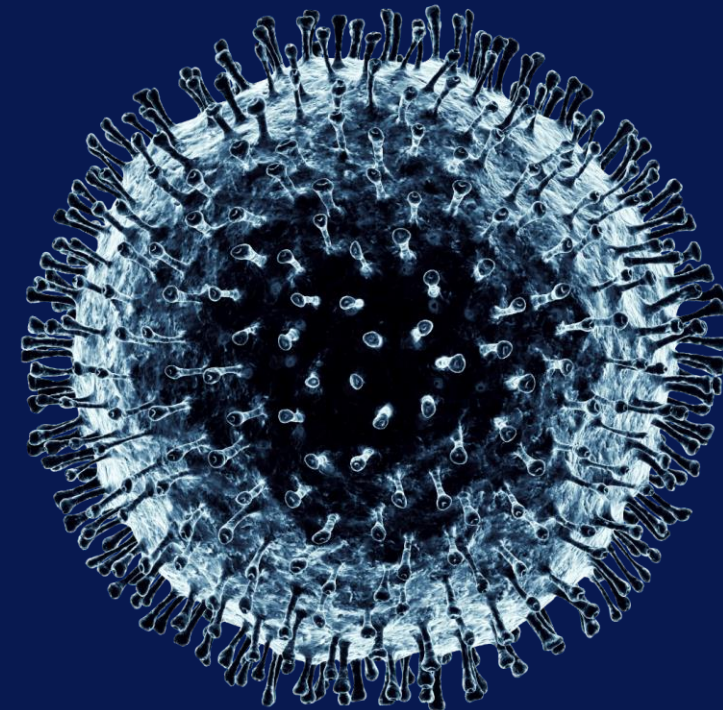




“Stress-testing” the return to school for SEAs and LEAs

This Document is current only as of July 21, 2020



This Document is Solely Intended to Provide Insights and Best Practices for the Client – This Document does not Constitute Client Advice

Detailed agenda for this webinar

Topic and description	Time
1 Introduction and recap of the webinar series	5 mins
2 Testing SEAs' readiness for new responsibilities this year <ul style="list-style-type: none">• Discuss the “new normal” of SEAs' responsibilities for this academic year• Consider other practical / operational scenarios across areas of SEA responsibility• <u>Facilitated discussion</u>: new SEA responsibilities and challenges this year	30 mins
3 Informing the decision to switch between school models (in-person, hybrid, remote) <ul style="list-style-type: none">• Review potential guidelines for knowing when to switch school models• <u>Facilitated discussion</u>: setting guidelines for moving between school models	20 mins
4 Facilitating stress-testing for LEAs <ul style="list-style-type: none">• Overview of options for supporting LEAs in pressure testing their plans, with a focus on “day in the life of” simulation• <u>Facilitated discussion</u>: Support to LEAs for stress-testing re-opening plans	5 mins

Today's presenters



Stephen Bowen

Deputy Executive Director,
State Leadership - CCSSO



Leah Pollack

Partner,
McKinsey & Company



Jimmy Sarakatsannis

Partner,
McKinsey & Company

Broader team



Carissa Moffat Miller

Executive Director,
CCSSO



Mike Magee

Chief Executive Officer,
Chiefs for Change



Julia Rafal-Baer

Chief Operating Officer,
Chiefs for Change

New Webinar Series – From Planning to Implementation

Today's webinar

Tuesday July 7th, 4 – 5p ET

Insights from abroad & system-wide support for re-opening

What can we learn from the first months of re-opening in international school systems? What went well, and how might that inform state action? Once state re-opening plans are released, how can states best support LEAs as they move to implement that guidance?

Join us for a discussion on lessons learned from international school systems and bold ideas on system-wide support for re-opening

Tuesday July 21st, 4 – 5p ET

“Stress-testing” the return to school for SEAs and LEAs

What is the state’s role and new responsibilities for this academic year – and on which decisions will LEAs be looking to them? How do states support LEAs as they refine their re-opening plans and put them into action?

Join us for discussion on how states can prepare for the new school year, navigate decision-making around changing school models from remote to in-person (or vice versa), and support LEAs in “stress-testing” their operational plans

Tuesday August 4th, 4 – 5p ET

Building a “rapid response” capability: monitoring and ongoing supports

LEAs have put their plans into motion – but what next? How can states build the organizational structures and operating processes needed to track progress, provide real-time supports, and respond to the rapidly-changing situation on the ground?

