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

Hybrid

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

In-person

All staff and students back, with exceptions as appropriate

1

Only teachers allowed in buildings

2

Select students allowed in buildings

3

Grades 5, 6 and 9 switch to hybrid

4

Next set of grades are phased in

5

Final grades are phased in

6

All students in-person

Guidelines to Support Instruction Across the District

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

Limit **Direct instruction** to **10-min** increments

50% = % of time for **Small group targeted instruction**

Elementary: Day in the Life

Morning meeting (30 min)

Literacy instruction (30-45 min)

Independent learning (15-45 min)

Music (45 minutes)

Lunch (30 min)

Math instruction (30 min)

Independent learning (15-45 min)

Check-in with teacher (15 min)

Independent learning (0-60 min)

Asynchronous learning on Seesaw and with other materials

Live Support on zoom (recorded for asynchronous learning)

Elementary: Week in the Life

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:45	Rdg and Writ Group A	Rdg and Writ Group B	Collaborative Planning/School Identified PL	Rdg and Writ Group A	Rdg and Writ Group B
10:45	Small Group	Small Group		Small Group	Small Group
11:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)
1:00	Math Group A	Math Group A	Math Group A	Math Group A	Math Group A
1:30	Math Group B	Math Group B	Math Group B	Math Group B	Math Group B
2:00	Small Group	Small Group	Small Group	Small Group	Small Group
3:00 – 3:45	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins

Secondary: Day in the Life

**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)

LUNCH (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

Secondary: Week in the Life

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Teacher Planning	Teacher Planning	Collaborative Planning/School Identified PL	Teacher Planning	Teacher Planning
8:30	Period 1	Period 1		Period 1	Period 1
10:00	Period 2	Period 2		Period 2	Period 2
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	Advisory	Family Comms/Flex	Advisory	Family Comms/Flex	Advisory
12:35	Period 3	Period 3	Small Group Instruction	Period 3	Period 3
2:00	Teacher Planning	Teacher Planning		Teacher Planning	Teacher Planning

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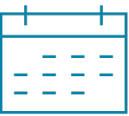
Stakeholder input really helped shape the model (e.g., parent sentiment was a major factor in moving to quarterly model)

