



Inspired learners. Inspiring life.

Phillips Brooks School

# Reopening School

Head of School Office Hours  
June 30, 2020 at 8:30 p.m.

*Scott Erickson, Phillips Brooks School*



# Reopening School

## Goal

- Student Flourishing: Need to be in school as much as possible

## Intentions

- Being back together as a community
- Keeping students, faculty, and staff safe
- Optimizing the learning environment to deliver our curriculum

## Community Attributes Required

- Flexibility
- Being inventive
- Patience
- Partnership



# Operating Assumptions

## **Maximize the on-campus learning experience**

- Keep everyone safe as top priority
- Deliver an excellent curriculum

## **Complex, evolving school year**

- Equipped to face the year with flexibility
- Sense of normalcy as much as possible
- Plurals: Contingencies for multiple options
- Toggle: One option or academic model to another
- Hold decisions: Reflect most-current circumstances
- Caveat: Everything subject to change in order to respond to government regulations, new research, and evolving best practices



# What Is This Really About?

## **PBS students**

- PBS's commitment and planning to deliver our curriculum to students
- Deliver with excellence
- Deliver using whatever model we need
- Deliver with safety as a top priority

***Emphasis: Students and curriculum delivery***



# What Is This Really About?

## Tonight's Agenda

### Three lenses to deliver curriculum in this unique environment

- **Academic Lens:** What it means to educate students
- **Pedagogical Lens:** Models to deliver curriculum and enhanced plans for doing school
- **Community Lens:** We're in this together.
- **Also:** Addressing what we've heard from you and what's on your mind



# Supporting Every PBS Learner

## Key Focus Areas

- Build the learning independence muscle in students
- Small-group and project work to deepen student motivation
- Executive function skills
- Emotional Intelligence (EI): Tailored for DL, also reframing so teachers can support emotional resilience during this traumatic time
- Multiple avenues for teacher feedback and assessment
- Ongoing evaluation so students understand their progress toward meeting clear academic expectations
- Benchmarking to support parent communication
- Learning specialist team: Deployed to support student learning needs, including math, literacy, EI



# Supporting Every PBS Learner

## Criteria for Building Student Cohorts

- Academics: Balance learning styles, needs, and range of skills
- Inclusive Classrooms: Balance for diversity, equity, and inclusion
- Work Habits: Balance independence levels, executive function skills, collaboration approaches, energy levels, and more
- Social-Emotional Dynamics: Balance familiar connections with opportunities for new relationships
- Option for K-5 siblings to be in the same cohort rotation, or not
- Cohort-Building: Responsibility of PBS educators
- Cannot accommodate cohort requests from families
- Focus of current planning: Release cohort information at the end of July



# Academic Models

## *100% On Campus (OC) Academic Model*

| <i><b>Monday - Thursday</b></i>           | <b>Early Learning Center</b>                           | <b>Elementary</b>   |
|---|--|---|
| <b>Morning Care Begins</b>                | 7:30 a.m.  | 7:30 a.m.   |
| <b>Drop-off Window</b>                    | 8:10-8:20 a.m.   | 8:00-8:20 a.m.  |
| <b>Classrooms Open</b>                    | 8:10 a.m.  | 8:10 a.m.   |
| <b>School Begins</b>                      | 8:30 a.m.  | 8:20 a.m.   |
| <b>Morning Recess</b>                     | —  | 10:20-10:40 a.m.  |
| <b>Lunch and Rest</b>                     | 11:30 a.m. - 12:45 p.m.                                | —   |
| <b>Recess and Lunch</b>                   | —  | 12:10-12:55 p.m.  |
| <b>Dismissal/Pick-up</b>                  | <b>PS:</b> 1:30 p.m.<br><b>PK:</b> 2:45-3:00 p.m.      | <b>K-1st:</b> 3:05 p.m.<br><b>2nd-3rd:</b> 3:10 p.m.<br><b>4th-5th:</b> 3:20 p.m. |
| <b>After-school Care &amp; Enrichment</b> | <b>PS:</b> 1:30-5:00 p.m.<br><b>PK:</b> 3:00-5:00 p.m. | 3:30-6:00 p.m.  |