Join us to discuss how states can be nimble and responsive to the needs of schools and LEAs

Contents

Testing SEAs' readiness for new responsibilities this year

Decision-making for switching between school models (face-to-face, hybrid, remote)

How to prepare LEAs to test their plans

How SEAs can test their readiness for the upcoming academic year



What responsibilities will the SEA choose to take on this academic year, that differ from previous years?

What are some questions and scenarios to consider in order to stress-test for each of the SEA's major responsibilities?

SEA roles across various responsibilities will likely differ from past years

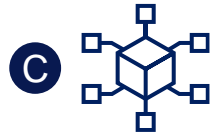
Key areas of responsibility



**Coordination
with other
agencies**



**Teaching and
learning**



**Data,
assessment, and
accountability**



**Community
engagement**



**Policy and
strategy setting**



Operations



Funding

Some of these potential changes would be modifications to or expansions of existing SEA responsibilities, while other responsibilities would be entirely new

What responsibilities might SEAs have this academic year that differ from past years?

Potential changes to SEAs' areas of responsibility – illustrative examples

Deep dive to follow

Least different from today's responsibilities

A Coordination with other agencies	B Teaching and learning	C Data, assessment, and accountability	D Community engagement	Policy and strategy setting	Operations	Funding
<p>Liaise with Governor's office, legislature, and other agencies to shape COVID-19 education policy response</p> <p>Form joint guidance and resources with State and County health departments, for LEA use</p> <p>Convene stakeholders for LEA decision-making (LEAs, local health departments); mediate if necessary</p> <p>Work closely with State and County health departments to monitor health indicators; assist with COVID-19 mitigation where possible (e.g. contact tracing in schools)</p>	<p>Provide professional development to LEAs on virtual learning, closing gaps from learning loss, and embedding SEL into daily instruction (especially if virtual)</p> <p>Provide detailed guidance to LEAs on implementing teaching and learning goals (e.g., provide vendor lists; work with districts on curriculum adaptations)</p> <p>Significantly expand access to technology and tools that support hybrid / remote learning (e.g., increase connectivity, provide laptops, platform, digital curricula)</p>	<p>Provide LEAs with new methods for tracking important regulatory metrics (e.g., attendance – won't just be "seat time" in remote environments) and their relationship to funding</p> <p>Determine new assessment model to meet ESSA requirements</p> <p>Expand the type of data the SEA monitors (e.g., include social and emotional learning)</p> <p>Advise on baseline assessments, recovery strategies for learning loss</p>	<p>Bring together stakeholder groups to share knowledge (e.g., facilitated community forums for LEAs)</p> <p>Seek advice from a broader set of stakeholders (e.g., parents) in decision-making</p> <p>Once decisions are made, enhance the speed of outgoing communication to the community</p>	<p>Refine SEA strategic goals and focus areas in light of COVID-19</p> <p>Consider regulatory adjustments to enable LEAs to solve problems (e.g., allow flexibility for teacher licensing)</p> <p>Closely collaborate with LEAs to implement strategic goals</p>	<p>Assist LEAs with high level operations questions (e.g., setting school calendar)</p> <p>Assist LEAs in equipment procurement, especially for mitigation of COVID-19 transmission (e.g., PPE, sanitizing products)</p> <p>Provide detailed guidance to LEAs on a range of daily school operations issues (e.g., transport, dining)</p>	<p>Work with LEAs to support re-allocation of resources in the face of potential budget gaps</p> <p>Ensure fiscal transparency in COVID-19 funding allocations</p> <p>Drive funding to new strategic priorities that have resulted from COVID-19 (e.g., increasing connectivity) – encourage LEAs to do the same</p> <p>Establish procedures to allocate future COVID-19 funding / grants (e.g., similar to CARES)</p>

Most different from today's responsibilities

Some of these potential changes would be modifications to or expansions of existing SEA responsibilities, while other responsibilities would be entirely new

A Coordination with other agencies: SEAs may be engaging much more regularly and deeply with other agencies than they have in the past

Key constituencies that an SEA may be responsible for working with



Governor's office

Liaising with Governor's office to shape COVID-19 education policy and mediate between districts and Governor's office



State health agency

Working closely with State and County health departments to monitor local health conditions and make determinations on whether changes to districts' health metrics should affect school model



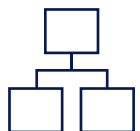
Legislature

Working with the legislature to implement budget changes and compliance monitoring



U.S. Dept of Education

Working together on drafting, receiving, and implementing updated guidance from the U.S. Department of Education on school models and other core policies



Other Cabinet agencies

Partnering with other agencies like the Department of Agriculture to assist with providing meals to students in a remote model

Questions for consideration

- How do we set up our teams to collaborate with the various constituencies?
- How do we set up channels of communication and feedback?
- How do we deal with conflicting guidance between two or more of these bodies?
- How do we work with the legislature and Governor's office to optimize resources and funds?
- How do we adapt education policies based on Governor's strategic priorities, esp. during this dynamic time?