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

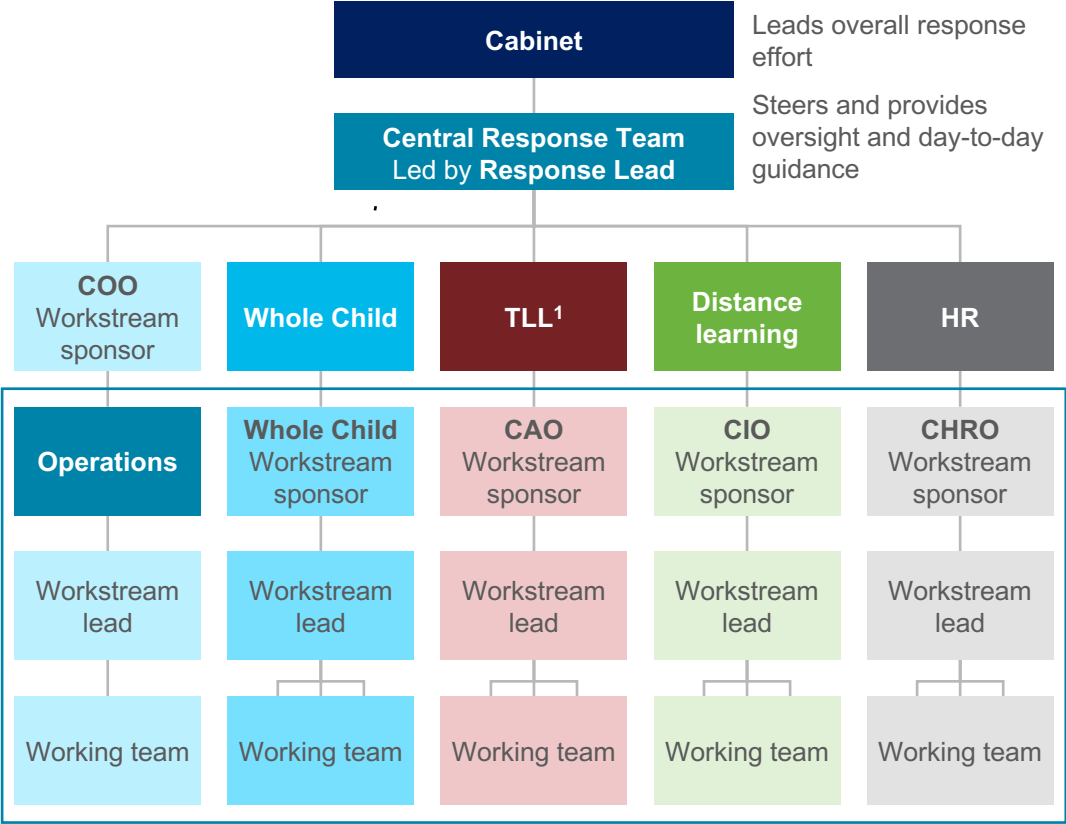