# Academic Models

## *100% On Campus (OC) Academic Model*

| <i>Friday</i>                             | Early Learning Center                                  | Elementary   |
|---|--|--|
| <b>Morning Care Begins</b>                | 7:30 a.m.  | 7:30 a.m.  |
| <b>Drop-off Window</b>                    | 8:10–8:20 a.m.   | 8:00–8:20 a.m.   |
| <b>Classrooms Open</b>                    | 8:10 a.m.  | 8:10 a.m.  |
| <b>School Begins</b>                      | 8:30 a.m.  | 8:20 a.m.  |
| <b>GATHER (some Fridays)</b>              | –  | 8:30 a.m.  |
| <b>Morning Recess</b>                     | –  | 10:35–10:55 a.m.   |
| <b>Lunch and Rest</b>                     | 11:35 a.m. – 12:45 p.m.                                | –  |
| <b>Recess and Lunch</b>                   | –  | 12:05–12:50 p.m.   |
| <b>Dismissal/Pick-up</b>                  | <b>PS:</b> 1:30 p.m.<br><b>PK:</b> 1:45–2:00 p.m.      | <b>K-1st:</b> 2:05 p.m. / <b>2nd-3rd:</b> 2:10 p.m.<br><b>4th-5th:</b> 2:20 p.m. |
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# Academic Models

## 100% On Campus (OC) Academic Model

### September

| Mo                    | Tu                | We             | Th             | Fr                          |
|-----------------------|-------------------|----------------|----------------|-----------------------------|
|                       | 1-Sep<br><b>D</b> | 2<br><b>E</b>  | 3<br><b>F</b>  | 4 (G)<br><b>CONNECT 1</b>   |
| 7<br><b>LABOR DAY</b> | 8<br><b>A</b>     | 9<br><b>B</b>  | 10<br><b>C</b> | 11 (G)<br><b>CONNECT 1</b>  |
| 14<br><b>D</b>        | 15<br><b>E</b>    | 16<br><b>F</b> | 17<br><b>A</b> | 18 (FF)<br><b>CONNECT 1</b> |
| 21<br><b>B</b>        | 22<br><b>C</b>    | 23<br><b>D</b> | 24<br><b>E</b> | 25 (G)<br><b>CONNECT 2</b>  |
| 28<br><b>F</b>        | 29<br><b>A</b>    | 30<br><b>B</b> |                |                             |

### October

| Mo             | Tu             | We             | Th                | Fr                          |
|----------------|----------------|----------------|-------------------|-----------------------------|
|                |                |                | 1-Oct<br><b>C</b> | 2 (G)<br><b>CONNECT 2</b>   |
| 5<br><b>D</b>  | 6<br><b>E</b>  | 7<br><b>F</b>  | 8<br><b>A</b>     | 9 (G)<br><b>CONNECT 2</b>   |
| 12<br><b>B</b> | 13<br><b>C</b> | 14<br><b>D</b> | 15<br><b>E</b>    | 16 (FF)<br><b>CONNECT 2</b> |
| 19<br><b>F</b> | 20<br><b>A</b> | 21<br><b>B</b> | 22<br><b>C</b>    | 23 (G)<br><b>CONNECT 3</b>  |
| 26<br><b>D</b> | 27<br><b>E</b> | 28<br><b>F</b> | 29<br><b>A</b>    | 30<br><b>P-T CONF.</b>      |