“Many decisions are outside our reach - for instance, working with Department of Health on sanitizing and Department of Agriculture to help provide school meals”
– **Deputy Secretary for the Office of Elementary and Secondary Education**

B Teaching and learning: SEAs may be developing new learning platforms and models throughout the school year

Categories

Example activities

Professional development

- **Design specialized training** (e.g., how to use digital tools, how to build virtual lesson plans)
- **Facilitate community learning platforms** (e.g., pair strong districts with districts who need support to share best practices)

Remote learning

- **Provide detailed suggestions on best practice virtual learning** with examples
- **Provide tools and resources to support remote learning** (e.g., devices for students and teachers, support materials for virtual teaching assistants)
- **Provide online platform for LEAs** that don't have one themselves

Content support

- **Develop new, optional digital content for LEAs to adopt** (e.g., STEM learning modules and self assessment worksheets)
- **Support LEAs in providing extra learning time for students who need it most** over summer/winter break, through grants or other support for teacher and staff time

Questions for consideration

- How might we provide specialized training models for teachers of different levels of expertise (tenured vs. first year, music vs. core class)?
- How would our training address the differences in curriculum among various districts?
- How would our training address a variety of pedagogical methods?
- How might we provide standardized content for virtual learning that maps to in-class learning?
- How do we support content creation for rapid changes between school models?
- How might we meet a variety of learning needs through content support?



The UAE offered teacher training for digital tools and paired low- and high-performing districts together, for best practice sharing and collaborative improvement

“ ”

“We are going to bring in national experts to train staff, and create high quality PD around personalized, competency-based education in remote and hybrid environments”
– **Deputy Commissioner in the Division of Learning Services**

C Data, assessment & accountability: SEAs' role may include modelling new metrics for schools and districts

Areas to measure

Example activities

Attendance / engagement data

Focus on tracking engagement metrics beyond standard attendance, e.g.,

- Hours of online engagement, hours of face-to-face and virtual instruction
- Participation in virtual class interactions – polls, quizzes

Social and emotional well being data

Assess semester closure impact on social and emotional learning, e.g.,

- Leverage existing virtual assessments or build system wide surveys for students, parents, and teachers
- Provide resources for LEA staff to do individual check-ins with their staff, students

Academic data

Develop new policies and guidelines for standardized assessments to establish a new baseline to measure effectiveness of new virtual models, e.g.,

- Determine new timelines for academic assessments to accommodate gradual student return
- Develop or modify virtual standardized assessments
- Create platforms for teachers to submit surveys on student development

Questions for consideration

- How do we design technology tools to support collection of engagement metrics?
- How do we support districts in designing SEL assessments?
 - How do we monitor and act when SEL assessments raise concerns?
- How do we design academic metrics that compare online and virtual assessments?
- How do we remain flexible in assessment while complying with ESSA?
- How might we equitably address the differences in access, when it comes to virtual assessments?
- How do we address academic integrity in online assessments?



In Egypt, exams were replaced with research projects for grades 3-7; 10-11 grades received electronic exams on Tablets, and for grades K-2, parents were required to make sure students completed the online curriculum

“”

“We’re positioning our education community to meet students right where they are... This is a shift from merely compliance lens because now we have to shape assessment around the tools we can give to teachers”
– Deputy Superintendent of Public Instruction

D Community engagement: SEAs may have to play a more active role in community engagement throughout this academic year

Involve community stakeholders in decision-making processes

To consider:

- Survey stakeholders to inform decision-making
- Meet and correspond regularly with stakeholder representative groups (e.g., teacher unions, PTAs)
- Ensure that stakeholders are involved in formal bodies (e.g., oversight committees, operations committees)
- Create forums for stakeholders to raise issues, and have opportunities for Q&A
- Vet decisions with key stakeholders before releasing more broadly

Region of Saskatchewan



Set up a centralized Response Planning Team dedicated to the educational response that includes representatives from:

- The Saskatchewan School Boards Association
- The Saskatchewan League of Educational Administrators
- Directors and Superintendents
- The Saskatchewan Association of School Business Officials
- The Ministry of Education

“ ”

“We established a roundtable a couple of years ago for family and community engagement in education – [during this crisis] we’ve been continuing to use this group to gather information and have them to inform our policies; we also have them help us communicate back to our communities.”

