LEA resource for designing and managing school models during the pandemic

August 2020

Context for document

What is the context for this document?

The spring was challenging for LEAs, as they struggled to figure out remote learning models suddenly in response to the COVID-19 pandemic

Many LEAs have spent the summer primarily planning for a modified in-person experience or hybrid learning model

In the last few weeks, many LEAs have announced they will need to begin the school year 100% remote, as the case count grows nationwide

LEAs will need to continue to refine their approach to developing a variety of in-person and remote models over the coming months as the context and fact base evolves, striving to limit the degree to which student, teacher and/or family experience suffers

Which topics does this document cover?

Evaluation criteria to switch between learning models

Considerations common to all learning models

Considerations for developing (or refining existing plans for) a robust hybrid model and scaling to fully in-person instruction

Considerations for developing (or refining existing plans for) a robust remote model

Organizing your team for implementation, on-going monitoring, and continuous improvement

What audiences is this document geared toward?

LEAs have already begun work on multiple aspects of reopening schools in the context of COVID-19

As such, this document is designed to provide a broader framework and LEA-specific examples for teams that are either:

a) revisiting the learning model(s) they have already built or
b) trying to rapidly finalize the learning model(s) they have started to plan for

CHIEFS for CHANGE CCSSO Council of Chief State School Officers

How to use this document

What this document is

A synthesized collection of frameworks, reference materials, and examples from select school districts organized across a set of key steps to developing learning models

As such, certain sections may include more sample content than others

What this document is not

A fully exhaustive reopening playbook for LEAs

A set of explicit “plug and play” suggestions for reopening

How to get the most out of this document

Identify the key steps where you could use support to your existing planning in the form of:

a) Looking for inspiration on how others are approaching a topic as you formulate that component of your plan, or

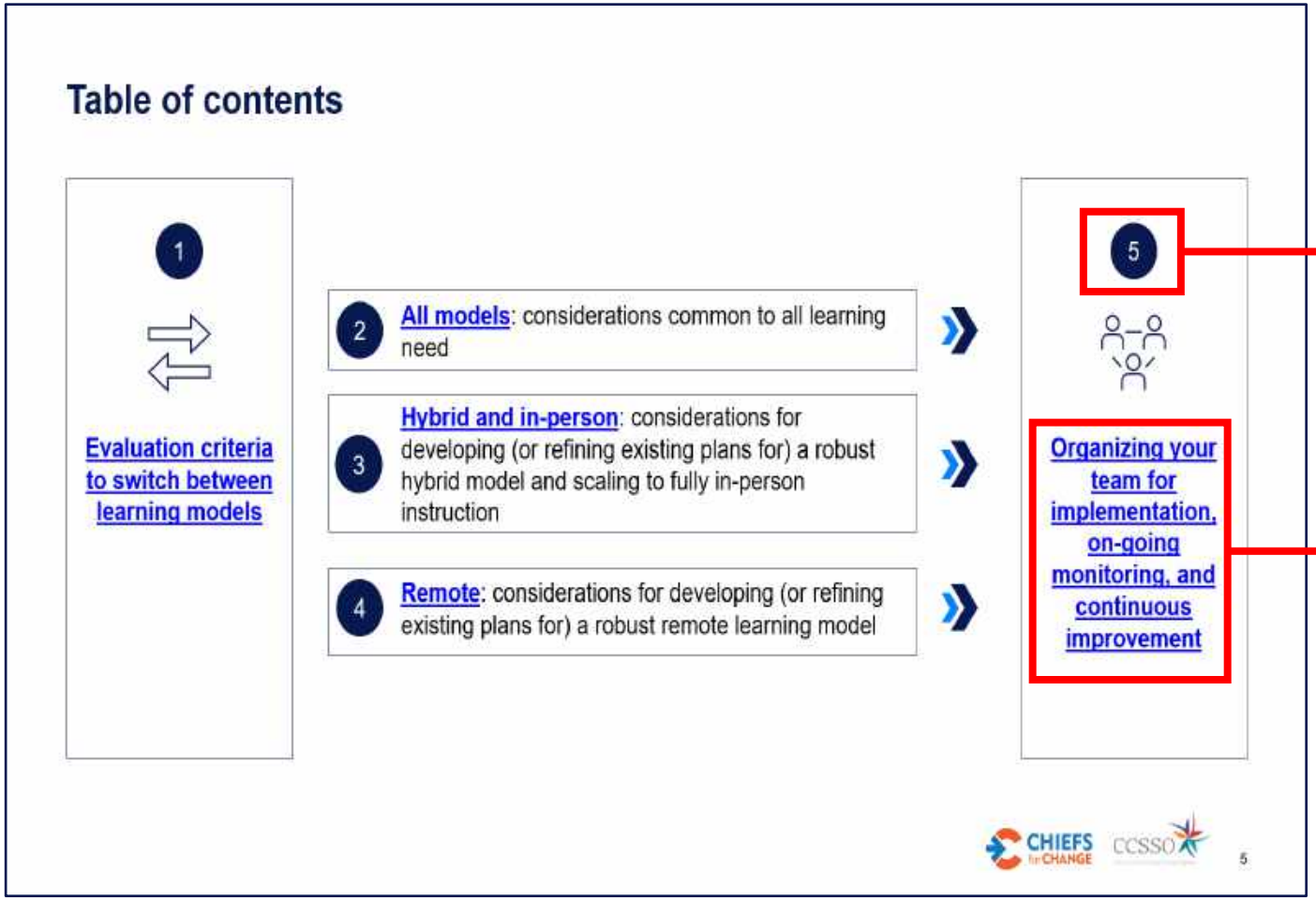
b) Augmenting your existing content or approach in an area that feels less robust, or

c) Pressure testing your existing model or plans across topics

Focus on the sections most relevant to your needs vs. viewing this as an end-to-end planning support document; hyperlinks are embedded throughout to support you in doing so

How to navigate this document: Chapters

Chapters are discrete categories of planning and organization



Document Hierarchy:

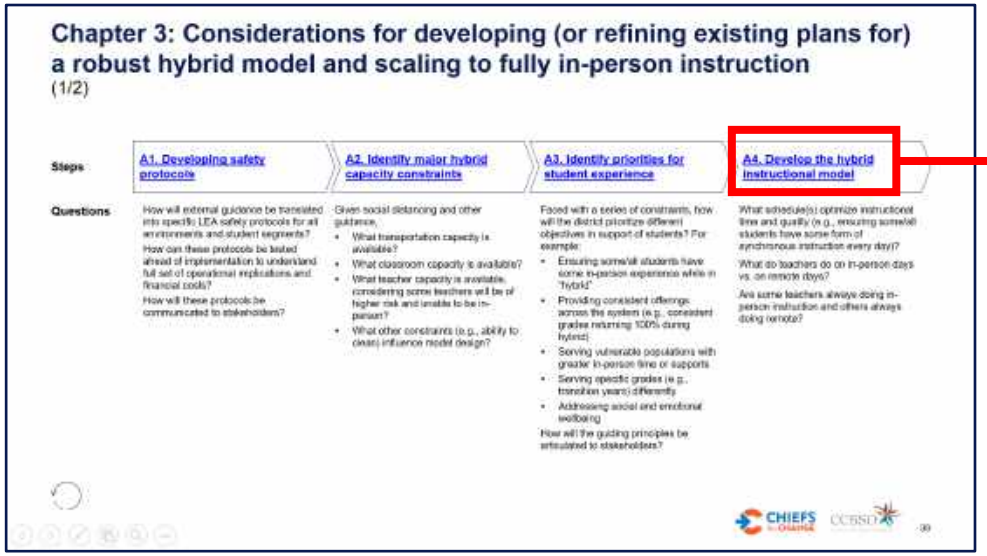
Chapters > Sub-Chapters > Lead Pages > Content Pages

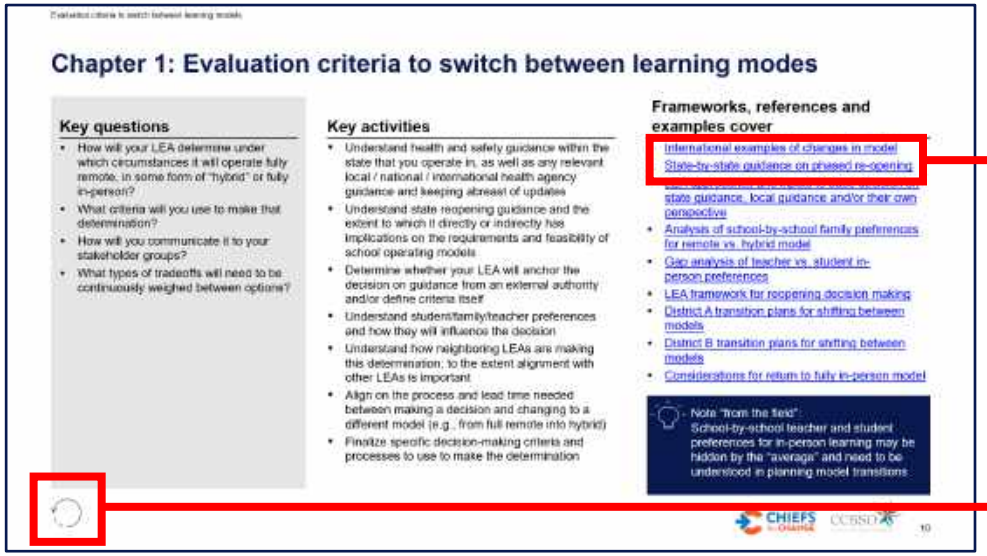
Each of these **numbers** indicates a different chapter within the document

Selecting the **blue hyperlinked text** for a given chapter transfers the user to the lead page for the selected chapter

How to navigate this document: Sub-Chapters and Lead Pages

Both are introductions to the key questions, key activities, frameworks, and references in a chapter





Chapters 3 and 4 contain sub-chapters

Given the extent of the information included in Chapters 3 and 4, sub-chapters are used. Selecting **the blue hyperlinked text** for a given sub-chapter transfers the user to the lead page for each sub-chapter

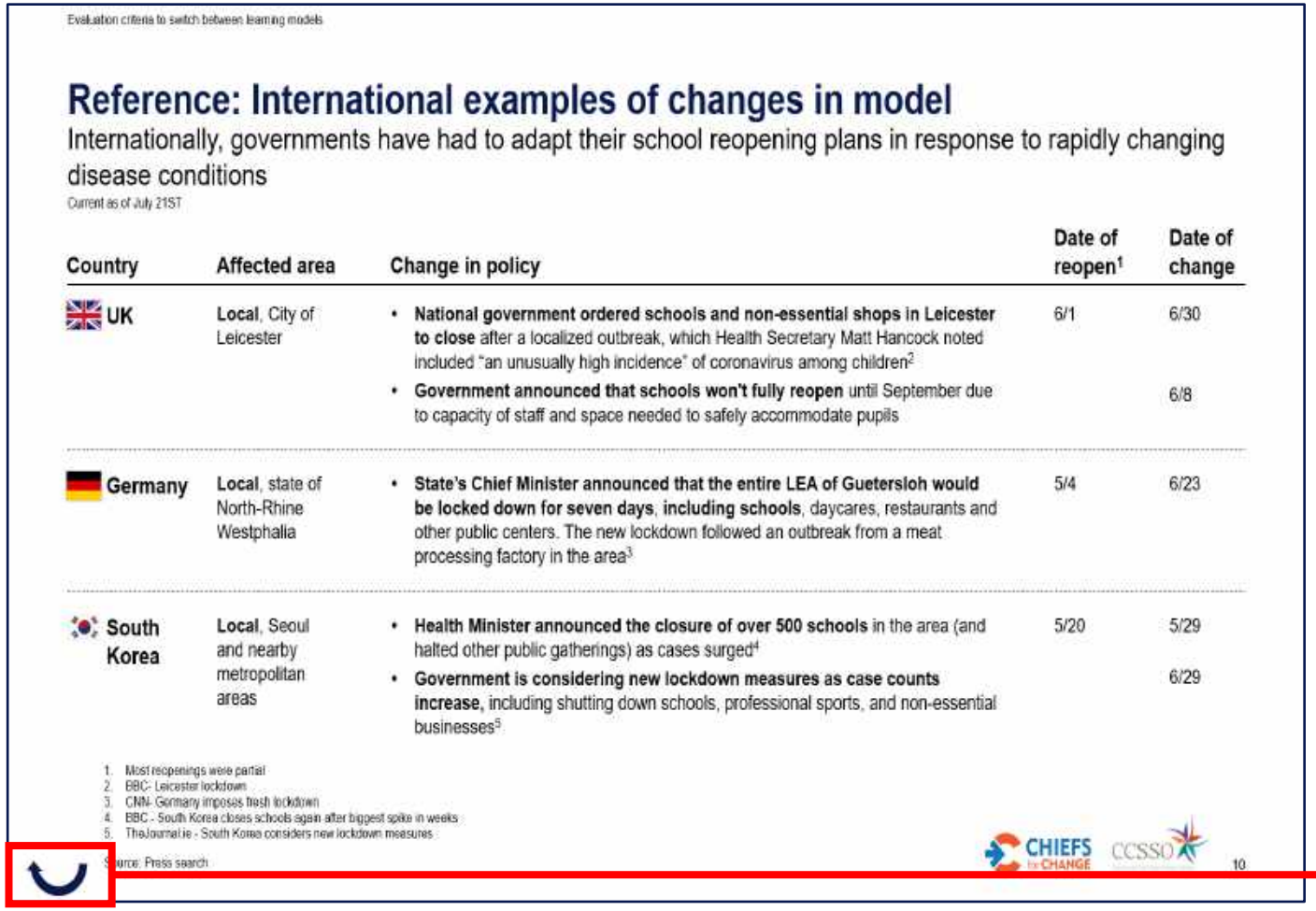
All chapters contain lead pages

For lead pages, selecting **the blue hyperlink text** transfers the user to the pages for the selected content

To return to the Table of Contents (or sub-chapters for Chapters 3 and 4), users can click the **circular return arrow** found in the bottom left of each page

How to navigate this document: Content Pages

Content pages contain frameworks, references, or examples related to the chapter or sub-chapter



Evaluation criteria to switch between learning models

Reference: International examples of changes in model

Internationally, governments have had to adapt their school reopening plans in response to rapidly changing disease conditions

Current as of July 21ST

Country	Affected area	Change in policy	Date of reopen[1]	Date of change
UK	**Local**, City of Leicester	• **National government ordered schools and non-essential shops in Leicester to close** after a localized outbreak, which Health Secretary Matt Hancock noted included "an unusually high incidence" of coronavirus among children[2] • **Government announced that schools won't fully reopen** until September due to capacity of staff and space needed to safely accommodate pupils	6/1	6/30 6/8
Germany	**Local**, state of North-Rhine Westphalia	• **State's Chief Minister announced that the entire LEA of Guetersloh would be locked down for seven days, including schools**, daycares, restaurants and other public centers. The new lockdown followed an outbreak from a meat processing factory in the area[3]	5/4	6/23
South Korea	**Local**, Seoul and nearby metropolitan areas	• **Health Minister announced the closure of over 500 schools** in the area (and halted other public gatherings) as cases surged[4] • **Government is considering new lockdown measures as case counts increase**, including shutting down schools, professional sports, and non-essential businesses[5]	5/20	5/29 6/29

1. Most reopenings were partial
2. BBC- Leicester lockdown
3. CNN- Germany imposes fresh lockdown
4. BBC - South Korea closes schools again after biggest spike in weeks
5. TheJournal.ie - South Korea considers new lockdown measures

Source: Press search

CHIEFS for CHANGE CCSSO

10

All chapter and sub-chapter lead pages are followed by content pages

To return to the lead page, select the **half circular return arrow** found in the bottom left of each page.

Table of contents

Table of Contents

Chapter 1: Evaluation criteria to switch between learning modes

Key questions

- How will your LEA determine under which circumstances it will operate fully remote, in some form of “hybrid” or fully in-person?
- What criteria will you use to make that determination?
- How will you communicate it to your stakeholder groups?
- What types of tradeoffs will need to be continuously weighed between options?

Key activities

- Understand health and safety guidance within the state that you operate in, as well as any relevant local / national / international health agency guidance and keep abreast of updates
- Understand state reopening guidance and the extent to which it directly or indirectly has implications on the requirements and feasibility of school operating models
- Determine whether your LEA will anchor the decision on guidance from an external authority and/or define criteria itself
- Understand student/family/teacher preferences and how they will influence the decision
- Understand how neighboring LEAs are making this determination, to the extent alignment with other LEAs is important
- Align on the process and lead time needed between making a decision and changing to a different model (e.g., from full remote into hybrid)
- Finalize specific decision-making criteria and processes to use to make the determination

Frameworks, references and examples cover

- International examples of changes in model
- LEA approaches and inputs to base decision on state guidance, local guidance and/or their own perspective
- Analysis of school-by-school family preferences for remote vs. hybrid model
- Gap analysis of teacher vs. student in-person preferences
- LEA framework for reopening decision making
- LEA A transition plans for shifting between models
- LEA B transition plans for shifting between models
- Considerations for return to fully in-person model

Note “from the field”:
School-by-school teacher and student preferences for in-person learning may be hidden by the “average” and need to be understood in planning model transitions

May be non-exhaustive based on evolving circumstances

Reference: International examples of changes in model

Internationally, governments have had to adapt their school reopening plans in response to rapidly changing disease conditions

Current as of July 21ST

Country	Affected area	Change in policy	Date of reopen[1]	Date of change
UK	**Local**, City of Leicester	• **National government ordered schools and non-essential shops in Leicester to close** again after a localized outbreak, which Health Secretary Matt Hancock noted included "an unusually high incidence" of coronavirus among children[2] • **Government announced that schools won't fully reopen** until September due to capacity of staff and space needed to safely accommodate pupils	6/1	6/30 6/8
Germany	**Local**, state of North-Rhine Westphalia	• **State's Chief Minister announced that the entire LEA of Guetersloh would be locked down for seven days**, **including schools**, daycares, restaurants and other public centers. The new lockdown followed an outbreak from a meat processing factory in the area[3]	5/4	6/23
South Korea	**Local**, Seoul and nearby metropolitan areas	• **Health Minister announced the closure of over 500 schools** in the area (and halted other public gatherings) as cases surged[4] • **Government is considering new lockdown measures as case counts increase,** including shutting down schools, professional sports, and non-essential businesses[5]	5/20	5/29 6/29

1. Most reopenings were partial
2. BBC- Leicester lockdown
3. CNN- Germany imposes fresh lockdown
4. BBC - South Korea closes schools again after biggest spike in weeks
5. TheJournal.ie - South Korea considers new lockdown measures

Source: Press search

Data and status may have changed since time of reporting

Framework: LEA approaches and inputs to base decision on state guidance, local guidance and/or their own perspective (1/4)

LEA decision options: how can LEAs decide when to move between school models?

Primary decision maker: SEA

Likely a joint decision involving SEA, Governor's office and state-health authorities

Primary decision maker: LEAs

Likely in conjunction with local health authorities

A State-mandated

SEA works with other state agencies to form internal decision-making processes around when LEAs' school models should change

State government mandates LEAs move between school models

LEAs implement the decision

B Follow externally defined phases (e.g., county health agency phases)

LEAs use external guidance to define school model choices they will make during the school year

For instance, **LEAs could tie their decision-making to State, county, or local reopening plans' phases** (e.g., the LEA can say it will go fully remote if the county moves to Phase 1 of reopening)

LEAs implement their own decision

C Define your own phases

LEAs define thresholds to guide their school model decisions throughout the year, and what happens at those thresholds

LEAs monitor data, and determine when those thresholds have been met. Relevant data might include both:

- Health and epidemiological metrics (e.g., case counts, positive test rate)
- System readiness and resilience factors (e.g., Staff and educators' preference for a particular model)

LEAs implement their own decision

May be non-exhaustive based on evolving circumstances

Reference: LEA approaches and inputs to base decision on state guidance, local guidance and/or their own perspective (2/4)

Identify and track metrics: Examples of different models for decision-making on thresholds for switching between learning models[1]

Primary decision maker: SEA[2] → **Primary decision maker: LEA[3]**

A Option 1: State directed approach

On July 13th, Governor Cuomo announced a plan for New York State schools to reopen. Schools in a region can reopen if:

- The region is in Phase IV of statewide reopening
- The region's daily infection rate remains below 5 percent, for a 14-day rolling average

Schools will immediately close if their **region's infection rate hits 9% over a seven-day average**

LEAs/schools will create specific plans that follows those parameters, & broader health guidance released by the DOE

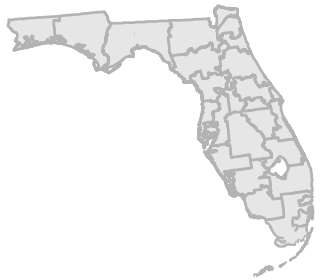
B Option 2: Scaffolded approach

Ohio LEA released plans tying its school operating model to its county reopening phases:

- **Level 4: "Remote"** – 100% remote
- **Levels 2, 3: "Partial"** – half the students in school at a time, with safety protocols
- **Level 1: "All in"** – all students in school 5 days per week, with safety protocols

Other LEAs in Ohio have followed a similar plan

C Option 3: LEA-led approach



A large Florida LEA released eight criteria that must be met for any kind of physical schooling by the first day of school in August

Sample criteria are:

- A sustained COVID-19 positivity rate of less than 10%, trending toward 5%, for 14 days
- A steady reduction in number of individuals hospitalized
- A sustained reduction in ICU bed occupancy
- A continuous reduced viral burden for 14 days

What approach would we take to decide when to move from remote to hybrid models?

1. Example as of July 2020.
2. Likely a joint decision involving SEA, Governor's office, and state health authorities
3. In conjunction with local health authorities

Source: Press search; public announcements

Data and status may have changed since time of reporting

Framework: LEA approaches and inputs to base decision on state guidance, local guidance and/or their own perspective (3/4)

Both health metrics and system readiness factors could inform LEAs' decision-making on school model

Health and epidemiological metrics

Public health officials and other experts are tracking and referencing a broad set of health indicators for guiding COVID-19-related decision-making. These could include:

Case count and prevalence – e.g., new cases, % change in total cases, cumulative cases

Deaths – e.g., new deaths, cumulative deaths

Tests –e.g., tests per day, tests per last X days, positive test rate, tests per capita

HSEAtalizations –e.g., new hSEAtalizations, cumulative hSEAtalizations

HSEAtal capacity –e.g., ICU beds, ventilators, floor beds, PPE

Contact tracing capabilities

System readiness and resilience factors

In addition, school systems are considering their own readiness to support various school models safely and effectively. These factors could include:

- **Infrastructure in place to transition between models** - e.g., % of equipment acquired for health/safety protocols, % of students that can be transported with reduced bus capacity
- **LEA administrators' preparedness** to transition between models – e.g., enrollment forecasts mapped to capacity limits defined in operating model
- **Staff and educators' preference / demand** for a particular model - e.g., % of teachers, other staff who say they are comfortable with in-person working
- **Students', families' preference / demand** for a particular model - e.g., % of students, families who say they are comfortable with in-person learning, % who feel safe with in-person safety protocols
- **Student academic performance** under current model - e.g., assignment completions / submissions, gap between previous years' test scores and current cohort

May be non-exhaustive based on evolving circumstances

Reference: LEA approaches and inputs to base decision on state guidance, local guidance and/or their own perspective (4/4)

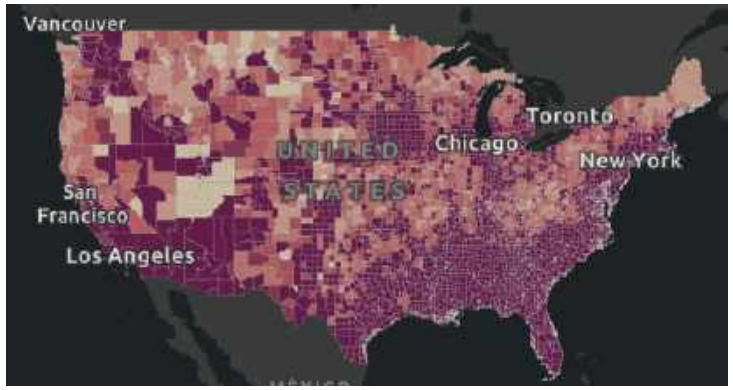
LEAs can refer to a range of external resources for health and epidemiological data

Example 1: Johns Hopkins University eSchool+ Initiative - Analysis of School Reopening Plans

This Johns Hopkins Center for Systems Science and Engineering (CSSE) has created a free interactive map that provides data, by county, on:

- Case count
- Deaths
- Fatality rate

Data is updated once per day to allow the system to pull county-level data.



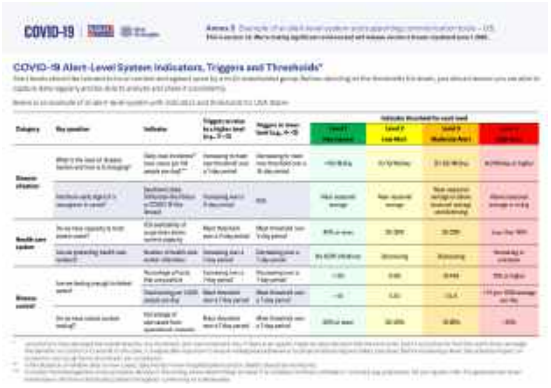
Link: https://coronavirus.jhu.edu/map.html

Example 2: Resolve to Save Lives – COVID-19 alert-level system indicators, triggers, and thresholds

This Resolve to Save Lives document provides an overview of how organizations (not just LEAs) might design system indicators and thresholds levels

The document details that any thresholds should be tailored to local context and agreed upon by a multi-stakeholder group

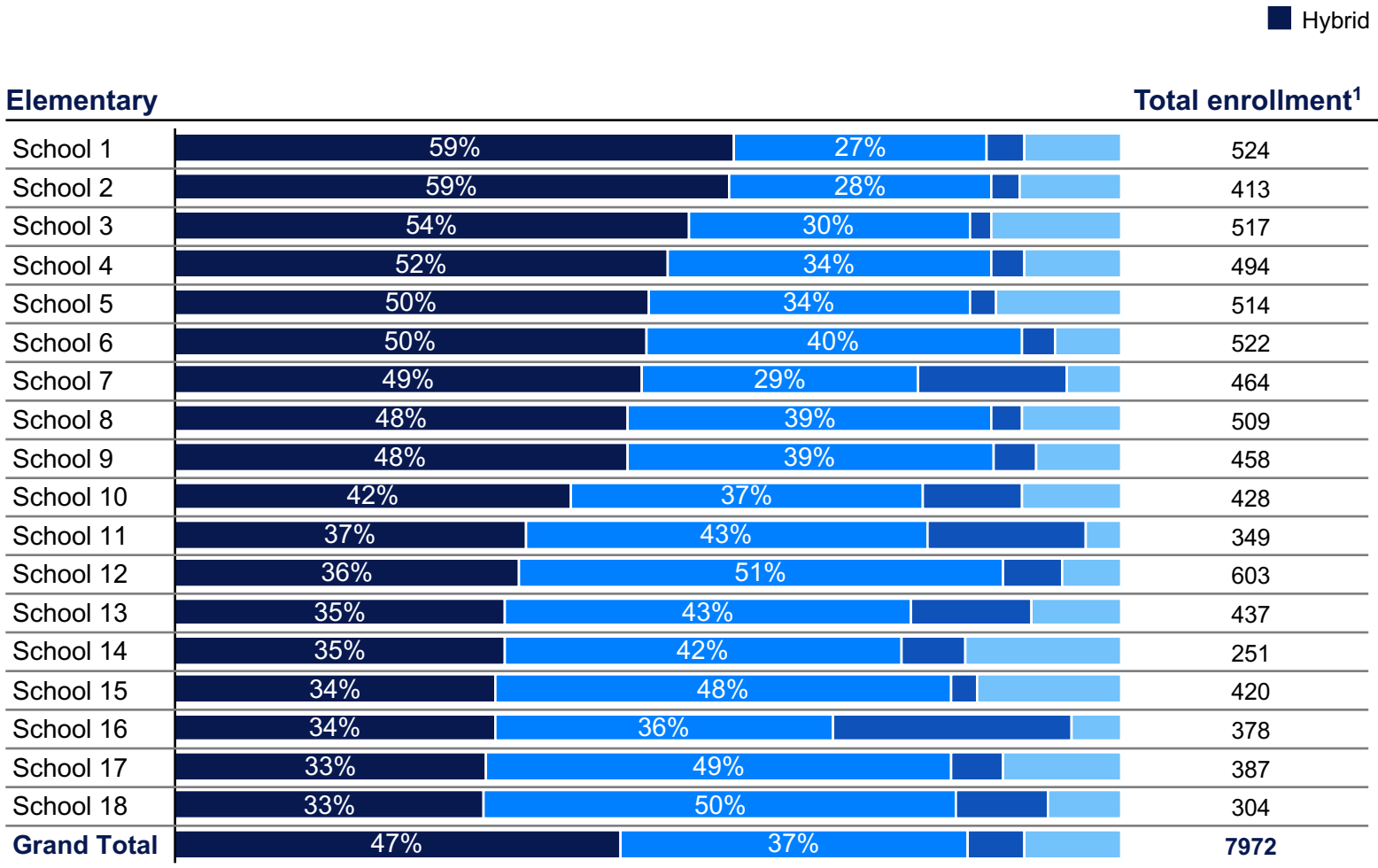
It also emphasizes the importance of being able to capture data regularly and be able to analyze and share it consistently, if you are going to design thresholds



Link: https://preventepidemics.org/wp-content/uploads/2020/05/Annex-2_Example-of-an-alert-level-system_US_FINAL.pdf

Example: Analysis of school-by-school family preferences for remote vs. hybrid model

Input: Understanding wide variance in family interest by school



Elementary	Hybrid	Virtual	Not attending district school	Undecided	Total enrollment[1]
School 1	59%	27%			524
School 2	59%	28%			413
School 3	54%	30%			517
School 4	52%	34%			494
School 5	50%	34%			514
School 6	50%	40%			522
School 7	49%	29%			464
School 8	48%	39%			509
School 9	48%	39%			458
School 10	42%	37%			428
School 11	37%	43%			349
School 12	36%	51%			603
School 13	35%	43%			437
School 14	35%	42%			251
School 15	34%	48%			420
School 16	34%	36%			378
School 17	33%	49%			387
School 18	33%	50%			304
Grand Total	47%	37%			**7972**

Options

A. All schools reopen for hybrid model, despite variance in survey data by school

B. Only schools where percentage of families interested in hybrid model exceeds certain threshold (e.g., ~50%) reopen

C. All schools reopen for hybrid model, but with variation in student segments (e.g., School 1 reopens for all K-5 while School 15 only reopens for K, 3, 6 and other special-needs segments)

D. All schools must exceed a certain threshold to open any schools

Questions

Which option would we pursue if this situation persists?

Should the LEA set a threshold schools must meet to reopen?

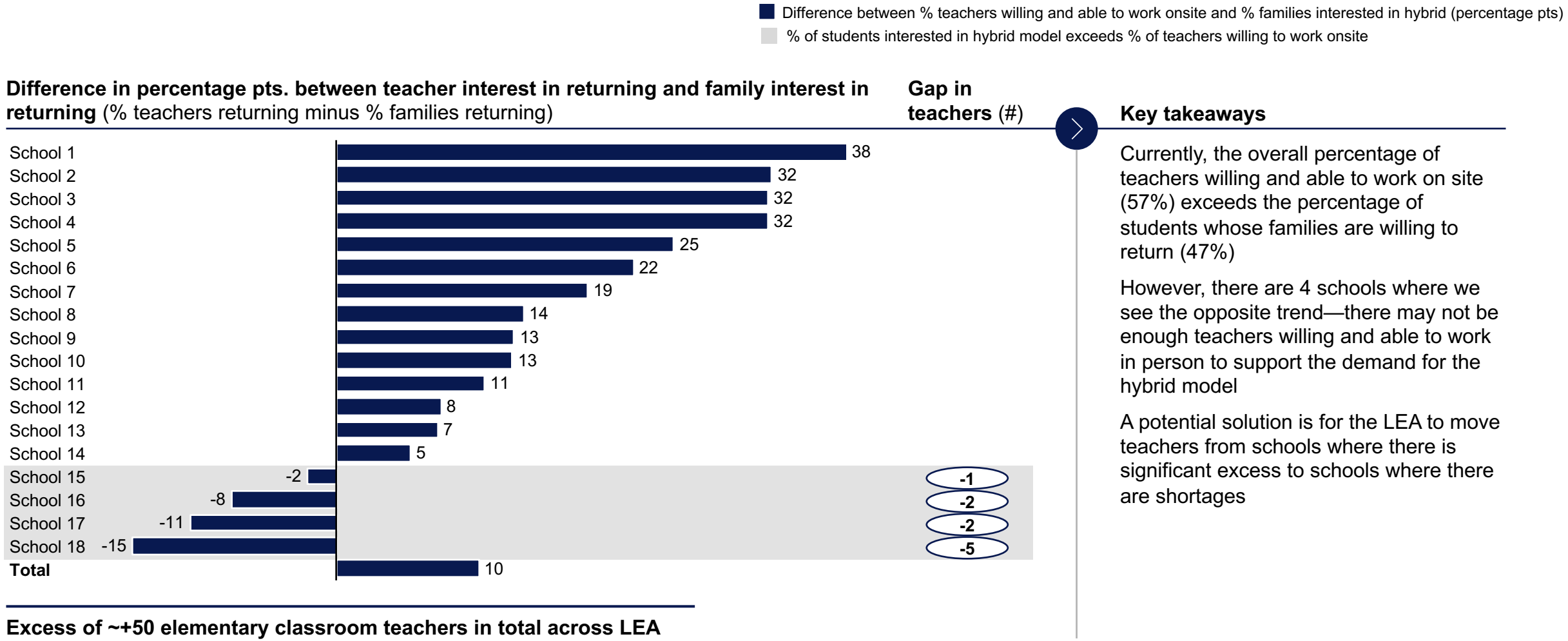
Given those decisions, how will we set family and staff expectations?

1. Synergy for Grades 1-5, projections for K

Illustrative example from one district; does not represent a solution for all LEAs

Example: Gap analysis of teacher vs. family in-person preferences

Input: Teacher and family preference gap analysis



Excess of ~+50 elementary classroom teachers in total across LEA

Key takeaways

Currently, the overall percentage of teachers willing and able to work on site (57%) exceeds the percentage of students whose families are willing to return (47%)

However, there are 4 schools where we see the opposite trend—there may not be enough teachers willing and able to work in person to support the demand for the hybrid model

A potential solution is for the LEA to move teachers from schools where there is significant excess to schools where there are shortages

Illustrative example from one district; does not represent a solution for all LEAs

∫ Constraints | Concerns | Risks

Framework: LEA framework for reopening decision making (1/4)

The viability of each option is a function of constraints, concerns, and risks

Vitality[1] of Options = ∫ [Federal, State, Household, & System **Constraints**] [**Concerns** of Parents, Teachers, & Staff over COVID-19] [Levels of Tolerance for **Risks**]

1. Vitality considers feasibility and attractiveness of options.

May be non-exhaustive based on evolving circumstances

Framework: LEA framework for reopening decision making (2/4)

Constraints consideration

Federal / State

- **Gating criteria** for reopening:
  - 14-day downward trajectory of flu- or COVID-like **symptoms**
  - 14-day downward trajectory of COVID-positive **cases**
  - **HSEAtals'** ability to treat all patients without crisis care
  - Robust **testing**, including antibody testing, in place for at-risk health-care workers
- **Screening and physical distancing** protocols and guidance
- Tax **revenues and stimulus** (levels of approved spending)
- Federal / State **laws and mandates** (e.g., ESSA, IDEA, CSR)1

Household

- **Employment** status
- Job **flexibility**
- Availability of safe, affordable **childcare options**
- **Health insurance** status
- Household **budget** realities

School System

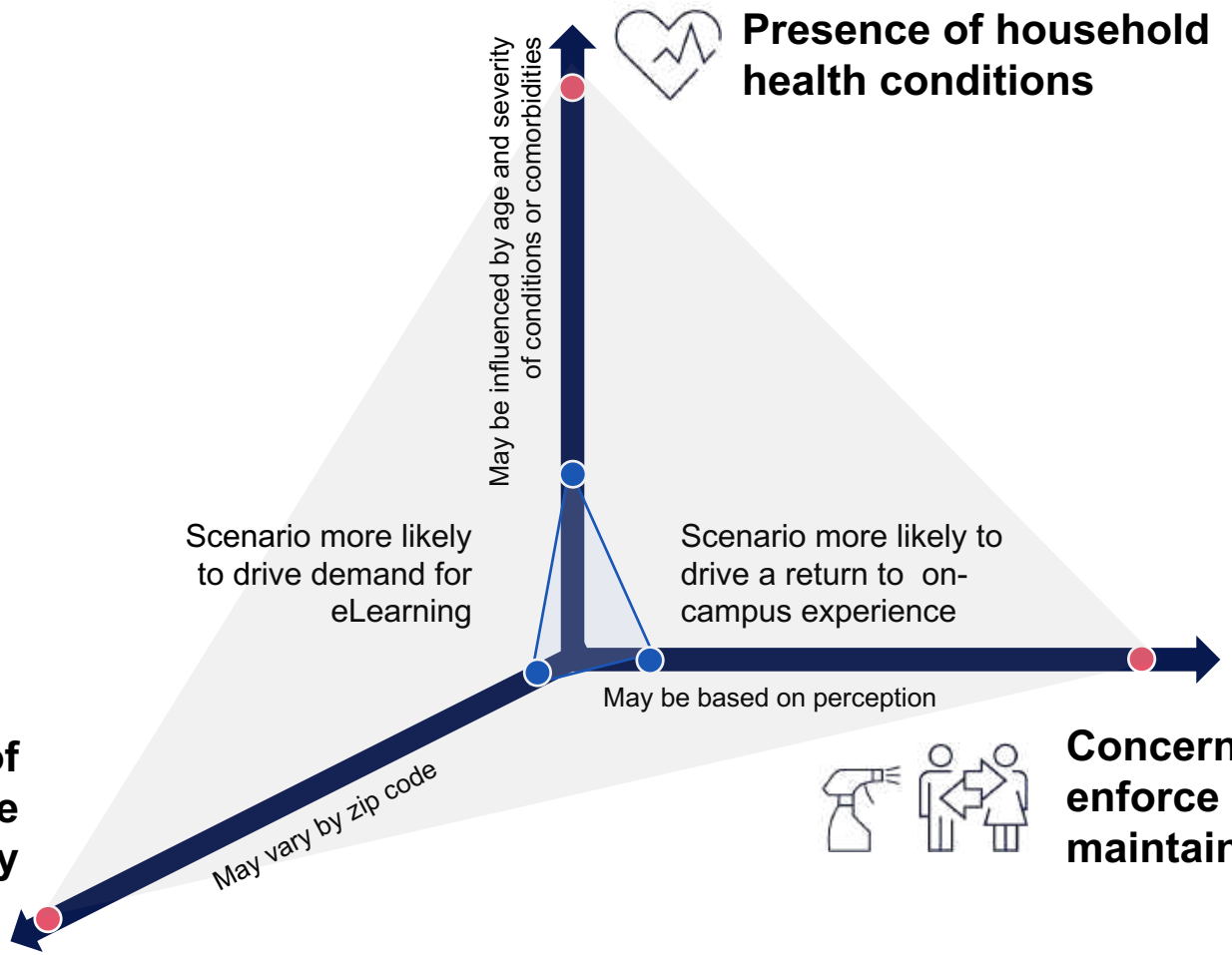
- **Funding**
- **Physical space** (square footage)
- **Scheduling** systems
- **Staffing** levels and schedules
- Availability of **vendor support**
- Adaptability of **bargaining unit** agreements
- Availability of **supplies and equipment**

1. Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Class Size Reduction (CSR)

May be non-exhaustive based on evolving circumstances

Framework: LEA framework for reopening decision making (3/4)

Concerns consideration: How worried are Parents, Teachers, & Staff about COVID-19?



