



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

# **Broward County Public Schools**

*Submitted: July 31, 2020*

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org)

## 2020-21 Florida's Optional Innovative Reopening Plan

### Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

### Directions

Districts shall complete this form and email to [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org). This form must be received no later than July 31, 2020. The subject line of the email must include **Broward County Public Schools Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

☐ **Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

☒ **Option 2:** The district completes the Department's template provided later in this document.

### Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: \_\_\_\_\_

Broward County Public Schools (BCPS) will re-open on August 19, 2020.

The eLearning Innovative Model to be implemented by BCPS will ensure:

- Students receive a full day of "bona fide" instruction per Florida Administrative Code 6A-1.045111, Florida Statute 1003.436, and other applicable statutes and regulations;
- A well-rounded curriculum addressing all grade level appropriate standards in all required subject areas per Florida Statutes 1003.41 and School Board of Broward County policy;
- Students and teachers following a daily master schedule of classes that is the same schedule that they will follow upon return to brick-and-mortar instruction;
- Option of afternoon-evening school day schedule for parents of elementary grade students;
- Access to adopted text books, instructional materials, and supplemental support applications through secure single-sign on functionality at <http://sso.browardschools.com>;
- Individualized school and class/course assignments via the District learning management system (Canvas) to provide communications (announcements and teacher-student messaging), discussion boards, assignments, materials, and additional instructional support;

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- Daily face-to-face interaction with teachers and students via video chat using Microsoft Teams.
- All required instruction per Florida Statute 1003.42;
- Mental and Emotional Health Education per Department of Education Rule 6A-1.094121;
- Accommodations, per individual student documentation, for Students with Disabilities, Section 504, English Language Learners, Response-to-Intervention (RtI), and health conditions.
- Supplementary academic support including school counseling, availability of tutoring, and similar services. This includes the ability to request and receive group and individual services delivered synchronous video chat (Microsoft Teams) and asynchronous text and video support.;
- Supplemental academic support for secondary students will be provided via evening help sessions with certified teachers.
- The required spectrum of supplementary services in the domains of social-emotional, mental health, and other developmental support including social work, family counseling, and similar services to promote healthy, holistic personal and social development. This includes the ability to request and receive group and individual services delivered synchronous video chat (Microsoft Teams) and asynchronous text and video support.



Public information for BCPS parents and community on the eLearning resources including accessing instructional resources, the learning management system, supplemental services and additional information can be found at <https://www.browardschools.com/learningnevercloses>.

The BCPS eLearning model for 2020-21 has been designed with the successes and lessons learned from the distance learning period of 2019-20. Select graphics to illustrate the assertions provided above, presented to the School Board of Broward County on July 22, 2020, are provided below:

### Updated eLearning Schedule.

#### Working assumptions

- **100% eLearning model.**
- **State requirements** for time allocation to instructional content remain the same (e.g. 90 min reading block).
- Teachers will be encouraged to teach eLearning and work **from their classrooms**. All staff, including teachers, who are unable to perform their assigned job functions remotely will be expected to work from their worksite.



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### Guidance required from the Board

#### Overall



- 1 Proposed number of live instructional hours to be 5 hours, including both instruction and face to face support during class<sup>1</sup>

#### Elementary school

- 2 Schools to offer evening sessions for K-5 grade level<sup>2</sup>
- 3 Schools to start at 8 AM and leverage the updated eLearning schedule

#### Secondary school

- 4 Schools maintain existing master schedule but will start at 8:30 AM
- 5 Schools to introduce evening academic support model



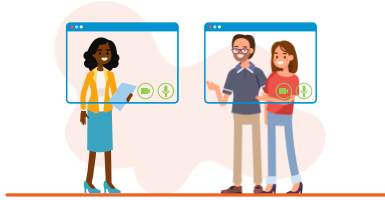
1. Does not include office hours before and after school  
2. Includes all elementary schools and K-8 schools

Significant structure to the learning day is assured with flexibility for families provided through the option of a later school day.

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### Elementary schools to add in a late afternoon/early evening class schedule for live instructional time.

#### Objective



Flexibility for parents / guardians who work during school hours and find it difficult to support their young children in eLearning

#### Proposed plan



The evening schedule will have the same curriculum as the morning shift, but later in the day

- Dedicated grade-level teachers who will only teach in the evening
- Evening teachers will teach the same courses and have the same number of live instructional hours as the morning schedule
- Students will be rostered/assigned to the evening teacher

#### School operations



Schools will build a schedule according to family demand and teacher preference (e.g., will survey teachers and students who want to opt in for evening schedule)

District teacher staff may be utilized to support capacity (e.g., an individual school may not be able to meet the student demand if there is not enough teacher supply)



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Teacher led instruction is provided by the same structured school day under both eLearning and brick-and-mortar modalities of school operation. Teacher-student relationships are the foundation of student engagement, achievement, and academic success.