### November\*

| Mo                     | Tu                     | We                     | Th                     | Fr                         |
|------------------------|------------------------|------------------------|------------------------|----------------------------|
| 2-Nov<br><b>B</b>      | 3<br><b>C</b>          | 4<br><b>D</b>          | 5<br><b>E</b>          | 6<br><b>P-T CONF.</b>      |
| 9<br><b>F</b>          | 10<br><b>A</b>         | 11<br><b>VETS DAY</b>  | 12<br><b>B</b>         | 13 (G)<br><b>CONNECT 3</b> |
| 16<br><b>C</b>         | 17<br><b>D</b>         | 18<br><b>E</b>         | 19<br><b>F</b>         | 20 (G)<br><b>CONNECT 3</b> |
| 23<br><b>TKSGIVING</b> | 24<br><b>TKSGIVING</b> | 25<br><b>TKSGIVING</b> | 26<br><b>TKSGIVING</b> | 27<br><b>TKSGIVING</b>     |

\*only through Thanksgiving



# Academic Models

## *100% Distance Learning (DL) Academic Model*

| <i>Anchor Point</i> | <b>What Happens</b>   |
|---------------------|---|
| <b>8:00 am</b>      | Getting Ready: Personal morning routine                             |
| <b>9:00 am</b>      | Morning Meeting followed by Academic Session #1 and individual work |
| <b>10:15 am</b>     | Break   |
| <b>10:45 am</b>     | Academic Session #2 and individual work                             |
| <b>11:45 am</b>     | Break, lunch, quiet time  |
| <b>1:15 pm</b>      | Student Office Hours and individual work                            |
| <b>2:00 pm</b>      | Academic Session #3 followed by Closing Circle                      |
| <b>3:20 pm</b>      | School concludes for the day  |



# Academic Models

*Blended Academic Model: OC + DL*

## Attributes

- The full PBS curriculum
- Small teacher-student ratios
- Recognizing the complexities for families
- Intentional design to tailor specifically for OC, DL, and Blended
- Intentional design to connect OC -- > DL -- > OC -- > DL
- Student learning connections OC < -- > DL
- Strong supervision for new health routines: Build student confidence
- K-5 weekly rotation, includes planning for 5-day OC week
- ELC morning/afternoon cohort rotation, 5-day OC week
- Dimmer Switch: Increase on-campus attendance (or decrease if needed)



# Academic Models

*Blended Academic Model: OC + DL*

## **Dimmer switch: Working hard**

- Increase the number of students on campus
- Ultimate goal: Bring everyone back on campus at the same time

## **This requires us to look at**

- Safety measures informed by science, county, and state
- Physical space
- Teaching staff



# Academic Models

## *K-5 Blended Academic Model: OC + DL*

| <i><b>Anchor Point</b></i> | <b>What Happens</b>                      |
|----------------------------|--|
| <b>8:00 a.m.</b>           | DL personal morning routine, OC drop-off |
| <b>8:30 a.m.</b>           | Morning Meeting: Synchronous DL + OC     |
| <b>9:00 a.m.</b>           | Academic Session #1                      |
| <b>10:30 a.m.</b>          | Break                                    |
| <b>11:15 a.m.</b>          | Academic Session #2                      |
| <b>1:30 p.m.</b>           | Academic Session #3                      |
| <b>2:55 p.m.</b>           | Closing Circle: Synchronous DL + OC      |
| <b>3:05 p.m.</b>           | DL physical activity, OC pick-up         |



# Academic Models

## *ELC Blended Academic Model: OC + DL*

### *Afternoon Cohort*

|                           |                          |
|---------------------------|--------------------------|
| <b>9:00 a.m.</b>          | DL Check-In              |
| <b>12:20 - 12:40 p.m.</b> | Arrival OC               |
| <b>12:20 - 1:20 p.m.</b>  | Exploration Time 1       |
| <b>1:20 - 1:25 p.m.</b>   | Handwash                 |
| <b>1:20 - 1:40 p.m.</b>   | Afternoon Meeting        |
| <b>1:40 - 1:45 p.m.</b>   | Handwash                 |
| <b>1:40 - 2:40 p.m.</b>   | Exploration Time 2       |
| <b>2:40 - 3:00 p.m.</b>   | Bathroom and Light Snack |
| <b>3:00 - 3:20 p.m.</b>   | Story and Closing Circle |
| <b>3:20 - 3:30 p.m.</b>   | Pack Up and Dismissal OC |