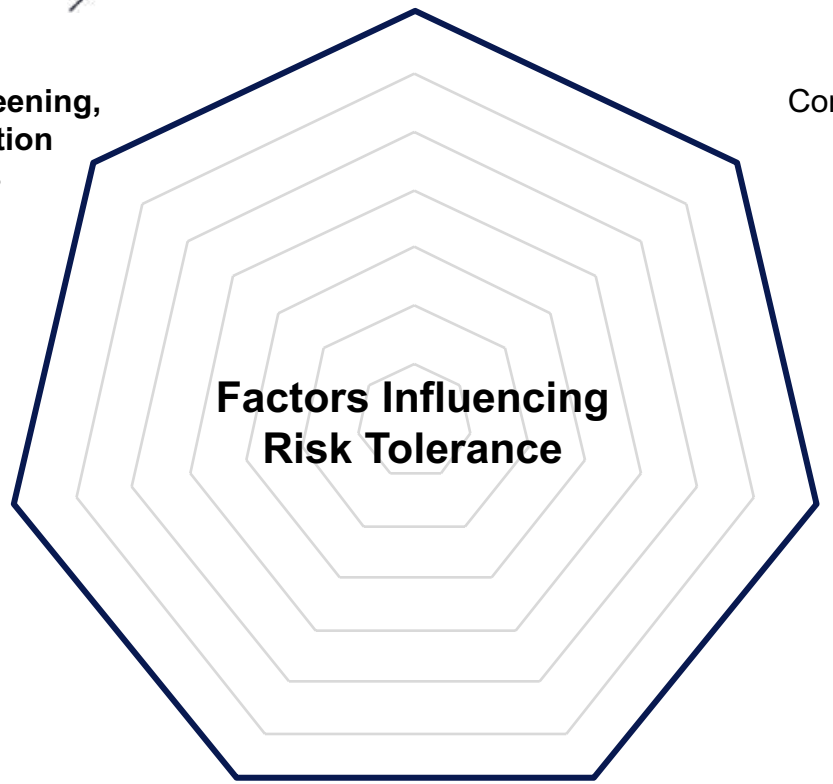
Prevalence of COVID-19 in the community

Concerns over schools' ability to enforce physical distancing and maintain sanitized school environments

May be non-exhaustive based on evolving circumstances

Framework: LEA framework for reopening decision making (4/4)

Risk considerations: Acceptance of school reopening options will reflect Parents', Teachers' and Staff's risk tolerance



Availability of **testing, contact tracing, therapies, vaccines**

Implementation of **health screening, routine cleaning, & disinfection** protocols & training at schools

Consequences from **loss of income**

Levels of unavoidable **exposure** ("already exposed anyway")

Fears over **loss of health insurance or high deductibles**

Concerns over **quality of eLearning** and **learning loss**

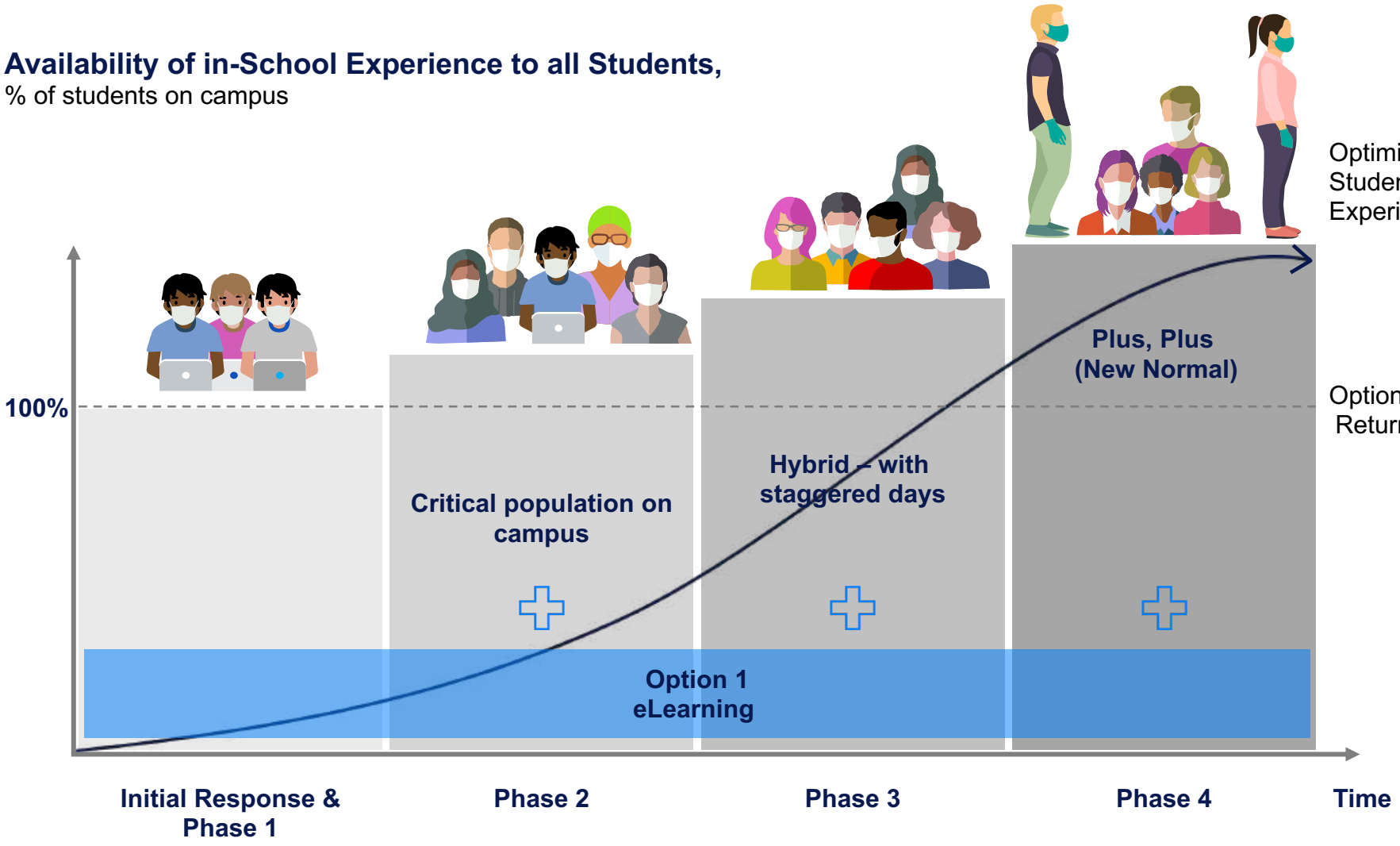
Child receiving **Exceptional Student Education** (ESE) learning & support

May be non-exhaustive based on evolving circumstances

Example: LEA 'A' transition plans for shifting between models (1/2)

An illustrative approach to phase planning

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

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA 'A' transition plans for shifting between models (2/2)

There are 4 categories of metrics that we will continue to monitor as we look to transition our learning model

(NON-EXHAUSTIVE)

Category	Example indicators	
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 ●
	Localized case counts	Number of ER/Outpatient visits for CLI ● ●
	School/LEA known infections	
	Demographic infection rate ●	
	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 hSEAtalization rate ● ●
	Daily hSEAtal census ●	
LEA safeguards	Availability of PPE (e.g., masks, gloves, gowns, plexiglass, etc.) ●	
	Availability of cleaning materials (e.g., sanitizing equipment, etc.)	

● National health authority ● State health authority

● County health authority ● Benchmark district

LEA will revisit the decision on the most appropriate learning model for the circumstances around October 1, 2020

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

In conjunction with public health officials, we will assess the relative weighting of indicators across these 4 categories

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA 'B' transition plans for shifting between models (1/6)

A step-by-step remote to hybrid transition plan helps illuminate the time required to execute key elements (e.g., bus routing, master schedule development)

Steps

1	2	3	4	5	6	7
Identify and track metric(s) against conditions in which LEA would transition to hybrid model	Plan lead time between decision to transition and reopening	Determine staff and student counts	Develop solutions for coverage gaps	Implement operational plans	Develop communi-cation protocols	Reopening ramp up

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA 'B' transition plans for shifting between models (2/6)

Step-by-step high-level remote to hybrid transition plan further illuminates what will be required

Step	Considerations
1. Identify and track metric(s)	Will the state or local health agencies have any role in deciding transition decision? What metrics would the LEA track to inform decisions? Would all or some of the targets need to be met?
2. Planned lead time between decision to transition and reopening	How much time is necessary between decision and implementation? Will the LEA offer notice to students and staff to allow for personal accommodations (i.e., arranging for child-care)?
3. Determine staff and student counts	Will LEA re-launch staff and family surveys to re-assess numbers? Are surveys launched before decision based on given metrics or on a routine basis (i.e., monthly, quarterly, embedded in school-family check-ins)? How many staff members, and who, are allocated to 100% remote model plans?
4. Develop solutions for coverage gaps	How much time would schools need to identify and provide coverage for shortages (teachers, paras, front-office, bus drivers, custodians)? What plans would be put in place to ease the transition for most vulnerable student populations? How would students be assigned to new staff and would this be for both in-person and remote?
5. Implement operational plans to allow for students to return	Will summer-based operational plans need to change? Will schools and buses need to be re-cleaned? Are all school materials (desks, chairs) and health equipment (masks, sanitation stations) installed, pre-expiration, & available in adequate supply? Are school lunch plans and stock available or does it need to be ordered in advance?
6. Communication protocols	How far in advance would the LEA announce plans? Through what means would LEA announce plans to ensure broad reach and parent/teacher/staff awareness and preparedness?
7. Reopening ramp up	Will some schools/grade return first to pilot plans or given specific needs? Will teachers be allowed to enter school first to set-up rooms and when? Will the academic calendar need to slide to account for transition (assuming remote-Friday/hybrid-Monday is not feasible)?

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA ‘B’ transition plans for shifting between models (3/6)

Assessing readiness and stakeholder needs further illuminate remote to hybrid transition needs and timeline

Operational readiness

Bus and lunch plans are decided and communicated

All health and safety equipment and materials are procured and ready for use

All schools materials, i.e. desks and chairs, are procured and arranged

Social distancing measures, including signs, markings, and nudges, are finalized and implemented

Contingency planning, i.e. if a student tests positive, is complete and communicated

What do you need?

Principals

Staff availability and student enrollment

Time to develop solutions for potential coverage gaps

Access to school to assess health and safety measures

Teachers

Time to arrange for childcare

Notification of changes to class rosters and responsibilities

Access to school to set up classroom

Families

Clarification of hybrid schedule and responsibilities or remote schedule and responsibilities

Notification of bus schedules and drop-off/pick-up routines

Health and safety requirements, i.e. face masks and attestations

How much notice will we try to provide in moving to in-person instruction?

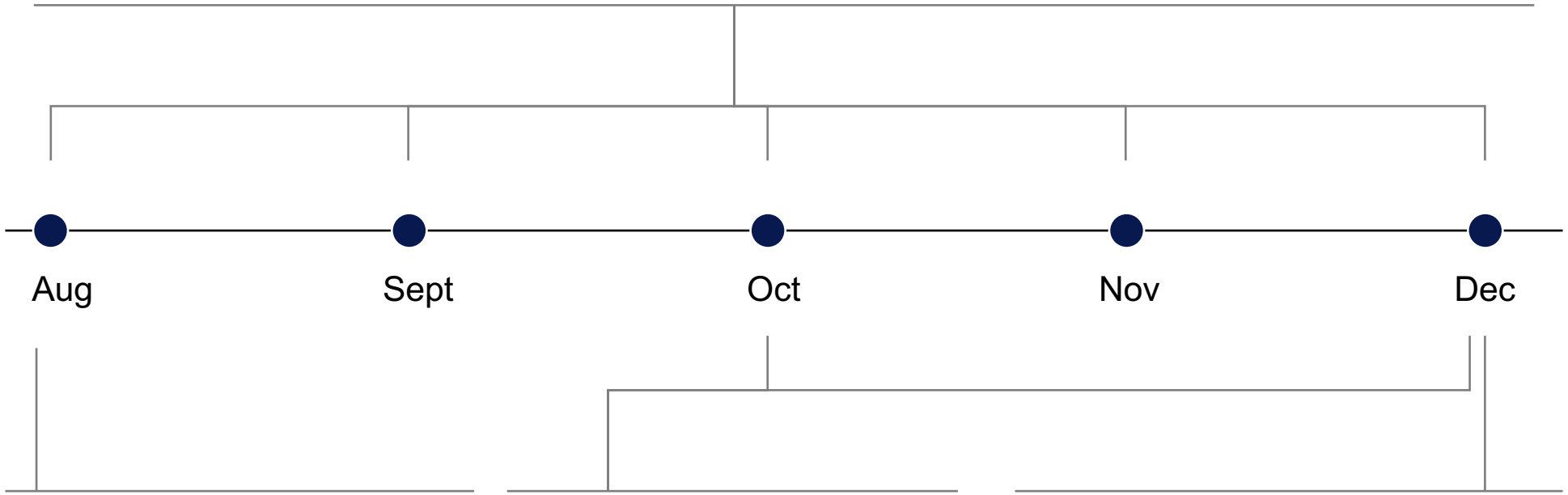
Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA ‘B’ transition plans for shifting between models (4/6)

Determining the frequency of staff/family surveys is needed to have “current” preference information

X Potential Options

D Take a pulse survey on a monthly basis to get an update on current view and inform which month is selected for launch



A Use the survey from the summer as the commitment through the year

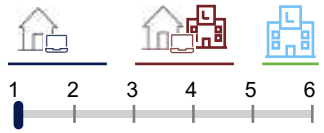
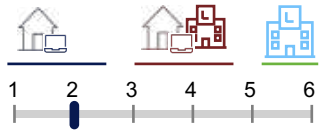
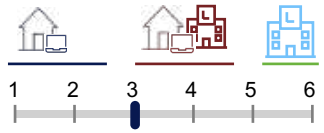
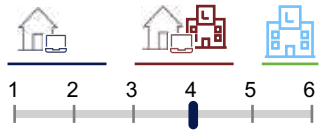
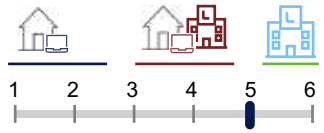
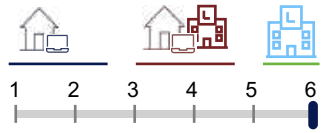
B Set ‘transfer’ dates are used for families to move between models

C Run new commitment survey when current status is trending towards reopening

When will commitments be required by families / staff about the hybrid model?

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA 'B' transition plans for shifting between models (5/6)

	Distance learning		Hybrid			
	No one on grounds	**Only teachers**	**Select students**	**Grade allowance**	**Full hybrid**	**In-person**
						
	100% Distance Learning	**100% Distance Learning**	**Hybrid Learning**	**Hybrid Learning**	**Hybrid Learning**	**100% In-Person Learning**
Open question	Is there a scenario where the schools would be shut to students and teachers?	Can any students attend schools? Are any services offered onsite?	Are there any intermediary phases before full launch of hybrid? ←		N/A	N/A
Applicable to LEA[1]	?	✓	?	?	✓	✓
Trigger-point	← *For discussion today* →					

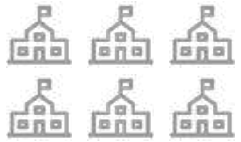
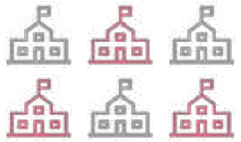
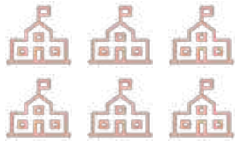
1. Not all models may be viable options to LEAs based on LEA-specific circumstances

Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA 'B' transition plans for shifting between models (6/6)

reopening ramp-up: Will some schools/grades return first to pilot plans or to address specific needs?

Open Partly open Closed

	A 	B 	C 
	Launch hybrid model at all schools & grades at once	**Pilot select schools before all return**	**Pilot select grades across all schools (e.g., K, 3, 6, 9)**
Rationale	Eliminates transitions across multiple systems Does not create imbalances across schools and/or grades	Target reopening strategy to school's individual circumstances Return HS, then MS, and lastly ES (or vice versa) Some schools have higher proportion of families expressing interest to return in-person	All schools will have opportunity to ease in critical grades (i.e. first-time in school for students) Develop insight with fewer students (i.e. low assumption on face masks supply needed) and allow teachers to ease in
What do you have to believe	The LEA and all schools are prepared to transition to hybrid	No differences in challenges across schools Value in identifying further model improvements before bringing all schools back	No differences in challenges between grades Schools will need to stress test plans with fewer students

Should we phase in the hybrid model?

Illustrative example from one district; does not represent a solution for all LEAs

Example: Considerations for return to fully in-person model

Transitioning back to full in-person instruction will require careful consideration of what should – and what should not – return to normal

Context

- The combination of existing health guidelines (e.g., social distancing requirements in the current COVID context) and constraints (e.g., staff, space and transportation) dictate a less than full return to in-person instruction in many places
- As the background context and/or health requirements evolve, LEAs will want to consider if and when a transition back to a "full in-person" model would be warranted

Questions to consider

What conditions could exist that would enable a full return to "in-person" (e.g., vaccine, low disease prevalence, state mandate)?

What health and safety protocols would need to be maintained in schools? What would need to be strengthened in light of more crowded buildings vs. a "hybrid" model?

What would not "return to normal"? E.g.,

- What students would still be best served remotely given health issues or learning preferences?
- What staff will still require remote working options and how will that be accommodated?
- What activities would need to be curtailed even in a fully in-person environment (e.g., gym, sports)?
- What practices from hybrid/remote learning models worked well and should carry forward, regardless of overall learning model?

Illustrative example from one district; does not represent a solution for all LEAs

Table of Contents

Chapter 2: Considerations common to all learning models

Regardless of model, stakeholder engagement and a bias toward action on “no regrets” moves are important

Key questions

- What principles will guide the approach to engaging stakeholders in this uniquely challenging environment (e.g., frequency, format)?
- What “no regrets” actions can and should be launched immediately without waiting to solve complex problems (e.g., model design)?
- What curricular materials will students use and what instructional materials will teachers leverage for in-person and remote learning?

Key activities

- Align on the overall approach to stakeholder engagement
- Reflect on the differing perspectives stakeholders within and across stakeholder groups will bring
- Identify a range of engagement modes to solicit input, gather feedback and share progress updates
- Draft an engagement calendar
- Identify immediate actions to take and information to gather that will serve as the basis for many early decisions in model design

Frameworks, references and examples cover

- Principles for stakeholder engagement
- Potential stakeholder concerns and engagement strategies
- Stakeholder communication plan
- “No-regret” actions for an LEA
- Academic and non-academic staff and student support materials

Note “from the field”: While questions of model choice and design can dominate discussion, don’t lose time by waiting to engage stakeholders or by failing to take “no regrets” actions

May be non-exhaustive based on evolving circumstances

CHIEFS for CHANGE CCSSO

Example: Principles for stakeholder engagement

A clear and shared engagement philosophy could serve LEAs well in a very fluid environment

Transparency is more important than ever – There is an understanding that the current situation is unpredictable and decisions will change. Letting stakeholders into that challenge and resisting the temptation to gloss over the challenges will build long-term credibility

Seek input early and often, and through a range of channels – While no answer will please all stakeholders, the importance of actively engaging them in the process can go a long way. Be mindful of outreach channels which may unintentionally exclude subsets of families and overweight opinions and needs of others

Operations can feel front and center, but don't lose sight of teacher and student experience – The nature of this challenge will bring a lot of focus to buses, buildings and protocols. Find ways to bring the student and teacher experience to life, and to use this opportunity to deepen and find new strategies to support students, families and staff

Share plans earlier than you are used to – The dynamic nature of the situation and the uncertainty means the only way you will get real reactions from stakeholders is to share answers, knowing they very well may change. While this is uncomfortable, it opens a door for genuine plan-shaping input, and it builds empathy as stakeholders start to understand the complexity that the LEA is dealing with

Stay focused on your personal and organizational values and refer to them often – They have served you well thus far and now more than ever, the grounding in values will serve you well even when things change unexpectedly

Illustrative example from one district; does not represent a solution for all LEAs

Example: Potential stakeholder concerns and engagement strategies (1/2)

Engaging stakeholders throughout the process is critical

Stakeholders	Potential concerns *(not exhaustive)*	Potential strategies *(not exhaustive)*
Families 	What will be expected from me from a childcare perspective if school isn't open full time? What will be expected from me to support my student learning remotely?	Survey parents early gathering their concerns and perspectives Be transparent in the challenges being addressed and the awareness that this will be hard for families Get specific (e.g., with a "day in the life of" overview) to help parents get a window into what school will be like Share the model before it is fully finalized to allow input to shape it and to find improvements that can be made (and avoid a perception that the model is being shared too late for any adjustments to be made)
Principals 	When will I be engaged in the practicalities of model design? Will the design account for my unique building circumstances? When will I know which students and teachers I can expect in-person? In the design work, what decisions will I be expected to make? What will be decided centrally? Once school reopens, what decisions will I be expected to make? What will be decided centrally?	Share emerging model early Conduct a "beta test" of the draft model, allowing some/all principals to apply the design to their building Gather feedback and adjust accordingly Communicate clear decision-making and communication protocols for the return to school
Teachers 	Will I be required to be in-person or not? What if I have a condition that puts me "at-risk"? What protocols will my students and I be expected to follow? What will happen to LEA "initiatives" that are harder to implement in a non-standard model? What professional development will be provided to help me succeed with my students? What will I do if I don't have sufficient device/internet infrastructure to teach?	Gather staff input early on lessons learned from spring and individual concerns to help shape the initial model Get specific (e.g., with a day-in-the-life exercise or overview) to bring clarity to ideas

Illustrative example from one district; does not represent a solution for all LEAs

Example: Potential stakeholder concerns and engagement strategies (2/2)

Engaging stakeholders throughout the process is critical

Stakeholders	Potential concerns *(not exhaustive)*	Potential strategies *(not exhaustive)*
Other staff 	When will I be engaged in the practicalities of model design? Will the design account for my unique building circumstances? When will I know which students and teachers I can expect in-person? In the design work, what decisions will I be expected to make? What will be decided centrally? Once school reopens, what decisions will I be expected to make? What will be decided centrally?	Share emerging model early Conduct a “beta test” of the draft model, allowing some/all principals to apply the design to their building Gather feedback and adjust accordingly Communicate clear decision-making and communication protocols for the return to school
Unions 	How will new ways of working support the safety of our members? What current agreements are in place and how will adjustments to a typical way of working match up against those agreements? What rights do our members have as things evolve? What implications are there in situations where the specific role our members play are not urgently needed?	Gather staff input early on lessons learned from spring and individual concerns to help shape the initial model Get specific (e.g., with a “day in the life of” exercise or overview)
School board 	How will I have the information I need to make critical decisions on a high-stakes and rapidly evolving situation? How will I be kept informed day-by-day so I can be responsive to my constituents? What decisions will I be expected to make vs. will expect system leadership to decide?	Engage more regularly than traditional cadence and agree upon adjustments to usual cadence which don’t lend themselves to rapid engagement (e.g., long lead times for pre-read materials) Schedule informational webinars in addition to traditional meetings Increase 1-on-1 engagement level above usual approach

Illustrative example from one district; does not represent a solution for all LEAs

Example: Stakeholder communication plan

High level key activities to maintain stakeholder engagement

NON-EXHAUSTIVE

Activity	Date	Time	Owner	Notes	Status
Staff survey closes	Mon, July 20				
Announce distance learning start	Wed, July 29				
Family Survey closes	Sun, July 26				
Staff webinars	Wed, July 29				
Survey for internet access	Fri, July 24				
Phone calls to families who don't respond to internet access survey	July 30-Aug. 6				
Family webinars about all remote	Tue, August 11				
Staff survey result webinars	Tue, Aug 15				
Family survey for initial commitment	Tue, Aug 10 - 19				
Announcement of which students are A and which are B	Fri, August 21				
Final model publicized	Aug, 24				

Illustrative example from one district; does not represent a solution for all LEAs

Example: “No-regret” actions for an LEA (1/2)

A “go do” list helps prevent harder questions from bottlenecking “no regrets” moves

While many of the “model design” decisions are intertwined and require a somewhat sequential process, there are a number of items to launch work on immediately. Doing so can help:

- Build a foundation and identify unexpected constraints early
- Identify long lead-time items proactively so they do not become the reason a given answer might not be feasible
- Take advantage of team time and energy to build momentum and ensure a “lean forward” mindset for progress

Example impacts of a “go-do” list

A LEA **realized that >50% of its bus drivers are over 60**, which may prove to be a bigger constraint than actual bus capacity

A LEA **realized that it couldn’t secure enough buses** to expand transportation offerings – even though it had the money to pay for the additional buses

A LEA **ordered hand sanitizer well in advance** of nailing down its model to avoid a potential shortage leading up to the start of school

A LEA **found out that its technology provider could not fulfill the device order until December**, prompting the need for a new vendor

A LEA realized that the **staff and cost of nightly cleanings was infeasible**, prompting an AA*BB model with deep cleaning on Wednesday

Illustrative example from one district; does not represent a solution for all LEAs

Example: “No-regret” actions for an LEA (2/2)

An LEA identified immediate questions to answer for each key challenge they anticipated

Key challenges	Immediate questions to answer *(not exhaustive)*
Transportation	• What is our current bus capacity and utilization? • What is the age/health profile of our bus drivers? • If more buses are needed, what lead time is required to secure them?
Technology equipment and infrastructure	• What is the current state of family internet and device access? • What is the current state of teacher internet and device access? • What did we observe regarding students logging on for instruction in the spring? • How could we close existing gaps?
Health and safety	• What guidance has been provided regarding the PPE and other materials we will need? • Who are our likely suppliers for materials, and what will the lead time be? • What specifics have been shared from the state/other authorities?
Facilities	• What are our latest facilities planning and capacity estimates? How up to date are they? What would it take to update our current understanding? • What will it take to clean (and deep-clean) facilities from a cost and staff point of view? At what frequency?
Staff	• What is our current teaching staff composition by age/health risk, etc.? • How many of our principals fall into at-risk categories? • What other staff potentially fall into at-risk categories?
Food	• What proportion of students are entitled to free and reduced lunch? • How did our approach for distributing food work in the spring? • What modifications might be needed (e.g., pre-packed lunches) and from what suppliers could we purchase?
Existing labor agreements	• What is included in our existing labor agreements that will influence the options available for the design of our model? • What adjustments could be valuable to staff and students, and what is the process to advance the conversation?
Academic policy	• What state-level policies have been adjusted and what have not (e.g., instructional hours, attendance, funding based on student count, transportation funding formula)?

Illustrative example from one district; does not represent a solution for all LEAs

Example: Academic and non-academic staff and student support materials[1]

Training

How will we design and implement training programs for parents, teachers, and other staff to ensure understanding of new protocols and guidelines?

Remote learning and resource access

Are LEAs prepared for remote learning? How do we ensure high-quality instruction in a remote environment?

Assessments

How could assessments and standardized testing be organized, executed, and monitored?

Student support

What measures can be put into place to support students' mental health during the crisis?

Academic achievement

What content will be prioritized and how will students learn whether in-person or remote?

1. Links connect to external websites

Illustrative example from one district; does not represent a solution for all LEAs

Table of Contents

Chapter 3: Considerations for developing (or refining existing plans for) a robust hybrid model and scaling to fully in-person instruction

(1/2)

Steps	A1. Develop safety protocols	A2. Identify major hybrid capacity constraints	A3. Identify priorities for student experience	A4. Develop the hybrid instructional model
Questions	How will external guidance be translated into specific LEA safety protocols for all environments and student segments? How can these protocols be tested ahead of implementation to understand full set of operational implications and financial costs? How will these protocols be communicated to stakeholders?	Given social distancing and other guidance, • What transportation capacity is available? • What classroom capacity is available? • What teacher capacity is available, considering some teachers will be of higher risk and unable to be in-person? • What other constraints (e.g., ability to clean) influence model design?	Faced with a series of constraints, how will the LEA prioritize different objectives in support of students? For example: • Ensuring some/all students have some in-person experience while in "hybrid" • Providing consistent offerings across the system (e.g., consistent grades returning 100% during hybrid) • Serving vulnerable populations with greater in-person time or supports • Serving specific grades (e.g., transition years) differently • Addressing social and emotional wellbeing How will the guiding principles be articulated to stakeholders?	What schedule(s) optimize instructional time and quality (e.g., ensuring some/all students have some form of synchronous instruction every day)? What do teachers do on in-person days vs. on remote days? Are some teachers always doing in-person instruction and others always doing remote?

May be non-exhaustive based on evolving circumstances

Chapter 3: Considerations for developing (or refining existing plans for) a robust hybrid model and scaling to fully in-person instruction

(2/2)

DRAFT FOR DISCUSSION

Steps	**A5. Identify innovations to expand capacity**	**A6. Pressure-test with broader stakeholders and drive detail**	**See Ch. 4 for all technology considerations**
Questions	What transportation changes could effectively expand capacity (e.g., additional bell times, operating ongoing)? What expanded use of space could create additional room for students (e.g., gyms, cafeterias)? What creative staffing structures could expand capacity (e.g., using paraprofessionals, librarians and others in different roles)?	Does the draft "sandbox" hold up under additional scrutiny? What would a "day in the life" look like in this model for students, teachers and others? Can principals apply LEA guidance to develop school-specific tactical designs, and what challenges emerge? What specific situations warrant a "deep dive" to further test or develop detailed guidance?	Design the student and teacher experience Define technology required to enable this experience Define teacher and family supports required

May be non-exhaustive based on evolving circumstances

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A1: Developing safety protocols

Key questions

- How will external guidance be translated into specific LEA safety protocols for all environments and student segments?
- How can these protocols be tested ahead of implementation to understand full set of operational implications and financial costs?
- How will these protocols be communicated to stakeholders?

Key activities

- Understand health and safety guidance within the state that you operate in, as well as any relevant national / international health agency guidance and keeping abreast of updates
- Ensure protocols are defined for all physical school facilities and extensions thereof (e.g., buses) and communicated as necessary to relevant departments, schools, employees, partners and families in the LEA
- Ensure adequate ongoing communication of health and safety protocols for students, teachers and staff in form of in-school signage
- Collaborate and plan for confirmed and suspected cases (e.g., what is the substitute availability for a sick teacher)
- Communicate protocols to all stakeholders, in multiple ways and through multiple channels

Frameworks, references and examples cover

- Illustration of new school-site protocols
- Trade-offs for using pods as a safety protocol
- Health and safety transportation protocols on buses
- Health/safety protocols for a confirmed case

Note “from the field”: The “Day in the Life” exercise is a useful tool to pressure test health and safety protocols for students, teachers and staff; conducting it requires substantial cross-functional collaboration

May be non-exhaustive based on evolving circumstances

Example: Illustration of new school site protocols

Illustration of select safeguards and sanitation protocols in and around school buildings

Sidewalk entrance to main building at North Area

North Area main building front door entrance

6ft floor marking in main lobby at North Area

Kronos clock in main lobby at North Area

Ladies restroom at North Area

Table set-up in employee's lounge at North Area

Operator with cleaning materials

Illustrative example from one district; does not represent a solution for all LEAs

Example: Tradeoffs for using “pods” as a safety protocol

For face-to-face interactions in the hybrid model, LEAs will need to consider how pods (along with other options) enable both health/safety and education

Pods **No pods**

Health

- ⊕ Minimized virus spread by limiting amount of unique daily interactions during classroom hours
- ⊕ Increased ability to control/isolate spread of virus
- ⊖ Limited ability to control students outside of hours
- ⊖ Extra-curricular activities such as sport likely to increase ‘pods’ of students

Key questions

How much emphasis should this LEA place on pods? What are the other LEAs doing on pods?

What grades are suitable for pods?

- Middle school
- High school

How should pods be formed, by grade or subject?

- Grade level anchoring with consideration for student ability and interest
- Subject anchoring and level of competency

Education

- ⊕ Complete course offerings and near normal levels of schedule differentiation
- ⊕ Easier to adhere to graduation requirements
- ⊕ Smaller class size enhances interaction
- ⊖ One positive case would put in-person education in jeopardy

Illustrative example from one district; does not represent a solution for all LEAs

Example: Health and safety transportation protocols on buses

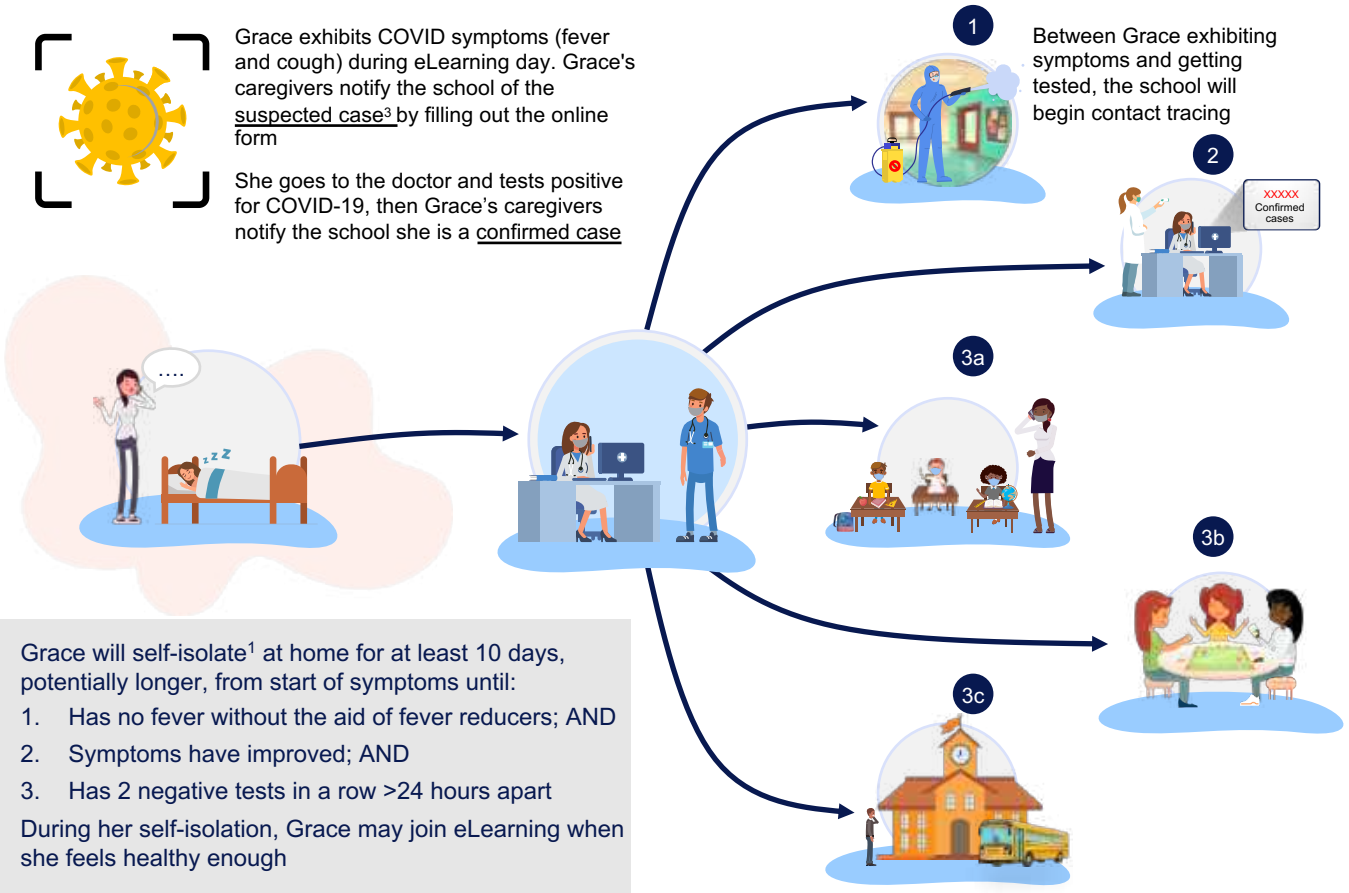
High-level transportation guidance needs to be translated into specifics to be actionable

	Face covering / shield	Gloves	Hand sanitation	Physical distancing
Drivers 	Face shield and/or Drivers barrier	✓	Before boarding	6 feet
Gen-Ed Students 	Face covering		Before boarding	6 feet or one student per seat
Critical students 	Case by case		Before boarding	6 feet
Bus Terminal staff 	Face covering	✓	Wash hands often	6 feet
Student aids & transportation nurses 	Face shield or Face covering	✓	Before boarding	6 feet

Illustrative example from one district; does not represent a solution for all LEAs

Example: Health/safety protocols for a confirmed case (1/2)

Illustrative: school alerted of a confirmed **student** COVID case



Grace will self-isolate[1] at home for at least 10 days, potentially longer, from start of symptoms until:

1. Has no fever without the aid of fever reducers; AND
2. Symptoms have improved; AND
3. Has 2 negative tests in a row >24 hours apart

During her self-isolation, Grace may join eLearning when she feels healthy enough

Protocols

1. **Sanitization:** standard sanitization protocols apply: nightly school-wide power cleaning, intermittent daily classroom cleaning, and in-between routes cleaning for buses.

2. **Communication:**

   2a. Local health department: will be immediately alerted of suspected case to begin contact tracing for identification of direct and indirect exposures. Schools will support the data collection using Grace's COVID Notification Form results and school tracking system.

   2b. Families, teachers and staff: Prior to state health authority's contact tracing results, the school will alert Grace's teacher, classmates, bus mates, bus driver, and support staff that they may have had DIRECT exposure and must quarantine immediately until further notice from the state health authority.

3. **Quarantine[2] requirements from state health authority:**

   3a. Grace's teacher and classmates: all followed protocol, had desks 6 ft apart and wore PPE, so they will be alerted that they had INDIRECT exposure and should monitor for symptoms and *will not be required to quarantine – they may return to school*

   3b. Grace's sister and best friend (neighbor in another class): played together after school without masks on for 30 minutes, having DIRECT exposure

   Sister: *required to quarantine for 14 days AND provide a negative test in order to return*, parents asked to check daily for COVID symptoms using school's COVID Symptom Pamphlet

   Friend: *required to quarantine for 14 days*, parents asked to check daily for COVID symptoms using school's COVID Symptom Pamphlet

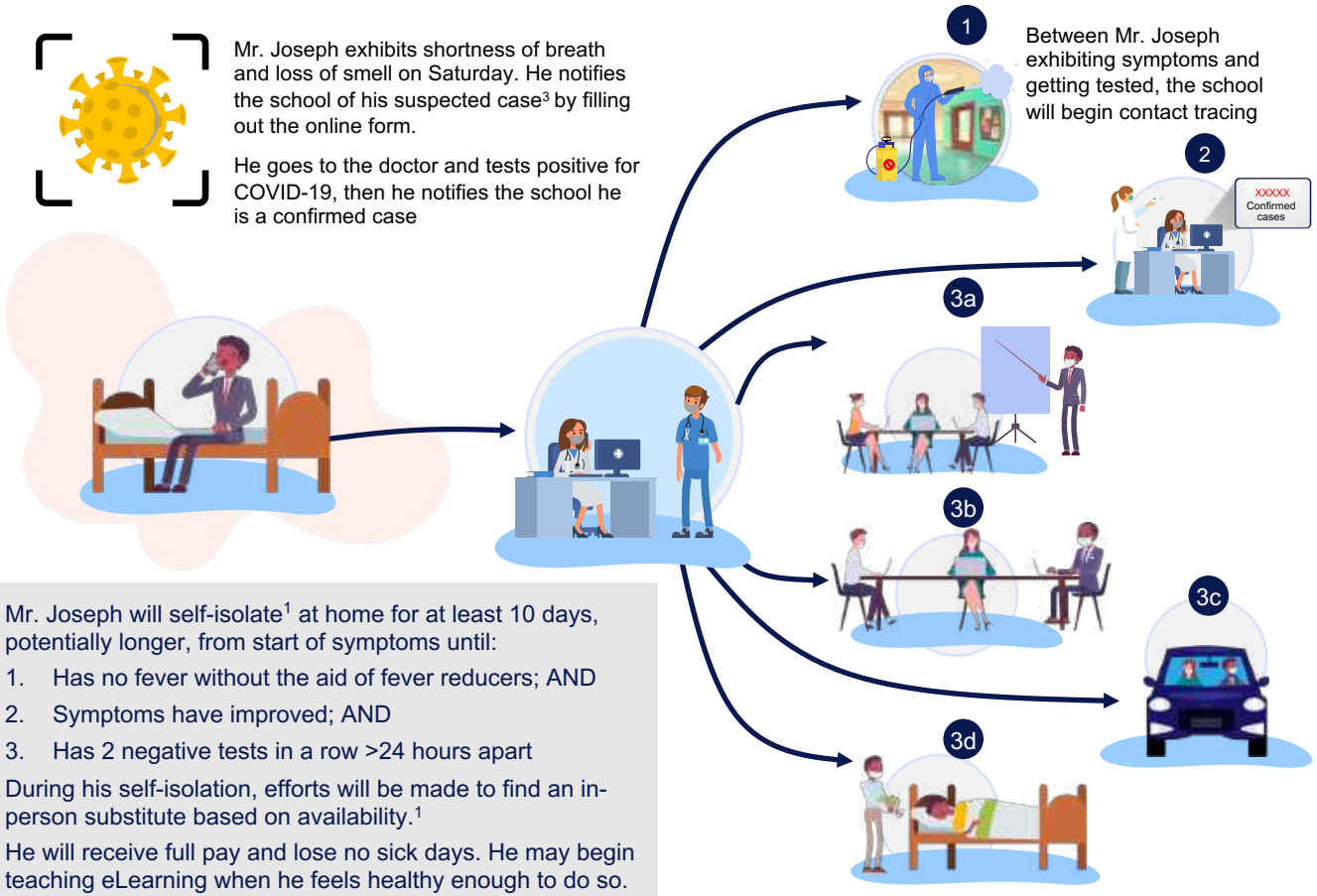
   3c. Grace's bus driver and bus mates: all followed protocol, wore PPE, and sat physically distant from one another, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and are *not required to quarantine further- they may return to school and work*

1. Isolation defined by CDC guidelines: Isolation separates sick people with a contagious disease from people who are not sick (cdc.gov)
2. Quarantine defined by CDC guidelines: Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick (cdc.gov)
3. A case is suspected if the following symptoms occur: Temperature of 100.0 degrees or greater, Persistent cough, Shortness of breath, Chills, repeated shaking with chills, Muscle pain, Sore throat, New loss of taste or smell, Vomiting or diarrhea, extreme shortness of breath/difficulty breathing

Illustrative example from one district; does not represent a solution for all LEAs

Example: Health/safety protocols for a confirmed case (2/2)

Illustrative: school alerted of a confirmed **teacher** COVID case



Mr. Joseph will self-isolate[1] at home for at least 10 days, potentially longer, from start of symptoms until:

1. Has no fever without the aid of fever reducers; AND
2. Symptoms have improved; AND
3. Has 2 negative tests in a row >24 hours apart

During his self-isolation, efforts will be made to find an in-person substitute based on availability.[1]

He will receive full pay and lose no sick days. He may begin teaching eLearning when he feels healthy enough to do so.

Protocols

1. **Sanitization:** standard sanitization protocols apply of: nightly school power cleaning and intermittent daily classroom cleaning.

2. **Communication:**

   2a. Local health department: will be immediately alerted of suspected case to begin contact tracing for identification of direct and indirect exposures. Schools will support the data collection using Mr. Joseph's COVID Notification Form results and schools' tracking system

   2b. Families, teachers and staff: Prior to state health authority's contact tracing results, the school will alert Mr. Joseph's support staff and students that they may be DIRECT exposure and must quarantine immediately until further notice from the state health authority.

3. **Quarantine requirements from state health authority:**

   3a. Mr. Joseph's students and teaching support staff : all followed protocol, had desks 6 ft apart and wore PPE, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and *are not required to quarantine any longer; they may return to school/work*

   3b. Mr. Joseph's co-workers in the math department (at staff training): during teachers' training all staff followed protocol, wore PPE, and sat physically distant from one another, so they had INDIRECT exposure and will be alerted that they should monitor for symptoms and are *not required to quarantine any longer; they may return to work*

   3c. Mr. Joseph's co-worker, with whom he carpools: they sat <6 ft apart for 30 minutes on their drive to school with masks on, which constitutes DIRECT exposure; His co-worker will be *required to continue to quarantine and to self monitor symptoms daily*

   3d. Mr. Joseph's son (who he lives with): will be alerted that he has DIRECT exposure from providing care to his dad and *must to quarantine for 14 days from the last day his dad experiences symptoms AND provide a negative test*

1. Isolation defined by CDC guidelines: Isolation separates sick people with a contagious disease from people who are not sick.
2. Quarantine defined by CDC guidelines: Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
3. A case is suspected if the following symptoms occur: Temperature of 100.0 degrees or greater, Persistent cough, Shortness of breath, Chills, repeated shaking with chills, Muscle pain, Sore throat, New loss of taste or smell, Vomiting or diarrhea, extreme shortness of breath/difficulty breathing

Illustrative example from one district; does not represent a solution for all LEAs

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A2: Identify major hybrid capacity constraints

Key questions

Given social distancing and other guidance,

- What transportation capacity is available?
- What classroom capacity is available?
- What teacher capacity is available, considering some teachers will be of higher risk and unable to be in-person?
- What other constraints (e.g., ability to clean) influence model design?