### ILLUSTRATIVE: Components of an elementary school schedule.

#### Standard schedule<sup>1</sup>

Teacher planning and parent video conferences

Daily opener<sup>2</sup>

Read aloud

Whole group standards-based ELA instruction

Small group rotations / CAI<sup>3</sup> / independent activity

Break

Whole group math instruction

Small group individualized math instruction

Content specific; social studies / science / phonics

Food break

Specials<sup>4,5</sup>

Teacher led tiered instruction<sup>6</sup>

Teacher planning and parent video conferences

#### Morning shift

7:30 AM

8:00 AM

8:30 AM

8:45 AM

9:15 AM

10:15 AM

10:30 AM

11:00 AM

11:30 AM

12:00 PM

12:30 PM

1:00 PM

2:00 PM – 3:00 PM

#### Evening shift

2:00 PM

2:30 PM

3:00 PM

3:15 PM

3:45 PM

4:45 PM

5:00 PM

5:30 PM

6:00 PM

6:30 PM

7:00 PM

7:30 PM

8:30 – 9:30 PM

#### Teacher live instructional time

-

30 minutes

15 minutes

30 minutes

60 minutes

-

30 minutes

30 minutes

30 minutes

-

-

60 minutes

-

Total live instructional time

~4 hours 45 minutes

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

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

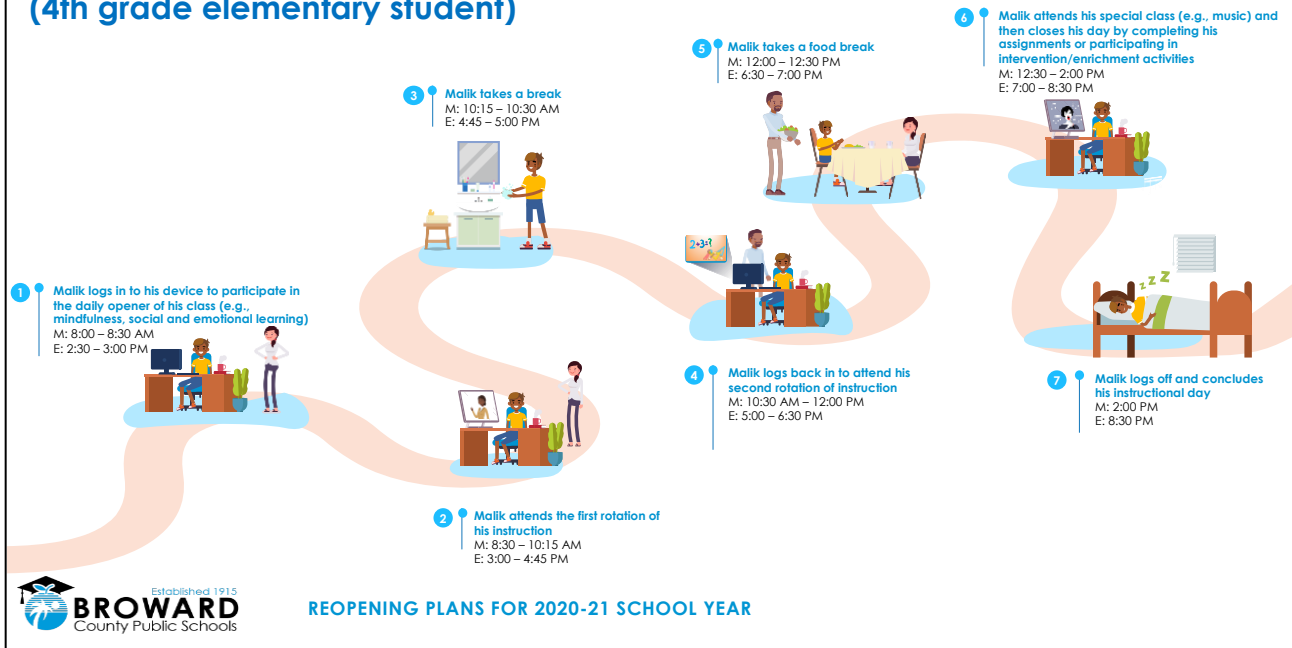


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BCPS students will engage in a full day of teacher led instruction with families of elementary students having the option of a standard day time schedule or an afternoon/evening schedule.

### ILLUSTRATIVE: Day in the life of Malik's eLearning day. (4th grade elementary student)



BCPS middle and high school students will follow the same course master schedule structure as previous years at their enrolled secondary school. Additional evening academic support will be available.