– SEA Deputy Commissioner

Establish clear lines of communication for disseminating information more broadly

To consider:

- Establish regular communication cadence (e.g., scheduled town halls, news blasts)
- Use multiple channels, both digital (e.g., Zoom meetings / phone calls) and otherwise (e.g., mailings) to push out decisions
- Provide opportunities for follow up questions and further feedback (e.g., FAQs pages, hotlines, community forums)

Denmark



Instituted a State hotline to answer questions about the virus and health measures, by phone or chat in 25 languages

Singapore



Provided chat bot to address queries related to COVID-19 for parents and citizens
Provided detailed guidelines and FAQs for all K-12 levels protocols

“ ”

“We have a weekly meeting with all Superintendents – this is an opportunity to listen to challenges they are facing or needs they have, and discuss recent events and decisions.”

– SEA Deputy Commissioner

Questions?

Contents

Testing SEAs' readiness for new responsibilities this year

Decision-making for switching between school models (face-to-face, hybrid, remote)

How to prepare LEAs to test their plans

To consider: how could SEAs support LEAs in deciding when to move between school models?

Spectrum of SEA engagement models

Less engagement

High engagement

LEAs make decisions independently

SEAs work with other state agencies to create, distribute high level guidance on when LEAs can consider changing school models

No defined thresholds

SEAs work with other state agencies to create, distribute guidance on when LEAs should move between models

Include defined thresholds, which might be tied to:

- State, county, or local reopening plans' phases (e.g., Phase 1 – recommend remote; Phase 4 – recommend face-to-face)
- Specific health indicators (e.g., case count in LEA's region)

SEAs work with other state agencies to create, distribute guidance on when LEAs should move between models

Include defined thresholds, and play an active role in iterating on thresholds with LEAs throughout the school year

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

Mandate LEAs move between school models throughout the year

Primary decision maker: LEA¹

Primary decision maker: Governor's office and SEA²

SEAs can enable better LEA decision-making by:

Playing a data role – help ensure LEAs have appropriate data to make school model decisions (likely in conjunction with State / local health departments), either by:



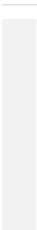
- Recommending metrics for LEAs to track themselves
- Collecting, analyzing, and distributing data that is relevant to school model decisions to LEAs
- Reinforcing the importance of reflecting on a range of metrics in making a thoughtful decision

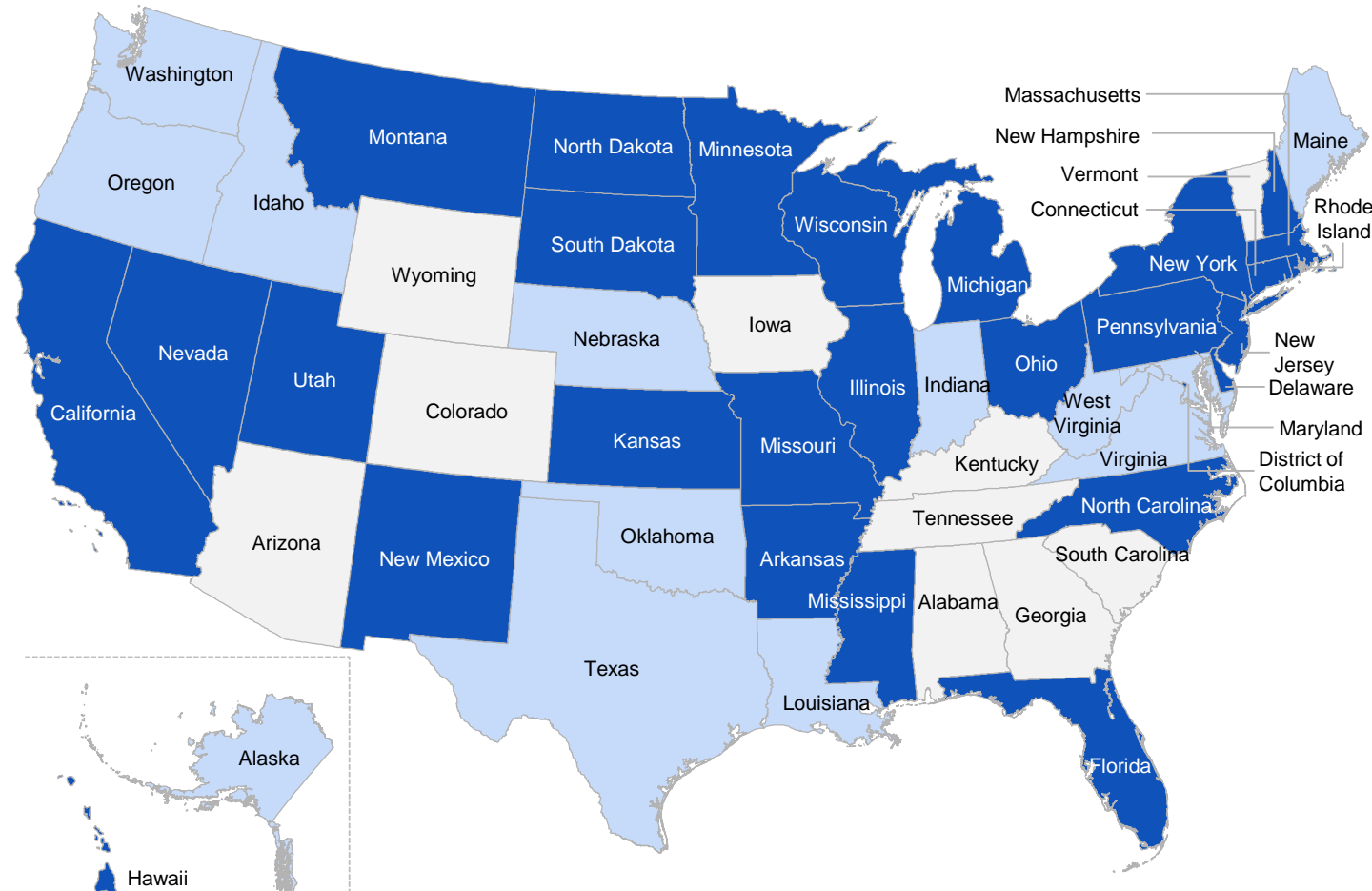
Playing a convening role – bring together all stakeholders that LEAs require to make school model decisions (e.g., local health departments, State health department) on a regular basis, and as needed