Key activities

- Determine Board or other entity guidance on key metrics to try to manage to (e.g., board requires 50% population in-person)
- Create independent capacity models for schools/ classrooms, transportation and teachers, based on CDC guidelines to identify how many students can be accommodated with existing resources
- Review building configurations to ascertain the number of individuals – students and teachers – that can fit into the physical space for instruction
- Collate data on the number of teachers and other certified staff that could act as classroom teachers if required
- Conduct survey of staff to understand which staff are likely to opt out of in-person and for what reason/timing
- Review major components and assess which element is likely to be primary constraining factor
- Identify critical resource(s) and/or funding gap required to meet target population (e.g., sufficient teacher availability and classroom space but require additional bus drivers and buses)
- Develop and assess mitigation strategies, especially if additional funding is not feasible (e.g., relaxing distance requirements on buses, partnering with county/municipalities)
- Conduct 'what-if' exercises to explore potential scenarios where other factors become key constraints (e.g., percentage of bus drivers that may opt not to return)
- Understand cost implications and approach to managing them

Frameworks, references and examples cover

- Dimensions of constraints encountered
- Classroom and teacher capacity analysis
- School-level analysis on physical capacity
- Enrollment projection capacity analysis
- Transportation capacity analysis
- LEA workforce risk analysis across employee groups

Notes "from the field":

Build scenario analyses that can be easily updated to quickly demonstrate how capacity constraints may shift if either guidance or sentiment is altered

Procuring new resources may be a constraint even if funding is available. For example, shortage of buses and long lead-time for recruiting certified/trained bus drivers

May be non-exhaustive based on evolving circumstances

Example: Dimensions of constraints encountered

School's capacity to offer in-person learning can be determined through the most critical variables

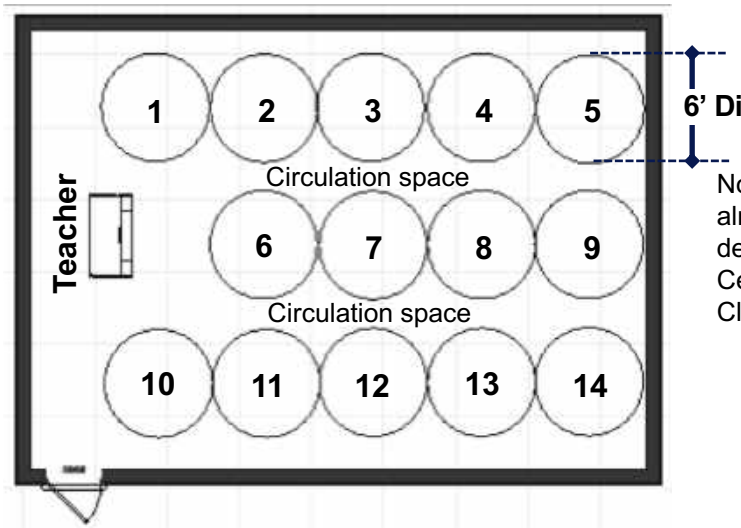
Dimension	Components of this dimension	How to address this component
# of students in person at a given time	**Transport capacity:** Students who can be transported to school (bus capacity)	**To be calculated** based on state guidelines on social distancing (*e.g., 50% bus capacity*)
	Classroom capacity: Students who can fit into a single classroom	**To be calculated** based on state guidelines on social distancing *(e.g., 6ft between students)*
	Space availability: Total available space to use as "classroom" for the school	**To be further explored** – *look into other options for "classrooms" within and outside the school campus*
	Student forecast: Students / parents who choose to come back	**To be tested through survey** – *each LEA must run its own survey to test enrollment for Fall*
Amount of teaching time available	**Teacher forecast:** Teachers willing and able to come back (in person)	**To be further explored** – *surveys could give a first indication into staffing, but LEAs could evaluate other teaching models*
	Time flexibility: Total available days for school to be open and in-person	**To be further explored** – *evaluate local guidelines and regulations on school timing, and flexibility with LEA school calendar*

Illustrative example from one district; does not represent a solution for all LEAs

Example: Classroom and teacher capacity analyses (1/3)

Pressure testing possibility of "all students, everyday": Under safety, space, staffing, and financial constraints, a 100% model across all schools doesn't work

Physical distancing results in **lower density classrooms.**



Note: some classrooms are already designed for lower densities (e.g., at E/BD Centers, ESE Part-time Classrooms, etc.)

Large Classroom Example:

Lower density classrooms mean more classrooms are needed, but **space is finite**. Schools enrolled near, at, or above capacity don't have enough physical space.

Where total square footage is sufficient, lower density classrooms create a **need for additional staff.**

Student : Teacher Ratio

XX:1 → X,XXX additional teachers = $XXX million cost

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

Illustrative example from one district; does not represent a solution for all LEAs

Example: Classroom and teacher capacity analyses (2/3)

Availability of teachers appears to be a bigger initial constraint than teachable space

Assumptions

For the purposes of this analysis, we assumed:

- 15 students per classroom and, at elementary level, each classroom requires 1 teacher
- Special education classes[3] are held in dedicated classrooms with 1 teacher per classroom
- Gymnasiums and cafeterias can host 2 classrooms each
- Estimated enrollment of students 7,829 across elementary school

Sample analysis

Class-rooms[4]

467	+ 72[1]	− 32	= 507	× 15	= 7,605
Traditional classrooms	Additional classrooms through gymnasium and cafeteria conversion	Required designated special education classroom	classroom equivalents	Students in a classroom	Students taught in-person in general education classrooms

Teachers

381[2]	+ 64	− 32	= 413	× 15	= 6,195
Elementary school teachers	Teaching fellows, music, art and PE teachers	Special ed. Teachers required in designated special education classrooms	Teachers	Students in a classroom	Students taught in-person in general education classrooms

1. Calculated as 18 schools, each with a cafeteria and gymnasium = 36. As each can host 2 classrooms 36 x 2 = 72
2. Includes grade level teacher and special education teachers
3. Assuming that only ILC, IAC and EBC are in their own classrooms, the rest of special education students are with the general ed population
4. Not assuming any space used for childcare if children are not in the classroom

Illustrative example from one district; does not represent a solution for all LEAs

Example: Classroom and teacher capacity analyses (3/3)

Estimating in-person teacher availability can help determine in-person enrollment capacity

Assumptions

Only 'teachers' can be used to lead a class (i.e. paraeducators and interventionalists cannot lead a class alone)

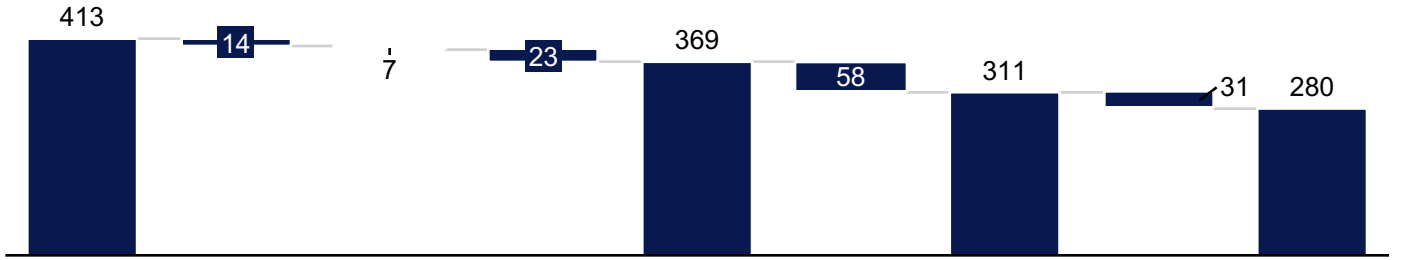
Teachers not available to teach in person, would be willing and capable of remote teaching regardless of role

Permanent subs would not be used

No teachers available for in-class teaching would be explicitly assigned to remote work

Sample analysis

Adjusted teacher in-person availability - elementary



	Maximum teachers available[1]	Self-declared high risk (March)	65+	60-64	Total	PE, art, music and bilingual fellows[2]	Total	Potential 10% of teachers opt-out of in-person	Total
How many students can be in the classroom?[3]					5,565		4,695		4,230
How many students would be remote?[4]					2,264		3,134		3,599
How many teachers would be available for remote teaching?					44		102		133
Implied remote student:teacher ratio					51:1		31:1		27:1

1. Excluding 32 Special ed teachers
2. Those under the age of 60
3. Assuming 15:1 student teacher ratio
4. Assumes student count of 7,829, excluding special education students

Illustrative example from one district; does not represent a solution for all LEAs

Example: School-level analysis on physical capacity

K K-1 K-2 or more

Moving teachers or students will be necessary to avoid disparities in how many grades schools could accommodate fulltime

Sample analysis

School	Forecast enrollment (excl. health conditions and sped)	Number of seats available (excl. sped)	Highest fulltime grade possible based on seats	Total number of teachers available in person (excl. sped)	Number of students that can be covered by teachers in person	Highest fulltime grade possible based on teachers
School 1	X	X	K-5	X	X	K-2
School 2	X	X	K-4	X	X	K-1
School 3	X	X	K-4	X	X	K
School 4	X	X	K-5	X	X	K
School 5	X	X	K-5	X	X	K
School 6	X	X	K-3	X	X	K
School 7	X	X	K-4	X	X	K-3
School 8	X	X	K-5	X	X	K-1
School 9	X	X	K-2	X	X	K-1
School 10	X	X	K-1	X	X	K-1
School 11	X	X	K-1	X	X	K
School 12	X	X	K-4	X	X	K-2
School 13	X	X	K-3	X	X	K-1
School 14	X	X	K-5	X	X	K
School 15	X	X	K-5	X	X	K-1
School 16	X	X	K	X	X	K
School 17	X	X	K-2	X	X	K
School 18	X	X	K-2	X	X	K-1
Total	X	X	**K-3**	X	X	**K-1**

1 Excludes students designated in 2019-20 as having a health plan for anaphylaxis, severe asthma, asthma, seizure disorder, and other life threatening conditions
2 Removes number of special education classrooms from classroom count provided by Operations team; assumes number of special education classrooms is equal to number of special education teachers
3 Other grades have 50% of students in person on AA/B/CC rotation
4 Assumes all teachers who are under 60 in age will teach in person; excludes special education teachers

Illustrative example from one district; does not represent a solution for all LEAs

Example: Enrollment projection capacity analyses (1/2)

Shortage

Selected design dynamics could determine solutions to constraints

Assumptions

Teacher count does not include high risk or 60+

No additional teachers have yet been allocated to remote needs

Assumes 14:1 student teacher ratio for teachers and all physical space

Special needs teachers and rooms are not yet included

Student count does not include medically fragile[1] students and special needs students[2]

Sample analysis

School	Excess core teachers to meet enrollment projections	Excess classrooms need to meet enrollment projections	Excess teachers when including elective
Middle School 1	-7	-1	-1
Middle School 2	4	4	12
Middle School 3	-6	-3	-1
Middle School 4	-10	-1	-2
Middle School 5	-6	3	-1
Middle school totals	-25	**2**	**7**
High School 1	-14	6	-8
High School 2	-11	5	-2
High School 3	-19	-19	-6
High School 4	-7	9	-1
High School 5	-4	0	-4
High School 6	-1	8	-2
High school totals	-56	**9**	-23

1. Defined as severe asthma, blood disorder, cardiac disorder, diabetes, other life threatening disorder; 2. Students in IAC, ILC, EBC classes
Note: Decision to be made what electives will be offered; recalculate with potential changes to elective staff count

Illustrative example from one district; does not represent a solution for all LEAs

Example: Enrollment projection capacity analyses (2/2)

Enables bringing K back

Grade range able to return four days per week depends on enrollment and staff sensitivities

Assumptions

Teacher pool includes certified teachers, specialists and interventionists (no librarians)

Only regular classrooms with student-teacher ratio capped at 14:1 are used

ILC, IAC, and EBC are in separate, self-contained classrooms

Grades feasible with given teachers, specialists and interventionists

(Number of staff that would need to be reallocated to achieve that grade level across all schools)

		Decrease in student enrollment, %				
		0%	**~10%[2]**	**15%**	**20%**	**25%**
Percentage of staff available in person, %	**~90%[1]**	K (Use 2 librarians, move 23)	K (Move 18)	K (Move 12)	K-1 (Move 20)	K-1 (Move 14)
	85%	Need teachers	K (Move 24)	K (Move 18)	K (Move 13)	K-1 (Move 20)
	80%	Need teachers	Need teachers	K (Use 4 librarians, move 19)	K (Move 18)	K (Move 13)
	75%	Need teachers	Need teachers	Need teachers	K (Use 3 librarians, move 20)	K (Move 17)

There may be discrepancies in enrollment and staff changes across schools (model assumes even distribution of changes)

Key takeaways

Bringing K back four days per week is the option most robust to sensitivities

Bringing K-1 back would require a 20% enrollment drop, with all staff under 60 available

All scenarios require moving some teachers to fill gaps at select schools

1.Percentage of staff under age 60 not identified as high risk as of March survey
2.Percentage of students with medically serious conditions, which suggests they will not return
Notes: Grade range shown in sensitivity table is highest grade able to return four days per week using the 355 certified teachers, specialists, and interventionists under age 60

Illustrative example from one district; does not represent a solution for all LEAs

Example: Transportation capacity analysis (1/3)

Three modeled scenarios for transportation can show a range of resource implications

Assumptions

- Hybrid model includes 100% of ESE students + 50% of GenEd students
- Modeled all students with CDC guidelines and relaxed CDC guidelines (e.g., one student per seat). Did not model all exception cases yet
- Based on current bell times
- Based on ridership data of 2019 and subset of schools
- Models routed buses; currently LEA has ~1200 total buses including ~ 200 spare buses
- Total funding represents bus operator and attendant labor cost as well as fuel and maintenance cost
  - Model does not include indirect expenses such as overhead, and new location costs

	Base case: 100% capacity (pre-Covid)	50% capacity - 6 feet (CDC guidelines)	50% capacity - one student per seat
Number of students per bus	**50**	**12**	**24**
Number of routed buses	**1004**	**1700**	**1050**
Number drivers and attendants	**1500**	**2371**	**1696**
Total funding required	xx	**xx**	xx

Even if funding is possible, there are additional constraints which makes achieving 50% capacity with 6 feet physical distancing guidelines not feasible. Difficult to procure 500-700 additional buses due to bus shortage. Difficult to procure and operationalize additional 2 locations(bus terminals), transportation staff and infrastructure to support the additional 500-700 buses by August 19th

Illustrative example from one district; does not represent a solution for all LEAs

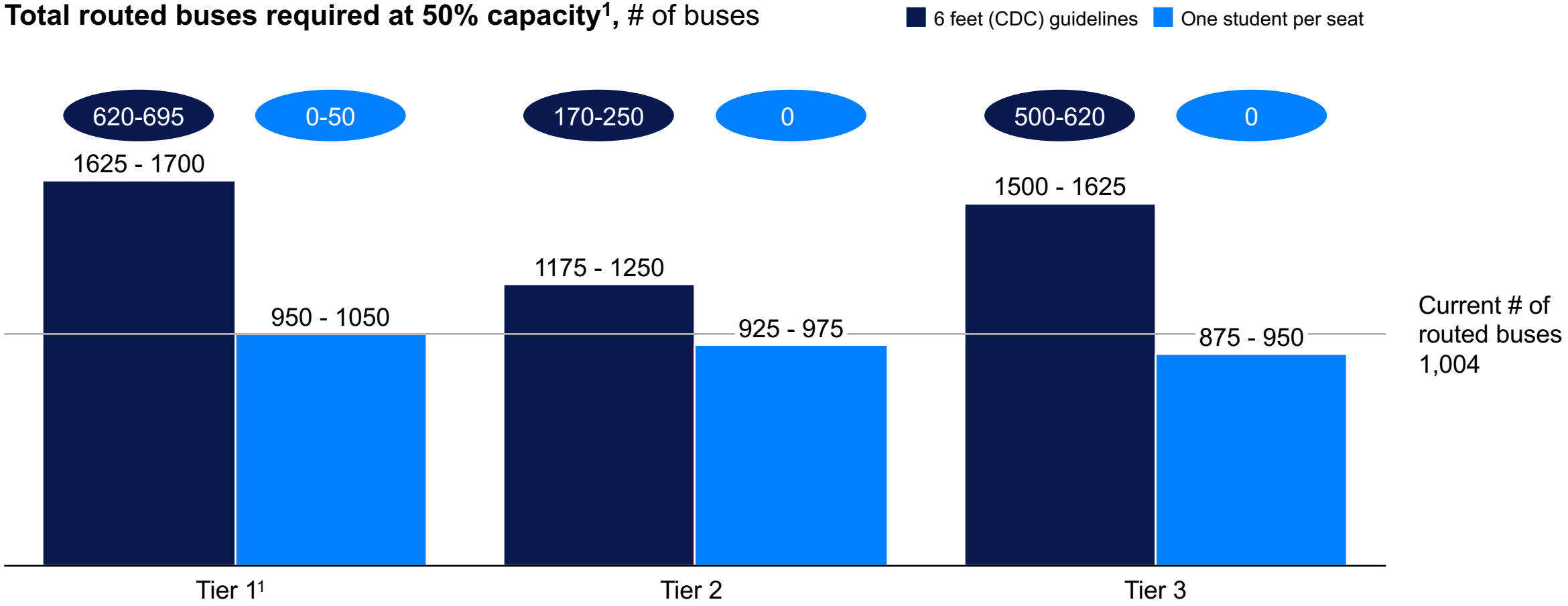
Example: Transportation capacity analysis (2/3)

Analysis of physical distancing guidelines on tiered bus routes can show that many additional buses will be required with the 6ft guidance

Additional routed buses required 6 feet (CDC)

Additional routed buses required one student per seat

Total routed buses required at 50% capacity[1], # of buses

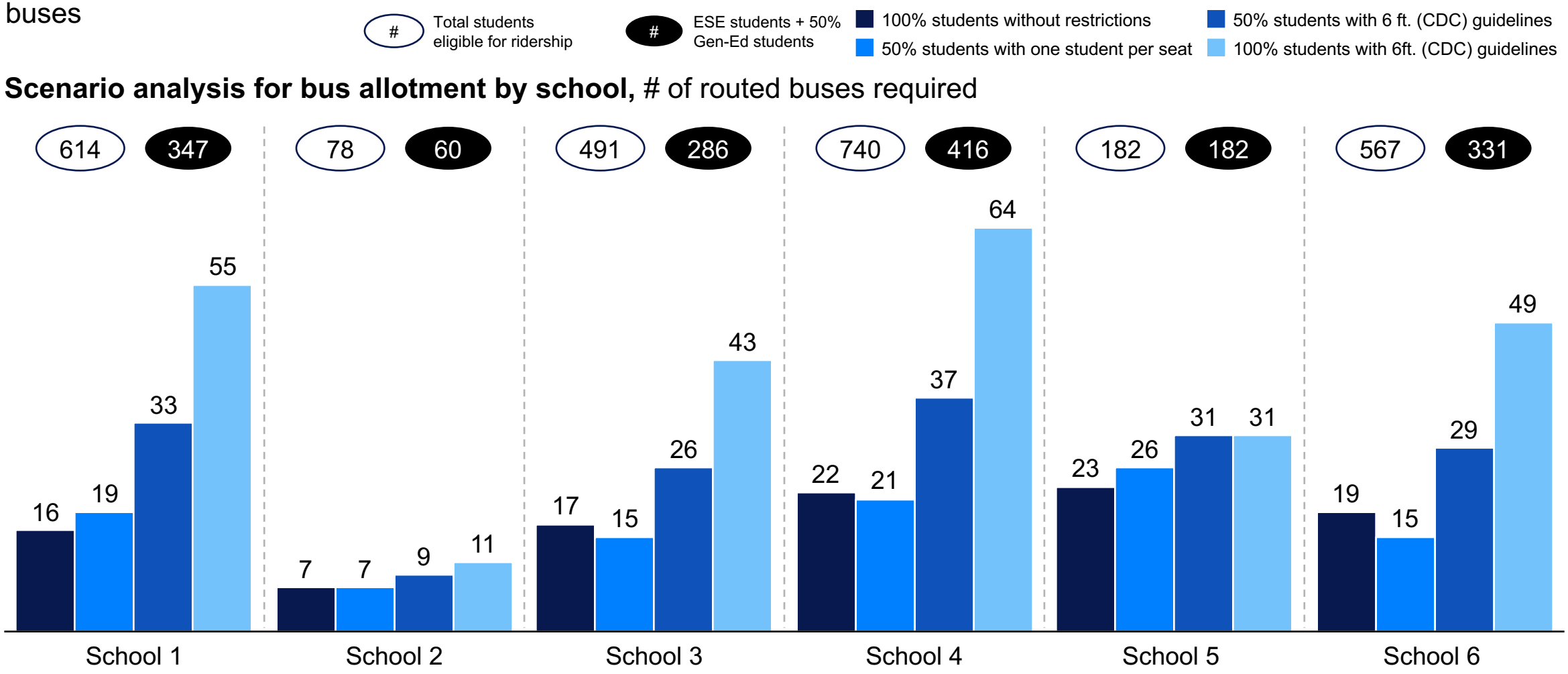


1. In order to maximize the utility of school buses, the model of the transportation is tiering of buses. Servicing high schools (tier 1) first followed by elementary (tier 2) and middle schools (tier 3) in most cases

Illustrative example from one district; does not represent a solution for all LEAs

Example: Transportation capacity analysis (3/3)

Analysis of transportation requirements for sample schools can show how additional physical distancing will require more buses



Illustrative example from one district; does not represent a solution for all LEAs

Example: LEA workforce risk analysis across employee groups

This sample LEA workforce analysis can help inform potential staff risks by employee group

Sample workforce analysis

		60-64 years of age		65 years of age and up		Health conditions – High risk estimates	
Employee Group	**Employee Count**	**Count**	**Percentage**	**Count**	**Percentage**	**Count**	**Percentage**
HEA	1418	95	6.70%	39	2.75%	47	3.31%
Bus Drivers	71	23	32.39%	12	16.90%	2	2.82%
Security	17	2	11.76%	0	0.00%	0	0.00%
Principals	35	4	11.43%	1	2.86%	1	2.86%
Assist Principals	28	2	7.14%	0	0.00%	1	3.57%
Central Admins	52	5	9.62%	3	5.77%	2	3.85%
Facilities	147	37	25.17%	9	6.12%	16	10.88%
Totals	**1768**	**168**	**9.50%**	**64**	**3.62%**	**69**	**3.90%**

Illustrative example from one district; does not represent a solution for all LEAs

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A3: Identify priorities for student experience

Key questions

Faced with a series of constraints, how will the LEA prioritize different objectives in support of students? For example:

- Ensuring some/all students have some in-person experience while in “hybrid”
- Providing consistent offerings across the system (e.g., consistent grades returning 100% during hybrid)
- Serving vulnerable populations with greater in-person time or supports
- Serving specific grades (e.g., transition years) differently
- Addressing social and emotional wellbeing

How will the guiding principles be articulated to stakeholders?

Key activities

- Continue ongoing engagement with the Board and community to understand stakeholders priorities
- Develop and enforce guiding principles that can act as an anchor for decision-making
- Identify distinct student populations and their specific needs; this may include designating representatives of all student populations to voice support requirements and engage in segment-specific planning
- Lay out and discuss different options and trade-offs across key decisions, understanding that there is no perfect answer
- Ensure students receive a minimum threshold of on-campus instructional time whenever possible
- Ensure select priority groups attend school daily (e.g., self-contained ESE, ELL)
- Define at what level the LEA will provide guidance to principals and where principals will have latitude
- Evaluate flexibility in the model for unforeseen situations throughout the school year

Frameworks, references and examples cover

- Transition to hybrid prioritization models
- Student segment considerations
- Strategies for student support and wellbeing

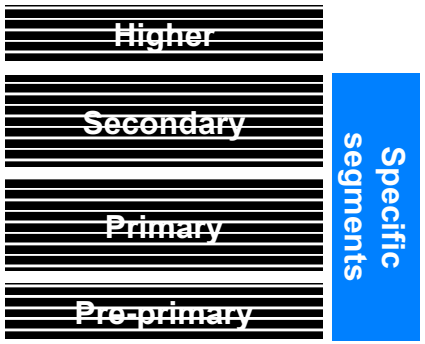
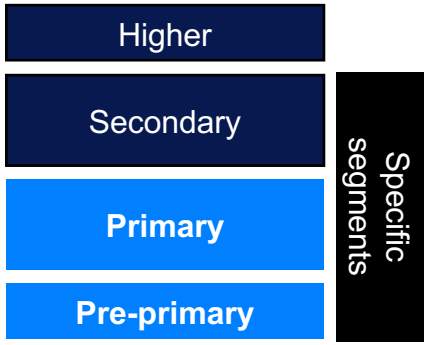
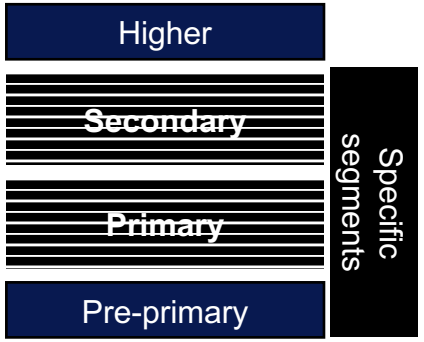
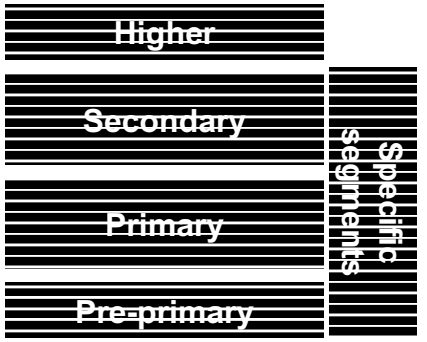
Note “from the field”: Beginning all public workshops or board meetings with a set of ‘guiding principles’ will remind the community of the pillars upon which planning is taking place and ensure priorities are set in line with the collective perspective of what is most important

May be non-exhaustive based on evolving circumstances

Example: Transition to hybrid prioritization models

Who will the LEA public schools prioritize bringing back?

Remote learning
Opening
Partial opening

Archetype	1. Targeted groups	2. Targeted levels	3. Targeted years	4. Universal reopening
				
Rationale	Schools to open or remain open for specific segments that are disproportionately impacted by school closures (e.g. special education schools, vulnerable population)	Schools to open as a means to provide childcare for parents, enabling them to go back to work and open other sectors	Prioritized opening for students in grades that have high stake exams to allow progression to next level	Every student is afforded the same opportunity to experience the same schooling schedule

Illustrative example from one district; does not represent a solution for all LEAs

Example: Student segment considerations

There are 6 student segments that could be considered when crafting a hybrid learning strategy

	1 Vulnerable student at-risk by being away from school	2 Children of parents who require childcare	3 Transition students	4 General student population	5 Students whose parents do not allow in-person return	6 Students at high risk if infected by the virus
	Students at-risk of having their learning or well-being impacted while away from in-person learning (e.g. second language, at-risk home, special education students, parents unable to support)	Students whose parents do not have childcare options and need to go work	Students who are in the last grade of their education system (e.g. 12th grade) and who have more to lose academically from the disruption	Students who have no particular risks and that can either study remotely or in-person	Students who do not have any particular risk and could study remotely or in-person but whose parents will not allow to return	Students who due to intrinsic health factors, living with people of high-risk or another factor cannot attend in-person learning until vaccine
K-8	Lack of access to remote learning Urgent need to mitigate learning and well-being risks from being remote	Less effective remote learning Urgent need of childcare	Less effective remote learning Need for stability and in-person assessments for academic progression	Less effective remote learning	Need to continue using remote learning solutions Need to show the safety measures for in-person learning Might need to be quickly accommodated into segment 3	Need to continue using remote learning solutions until the virus threat becomes negligible
9-12	Lack of access to remote learning Urgent need to mitigate learning and well-being risks from being remote	Less need for childcare Remote learning more effective, therefore flexibility to stay remote or return to in-person	Need for stability and in-person assessments to determine academic progression	Remote learning more effective, therefore flexibility to stay remote or return to in-person		
Urgency to return	High			Low		
Need to stay remote	Low					High

Illustrative example from one district; does not represent a solution for all LEAs

Example: Strategies for student support and wellbeing (1/2)

Guiding principles for what to have in place for student, staff, and family experience

- Dedicate explicit **time** for everybody to rebuild **relationships**, practice **self-care**, and acclimate to the "**new normal**"
- Analyze **data** and develop **action plans** to implement Tier 1 services
- Provide high quality **assessments**, **curriculum**, professional **development** and **supports**
- Establish processes for easy **identification**, **referral**, and **follow up** for Tier 2 & Tier 3 services
- Create systems to address **chronic absenteeism** and keep **students engaged** in learning
- Proactively identify **inequities** and create **partnerships** to provide **wraparound services**, such as food, clothing, housing, technology, transportation and "telehealth"
- Help **parents/caregivers** create positive learning environments in the **home**
- Empower **student voice** and promote **agency** by inviting them to co-create their experience
- Provide adults with opportunities and resources to engage in **self-care** activities
- Alleviate concerns regarding **safety** and educate students on **COVID-19**

Illustrative example from one district; does not represent a solution for all LEAs

Example: Strategies for student support and wellbeing (2/2)

Toolkits can help teachers, families and staff understand the school's priorities for SEL and student experience

Toolkit for Wellness Week

Elementary

Draft of Elementary Tool Kit of Suggested Best Practices for Wellness Week

	SEL Activity Best Practices	Mindfulness Best Practices	Mental Health Activities (in person)	Staff Considerations:
Weds.	• Journal Activity - Who or what helped you during COVID? • * SEL Engaging Strategies - Welcoming/Inclusion Activity Four Corners • All About Me activities • Interest Inventory and diversity/inclusivity discussion • Polls of Pop Culture preferences	• Arriving Practice – Noticing sounds with journaling • School Wide "Mindful Moment" – Just Breathe • Mindfulness Practice - Mindful Schools Online Class for Kids! Episode 1 Mindful Breathing • Brain Break - Gonoodle – emotions grow and shrink	• Connect with students, welcoming, bonding, build rapport, deep listening • T.A.L.K. activity #1 • student wellness check-in	• Include the SEL 3 Signature Practices * 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE • Normalizing Emotions • Create mini journals for students to use for ungraded expression • Address your own self-care by practicing mindfulness
Thurs.	• Journal – What are some of your big fears and big joys over the past ____ weeks? • * SEL Engaging Strategies - Welcoming/Inclusion Activity Name and Motion • Tree of Kindness and empathy discussion • School Inspirational Quotes collections • Stress Survey	• Arriving Practice – Noticing body sensations with journaling • School-wide "Mindful Moment" – Growth Mindset • Mindful Schools Online Class for Kids! Ep.2 * Mindful Movement • Brain Break - Gonoodle – understanding others	• Suite 360 Intro • Classroom Lesson on child trafficking using Suite 360 (Comprehensive Health Mandate) • T.A.L.K. activity #2	• Communicate with parents • Build a sense of Classroom-family and community • Practice self-care by takin breaks or going outside in nature •
Fri.	• Journal – Describe a Quarantine Hero that you know or have heard about?	• Arriving Practice – noticing breath just as it is • School-wide "Mindful Moment" – Two Wolves	• Classroom Lesson on substance use and abuse using Suite 360	• Work to build confidence and empowerment in students • Include social interaction time for connections

Secondary

Draft of Suggested Secondary Tool Kit of Best Practices for Wellness Week-

	SEL Activity Best Practices	Mindfulness Best Practices	Mental Health Activities (in person)	Staff Considerations:
Language Arts/ELA/ Reading	• Include the SEL 3 Signature Practices * 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE • Journal - Who or what helped you during COVID? • Journal – What are some of your big fears and big joys over the past ____ weeks? • Journal – Describe a Quarantine Hero that you know or have heard about? • All About Me activities	• Daily Arriving Practice – Noticing sounds for silent 1 minute and invitation to share or journal • "Mindful Moment" – Just Breathe activity	• Wellness Check-in • Classroom Lessons 1-3 mental and emotional health using Suite 360 (not the first day) (Comprehensive Health Mandate) • T.A.L.K. activity #1	• Include the SEL 3 Signature Practices * 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE • Normalizing Emotions • Create mini journals for students to use for ungraded expression • Address your own self-care by practicing mindfulness
Math	• Include the SEL 3 Signature Practices * 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE • Interest Inventory with diversity/inclusivity discussions – create graphs • Polls of Pop Culture preferences – analyze percentages	• Daily Arriving Practice – noticing breath for silent 1 minute and invitation to share • "Mindful Moment" – Growth Mindset activity	• Classroom Lessons 4 on child trafficking using Suite 360 (not first week) (Comprehensive Health Mandate) • T.A.L.K. activity #2	• Include the SEL 3 Signature Practices * 1) WELCOMING INCLUSION ACTIVITIES 2) ENGAGING STRATEGIES 3) OPTIMISTIC CLOSURE • Normalizing Emotions • Address your own self-care by practicing mindfulness

Illustrative example from one district; does not represent a solution for all LEAs

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A4: Develop the hybrid instructional model

Key questions

- What schedule(s) optimize instructional time and quality (e.g., ensuring some/all students have some form of synchronous instruction every day)?
- What do teachers do on in-person days vs. on remote days?
- Are some teachers always doing in-person instruction and others always doing remote?

Key activities

- Build out high-level hybrid model given reduced in-person capacity to best serve students, e.g.,
  - Will all students be in-person the same amount?
  - How will time be divided between remote and in-person (e.g., half days in-person every day vs. A/B vs. week-on/week-remote)?
- Ensure model alignment with guiding student experience principles (e.g., every student should have synchronous instruction every day)
- Ensure day-to-day design includes elements required for teachers to effectively perform their roles (e.g., planning time)
- Study and adjust curricular materials as needed to effectively deliver in new model
- Develop professional development to support teachers in adopting new instructional approach
- Understand implications fewer students on-site has on staffing (e.g., paraprofessionals)
- Align draft model to the “all-remote” model to test for consistency and support ability to transition back and forth at reasonable intervals while not missing the unique benefit of the hybrid model

Frameworks, references and examples cover

- Evaluation of options for cadence of course delivery (e.g. quarter vs semester)
- Sample schedules for teachers and students (day, month, semester)
- On-campus instructors co-teaching and planning with online instructors

Note “from the field”: Understanding the flexibility of certain roles will enable you to develop the most impactful student experience possible given the circumstances

May be non-exhaustive based on evolving circumstances

Example: Evaluation of options for cadence of course delivery (1/2)

Potential opportunity to better meet family needs through selection of morning or evening shift

Standard schedule1	Morning shift	Evening shift	Live teacher–student interaction time
Teacher planning and parent video conferences	7:30 AM	2:00 PM	-
Daily opener2	8:00 AM	2:30 PM	15 minutes
Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)	8:15 AM	2:45 PM	30 minutes
Small group rotations / CAI3 / Independent Activities	8:45 AM	3:15 PM	60 minutes
Break (recess)	9:45 AM	4:15 PM	-
Writing Instruction	10:05 AM	4:35 PM	25 minutes
Teacher led tiered instruction4	10:30 AM	5:00 PM	30 minutes
Physical Education	11:00 AM	5:30 PM	30 minutes
Food break	11:30 AM	6:00 PM	-
Whole Group Math Instruction	12:00 PM	6:30 PM	30 minutes
Small Group Math instruction/Independent Practice	12:30 PM	7:00 PM	30 minutes
Content specific: Social Studies / Science	1:00 PM	7:30 PM	30 minutes
Specials5,6	1:30 PM	8:00 PM	-
Teacher planning and parent video conferences	2:00 PM – 3:00 PM	8:30 - 9:30 PM	-

~4 hours 40 minutes

Total teacher-student interaction time

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

Illustrative example from one district; does not represent a solution for all LEAs

Example: Evaluation of options for cadence of course delivery (2/2)

Considering shifts to the school calendar/course design can open opportunities to better meet student needs

	Model	Details	Pros	Cons	Key determinants of success
A	**Quarter model**	3 courses per quarter Class time increased to 80 min Half of each grade will have different subject schedule to the other	Maximize live at school-time with few passing times and prep periods Extended periods enable greater flexibility for instruction delivery Increases flexibility for student enrollment	Potential student learning loss due to gap in subject instruction Longer periods may make some instruction more challenging	Balanced teacher capacity across subjects Favorable trade-off between quarter length gaps vs. longer class periods
B	**Semester model**	6 courses per semester All courses equally allocated remote and in-class time	All teachers on campus weekly Minimize disruption to pre-virus cadence Encourage equity across subjects	Subjects not suited for digital learning will need to be adapted for some digital learning Reduces opportunity for targeting critical skills	All subjects can implement quality digital learning Core skills acquisition can be achieved during remote learning sessions
C	**Semester model with subject prioritization**	6 courses per semester Certain courses identified and prioritized for in-class time	Critical needs could be targeted Minimize reduction in education quality by allowing subjects not suitable for digital to be taught in-person Reduces some complexity	Teachers of 'remote' subjects may not be on campus for school year Forces trade-off between subjects Non-prioritized subjects rarely meet live	Consensus for prioritization selection criteria and decisions Acceptable curriculum and learning progress for deprioritized (remote) classes

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample schedules for teachers and students

Translating the model into student and teacher experience could help identify specific benefits and challenges

Quarter 1 Quarter 2

		Monday	Tuesday	Wednesday	Thursday	Friday
HS science teacher	**Q1**	Period 1: 9th grade biology (A)		PD and prep	Period 1: 9th grade biology (B)	
		Period 2: 11th grade anatomy (A)		*Teacher partner leading synchronous learning*	Period 2: 11th grade anatomy (B)	
		Period 3: 9th grade honors biology (A)			Period 3: 9th grade honors biology (B)	
	Q2	Period 1: 9th grade biology (A)		PD and prep	Period 1: 9th grade biology (B)	
		Period 2: 11th grade anatomy (A)		*Teacher partner leading synchronous learning*	Period 2: 11th grade anatomy (B)	
		Period 3: 9th grade honors biology (A)			Period 3: 9th grade honors biology (B)	
HS junior Group A	**Q1**	Period 1: English		Synchronous and asynchronous learning		
		Period 2: Physics				
		Period 3: Art				
	Q2	Period 1: Algebra II		Synchronous and asynchronous learning		
		Period 2: US history				
		Period 3: Dance				

See chapter 4 for remote learning and instruction

Key points

Teachers instruct 6 periods per semester, but only a maximum of 3 unique courses

Lessons provided to group A in-person are duplicated for group B, meaning the same in-person and remote lesson plans can be used across groups

Students complete 6 courses per semester

Remote learning is a combination of synchronous and asynchronous learning

Illustrative example from one district; does not represent a solution for all LEAs

Example: On-campus instructors co-teaching and planning with online instructors

Utilizing paraprofessionals to support multiple remote classes could free up in-person time for core teachers

Assuming 10% of staff not returning and bringing K back full-time:

355 teachers / specialists as 'core' teacher

19 remaining certified teachers available in-person

160 paraeducators

14 librarians

	Monday	Tuesday	Wednesday	Thursday	Friday
 **3rd grade teacher or specialist**	Teach Cohort A with in-person content (14 students) Plan individually when students have PE or music		Collaborate with the other 3rd grade teachers, specialists, and paras to develop in-person and remote lessons plans All teachers/paras teach **synchronous remote sessions with students**	Teach Cohort C with in-person content (14 students) Plan individually when students have PE or music	
 **Paraeducator**	Hold small group sessions with students in Cohort C (**2 classes of 14 each**) Classes could be split into smaller groups Check in on progress with asynchronous lessons and activities			Hold small group sessions with students in Cohort A (**2 classes of 14 each**) Classes could be split into smaller groups Check in on progress with asynchronous lessons and activities	
 **Example 3rd grader in Cohort A**	School in person: Have class with in-person teacher and 13 other students – my lessons are integrated with learning platform for continuity Have PE or music		Remote learning on learning platform: Complete asynchronous lessons and activities (about half the day) Have check-ins and synchronous learning sessions with my para teacher (up to half the day)		

See chapter 4 for remote learning and instruction

Illustrative example from one district; does not represent a solution for all LEAs

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A5: Identify innovations to expand capacity

Key questions

- What transportation changes could effectively expand capacity (e.g., additional bell times, operating ongoing)?
- What expanded use of space could create additional room for students (e.g., gyms, cafeterias)?
- What creative staffing structures could expand capacity (e.g., using paraprofessionals, librarians and others in different roles)?