### ILLUSTRATIVE: Schedules for secondary schools.

#### Straight schedule

~2/3 of Middle schools

Schedule	Time
Period 1	8:30 AM - 9:30 AM
Period 2	9:35 AM - 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

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

#### 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

**\* NOTE:** This slide was modified after the SBBC Workshop on 2020-07-22 to correct Times on the "Straight Schedule".

#### 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

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

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Secondary students will engage in teacher led instruction, peer collaboration, and individual productivity within a structured classroom environment.

### An Example of a Secondary Classroom:

#### Whole group lesson (20 – 30 minutes)

Begin each class with **HELLO** and building relationships (teacher to student & student to student [10 minutes])

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

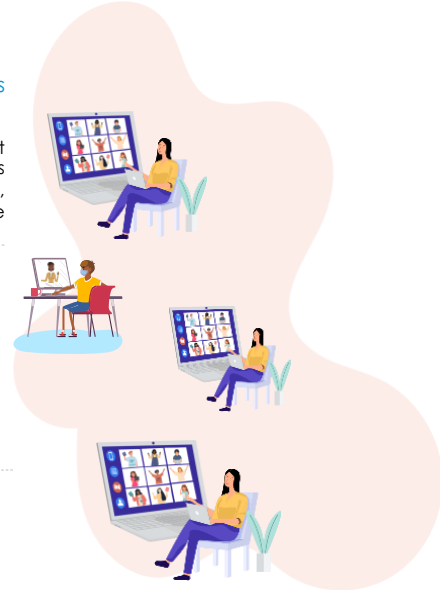
#### Individual/Small Group work (20 – 40 minutes)

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

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

#### Lesson closure (10 minutes)

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

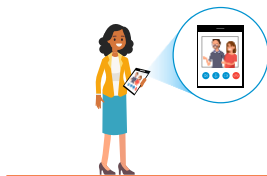


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Supplemental supports will be available both within and beyond the instructional day.

### Secondary schools to consider additional academic support in the evenings.

#### Objective



**Flexibility for parents / guardians who work during school hours** and find it difficult to support their middle/high school aged children in eLearning

#### Proposed plan



**Certified teachers will provide instructional support in the Core Academic Areas** (Math, Science, Social Studies and ELA)

**Teachers can refer students to after hours for live instructional support** as needed via video-conferencing

**District wide option of Community School (North/South) services will continue** for students that are credit deficient regardless of the additional student support model

#### School operations



**Schools will build master schedule based** on the students' needs and interests

**Schools will identify one course teacher by subject area** to provide academic support during the evening hours

**District teacher staff may be utilized to support capacity** (e.g., an individual school may not be able to meet the student demand if there is not enough teacher supply)



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The complete BCPS curriculum will be provided under both eLearning and brick-and-mortar school operation. This includes providing students with instruction in a wide variety of applied learning opportunities through elementary school specials and secondary school electives.

### Applied Learning: Specials, Electives, and a Well-Rounded Education.

#### Elementary

- Scheduled as Special within school day
- Separate Canvas course & Teams Meeting
- Same teacher teaches multiple grades
- Clubs at schools
- Assessments and Gradebook

#### Secondary

- Separate courses within master schedule
- Separate Canvas sections
- Sections sometimes stacked (e.g. band, choir)
- Often have extra-curricular option
- Competitions both within and outside District

**Art – Music - Debate**

**Physical Education – STEM – Robotics**

**Computer Science - Media Skills - Theater**



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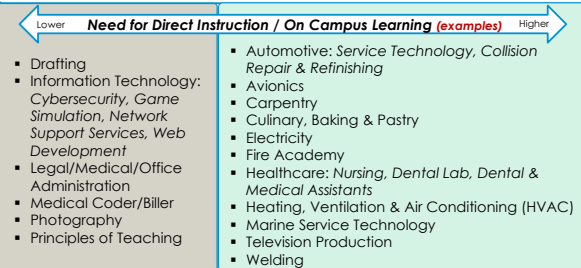
Additionally, BCPS is committed to continuing the outstanding career and technical education programs offered at its Technical Colleges, on its high school campuses, and in middle school course offerings. While all CTE programs have much, if not all, of the instruction able to be supported via eLearning, BCPS anticipates needing to bring small groups of students onto campuses on a periodic basis to both train, and complete industry certification activities, on specialized equipment.

