



**SCHOOL REOPENING 20|21**  
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**Broward County Public Schools**

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

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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 16<sup>th</sup>, 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 19<sup>th</sup>, 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.
- On a biweekly basis, the District will revisit its decision on the most appropriate learning model under prevailing circumstances. A regular agenda item on school reopening will be presented to the School Board, with the opportunity for public review and comment. When 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 begin 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 <sup>2</sup> (blue), MDC (orange), NYC (green)
<b>Disease progression</b>	Infection rate (CDC, FDOH, MDC, NYC) Mortality rate (FDOH) Localized case counts School/District known infections Demographic infection rate (FDOH) Number of ER/Outpatient visits for ILI (CDC, FDOH)	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 <sup>1</sup> (NYC) Number of ER/Outpatient visits for CLI (CDC, FDOH)
<b>Ability to manage the spread</b>	Quantity and quality of contact tracing (MDC) Test results turnaround time (CDC, FDOH) Testing positivity rate (CDC, FDOH) Daily testing availability and access (CDC, FDOH, MDC)	Regular immunizations received (MDC)
<b>Health system capacity</b>	ICU bed capacity (CDC, FDOH, MDC) ICU occupancy (CDC, FDOH) Daily hospital census (FDOH)	Ability to treat patients without crisis care (CDC) COVID hospitalization rate (CDC, FDOH)
<b>District safeguards</b>	Availability of PPE (e.g., masks, gloves, gowns, plexiglass, etc.) (CDC) Availability of cleaning materials (e.g., sanitizing equipment, etc.) (CDC)	

District will revisit the decision on the most appropriate learning model for the circumstances on a biweekly basis

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 Thigal of the Florida Department of Health; ongoing tracking of many other indicators

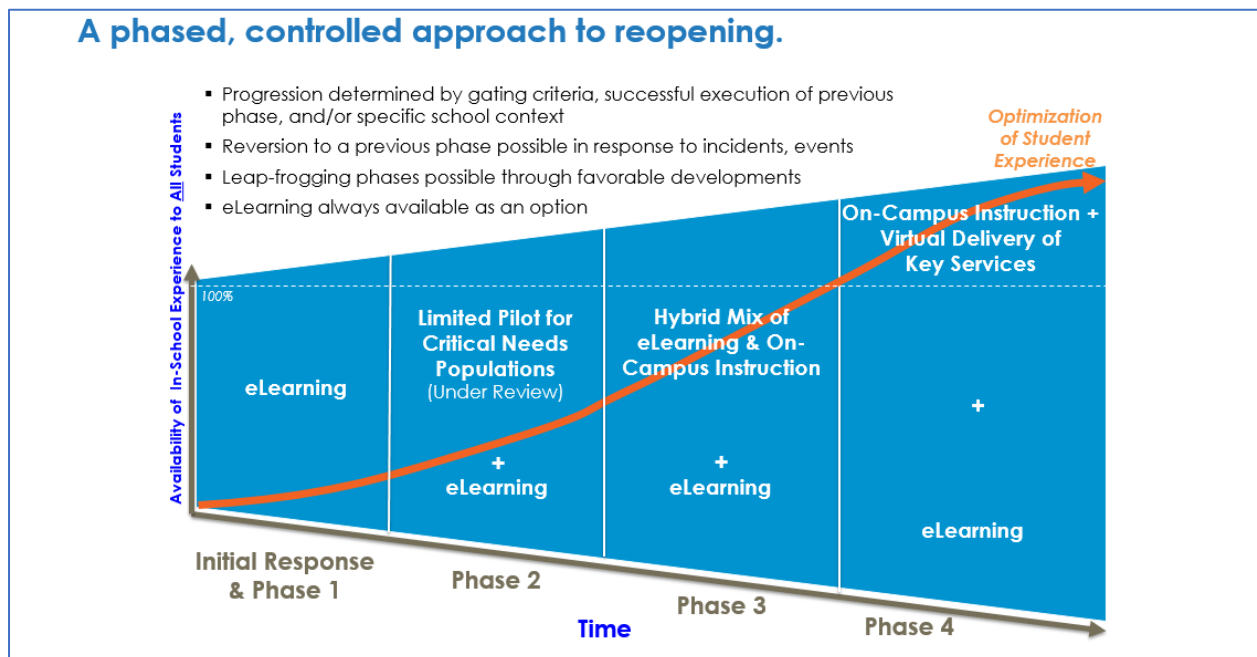
As BCPS prepares for the start of school, it wants to keep families informed of its plans to continue its mission to educate all students for future success. This 2020-21 School Reopening Plan builds upon the content shared with the School Board and the public over the summer and summarizes adjustments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