Key activities

- Consider existing capacity under physical distancing guidelines, partnership options, or staggered schedules to understand what it would take to service various models
- Understand what is usable square footage for each school and what it would take to equip that space for instruction, including outdoor spaces or shared spaces like parks
- Understand staffing flexibility, such as certified staff sitting in non-instructional roles to be deployed for instruction on an as-needed basis (e.g., substitute teacher or before/aftercare supplementary instruction)
- Test this with key stakeholders who understand the 'realm of the possible' to get the view of those who are likely to implement / experience these changes
- Define the model with sufficient specificity that it is ready to be pressure-tested and further detailed with a broader range of stakeholders

Frameworks, references and examples cover

- Adapting shared physical spaces to increase capacity
- Adapting staffing models to increase capacity
- Solutions to maximize transportation capacity safely

Note "from the field": Where capacity constraints may not allow for physical distancing, quantifying the funding needed to expand capacity (buy more buses) or mitigate risks with existing capacity (relax distancing and force more PPE) should be articulated so all solutions are put on the table

May be non-exhaustive based on evolving circumstances

Example: Adapting shared physical spaces to increase capacity

Providing guidance to principals can enable them to creatively use their space to accommodate students

Other educational spaces	Which spaces should we provide guidance to Principals to use?	Rationale
Cafeteria	Yes	Average cafeteria can accommodate ~60 students Lunches in classrooms
Library	Maybe	Average library can accommodate ~56 students Library services would be impacted
Music room	Yes	Average music room can accommodate ~15 students Music on a cart
Stage	Maybe	Average stage can accommodate ~15 students (ranges from ~10-40); equipment and set-up may be especially challenging
Gym	No	Must be reserved for PE (e.g., poor weather)

In one school…

91 5th graders

4 groups of ~23 *('save' 3 teachers from 14:1)*

- Cafeteria can accommodate ~70 = 2-3 groups ✓
- Library can accommodate ~45 = 1-2 groups ✓
- Music rooms can only accommodate 15 students ✗
- Stage can only accommodate 15 students ✗

Key takeaways

Because schools' spaces vary in size, they should determine how to best use their spaces to increase 5th grade student-teacher ratios if possible

Doing so while keeping class sizes relatively even may necessitate the use of libraries at some schools

Note: Method of approximating room capacity is assuming spaces are approximately square

Illustrative example from one district; does not represent a solution for all LEAs

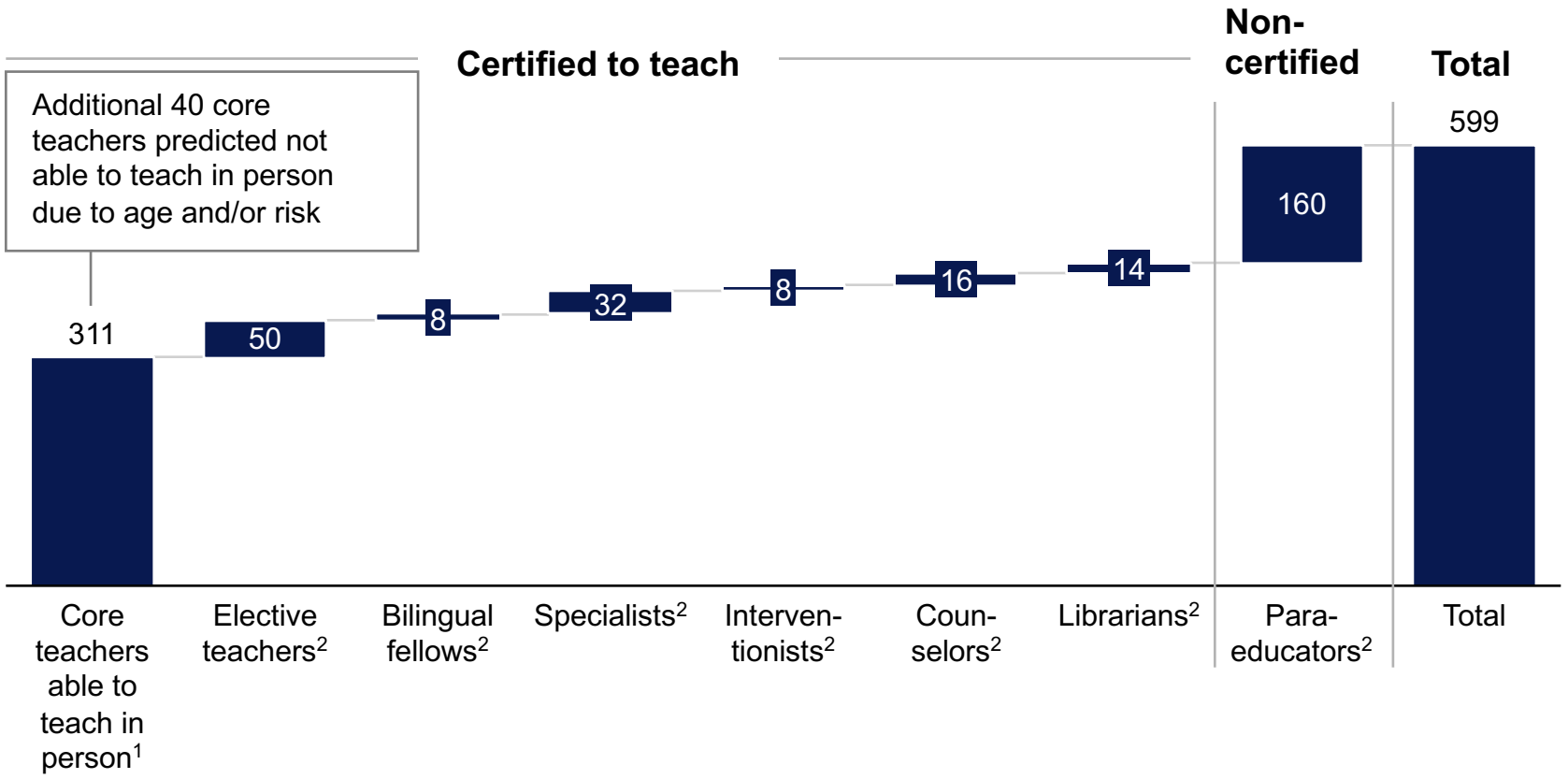
Example: Adapting staffing models to increase capacity (1/8)

Solutions proposed by principals	Examples
Repurpose large spaces (e.g., cafeteria, music room, library) for larger K class sizes	School 1 could have K classes of 14, 14, 20, 19 (using library and cafeteria spaces)
Deploy grade splits to reduce number of teachers needed	At School 2 , 2nd/3rd will be split; 2nd graders will be Cohort A and 3rd graders will be Cohort B (may need extra support designing all lessons)
Form co-teaching teams for K so instructional support staff are focused on consistent, limited set of students (e.g., same 2 classes) – helps build relationships	School 3 suggests having 2 classes sharing space, students, and assigned para support (1 co-teaching group of 2 K classes in cafeteria/music room, 1 co-teaching group of 2 K classes in library)
Designate instructional coaches to specific grade bands to serve as in-person ELL or MTSS instructors and virtual team guidance	School 3's plan includes this structure for MTSS and will likely have enough specialists to support this solution; however, some schools will likely struggle to have enough staff to implement
Create Family Teams that will work with each family to create individualized Family Learning Plan	At School 4, each family would have 1 Teacher and Admin staff team that will be their primary connection; team would work with family to design a plan and schedule for at-home learning that takes whole-family dynamic into consideration *(relies on having enough instructional specialists to pull off)*

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (2/8)

Identifying the number of staff in different roles can enable a conversation of using staff differently to expand capacity



Key question

Which certified staff could we adapt in these roles?

A Lead synchronous lessons/engagement with remote students on behalf of in-person teacher

B Oversee small-group/individual activities for in-person classes (e.g., 1 hour per day)

C Lead classes as a grade-level teacher would

D Supervise and support "remote" students at school (e.g., McKinney-Vento, ELL)

As of 6/29/2020
1 Standard and DLL grade-level teachers under 60 in age and not identified as "high risk"
2 Staff under 60 in age

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (3/8)

Discussing other flexible options can further expand the effective capacity of teachers

Maximize certified teachers	Set schedules so that teachers can take two different classes – by setting up PE and other classes that don't require our K-5 educators Leverage technology to allow for teachers to "be in two places at once" Use larger communal spaces (e.g., gyms and cafeterias) as first solution to have larger class sizes as possible in those spaces Certify current teaching assistants to lead classes when divided into smaller groups Bring in substitute teachers, recent graduates (internship/apprenticeship program), and volunteers so that some teachers can split their time across two classrooms
Support for "non-teaching" workload	Redirect teachers from other industries to provide supervision and management support (e.g., Peace Corps volunteers)
Substitute tutoring	Partner with tutoring app companies to build white label solution Utilize youth-serving organizations

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (4/8)

Leadership alignment on the roles different staff can play informs capacity available and principal planning

How do we effectively use our non-teacher staff (e.g., specialists, paras, counselors, librarians) to best support our students?

	Potential Goal	What it would take	Pros	Cons
Paras and specialists lead synchronous learning for remote students	Increase remote time spent synchronously	Coordinating paras and specialists with teachers	Greater time spent on synchronous instruction in person and remote	Each student would have multiple “teachers” in core subjects
Specialists cover for teachers to enable in-person teachers to engage with their remote group daily	Enable continuity of remote instruction with in-person teacher	Teachers conducting remote teaching while in-person students are in elective or activity run by specialist	Maintain relationship and continuity with students even on remote days	Trade-off for every hour of remote instruction reduces benefits for in-person students
Specialists partner with teachers to support another in-person class	Bring back K-1 4 days a week	Using personnel beyond traditional classroom teachers in class Core teachers are only in front of students for ~50%	Reduce reliance on remote learning for younger ages	Teachers would need to rotate between classrooms May reduce effectiveness of in-person learning days
Staff provide supervision/support so disadvantaged students could have ‘remote’ days at school	Provide a safe, better learning environment for vulnerable or disadvantaged students (e.g., McKinney-Vento)	Using non-teacher staff to supervise remote learning in school building	Critical-needs students could receive in-person support from specialists (e.g., language specialists could engage with ELL newcomers)	Trade-off with ability to have teachers support remote students or split time

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (5/8)

Shortage

Schools could begin solving teacher constraints by adapting specialists into teachers; using large non-classroom spaces as classrooms and adapting librarians into teachers could further reduce gaps

Assumptions

K four days a week; Grades 1-5 2 days per week

14:1 student-teacher ratio

~10% of students (e.g., serious medical conditions[1]) opt for full remote

~90% of teachers (e.g., younger than 60) available in person

Specialists and interventionists will be adapted as certified teachers

ILC, IAC and EBC are assumed in self-contained classrooms

K four days a week; Grades 1-5 2 days per week

School	Forecast enrollment[2]	Core teachers available to teach in person[3]	# of teachers needed	Excess Core teachers	# of Specialists and intervention-nists[4]	B Excess certified staff	C Excess certified staff with Grade 5 up to 23:1	D Excess certified staff including librarians[4]
School 1	250	13	12	1	3	4	5	5
School 2	439	21	20	1	4	5	6	7
School 3	395	14	19	-5	1	-4	-3	-2
School 4	464	15	21	-6	2	-4	-2	-1
School 5	369	16	16	0	2	2	2	3
School 6	376	16	18	-2	4	2	3	4
School 7	389	22	19	3	2	5	6	7
School 8	341	16	17	-1	3	2	2	2
School 9	473	21	22	-1	0	-1	1	1
School 10	444	22	21	1	0	1	2	3
School 11	470	20	20	0	3	3	4	5
School 12	407	22	19	3	4	7	8	9
School 13	470	22	22	0	1	1	2	2
School 14	343	13	17	-4	2	-2	-1	0
School 15	302	14	15	-1	3	2	2	3
School 16	459	17	21	-4	2	-2	-1	0
School 17	237	7	13	-6	1	-5	-5	-4
School 18	531	24	24	0	3	3	5	6
Total	**7159**	**315**	**336**	-21	**40**	**19**	**36**	**50**

Virtual Academy student-teacher ratio of ~14:1–28:1

Key takeaways

B Using specialists will significantly close teacher gaps, resulting in a total 'balance' of 19 teachers

C Using larger rooms as classrooms so Grade 5 can have classes larger than 14 (e.g., 23:1) could reduce the number of teachers that would need to move schools. Furthermore, 'increasing' teacher capacity this way would increase robustness against sensitivities

D Adapting librarians into teachers ensures greater robustness against sensitivities and could allow for 1st grade back in full

1. Includes anaphylaxis, asthma (severe and non-life threatening), blood disorders, cardiac disorders, diabetes, seizure disorders, and other life-threatening conditions
2. Excludes students with medically serious conditions (~9%) and special education
3. All teachers under 60 and not identified as high-risk according to March survey
4. Excludes staff age 60+

Source: Enrollment and staff data as of 6/29/2020

Illustrative example from one district; does not represent a solution for all LEAs

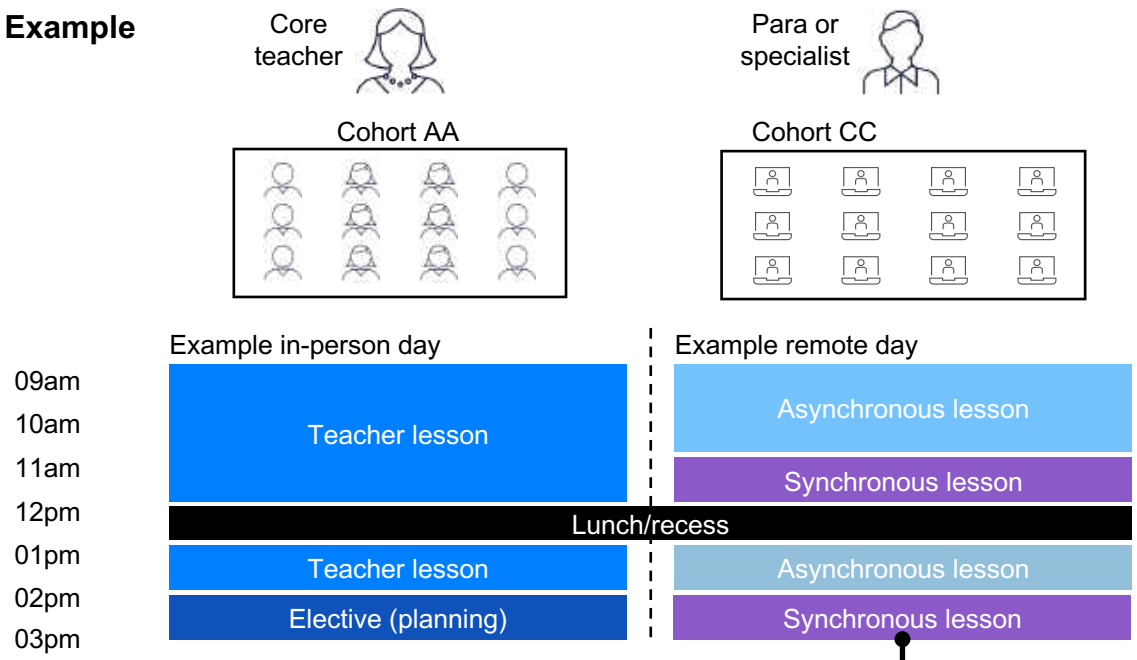
Example: Adapting staffing models to increase capacity (6/8)

Potential goal: provide synchronous learning and engagement with a teacher or specialist for students on remote days

Option A: Paras and specialists provide remote learning

- ⊕ Greater engagement with core teacher on in-person days
- ⊕ **Greater time spent on synchronous learning on remote days** (enabled by use of non-certified paras)
- ⊖ Engagement with different "teacher" on remote days

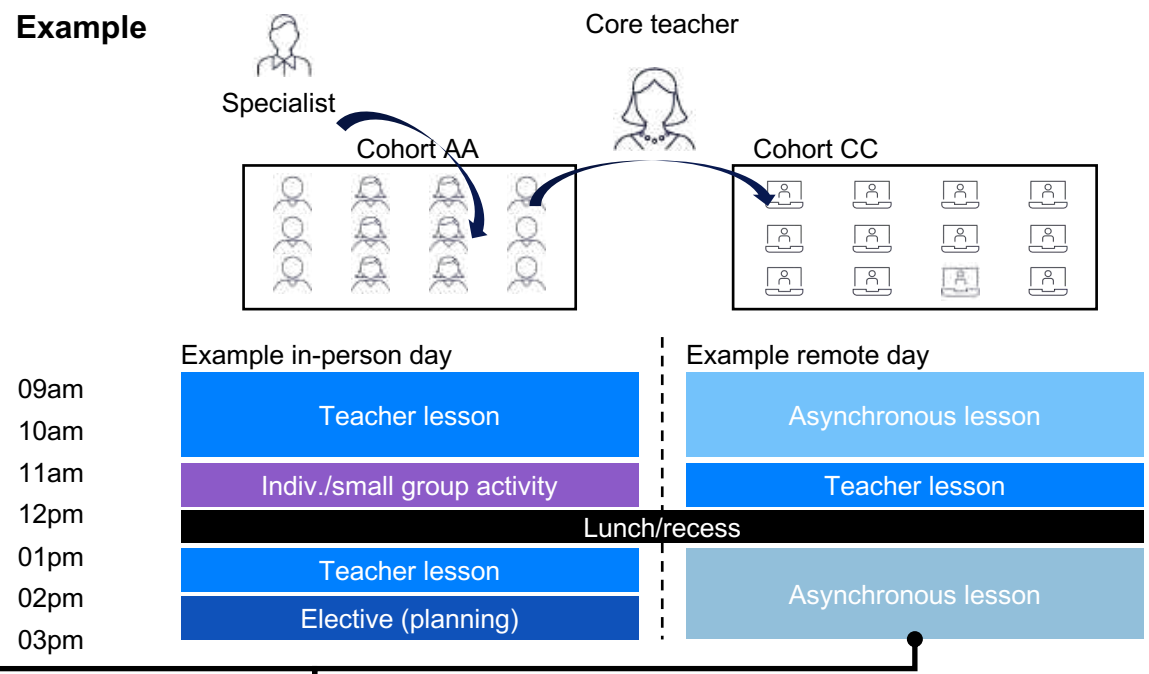
Example



Option B: Teacher provides synchronous remote learning; specialist comes in to cover in-person class

- ⊕ **Consistent engagement with core teacher daily**
- ⊖ Less engagement with core teacher in-person (e.g., by ~1 hour)
- ⊖ Does not fully utilize pool of ~160 paras to support classes (but paras are available to support MV or ELL students in school but not in class)

Example



See chapter 4 for remote learning and instruction

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (7/8)

Potential goal: increase number of students/grade levels in person four days per week

Pros

Could bring back 1st grade four days a week

~660 (50% of 1st grade) more students are in school four days per week rather than on an AA/B/CC model

Still have ~160 paraeducators to support remote learning for 2-5

Cons

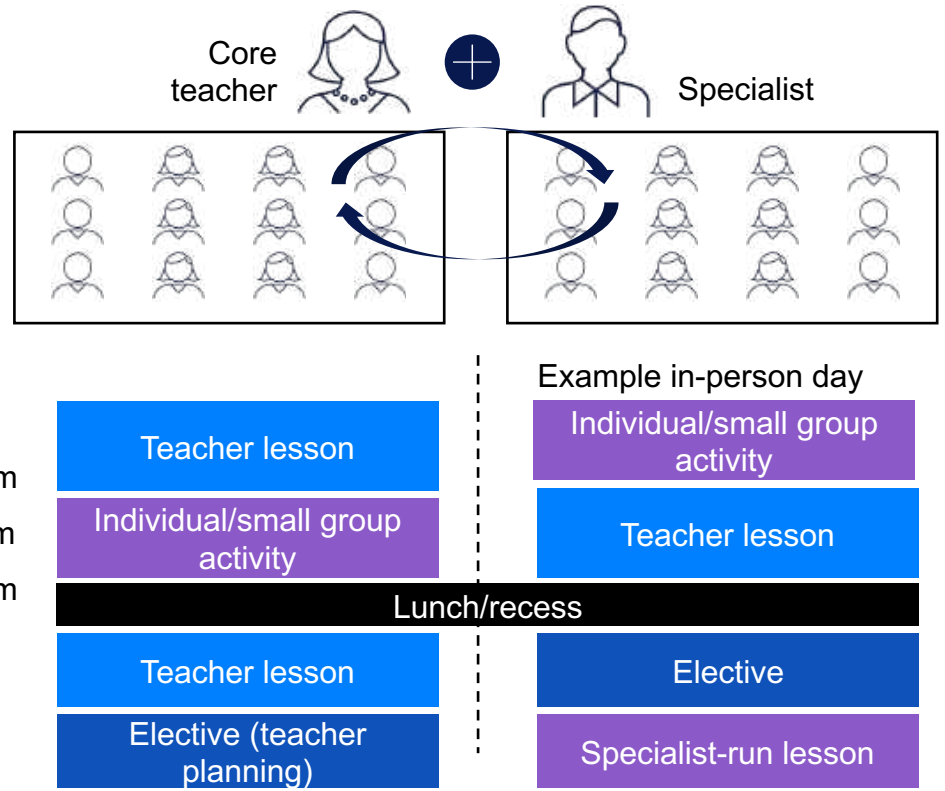
Each student has less instructional time with core teacher

Would have to use essentially all specialists/interventionists as in-person teachers for 1st graders

What do you have to believe

Would need to be able to adapt ~45 specialists / interventionalists as "fulltime teachers"

Example model: Core teacher splits time over two 1st grade classes, with support of specialist



Examples

Belgium

Elementary school in Belgium cut all non-core curriculum and adapted elective teachers as core teachers

Denmark

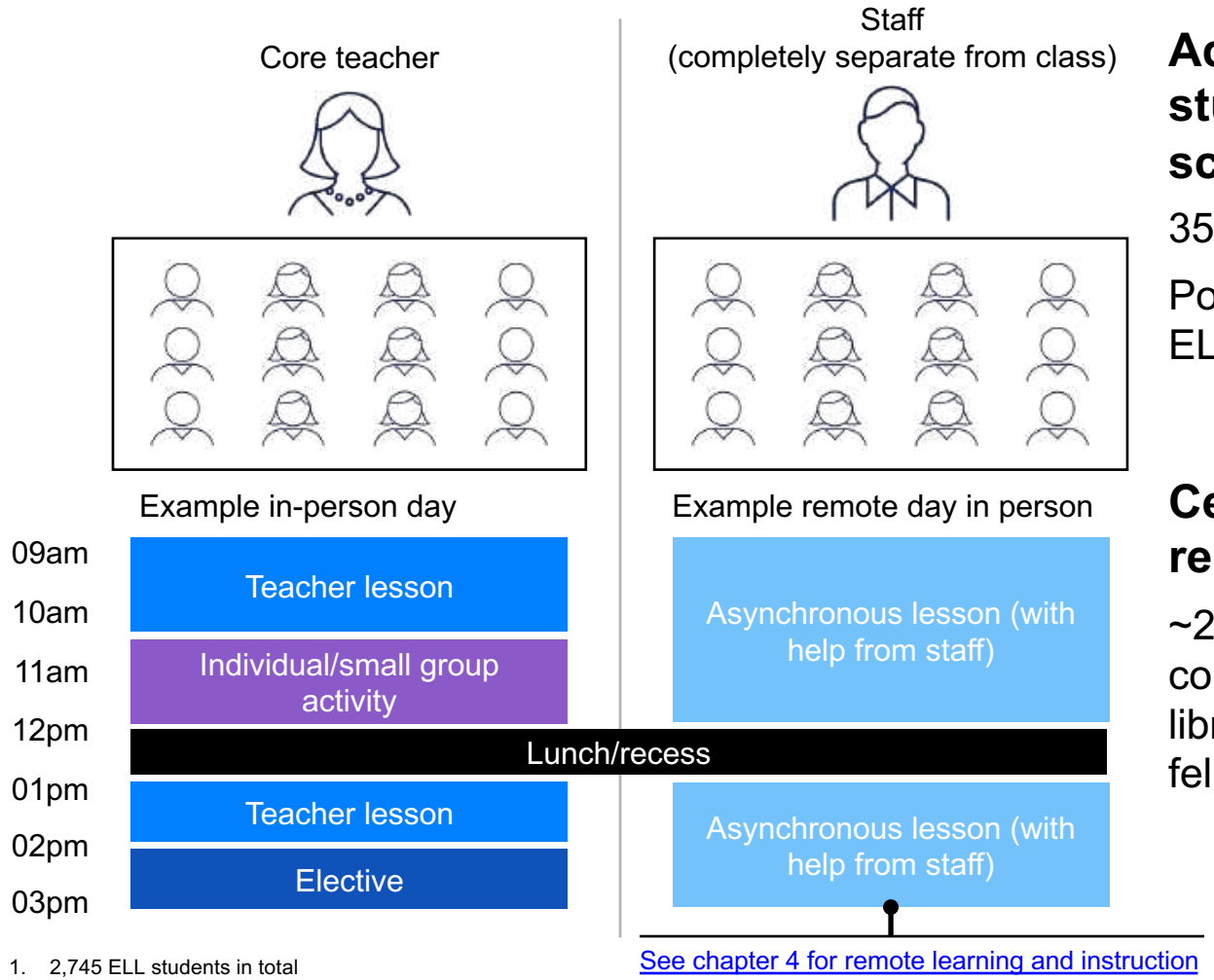
Teachers are limited to working with 1-2 classes, and support staff help teachers cover the split classes[1]

1. Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries May 15 2020

Illustrative example from one district; does not represent a solution for all LEAs

Example: Adapting staffing models to increase capacity (8/8)

Potential goal: enable AA/B/CC students to have their remote days at school with staff support (e.g., MV, ELL)



Additional students in school

351 MV students

Possibly ~70-200 ELL newcomers[1]

Certified staff required

~25-38 (e.g., counselors, librarians, bilingual fellows)

Pros

Viable solution for bringing some critical-needs students into school without "trading" grades that could attend four days per week

Students could still receive support and services from staff (e.g., ELL students could have individual/small-group sessions with bilingual fellow and literacy specialists)

Cons

Would reduce flexibility in the model

May result in increased stigma for these groups

What do you have to believe

Staff would be able to take on and adapt to new responsibilities (e.g., counselor could supervise students)

See chapter 4 for remote learning and instruction

1. 2,745 ELL students in total

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions to maximize transportation capacity safely (1/3)

Considering multiple options and the complexity of each can enable decision-making and progress

Non-traditional arrangements and potentially "unlikely" options could unearth ideas and illuminate inherent tradeoffs

High Medium Low

	Partnerships	Relaxing 6' distancing constraint	Tightening ridership eligibility requirements	Staggering bell times
Description	Partner with municipalities and counties to • Issue bus passes for high schoolers and middle schoolers • Leverage / borrow / lease additional resources (e.g., buses)	Relaxing the 6 ft. distancing guidelines (CDC) to 1 student per seat	Look at servicing magnet boundaries (Magnet, Nova, Magnet Activities) Look at servicing courtesy bus riders (i.e.: Railroad crossers, courtesy board riders, etc.	Staggered bell times to accommodate additional routes
Pros	Relieves some capacity constraint by leveraging partner resources Can operationalize quickly as it will eliminate the need for procurement of new buses	Able to service additional 12 kids on regular buses and 4 to 6 more students per ESE bus routes Can potentially meet the 50% capacity needs	Can prioritize our LEA schools' eligible students	Provides opportunity to maximize bus utility with existing resources
Cons Operational complexity is essential to narrowing options	Need to consider liability issues of riders on municipal / county buses Will reduce capacity constraints but not eliminate May require staggered release times to minimize capacity risks of partner fleets	Will not be at CDC guidelines, inconsistent with strategy used in school class rooms More students more risk as it relates to distancing on the bus, even if for short period of times	Students walking puts them at a greater safety risk Hurting relationship with courtesy riders and magnet schools	May be difficult to follow cleaning protocols between runs Will shift schedules for teachers and students (e.g., students may have to walk in the dark, teachers may not want to work non-standard shifts)
Complexity	Depends on metro capacity Interfacing with partner adds layer of operational complexity	Easier or at least same operational complexities compared to 6 feet guidelines	Downside includes risk of inequity and safety concerns of students walking long distances	Difficult to operationalize as new bell times has major implications on school scheduling

Decision choices and implications on the next slide

1. Ridership demand falls by ~50% as well as less students are eligible at 3.0 miles versus 2.0 miles

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions to maximize transportation capacity safely (2/3)

Board guidance was required before exploring options that could have significant implications

	1	2	3
Model selection[1]	**6 feet CDC guidelines with existing resources**	**6 feet CDC guide-lines with additional $40+M funding**	**1 student per seat guidelines with existing resources**
Meets 50% hybrid capacity	⊘	✓	✓
Implications & trade-offs	Serves ~20-25% of the student population based on demand from last year Option may meet demand if significant population opts into full eLearning. Will make it difficult for students who want to opt in to in-person learning later in the year to find a spot on the bus	Requires $40+ million in funding, including bus, fuel , maintenance, infrastructure/ over head Procuring additional ~500-700 buses, hiring 600+ drivers, and building the support infrastructure may not be possible by August 19	Depending on final demand and mitigation plans, may be able to increase physical distance Sharing complexity provides board with awareness about what will take limited team capacity to pursue

Implications on students, cost and feasibility all important to highlight

1. Based on current bell times, existing rider eligibility, 2019 demands, and no partnerships

Further board guidance is needed for exploring the following options

Altering rider eligibility	Altering service for magnet schools Altering / not servicing courtesy riders
Staggering bell times	Adding additional bell time, especially for high-school students
Partnerships with city/ county	Already started exploring partnerships options

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions to maximize transportation capacity safely (3/3)

Recognizing bus driver capacity as a key constraint, this LEA accelerated recruitment efforts

Initiatives & partnerships

Initiatives

- Job Boards
- On site Application Drop-off
- Virtual Job Fairs

Partnerships

- Schools and PIO Office
- Career Source
- Cities and Agencies
- Community Organizations
- Television & Radio
- County Transit

Recruitment events

- Virtual Job Fair
- Vendor at Career Source Out-Placement Hiring & Job Fair
- Local Orientation Workshop
- Transportation On-site Job Fairs

Illustrative example from one district; does not represent a solution for all LEAs

Steps in developing a hybrid model

A1. Developing safety protocols

A2. Identify major hybrid capacity constraints

A3. Identify priorities for student experience

A4. Develop the hybrid instructional model

A5. Identify innovations to expand capacity

A6. Pressure-test with broader stakeholders and drive detail

A6: Pressure-test with broader stakeholders and drive detail

Key questions

- Does the draft “sandbox” hold up under additional scrutiny?
- What would a “day in the life” look like in this model for students, teachers and others?
- Can principals apply LEA guidance to develop school-specific tactical designs, and what challenges emerge?
- What specific situations warrant a “deep dive” to further test or develop detailed guidance?

Key activities

- Work cross-functionally to develop a “Day in the Life of” multiple personas (e.g., elementary student, secondary student, teacher, staff member) to illustrate a typical in-person learning day and typical virtual day to ensure all critical considerations are surfaced and addressed
- Define the groups that will test the model and the areas of input that are requested
- Create a forum for stakeholders to contribute feedback (e.g., webinars, presentations)
- Build an exercise for select principals to test LEA guidance and provide feedback based on by applying it to their development of school-specific tactical designs and plans

Frameworks, references and examples cover

- Sample “Day-in-the-life” (DILO) simulation content
- Sample route and communication plan for transportation
- Elementary principal beta test
- Secondary principal beta test

Note “from the field”:

Developing a simple visual tool like the DILO for stakeholders to engage upon, as opposed to a dense document, is a highly effective way to gather feedback and test ideas rapidly

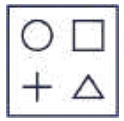
Asking principals to apply the model to their schools will create feedback grounded in operations

May be non-exhaustive based on evolving circumstances

Framework: “Day-in-the-life” (DILO) simulation content (1/5)

Imagining a very detailed “day in the life of” can illuminate unanticipated challenges and gaps in model design to date

What it is: A simulation process tool grounded in the typical ‘day in the life of’ (DILO) for key stakeholders in the K-12 system (e.g., students, teachers, families, staff)



What it’s for: The tool can be used at any phase of the reopening planning process to pose key questions, identify gaps, test plans, ensure coherence across aspects of the plan, and develop communications for a wide audience

How it works: DILO simulations are typically held as 2-4 hour sessions with 8-12 key decision-makers. The group uses the tool for each selected stakeholder, going through a typical day[1] in detail

Who is involved: DILO simulations typically involve key decision-makers within a LEA (e.g., Superintendents, Deputy Superintendents, department leaders). Sessions can also involve students, families, teachers, staff, school administrators, community members, and / or other stakeholders depending on the context and goals

1. Can also be used to detail a longer time period (e.g., a 'week in the life of' for a student in a hybrid model)

Framework: “Day-in-the-life” (DILO) simulation content (2/5)

The approach can illuminate early challenges, raise detailed issues and serve as a way to engage stakeholders

Preliminary planning

Understand key questions to address across dimensions of planning (e.g., transportation, sanitation, technology)

Identify core personas, instructional environments, and scenarios to consider while developing plans

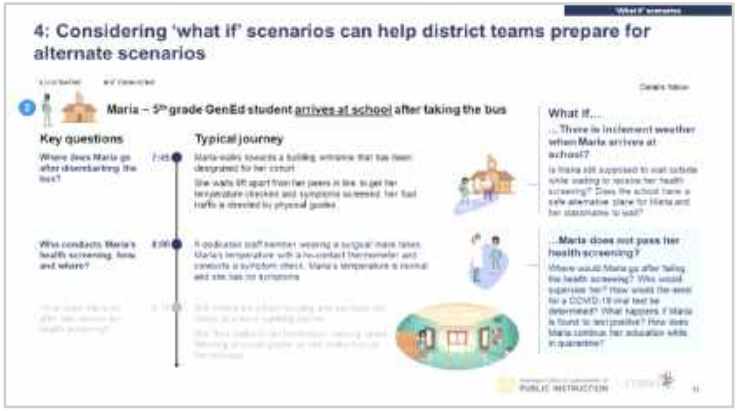
Advanced planning

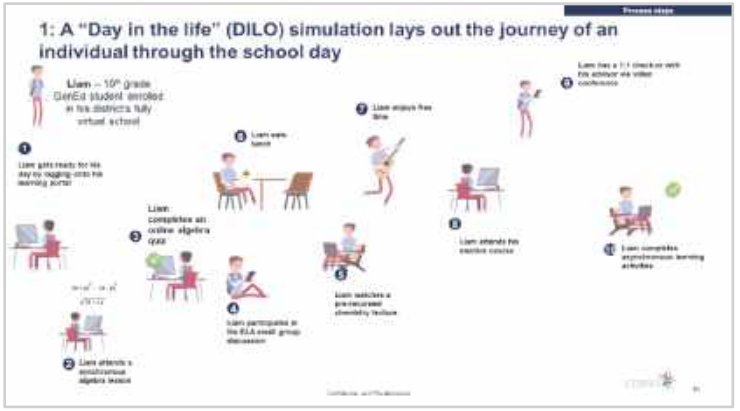
Integrate discrete plans across departments

Surface issues for attention

Test protocols and processes across stakeholder groups and decision makers

Communicate refined plans to relevant stakeholders





May be non-exhaustive based on evolving circumstances

Framework: “Day-in-the-life” (DILO) simulation content (3/5)

DILO can help accelerate design progress in a range of contexts

Examples of impact

Surfacing areas where different assumptions are being made

In one LEA, the DILO revealed that LEA leaders were making decisions based on **different assumptions around protocols for seating on the school bus.** During the DILO, the LEA clarified a single set of assumptions for bus capacity which had significant implications on the overall approach

Identifying major gaps in planning

In one LEA, the DILO **revealed miscommunication between workstreams** around who was responsible for defining protocols for students who became symptomatic at school. After the DILO, the relevant operational leads **convened an emergency meeting and assigned two new workstream leads to solve the problem**

Increasing confidence

In one LEA, the DILO simulation **not only served as a helpful planning tool, but also as a communication mechanism.** After refining internally, the LEA further tested its plans by presenting the DILOs it developed to **advisory panels of principals, teachers, students, and families.** It now plans to share the DILOs in public board materials and posting them on its website to help **explain new protocols and expectations**

What we’ve heard

“This process was tedious at times, but what we’ve learned through doing a DILO has made every moment **100% worthwhile**. Showing stakeholders that we’ve thought through this level of granularity will really **calm people down** and makes me **more confident in our plans**” – *LEA Chief Operating Officer*

“DILO was a **great tool** t**o bring different workstreams together** and support **communications**” – *Deputy Superintendent*

“The **visual form of communication** in a DILO simulation is **so effective for our community**… We’re eager to repeat this exercise for a teacher and ELL student” –*School board member*

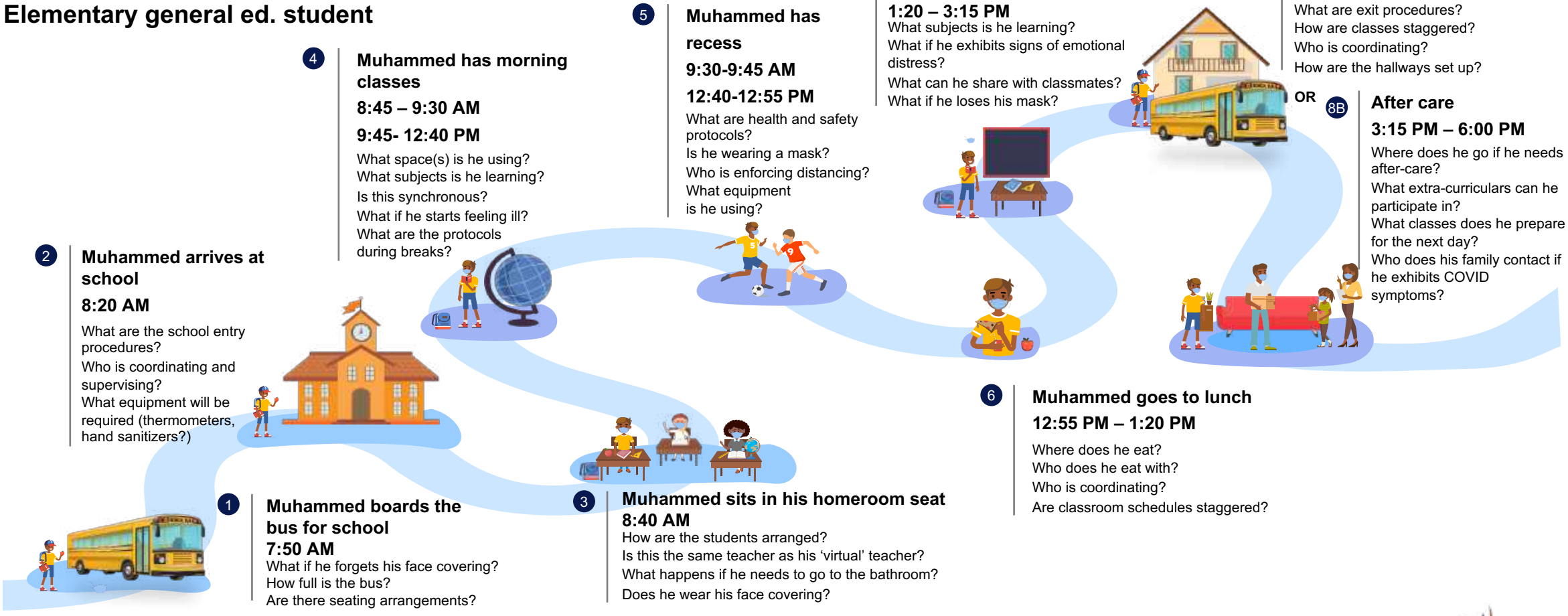
May be non-exhaustive based on evolving circumstances

Example: "Day-in-the-life" (DILO) simulation content (4/5)

The DILO resources includes sample "journeys" of a range of students with different needs

Monday, Hybrid in-person instruction

Elementary general ed. student



1 Muhammed boards the bus for school
7:50 AM
What if he forgets his face covering?
How full is the bus?
Are there seating arrangements?

2 Muhammed arrives at school
8:20 AM
What are the school entry procedures?
Who is coordinating and supervising?
What equipment will be required (thermometers, hand sanitizers?)

3 Muhammed sits in his homeroom seat
8:40 AM
How are the students arranged?
Is this the same teacher as his 'virtual' teacher?
What happens if he needs to go to the bathroom?
Does he wear his face covering?

4 Muhammed has morning classes
8:45 – 9:30 AM
9:45- 12:40 PM
What space(s) is he using?
What subjects is he learning?
Is this synchronous?
What if he starts feeling ill?
What are the protocols during breaks?

5 Muhammed has recess
9:30-9:45 AM
12:40-12:55 PM
What are health and safety protocols?
Is he wearing a mask?
Who is enforcing distancing?
What equipment is he using?

6 Muhammed goes to lunch
12:55 PM – 1:20 PM
Where does he eat?
Who does he eat with?
Who is coordinating?
Are classroom schedules staggered?

7 Muhammed has afternoon classes
1:20 – 3:15 PM
What subjects is he learning?
What if he exhibits signs of emotional distress?
What can he share with classmates?
What if he loses his mask?

8A Muhammed goes home
3:15 PM
What are exit procedures?
How are classes staggered?
Who is coordinating?
How are the hallways set up?

OR

8B After care
3:15 PM – 6:00 PM
Where does he go if he needs after-care?
What extra-curriculars can he participate in?
What classes does he prepare for the next day?
Who does his family contact if he exhibits COVID symptoms?

Illustrative example from one district; does not represent a solution for all LEAs

Example: "Day-in-the-life" (DILO) simulation content (5/5)

Muhammed arrives at the bus stop to board the bus (7.30 – 8.20 am)

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

7:30 — Muhammed's parents conduct **self-certification screening** on Muhammed before walking him to the bus pick-up area

7:40 — Muhammed waits at the designated bus pick-up area with his parent; they stand six feet away from the other kids and families

7:50 — Muhammed enters the bus with his **face mask on**. The bus driver is also wearing a face covering, and the windows are open

As the students fill the bus back to front, Muhammed sits down in his **assigned seat next** to a **classmate (max 2 per seat[1])**. He sees his classmate John **sit with his sibling**, who's a sophomore in high school

8:20 — The bus arrives at school

1. Guidance may vary for LEA

See appendix for full "Day-in-the-life" series

Bolded = priority question to discuss

Key questions to discuss

Transportation – routing and scheduling

Does the driver verify whether it is a school day of that particular student?

Who else is on the bus? Are the other 4th graders on the bus from Muhammed's class or from different classes?

Will buses arrive at the same time or be staggered?

How will this impact bell times?

Health and sanitation

How do Muhammed's parents provide attestation he does not have symptoms (digital or paper)? What symptoms do they check for?

Who will open all the windows before the bus starts picking up kids? What if it rains or snows?

How does the driver verify Muhammed's parents attest he is symptom free? What if he seems sick?

What if Muhammed forgets his mask? Will the driver provide him with one?

Social distancing protocols

When Muhammed waits for the bus with his family or alone, will there be visual cues for distancing (line of Xs on the ground)? Will he have an assigned place in line?

Will Muhammed have an assigned seat? Will there be visual cues to indicate where he should sit? Who will guide him to his seat?

If he has an assigned seat will his sibling be sat next to him? If he has no sibling, will we prioritize a classmate of his?

Will there be a process for boarding and disembarking from the bus so students don't get too close?

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample route and communication plan for transportation (1/2)

A clear description of steps needed to address a problem can help build momentum

Overarching question ensures all aspects of what is required to succeed are addressed

Question: What will it take to develop bus routes and communicate them to the entire LEA by August 19?