**CTACE: Considerations behind groupings that map on campus time to students and programs where it's needed most.**

Proximity to Program Completion

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

Program Attributes



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Early Learning in BCPS, Early Head Start, Head Start, Voluntary Pre-Kindergarten (VPK), fee-based Pre-Kindergarten, and ESE Pre-Kindergarten, will be provided in eLearning, hybrid, and brick-and-mortar operations. The District has a pending request to the Department of Education to provide full funding to VPK providers that operate in an eLearning mode for the first quarter of the instructional year.

An instructional student daily schedule and routine will be provided to parents via Canvas and the Head Start/Early Learning website. BCPS offers the full day for all PreK programs and a half day program model for VPK. Full day classes provide 360 minutes of instruction. Half Day classes offer 180 minutes of instruction.

### **Morning - 180 instructional minutes**

- 60 minutes: Live Morning Meeting via TEAMS and whole group instruction; includes games, activities with children; explicit and systematic instruction in phonics, phonological awareness, language and vocabulary development, listening comprehension, and music and movement/gross motor activities.
- 120 minutes: Small group instruction with student participation, including guided, independent student work: – three, 30-minute small group sessions totaling 90 minutes, including time for student observations to document and record student progress, that is then used to individualize and differentiate instruction.

\*VPK Half Day will participate in the morning session

### **Afternoon-180 instructional minutes**

- Live virtual meetings and other communications with parents (group and individual) to guide weekly “at home” activities that extend learning, such as use of technology, independent play (similar to independent learning center activities), art, music, writing (journals), use of building materials (blocks, etc.), and items related to science and discovery
- Live TEAMS meetings to provide small group and 1:1 student instruction and student/parent support by appointment
  - emphasis on students with IEPs and Dual Language Learners
  - extra supports for explicit and systematic instruction in phonics, phonological awareness, language and vocabulary development, and listening comprehension based on child need

A minimum of one hour per week will be established as “office hours” for receiving requests for information or meetings by parents/guardians.

### **Specialized sub-populations of ESE Students**

BCPS intends to offer five day a week brick-and-mortar instruction model during the first quarter, to a subset of students whose Individualized Education Plan (IEP) has placed them in a Least Restrictive Environment (LRE) placement of a self-contained classroom in a general education school or in an alternative school environment. Parents are currently being contacted to determine their desire for this offering or if they wish to have their student receive instruction through eLearning early in the school year. The ability of District to mitigate pandemic risk with low density school operations and specialized personal protective equipment, the interest of parents, district resource allocation decisions, and other factors will determine if such instruction occurs and, if so, the locations of such instruction program offerings. Such program offerings will be subject to conversion to hybrid or eLearning modalities should local infection outbreaks, or community pandemic conditions, so require.

The complete presentations to the School Board of Broward County are located at:

June 16: [http://bcpsagenda.browardschools.com/agenda/01778/Item%201B%20\(68851\)/index.html](http://bcpsagenda.browardschools.com/agenda/01778/Item%201B%20(68851)/index.html)

June 30: [http://bcpsagenda.browardschools.com/agenda/01779/Item%201C%20\(69200\)/index.html](http://bcpsagenda.browardschools.com/agenda/01779/Item%201C%20(69200)/index.html)

July 07: [http://bcpsagenda.browardschools.com/agenda/01786/Item%201A%20\(69261\)/index.html](http://bcpsagenda.browardschools.com/agenda/01786/Item%201A%20(69261)/index.html)

July 14: [http://bcpsagenda.browardschools.com/agenda/01787/Item%201A%20\(69469\)/index.html](http://bcpsagenda.browardschools.com/agenda/01787/Item%201A%20(69469)/index.html)

July 22: [http://bcpsagenda.browardschools.com/agenda/01791/Item%201A%20\(69566\)/index.html](http://bcpsagenda.browardschools.com/agenda/01791/Item%201A%20(69566)/index.html)

July 28: [http://bcpsagenda.browardschools.com/agenda/01788/Item%201C%20\(69640\)/index.html](http://bcpsagenda.browardschools.com/agenda/01788/Item%201C%20(69640)/index.html)

**Reopening Plan Assurances (Required for Option 1 and Option 2)**

The district must agree to ALL of the assurances by checking the corresponding boxes.

☒ **Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

☒ **Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

☒ **Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

☒ **Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

☒ **Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

☒ **Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

☒ **Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

### Template Option for Reopening Plan (Option 2)

#### Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

Broward County Public Schools (BCPS) will open schools for all students desiring instruction in brick-and-mortar schools when local health officials' guidance allows for such operation for all students. As of the submission of this application, that is not possible. Therefore, BCPS will commence instruction using eLearning for students on August 19, 2020. The District anticipates needing to remain in the eLearning modality for the first quarter of instruction (ending October 16, 2020). Beginning on September 8, 2020 BCPS will commence reviewing with the School Board the impact of the pandemic on the District's ability to deliver brick-and-mortar and/or hybrid instruction. Instruction, therapy, related services, and other educational experiences are expected to be provided daily basis for specific sub-populations of Students with Disabilities during the period of eLearning as described on page nine above. Additionally, schools will provide opportunities for specialized instructional events related to Career and Technology courses, science laboratory experimentation, and learning experiences which are school building resource dependent during the period of eLearning. These are anticipated to be occasional in frequency, limited in scope, and only undertaken when necessitated by educational programming in a manner consistent with public health guidance.