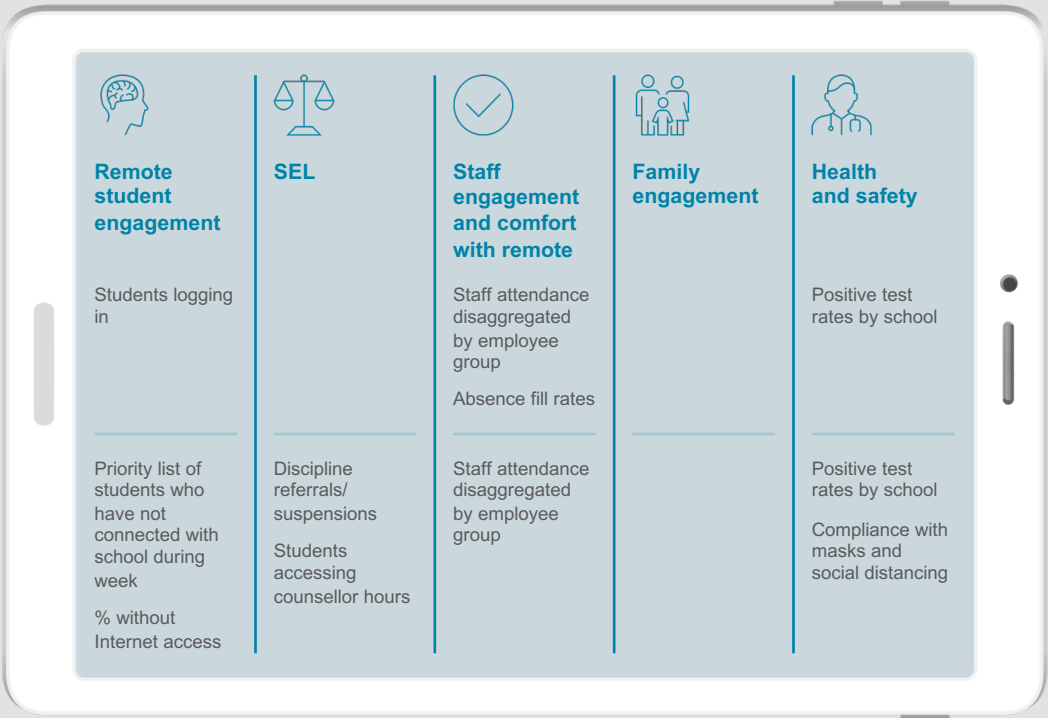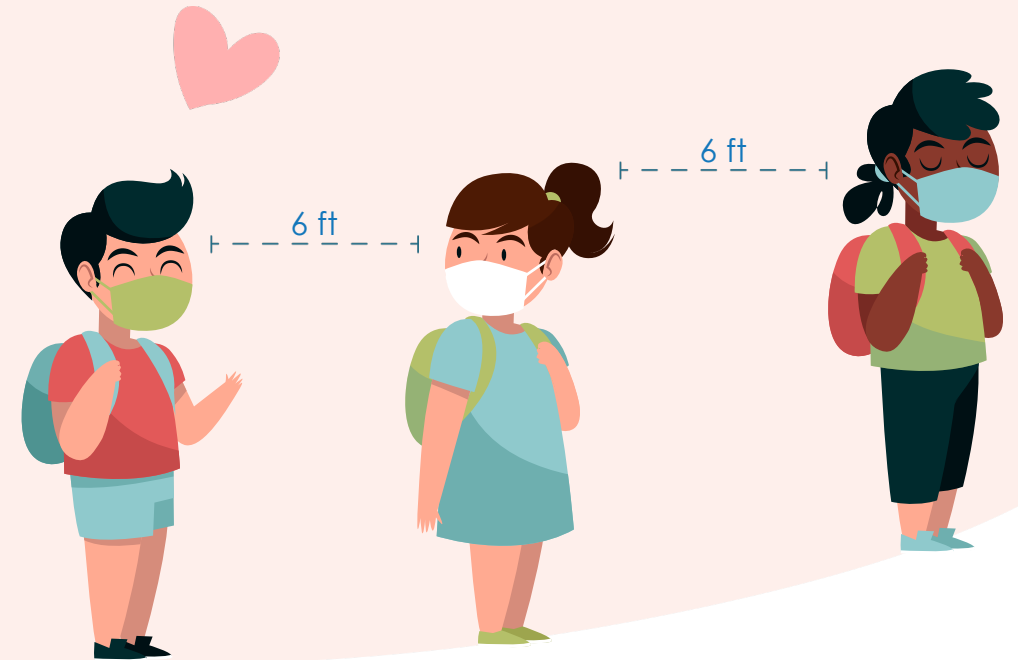# Looking ahead to fall