1. Likely a joint decision with local health authorities

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

States vary in the extent to which they have tied K-12 reopening plans to their overall state reopening plans and phases

Key ¹	# states ²
 State has released phased reopening plans; K-12 reopening included in phases	28
 State has released phased reopening plans; K-12 reopening not specified in phases	13
 State guidance does not include phases of reopening	10



1. Based on analysis of official state guidance from Governor's office
 2. Includes District of Columbia

Both health metrics and system readiness factors could inform updates to guidance on LEAs' school model

Health and epidemiological metrics

In general, public health officials and other experts are coalescing around a broad set of health indicators for guiding COVID-19-related decision-making. These could include:

- **Case count and prevalence** - *new cases, % change in total cases, cumulative cases*
- **Deaths** – *new deaths, cumulative deaths*
- **Tests** – *tests per day, tests per last X days, positive test rate, tests per capita*
- **Hospitalizations** – *new hospitalizations, cumulative hospitalizations*
- **Hospital capacity** – *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., buses if switching to face-to-face; sufficient connectivity and laptops if switching to remote)
- LEA administrators' preparedness to transition between models
- Staff and educators' preference / demand for a particular model
- Students', parents' preference / demand for a particular model
- Student academic performance under current model

Example data on state health agency dashboard

ILLUSTRATIVE – SAMPLE DASHBOARD FROM A STATE HEALTH AGENCY

■ Favorable, relative to most recent period
 ■ Unfavorable, relative to most recent period
 ▲ Higher
 ▼ Lower
 ● Minimal change

Testing data

Tests - today	X ▼
Tests last 7 days	X ▼
Total tests as of today	X ▲
Positive test rate last 7 days	X ▼
Total state tests per capita	X ▲
Total region of USA tests per capita ¹	X ●
Total USA tests per capita	X ●

Population tests and percentage positive test rate by county (last 7 days)



Counties with % positive tests between 5-10%

County 1	●
County 2	●
County 3	●

% positive tests between >10%

County 1	●
County 2	●
County 3	●

KEY Tests per capita, by county: ● <.05% ● .05%-3% ● >3%
 % positive tests, by county: ● 5%-10% ● >10%

Epidemiological reality	7/1/2020	7/2/2020	7/3/2020	7/4/2020	7/5/2020	7/6/2020	7/7/2020	7/8/2020	7/9/2020	7/10/2020	7/11/2020	7/12/2020	7/13/2020	7/14/2020	7/15/2020		
New cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	Days below 6% ¹	xx ●
% change total cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	15-day interval case ratio ²	xx ●
5 day avg new cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	Prevalence ³	xx% ▲
% change in 5 day avg	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		
Active cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		
Cumulative deaths	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		
New hospitalizations	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		
New tests	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		
% positive tests	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx		