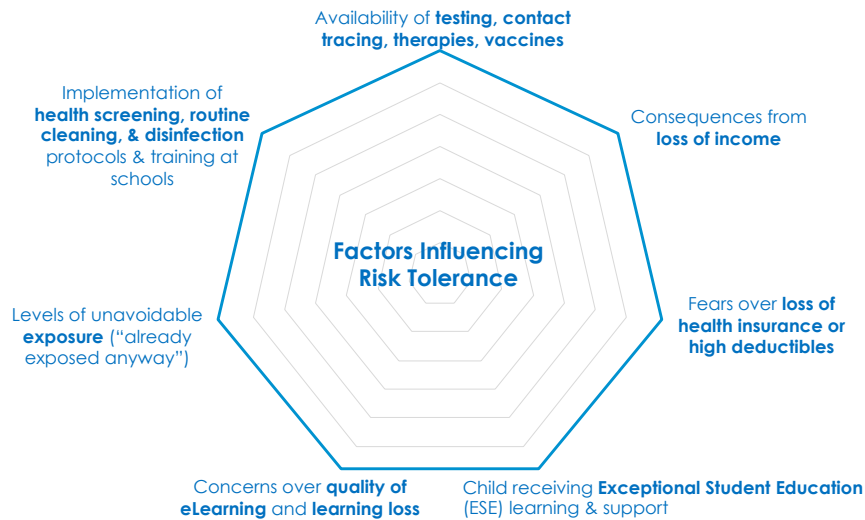
The primary factors which BCPS will consider for the return to providing five days a week brick-and-mortar, or a hybrid of brick-and-mortar and eLearning, instruction are:

- The status of Broward County on the State of Florida Department of Health phase designation. As of July 31, 2020, Broward County remains in Phase 1 status.
- Disease progression (e.g. infection rate, positivity rate trends, absolute positivity rate)
- Ability to manage the spread (e.g. test result turn-around time, contact tracing capacity)
- Health system capacity (e.g. COVID hospitalization rate, hospital bed/ICU capacity)
- District Safeguards (e.g. Availability of PPE and sanitization materials)

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### Risks.

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



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BCPS is prepared to commence full school brick-and-mortar instruction, or a hybrid of brick-and-mortar instruction and eLearning, when local health officials' guidance on the state of the COVID-19 pandemic allows for school operation to safely occur with physical distancing, personal protective equipment, and other necessary operational modifications.

As described in the Proposed Innovative Model section of this document (page 2), the District will open on August 19, 2020. School operational schedules for elementary, middle, high school and alternative schools are described in that section. Attendance will be taken daily for elementary students and on a class period basis for secondary students for every day of instruction.

## Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

BCPS will provide the full array of services required by law. In-person instruction and services will commence as soon as pandemic conditions allow as described in Assurance 1 above. All programmatic services will be provided during any period of eLearning, hybrid, or brick-and-mortar instruction. BCPS maintained these services during the timeframe of March 30 through June 2 and during the summer of 2020 while operating. As described, any period of eLearning will provide students with daily live interactions with teachers for instruction, supplemental academic services, and any specialized services.

Schools that qualify for Title 1 designation are served by the Office of Title 1, Migrant and Special Programs. This office works with school personnel to serve schools in communities of poverty, migrant students, Delinquent and Neglected Services, and other specialized student sub-populations. Highlights of spring and summer operation under virtual instruction and support services delivery can be found at <https://sway.office.com/C1BCFMGWKPB16J4D?ref=Link>. Additionally, support services for Homeless and Foster Care students, social work services, and attendance support are provided by the Office of Student Support. These services successfully transitioned services to virtual delivery in the spring of 2020 and will continue to be provided to schools, students and parents under eLearning, hybrid, or brick-and-mortar operation in 2020-21.