Organizational structure

Cabinet				Leads overall response effort
Central Response Team Led by **Response Lead**				Steers and provides oversight and day-to-day guidance

COO Workstream sponsor	**Whole Child**	**TLL**[1]	**Distance learning**	**HR**
Operations	**Whole Child** Workstream sponsor	**CAO** Workstream sponsor	**CIO** Workstream sponsor	**CHRO** Workstream sponsor
Workstream lead	Workstream lead	Workstream lead	Workstream lead	Workstream lead
Working team	Working team	Working team	Working team	Working team

Tracking major metrics

Remote student engagement	SEL	Staff engagement and comfort with remote	Family engagement	Health and safety
Students logging in		Staff attendance disaggregated by employee group		Positive test rates by school
		Absence fill rates		
Priority list of students who have not connected with school during week	Discipline referrals/ suspensions	Staff attendance disaggregated by employee group		Positive test rates by school
	Students accessing counsellor hours			Compliance with masks and social distancing
% without Internet access				

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
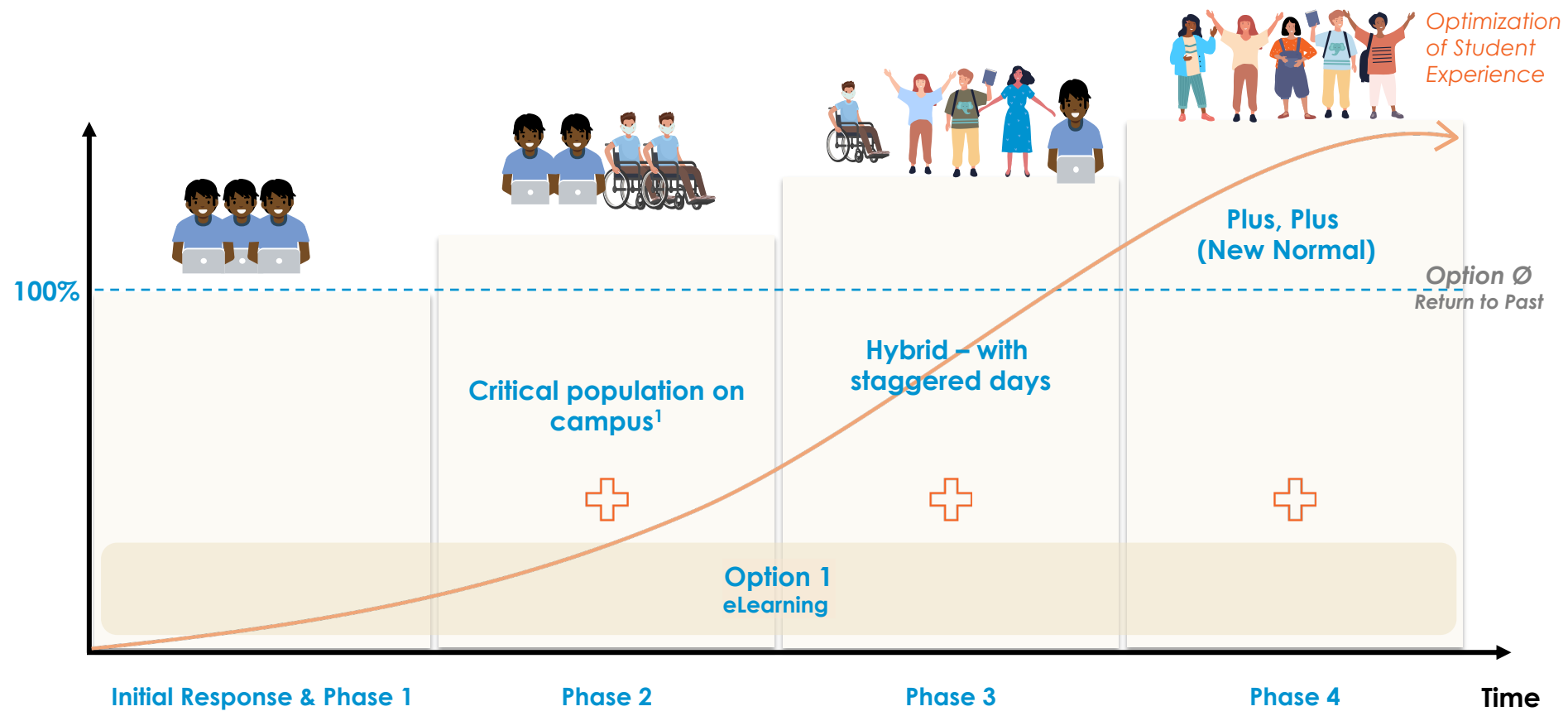
- Developed a weekly and monthly cadence to present re-opening material to the Cabinet and Board