Foundational public health

Avg 7 day lab turnaround time (days)	xx ●
Contacts engaged	xx ●

Health system capacity available

ICU beds	xx ▲
Ventilators	xx ▲
Floor beds	xx ▲
PPE	No shortage

Vulnerable populations

Nursing homes with cases	xx ●
Prisons with cases	xx ●
Suicides last 7 days	xx ●

Societal compliance

Compliance indices (e.g., frequency of gathering +10)	xx
---	----

Population deep dives	Number of residents	Percentage of residents tested since date x	Percentage of positive tests since date x	Total number of cases since date x	Percentage of total cases since date x
State (all)	xx	xx	xx	xx	xx
Long-term care facilities	xx	xx	xx	xx	xx
Prison population (inmates)	xx	xx	xx	xx	xx
Prison population (staff)	xx	xx	xx	xx	xx
State homeless shelters sites	xx	xx	xx	xx	xx
Veterans' homes	xx	xx	xx	xx	xx
Intellectual and dev. disability sites	xx	xx	xx	xx	xx

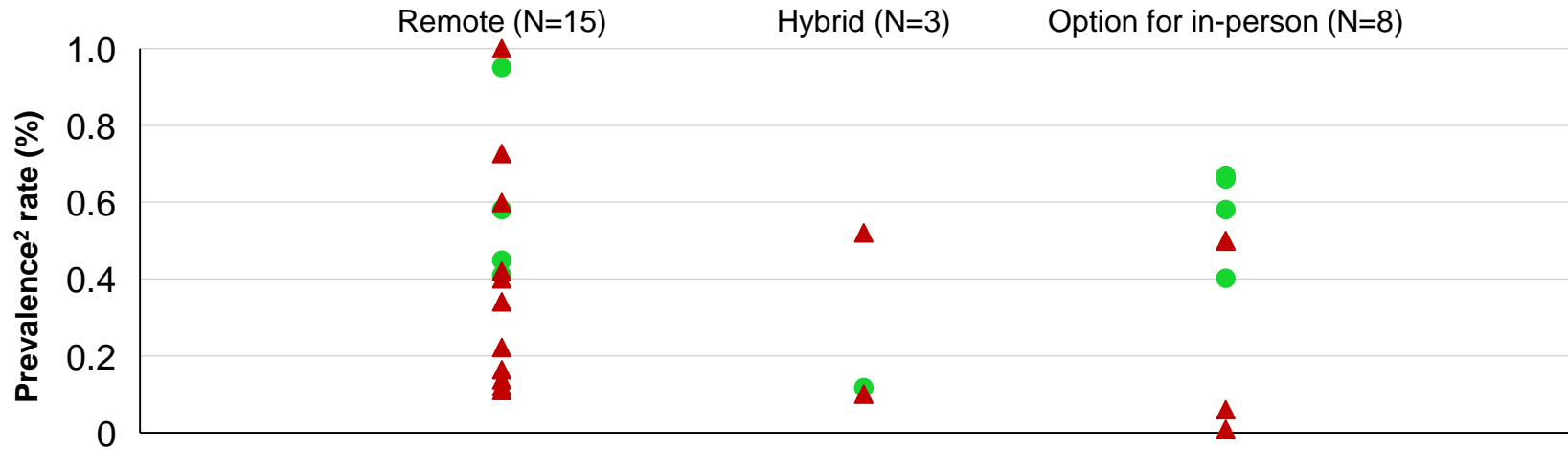
1. Number of days in a period with the rate of new infections <6% day-over-day
2. Internal case ratio (ICR) is a measure to assess persistent trend over past 15 days, calculated by current 5-day average divided by preceding 5, 10, and 15 day averages
3. Prevalence is measured as current active cases / state population

Health data and reopening plans vary by district

Top 30 largest school districts in the U.S.

