School reopening plans: a conversation with Superintendents Susan Enfield and Robert Runcie

August 6
Today’s guests

Superintendent Susan Enfield
Highline Public Schools, Washington

Superintendent Bob Runcie
Broward County Public Schools, Florida
Highline school year model 2020/21

Chiefs for Change webinar document

August 6
The Highline promise anchored our decision making

Every student is known by name, strength and need, and graduates prepared for the future they choose.

Every student should have the opportunity to attend in-person school.

All students will have synchronous instruction each and every day in “hybrid” and “all remote.”

We plan to be consistent across the system, bringing back the same groups of students at the same time.

We have worked to live within existing constraints (e.g., buses, staff and buildings) though we will run a deficit if required.
The Highline model school year 2020/21

**All remote**

Daily instruction remote, both synchronous and asynchronous

1. Only teachers allowed in buildings
2. Select students allowed in buildings

**Hybrid**

K back 4 days/week
All other grades on AA*BB schedule
HS courses on a quarter model

3. Grades 5, 6 and 9 switch to hybrid
4. Next set of grades are phased in

**In-person**

All staff and students back, with exceptions as appropriate

5. Final grades are phased in
6. All students in-person
Guidelines to Support Instruction Across the District

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Synchronous Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-1</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>Grades 2-3</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>3-4 hours</td>
</tr>
</tbody>
</table>

Limit Direct instruction to 10-min increments

Daily synchronous instruction totaling:

- PreK-1: 1-2 hours
- Grades 2-3: 3-4 hours
- Grades 4-5: 3-4 hours
- Grades 6-8: 3-4 hours
- Grades 9-12: 3-4 hours

50% = % of time for Small group targeted instruction
## Elementary: Day in the Life

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning meeting</td>
<td>30 min</td>
</tr>
<tr>
<td>Literacy instruction</td>
<td>30-45 min</td>
</tr>
<tr>
<td>Independent learning</td>
<td>15-45 min</td>
</tr>
<tr>
<td>Music</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>30 min</td>
</tr>
<tr>
<td>Math instruction</td>
<td>30 min</td>
</tr>
<tr>
<td>Independent learning</td>
<td>15-45 min</td>
</tr>
<tr>
<td>Check-in with teacher</td>
<td>15 min</td>
</tr>
<tr>
<td>Independent learning</td>
<td>0-60 min</td>
</tr>
</tbody>
</table>

**Asynchronous learning on Seesaw and with other materials**

**Live Support on zoom (recorded for asynchronous learning)**
## Elementary: Week in the Life

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:45</td>
<td>Rdg and Writ Group A</td>
<td>Rdg and Writ Group B</td>
<td>Collaborative Planning/School Identified PL</td>
<td>Rdg and Writ Group A</td>
<td>Rdg and Writ Group B</td>
</tr>
<tr>
<td>10:45</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15</td>
<td>Specialist (Planning time)</td>
<td>Specialist (Planning time)</td>
<td>Specialist (Planning time)</td>
<td>Specialist (Planning time)</td>
<td>Specialist (Planning time)</td>
</tr>
<tr>
<td>1:00</td>
<td>Math Group A</td>
<td>Math Group A</td>
<td>Math Group A</td>
<td>Math Group A</td>
<td>Math Group A</td>
</tr>
<tr>
<td>1:30</td>
<td>Math Group B</td>
<td>Math Group B</td>
<td>Math Group B</td>
<td>Math Group B</td>
<td>Math Group B</td>
</tr>
<tr>
<td>2:00</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>3:00 – 3:45</td>
<td>Wrap-up or student check-ins</td>
<td>Wrap-up or student check-ins</td>
<td>Wrap-up or student check-ins</td>
<td>Wrap-up or student check-ins</td>
<td>Wrap-up or student check-ins</td>
</tr>
</tbody>
</table>
## Secondary: Day in the Life