- 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

Optimization of Student Experience

**Plus, Plus
(New Normal)**

*Option Ø
Return to Past*

**Hybrid – with
staggered days**

**Critical population on
campus[1]**

**Option 1
eLearning**

100%

| Initial Response & Phase 1 | Phase 2 | Phase 3 | Phase 4 | **Time** |

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

Established 1915
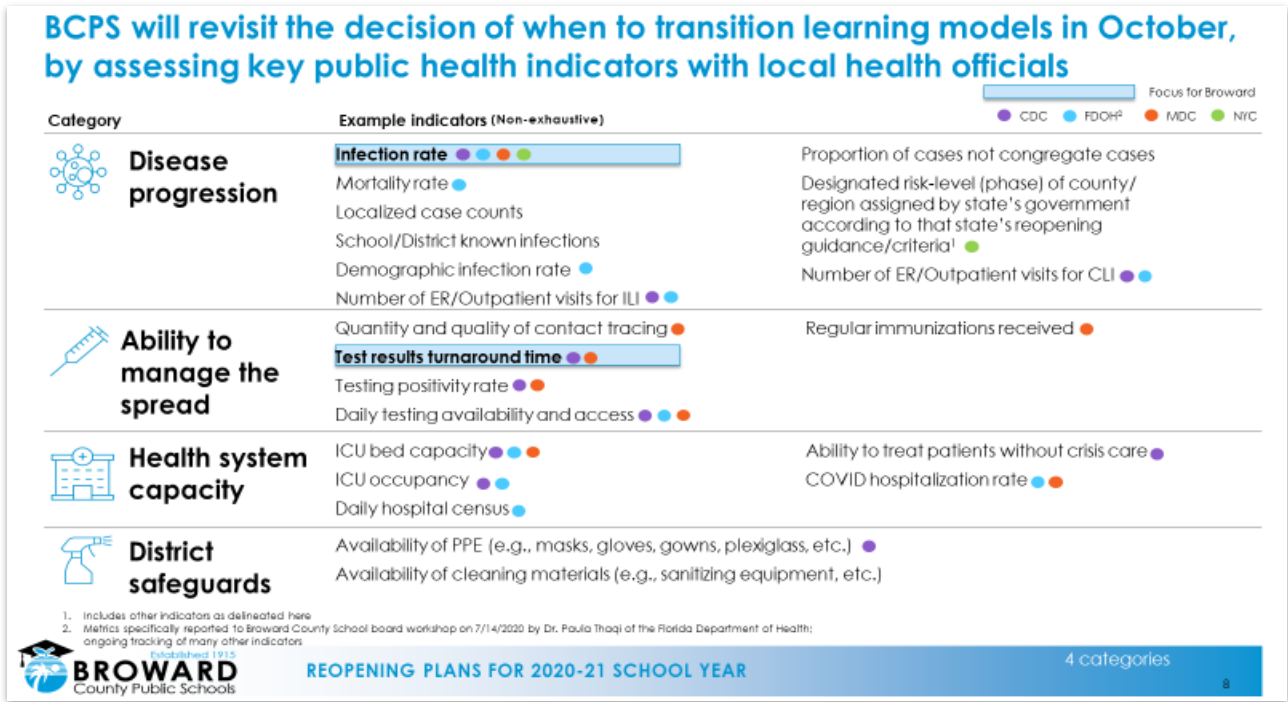**BROWARD**
County Public Schools

Decision to transition learning models will first be revisited in October

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

BCPS will revisit the decision of when to transition learning models in October, by assessing key public health indicators with local health officials

Focus for Broward
● CDC ● FDOH[2] ● MDC ● NYC

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

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

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County Public Schools

REOPENING PLANS FOR 2020-21 SCHOOL YEAR

4 categories

8

The enhanced eLearning structure will have a more robust curriculum and will provide more flexibility to families
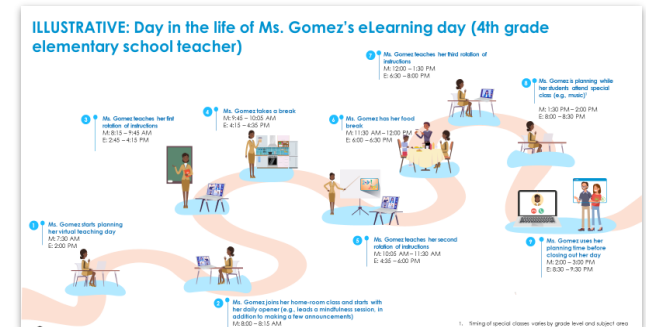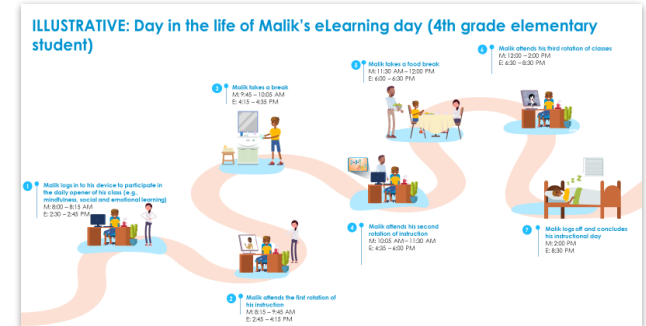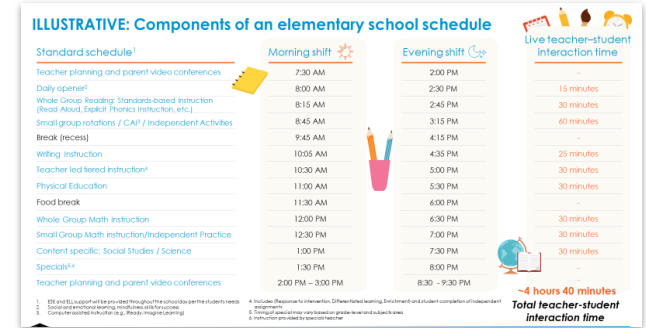
ELEMENTARY SCHOOLS EXAMPLE