### Student Wellness: Mental Health Supports Provided During eLearning.

- Since March 30, 2020:
  - The Family Counseling Program (FCP) therapists provided **4,353** hours of therapy via telehealth
  - School Social Workers received **34,453** referrals and provided **159,417** interventions
  - FCP operates on a part-time basis during the summer and has provided **889** hours of therapy since June 8

### Concern About Most Vulnerable



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A sample of additional resources available to all families, during all modalities of school operations, include:

- Families can find additional resources within the BCPS Mental Health Portal by visiting: <https://www.bcps-mentalhealth.com/>;
- Families can call 754-321-HELP or visit [www.browardschools.com/Page/52426](http://www.browardschools.com/Page/52426) to be connected with support and resources;
- The *Mindfulness in BCPS* Canvas site provides a variety of opportunities for students, staff, and families to promote self-care and comprehensive wellness. The introductory course can be found at <https://browardschools.instructure.com/courses/868545>;
- Students can access the College and Career Readiness for Seniors in the Canvas Commons and register at <https://browardschools.instructure.com/enroll/RTNFML> for support. Recorded webinars are available once per week and posted on the Canvas course announcements.

### Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

The schedule for administering local progress monitoring assessments will be posted on our testing calendar which will be formally approved by our school board in the coming weeks and will be available on the District's website at <https://www.browardschools.com/Page/39035>. These progress monitoring resources will be utilized in eLearning, hybrid, or brick-and-mortar instruction. In addition to the monitoring of student progress through teacher administered, standards aligned formative assessments drawn from adopted textbooks and instructional materials, BCPS will administer progress monitoring assessments according to the grade band outline below:

Grade Band	Domain	Instrument	Description
K	Literacy	Letter Names, Letter Sounds, and Concepts of Print	Administered within first 30 days of school
K	Literacy	Florida Kindergarten Readiness Screener (FLKRS–STAR Early Literacy)	Administered within 30 days of return to physical operations of schools
K-5	Literacy	Benchmark Assessment System	Running Record on literacy development administered by the teacher in a one-on-one setting to determine instructional level of literacy for student. Administered three times a year until student is an independent reader (Level P on Fountas & Pinnell scale)
K-12	Standards (BCPS Curriculum)	Certica via Mastery Connect	Standards aligned item bank for formative assessment administered in an on-going manner aligned to curriculum in mathematics, English Language Arts, Social Studies, and Science
K-2	Standards (FSA – Math & ELA)	iReady (Instructional)	Standards aligned supplemental instructional materials and assessment with 45 minutes per week recommended in ELA and mathematics for identified populations
3-8	Standards (FSA – Math & ELA)	iReady (Diagnostic)	Standards aligned interim assessment administered three times per school year prior to FSA administration

## 2020-21 Florida's Optional Innovative Reopening Plan

6-12	Literacy	Florida Assessment for Instruction In Reading (FAIR)	Administered to struggling readers as determined by previous FSA ELA reported score of level 1 or 2
3-12	Standards: FSA (Math & ELA) EOC courses	Broward Standard Assessment	Administered in January 2021 to students
9-12	Standards (BCPS Curriculum)	Certica via Mastery Connect	Standards aligned item bank for formative assessment administered in an on-going manner aligned to curriculum in mathematics, English Language Arts, Social Studies, and Science
9	College Readiness	PSAT 9	Administered between September 2020 and January 2021
10	College Readiness	PSAT	Administered in October 2020
11	College Readiness	SAT	Administered in March 2021
11-12	Civics	Mastery Connect	Administered by teachers in preparation for FL Civic Literacy Assessment

Each teacher, in collaboration with their respective grade level/departmental team, counselor(s), and school administration, continuously monitors each student's progress. Formal feedback is provided to parents via interim reports and report cards. Notification of parents of a student failing to make adequate progress occurs when such a condition is detected throughout the school year. When students fail to respond to Tier 1 interventions from the teacher the student is referred to the Collaborative Problem-Solving Team (CPST). Each school has a constituted CPST which reviews referred student's progress in academic, attendance, and behavioral domains. The CPST makes determinations on supplemental Tier 1, movement to Tier 2, and/or Tier 3 interventions according to the District's Multi-Tiered System of Supports and Response to Intervention (MTSS/RtI) procedures. These interventions were maintained during the spring of 2020. CPST teams will commence convening during the week of August 22 to review students with open plans from the 2019-20 school year.

Broward County Public Schools implements a MTSS framework. Progress monitoring is an essential element of a multi-tiered system of supports and to determine students' academic performance over time, quantify student's rate of improvement of responsiveness to instruction and intervention and evaluate instructional effectiveness. District and school-based staff engage in databased problem-solving to analyze progress monitoring data across all tiers, content areas and grade levels at the beginning and throughout the school year. Baseline measures are administered at the start of the school year to identify students' strengths and areas for growth in reading, mathematics and behavior.