# Academic Models

## *ELC Blended Academic Model: OC + DL*

### *Morning Cohort*

|                           |                          |
|---------------------------|--------------------------|
| <b>8:00 - 8:20 a.m.</b>   | Arrival OC               |
| <b>8:00 - 9:00 a.m.</b>   | Exploration Time 1       |
| <b>9:00 - 9:05 a.m.</b>   | Handwash                 |
| <b>9:00 - 9:20 a.m.</b>   | Morning Meeting          |
| <b>9:20 - 9:25 a.m.</b>   | Handwash                 |
| <b>9:20 - 10:20 a.m.</b>  | Exploration Time 2       |
| <b>10:20 - 10:50 a.m.</b> | Bathroom and Light Snack |
| <b>10:50 - 11:10 a.m.</b> | Story and Closing Circle |
| <b>11:10 - 11:20 a.m.</b> | Pack Up and Dismissal OC |
| <b>2:00 p.m.</b>          | DL Check-In              |



# Learning Routines

## Concrete Logistics

- Following the dress code: OC + DL
- Bring to school: Face covering, backpack, lunch, water bottle
- Individualized pouch with high-use learning materials for each student
- Investigating individualized at-home kit of math manipulatives, especially for K-2, with older students more able to use digital and paper
- Limited shared materials: Regular disinfection
- Regular, organized hand washing routine
- Plan for accessing classroom libraries
- Focus of current planning: Concrete information shared closer to start-of-school, considering a student-centered Curriculum for Health, Safety, and Campus Routines (hoping for video format)



# Learning Routines

## Reimagining Academic Breaks

- Recess: Making it exciting and positive
- Teacher-led games set for changing parameters
- Student-led and choice
- Variety of options: New, creative, flexible, no-contact ideas
- Developing concrete activities for DL
- Focusing on creative activities for DL + OC connections, for example: Lunch Bunch gatherings and synchronous Read-Aloud opportunities
- La Entrada field available for PBS use
- Play structures: Rotating schedule to minimize contact exposure
- Focus of current planning: Concrete information shared closer to start-of-school, considering a Class Family Planner to support you at home



# Learning Spaces

## **PBS Classrooms**

- Lowering social density: About half in a space for physical distancing
- Week OC + Week DL rotation to accomplish this
- Repurposing spaces: Accomplish physical distancing by organizing an authentic and familiar classroom space (sense of normalcy)
- Repositioning furniture: Desks can provide personalized storage space for each student's materials
- Taking advantage of outdoor fresh air flow
- Rigorous disinfection and cleaning based on the best science
- Using outdoor spaces as options for learning, but not as the only option
- Focus of current planning: New protocols and routines shared closer to start-of-school, including an updated Parent Manual with COVID-related information