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)

ILLUSTRATIVE: Components of an elementary school schedule

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

ILLUSTRATIVE: Day in the life of Ms. Gomez's eLearning day (4th grade elementary school teacher)

Established 1915
BROWARD
County Public Schools

When transitioning to the hybrid learning model, BCPS will follow block A/B schedules

Illustrative A/B schedule

| M	T	W	T	F
31 G1: A-L A-Day	**1** G1: A-L B-Day	**2** G2: M-Z A-Day	**3** G2: M-Z A-Day	**4** G2: M-Z B-Day
7 Holiday	**8** G1: A-L B-Day	**9** G1: A-L A-Day	**10** G2: M-Z A-Day	**11** G2: M-Z B-Day
14 G1: A-L A-Day	**15** G1: A-L B-Day	**16** G2: M-Z B-Day	**17** G2: M-Z A-Day	**18** G2: M-Z B-Day
21 G1: A-L A-Day	**22** G1: A-L B-Day	**23** G1: A-L A-Day	**24** G2: M-Z A-Day	**25** G2: M-Z B-Day
28 Holiday	**29** G1: A-L B-Day	**30** G1: A-L A-Day	**1** G2: M-Z A-Day	**2** G2: M-Z B-Day

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
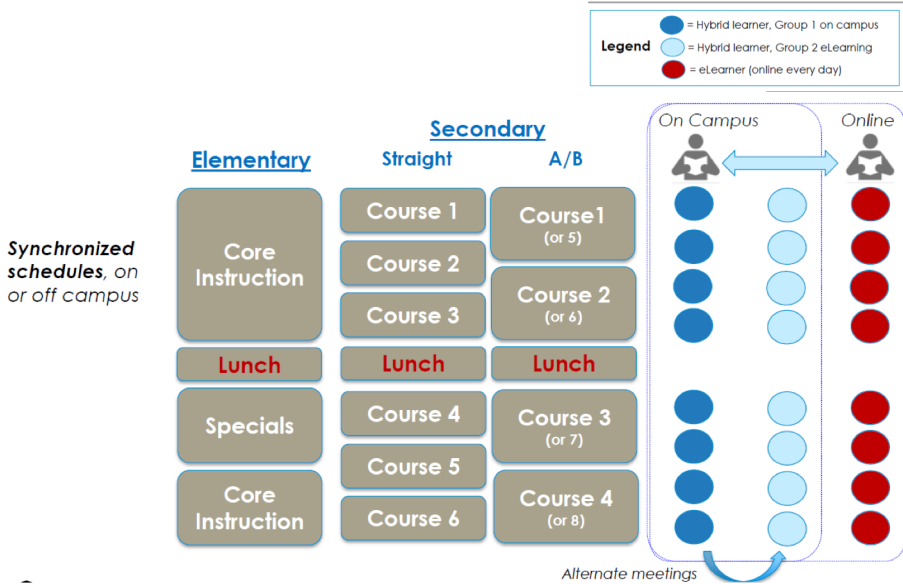
On campus instructors **co-teach and plan** with online instructors