Planning

1. Assign all eligible students, including special needs, a bus and stop
2. Establish the necessary runs to safely and efficiently transport students
3. Coordinate and prepare routes so that information can be communicated to all stakeholders
4. Develop training protocols for all staff

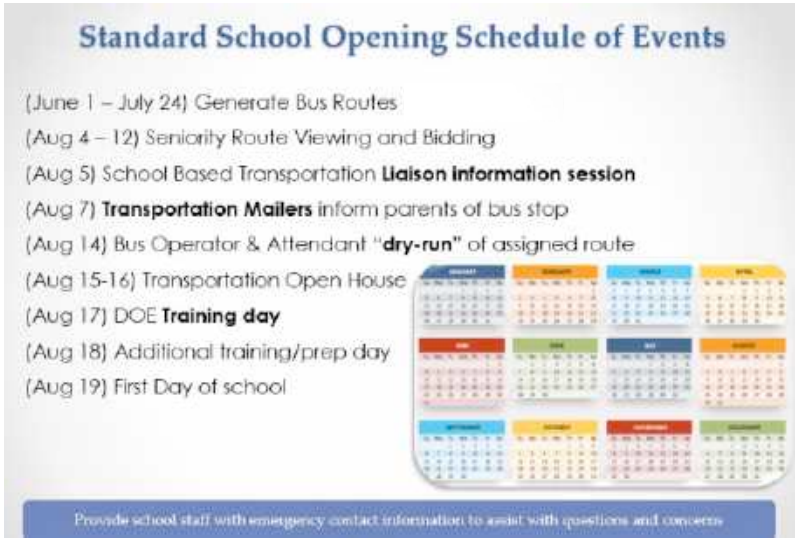
Flagging capacity needs ensures plans don't stall with insufficient staff time

Implementation

- Communicate bus assignments, routes, and staff plans, looking to leverage online methods to reduce lead-time
- Host virtual open-house sessions and trainings to ensure sufficient planning and preparation

Identifying what is contingent on what helps build urgency for all involved

Typical schedule



Mapping to an actual timeline avoids ambiguity

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample route and communication plan for transportation (2/2)

Delineated week-by-week and stakeholder-by-stakeholder actions can ensure momentum is maintained

Components of Communication Plan

	Stakeholder	Week 7/13	Week 7/20	Week 7/27	Week 8/3	Week 8/10	Week 8/17
□	School Board/Cabinet	Re-open Plan Draft		Final Re-open Plan	Bell Times		
□	Parent/Student	Website Updates	Website Updates	Bus Riding Criteria	Bus Stop Information	Virtual Open House	
□	Principal/ Transportation Liaison		Bus Rider Protocols	Transported Student List	Transportation 20-21 Overview		Loading Zone/ Bus Evac
□	Transportation Management		Initial 20-21 Routes		Final Route Books		
□	Drivers/Attendants	Survey-Work Status for 20/21	Status of Transportation	Return-to Work Instructions	Route Review	Route Bidding	Protocols & Procedures
□	All				PT-Web	Temporary Phone Staff	

Components of Training Plan

	Stakeholder	Week 7/13	Week 7/20	Week 7/27	Week 8/3	Week 8/10	Week 8/17
□	Principal/ Transportation Liaison				Information Session		
□	Transportation Management	COVID-19 Protocols	20-21 Routes	New Protocols & Procedures		2020 Training Day Topics	
□	Vehicle Maintenance	COVID-19 Protocols		New Protocols & Procedures			
□	Transportation Specialists/Dispatch	COVID-19 Protocols	20-21 Routes	New Protocols & Procedures		2020 Training Day Topics	
□	Clerical Support	COVID-19 Protocols		New Protocols & Procedures	20-21 Routes		
□	Drivers/Attendants			Return-to Work Instructions		Dry Run of Routes	Protocols & Procedures

Stakeholder-by-stakeholder insight ensures all parties are engaged

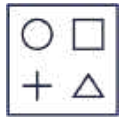
Week-by-week is at a level which full plan visible and prevents getting bogged down in detail

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (1/6)

Engaging principals to pressure-test the model design can build buy-in and identifies issues and improvements

What it is: A way to share high-level model design guidelines with principals, engage them to make these guidelines real at a building-level, and surface any model issues or ideas for innovation



What it's for: The tool is best used after high level constraints are evaluated and guideposts are put in place (e.g., portion of students back for what portion of time in-person) that principals can then use to test in their building

How it works: Principals are provided high-level guidance about the model, enrollment figures, building details, answers to anticipated questions, and options they have to increase flexibility (e.g., repurposing larger rooms to be used as instructional spaces) and then have 3-4 days to "draft" a specific fall staffing plan and share feedback

Who is involved: This is best done with multiple principals at both the elementary and secondary level, any intermediate leadership (e.g., regional "chief") and a Cabinet member well versed in the model design and rationale to date

1. Can also be used to detail a longer time period (e.g., a 'week in the life of' for a student in a hybrid model)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (2/6)

LEA example of engaging principals on the draft level model

Context and goals

In June, SEA released reopening guidance requiring physical distancing of six feet in K-12 settings

Because this significantly reduces the number of students who can be in a classroom or in a building at once, our LEA faces new challenges to delivering our normal instructional model, with our current space and staffing

Based on initial capacity analyses using preliminary data, the Cabinet has deliberated on an initial set of decisions and guidelines for elementary schools

The goals of this document are to:

- Provide elementary schools principals with an overview of the initial model, decisions, and guidelines for school reopening plans
- Collaborate with our principals to test the model, solve problems, and surface any areas for attention before finalizing LEA-wide decisions and guidelines

What we'd like your help with

The estimates are based on models and assumptions. However, you—our principals—know the real-life nuances of your building and staff. We are asking for your help to affirm what is possible and raise what is not

Please:

- Review your school's "factsheet"; confirm if it's correct or flag any major discrepancies in data
- 'Walk through' the step-by-step approach to create a preliminary plan
- Reflect on your preliminary plan and **share your questions and feedback with designated point of contact**
- Review initial operational decisions made to date

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (3/6)

Steps one district took to use the draft model and key facts/constraints. enabling principals to engage

Step	Follow-up questions
Confirm factsheet data is approximately correct; identify any major discrepancies	Are there any major errors in the data? If so, please flag to relevant individual
Based on your forecast enrollment and your spaces, form classes of students and assign to spaces using the following guidelines: • Each classroom can only accommodate 1 teacher and certain number of other individuals (students and other adults), depending on 6' distancing • Other spaces can be adapted into classrooms that accommodate larger class sizes, as long as they do not violate 6' distancing (e.g., 2 classes of 23 share library) • Split classes are allowed	**Please confirm max capacity of each classroom/space** Do you have enough spaces to serve as classrooms? If you creatively use your other spaces, could you accommodate all your students? If not, would "splitting" classes solve gaps? If there are still students unallocated to a class, how many is it per grade? (Note down to share with Cabinet) For students you are able to accommodate, do you have sufficient equipment (e.g., desks and suitable tables)?
Based on your teachers likely to be available to teach in person, match teachers with classes (some teachers may need to move grade levels)	What can the school do to support teachers that need to teach a different grade?
Allocate your school's certified specialists and interventionists to classes that do not have a teacher	What can the school and LEA do to train and support specialists transitioning back to teacher roles?
Review and recalculate any teacher calculations	If you still have a shortage of teachers, could you rearrange any of your classes reasonably to cover more students, using the guidelines above?
For Grades 1-5, match each non-SPED para to 2 teachers	What can the school do to train and support paraeducators to lead synchronous remote learning effectively? Will paras still have enough hours to conduct on-site duties (e.g., monitoring)?

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (4/6)

Landing a high-level view can enable principals to apply guidance in building-level context to test model

What is our baseline?

With 6' distancing, our model estimates most regular classrooms at our school can accommodate 14 students, 1 teacher, and 1 additional adult at a time; however, individual spaces may vary

Who will attend on what days?

Pre-K, Kindergarten, and certain special education segments across grades (IAC and ILC) will attend in person four days per week

Grades 1-5 (including LRC and EBC students) will attend in person two days per week as part of a hybrid model (AA/*/BB)

Other student segments may be prioritized for four days in person per week, depending on remaining capacity (to be determined)

What roles can staff serve to solve teaching capacity issues?

The following certified staff may need to become grade-level teachers who lead classes in person:

- Instructional specialists
- Interventionists
- Deans

Librarians, paraeducators, and any certified staff not assigned students will serve as remote support and lead synchronous remote learning sessions on days students are not in person; each paraeducator will cover 2 teachers (i.e., 2 classes x up to 14 remote students per day = up to 28 students)

Music and PE will continue to be taught by music and PE teachers (e.g., PE outside when possible or in gym when not, 'music on a cart' brought to classrooms)

APs and central office staff will continue to serve in their current roles to ensure schools run safely and effectively and provide additional support

What spaces can schools adapt into instructional classrooms?

All spaces except gyms may be adapted into classrooms that allow for larger class sizes, including libraries, cafeterias, stages, and music rooms

You should maintain spaces for ILC, IAC, and EBC students, as well as for 'pullouts' that occur throughout the course of the school day

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (5/6)

An illustrative week further can enable principals to imagine new model and plan accordingly

	Monday	Tuesday	Wednesday	Thursday	Friday
3rd grade in-person teacher or specialist	**Teach Cohort A in person** (14 students) Plan individually when students have PE or music		Collaborate with the other 3rd grade teachers, specialists, and paras to develop in-person and remote lessons plans All teachers/paras teach **synchronous remote sessions with students**	**Teach Cohort B in person** (14 students) Plan individually when students have PE or music	
Remote support (para)	Hold small group sessions with students in Cohort B (**4 30-min sessions with 7 students each**) Check in on progress with asynchronous lessons and activities			Hold small group sessions with students in Cohort A (**4 30-min sessions with 7 students each**) Check in on progress with asynchronous lessons and activities	
3rd grader in Cohort A	**School in person**: • Instruction with in-person teacher and 13 other students – my lessons are integrated with learning platform for continuity • PE or music		**Remote learning:** • Asynchronous lessons and activities on learning platform • Check-ins and synchronous learning sessions with designated librarian or para		

Illustrative example from one district; does not represent a solution for all LEAs

Example: Elementary principal beta test (6/6)

An illustrative week can enable principals to imagine new model and plan accordingly

In Person | Virtual – Not classroom Teacher | In Person with up to 14 students and virtual up to 14 students together. (Grades 1-3 up to 12) | Virtual - Teacher – up to 28

	Monday		Tuesday		Wednesday	Thursday		Friday	
	GROUP A (in person)	**GROUP B (virtual)**	**GROUP A (in person)**	**GROUP B (virtual)**	**GROUP A&B (both virtual)**	**GROUP A (virtual)**	**GROUP B (in person)**	**GROUP A (virtual)**	**GROUP B (in person)**
	Check-in / Class meeting / Goal Setting (30 minutes)		Check-in / Class meeting/ Goal Setting (30 minutes)		Check-in / Class meeting / Goal Setting (30 minutes)	Check-in / Class meeting / Goal Setting (30 minutes)		Check-in / Class meeting / Goal Setting (30 minutes)	
Instructional time	2 hours of instruction on: Race Reading Writing Social studies	Para or other staff (Small groups of 7 if para) 30 minutes	2 hours of instruction on: Race Reading Writing Social studies	Para (Small groups of 7) 30 minutes	Direct Instruction (60 minutes)	Librarian 30-45 minutes	2 hours of instruction on: Race Reading Writing Social studies	Para (Small groups of 7) 30 minutes	2 hours of instruction on: Race Reading Writing Social studies
Lunch and Recess	30-minute duty free lunch		30-minute duty free lunch		Planning (45 minutes)		30-minute duty free lunch		30-minute duty free lunch
Instructional time	2 hours of instruction on: Math Science	Student learning via learning platform	2 hours of instruction on: Math Science	Student learning via learning platform	Collaborative Planning and development of -day cycle with distance learning support: 4 hours 45 minutes.	Student learning via learning platform	2 hours of instruction on: Math Science	Student learning via learning platform	2 hours of instruction on: Math Science
Music & PE	45 minute planning		45 minute planning				45 minute planning		45 minute planning
Wrap-up	10 minutes wrap-up, support and guidance		10 minutes wrap-up, support and guidance				10 minutes wrap-up, support and guidance		10 minutes wrap-up, support and guidance

Illustrative example from one district; does not represent a solution for all LEAs

Example: Secondary principal beta test (1/4)

Sharing a high-level view can enable principals to apply guidance in building-level context to test model

CONFIDENTIAL AND PRE-DECISION

What is our baseline?

With 6' distancing, each traditional middle and high school classroom can accommodate 14 students and 1 teacher at a given time

What is our academic calendar?

For education and health considerations, all secondary schools will follow a quarter model[1]. Each quarter will consist of 3 periods with in-person classes lasting 85 minutes. LEA will operate a AA/*/BB model

Who will attend on what days?

For all secondary students, half the students of every grade will attend in-person on Mondays and Tuesdays (group A), while the other half is remote (group B)[2]. On Thursdays and Fridays, group B will be in-person and group A is remote. All remote days will include synchronous learning to ensure day counts toward mandate of 180 learning days. All students will be remote on Wednesday

All secondary school teachers will teach in-person on A and B days and deliver the same content to group A and B students, i.e. lectures provided on Mondays and Tuesdays for group A will be repeated on Thursdays and Fridays for group B. All staff will be remote on Wednesdays to allow for school cleaning

Will we have enough teachers to meet student needs?

If additional teacher capacity is needed, secondary school principals may use credentialed staff not currently in a classroom role to teach courses for which they have credentials. Staff may include, but is not limited to specialists, interventionists, deans, librarians, and athletic directors. Vice principals and counsellors should not be used as doing so would likely disrupt central school operations and negatively impact student access to mental and emotional health resources

Will we have enough to space for students?

If additional space capacity is need, all school spaces except gyms may be adapted into classrooms that allow for larger class sizes and additional capacity, including libraries, cafeterias, stages, and music rooms. Spaces for ILC, IAC, and EBC students, as well as for 'pullouts' that occur throughout the course of the school day should be maintained for this these purposes

Are these parameters likely to change?

LEA is currently in the middle of bargaining and we anticipate some changes

When will we have more concrete data?

We will be asking staff and families to commit to their model by early-mid August

1. We will discuss in more detail next
2. Remote day models are still under consideration

Example: Secondary principal beta test (2/4)

Sharing current decisions can enable principals to imagine how their building and schedules will run

Decisions discussed	Current perspective	Details
Will we use the quarterly or semester model for instruction?	Quarterly model will be implemented across secondary schools	The quarterly model will allow for students to still take the same 6 classes over a semester but will (i) allow teachers longer lessons with the students; (ii) minimize the number daily student interactions (iii) ease the operational implementation of the hybrid model and (iv) reduce the number of classes parents need to keep up with
Will students need to take all classes with the same students?	No, schedules can be designed to allow students to have different students in each class	'Cohort' formation will not be required to increase educational breadth However, wherever possible schools should seek to minimize a student's number of unique face-to-face interactions
May teachers teach 5 vs 6 periods per semester (in the quarterly cadence)?	All teachers will "teach" 6 periods per semester, i.e. 3 double periods Teacher responsibilities for 6th period are at the discretion of principals	Some teachers may be required to instruct a 6th period in-person during the semester depending on enrolment needs Most teachers will be required to provide support in the form of office hours, extra help, or targeted interventions
Whether we offer all courses as previously planned?	All courses must follow State guidance, but the LEA will not mandate that schools offer all previously scheduled courses	Principals may make final decisions on availability when State guidance is lacking for courses that may involve greater health risk (i.e, gym, band, chorus, culinary) or do not provide for 100% remote learning optionality (i.e, woodshop)
Whether we offer courses that are outside the period of 1-6 of the typical school day?	All courses must: 1) Follow State guidance 2) not interfere with cleaning operations However the LEA will not mandate that schools offer all previously scheduled courses	For courses that are held outside of traditional school hours such as some language courses and electives, principals may decide whether to offer courses Operations team is currently determining hours in which students and staff may be in schools based on cleaning regimens

Illustrative example from one district; does not represent a solution for all LEAs

Example: Secondary principal beta test (3/4)

Providing draft answers to anticipated questions can enable principals to imagine and pressure-test assumptions

Question	Preliminary response
How and where will lunch take place?	Operations is currently developing secondary school lunch guidelines.
What is the guidance for passing time?	LEA will adhere to 6 ft of social distancing whenever possible and require masks at all times
What signage or nudges will be in place and who is responsible for developing these reminders?	Social distancing and health reminders will placed throughout schools. Operations will provide signage for school; schools will determine where to place signs
What protective measures will be implemented for front office staff?	All staff and students will be required to wear face masks. Campuses will be closed and guidelines for visitors (i.e, a parent picking up their child) are under consideration.
Can staff/departments gather in person for meetings?	All staff are required to adhere to social distancing guidance at all times, use of virtual meeting tools should be used as appropriate
When will we know which teachers and students are returning?	We will have initial results within the next week, however firm commitments will not be known until early-mid August. While the results of both surveys will provide more clarity than we currently have, we anticipate constant fluctuation throughout the summer as circumstances change

Illustrative example from one district; does not represent a solution for all LEAs

Example: Secondary principal beta test (4/4)

Providing draft answers to anticipated questions can enable principals to imagine and pressure-test assumptions

Question	Preliminary response
Will face masks be required?	All students and staff will be required to wear masks. Buses and schools will have masks available for staff and students
Will hand sanitizers or handwashing stations be available?	Yes, hand sanitizer and washing stations will be available and provided for schools to distribute as appropriate for their building
What cleaning procedures will schools follow?	Schools will be closed on Wednesdays and weekends for all students and staff to allow for deep cleaning regimens. All classrooms will be provided cleaning materials for sanitizing desks, chairs, and materials. Operations is developing guidelines for safety and efficacy
How will buses accommodate social distancing?	State guidance does not require social distancing on buses. To promote safety, bus windows will always be open, students will sit rear to front with no more than X to a seat (X to seat for HS students)[1], and siblings will sit together when applicable
Will student temperatures be taken?	Current State guidance is that parents need to provide attestation of temperature checks, however final decision is pending and may evolve
We will start in person or remote only?	Our working assumption is that we begin the school year following our hybrid model. The health and safety of students and staff in light of evolving circumstances will determine operational decisions
What is the difference between LEA virtual academy and remote learning?	The LEA virtual academy offers students the choice of 100% remote learning and is currently being developed. Remote learning refers to digital learning days for students who attend some in-person learning weekly

1. Guidance may vary for LEA

Illustrative example from one district; does not represent a solution for all LEAs

Table of Contents

Chapter 4: Considerations for developing (or refining existing plans for) a robust remote model and scaling to fully in-person instruction

Steps	B1. Design the student and teacher experience	B2. Define technology required to enable this experience	B3. Define teacher and family supports required
Questions	How will a typical student's day be segmented (e.g., time spent engaged digitally vs. non-digitally)? What operational or contextual factors are important to consider when planning for students' and teachers' remote experiences (e.g., SEL)? How will teachers engage effectively with students through their typical day?	What technology (e.g., LMS) is necessary to enable the student experience the LEA wants to provide? What other resources are necessary to enable the student experience the LEA wants to provide? Will the platform and device serve a wide range of students / classes? Do the platform and device support online and offline access? Can the device be locked to only allow academic work? How quickly can staff/students learn how to use the device? Does the device procurement and maintenance meet budget constraints? Can the platform be tailored to the LEA's curriculum?	What are the major pain points that teachers and families will need support to overcome during periods of remote learning? What types of professional development trainings can be made available to ensure teachers have the skills to deliver remote instruction? What can be done to level the playing field across families to ensure all are prepared to engage in remote learning? How can schools – and teachers – leverage parental engagement to improve student learning? What health and safety protocols will need to be put in place to enable onsite services? Where will teaching staff be working from?

May be non-exhaustive based on evolving circumstances

Table of contents

Table of contents

B1: Design the student and teacher experience

Key questions:

- How will a typical student's day be segmented (e.g., time spent engaged digitally vs. non-digitally)?
- What operational or contextual factors are important to consider when planning for students' and teachers' remote experiences (e.g., SEL)?
- How will teachers engage effectively with students through their typical day?

Key activities:

- ❑ Define the amount of time that students are engaging in each mode of instruction (e.g., digital synchronous - large group, digital synchronous 1:1, non-digital)
- ❑ Align on cadence for teacher-student check-ins
- ❑ Refresh family engagement model (e.g., cadence, channels of communication, purpose of communication), including when and how teachers will be available for questions
- ❑ Create and execute strategies for embedding SEL in each student and teacher's daily interactions (e.g., check-in's at the beginning of lessons, 1:1 outreach to students by counselors)
- ❑ Establish when and how teachers and students will have breaks during the day
- ❑ Create clear links to planned hybrid model to ensure smooth transitions if and when required
- ❑ Leverage tools (e.g., LMS) to consolidate course content and video conferencing tools for live instruction

Frameworks, references and examples cover:

- Sample options for segmenting student learning time
- Ideas for extra academic support that teachers can provide

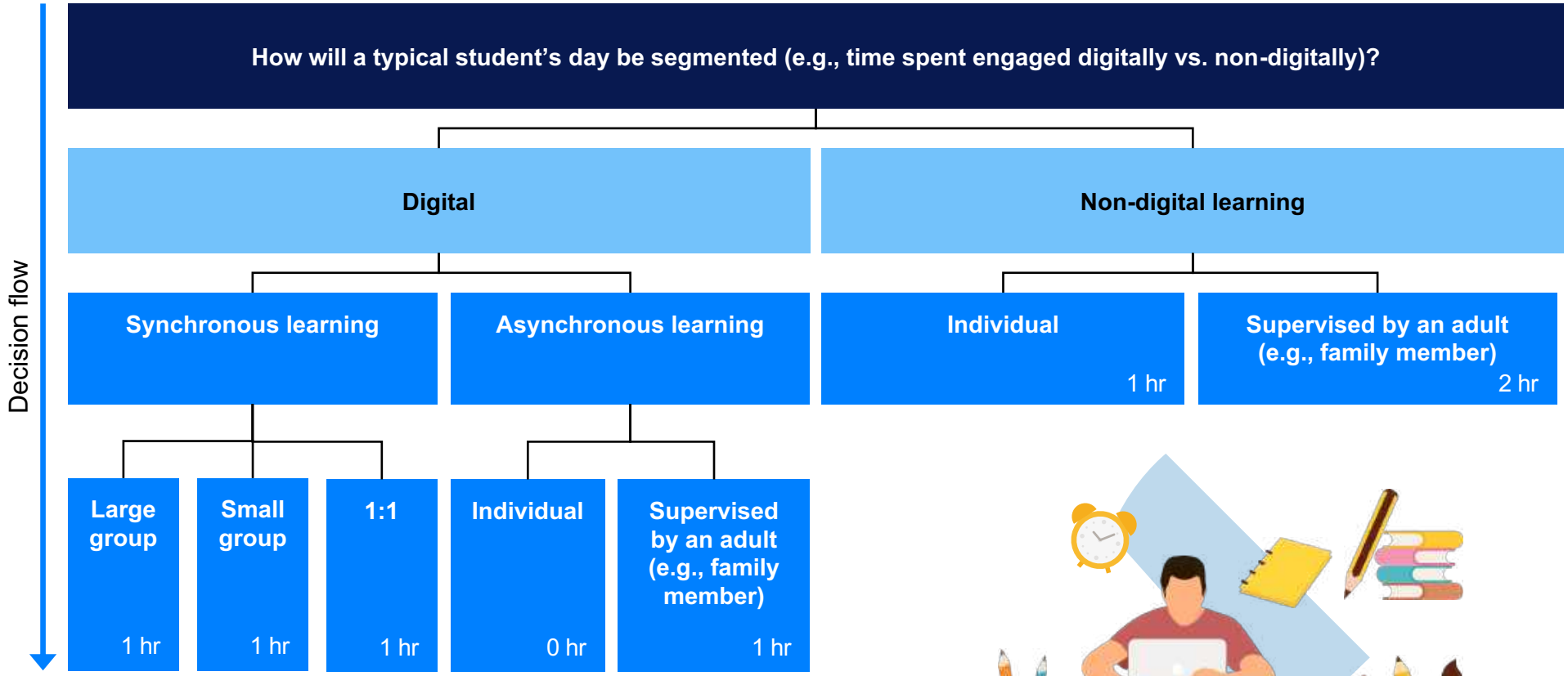
Note "from the field": Create multiple task forces for rapid consultation on any plans (e.g., 1. elementary principals, 2. elementary teachers, 3. secondary principals, 4. secondary teachers)

May be non-exhaustive based on evolving circumstances

Example: Sample options for segmenting student learning time (1/11)

Specifying the time students will spend in each mode of instruction brings clarity to staff and families

Illustrative segments and timing, for 7 hours of instruction



To consider: segmenting may vary by grade level – for instance, a high school student may be better equipped for individual instruction than an elementary school student

Resource Spotlight: Sample schedule + synchronous vs asynchronous time

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (2/11)

A LEA's guidelines to support instruction across

DAILY SYNCHRONOUS INSTRUCTION totaling:

PreK-1: 1-2 hours

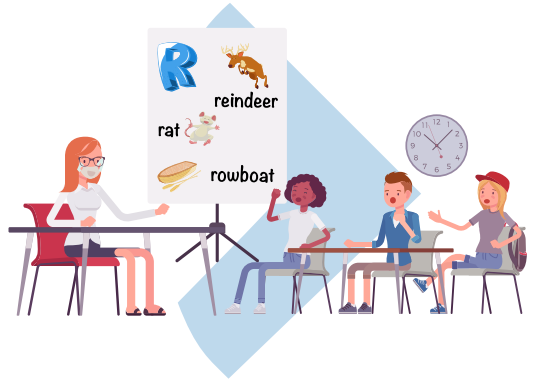
Grades 2-3: 3-4 hours

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



% of time for **SMALL GROUP TARGETED INSTRUCTION**

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (3/11)

LEA discussed if the "remote learning" solutions would differ under different student circumstances

Juan: a 3rd grader who is medically vulnerable opts for 100% remote

Michelle: a 12th grader who is part of group B lives with a family member who tested positive and now she must quarantine for 2 weeks

Remote learners	Remote learning options	Remote learning solutions	What you need to believe for solution
Juan, Michelle	What remote support could be offered? → Remotely join scheduled in-person lessons	Joins class during in-person sessions via video conferencing	Technology resources are sufficient for active remote student engagement Teachers are able to equally instruct those remote and in-person simultaneously
		Completes work via recording of in-person sessions	There is minimal difference in remote experience when instruction is recorded; using recording reduces burden on teacher
	→ Remote-student-only lessons are provided	Cross-LEA solution – pooling teachers and students for instruction	There are a significant number of students requiring remote arrangements Able to re-assign staff to make possible
		School by school teacher and student instructional model	All course offerings could be offered using teachers without classes or in their free periods
	→ Asynchronous lessons with staff check-ins	Teacher provides support for asynchronous work instruction	Asynchronous work is a viable alternative for two or more weeks Sufficient teacher time for frequent but short in-person check-ins
		Non-teacher staff (e.g., para) provides support for asynchronous instruction	Non-teaching staff are capable of providing check-ins, particularly at secondary Materials are sufficient that they do not require teacher time

What options should be available?

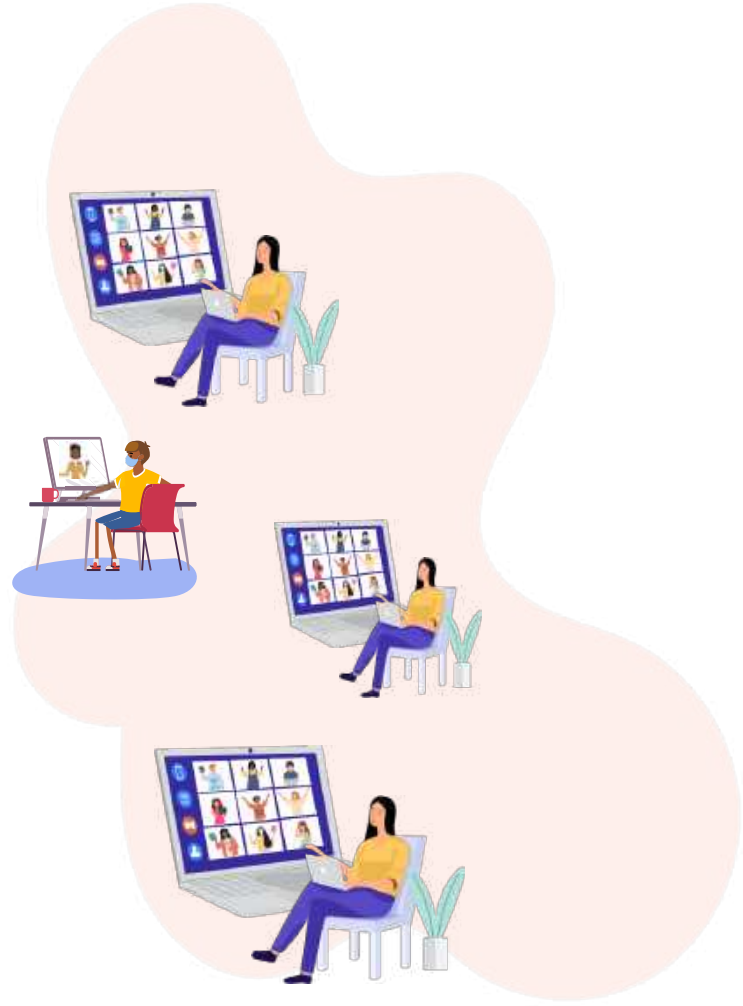
What solutions would we use for Juan? For Michelle?

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (4/11)

Setting examples for how a class will run can bring clarity and help visualize how the model will work

	Begin each class by building relationships (teacher to student & student to student [10 minutes])
Whole group lesson (20 – 30 minutes)	Delivery of lesson via selected platform for student assignments and teacher feedback. Digital/technology tools used to enhance and differentiate lesson delivery
Individual/Small Group work (20 – 40 minutes)	Individual/Group time to complete assignments and projects. Selected platforms can be used for student group work. This work time should result in a product or performance to identify proficiency of skill or lesson objective.
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.



Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (5/11)

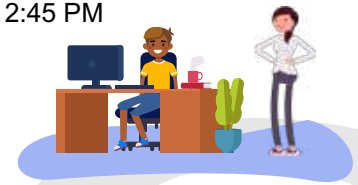
Translating the **100% remote model** into a **student** "day in the life of" helps bring clarity to staff and families

M = if enrolled in morning session
E = if enrolled in evening session

Elementary gen. ed. student

Monday, remote model

1 **Malik logs in to his device to participate in the daily opener of his class (e.g., mindfulness, social and emotional learning)**
M: 8:00 – 8:15 AM
E: 2:30 – 2:45 PM

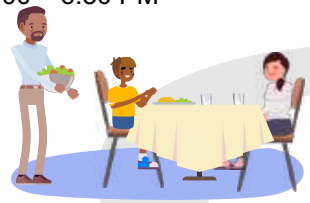


2 **Malik attends the first rotation of his instruction**
M: 8:15 – 9:45 AM
E: 2:45 – 4:15 PM

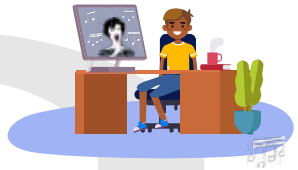
3 **Malik takes a break**
M: 9:45 – 10:05 AM
E: 4:15 – 4:35 PM

4 **Malik attends his second rotation of instruction**
M: 10:05 AM – 11:30 AM
E: 4:35 – 6:00 PM

5 **Malik takes a food break**
M: 11:30 AM – 12:00 PM
E: 6:00 – 6:30 PM



6 **Malik attends his third rotation of classes**
M: 12:00 – 2:00 PM
E: 6:30 – 8:30 PM



7 **Malik logs off and concludes his instructional day**
M: 2:00 PM
E: 8:30 PM

Illustrative example from one district; does not represent a solution for all LEAs

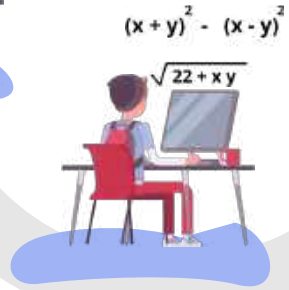
Example: Sample options for segmenting student learning time (6/11)

Translating the **remote portion of the hybrid model** into a **student** "day in the life of" helps bring clarity to staff and families

10th grade gen. ed student

Group B: Tuesday remote

1 **Liam gets ready for his day by logging onto his learning portal**
8:55 AM



2 **Period 1**
Liam attends a synchronous algebra lesson
9:00-9:35 AM

Class lesson joins group A in-person and group B remotely

3 **Period 1**
Liam completes asynchronous algebra work
9:35-10:20 AM

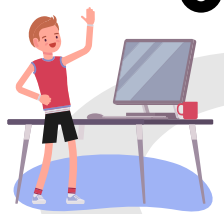
4 **Period 2**
Liam joins his language arts class for a synchronous session
10:25-10:55 AM

Class lesson joins group A in-person and group B remotely

5 **Period 2**
Liam completes his reading assignment during the asynchronous period
11:00-11:45 AM

6 **Liam eats lunch with his younger sister who is in 7th grade and is also a group B student**
11:45-12:20 PM

7 **Liam logs onto video conferencing for some extra help with algebra during office hours**
12:20-12:40 PM



8 **Period 3**
Liam checks into his PE class for a group warm-up and to get his workout for the day
1:10-1:45 PM

Class lesson joins group A in-person and group B remotely

9 **Period 3**
Liam completes his work-out during the asynchronous session
1:45-2:30 PM

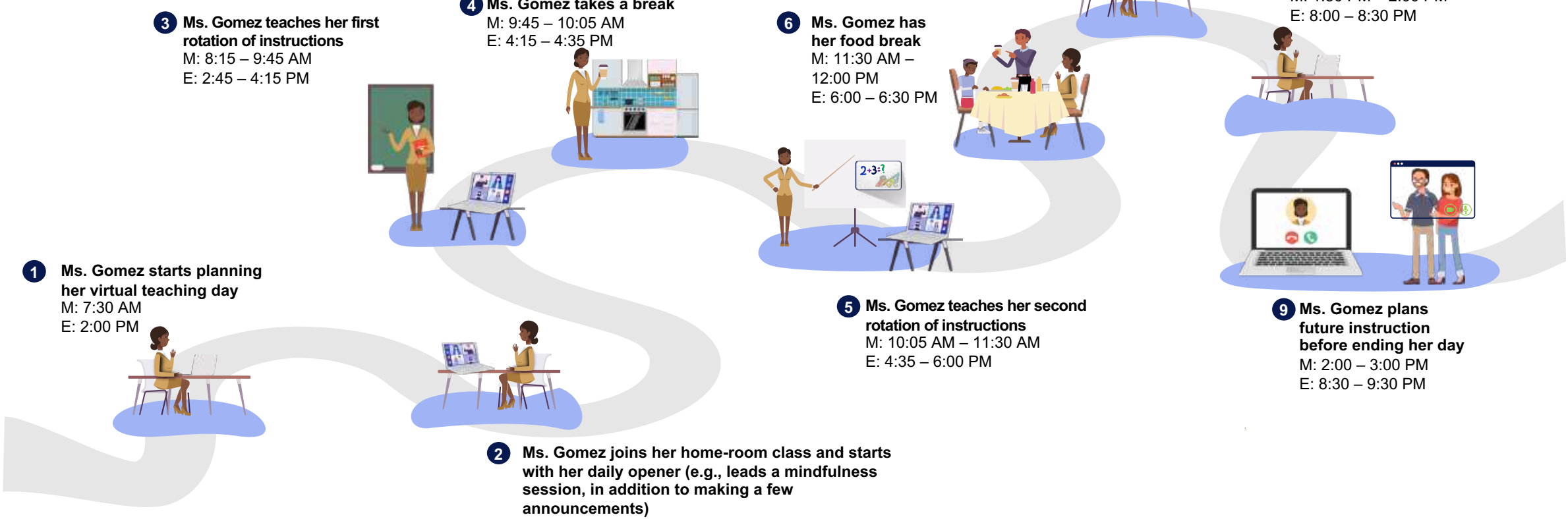
Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (7/11)

Translating the remote model into a **teacher** "day in the life of" helps bring clarity to staff and families

M = if teaching in morning session
E = if teaching in evening session

Elementary gen. ed. teacher in remote model



1 Ms. Gomez starts planning her virtual teaching day
M: 7:30 AM
E: 2:00 PM

2 Ms. Gomez joins her home-room class and starts with her daily opener (e.g., leads a mindfulness session, in addition to making a few announcements)
M: 8:00 – 8:15 AM
E: 2:30 – 2:45 PM

3 Ms. Gomez teaches her first rotation of instructions
M: 8:15 – 9:45 AM
E: 2:45 – 4:15 PM

4 Ms. Gomez takes a break
M: 9:45 – 10:05 AM
E: 4:15 – 4:35 PM

5 Ms. Gomez teaches her second rotation of instructions
M: 10:05 AM – 11:30 AM
E: 4:35 – 6:00 PM

6 Ms. Gomez has her food break
M: 11:30 AM – 12:00 PM
E: 6:00 – 6:30 PM

7 Ms. Gomez teaches her third rotation of instructions
M: 12:00 – 1:30 PM
E: 6:30 – 8:00 PM

8 Ms. Gomez is planning while her students attend special class (e.g., music)[1]
M: 1:30 PM – 2:00 PM
E: 8:00 – 8:30 PM

9 Ms. Gomez plans future instruction before ending her day
M: 2:00 – 3:00 PM
E: 8:30 – 9:30 PM

1. Timing of special classes varies by grade level and subject area; teacher may also hold office hours

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (8/11)

Elementary student: 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 platform and with other materials

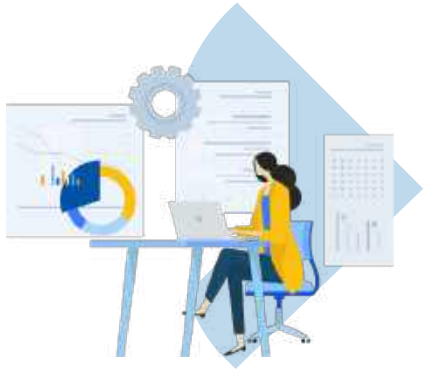
Live Support on web conferencing (recorded for asynchronous learning)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (9/11)

Elementary teacher: Week in the life

TIME	MON	TUE	WED	THU	FRI
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



Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (10/11)

Secondary student: 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** (flexible 60 min)

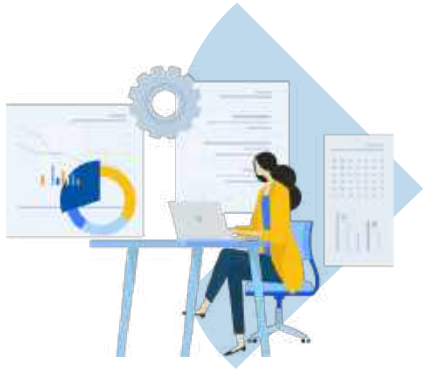
- Asynchronous learning on selected platform and with other materials AND small group live support
- Live Support on web conferencing (or recorded)
- Asynchronous learning on selected platform and with other materials

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample options for segmenting student learning time (11/11)

Secondary teacher: Day in the life

TIME	MON	TUE	WED	THU	FRI
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	Period 3	Period 3	Period 3
2:00	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning



Illustrative example from one district; does not represent a solution for all LEAs

Example: Ideas for extra academic support that teachers can provide

Communicating how teachers will provide supplemental support in the remote model

Content Area Instruction

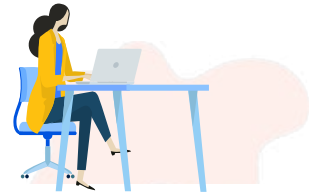
Teacher will be available outside of small group instruction to **support independent work**

Review & Feedback

Review Student Tasks/Assignments and **Provide Feedback & Support**, including but not limited to:

- Discussion Boards
- Assignments
- Reading Passages
- Quizzes
- Word Work

Assessment & Student Data



Administer and Analyze Student Data to Inform Student Grouping/Instruction, including but not limited to:

- Student proficiency
- Digital instruction
- Student Discussions
- Student Assignments
- Quizzes
- Formative Assessments
- Running Records
- Any additional required assessments as per SEA policy

Illustrative example from one district; does not represent a solution for all LEAs

Table of contents

B2: Define technology required to enable this experience

Key questions:

- What technology infrastructure (e.g., LMS, high-quality connectivity) is necessary to enable the student experience the LEA aims to provide?
- What other technology resources (e.g., devices) are necessary to enable the student experience the LEA wants to provide?
- Will the platform and chosen device(s) serve a wide range of students / classes?
- Do the platform and chosen device(s) support online and offline access?
- Can chosen device(s) be locked to only allow academic work?
- How quickly can staff/students learn how to use chosen device(s)?
- Does device procurement and maintenance meet budget constraints?
- Can the platform be tailored to the LEA's curriculum?
- How will the LEA provide students, families and teachers support around technology challenges?