- Negative growth rate in cases
- ▲ Positive growth rate in cases

Currently announced model¹



Metric	Remote (N=15)	Hybrid (N=3)	Option for in-person (N=8)
Average prevalence rate ²	0.44%	0.25%	0.42%
Avg. growth rate in cases	2.33%	0.77%	0.20%
Avg. infection rate ³	1.12	1.09	1.08
Dist. of infection rate	1.03 to 1.26	1.02 to 1.16	1.02 to 1.15
Avg. ICU headroom used ⁴	69%	44%	73%

Key

- Highest value in row
- Middle value in row
- Lowest value in row

1. As of July 20th, 2020
 2. Case prevalence measures the number of active COVID-19 cases in a state as a percentage of population. A COVID-19 case is counted as active during the 14 days after it is confirmed
 3. Average number of individuals infected by a COVID-19 patient
 4. Estimate of the percentage of ICU beds not currently being used by COVID-19 patients that are needed by COVID-19 patients

Note: Excludes 4 districts with re-opening plans not yet announced or approved

Source: McKinsey Coronavirus Response Center; Covidactnow.org; EdWeek; Niche.com

Re-opening model archetypes

- **Remote:** districts with plans that either start fully remote in the fall or remain fully remote throughout the school year
- **Hybrid:** districts with plans that provide students with both in-person and remote learning during each school week
- **Option for in-person:** districts with plans that provide parents the choice for fully in-person instruction, or remote / hybrid

Key takeaways

- Relative to the top 30 largest districts, those that announced plans for remote learning had a higher prevalence rate
- Nearly 90% of the 30 largest districts have not mandated a hybrid model
- Of the 30 largest districts, none required fully in-person learning as the only option for families

Some LEAs have announced a remote start for the Fall, in the face of growing infection rates

LEAs (grouped by state)	Confirmed ¹ cases (growth rate ²)	Concerns over in-person instruction (non-exhaustive)	
CA	San Diego Unified School District	San Diego County: 23,114 (+12.6%)	Rise in cases
	Los Angeles Unified School District	Los Angeles County: 153,152 (-0.5%)	Ability to test for the virus at schools
	Santa Ana Unified School District	Orange County: 29,011 (-4.9%)	
TX	Houston Independent School District	Houston County: 203 (+1.9%)	Upward trend in the trajectory of new COVID-19 cases
GA	Atlanta Public Schools	Fulton County: 12,872 (-0.9%)	Substantial spread of coronavirus in communities, upward trend in the trajectory of new COVID-19 cases
	DeKalb County School District	DeKalb County: 9,597 (+4.4%)	
	Clayton County Public Schools	Clayton County: 3,331 (+4.2%)	Sentiment of teachers and community members
	Gwinnett County Public Schools	Gwinnett County: 13,234 (+0.1%)	



One fact is clear: those countries that have managed to safely reopen schools have done so with declining infection rates and on-demand testing available
-San Diego Unified School District



In a letter to parents, the superintendent of the San Diego Unified School District, said nothing was decided beyond beginning the academic year online. An August 10 update will address the possibility of returning to in-person instruction later on.
-Washington Post






It could be that in two weeks we see that the numbers go down dramatically and that we can go to a hybrid model or we could go to a traditional model if cases decrease significantly
-Atlanta Public Schools Board Chair

1. Confirmed cases for relevant county include presumptive positive cases listed in data from Johns Hopkins University (see <https://coronavirus.jhu.edu/map.html> for more details)

2. Percentage growth rate is averaged across 7 days and may not reflect true daily growth rate

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

Country	Affected area	Change in policy	Date of reopen ¹	Date of change
UK 	Local, City of Leicester	<ul style="list-style-type: none"> ▪ 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 children² ▪ 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	<ul style="list-style-type: none"> ▪ State's Chief Minister announced that the entire district 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 area³ 	5/4	6/23
South Korea 	Local, Seoul and nearby metropolitan areas	<ul style="list-style-type: none"> ▪ Health Minister announced the closure of over 500 schools in the area (and halted other public gatherings) as cases surged⁴ ▪ Government is considering new lockdown measures as case counts increase, including shutting down schools, professional sports, and non-essential businesses⁵ 	5/20	5/29 6/29

1. Most re-openings 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

Questions?

Contents

Testing SEAs' readiness for new responsibilities this year

Decision-making for switching between school models (face-to-face, hybrid, remote)

How to prepare LEAs to test their plans

There are a few different options for supporting LEAs in pressure testing their plans

● Deep dive to follow



Checklist / rubric
*Comparing LEA plans
to state guidance*



Facilitated community forum
*Joint call with multiple LEAs of similar
size or location to
peer compare*