District and school-based teams then continuously engage in data based problem-solving to ensure all students' areas of concerns are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. Students may need a layered continuum of interventions and

supports. The continuum may include implementation of supplemental strategies, standard protocol plans, Targeted (Tier 2), Intensive (Tier 3) interventions, and/or individual educational plans.

District and school-based staff collect, evaluate, and use progress monitoring data quarterly to assess the health of universal Tier 1 instruction and intervention, analyze patterns and trends across all tiers, and assesses targeted small group and intensive individual instruction and intervention. Targeted and intensive instruction and intervention are assessed more frequently to determine response intervention, determine outcomes and link progress to universal Tier 1 instructional outcomes.

### Decision Making Criteria

Problem Solving – an intervention selected to address specific skill deficits for a small group of students (Tier 2) or an individual student (Tier 3) and matched to individual student needs.

- If the gap **has closed**, discontinue plan, monitor progress and provide supplemental supports.
- If the gap **is closing**, make instructional adjustments and continue to monitor progress.
- If the gap is **not closing**, return to problem-solving process, utilize Instruction – Curriculum-Environment-Learner and Review-Interview-Observe-Test (ICEL X RIOT) protocols, review fidelity of implementation and exclusionary factors, make instructional adjustments which may include a new goal, intervention and/ or a change in intensity.

### Determining Response to Intervention Outcomes

A minimum of 3 weeks of instruction and 6 consecutive data points are required for determining outcomes.

- **Positive Response to Intervention:** If gap is closed or closing, progress is being made towards the learning expectation and the point at which the intervention group or student will come “in range” of the goal or target and level of risk lowers over time. Continue until the student reaches the targeted goal and/or demonstrate mastery
- **Questionable Response to Intervention:** If some progress, but at a very slow rate which is not allowing for the gap to close, the gap is widening, but not at a fast rate, the gap slows considerably but closure does not occur and level of risk remains the same over time. If the intervention was implemented with fidelity, review design and intensity of intervention and monitor student progress closely
- **Poor Response to Intervention:** If gap is increasing, continues to widen with no change in rate of learning, student falls further behind, level of risk worsens over time. If the poor responses are due to implementation concerns, revisit the plan, engage the CPS Team and instructional support staff, protect intervention time. If the intervention was implemented as intended, determine if the intervention was aligned with the design. Re-analyze the problem, look for underlying causes and collect more data and determine other learning needs.

### Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

BCPS will continue to convene IEP teams, as has been done since March 30 under COVID conditions, to do annual renewals and appropriate modifications. BCPS will review, and where appropriate modify, Temporary Distance Learning Plans (TDLPs), for all Students with Disabilities. All parents/care givers of SWDs have access to the student IEP on-demand via digital access.

#### Exceptional Student Learning Delivery.

- **School Administration and ESE Staff**
  - Schedule, staff, and operate physical programs for select ESE student populations
  - ESE students to receive same core instructional services as all students in eLearning
  - Assign and integrate ESPs into course sections
  - Update IEPs, conduct evaluations, and maintain standard operating procedures
- **District Support from ESLS Staff**
  - Ensure itinerant services are delivered
  - Support school program delivery
  - Monitor quality of school program delivery and provide resources
- **ALL Staff must communicate and problem-solve with parents**



REOPENING PLANS FOR 2020-21 SCHOOL YEAR

BCPS provides all teachers with notification of program membership for all rostered students in the learning management system (Canvas) via the SEPA application. This provides teachers with information on IEPs, Gifted Education Plans (EP), Section 504, ELL, health conditions, RtI-Academic, and RtI-Behavior. Images of the Student Educational Programs and Accommodations (SEPA) information provided to each teacher is provided below by both a student view and an accommodation view:

## SEPA by Students

### Student Detail Selection Page

**Students** 2/9

Choose student plans

☒ IEP ☒ 504 ☐ Gifted ☒ RTI-A ☐ SSAP ☐ Health ☐ ELL-LF

<input checked="" type="radio"/>	Sophie Graham (student number)	IEP Gifted
<input type="radio"/>	Andrea Morrison (student number)	504 RTI-A
<input type="radio"/>	Lucas Piper (student number)	IEP Health

### Students View

**Sophie Graham**

Impacts Notes

Choose plan

☒ IEP ☒ Gifted

gifted strategies +

☒ Content area acceleration

IEP accommodations

☐ Close proximity when giving directions

☐ Extra time for processing information

☐ Provide copy of directions for tasks when available

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Additionally, teachers can group the students on their class roster by the instructional impact of the required student accommodations. An illustration of a SEPA app class view by accommodation groupings is provided below.