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| PER 1 (80 min) | **Live/recorded instruction (30 min)**  
**Asynchronous/Small group (15-30 min)** |
| PER 2 (80 min) | **Live/recorded instruction (30 min)**  
**Asynchronous/Small group (15-30 min)** |
| ADV (30 min)   | **Live Advisory Session (30 minutes)**                                    |
| PER 3 (80 min) | **Live/recorded instruction (30 min)**  
**Asynchronous/Small group (15-30 min)** |
| FLEX (60 min)  | **Asynchronous Google Classroom (flexible 60 min)**                       |

- Asynchronous learning on Google Classroom and with other materials AND small group live support
- Live Support on zoom (or recorded)
- Asynchronous learning on Google Classroom and with other materials

**LUNCH (30 min)**
# Secondary: Week in the Life

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Collaborative Planning/School Identified PL</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>8:30</td>
<td>Period 1</td>
<td>Period 1</td>
<td></td>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>10:00</td>
<td>Period 2</td>
<td>Period 2</td>
<td></td>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Advisory</td>
<td>Family Comms/Flex</td>
<td>Advisory</td>
<td>Family Comms/Flex</td>
<td>Advisory</td>
</tr>
<tr>
<td>12:35</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Small Group Instruction</td>
<td>Period 3</td>
<td>Period 3</td>
</tr>
<tr>
<td>2:00</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td></td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
</tr>
</tbody>
</table>
Process of designing the model

Agreed on guiding principles

Evaluated key constraints

Made fact-based decisions

Tested decisions and pivoted where necessary

Communicated with major stakeholders early and often through the process
Interesting insights

Teacher capacity and not space or transportation is our limiting factor

Our current data shows that teachers are willing to return in higher numbers than families with significant building-by-building variance

Each school will experience its own challenges in implementing our defined model

We’ve used the opportunity to make some changes we have known are good for our students for a while (e.g., starting HS later)

Stakeholder input really helped shape the model (e.g., parent sentiment was a major factor in moving to quarterly model)

Hard decisions

We had to postpone the start of our Virtual Academy

Wanted to bring back more than just K full-time when in “hybrid”

Would like to provide students with more synchronous time on their remote days
Looking ahead to fall

Organizational structure

Central Response Team
Led by Response Lead

Cabinet

Leads overall response effort
Steers and provides oversight and day-to-day guidance

COO
Workstream sponsor

Whole Child
Workstream sponsor

TLL
Workstream sponsor

Distance learning

HR

TLL

Whole Child

Workstream sponsor

CAO
Workstream sponsor

CIO
Workstream sponsor

CHRO
Workstream sponsor

Operations

Whole Child

Workstream sponsor

CAO
Workstream sponsor

CIO
Workstream sponsor

CHRO
Workstream sponsor

Working team

Working team

Working team

Working team

Working team

Working team

Tracking major metrics

Remote student engagement
Students logging in

SEL

Staff engagement and comfort with remote
Staff attendance disaggregated by employee group
Absence fill rates

Family engagement

Health and safety

Positive test rates by school

Compliance with masks and social distancing
Broward County Public Schools (BCPS) re-opening plan

August 2020
BCPS stood up 16 cross-functional operational workstreams, led by a strategic initiative management team, to plan for reopening

Strategic Initiative Management (SIM) team

Dedicated working group of 5 individuals which project managed the re-opening plans

- Developed a weekly and monthly cadence to present re-opening material to the Cabinet and Board
- Set deliverables and targets for each workstream, such as building out Operational Game Plans
- Provided guidance and consolidated materials across the 16 workstreams

16 cross-functional Workstreams

- School Calendar
- Learning Acceleration
- Technology
- Physical Distancing Protocols
- Health, Hygiene, & Sanitation
- Student Support Strategies
- Human Resources
- Partnerships
- School Space Usage
- Transportation
- Food Services
- Athletics & Other Programming
- Child Care
- Family Communications
- Safety & Security
- ESE
The school year will start all virtual with phased transitions

Availability of in-School Experience to all Students, % of students on campus

Progression determined by gating criteria, successful execution of previous phase, and/or specific school context
Reversion to a previous phase possible in response to incidents, events
Leap-frogging phases possible through favorable developments
eLearning always available as an option
District will revisit the decision on the most appropriate learning model for the circumstances early October, 2020

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

In conjunction with public health officials, the district will assess the relative weighting of indicators across these 4 categories
The enhanced eLearning structure will have a more robust curriculum and will provide more flexibility to families.