BCPS desperately wants schools to open for face-to-face learning, as it knows how important the work of the District is for meeting the critical needs of students and families. Three things are required to open schools in Broward: (1) controlled spread of COVID-19; (2) new protocols that provide for the health and safety of students, teachers, and staff and gives them the confidence to return to campus; and (3) sufficient funding to pay for the required protocols and to cover significant shortfalls in revenue.

BCPS’s 2020-21 School Reopening Plan, which includes health and safety protocols and strategies for improving the eLearning experience, addresses only one of those three considerations. Controlling the spread of the disease will require sacrifice and changes in behaviors. It will require that everyone in the Broward community work together to contain the spread of COVID-19 by wearing masks, by physical distancing, by washing hands, and by staying away from crowds. Altering the direction of the pandemic will also require a widely available, timely, and effective testing and contact tracing infrastructure.



## The School Calendar

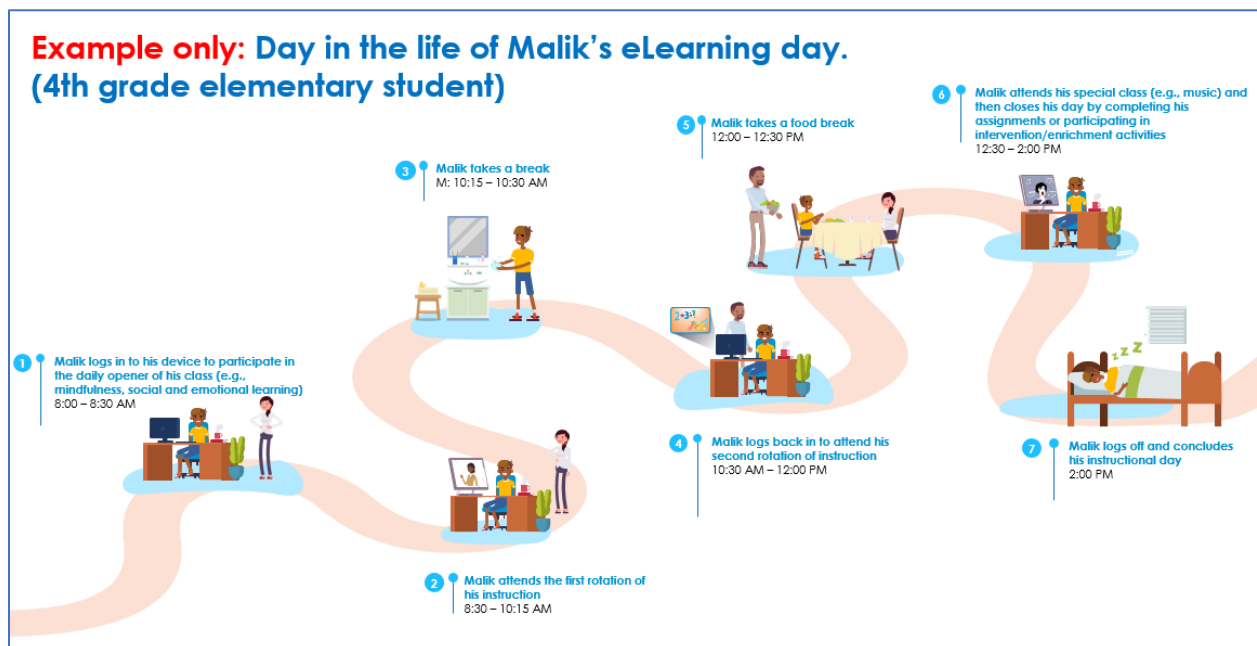
The school calendar has not changed. The current School Board-approved [Broward 2020-21 School Calendar](#) remains in compliance with State laws, rules and collective bargaining agreements. Although no changes have been made to the 2020-21 school calendar as of August 10<sup>th</sup>, it continues to 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*.