Key activities:

- ❑ Understanding the LEA's starting point:
  - ❑ Surveying students and teachers to understand their access to device and connectivity
  - ❑ Reviewing access currently provided by the LEA and what can be made more flexible for remote support (e.g., loaning devices to families)
- ❑ Making a plan to provide students with devices:
  - ❑ Assessing the usability of devices for different student age groups
  - ❑ Exploring models to achieve a 1:1 student-to-device ratio and refresh and/or return of devices
  - ❑ Calculating the number of devices that the LEA will need to procure after above solutions
  - ❑ Evaluating potential vendors, assessing their pros and cons, and agreeing to procure
- ❑ Making a plan to support connectivity:
  - ❑ Extending or expanding partnerships for affordable internet options
  - ❑ Ensuring internet infrastructure at schools to support "simulcast" online instruction by on-campus teachers
- ❑ Define and procure other software and platform needs to enable the remote instructional model
- ❑ Creating a staffing model for tech-support both at schools and in "call centers", and for supporting "simulcast" teaching approaches with both in-person and remote students

May be non-exhaustive based on evolving circumstances

Frameworks, references and examples cover:

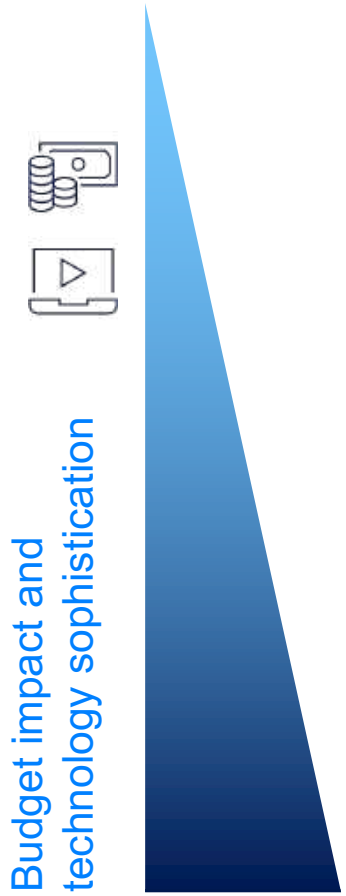
- Assessing technology models
- Variables one LEA evaluated when considering technology for eLearning
- Technology designs to support desired student experiences

Note "from the field": Schools can open up their schools (with safety protocols in place) to facilitate connectivity for their students

Example: Assessing technology models

Model selection as baseline for all LEA schools

A LEA's segmentation of possible technology models and associated resources available



Model	Resources available
Current Model	**Laptop** - used to broadcast lessons remotely (recorded or live), **Platform** for audio/video-conferencing
Basic Model	**Laptop** - used to broadcast lesson (recorded or live) **Platform** for audio/video-conferencing **Document camera** – to display teacher activity with the whiteboard or printed materials **Projector (optional)** – wall-mounted or media cart
Basic Model Plus	Basic Model with the addition of **classroom microphone, Bluetooth tablet**
Advanced Model	Basic Model Plus but the microphone is replaced with an **audio-video conferencing device** (at a cost of approximately $2,000 per unit)
Advanced Model Plus	Advanced Model with the addition of an **interactive touch panel** (at an average cost per panel of $3,400 per unit)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Variables one LEA evaluated when considering technology pain points for remote learning (1/4)

I **Device Expansion** – achieving a **1:1 student-to-device ratio** and refresh and/or return of devices

II **Internet Access** – extending or expanding partnerships for **affordable Internet options**, particularly for disadvantaged populations

III **Infrastructure** – accelerating Internet infrastructure project (WAN redesign) for **expanded capacity** at schools to support simultaneous online instruction by on-campus teachers

IV **Change Management: Support** – creating a **staffing model for tech-support** both at schools and in the call centers, and for supporting teaching approaches where instruction is provided to students in class and students attending online

V **Safety** – Safety and **security protocols** for teachers, staff, and students in the digital environment

Illustrative example from one district; does not represent a solution for all LEAs

Example: Variables one LEA evaluated when considering technology pain points for remote learning (2/4)

1 Device Expansion

Device needs will continue to be addressed through the **Refresh program**

There are significant **supply constraints**

Exploring a potential **1:1 model** for students in the event that hybrid learning capability becomes a permanent feature of instructional model

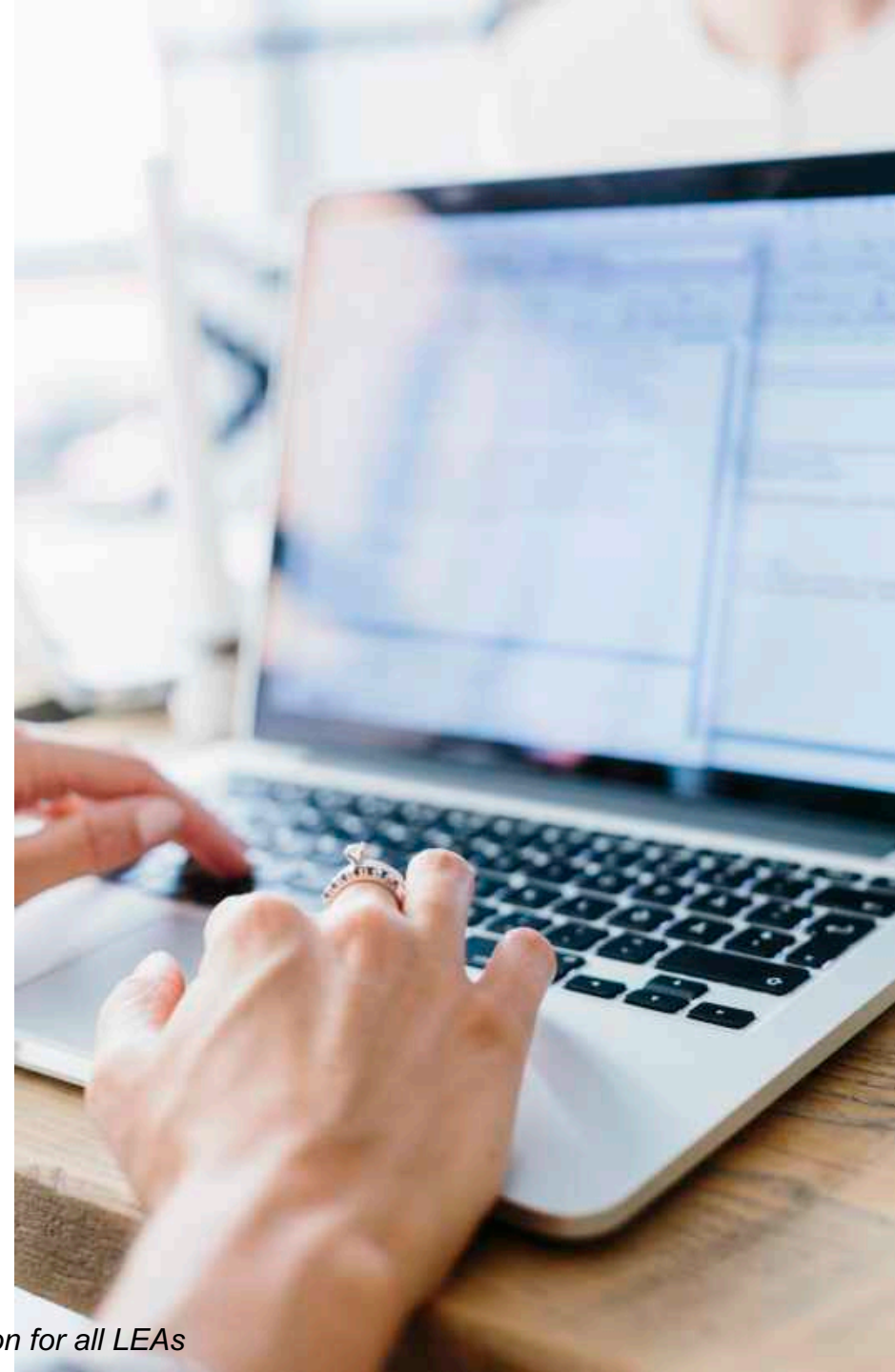
Different 1:1 models are being considered:

- A **"mixed" BYOD[1]/issuance model** is likely the most sustainable for a LEA of this size
- A **means-tested BYOD-default model** may be used where students are asked to bring devices and "high needs" students are provided with one
- A **pure 1:1 with or without a technology access fee**

Teachers are already at 1:1 at current funding levels

All school-based instructional support personnel will receive a device as needed (e.g., ESPs[2])

1. Bring your own device
2. Education support professionals



Illustrative example from one district; does not represent a solution for all LEAs

Example: Variables one LEA evaluated when considering technology pain points for remote learning (3/4)

II Home Internet Access

Internet service providers will continue to offer **discounted programs with free access to public hotspots** through the remainder of 2020 for families in need

Creating a "**free internet access zone**" within city limits through partnership with local business

Hotspots and phones continue to be issued to students

Collaboration with local municipalities being explored through the partnerships game plan

III LEA-Based Internet Infrastructure

The **fiber WAN project** commenced July 2020

The current infrastructure **can support all teachers video-conferencing simultaneously** in schools (assuming students in schools are not video-conferencing)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Variables one LEA evaluated when considering technology pain points for remote learning (4/4)

IV Change Management: Support

The Virtual Call Center (VCC) provides a **centralized support structure** that allows all teachers and students to call a single phone number for immediate support

Staff is currently analyzing the **school-based tech staffing, budgeting, and management models** to derive the best model to support the LEA on two fronts – physical and virtual

Potential investment is needed to **upgrade support software** used by tech and service desk personnel

V Safety

Major summer project underway to **populate teacher class rosters**, allowing for greater teacher control over who has access to meetings

Funding needs to be identified for internet access filtering

Illustrative example from one district; does not represent a solution for all LEAs

B2

Framework: Technology designs to support desired student personalization (1/9)

Content

What resources do I want to share with students?

Delivery

How do I want to share resources and interact with students?

These dimensions are independent: school systems can choose their content and delivery solutions separately to arrive at an overall solution that meets the needs of their remote learning strategy

Framework: Technology designs to support desired student personalization (2/9)

Content

Category	Description
Discrete content	Flashcards, exercises, websites, and videos etc. from textbooks or online
Self-contained courses	Multiple sequenced readings and/or videos designed to meet clear learning objectives set by teacher
Content-rich platform	Collection of resources that provides opportunities for practice and feedback
Intelligent Adaptive Learning Platform	AI-powered learning platform that sets individualised learning goals, provides feedback, and assesses progress across a whole subject or set of modules

Delivery

Category	Description
Offline	Tools that don't require the use of phones or internet (i.e., TV, radio, postal systems)
Basic Comms tools	Simple messaging and call functionality (i.e., Email, SMS, telephone)
Collaboration platform	Platform enabling teachers to post content and interact with their classes; online tools to enable face-to-face communication
Online learning platform / learning management system (LMS)	Comprehensive education platform enabling teachers to assign and receive work, track progress, and provide targeted support

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (3/9)

Schools should select content and delivery platforms based on their desired remote learning experience…

Key Question	Content considerations	Delivery considerations
How do we want to **teach** the subject matter?	What content will best convey the concepts we want to convey? Do we want to use websites and videos to teach content or should instruction remain teacher-led?	Do we want learning to be synchronous? Do we want to facilitate interaction between students?
How do we want students to **practice**?	Is practice already included as part of the solution we want to use for instruction? What kinds of questions do we want students to practice?	Do we want teachers to be able to monitor student practice? Can/should all practice be done on a screen?
How do we want to **assess** students?	Is assessment already included as part of our content solution? Do we want off-the-shelf assessments, or do we want to be able to set our own questions?	How important is it to be able to assign assessments to classes at the click of a button? How automated to we want assessment to be? What kinds of data do different platforms provide?

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (4/9)

… and how best to optimize for their specific context and needs

Schools might choose to optimise for the following features

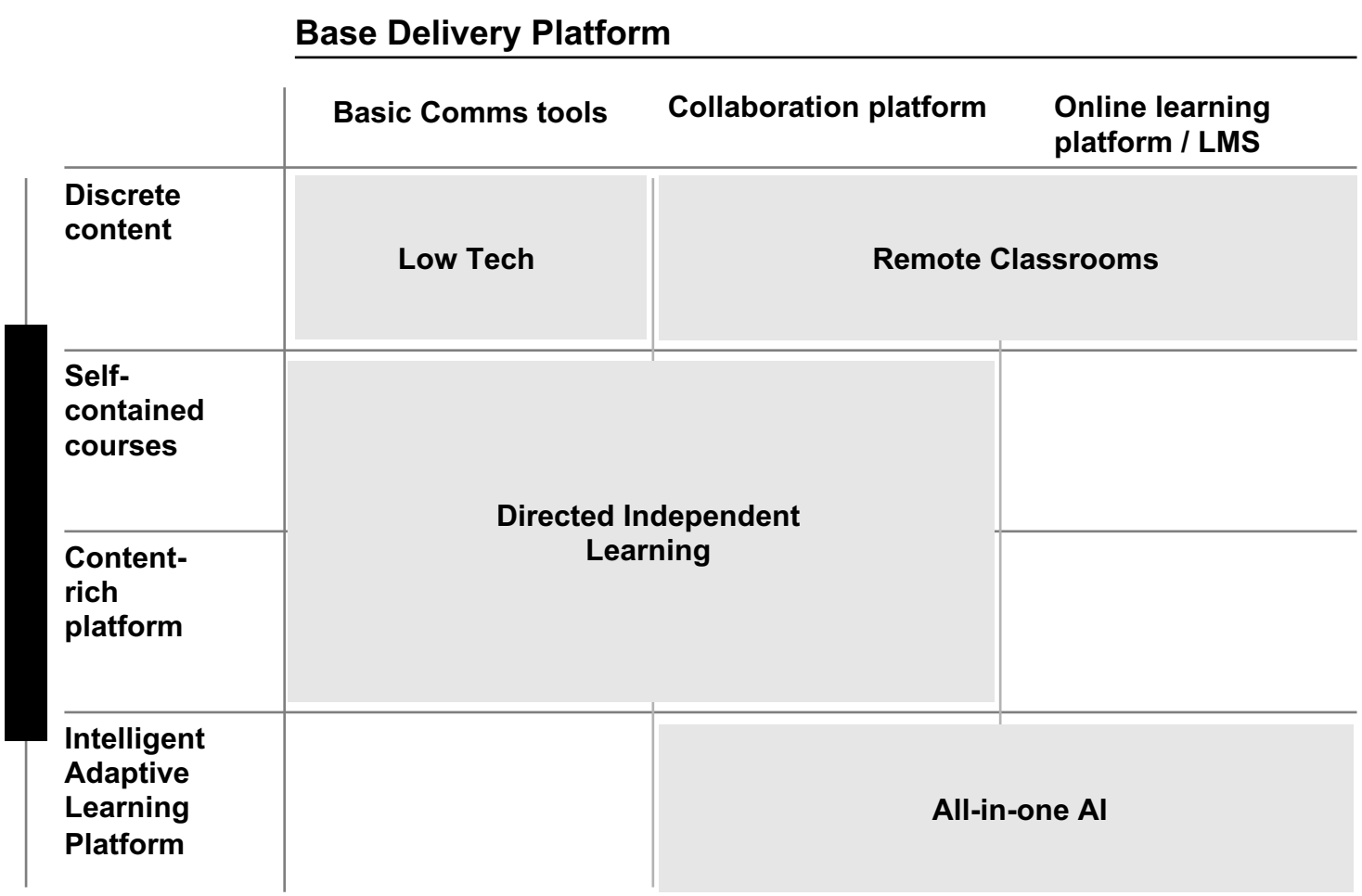
- Low cost
- Ease of use for staff and students
- Synchronous learning
- Personalization of content/tasks
- High level of student/ teacher interaction
- Little hardware or technology required
- Reducing teacher workload
- Using as few resources/ platforms as possible
- Monitoring student engagement

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (5/9)

Schools' remote learning needs are typically met by one of four archetypes



1. **Low Tech**

   Simple resources delivered to students by whatever means possible – e.g. TV, radio, post. Teachers checking in where possible via e.g. phone/email.

2. **Remote Classrooms**

   Generic platform used to host content, with teachers uploading their own material or any other material they choose. Check-ins can be added using videoconferencing software

3. **Directed Independent Learning**

   Online platforms and courses used to facilitate student learning, with students directed by teachers via email or similar. Face-to-face contact to discuss progress and set goals

4. **All-in-one AI**

   One advanced platform used to drive learning, typically an AI-driven platform incorporating content and a means of monitoring and directing students. Can be made synchronous.

1. Offline and Basic Comms tools options do not employ EdTech platforms or software. Many leading content providers, although their software may be sophisticated, do not presuppose any particular delivery solution in terms of how their content is shared with students by teachers.

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (6/9)

1 The **Low Tech archetype** is an option for many schools in challenging contexts

Principal advantages

Principal disadvantages

Teachers get learning resources to hard-to-reach students by whatever means possible

How are students taught?

Learning resources can be broadcast via media such as TV and Radio, printed and delivered to students, or emailed where possible

How do students practice?

Students practice using printed out worksheets, or responding to questions at home with pen and paper

How are students assessed?

Students self-assess using printed mark schemes, or assessments are broadcast. Where possible, students can take photos of work and email to teachers to mark.

- ✓ Low cost
- Synchronous learning
- ✗ Personalisation of content/tasks
- Reducing teacher workload
- ✗ Monitoring student engagement
- Ease of use for staff and students
- ✓ Little hardware or technology required
- ✗ High level of student/teacher interaction
- Using as few resources/platforms as possible

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (7/9)

2 **Remote Classrooms** allow in-person learning to be replicated as closely as possible

✓ Principal advantages

✕ Principal disadvantages

Classes continue to gather together in one place and interact with each other and their teacher

How are students taught?

Teachers pull together content from a variety of sources and post on one central platform. This could include their own videos and presentations.

How do students practice?

Students complete the assignments that their teacher sets in the online classroom

How are students assessed?

The teacher sets assessments on the online classroom for students to complete. These are either sent to the teacher to mark or graded automatically online

Low cost

✓ Synchronous learning

Personalisation of content/tasks

✕ Reducing teacher workload

✕ Monitoring student engagement

Ease of use for staff and students

✕ Little hardware or technology required

✓ High level of student/teacher interaction

Using as few resources/platforms as possible

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (8/9)

3 **Directed Independent Learning** frees up teacher time to provide individualized guidance

Principal advantages

Principal disadvantages

Students independently complete modules and courses assigned to them, with teachers helping to direct learning

How are students taught?

Content is delivered through courses and/or modules assigned by the teacher,

How do students practice?

Students complete modules independently, although teachers remain on hand to provide help when required

How are students assessed?

Students complete end of course/module assessments, and/or are producing data as they progress through the module. Teachers provide personalized guidance based on this data.

Low cost

✓ Synchronous learning

Personalisation of content/tasks

✓ Reducing teacher workload

Monitoring student engagement

✗ Ease of use for staff and students

✗ Little hardware or technology required

High level of student/teacher interaction

Using as few resources/platforms as possible

May be non-exhaustive based on evolving circumstances

B2

Framework: Technology designs to support desired student personalization (9/9)

4 **All-in-one AI** takes advantage of technology's potential to personalize learning, and frees up teacher time to meet individuals' needs

All-in-one AI delivers personalized learning through a single platform

How are students taught?

Content is delivered through the online learning platform, with AI software adapting the material shown to the student based on their level

How do students practice?

The software creates a developmental pathway for students, leading them through practice designed to enhance memory and understanding

How are students assessed?

The platform assesses students constantly, giving them regular feedback and changing what they are shown in order to address weak spots and push their learning further

✓ Principal advantages

✗ Principal disadvantages

✗ Low cost

Synchronous learning

✓ Personalisation of content/tasks

✓ Reducing teacher workload

Monitoring student engagement

Ease of use for staff and students

Little hardware or technology required

✗ High level of student/teacher interaction

✓ Using as few resources/platforms as possible

May be non-exhaustive based on evolving circumstances

Table of contents

B3: Define teacher and family supports required

Key questions:

- What are the major pain points that teachers and families will need support to overcome during periods of remote learning?
- What types of professional development trainings can be made available to ensure teachers have the skills to deliver remote instruction?
- What training and related supports will families need to be prepared to support their student(s) in remote learning?
- What can be done to level the playing field for families to ensure all are prepared to engage in remote learning?
- How can schools – and teachers – leverage parental engagement to improve student learning?
- What health and safety protocols will need to be put in place to enable onsite services?
- Where will teaching staff be expected and/or supported to work from?

Key activities:

- ❑ Survey parents and other stakeholders, through online questionnaires or focus groups, to:
  - ❑ Understand and address main pain points for eLearning
  - ❑ Understand what would be helpful for the new school year
  - ❑ Assess the key learnings from spring to understand the strengths and weaknesses of the move to remote
- ❑ Define the major training programs that will be beneficial for teachers and families and build them into the schedule prior to school starting, then on an ongoing basis, including:
  - ❑ Refresh parent training in key technology platforms through instructional videos in multiple languages
  - ❑ Provide extensive professional development for teachers on eLearning topics including: lesson design, using platforms, assessments, using 3rd party tools, etc.
- ❑ Create and communicate plans for supporting families with working adults, for example:
  - ❑ Provide non-traditional schedules for younger students to accommodate parents' schedules and need for childcare
  - ❑ Provide childcare options
- ❑ Create teacher schedules / time allocations that meet their needs:
  - ❑ Availability could be similar to in-person learning days (e.g.,7.5 hours working day broken down by ~5 hours of instructional time, 30 minutes break, and ~2 hours of planning)
  - ❑ Daily schedule could be similar to in-person days to minimize change management when transitioning students back to in-person learning
- ❑ Define guidelines for in-person use of facilities (e.g., teachers teaching from their classrooms) and associated safety protocols

Frameworks, references and examples cover:

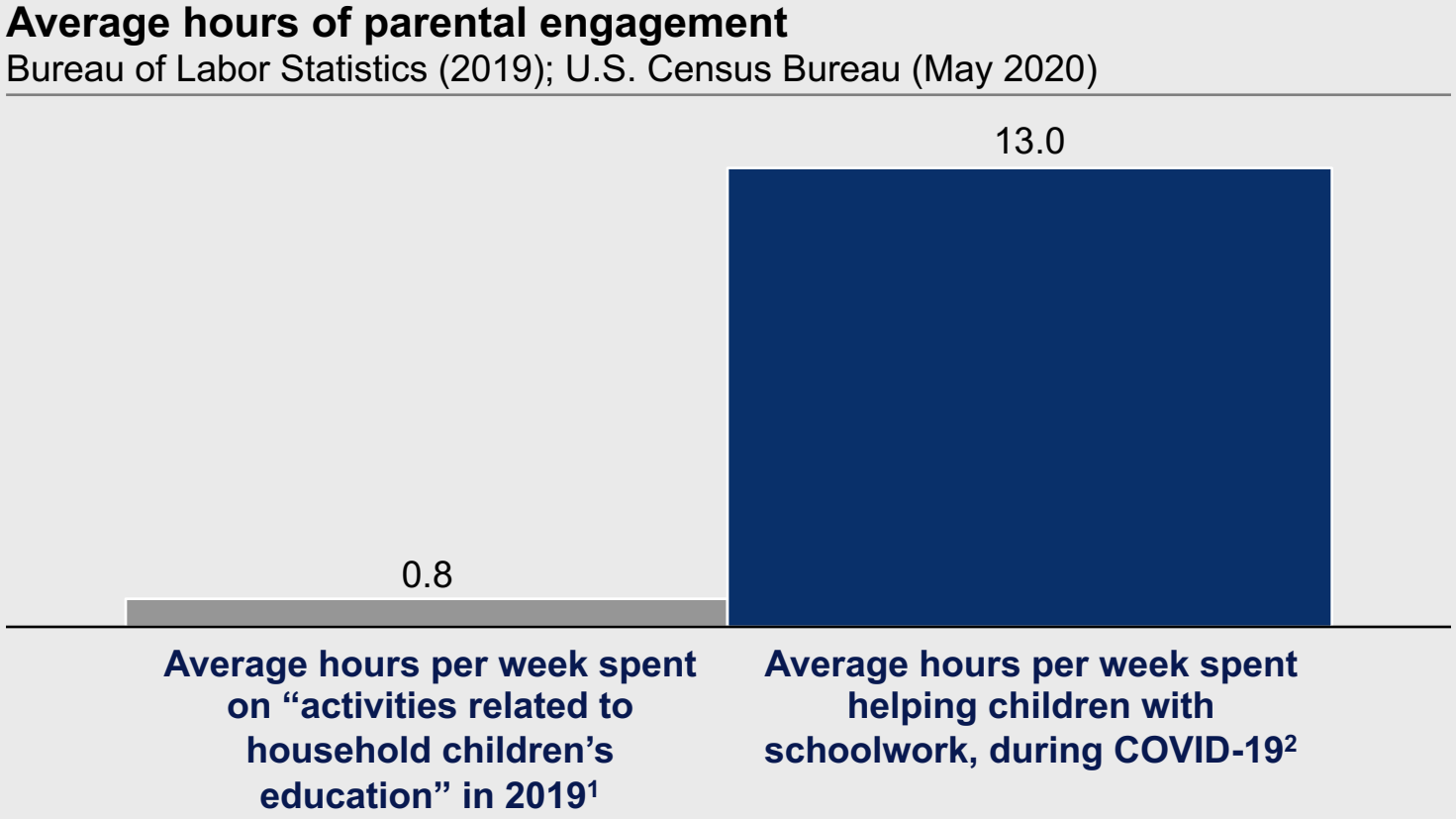
- Data on family engagement pre- and post-COVID
- Professional development plan for staff
- Solutions and schedules for child care support
- Components of an elementary school schedule with morning and evening shifts to support working families
- Sample workplace protocols for staff

Note "from the field": Stakeholder engagement is key to ensure development of solutions to real needs vs. those that may just be theoretical

May be non-exhaustive based on evolving circumstances

Reference: Data on family engagement pre- and post-COVID (1/3)

Families have been more engaged in their children's learning in the last five months



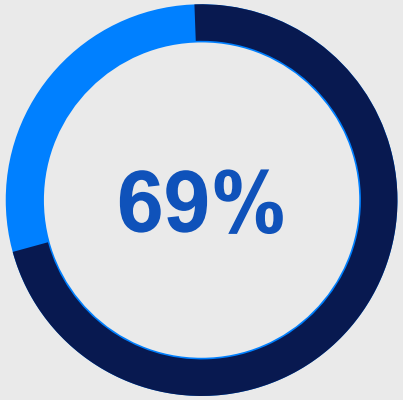
1. Bureau of Labor Statistics, 2019 - parents with children under 18: https://www.bls.gov/charts/american-time-use/activity-by-parent.htm
2. According to parents in the May 7-12 Household Pulse Survey by the U.S. Census Bureau

Reference: Data on family engagement pre- and post-COVID (2/3)

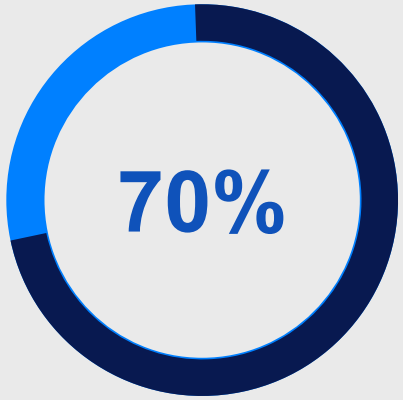
Families expect to remain engaged and more involved with their child's education moving forward

Parent / guardian agreement with statements about school communication

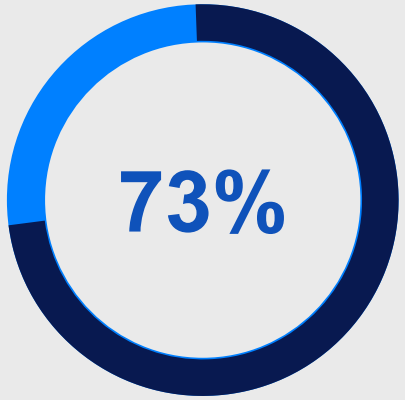
Learning Heroes national survey; N=3,645 parents / guardians of public school children



Of parents plan to have a better understanding of what their children are expected to learn in their new grade level



Of U.S. parents say they want to know what material their child is missing at the end of the year and how their school plans to make it up



Of U.S. parents plan to seek a better understanding of where their child stands academically

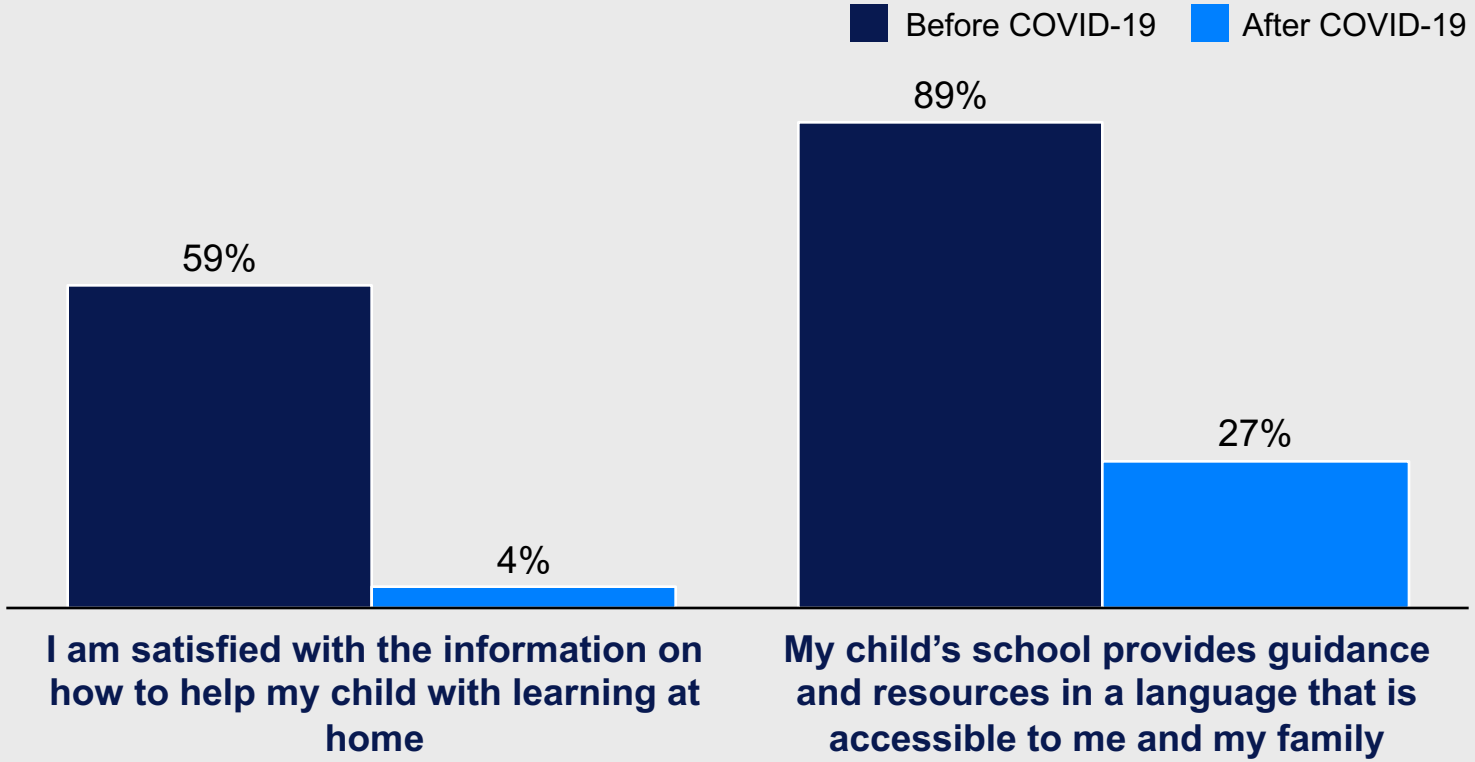
1.Learning Heroes: Parents 2020 survey, with Edge Research. Conducted April 14-May 6, 2020 (includes those that "Agreed" or "Strongly agreed" to the statements)

Reference: Data on family engagement pre- and post-COVID (3/3)

School systems have the opportunity to engage parents going forward

Parent / guardian agreement with statements about COVID-19-related school communication

N=21,000 parents / guardians in one U.S. state



Note: Percentages include those that "Agreed" or "Strongly agreed" to the statements

Source: Brookings Institute: "Parent dissatisfaction shows need to improve school communication during coronavirus pandemic" (July 23, 2020)

Data and status may have changed since time of reporting

Example: Professional development plan for staff

Developing a school specific ‘playlist’ of required and on-going remote support for staff

ILLUSTRATIVE **NON-EXHAUSTIVE**

Phase	**Pre-requisites**	1st day of school	**Ongoing support**
Details	LEA required online courses for all teaching staff to be completed before the start of school		Optional online courses to develop staff remote teaching ability and comfort. Offerings include:
Example offerings	*Beginner’s guide to eLearning* *Ed. platform for teachers* *Web conferencing best practices* *ELL Strategies for Remote Learning Training* *Creating online lessons*		*Best practices for eLearning instruction: Advanced* *Pathways to personalized learning* *Blended learning tips and tricks* *Advanced techniques for eLearning content*

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions and schedules for child care support (1/3)

Maximize amount of on-campus instructional space to satisfy demand for 100% in person instruction for those who choose it

Before and after care when students are on campus will be provided

Child Care services will be provided for a fee and made as affordable as possible

	Full day care	Before/after care
Children of LEA staff	Likely to be **provided on a zone basis** at under-enrolled schools, or on-site if possible	**Provided**, subject to school-specific availability
Children of general population	Offsite; **list of fee-based private providers linked to each site** will be offered to parents	**Provided**, subject to school-specific availability

Fee-based full daycare will be provided onsite to staff, potentially off-site for others depending upon partner capacity

See next page for details on partner discussions

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions and schedules for child care support (2/3)

Potential child care partners – but these are yet to be evaluated for feasibility and price

	Description	Status	Feasibility
Potential partner 1	Survey sent to all 31 municipalities to determine the amount of space they have. Required: staff, WIFI for eLearning days	Conversations begun	Low
Potential partner 2	Willing to offer care for full day and after care at their off-site facilities. Transportation may be required for students with special needs	Conversations begun	Medium
Potential partner 3	Willing to provide childcare. Transportation will be needed if program is provided after school	Conversations begun	Medium
Potential partner 4	Only have budgeted to provide funding for aftercare programs for private providers under their RFP. If the provider services a funded program off site, they will also cover those cost	Conversations begun	Low
Potential partner 5	Survey sent to Youth Services Coordinator	Conversations begun	Low
Potential partner 6	Requested participation with workstream	Conversations begun	Low
Potential partner 7	Only have budgeted to provide funding for aftercare programs for private providers under their RFP. If the provider services a funded program off site, they will also cover those cost	Conversations begun	Low

Illustrative example from one district; does not represent a solution for all LEAs

Example: Solutions and schedules for child care support (3/3)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
	Prior to beginning program classroom needs to be cleaned	Prior to beginning program classroom needs to be cleaned	Prior to beginning program classroom needs to be cleaned	Prior to beginning program classroom needs to be cleaned	Prior to beginning program classroom needs to be cleaned
2:00 –2:30	Snack/Dinner in Classroom	Snack/Dinner in Classroom	Snack/Dinner in Classroom	Snack/Dinner in Classroom	Snack/Dinner in Classroom
2:30 –3:00	Active Play	Active Play	Active Play	Active Play	Active Play
3:00 –4:00	*Academic Support	Academic Support	Academic Support	Academic Support	Academic Support
	Refresh classroom	Refresh classroom	Refresh classroom	Refresh classroom	Refresh classroom
4:00 –4:30	**Homework	Homework	Homework	Homework	Homework
4:30 –5:00	***Educational Games	Educational Games	Educational Games	Educational Games	Educational Games
5:00 –5:30	****Dramatic Play	Art	Music	Technology Learning Games	Art
5:30 –6:00	*****Active Play	Active Play	Active Play	Active Play	Active Play

*__Academic Support__ – A certified teacher for every group, working in collaboration with the schools' Reading Coach, to develop plans for students who are showing an academic slide. Finding teachers may be a challenge.

** **Homework** – Daily provided to assistance for students with their assignments

Below requires social distancing – cannot work in group and must clean hands prior to and after use of games and active play

*** **Educational Games** – Bingo, multiplication, Charades, reading readiness, math support, color, puzzles

**** **Dramatic Play** – skits, Charades, play writing, monologues, pretend play or imagination play, create individual paper puppets

***** **Active Play** – Hula-hoops, Yoga, Exercise, Music and movement, Simon Says, etc.

Illustrative example from one district; does not represent a solution for all LEAs

Example: Components of an elementary school schedule with morning and evening shifts to support working families

Standard schedule[1]	Morning shift	Evening shift	Live teacher–student interaction time
Teacher planning and parent video conferences	7:30 AM	2:00 PM	-
Daily opener[2]	8:00 AM	2:30 PM	15 minutes
Whole Group Reading: Standards-based instruction (Read Aloud, Explicit Phonics Instruction, etc.)	8:15 AM	2:45 PM	30 minutes
Small group rotations / CAI[3] / Independent Activities	8:45 AM	3:15 PM	60 minutes
Break (recess)	9:45 AM	4:15 PM	-
Writing Instruction	10:05 AM	4:35 PM	25 minutes
Teacher led tiered instruction[4]	10:30 AM	5:00 PM	30 minutes
Physical Education	11:00 AM	5:30 PM	30 minutes
Food break	11:30 AM	6:00 PM	-
Whole Group Math Instruction	12:00 PM	6:30 PM	30 minutes
Small Group Math instruction/Independent Practice	12:30 PM	7:00 PM	30 minutes
Content specific: Social Studies / Science	1:00 PM	7:30 PM	30 minutes
Specials[5,6]	1:30 PM	8:00 PM	-
Teacher planning and parent video conferences	2:00 PM – 3:00 PM	8:30 - 9:30 PM	-

~4 hours 40 minutes

Total teacher-student interaction time

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

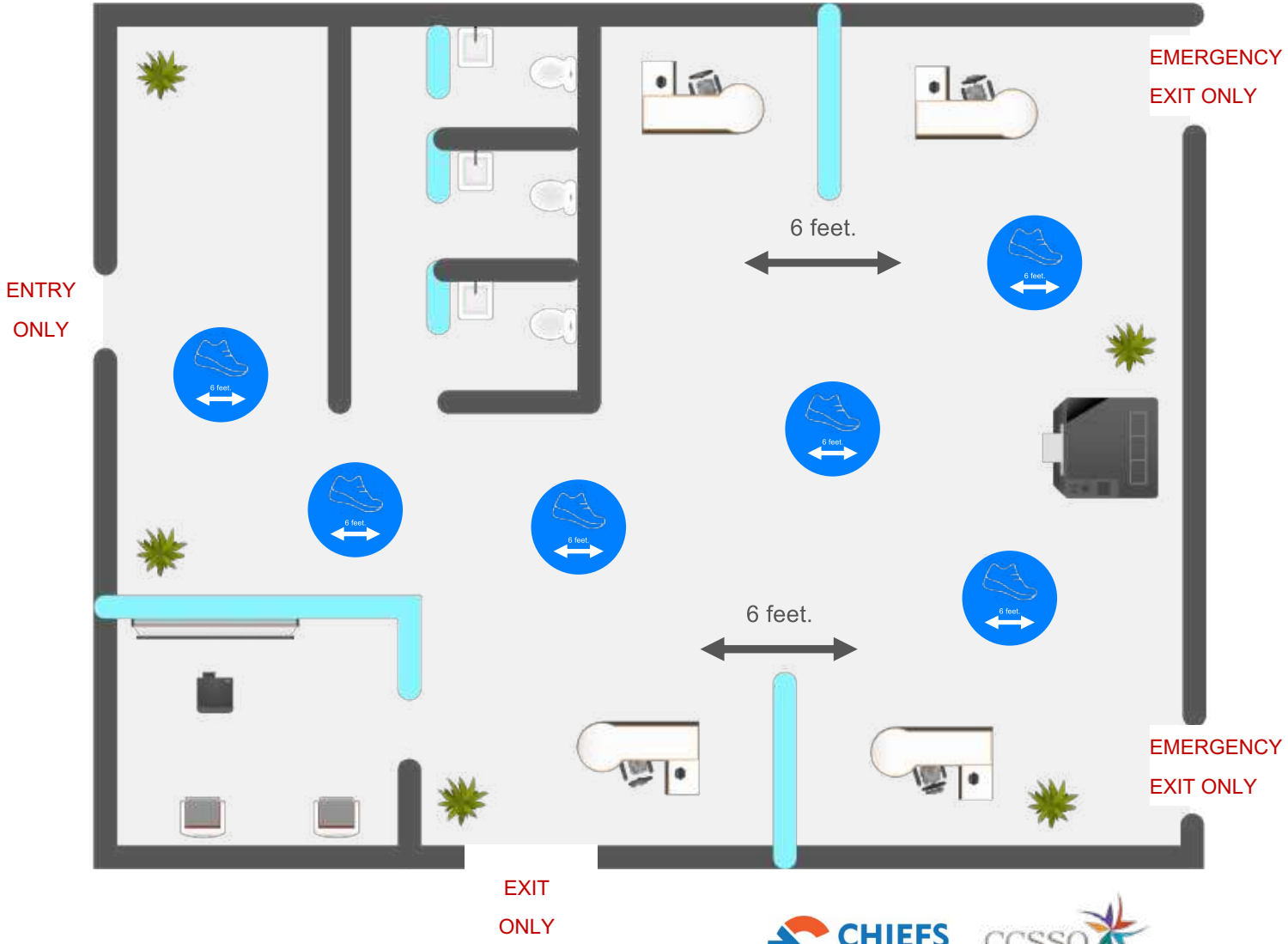
Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample workplace protocols for staff

Precautions to take

NON-EXHAUSTIVE

- Assess and identify staff and visitor parking and walk paths
- Rearrange workstations to ensure they are separated by six feet.
- Consider barriers between workstations if they cannot be separated by six feet.
- Install dividers (i.e.: Plexi glass)



Illustrative example from one district; does not represent a solution for all LEAs

Table of Contents

Chapter 5:Organizing your team for implementation, on-going monitoring, and continuous improvement

Key questions:

- How should you organize your teams to address upcoming and/or on-going challenges?
- When do you evolve the team structure and/or “sunset” initial planning teams?
- How will you decide ownership and responsibilities across team members?
- What cadence of meetings will be most effective for these teams?
- How will you determine which metrics to monitor for progress and continuously learn from?