# Learning Spaces

## *Model Classroom*





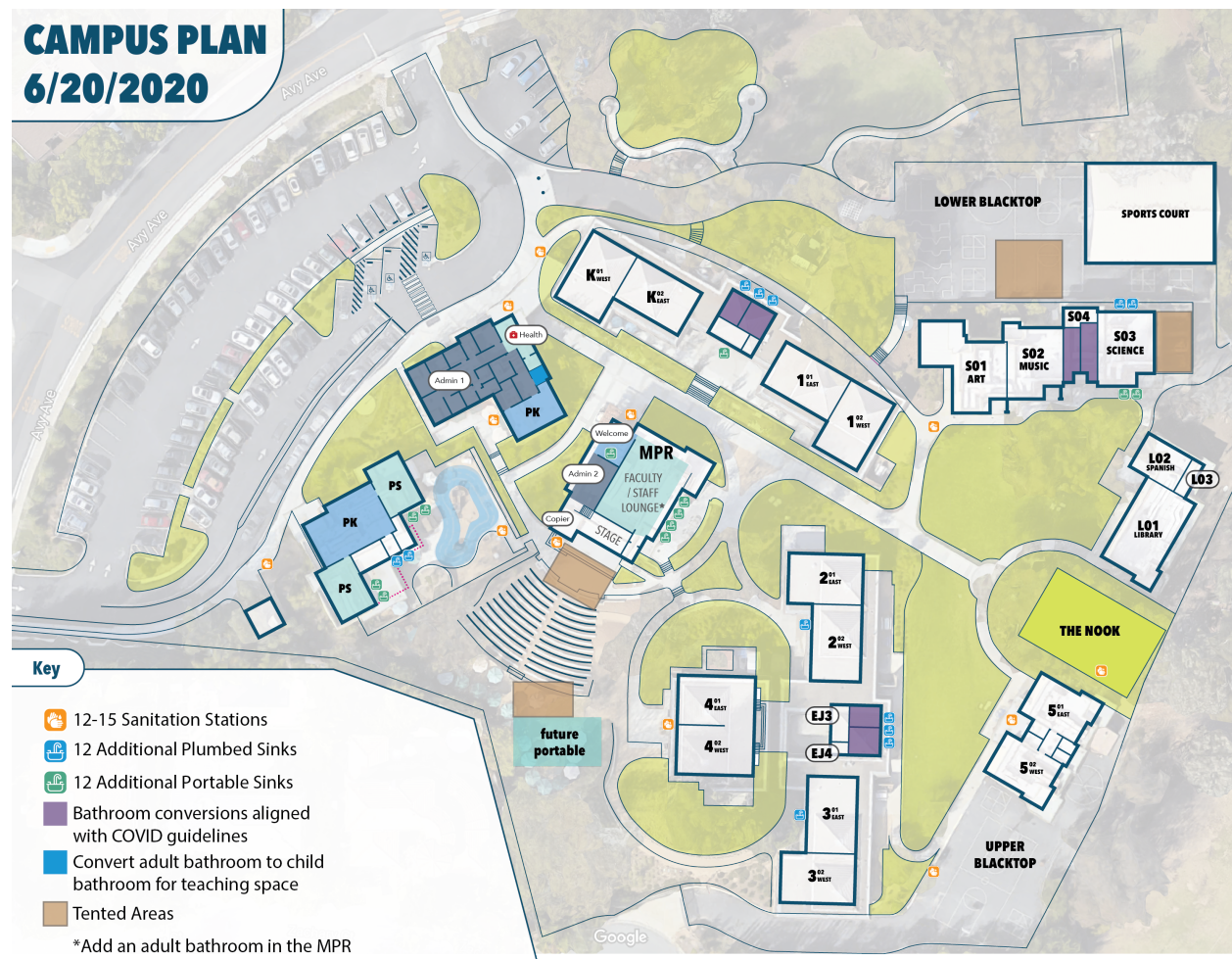
# Learning Spaces

## *Model Classroom*



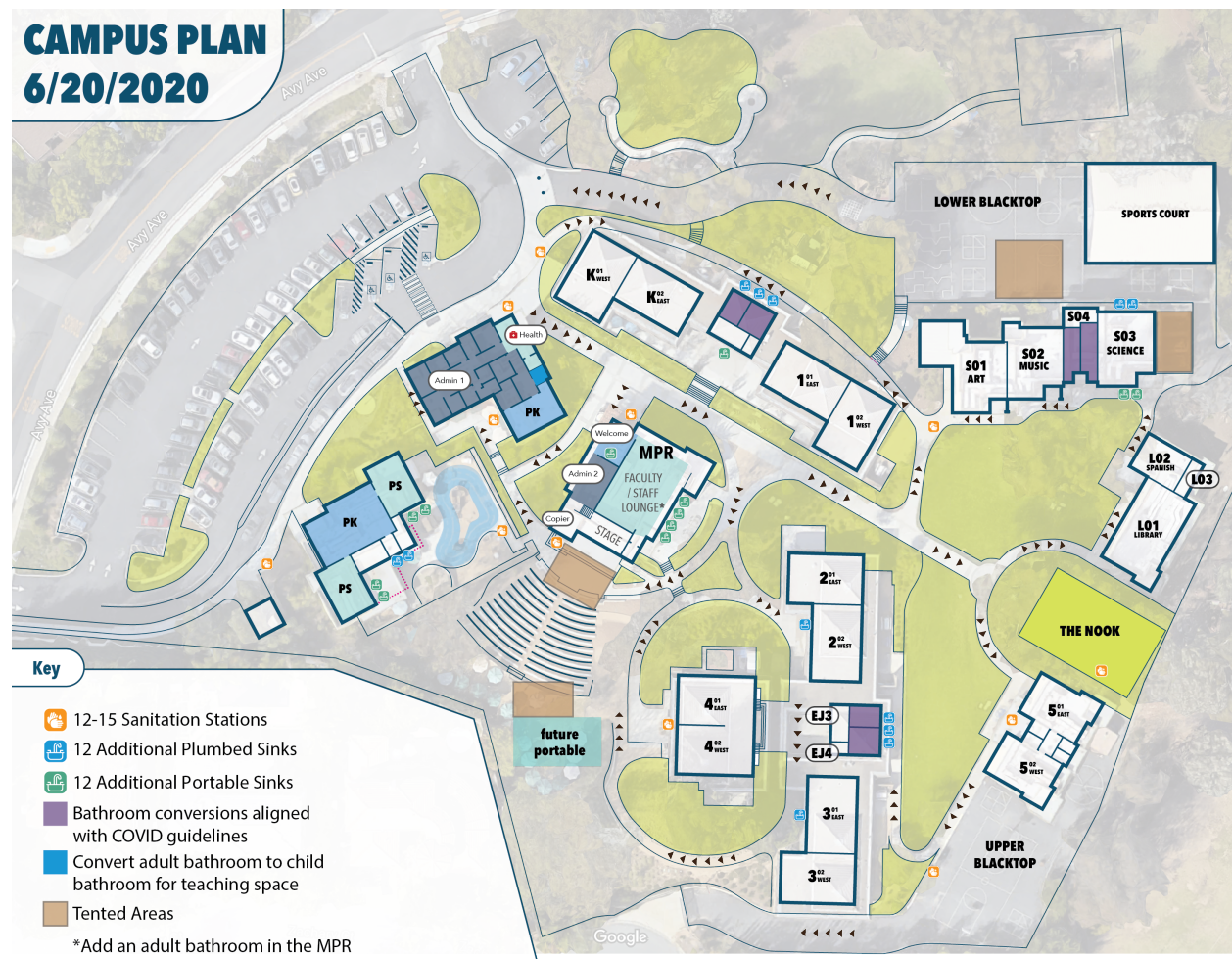


# Learning Spaces





# Learning Spaces





# Equity and Accessibility

## Technology

- Expanding iPad program to include K-2 as well as 3-5
- Technology as a pedagogical and learning tool
- iPads as gateway to PBS curriculum, used responsibly
- Everyone at the same baseline

## Those Who Select 100% DL

- Top priority: Want DL students *to be fully* integrated and *to feel fully* integrated
- Daily synchronous connections DL + OC: Unified classroom experience
- Intentional design for DL modality of curriculum delivery

## Childcare

- Focused on options to support families who need it
- Do not have a solution yet



# Equity and Accessibility

## **Enhance Distance Learning: Key Performance Indicators**

- Rigorous: Maintain high educational standards
- Schedule: Routine, predictability, support, cohesion across the school
- Connections: High-touch interactions among teachers and peers
- Teacher-Guided: Meet the needs of a range of learners
- Independence: Small-group and project work to deepen student motivation
- Individualized: Multiple avenues for teacher feedback and assessment
- Rally Points: Energizing student enthusiasm with well-timed “exciters”