### Objectives

1. **Create a schedule and curriculum that**
   - Maximizes teacher availability and instructional time
   - Meets State mandate for instructional hours and subjects (e.g., 20 minute recess, includes special classes such as Music)
   - Mimics, to the best extent possible, a normal in-person learning day to minimize disruption when transitioning learning models

2. **Offer two sessions during the day to** provide flexibility for parents / guardians who work during school hours and find it difficult to support their young children in eLearning.
   - Both sessions will **have the same curriculum**
   - **Dedicated grade-level teachers with rostered students** for both the evening and morning sessions
   - 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)
When transitioning to the hybrid learning model, BCPS will follow block A/B schedules.

**Illustrative A/B schedule**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>A-Day</td>
<td>B-Day</td>
<td>A-Day</td>
<td>A-Day</td>
<td>B-Day</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>B-Day</td>
<td>A-Day</td>
<td>A-Day</td>
<td>B-Day</td>
<td>B-Day</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>A-Day</td>
<td>B-Day</td>
<td>A-Day</td>
<td>B-Day</td>
<td>B-Day</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>A-Day</td>
<td>A-Day</td>
<td>A-Day</td>
<td>B-Day</td>
<td>B-Day</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B-Day</td>
<td>A-Day</td>
<td>A-Day</td>
<td>B-Day</td>
<td>B-Day</td>
</tr>
</tbody>
</table>

- Two General Ed groups that each have an opportunity of 50% instructional time on campus.
- Special groups provided instruction on campus daily.
- Ensures alignment for siblings with same last name.

**Illustrative hybrid school day**

- On campus instructors **co-teach and plan** with online instructors.
- Common course **scope and sequencing** drives alignment and consistency between instructors.
- **Online instructors present on-campus** when possible.

Synchronized schedules, on or off campus.
The go-forward plan will require restructuring workstreams to focus on long-term and high-priority focus areas

<table>
<thead>
<tr>
<th>Become more agile and restructure existing teams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From...</strong></td>
</tr>
<tr>
<td>Large, cross-functional workstreams of 10-15+ with wide shorter term scope</td>
</tr>
<tr>
<td>Twice-weekly full workstream meetings to solicit input and perspective ad-hoc</td>
</tr>
<tr>
<td>Shorter term reactive planning and preparation to navel changing circumstances in an uncertain environment</td>
</tr>
<tr>
<td>Focus on K-12 reopening in August through operational and functional execution</td>
</tr>
<tr>
<td>Incorporation of data for ad-hoc analyses</td>
</tr>
<tr>
<td><strong>To...</strong></td>
</tr>
<tr>
<td>Small working teams of 3-4 with longer term scope that will pull from other functions as needed</td>
</tr>
<tr>
<td>2-3x weekly working team meetings with functional representatives in attendance as needed for pre-specified input</td>
</tr>
<tr>
<td>Longer term planning in a still uncertain, but now more familiar, environment for accelerated learning and instruction</td>
</tr>
<tr>
<td>Focus on enhancing content and delivery of education through the year and beyond, in addition to seamless operations</td>
</tr>
<tr>
<td>Robust ongoing data tracking and feedback to inform decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Align teams with specific objectives and deliverables</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rigorously monitor and track key metrics and KPI's</th>
</tr>
</thead>
</table>
Useful links

- Follow us on Twitter: @chiefsforchange