## SEPA by Impacts

### Class View

**Impacts** 5/9

Choose groups

☒ Encourage ☒ Schedule/Timing ☒ Setting ☒ Presentation ☒ Other ☒ Responding

☒ Assistive Devices ☒ Accommodation

<input type="radio"/>	Close Proximity when giving directions	0 of 4 students selected
<input type="radio"/>	Extra time for processing information	0 of 3 students selected
<input checked="" type="radio"/>	Verbal encouragement	5 of 5 students selected
<input type="radio"/>	Written notes, outlines, study guides	0 of 4 students selected

non-selectable impacts

EPILEPSY/SEIZURE DISORDER

1 students share this impact

### Student Selection Detail

**1 student selected**

Extra time for processing information

Student	Student Number	Plans
<input checked="" type="checkbox"/> Sophie Graham	student number	IEP Gifted
<input type="checkbox"/> Andrea Morrison	student number	504 RTI-A
<input type="checkbox"/> Benjamin Scott	student number	SSAP

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## 2020-21 Florida's Optional Innovative Reopening Plan

TDLP's were developed for all students in the spring of 2020 and the parent communication can be found at <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/17754/Parent%20Letter%20Temporary%20Distance%20Educational%20Plan%2004.06.20.pdf>. The TDLP, under the governing document of the IEP, documents which, if any, services are limited in the period of eLearning.

Identification of any needed compensatory services from the spring of 2020 will be documented in the TDLP and in the annual IEP renewal. BCPS will continue to provide all students a Free and Appropriate Public Education (FAPE) under eLearning, hybrid, or brick-and-mortar modalities of instruction. Any services which are delayed due to the physical non-operation of schools or parent choice to remain in eLearning when brick-and-mortar operation resumes will be reviewed and addressed by the IEP team.

### Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

ELL Committees are composed of ESOL teacher(s) an administrator or designee plus school counselors, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) must also be invited to attend any committee meetings. District staff continues to be available to address questions or concerns. In addition, interpreters are available for the meetings.

Any teacher, administrator, parent or parent's designee may request the convening of an ELL Committee to review the student's progress in attaining necessary subject area competencies or in overcoming challenges in overall student performance. The ELL Committee shall make recommendations for appropriate modifications in the student's programming to address challenges identified and shall document such modifications

### Accommodations and Academic Support for English Language Learners (ELLs).

- **ESOL services** will continue to be provided via **online** platform.
- In addition to English language development in Reading and Writing, there will be a focus on **oral** language development.
- Virtual accommodations will be **documented** in ELlevation (online platform for compliance) and are readily available on Canvas Student Education Plans & Accommodations (SEPA).
- Accommodations include **native language assistance**; bilingual **glossaries/dictionaries** for home use and online; and **additional time** to complete assignments.
- **Title III Grant Funded Resources:**
  - Online language development resources: Imagine Learning, iStation, InSync K-12, Follett Shelf Library. In addition Nearpod, not funded by Title III, has specific content for ELLs.
  - Supplemental tutorial options will be provided for LY students through Title III grant.
- Specific guidance for **ESOL compliance** will be provided to ESOL Contacts.



REOPENING PLANS FOR 2020-21 SCHOOL YEAR

The ELL Committee will convene at the beginning of the school year to discuss ESOL services (data, accommodations, grades, curriculum, program model, and educational background). At this time, the ELL Committee can discuss any regression, which occurred during the COVID-19 pandemic, in the areas of reading, writing, listening, and speaking. The committee will document the regression and the range of programs services the student could receive and how the program will meet the educational strengths and needs of the student. The documentation will include how such program/services will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and

graduation. Documentation will be captured in the student's ELL Plan in the district's online platform called ELLevation.

The ELL Committee may be reconvened at any time to revise the student's ELL Plan regarding accommodations, strategies, or supports during the COVID-19 pandemic.

Supports include but are not limited to the following:

- ELLevation Strategies
- ESOL Instructional Strategies Matrix
- Imagine Learning Language and Literacy (grades K-8)
- Language Enrichment Camp (before school/after school/Saturday)
- State-approved accommodations
- Supporting ELLs through Remote Learning CANVAS course (available to all instructional and non-instructional staff)
- Technology tools such as Immersive Reader and Google Translate Chrome Extension
- Webinars for instructional and non-instructional staff
  - Distance Learning in Developmental Language Arts ESOL Reading (6-12)
  - ELL Strategies for Remote Learning
  - Newcomer Multilingual Learners
  - Supporting Newcomers & Students with Limited or Interrupted Formal Education
  - Supporting Social Emotional Learning for Students with Limited or Interrupted Formal Education

## 2020-21 Florida's Optional Innovative Reopening Plan

Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
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<b>Date submitted</b>
July 31, 2020
<b>Superintendent Signature (or authorized representative)</b>