# Equity and Accessibility

## What DL Weeks Look Like

- Synchronous connections OC < -- > DL
- Morning Meeting and Closing Circle
- Concrete activities provided for recess, lunch, and other breaks
- Socialization: DL students partnered with OC students
- Live instruction: Some lessons tailored specifically for DL
- Smaller cohorts: Deploy teachers creatively to support DL
- Create a sense of normalcy: How students show up to school
- Reframing Emotional Intelligence so it works for DL modality
- Virtual field trips, small groups in Zoom break-out rooms
- Focus of current planning: Concrete information shared closer to start-of-school, considering a Distance Learning Handbook



# Equity and Accessibility

## **DL in the Early Learning Center: Additional Notes**

- Focus: Daily on-campus attendance for our youngest learners
- Focus: Meeting academic and socialization needs in ways that are age-appropriate
- Focus: Smaller cohorts to optimize early childhood learning
- Synchronous DL check-in for all students, every day
- Those selecting 100% DL: Synchronous Morning Meeting and Afternoon Meeting
- Those selecting 100% DL: Investigating ways to join Explorations, Closing Circle, and DL students partnered with OC students



# Community and Relationships

## **Back-to-School Onboarding Program**

- Build in-person relationships and connections
- Establish student-teacher trust
- Boost social-emotional resilience: Bridge March to August
- Amplify student confidence in health and safety protocols

## **Calendar Planning**

- August 20-21: Session for teachers, students, and parents
- August 24-25: Second session for teachers and students
- Families who opt for 100% DL: Join virtually
- August family questionnaire: Share insights, concerns, and opportunities confidentially and directly with your children's new teachers



# Community and Relationships

## Health and Safety

- PBS doing everything it can to keep students and educators healthy and safe
- Want children to be safe and feel safe on campus
- Implementing guidelines and protocols informed by science, county, and state
- OC drop-off and pick-up: Will be very different
- Adult access to campus: Will be very limited
- Acknowledging that PBS cannot guarantee a risk-free learning environment nor a virus-free campus
- COVID-specific protocols intended to mitigate, not eliminate, risk
- Communal responsibilities and collective efforts in this public health crisis: School-home partnership
- Need families to review the information in our FAQs and information forthcoming this summer



# Community and Relationships

## Reopening School

- Steady, disciplined, and measured with the ultimate goal of moving towards 100% of students safely on campus
- Practice health routines: Build student confidence and excellence doing them
- Investing in COVID-related campus updates and COVID supplies, as well as people resources to support students and curriculum delivery
- We're in this together: Essential to practice at home what we do in school
- Avoid going backwards: Adding (increasing student on-campus experience) better than subtracting (decreasing)
- Flexibility, patience, being inventive, partnership
- The role of the PBSA



# Community and Relationships

## **Reopening School: Anticipated First Phase**

- Based on what we know today: Likely a form of the Blended Learning Academic Model
- Family choice OC or DL: Can impact campus attendance numbers
- Keep you informed along the way
- Hold decisions so they reflect current circumstances
- Balance decision timing with considerations for family planning



# Community and Relationships

## **What's Next: Email tomorrow 7/1**

- Available: This deck, tonight's recording, FAQs
- Other typical information necessary for the new school year
- Complete the required questionnaire due 7/7: Select OC or DL, plus a question about K-5 siblings being in the same cohort or not
- Default questionnaire response is DL if we do not hear from your family



# Community and Relationships

## What's Next: July and Early August

- Sprint leading to a marathon
- Seriously considering every point of view: Thank you for your feedback
- Execute plans for success
- Deliver curriculum with excellence

*Important: The PBS Team also needs some time to rest and recharge so we're prepared to support your children's emotional well-being and academic success when the new year begins. So, to your frequently asked question about how the PBS community can help: Please allow us time in July to plan and build our energy reserves for the journey ahead.*

**Thank you!**