Key activities:

- ❑ Evolve the structure of the planning team to be able to address both operational monitoring/risk response in real time in addition to longer term strategic planning
- ❑ Determine the highest priority educational and operational challenges that are ongoing or have not yet been addressed
- ❑ Define the ongoing cadence of meetings to continue decision making processes
- ❑ Build the dashboard and metrics to monitor the success of the rollout and identify triggers for action and opportunity areas for improvement
- ❑ Create channels for stakeholder feedback to support decision making processes
- ❑ Monitor updated guidance and update protocols as required

Examples from LEAs cover:

- Key factors for effective long-term response
- Organizing teams
- Working group metrics
- Developing a two-speed cadence
- Sample team charters to help kick-start working groups around key challenges

Note “from the field”: The structure of the planning team might need to evolve in the immediate lead up to launch and post-launch, as both operational monitoring/risk response must happen along with longer term strategic planning

May be non-exhaustive based on evolving circumstances

Framework: Key factors for effective long-term response (1/3)

Responding to COVID-19 has tested LEAs' crisis management ability, presenting the typical challenges of any long-term crisis

When organizations are tasked with crisis management, **there are four main factors that tend to impede their response**

Inadequate discovery - optimism bias, lack of adequate 'sensing mechanisms,' over-reliance on past patterns, and risk rationalization can impede the discovery process

Constrained solution design - many crises shift "normal" boundaries, and hence new solution designs are necessary to tackle them

Slow or bad decision quality - groupthink, political pressures, and high-emotion situations hamper decision-making abilities; pattern recognition-driven thinking fails in unfamiliar areas; desire to wait for more facts slows response

Inadequate delivery (execution failures) – the chaotic nature of a crisis frequently translates to lack of direction and accountability in execution

All four factors are relevant to the COVID-19 crisis – a well designed and managed response is critical to mitigate them

The disruption is unfolding faster than organizations can understand or interpret using their typical approaches

New data and evidence emerges frequently

The situation is novel in its nature and scale, which distinguishes it from a "routine emergency" and necessitates solutions both in the near- and long-term

Decision-making requires input from multiple stakeholders, along each step of the process (from situation assessment to plan implementation)

Stakeholders must execute simultaneously as they make decisions, which can lead to poor delivery

Source: McKinsey organization practice

May be non-exhaustive based on evolving circumstances

Framework: Key factors for effective long-term response (2/3)

The contours of this crisis will change throughout this year, and teams should anticipate three horizons of decision-making

Focus for upcoming school year

Respond

Everything is new; **conditions are changing by the day**, and facts and data around the pandemic are rapidly surfacing

Insights on fighting the virus **are just beginning to emerge**, nationally and globally

Organizations' **focus is on addressing immediate challenges** that COVID-19 presents to their organization, industry, and community

Organizations are **rapidly standing up and iterating on agile structures** to respond to the crisis

Organizations are **getting data and guidance from external stakeholders**, wherever they can

Re-think

Conditions are changing weekly (no longer daily)

Insights on fighting the virus **have become more clear, common**, and evidence-based

Organizations' **focus has expanded beyond immediate needs** to include medium-term and the "new normal"

Organizations' **agile structures are clearly established and running**, organized around new priorities and with a focus on protecting the team from burn-out

Organizations have set up **processes and partnerships to learn from external stakeholders** in an intentional way

Organizations have taken a meticulous, **structured approach to data collection and analysis** to inform their decision-making

Sustain

Conditions may still change, but **we are in the "new normal"**

Organizations are effectively **balancing daily crisis response and operations with medium- and long-term** strategy formation and execution (taking into account opportunity the pandemic has exposed)

Response needs to continue to be agile, organized around new priorities and in a way that is sustainable for the team

Organizations can **continue learning from peers, but have a narrowed focus** on key priorities

Data remains core to decision-making, with a narrowed focus on key priorities

Source: UNESCO framework and resource papers for reopening schools

May be non-exhaustive based on evolving circumstances

Framework: Sample model for how LEA teams can be organized (3/3)

A few factors have emerged as key for effective long-term response

Deep dive to follow

Organize teams to focus on the problems, not necessarily by “historical roles”

Consistently monitor data to ensure decisions are well-supported

Operate at two speeds, balancing immediate response with longer-term strategic priorities

Maintain external orientation to continue learning on priority areas

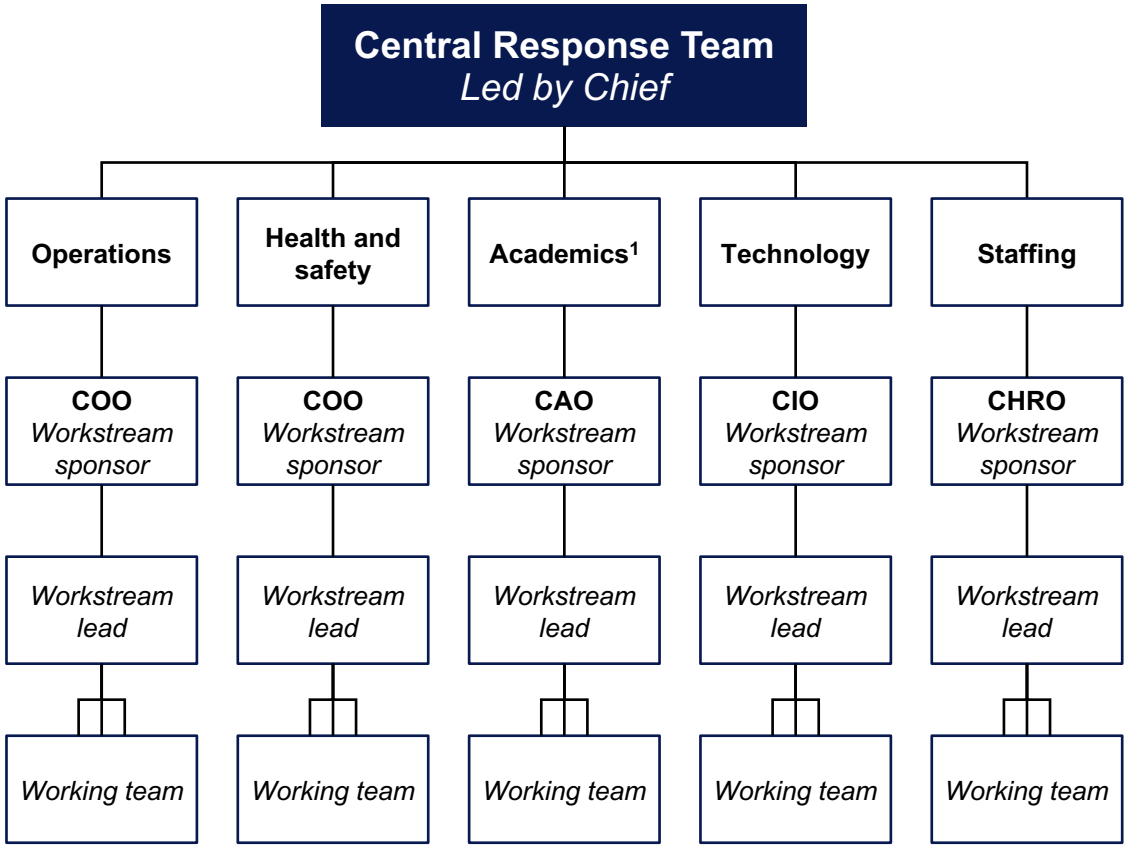
Monitor pace of work to avoid team burn-out

Source: McKinsey.com, "Responding to coronavirus: The minimum viable nerve center" (March 16 2020); Leadership in a crisis: Responding to the coronavirus outbreak and future challenges" (March 16 2020); "Crisis nerve centers: Supporting governments’ responses to coronavirus" (March 25 2020); "Using a crisis nerve center to help reopen the economy" (May 29 2020)

May be non-exhaustive based on evolving circumstances

Framework: Organizing teams

Organize teams to focus on the problems: create cross-functional working groups



Challenge: In a functionally-aligned team structure, cross-functional questions that have emerged as part of the COVID-19 response may fall through the cracks

Example: Working group #1
Remote Student Engagement

Academics rep *– for curriculum*	***Tech rep*** *– for LMS and platform*	***Staffing rep*** *– for teacher staffing*	***Key stakeholders***

Who's involved

- **Team members:** Working team members from the Academics, Technology and Staffing functions will come together to form this working group
- **Sponsor:** The "Sponsor" of this working group is likely a Cabinet-level individual or 'Cabinet minus 1' (depending on the size of the LEA)
- **Key stakeholders**: Other non-LEA staff that are tangentially involved to provide input and feedback to the working group

How it works

- Team members in this group are still aligned to their current functions, but are also working on a priority topic
- They will need support to re-orient some of their existing work towards this priority topic

1. Each function will need to address a variety of topics on a frequent cadence. For instance, for Academics: curriculum, instruction, assessment, PD, SEL, learning loss, etc.

May be non-exhaustive based on evolving circumstances

Framework: Working group metrics (1/3)

Consistently monitor data: metrics for working groups

Key questions	Potential tracking metrics
 **Remote Student Engagement:** How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?	• Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning) • Number of check-ins between teachers and students • Number of times per week that feedback is provided on homework • Share of students with access to necessary software and hardware for remote learning • Technology support to minimize technical bugs that cause loss of access • Rating of student experience
 **Curriculum and aligned professional learning:** How much of students' instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?	• Share of curricula aligned with HQIM best practices, specifically those materials around remote learning • Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM • Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) • Portion of professional learning opportunities directly aligned with curricula • Frequency of teacher engagement in forums about curriculum/teaching/learning
 **Instructional time:** How do we maximize instructional time?	• Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual) • Daily hours of instructional time, segmented by supervising adult (e.g., teacher, teacher's aide, other staff member, tutor, family member, individual) • Weekly time spent 1:1 with teacher per student

May be non-exhaustive based on evolving circumstances

Framework: Working group metrics (2/3)

Consistently monitor data: metrics for working groups

Key questions	Potential tracking metrics
Health, safety and transitions[1]**:** What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?	Segment by elementary, middle school, and high school populations: • COVID-19 case count in schools and surrounding communities (prevalence for in-person and remote groups; proof of school being a hotspot of transmission) • Distribution of case counts (e.g. 10 cases at 1 school vs 10 cases at 10 schools) • HSEAtalization and death count (by demographics for both teachers, staff, and students) • Implementation and adherence to protocols (e.g. % of students with temperature checks, % of students wearing masks, % of students tested, % of physical distancing infractions) • Evidence of long-term COVID-19 health risks
Special needs: How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?	• Number of screening calls conducted within vulnerable populations to identify demand and need for special needs' services • Percent of students receiving services defined by IEPs or 504s • Qualitative reviews of types of services provided and available to students • Number of hours / staff members available for help rooms, tutoring, and FAQs for students with special needs • Daily or weekly time spent in 1:1 or small-group tutoring for students with special needs • Number of check-ins with students with special needs, over the course of a week or month • Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) for students with special needs • Use of platforms / forums for teachers to exchange remote teaching best practice materials, tailored to students with special needs
Teacher roles: How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?	• Teacher logs (or other self-reporting) of time spent on various activities through the course of a week • Number of channels available to teachers to reach students or their families, and the extent to which these are used • Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the LEA, based on teacher feedback

1. LEAs should consult with local health authorities and other health experts in determining these metrics

May be non-exhaustive based on evolving circumstances

Framework: Working group metrics (3/3)

Consistently monitor data: metrics for working groups

Key questions	Potential tracking metrics
Learning loss: How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?	• Share of students in each grade level that are meeting various proficiency levels relative to prior years • Number of hours / staff members available for help rooms, tutoring, and FAQs • Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps • Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level appropriate content • Share of curricula adaptable to differed pacing based on learner needs • Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings
Assessment: How do we adjust and evolve assessment of student success, ensuring equity in the process?	• Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks) • Qualitative reviews of remote assessments' effectiveness and frequency • Range of topics assessed (e.g., academics, emotional wellness, etc.) • Quantity and quality of materials provided to teachers on best practices for remote assessment • Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)

May be non-exhaustive based on evolving circumstances

Framework: Developing a two-speed cadence (1/2)

Operate at two speeds: meeting cadence to meet immediate needs and longer-term strategic changes

At daily stand-up | At monthly meeting

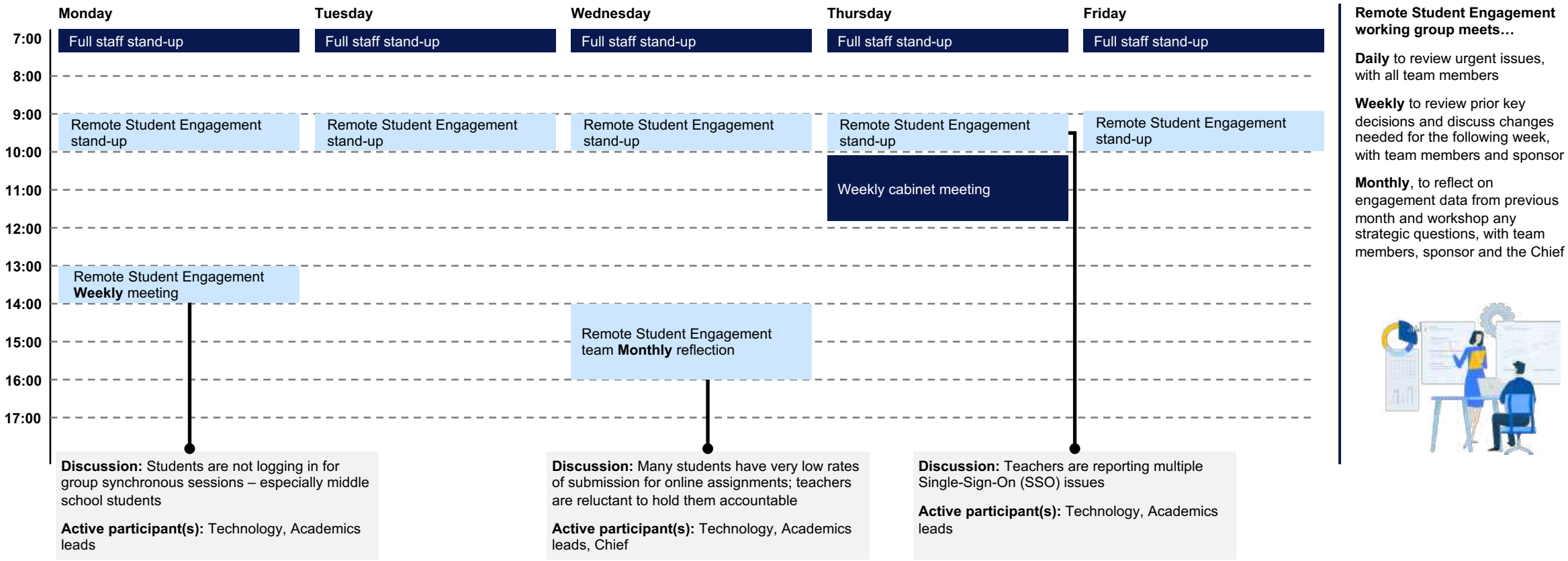
Example scenario	Who's involved	Meeting agenda	Agreed upon next steps
Teachers are reporting multiple Single-Sign-On (SSO) issues 	Representatives from Academics, Technology, and Staffing Different representatives involved with long-term strategic questions than with immediate needs	**Tech representative reports** emails from teachers on connectivity problems **Team reviews standard list of questions,** for instance: Is there an issue with the teacher training on platforms, or is this a tech issue? How crucial is this fix for today? **Team determines lead for the day** based on answers, e.g., problem is technical so Tech will provide solution by end-of-day	**Tech team works with IT vendor** over a 12 hour period to resolve – reports back to working group by EOD **Tech rep sends out email** to all teachers with relevant updates / fixes to the issue **Tech rep incorporates tech team responsiveness as a topic in the next weekly meeting** to improve overall teacher user experience (UX)
Many students consistently have very low rates of submission for online assignments 	Representatives and Leads/Sponsors from Academics, Technology and Staffing Superintendent Teacher/ Principal, when relevant, to provide detail and feedback	**Academics lead reports** low student submission numbers per grade and school; **Tech representative complements** with engagement data **Team reviews standard list of questions,** for instance: What are the key issues surfaced at home from teacher check-ins? Is this a problem with connectivity? What processes are in place and are we tracking what's working (e.g., morning check-in)? **Team brainstorms potential solutions** and narrows down to 2-3 actions for next two weeks, decides to loop in Operations rep to help with connectivity issues	**Academics rep liaises with new Operations rep** to work on surfaced connectivity issues, e.g., Academics to work on mail/email assessments to students in need **Academic team creates tools to help teachers further scaffold assignments** to increase completion rates **Staffing to identify options for additional adults** (e.g., aides, counselors) to check in with students who are persistently not turning in assignments

May be non-exhaustive based on evolving circumstances

Framework: Developing a two-speed cadence (2/2)

Operate at two speeds: meeting cadence to meet immediate needs and longer-term strategic changes

Example master weekly calendar



Remote Student Engagement working group meets…

Daily to review urgent issues, with all team members

Weekly to review prior key decisions and discuss changes needed for the following week, with team members and sponsor

Monthly, to reflect on engagement data from previous month and workshop any strategic questions, with team members, sponsor and the Chief

Note: Daily stand-ups should aim to be no longer than 15 minutes

Source: McKinsey organization practice

May be non-exhaustive based on evolving circumstances

Example: Sample team charters to help kick-start working groups around key challenges (1/8)

Team charter for 'Remote Student Engagement' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

What does student engagement mean for eLearning?

- What does great student engagement look like for eLearning?
- What does the minimum level of accepted engagement look like for eLearning?
- How do schools and teachers intervene if a student is struggling to engage (e.g., device / connectivity issues, family trouble or responsibilities)?
- How do schools and teachers intervene if a student does not want to engage and/or refuses to engage?

How do we track and monitor student engagement on a student, classroom, school and LEA level?

- What are target levels of student engagement? What interventions are required by schools and teachers if target is not met?

How does student engagement change when transitioning to hybrid / part-time eLearning model?

- What does great student engagement look like for hybrid / part-time eLearning?
- What changes do schools and teachers need to make when tracking student engagement?

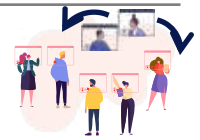
Participants in working group

Core team

- Sponsor
- (Subset of Learning Acceleration working team)
- Technology rep

As needed

- Student Support Services
- Communications
- Teachers
- Principals



Deliverables

Key metrics and KPI's to monitor student engagement (e.g., lesson completion, attendance, time logged into learning platform), including tracking methodology (e.g., what to measure, when to measure, who will measure, and how to measure)

Criteria for what minimum and good student engagement looks like by grade level

List of best practices for teachers to increase student engagement by grade level

List of intervention methods for teachers to support less engaged students by grade level

Teacher guidance for retaining student engagement when switching from full-time eLearning to hybrid learning and/or in-person learning

Special guidance for ESE and ELL student engagement

Professional development for teachers to help maximize student engagement in an effective way

Sample KPI's and metrics

Leading indicators

- Number of weekly feedbacks on homework
- Number of check-ins between teachers and students, teachers and families (per day, per week)
- Number of and turnaround time for technical assistance requests fulfilled (e.g., students unable to log on to LMS)
- Share of students with access to necessary software and hardware for remote learning
- Number of students attending "study hall" or "extra help" periods

Lagging indicators

- Qualitative rating of student experience (based on surveys)
- Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (2/8)

Team charter for 'Curriculum and Aligned Professional Learning' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

How much of students' instructional time is grounded in HQIM (High Quality Instruction Materials)?

- What materials should teachers be leveraging? What is considered as high quality instructional materials?

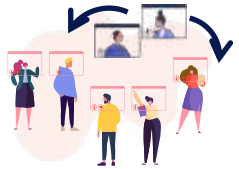
How can we track curriculum/instructional material effectiveness?

- What metrics and KPI's can we use to measure curriculum effectiveness?
- How can we rapidly update curriculum if existing material is proving to be ineffective?

What professional learning is required for teachers?

- What professional learning is required before school starts?
- What professional learning materials should the LEA develop for the remainder of the school year?
- What professional learning is required for hybrid learning?

Participants in working group



Core team

- Sponsor
- (Subset of Learning Acceleration working team)

As needed

- Student Support Services
- Communications
- Teachers
- Principals

Deliverables

Modified curriculum by subject

Modified curriculum by grade level

Key metrics and KPI's to monitor instructional material effectiveness, including tracking methodology (e.g., what to measure, when to measure, who will measure, and how to measure)

Full-year professional learning plan for teachers broken down by subject and grade level

Includes development of professional learning material

Sample KPI's and metrics

Leading indicators

- Mapping of curricula to mode of instruction (synchronous vs. asynchronous)
- Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM
- Portion of professional learning opportunities directly aligned with curricula
- Number of hours of professional trainings undergone (by subject matter)

Lagging indicators

- Share of curricula aligned with HQIM best practices, specifically those materials around remote learning
- Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject)

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (3/8)

Team charter for 'Instructional Time' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

How can we modify the schedules to maximize instruction and learning time?

- What are the minimum instructional hours for teachers?
- What does a daily schedule look like for students by grade level?
- How can we provide rapid and effective substitute model when teachers become unavailable?
- How can we provide flexible schedules that can accommodate different learning timings for students?
- How can we best leverage our LEA staff who have accredited teaching credentials?

How do we track student instruction time?

- Are students receiving the mandated instruction hours per state statute?
- What support services can we provide to students who are not meeting the required hours?
- How can we update the schedules to further meet student needs?

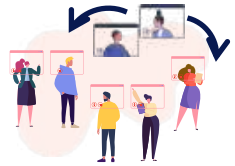
Participants in working group

Core team

- Sponsor
- (Subset of Learning Acceleration working team)

As needed

- Student Support Services
- Communications
- Teachers
- Principals



Deliverables

Key metrics and KPI's to monitor student enrollment, retention, and instructional hours received, including tracking methodology (e.g., what to measure, when to measure, who will measure, and how to measure)

Finalized daily/weekly schedules for elementary, middle, and secondary schools

Finalized flexible schedules such as evening schedules

Details on evening support programs (e.g., academic support, homework hotline)

Substitute model for short-term emergency leaves

Substitute model for sick / quarantine teachers

Plan for leveraging LEA staff (e.g., as teachers, substitute teachers, evening teachers, and/or evening academic support, homework hotline)

Sample KPI's and metrics

Leading indicators

- Daily student time "on task" and in an engaging activity, instructionally or otherwise
- Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual)
- Weekly time spent 1:1 with teacher per student

Lagging indicators

- Average student/class/grade/school pace of completion for a given learning unit, compared to baseline

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (4/8)

Team charter for 'Health, Safety, and Transitions' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

What are protocols for confirmed/suspected cases that the school and LEA should follow for teachers, students, LEA staff, and school staff?

- What are the protocols and criteria for returning to school?
- What are the protocols for isolation/quarantine when staff, students, or teachers have direct exposure to COVID cases?
- What are the HR implications for staff and teachers, substitute teachers?
- What are the financial implications for the LEA?

How can the LEA codify and disseminate protocols to school Principals?

How can the schools and LEA monitor/track active COVID cases (teachers, students, staff)?

- How is contact tracing conducted? Who is responsible for conducting tracing?

Participants in working group

Core team

- Sponsor
- CSHS
- Student support and recovery

As needed

- Benefits department - sick/leave policies, benefits,
- HR - staff / teacher scheduling and union implications
- Finance –budget implications
- Learning acceleration – substitute teachers
- Communications – family and staff communications

Deliverables

Clearly defined protocols for school staff, LEA staff, teachers, and students. **Including review/approval from local health partners**

Plan and logistics for contract tracing for students, teachers, staff

Finalized sick/leave policies for staff and teachers

Communication plans for staff, teachers, and families

Key metrics and KPI's to monitor, including methodology to track them, including a defined method to track such KPI's and metrics

Audit plans to ensure protocols are being followed

Sample KPI's and metrics

Leading indicators

- Adherence to safety protocols (e.g. number of physical distancing infractions, number of mask infractions)

Lagging indicators

- % of schools in a LEA that closed due to outbreaks
- % of overall school community have tested positive
- # of cases in LEA
- # of cases per school

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (5/8)

Team charter for 'Special Needs' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

How can we support and protect our vulnerable students?

- What classifies a vulnerable student?
- Does eLearning change/ expand our classification of vulnerable students as there are less touch-points and students are not in person?
- What are the school, LEA, and teacher's roles and responsibilities to support and protect such students? How can we empower our schools and teachers to support such students?
- What existing support services do we provide? What additional support services can we provide with existing resources and with additional funds?

How do we track our vulnerable population and ensure they are receiving adequate support?

- From our existing student population, who can proactively flag early as vulnerable?
- What touchpoints do schools and teachers need to have with students to track the vulnerable student population?

Participants in working group

Core team

Sponsor

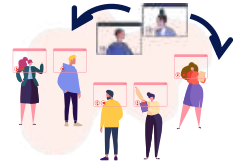
(Subset of Learning Acceleration working team)

As needed

Communications

Teachers

Principals



Deliverables

Specific criteria or flags schools and teachers can use to identify a vulnerable student

Roles and responsibilities for schools and teachers for interaction with vulnerable students (e.g., what must a teacher do, what should a teacher do, and what should not a teacher do)

Best practices and/or guidelines for teachers and schools to support vulnerable students (e.g., one-on-one touchpoints)

Data base or tracking methodology teachers and schools can use to identify vulnerable students and monitor the progress from support services they have received or are eligible to use (e.g., are eligible students receiving their food from the schools)

List of support services available for vulnerable students and how students can best utilize them

Sample KPI's and metrics

Leading indicators

- Number of check-in calls with students suspected of being at risk
- Number of free and/or subsidized meals provided

Lagging indicators

- Number of students at risk (high, medium, low risk categories) by student demographics

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (6/8)

Team charter for 'Teacher Roles' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

How can we unbundle the role of our teachers to maximize time spent on the highest-value activities?

- How do teachers responsibilities change with eLearning? How are they held accountable?
- Which students should teachers be spending most of their time with?
- How can teachers best use their planning time? How should teachers break down their instruction time for each subject (e.g., instructional time, one-on-ones, group learning activities)

How can teachers leverage support services, so they can focus on instruction?

- How can teachers use technology to support them? How can teachers use the tech-hub to address student/family technical issues?
- How can teachers use student support services (e.g., counselors)?

How can we track teacher instruction effectiveness?

- What metrics and KPI's can we use to measure teacher effectiveness?
- How can we support teachers who are struggling?
- How are we holding teachers accountable if they are consistently not meeting standards?

Participants in working group

Core team

- Sponsor
- (Subset of Learning Acceleration working team)

As needed

- Student Support Services
- Communications
- Teachers
- Principals

Deliverables

A break-down of existing teacher responsibilities. Plus recommended teacher responsibilities going forward for eLearning to maximize time spent on highest-value activities

Communication of updated responsibilities to teachers

Curated list of support services available to teachers and **how can teachers use them**

Key metrics and KPI's to monitor teacher effectiveness, including tracking methodology (e.g., what to measure, when to measure, who will measure, and how to measure)

Professional learning and/or guidelines for teachers on

What type of students to prioritize and how to prioritize

How to leverage the available technology platforms

How to better utilize planning time

How to instruct differently for eLearning (e.g., best practices)

Sample KPI's and metrics

Leading indicators

- Teacher logs (or other self-reporting) of time spent on various activities through the course of a week
- Number of channels available to teachers to reach students or their families, and the extent to which these are used
- Share of curriculum that can be taught by LMS

Lagging indicators

- Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the LEA, based on teacher feedback

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (7/8)

Team charter for 'Learning Loss' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

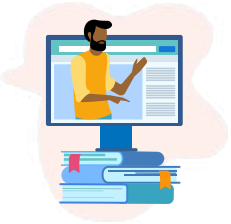
Objective & Scope

How do we identify students who are behind?

- What are common indicators schools and teachers should look out for? (e.g., no access to device or connectivity)

What can teachers and schools do when they have identified students who are behind?

- What are the teachers responsibilities for helping students who are behind?
- How can the school/LEA/teacher increase the amount (or efficiency) of instructional time or resource provided to those students who have fallen furthest behind?
- How can teachers and schools engage or work with families?



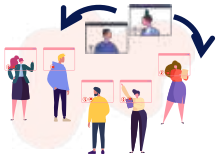
Participants in working group

Core team

- Sponsor
- (Subset of Learning Acceleration working team)

As needed

- Student Support Services
- ESE
- Communications
- Teachers
- Principals



Deliverables

Professional development (e.g., list and guidelines) of common indicators for schools and teachers to look out for to identify students who are behind

Step-by-step guidelines on when teachers should engage and how they can with students who are behind for eLearning

Including best practices

Including escalation procedures (e.g., when to include counselors or other parties)

List of support services available to students who are behind by grade level and subject

Develop new support services if possible/necessary

Sample KPI's and metrics

Leading indicators

- Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps
- Number of hours / staff members available for help rooms, tutoring, and FAQs
- Share of curricula adaptable to differed pacing based on learner needs
- Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level content

Lagging indicators

- Share of students in each grade level that are meeting various proficiency levels relative to prior years
- Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings

Illustrative example from one district; does not represent a solution for all LEAs

Example: Sample team charters to help kick-start working groups around key challenges (8/8)

Team charter for 'Assessment' planning group

ILLUSTRATIVE DRAFT **FOR DISCUSSION - TO BE REFINED**

Objective & Scope

What assessment methods should we use to measure student success and progress?

- What software/technology should we use?
- What will be assessed during eLearning? How does attendance and/or student engagement affect assessment?
- What are the specific changes (if any) between eLearning assessments and in-person assessments?
- How do we track progression through out the year?
- How do teachers use the assessment data?

What impact will these assessments have on students learning journey?

- Will any students be held back if they do not meet a certain criteria?
- How will assessment affect secondary students opportunity for further education?

Participants in working group

Core team

- Sponsor
- (Subset of Learning Acceleration working team)
- Technology rep

As needed

- Student Support Services
- Communications
- Teachers
- Principals

Deliverables

Select assessment tool and platform for schools/teachers to use

Tutorials and trainings on assessment platform for both teachers and students

Training guide for teachers on how to conduct student assessments by subject area and grade level

List of implications of how assessments should be used by teachers/schools

Sample KPI's and metrics

Leading indicators

- Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks)
- Range of topics assessed (e.g., academics, emotional wellness, etc.)
- Quantity and quality of materials provided to teachers on best practices for remote assessment
- Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)

Lagging indicators

- Clear understanding from student, teacher, and family of both where the student lies across multiple dimensions and the according support channels necessary
- Qualitative reviews of remote assessments' effectiveness and frequency

Illustrative example from one district; does not represent a solution for all LEAs

Appendix

This section includes examples and templates from three "resources" that were used by LEAs during the school model planning process. These include:

Select excerpts of these materials are also included in Chapters 2-5; the Appendix includes additional material that may be helpful as reference.

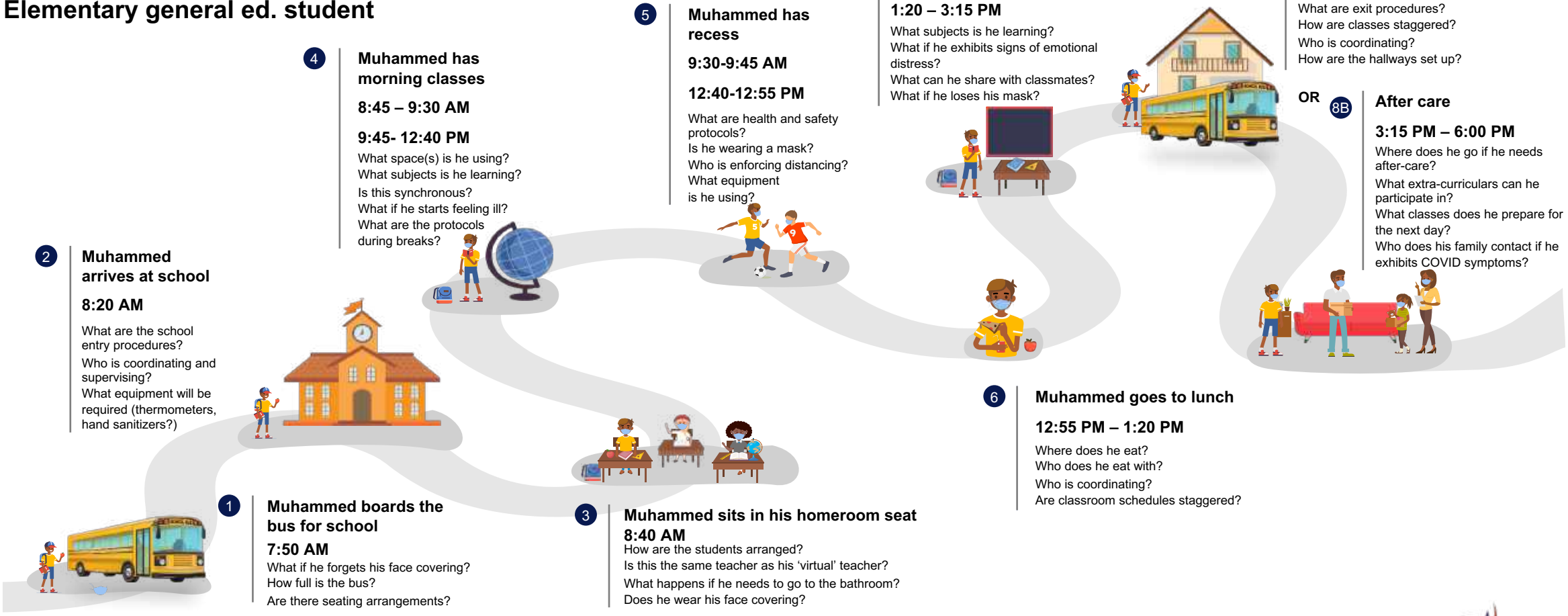
“Day-in-the life” of Muhammed, a 4th grade General Education student at Bow Lake Elementary School

Monday, in-person instruction

ILLUSTRATIVE

Monday, Hybrid in-person instruction

Elementary general ed. student



1 Muhammed boards the bus for school

7:50 AM

What if he forgets his face covering?
How full is the bus?
Are there seating arrangements?

2 Muhammed arrives at school

8:20 AM

What are the school entry procedures?
Who is coordinating and supervising?
What equipment will be required (thermometers, hand sanitizers?)

3 Muhammed sits in his homeroom seat

8:40 AM

How are the students arranged?
Is this the same teacher as his ‘virtual’ teacher?
What happens if he needs to go to the bathroom?
Does he wear his face covering?

4 Muhammed has morning classes

8:45 – 9:30 AM

9:45- 12:40 PM

What space(s) is he using?
What subjects is he learning?
Is this synchronous?
What if he starts feeling ill?
What are the protocols during breaks?

5 Muhammed has recess

9:30-9:45 AM

12:40-12:55 PM

What are health and safety protocols?
Is he wearing a mask?
Who is enforcing distancing?
What equipment is he using?

6 Muhammed goes to lunch

12:55 PM – 1:20 PM

Where does he eat?
Who does he eat with?
Who is coordinating?
Are classroom schedules staggered?

7 Muhammed has afternoon classes

1:20 – 3:15 PM

What subjects is he learning?
What if he exhibits signs of emotional distress?
What can he share with classmates?
What if he loses his mask?

8A Muhammed goes home

3:15 PM

What are exit procedures?
How are classes staggered?
Who is coordinating?
How are the hallways set up?

OR

8B After care

3:15 PM – 6:00 PM

Where does he go if he needs after-care?
What extra-curriculars can he participate in?
What classes does he prepare for the next day?
Who does his family contact if he exhibits COVID symptoms?

Illustrative example from one district; does not represent a solution for all LEAs

Example: "Day-in-the-life" (DILO) simulation content (5/5)

Muhammed arrives at the bus stop to board the bus (7.30 – 8.20 am)

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

7:30 — Muhammed's parents conduct **self-certification screening** on Muhammed before walking him to the bus pick-up area

7:40 — Muhammed waits at the designated bus pick-up area with his parent; they stand six feet away from the other kids and families

7:50 — Muhammed enters the bus with his **face mask on**. The bus driver is also wearing a face covering, and the windows are open

As the students fill the bus back to front, Muhammed sits down in his **assigned seat next** to a **classmate (max 2 per seat[1])**. He sees his classmate John **sit with his sibling**, who's a sophomore in high school

8:20 — The bus arrives at school

1. Guidance may vary for LEA

Bolded = priority question to discuss

Key questions to discuss

Transportation – routing and scheduling

Does the driver verify whether it is a school day of that particular student?

Who else is on the bus? Are the other 4th graders on the bus from Muhammed's class or from different classes?

Will buses arrive at the same time or be staggered?

How will this impact bell times?

Health and sanitation

How do Muhammed's parents provide attestation he does not have symptoms (digital or paper)? What symptoms do they check for?

Who will open all the windows before the bus starts picking up kids? What if it rains or snows?

How does the driver verify Muhammed's parents attest he is symptom free? What if he seems sick?

What if Muhammed forgets his mask? Will the driver provide him with one?

Social distancing protocols

When Muhammed waits for the bus with his family or alone, will there be visual cues for distancing (line of Xs on the ground)? Will he have an assigned place in line?

Will Muhammed have an assigned seat? Will there be visual cues to indicate where he should sit? Who will guide him to his seat?

If he has an assigned seat will his sibling be sat next to him? If he has no sibling, will we prioritize a classmate of his?

Will there be a process for boarding and disembarking from the bus so students don't get too close?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed arrives at school

8:20-8:40 AM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

8:20 Muhammed walks to his **assigned entrance** and joins the rest of his classmates in line, keeping masks on and 'airplane arms' apart

Muhammed sees some of his classmates getting out of cars wearing masks, and **waving bye to their parents**

8:25 Muhammed waits in line with his class and has **his temperature checked** by a member of staff member **behind plexiglass** before he enters the building

8:30 The students **sanitize their hand**, then his teacher leads him and his classmates to his classroom

1. Protocols for eating in school will be covered in the "lunch" journey

Bolded = priority question to discuss

Key questions to discuss

Human resources	Who will coordinate and oversee students' arrivals? **Who will be available in case a student arrives with symptoms, or if a student arrives on a day they should be remote?**
Social distancing	How will the students enter the school to minimize clogging of drop-off zones and entrances? (e.g., staggered drop-off times for parents, assigned entrances, staggered start times) Will all checks be completed outside? What happens if it is raining? How will students go from entrances to classrooms without crowding hallways? Will the teacher pick up the class outside and lead them to the classroom, or will they proceed to their classrooms on their own? (What's normal?)
Health and sanitation	**How will teachers or staff screen students before they enter the building? (Who does the screening? 5 screening questions? Ask individually or as a group?)** Where would students without parent attestation be sent? Would a staff member screen them or call a parent? What happens if Muhammed lost his mask on the bus and now has no mask? **How will students wash/sanitize their hands before entering the building?**
Other	**How often will the school provide masks? How many?** What happens if a student arrives in-person when s/he should be virtual that day?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed sits in his homeroom seat and gets ready for the day

8:40 AM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

8:40

- The students come in **in the order of their assigned seats** so they fill the classroom back to front
- Muhammed sits in his designated seat, 6 ft apart and puts his **coat, backpack, and lunch box in his cubbie**. He makes sure his mask is on correctly
- Muhammed's teacher takes attendance, then starts the videoconferencing call that has classmates that are **working at home on the screen** (although they can't all be together, Muhammed loves seeing his remote classmates at the start of the day!)

  The class checks in on their class charter and RULER strategy of the day, and Muhammed sets his learning goals

  He **says goodbye to his classmates**
- The teacher does a **quick hygiene lesson** (importance of keeping mask on, hand washing)

Bolded = priority question to discuss

Key questions to discuss

Social distancing	How will students enter the classroom without crowding pathways between desks or passing too close to each other? How will desks be arranged (e.g., rectangular or triangular grid)? **What additional equipment will be used to ensure distancing (e.g., dividers)?**
Health and sanitation	Will students be expected to wear masks all day? Will students have hygiene lessons? **Will all rooms have sanitizing materials and hand washing stations to enable frequent washing?** **Will students wipe down their desk and supplies at the start of each day?**
Technology	What technology and training will be needed to integrate in person and remote learning, and to smoothly run the day? Do all classes start with the synchronous welcome with their remote classmates?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed has his classes

8:45–12:40 PM and 1:20-3:15 PM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

8:45 AM Reading: The class watches a short video and reads a text on learning platform. Muhammed **uses his assigned Chromebook** at school

Writing: Muhammed writes about the text they just read in his journal

Small group discussion: In a small group, Muhammed talks about the text. They record their thinking in their journal **using tools from learning platform**

Whole class discussion: The full class discusses what they learned and reviews key vocabulary from the texts

Muhammed sanitizes his hands and begins science experiment with his table, masks on

12:40 PM Muhammed has his lunch and recess break[1]

1:20 PM Muhammed and his class spend the afternoon learning math: he uses **his small baggies of manipulatives** (no sharing). The class uses white boards and chart paper to share thinking so that others can see it from their seats

Muhammed accesses tools on learning platform to get ready for practicing math at home

2:15 PM The PE teacher comes to take Muhammed and his class outside to exercise! **Even though they don't use equipment** or get close, it's fun!

Muhammed begins to show signs of anxiety, teacher escalates by sending him to guidance counselor

3 PM Muhammed returns to the classroom. Teacher assigns tasks and homework on learning platform for next day; **Muhammed sanitizes his hands, wipes down his desk, and exits at designated time**

1. Protocols for lunch and recess will be covered in the following pages

Bolded = priority question to discuss

Key questions to discuss

Academics	What will small-group or collaborative activities look like? **What set of supplies will every student need for learning activities (e.g., bins, mini whiteboard, baggy of manipulatives, art supplies)?** What will his homework look like? Will it be "traditional" or "digital"? Will it be turned in the next day in person or on learning platform? How will his learning transition smoothly to remote for the next 3 days, with his "virtual" teacher?
Technology	What technology and training will be needed to integrate in person and remote learning on learning platform, and to smoothly run the day?
Student support services	**Will there be enough support and counseling available for students that show emotional distress? What will be the process to engage support?**
Health & sanitation	Will students be expected to wear masks all day? **How frequently will Muhammed sanitize or wash his hands throughout the day? Will all rooms have sanitizing materials and hand washing stations?** **How will students take bathroom breaks?** **How will music and PE be adapted (e.g., no singing, minimal instruments)** What if Muhammed starts experiencing symptoms during the day? Will students wipe down their desk and supplies at the end of each day?
Social distancing protocols	How do we ensure students maintain social distancing as they go to and from the classroom (e.g., recess, PE)? A monitor leads them? Staggered times to avoid crowding? Is it realistic to expect kids to maintain social distancing?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed goes to recess

12:10 – 12:55 PM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

12:10 Muhammed gets his coat from his cubby and **is escorted by a member of staff** to walk socially distanced to recess with his class following a specific exit route

12:15 Before running outside, the recess aide reminds Muhammed and his classmates that it is important to not get too close to friends

12:20 **Muhammed keeps his mask on** and enjoys running outside. He makes sure to stay in **the roped off area** and sees the **bigger items (e.g., climbing frames) are roped off**

12:25 The recess aide gives Muhammed **a ball to play with that** has been cleaned

12:50 When the whistle blows, Muhammed returns the ball to the dirty ball bin and gets in line in front of the entrance. He and his classmates **each stand on an 'x' to ensure they are socially distanced**

12:55 Muhammed walks back inside, following a specific entrance route, returns his coat to his cubby, **washes his hands, and return to his desk**

Bolded = priority question to discuss

Key questions to discuss

Health & sanitation

Will masks be required outside?

What equipment is available for use?

- **Stationary (ie, swings, jungle gyms)**
- **Small items (ie, balls, jump ropes)**

How will equipment be sanitized ?

Social distancing

Will specific routes and markings be designated for entry/exit?

Will social distancing guidelines apply to outdoor activities?

Will students within grades be kept apart in different areas?

Human resources

Who is responsible for guiding students to/from recess?

Who monitors students during recess?

Who maintains sanitized equipment?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed goes to lunch

12:55 – 1:20 PM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

12:55 Muhammed **sanitizes his desk**, washes hands, and goes to the cafeteria to receive his lunch. On the way he sees his friend in another class who gets lunch before Muhammed's class

1:00 Muhammed **first pays for his lunch with cash, then uses hand sanitizer**. He is handed his lunch from behind a clear divider between lunch line and kitchen. All lunch aids are wearing a mask and gloves

1:05 Muhammed returns to his class, places his lunch on his desk, and washes his hands before eating

1:10 Muhammed enjoys lunch at his desk, **folding his mask inward on top of his desk like his teacher taught him**. He laughs with his friend who brought lunch from home

1:20 In small groups and wearing masks, students exit to the hallway to throw away trash in large bins placed during lunch hours. Muhammed returns to his seat and waits for his classmates to start afternoon classes

Bolded = priority question to discuss

Key questions to discuss

Food services	**What dining model will be followed:** • **Serve food in cafeteria, eat in classrooms** • **Deliver food to classrooms** How will students pay for lunch? Will lunch schedules be staggered?
Human resources	**Who is responsible for monitoring and guiding (to and from) students during lunch?** What physical dividers and social distancing reminders will be installed? Are custodians able to ensure barrels are placed outside rooms, is there a sufficient number of barrels?
Health & sanitation	**Will all rooms have sanitizing materials and hand washing stations?** Will students receive lessons on health practices (ie, how to properly wash hands, store masks) Where will students keep masks while they are eating?

