be completed as soon as possible.

- Continuing discussions with the BTU regarding the establishment of **a new sick leave bank** with differentiated benefits for employees who do not meet the criteria for membership.

- Currently drafting an emergency policy to be brought forward for Board approval.

- Continuing discussions with the BTU regarding preparation time for teachers prior to reopening which will be codified in the executed MOU.

In progress   Not started

At risk   On track

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

E-Learning Phase 2

Summary

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

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

Status

Next steps

- Continuing discussions regarding the possibility of this option.

- Continuing discussions regarding the possibility of this option.

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

Summary

Status

FFCRA Emergency Paid Leave- Expanded FMLA

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

ADA considerations

- An employee may apply for an accommodation if they feel they have a qualifying condition if they are not able to return to work or may need an accommodation to return.

Accrued Sick leave/annual leave

- Employees may also use sick leave, if applicable.

Sick Leave Bank

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

Family Communications – Operational Game Plan.

🟡 In progress ⚪ Not started
🔴 At risk 🔵 On track

Summary

Status

Next steps

Strategy

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

🔵

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

Tactics

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

🔵

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

Communications

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

🔵

- Continue production on all deliverables

2024 Strategic Plan Commitment.

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

Appendix

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

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

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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.
- **HyFlex:** hybrid flexible, or HyFlex, course format is an instructional approach that combines face-to-face and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online.
- **Lean Six Sigma (LSS)**: A methodology designed to drive continuous improvement across an organization.
- **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.

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

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

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

Click here for details:

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