## Example only: 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**

## Example Only: 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 - 10:30 AM
Period 3	10:35 AM - 11:30 AM
Lunch	11:30 AM - 12:00 PM
Period 4	12:00 PM - 12:55 PM
Period 5	1:00 PM - 1:55 PM
Period 6	2:00 PM - 2:55 PM

Teachers will teach 5 out of the 6 courses<sup>2</sup> for a total instructional time of about ~4 hours and 35 minutes. The other period will be used as planning time

### Block schedule<sup>1</sup>

All high-school and ~1/3 middle schools

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

Teachers will teach 3 out of the 4 courses<sup>2</sup> 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 <sup>3</sup>	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)

## 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 for 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.

**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.

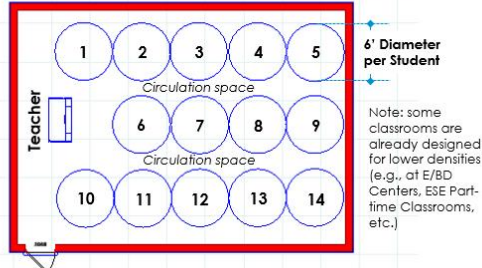
However, principal vetting of preliminary space calculations may significantly reduce or increase a school's total available capacity, as may other factors such as available staffing levels, educational programs or populations of students with specific space requirements. Several principals participated 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 cost<sup>1</sup>**

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

<sup>1</sup> 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.
- Face coverings must be worn properly, covering both mouth and nose, per policy.

**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.

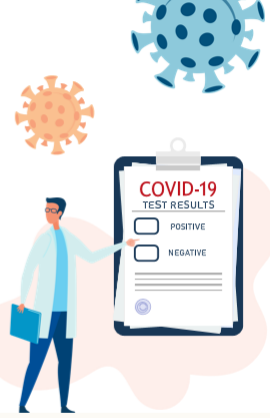
**Quarantine Protocols.** Confirmed or suspected cases will be required to self-isolate for at least 10 days after symptoms first appeared. Two negative coronavirus tests more than 24 hours apart (for confirmed cases) and one negative test (for suspected cases), along with a doctor's note, will be required 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"> <li>1. <b>No fever for &gt;72 hours</b> (without use of medicine); AND</li> <li>2. <b>Symptoms have improved</b>; AND</li> <li>3. <b>Quarantined at least 10 days since symptoms</b> first appeared; AND</li> <li>4. <b>1 negative test</b> (at least 24 hours after developing symptoms)</li> </ol>
	Confirmed	<ol style="list-style-type: none"> <li>1. <b>No fever for &gt;72 hours</b> (without use of medicine); AND</li> <li>2. <b>Symptoms have improved</b>; AND</li> <li>3. <b>Self-isolated at home at least 10 days</b> AND</li> <li>4. <b>2 negative tests &gt;24 hours apart AND note from Provider (students)</b></li> </ol>
Direct exposure	No symptoms	<b>Complete 14 days quarantine, continuously monitor for symptoms</b>
	Develops symptoms	<b>Must follow procedures for a confirmed case</b>
	Co-habitation	<b>Complete 14 days quarantine</b> from the last day of close contact with infected person, <b>monitor for symptoms</b> and provide <b>1 negative test result</b>
Indirect exposure	<b>Self monitor for symptoms, no testing or quarantine requirement</b> 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 19<sup>th</sup>, and that the earliest any students will be brought onto campus for face-to-face instruction will be on August 31<sup>st</sup>.**

### 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: **"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 (although times may be

adjusted based on meal distribution data collected by the District). 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 18<sup>th</sup> for training and meal packaging. Staff will also be trained on COVID-19 protocols, including cleaning procedures. Effective August 19<sup>th</sup>, 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 19<sup>th</sup> through September 4<sup>th</sup>, 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 meet rider demand, 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 that help prevent viral spread.