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed goes home

3:15 PM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

3:15 The bell rings. Muhammed checks his mask, washes his hands, and waits for instructions

3:20 Muhammed waves bye to his friend Josh who is riding the bus. Aides lead all the bus **riders outside where students line-up by bus. Josh waits on spot #10 with his older sister and they sit together**

3:25 Muhammed hears the buses leave and an **aide comes to his class and calls his name to leave**. He follows a specific exit route and sees other students being led by aides too

3:30 **Staff guides Muhammed to his parents car** when they arrive in front of the school

3:35 Muhammed returns home with parents or designated adult

Bolded = priority question to discuss

Key questions to discuss

Social distancing protocols	**What is the exit procedure to avoid bottle necks and crowding?** • **Staggered** • **Multiple exits** Will students board bus immediately or organize before getting on? Where will parents pick up students and where will students wait?
Human resources	Who is responsible for coordinating exits and leading students out? How will staff communicate student pick-ups

Illustrative example from one district; does not represent a solution for all LEAs

Muhammed goes to after school care

3:15 – 6:00 PM

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

3:15 Muhammed says bye to his friends who are riding the bus and getting picked-up

3:30 An aide walks Muhammed to the cafeteria where he sees his other friends who do after school care. He sits at a lunch table with 3 friends and with 6 ft of space between them. Some chairs were removed and are stacked in the corner

3:45 Muhammed sanitizes his part of the table, washes his hands, and collects his snack. Everything comes in a bag and is prepackaged. When eating he places his mask on the table

4:00 Muhammed's stomach hurts a bit. He is checked by the on-site nurse and drinks some water. He is cleared to return to the cafeteria

4:30 Muhammed and his classmates work on homework, then watch a movie. If Mohammed has a question he just raises his hand and an aide will come to him. If he needs to move, there is a spot in the cafeteria where he can jump around

6:00 Muhammed's parents pick him up from school

Bolded = priority question to discuss

Key questions to discuss

Human resources	**Will schools that currently offer after school care continue to do so?** What extracurriculars (ie, band, chorus), if any, will be allowed? **What medical staff will be required for after school hours?** **What partners are still offering after school care?**
Health & sanitation	How will students be fed during after school hours? **What is the cleaning process before and after after-school care?**
General	Will necessary technology be provided (i.e., laptops) or will students bring from home? What spaces are available to accommodate student needs for work and leisure?

Illustrative example from one district; does not represent a solution for all LEAs

Scenario: Muhammed symptomatic or tests positive

ILLUSTRATIVE – TO BE REFINED

Bolded = implied assumptions

Muhammed's journey

- Muhammed starts to feel sick. **Teacher calls a staff member to escort Muhammed to the nursing room**
- The nurse decides to send Muhammed home and calls his parents to pick him up
- **Muhammed waits in the isolation room** until his parents arrive. Muhammed is monitored by a staff member
- Muhammed's parents pick him up then take him to the doctor
- Muhammed tests positive, **his parents notify the school**
- The **school performs a deep clean of all the appropriate places and inform local health authorities**
- Muhammed rests and **participates in virtual learning, until he is ready to come back to school (14 days)**

Bolded = priority question to discuss

Key questions to discuss

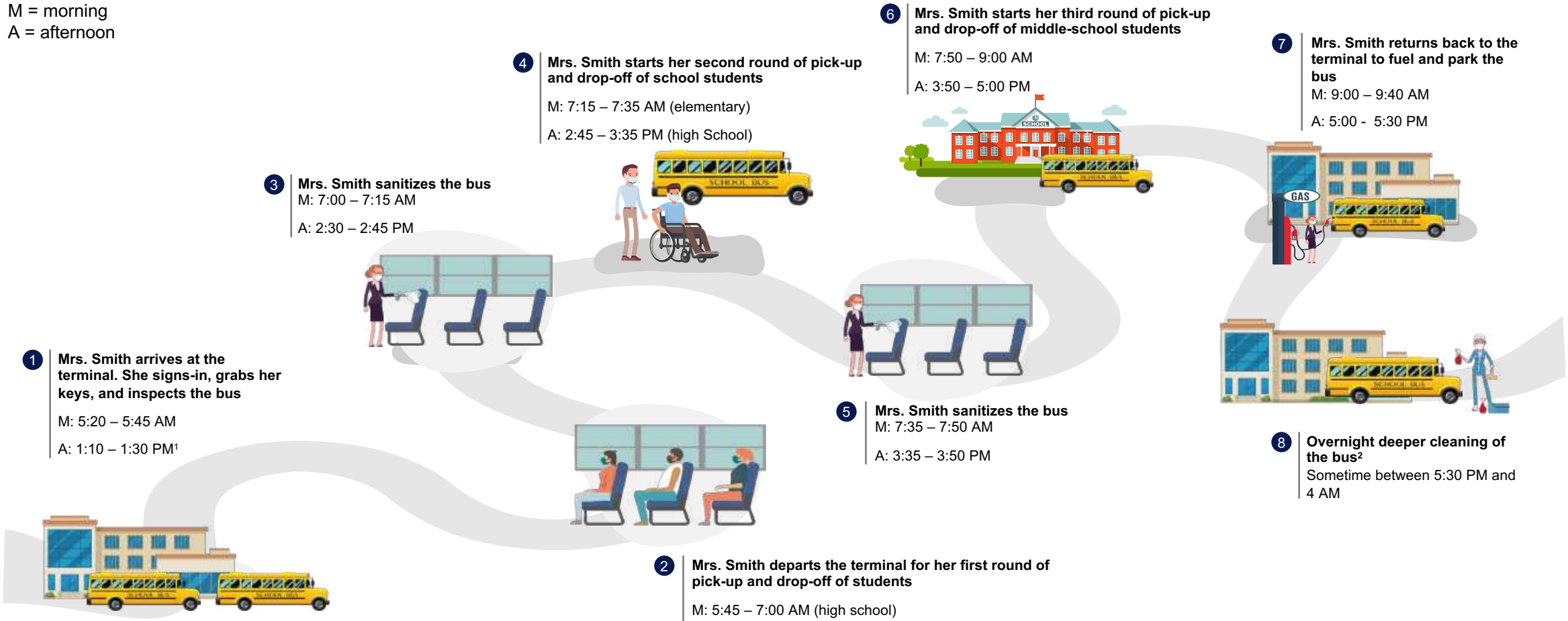
Health & Sanitation	**What are the protocols for cleaning after a positive test?** **What contact tracing and testing requirements should we enforce after a positive test?** **What is the process for reintegration of a student after a positive test?**
Learning acceleration	Does a student transition into the Virtual Academy for a while? If not, how does the student maintain on their learning plan?
Student support strategies	What services or support do we offer for students / families?

Source: Interviews with 16 workstream leads 6/22-6/24

Illustrative example from one district; does not represent a solution for all LEAs

ILLUSTRATIVE: Day in the life of Mrs. Smith (school bus driver)

M = morning
A = afternoon



1. **Mrs. Smith arrives at the terminal. She signs-in, grabs her keys, and inspects the bus**
   M: 5:20 – 5:45 AM
   A: 1:10 – 1:30 PM[1]

2. **Mrs. Smith departs the terminal for her first round of pick-up and drop-off of students**
   M: 5:45 – 7:00 AM (high school)
   A: 1:30 – 2:30 PM (Elementary School)

3. **Mrs. Smith sanitizes the bus**
   M: 7:00 – 7:15 AM
   A: 2:30 – 2:45 PM

4. **Mrs. Smith starts her second round of pick-up and drop-off of school students**
   M: 7:15 – 7:35 AM (elementary)
   A: 2:45 – 3:35 PM (high School)

5. **Mrs. Smith sanitizes the bus**
   M: 7:35 – 7:50 AM
   A: 3:35 – 3:50 PM

6. **Mrs. Smith starts her third round of pick-up and drop-off of middle-school students**
   M: 7:50 – 9:00 AM
   A: 3:50 – 5:00 PM

7. **Mrs. Smith returns back to the terminal to fuel and park the bus**
   M: 9:00 – 9:40 AM
   A: 5:00 - 5:30 PM

8. **Overnight deeper cleaning of the bus[2]**
   Sometime between 5:30 PM and 4 AM

1. Afternoon does not require inspection time but requires cleaning from the morning runs
2. Need to determine who will be cleaning. It will not be Mrs. Smith

Illustrative example from one district; does not represent a solution for all LEAs

Mrs. Smith Journey

ILLUSTRATIVE – TO BE REFINED

1

Mrs. Smith prepares her school bus in the morning – 5:10 AM

- **5:20** Mrs. Smith arrives at the terminal.
- **5:25** Mrs. Smith signs in, checks her mailbox, and gets the school bus keys from the office. She follows all school and LEA physical distancing and PPE protocols (e.g., wearing face coverings)
- **5:30** Mrs. Smith inspects the school bus per the Department of Education guidelines (in the afternoon Mrs. Smith will be cleaning instead of inspecting)
- **5:45** Mrs. Smith departs the terminal and starts her first bus route

All staff, including bus drivers, will follow physical distancing and PPE protocols

3 5

Mrs. Smith sanitizes the bus between routes – 7:00 AM

- **7:00** Mrs. Smith leaves the school after dropping off the students
- Mrs. Smith pulls over to a safe location and secures the bus
- Mrs. Smith cleans high-touch areas and seats on the bus using cleaning materials (e.g., rag and Wexcide)
- Mrs. Smith disposes the cleaning materials
- **7:15** Mrs. Smith starts her next route

Illustrative example from one district; does not represent a solution for all LEAs

Mrs. Smith Journey

ILLUSTRATIVE – WHEEL-CHAIR STUDENT

2 4 6

Mrs. Smith picks up a student on her routes

Mrs. Smith's bus attendant exits the school bus wearing face coverings and gloves. He/she checks that the students, plus their aides, are wearing face coverings before interaction. The bus attendant provides a face covering to the student if they forgot

The bus attendant checks the wheelchair for transportability. He/she then opens the door, lowers the ramp, and pushes the wheelchair on the ramp before lifting it.

Mrs. Smith pulls the wheelchair onto the school bus

All students will have assigned seats

The bus attendant re-enters the bus and secures the wheelchair on the students assigned location. Mrs. Smith assists and ensures proper securement of the student and wheelchair

Mrs. Smith returns back to the driver seat, ensures all other students have onboarded the bus, and then continues on her route

Illustrative example from one district; does not represent a solution for all LEAs

Example: Gen-Ed students transportation model

Routing is in progress to meet scheduled deadlines for the 2020 -2021 school year.

Processing all General Education Students, with correct address uploaded during the nightly maintenance process to the GIS Transportation Routing System (EDULOG).

Once students are uploaded, approximately (90 K) eligible students, route planners begin the routing process by displaying and assigning all eligible students to the closest existing stops; generally approximately half of a mile distance for most students.

A stop is created when there is no existing stop at the closest corner to student(s) residential address.

The new stop is placed on an established run to safely and efficiently transport students to school

After a run is established and routes coordination is completed the following will continue as scheduled:

- Provide and communicate routing information to all stakeholders
- Principal/Transportation Liaison meeting is conducted to provide routing information to staff
- Provide online information option as an alternative to Student Route Cards/Mailer, which comes with a hefty price tag
- Host a 2-day open-house to provide all routing information to all stakeholders

Requires all Gen-Ed students to be entered in the Terms school base system with correct information.

Illustrative example from one district; does not represent a solution for all LEAs

ESE students transportation model

Routing is in progress to meet scheduled deadlines for the 2020 -2021 school year.

Currently we are processing all Special Needs Students, with special emphasis placed on specific details described in each student IEP and special need transportation request form in order to meet all students' specific needs.

Create a stop for each Special needs student with specific requirements and establish the necessary run to safely and efficiently transport students to school

After runs are established and the routes coordination is completed the following will continue as scheduled:

- Provide and communicate routing information to all stakeholders
- Principal/ Transportation Liaison meeting is conducted to provide routing information
- Provide online information option as an alternative to student Route Cards/Mailer that comes with a hefty price tag.
- Host a 2-day open-house to provide all routing information to all stakeholders

Requires complete Student IEP's, and Transportation requests via Easy Transportation request platform

Illustrative example from one district; does not represent a solution for all LEAs

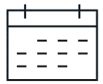
Context behind Elementary School Principal Beta Tests

LEA leaders can use Elementary School Principal Beta Tests to collaborate with their principals to test learning models, solve problems, and surface any areas for attention before finalizing LEA-wide decisions and guidelines. Potential use cases may include:

- Stress testing solutions to teacher and space capacity constraints and receiving feedback on student counts
- Testing model parameters decided by the LEA with principals
- Raising potential challenges to overcome and identifying working groups and decision makers (e.g. LEA decision or school level decision)

Illustrative example from one district; does not represent a solution for all LEAs

Overview of initial decisions and guidelines

What is our baseline?		With 6' distancing, our model estimates most regular classrooms at our school can accommodate 14 students, 1 teacher, and 1 additional adult at a time; however, individual spaces may vary
Who will attend on what days?		Pre-K, Kindergarten, and certain special education segments across grades (IAC and ILC) will attend in person four days per week Grades 1-5 (including LRC and EBC students) will attend in person two days per week as part of a hybrid model (AA/*/BB) Other student segments may be prioritized for four days in person per week, depending on remaining capacity (to be determined)
What roles can staff serve to solve teaching capacity issues?		The following certified staff may need to become grade-level teachers who lead classes in person: • Instructional specialists • Interventionists • Deans Librarians, paraeducators, and any certified staff not assigned students will serve as remote support and lead synchronous remote learning sessions on days students are not in person; each paraeducator will cover 2 teachers (i.e., 2 classes x up to 14 remote students per day = up to 28 students) Music and PE will continue to be taught by music and PE teachers (e.g., PE outside when possible or in gym when not, 'music on a cart' brought to classrooms) APs and central office staff will continue to serve in their current roles to ensure schools run safely and effectively and provide additional support
What spaces can schools adapt into instructional classrooms?		All spaces except gyms may be adapted into classrooms that allow for larger class sizes, including libraries, cafeterias, stages, and music rooms You should maintain spaces for ILC, IAC, and EBC students, as well as for 'pullouts' that occur throughout the course of the school day

Illustrative example from one district; does not represent a solution for all LEAs

What my week could look like

	Monday	Tuesday	Wednesday	Thursday	Friday
 **3rd grade in-person teacher or specialist**	**Teach Cohort A in person** (14 students) Plan individually when students have PE or music		Collaborate with the other 3rd grade teachers, specialists, and paras to develop in-person and remote lessons plans All teachers/paras teach **synchronous remote sessions with students**	**Teach Cohort B in person** (14 students) Plan individually when students have PE or music	
 **Remote support (para)**	Hold small group sessions with students in Cohort B (**4 30-min sessions with 7 students each**) Check in on progress with asynchronous lessons and activities			Hold small group sessions with students in Cohort A (**4 30-min sessions with 7 students each**) Check in on progress with asynchronous lessons and activities	
 **3rd grader in Cohort A**	**School in person**: Instruction with in-person teacher and 13 other students – my lessons are integrated with learning platform for continuity PE or music		**Remote learning:** Asynchronous lessons and activities on learning platform Check-ins and synchronous learning sessions with designated librarian or para		

Illustrative example from one district; does not represent a solution for all LEAs

Teacher view of a day in the life

In Person | Virtual – Not classroom Teacher | In Person with up to 14 students and virtual up to 14 students together. (Grades 1-3 up to 12) | Virtual - Teacher – up to 28

	Monday		Tuesday		Wednesday	Thursday		Friday	
	GROUP A (in person)	**GROUP B (virtual)**	**GROUP A (in person)**	**GROUP B (virtual)**	**GROUP A&B (both virtual)**	**GROUP A (virtual)**	**GROUP B (in person)**	**GROUP A (virtual)**	**GROUP B (in person)**
	Check-in / Class meeting / Goal Setting (30 minutes)		Check-in / Class meeting/ Goal Setting (30 minutes)		Check-in / Class meeting / Goal Setting (30 minutes)	Check-in / Class meeting / Goal Setting (30 minutes)		Check-in / Class meeting / Goal Setting (30 minutes)	
Instructional time	2 hours of instruction on: Race Reading Writing Social studies	Para or other staff (Small groups of 7 if para) 30 minutes	2 hours of instruction on: Race Reading Writing Social studies	Para (Small groups of 7) 30 minutes	Direct Instruction (60 minutes)	Librarian 30-45 minutes	2 hours of instruction on: Race Reading Writing Social studies	Para (Small groups of 7) 30 minutes	2 hours of instruction on: Race Reading Writing Social studies
Lunch and Recess	30-minute duty free lunch		30-minute duty free lunch		Planning (45 minutes)		30-minute duty free lunch		30-minute duty free lunch
Instructional time	2 hours of instruction on: Math Science	Student learning via learning platform	2 hours of instruction on: Math Science	Student learning via learning platform	Collaborative Planning and development of - day cycle with distance learning support: 4 hours 45 minutes.	Student learning via learning platform	2 hours of instruction on: Math Science	Student learning via learning platform	2 hours of instruction on: Math Science
Music & PE	45 minute planning		45 minute planning				45 minute planning		45 minute planning
Wrap-up	10 minutes wrap-up, support and guidance		10 minutes wrap-up, support and guidance				10 minutes wrap-up, support and guidance		10 minutes wrap-up, support and guidance

Illustrative example from one district; does not represent a solution for all LEAs

Factsheet: 2020-21 enrollment projections

Grade	Total forecast enrollment	Students with medically serious conditions[1]	Special education				Forecast enrollment excl. medically serious conditions[1] and ILC[2]	Days in person per week	Students in person on given day
			LRC	EBC	IAC	ILC			
P3	X	X	X	X	X	X	X	X	X
P4	X	X	X	X	X	X	X	X	X
K	X	X	X	X	X	X	X	X	X
1	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X
Total	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

1. Includes anaphylaxis, asthma, blood disorder, cardiac disorder, diabetes, seizure disorder, and other life-threatening conditions; assume likely to elect into Virtual Academy
2. LRC, EBC, and IAC students are part of gen ed classes for at least part of the day and therefore need seats; ILC students are in separate classrooms the whole day and do not need seats

Illustrative example from one district; does not represent a solution for all LEAs

Factsheet: 2020-21 teachers and staff

	Position	Total count	High risk	Age 65+	Age 60-64	Potential roles
Certified	Classroom teachers	0	TBC	0	0	In-person instructor (as is)
	Instructional specialists	0	TBC	0	0	In-person instructor, remote support
	Interventionists	0	TBC	0	0	In-person instructor, remote support
	Librarians	0	TBC	0	0	Remote support
	Counselors	0	TBC	0	0	Counselor (as is)
	PE	0	TBC	0	0	PE (as is)
	Music	0	TBC	0	0	Music (as is)
	Teacher – SPED ECE	0	TBC	0	0	Teacher – SPED ECE (as is)
	Teacher – SPED IK	0	TBC	0	0	Teacher – SPED IK (as is)
	Teacher – SPED (LRC, EBC, ILC, and IAC)	0	TBC	0	0	Teacher – SPED (as is)
Non-certified	Paraeducator	0	TBC	0	0	Remote support, on-site para duties
	Bilingual paraeducator	0	TBC	0	0	Remote support, on-site para duties
	Paraeducator - K	0	TBC	0	0	Possibly remote support, on-site para duties
	Paraeducator – SPED	0	TBC	0	0	Dedicated SPED support

Key questions

Who will be the primary classroom instructors? Do we have enough people?

Who can support remote learning? Do we have enough people/hours to support our proposed model?

How many para hours do we need to support critical on-site duties (i.e., monitoring)?

How will our PE and music teachers cover classes to provide all teachers with 45 min of planning each day?

PE and music teachers could cover 2-3 classes at once by using a large space (playground, gym)

Para Level 11: 39.5 hours

Bilingual para Level 19: 14 hours

Illustrative example from one district; does not represent a solution for all LEAs

Factsheet: Floorplan

Space	Number of spaces	Capacity estimate with 6’ distancing (students and other adults)[1]
Regular-sized classrooms	...	...
Irregular classrooms (smaller or larger)	...	...
Other educational rooms	...	...
Library	...	...
Cafeteria	...	...
Gym	...	...
Music rooms	...	...

1. Excludes teacher

- Classroom used as a classroom
- Classroom used as an educational space
- Educational area
- Non-educational, area

Illustrative example from one district; does not represent a solution for all LEAs

Planning template

Grade	Class	# of students in Cohort A or B (50%)	# SPED students assigned to class (LRC, EBC, and IAC)	Assigned space	Assigned in-person instructor (teacher, specialist, or interventionist)	Assigned remote support (librarian, para or other certified staff)
Pre-K	…	…	…	…	…	…
K	…	…	…	…	…	…
1	…	…	…	…	…	…
2	…	…	…	…	…	…
3	…	…	…	…	…	…
4	…	…	…	…	…	…
5	…	…	…	…	…	…

Illustrative example from one district; does not represent a solution for all LEAs

Plan double-checks

- ❑ Are all students accounted for?
- ❑ Is each teacher assigned to only 1 class?
- ❑ Is each ‘remote leader’ assigned to no more than 2 classes
- ❑ Have you used all regular classrooms only once?
- ❑ Are all spaces at no more than max capacity?
- ❑ Have you left separate classroom space for LRC, EBC, IAC and ILC?

Illustrative example from one district; does not represent a solution for all LEAs

Sample learnings from Elementary School Principal Beta Tests

Several schools deployed creative solutions to increase teacher capacity in order to bring K back fulltime, or improve student and family support

Solutions proposed by principals	Examples
Repurpose large spaces (e.g., cafeteria, music room, library) for larger K class sizes	School 1 could have K classes of 14, 14, 20, 19 (using library and cafeteria spaces)
Deploy grade splits to reduce number of teachers needed	At School 2, 2nd/3rd will be split; 2nd graders will be Cohort A and 3rd graders will be Cohort B (may need extra support designing all lessons)
Form co-teaching teams for K so instructional support staff are focused on consistent, limited set of students (e.g., same 2 classes) – helps build relationships	School 3 suggests having 2 classes sharing space, students, and assigned para support (1 co-teaching group of 2 K classes in cafeteria/music room, 1 co-teaching group of 2 K classes in library)
Designate instructional coaches to specific grade bands to serve as in-person ELL or MTSS instructors and virtual team guidance	School 3's plan includes this structure for MTSS and will likely have enough specialists to support this solution; however, some schools will likely struggle to have enough staff to implement
Create Family Teams that will work with each family to create individualized Family Learning Plan	At School 4, each family would have 1 Teacher and Admin staff team that will be their primary connection; team would work with family to design a plan and schedule for at-home learning that takes whole-family dynamic into consideration (relies on having enough instructional specialists to pull off)

Illustrative example from one district; does not represent a solution for all LEAs

Principals raised challenges that spotlight trade-offs in using specialists in order to bring K back four days per week

Challenge

In order to bring K back four days/week, significant number of specialists need to be assigned as teachers

This impacts schools' existing models and programs that are designed to target individual student learning journeys and improve quality of instruction, especially in case of DL schools

Food for thought: Is the benefit of bringing K back four days per week worth the trade-offs?

Select examples from principals

School 1

- Extremely limited and reduced in-person schoolwide intervention/acceleration learning groups across the school
- Unable to continue to deploy and develop targeted professional development and instructional coaching supports to all teacher teams
- Having additional classroom sections makes it challenging for specialists to cover teacher planning time (e.g., common planning time for teacher teams)

School 2 (dual language)

- Having Kindergarten for 4 days puts a big strain on our program… Our DL Coordinator and 2 Instructional Specialists collaboratively plan and co-teach with teachers and coordinate para support. In our complex Dual Language program with a high needs population, we are in great need of their support

School 3

- We still have to manage a school in any scenario; if we take all extra personnel to teach a classroom/cohort, then we don't have people to help with ELL duties, teacher online and instructional support, discipline issues, or family communication (all of which are time-consuming)

Illustrative example from one district; does not represent a solution for all LEAs

Principals also identified challenges to overcome in order to effectively support remote learning days, including the use of paras

Challenge	Select examples from principals
Teachers and paras will need PD to support their remote instruction	**School 1** "At least half of our paras needed significant support in the limited roles they played during school closure last spring **School 2** "I want to do all we can to train teachers to teach remote learning that is engaging and creative with technology, not just low level activities. I want kids doing cool passionate projects on the internet, like making stop-motion movies about things
Schools may not have sufficient para hours to continue to support existing instructional models	**School 1** "Using our paras to support remote learning would have large impact on our Success Group model which is foundation to our inclusive practice
Even at reduced class sizes, some principals believe Kinder para time still needed (inconsistency in whether they 'repurpose' Kinder paras for remote)	**School 1** "With kinder class sizes of 13-15 they will still need kinder para support to assist with safety compliance and instruction
Principals may need support determining if they have sufficient para hours given lunch, recess, and other monitoring duties	**School 3** "I will need people (2-8 people at times) to support recess and lunch supervision from 10-3:35 … I have 20 classes (1st – 5th) and would therefore need 20 hours for remote learning … I can cover 10 hours with my paras [and a few more with others]… I feel I will still be short

Illustrative example from one district; does not represent a solution for all LEAs

Principals seek additional guidance on questions that would inform their design decisions

Task Force

Overall	With additional flexibility on staffing, what should principals prioritize as they finalize their instructional model, e.g., • Smallest classes? • Most in-person learning time for primary students? • Continued acceleration/intervention small groups during in-person days?
Academics	Could schools bring additional SPED segments back four days per week if capacity available, as part of ongoing inclusion efforts If schools strongly value services currently provided by a specialist, could they assign their librarian to teach a class instead? How flexible is guidance on librarian role? Are schools allowed (or encouraged) to have mixed small group instruction assuming 6 ft distance (ELL / MTSS) throughout the in-person day? Or should these be reserved (or prioritized only) for virtual groups?
Investing in Our People	If staff is unwilling/unable to perform new job duties, what flexibility will we have for adjusting staff roles?
Ops	How should schools schedule / stagger lunch, recess and transitions? For Pre-K, are we allowed to continue with AM/PM model? Is it feasible to clean in between groups each day?

Illustrative example from one district; does not represent a solution for all LEAs

Context behind Secondary School Principal Beta Tests

LEA leaders can use Secondary School Principal Beta Tests to collaborate with their principals to test learning models, solve problems, and surface any areas for attention before finalizing LEA-wide decisions and guidelines. Potential use cases may include:

1) Stress testing solutions to teacher and space capacity constraints and receiving feedback on student counts

2) Testing model parameters decided by the LEA with principals

3) Raising potential challenges to overcome and identifying working groups and decision makers (e.g. LEA decision or school level decision)

Illustrative example from one district; does not represent a solution for all LEAs

What are our general parameters?

CONFIDENTIAL AND PRE-DECISION

What is our baseline?	With 6' distancing, each traditional middle and high school classroom can accommodate 14 students and 1 teacher at a given time
What is our academic calendar?	For education and health considerations, all secondary schools will follow a quarter model[1]. Each quarter will consist of 3 periods with in-person classes lasting 85 minutes. Our LEA will operate a AA/*/BB model
Who will attend on what days?	**For all secondary students,** half the students of every grade will attend in-person on Mondays and Tuesdays (group A), while the other half is remote (group B)[2]. On Thursdays and Fridays, group B will be in-person and group A is remote. All remote days will include synchronous learning to ensure day counts toward mandate of 180 learning days. All students will be remote on Wednesday **All secondary school teachers** will teach in-person on A and B days and deliver the same content to group A and B students, i.e. lectures provided on Mondays and Tuesdays for group A will be repeated on Thursdays and Fridays for group B. All staff will be remote on Wednesdays to allow for school cleaning
Will we have enough teachers to meet student needs?	If additional teacher capacity is needed, secondary school principals may use credentialed staff not currently in a classroom role to teach courses for which they have credentials. Staff may include, but is not limited to specialists, interventionists, deans, librarians, and athletic directors. Vice principals and counsellors should not be used as doing so would likely disrupt central school operations and negatively impact student access to mental and emotional health resources
Will we have enough to space for students?	If additional space capacity is need, all school spaces except gyms may be adapted into classrooms that allow for larger class sizes and additional capacity, including libraries, cafeterias, stages, and music rooms. Spaces for ILC, IAC, and EBC students, as well as for 'pullouts' that occur throughout the course of the school day should be maintained for this these purposes
Are these parameters likely to change?	Our LEA is currently in the middle of bargaining and we anticipate some changes
When will we have more concrete data?	We will be asking staff and families to commit to their model by early-mid August

1. We will discuss in more detail next
2. Remote day models are still under consideration

Illustrative example from one district; does not represent a solution for all LEAs

We understand that you may have a number of operational questions on your mind, and we are working to finalize decisions (1/2)

CONFIDENTIAL AND PRE-DECISION

Question	Preliminary response
How and where will lunch take place?	Operations is currently developing secondary school lunch guidelines.
What is the guidance for passing time?	Currently, SEA does not require 6 ft of social distancing during passing time because instances of close proximity are brief. However, we will adhere to 6 ft of social distancing whenever possible and require masks at all times
What signage or nudges will be in place and who is responsible for developing these reminders?	Social distancing and health reminders will placed throughout schools. Operations will provide signage for school; schools will determine where to place signs
What protective measures will be implemented for front office staff?	All staff and students will be required to wear face masks. Campuses will be closed and guidelines for visitors (i.e, a parent picking up their child) are under consideration.
Can staff/departments gather in person for meetings?	All staff are required to adhere to social distancing guidance at all times, use of virtual meeting tools should be used as appropriate
When will we know which teachers and students are returning?	We will have initial results within the next week, however firm commitments will not be known until early-mid August. While the results of both surveys will provide more clarity than we currently have, we anticipate constant fluctuation throughout the summer as circumstances change

Illustrative example from one district; does not represent a solution for all LEAs

We understand that you may have a number of operational questions on your mind, and we are working to finalize decisions (2/2)

CONFIDENTIAL AND PRE-DECISION

Question	Preliminary response
Will face masks be required?	All students and staff will be required to wear masks. Buses and schools will have masks available for staff and students
Will hand sanitizers or handwashing stations be available?	Yes, hand sanitizer and washing stations will be available and provided for schools to distribute as appropriate for their building
What cleaning procedures will schools follow?	Schools will be closed on Wednesdays and weekends for all students and staff to allow for deep cleaning regimens. All classrooms will be provided cleaning materials for sanitizing desks, chairs, and materials. Operations is developing guidelines for safety and efficacy
How will buses accommodate social distancing?	SEA guidance does not require social distancing on buses. To promote safety, bus windows will always be open, students will sit rear to front with no more than 2 to a seat (1 to seat for HS students), and siblings will sit together when applicable
Will student temperatures be taken?	Current SEA guidance is that parents need to provide attestation of temperature checks, however final decision is pending and may evolve
We will start in person or remote only?	Our working assumption is that we begin the school year following our hybrid model. The health and safety of students and staff in light of evolving circumstances will determine operational decisions
What is the difference between our virtual academy and remote learning?	The LEA's virtual academy offers students the choice of 100% remote learning and is currently being developed. Remote learning refers to digital learning days for students who attend some in-person learning weekly

Illustrative example from one district; does not represent a solution for all LEAs

Initial decisions by the Cabinet for discussion

CONFIDENTIAL AND PRE-DECISION

Decisions discussed	Current perspective	Details
Will we use the quarterly or semester model for instruction?	Quarterly model will be implemented across secondary schools	The quarterly model will allow for students to still take the same 6 classes over a semester but will (i) allow teachers longer lessons with the students; (ii) minimize the number daily student interactions (iii) ease the operational implementation of the hybrid model and (iv) reduce the number of classes parents need to keep up with
Will students need to take all classes with the same students?	No, schedules can be designed to allow students to have different students in each class	'Cohort' formation will not be required to increase educational breadth However, wherever possible schools should seek to minimize a student's number of unique face-to-face interactions
May teachers teach 5 vs 6 periods per semester (in the quarterly cadence)?	All teachers will "teach" 6 periods per semester, i.e. 3 double periods Teacher responsibilities for 6th period are at the discretion of principals	Some teachers may be required to instruct a 6th period in-person during the semester depending on enrolment needs Most teachers will be required to provide support in the form of office hours, extra help, or targeted interventions
Whether we offer all courses as previously planned?	All courses must follow SEA guidance, but the LEA will not mandate that schools offer all previously scheduled courses	Principals may make final decisions on availability when SEA guidance is lacking for courses that may involve greater health risk (i.e, gym, band, chorus, culinary) or do not provide for 100% remote learning optionality (i.e, woodshop)
Whether we offer courses that are outside the period of 1-6 of the typical school day?	All courses must: 1) follow SEA guidance 2) not interfere with cleaning operations However the LEA will not mandate that schools offer all previously scheduled courses	For courses that are held outside of traditional school hours such as some language courses and electives, principals may decide whether to offer courses Operations team is currently determining hours in which students and staff may be in schools based on cleaning regimens

Illustrative example from one district; does not represent a solution for all LEAs

There are some initial considerations that principals can begin to assess

Re-running the master schedule is arduous and at this time is not advised due to the fluid circumstances

CONFIDENTIAL AND PRE-DECISION

Actions to take	What to consider
Develop 6th period plans for teachers not instructing in-person	What will be teacher responsibilities (i.e. office hours, extra help sessions, targeted interventions of student with incompletes, credit recovery)? What will be the operating model, i.e. assigned students and scheduled times? How will the school monitor and track student engagement?
Create building-specific plans	What large spaces could be transformed into classrooms? What is the seating arrangement and max occupancy given 6ft of distancing? How will students and staff move throughout the building? Is there a specific flow? Where are you likely to experience staffing shortages?
Craft creative delivery solution models	What alternative delivery methods, i.e. simulcast and large lectures, are feasible? What courses lend themselves to alternative delivery methods? What would the school (i.e. technology and equipment) and staff (i.e. PD) need to make it happen?
Evaluate teacher capacity and uncertainty	Which subjects are we closest to capacity on and at greater risk if teachers choose not to return? What would be my contingency plan if an individual teacher in that subject does not return?

Illustrative example from one district; does not represent a solution for all LEAs

Secondary school sample schedule A

For discussion

CONFIDENTIAL AND PRE-DECISION

In person only up to 14 students; individual Remote learning; In-person up to 14 AND remote with up to 14 students; remote synchronous instruction

	Monday		Tuesday		Wednesday	Thursday		Friday	
	GROUP A 14 students (In Person)	**GROUP B 14 students (Remote)**	**GROUP A 14 students (In Person)**	**GROUP B 14 students (Remote)**	**GROUP A &B 28 students (Remote)**	**GROUP A 14 students (Remote)**	**GROUP B 14 students (In Person)**	**GROUP A 14 students (Remote)**	**GROUP B 14 students (In Person)**
Period 1 Math example	85 minutes in-person instruction		20 minute mini-lesson (Group A [In Person] and Group B [Remote] simultaneously) 65 minutes in-person with up to 14 students		45-minute remote lesson with 28		85 minutes in-person instruction	20 minute mini-lesson (Group A [Remote] and Group B [In-Person] simultaneously) 65 minutes in-person with up to 14 students	
Period 2 Math Example	85 minutes in-person instruction		20 minute mini-lesson (Group A [In Person] and Group B [Remote] simultaneously) 65 minutes in-person with up to. 14 students		45-minute remote lesson with 28		85 minutes in-person instruction	20 minute mini-lesson (Group A [Remote] and Group B [In-Person] simultaneously)	65 minutes in-person with up to 14 students
Lunch									
Advisory – 30 minutes	30 minutes in-person instruction		30 minute lesson (Group A [In Person] and Group B [Remote] simultaneously)		Small group check-in 60 minutes total (15 mins each small group)		30 minutes in-person instruction	30 minute lesson (Group A [Remote] and Group B [In Person] simultaneously)	
Period 3-Math incomplete example	Digital check-ins and extra help for 5 students for 15 min each		Digital check-ins and extra help for 5 students for 15 min each		45-minute group help session	Digital check-ins and extra help for 5 students for 15 min each		Digital check-ins and extra help for 5 students for 15 min each	
Individual Planning	← 60-minute planning →		← 60-minute planning →		60-minute planning	← 60-minute planning →		← 60-minute planning →	
Team Planning					2 hours 45 minutes: 5-day cycle planning				

Illustrative example from one district; does not represent a solution for all LEAs

Secondary school sample schedule B

CONFIDENTIAL AND PRE-DECISION

For discussion

In person only up to 14 students; individual Remote learning; Remote synchronous instruction by other staff; remote synchronous instruction by classroom teacher

	Monday		Tuesday		Wednesday	Thursday		Friday	
	GROUP A 14 students (In Person)	**GROUP B 14 students (Remote)**	**GROUP A 14 students (In Person)**	**GROUP B 14 students (Remote)**	**GROUP A &B 28 students (Remote)**	**GROUP A 14 students (Remote)**	**GROUP B 14 students (In Person)**	**GROUP A 14 students (Remote)**	**GROUP B 14 students (In Person)**
Period 1 Math example	85 minutes in-person instruction	30-minute remote lesson Learning platform task	85 minutes in-person instruction	30-minute remote lesson Learning platform task	45-minute remote lesson with 28	30-minute remote lesson Learning platform task	85 minutes in-person instruction	30-minute remote lesson Learning platform task	85 minutes in-person instruction
Period 2 Math Example	85 minutes in-person instruction	30-minute remote lesson Learning platform task	85 minutes in-person instruction	30-minute remote lesson Learning platform task	45-minute remote lesson with 28	30-minute remote lesson Learning platform task	85 minutes in-person instruction	30-minute remote lesson Learning platform task	85 minutes in-person instruction
Lunch									
Advisory – 30 minutes	30 minutes in-person instruction		30 minutes in-person instruction		Small group check-in 60 minutes total (15 mins each small group)		30 minutes in-person instruction		30 minutes in-person instruction
Period 3-Math incomplete example	Digital check-ins and extra help for 5 students for 15 min each		Digital check-ins and extra help for 5 students for 15 min each		45-minute remote group help session	Digital check-ins and extra help for 5 students for 15 min each		Digital check-ins and extra help for 5 students for 15 min each	
Individual Planning	← 60-minute planning →		← 60-minute planning →		60-minute planning	← 60-minute planning →		← 60-minute planning →	
Team Planning					2 hours 45 minutes collaborative planning: 5-day cycle planning				

Illustrative example from one district; does not represent a solution for all LEAs

Sample learnings from Secondary School Principal Beta Tests

Results of the secondary beta test identified some common themes among principals thinking and opportunities for LEA collaboration

Common themes

1. Principals did not raise concerns about **LEA determined parameters**: AA/*/BB, quarter models, teacher 6th periods

2. Principals continue to be constrained in thinking **without clarity on staff** in their building:
   - Who will be available?
   - When will Principals receive school specific results of upcoming staff survey?
   - What can principals ask of staff to do and commit to (health/privacy concerns)?

3. Principals **enjoy the creativity** allowed by the 6th period but are looking for more guidance on if there are **guardrails** to the additional period?

Opportunities for LEA-wide collaboration

Thought partners

What approaches are schools taking to tackling problems at their schools?

What decisions have schools made and what are the underlying rationales?

How are schools planning for uncertainty?

Decision continuity

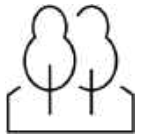
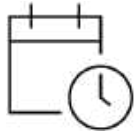
What solutions should be applied equally across schools?

What courses and services are schools providing?

Illustrative example from one district; does not represent a solution for all LEAs

1: Results of Beta test (1/3)

Opportunity for LEA decision

Action	Current thinking from principals	Questions for collaboration
1 **Course offerings for periods 1-6** 	**All courses can be offered** with some modifications Use **outside spaces** for gym, band, chorus, etc. **Eliminate use of shared equipment**; when elimination is not feasible adopt increased, specific sanitization measures **Reduce class sizes** for high-risk courses, i.e., weight training, wood shop, band Prioritize some courses for **in-person instruction** (e.g., health) and offer other courses remote only (e.g., PE) to **increase flexibility** in the model	How are other schools planning to offer **certain courses remotely** such as band and woodshop? How are principals planning to **hold staff accountable** to what is agreed upon for full remote learning? What **course specific materials** will be provided to students for remote learning? How could **student schedules be balanced**?
2 **Course offerings for period 0** 	**Hold courses as planned**, however schools are **exploring feasibility** based on teacher availability and operational constraints **Limited flexibility** to move courses to periods 1-6 or develop staff contingencies based on master schedule	What courses are other schools **planning to offer or eliminate**? How can schools **ensure continuity** in course offerings across the LEA?

Illustrative example from one district; does not represent a solution for all LEAs

1: Results of Beta test (2/3)

Opportunity for LEA decision

Action	Current thinking from principals	Questions for collaboration
3 **Plans for teachers' 6th period** 	Use increased teacher capacity to **offer additional sections** of larger classes to reduce class size **Offer new tailored courses**, e.g., "Ethnic studies" Provide **targeted efforts** for incompletes, extended advisory, and family outreach Teachers **"proctor" in-person students** for teachers that must work remotely	How much **consistency between schools** is required? How will **schools cover periods** when teachers are out? Will **permanent subs** be assigned? How can schools **include teachers in this decision and ensure plans** are feasible?
4 **Contingency planning: building** 	**Libraries and cafeterias** are the top-cited large spaces for use, however **neither are ideal for classrooms** and are more suited for monitoring Using **common spaces requires trade-offs** that principals will need to evaluate on a case by case basis **Additional equipment** (i.e., desks and chairs) will likely be required to use spaces	What spaces are principals prioritizing and how are they evaluating **potential trade-offs**? What **seating arrangements** are being developed for larger common spaces and which are **best suited for student learning**?

Illustrative example from one district; does not represent a solution for all LEAs

1: Results of Beta test (3/3)

Opportunity for LEA decision

Action	Current thinking from principals	Questions for collaboration
5 **Contingency planning: staff** 	**Specialists and deans** could be effectively used for in-person instruction **Staff could provide in-person supervision** during their 6th period for **CTE courses** that have a remote teacher and no other credentialed staff to instruct in-person Some courses could be **flexed to spring semester** to provide opportunity for return of in-person instruction	In what departments are principals **expecting shortages or insufficient capacity**? How might resources be **pooled to cover gaps**? How can **HR provide the most up to date assessments** on staff availability?

Illustrative example from one district; does not represent a solution for all LEAs

Contacts

Stephen Bowen

Deputy Executive Director, State Leadership – CCSSO

Stephen.Bowen@ccsso.org

Rebecca Shah

Fellow, Chiefs for Change

rshah@chiefsforchange.org