Common course **scope and sequencing** drives alignment and consistency between instructors
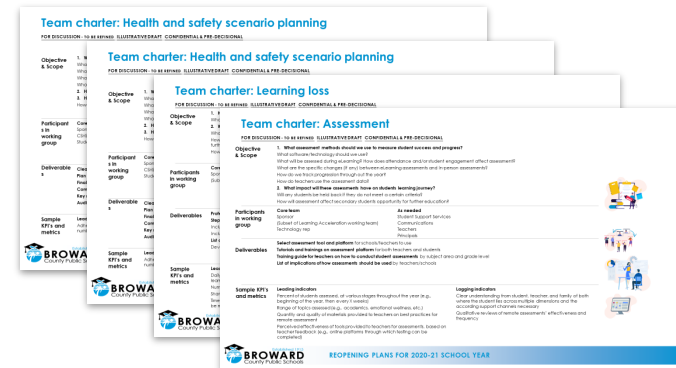
Online instructors present on-campus when possible

The go-forward plan will require restructuring workstreams to focus on long-term and high-priority focus areas
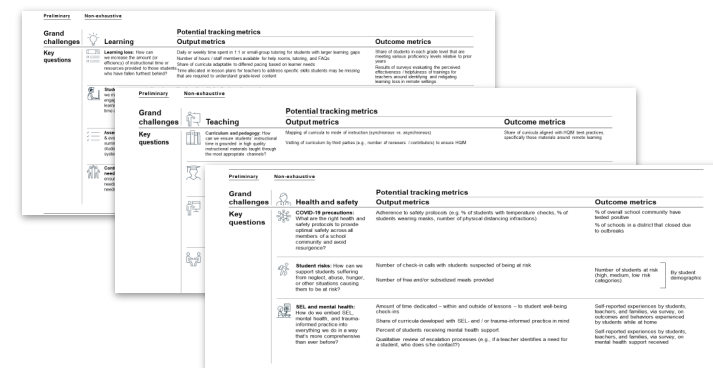
Become more agile and restructure existing teams
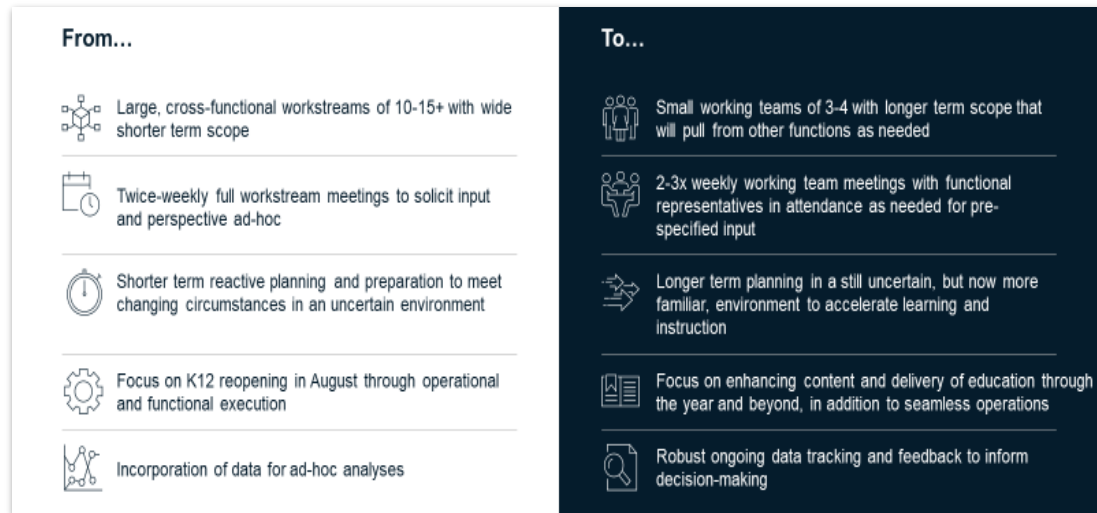
Align teams with specific objectives and deliverables

Rigorously monitor and track key metrics and KPI's

Useful links

Chiefs for Change COVID-19 resource page

https://chiefsforchange.org/responding-to-the-coronavirus/

Chiefs for Change Schools and COVID-19 report

https://schoolsandcovid19.org/

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