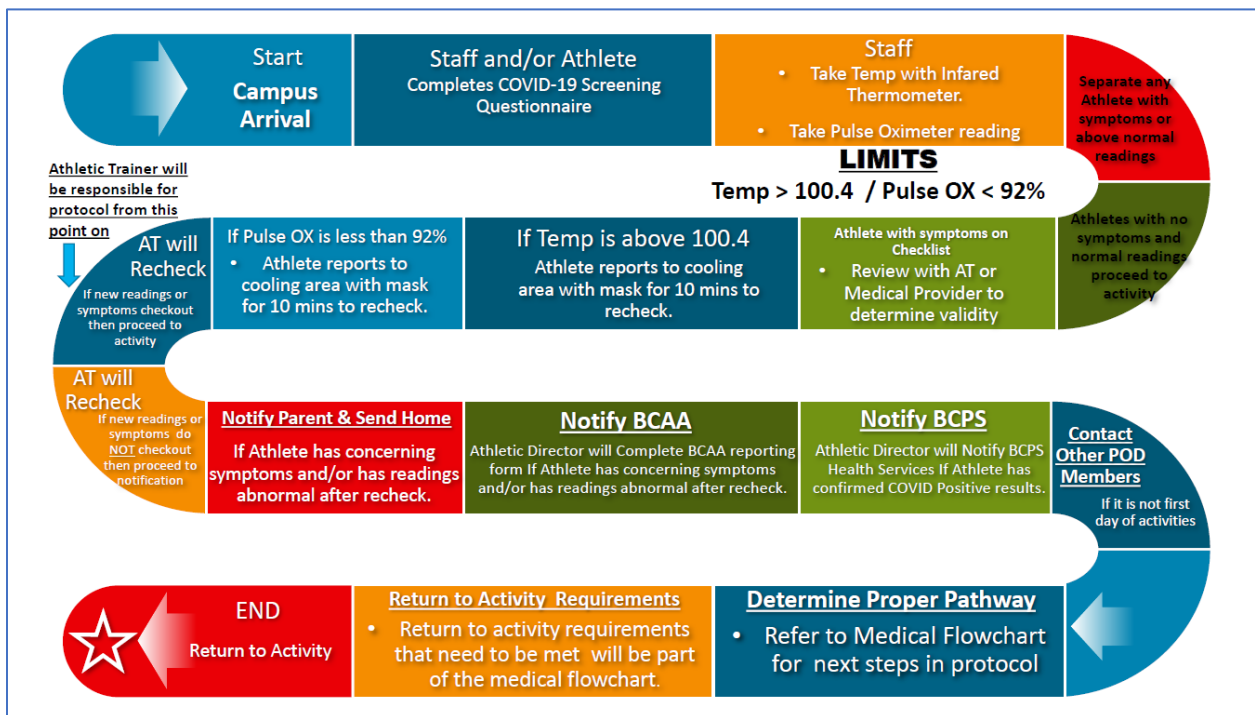
## What will a return to Athletics and other programming look like?

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 concept of 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 the visit, (2) contact information, and (3) all locations visited in the event contact tracing and additional cleaning are 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 19<sup>th</sup>, 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; <b>list of fee-based private providers by zip codes</b> will be offered to parents	<b>Provided</b> , subject to school-specific availability, at the location, after school day ends
Children of District staff	Likely to be <b>provided on a zone basis</b> at under-enrolled schools, or on-site if possible	<b>Provided</b> , 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. An agile approach will be necessary for the District to be adequately flexible and responsive to changing conditions. A relentless focus on continuous improvement will also be essential through every phase.

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