**Provide tools for LEAs
to run a “day in the life
of” (DILo) tabletop
simulation**

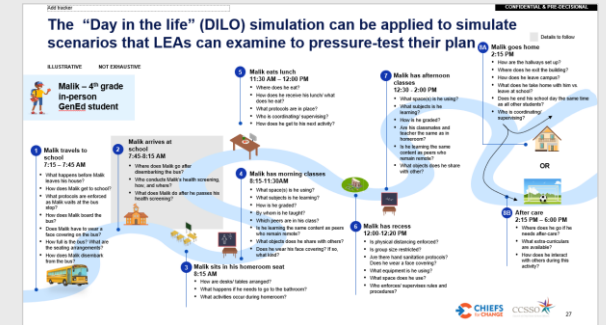
Low

High

Level of
depth

A “day in the life of” (DILO) simulation creates three key outputs

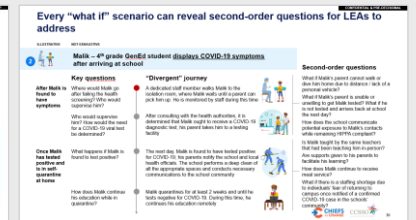
1 Process steps for the ‘day in the life of’ the persona (e.g., Malik), with operational questions associated with each process step



2 Initial answers to operational questions posed



3 ‘What if’ scenarios to pressure test preparedness for ‘atypical’ days



The “Day in the life” (DILO) simulation can be applied to simulate scenarios that LEAs can examine to pressure-test their plan

Details to follow

ILLUSTRATIVE NOT EXHAUSTIVE



Malik – 4th grade in-person GenEd student

1 Malik travels to school 7:15 – 7:45 AM

- What happens before Malik leaves his house?
- How does Malik get to school?
- What protocols are enforced as Malik waits at the bus stop?
- How does Malik board the bus?
- Does Malik have to wear a face covering on the bus?
- How full is the bus? What are the seating arrangements?
- How does Malik disembark from the bus?



2 Malik arrives at school 7:45-8:15 AM

- Where does Malik go after disembarking the bus?
- Who conducts Malik’s health screening, how, and where?
- What does Malik do after he passes his health screening?



3 Malik sits in his homeroom seat 8:15 AM

- How are desks/ tables arranged?
- What happens if he needs to go to the bathroom?
- What activities occur during homeroom?

5 Malik eats lunch 11:30 AM – 12:00 PM

- Where does he eat?
- How does he receive his lunch/ what does he eat?
- What protocols are in place?
- Who is coordinating/ supervising?
- How does he get to his next activity?



4 Malik has morning classes 8:15-11:30AM

- What space(s) is he using?
- What subjects is he learning?
- How is he graded?
- By whom is he taught?
- Which peers are in his class?
- Is he learning the same content as peers who remain remote?
- What objects does he share with others?
- Does he wear his face covering? If so, what kind?



6 Malik has recess 12:00-12:20 PM

- Is physical distancing enforced?
- Is group size restricted?
- Are there hand sanitation protocols? Does he wear a face covering?
- What equipment is he using?
- What space does he use?
- Who enforces/ supervises rules and procedures?



7 Malik has afternoon classes 12:30 - 2:00 PM

- What space(s) is he using?
- What subjects is he learning?
- How is he graded?
- Are his classmates and teacher the same as in homeroom?
- Is he learning the same content as peers who remain remote?
- What objects does he share with others?

8A Malik goes home 2:15 PM

- How are the hallways set up?
- Where does he exit the building?
- How does he leave campus?
- What does he take home with him vs. leave at school?
- Does he end his school day the same time as all other students?
- Who is coordinating/ supervising?



OR



8B After care 2:15 PM – 6:00 PM

- Where does he go if he needs after-care?
- What extra-curriculars are available?
- How does he interact with others during this activity?

Deep-dive: Malik arrives at school

How might the SEA be involved in this process?

Is the SEA monitoring the health and safety metrics, and recommending when new measures are needed? Is the SEA supporting the LEA with re-allocation of funds for transportation needs (e.g. for labor, PPE on buses)?

ILLUSTRATIVE NOT EXHAUSTIVE

2



Malik – 4th grade GenEd student arrives at school after taking the bus

Key questions

Where does Malik go after disembarking the bus?

Who conducts Malik's health screening, how, and where?

What does Malik do after he passes his health screening?

Typical journey

7:45 ● Malik walks towards a building entrance that has been designated for his cohort
He waits 6ft apart from his peers in line to get his temperature checked and symptoms screened. His foot traffic is directed by physical guides / barriers

8:00 ● A dedicated staff member wearing a surgical mask takes Malik's temperature with a no-contact thermometer and conducts a symptom check; Malik's temperature is normal and he has no symptoms

8:15 ● He enters the school building and sanitizes his hands at a hand washing station
He then walks to to his homeroom meeting space, following physical guides / barriers as he walks through the hallways



Considering “what if” scenarios along Malik’s journey can reveal further operational complexity

ILLUSTRATIVE

NOT EXHAUSTIVE

2



Malik – 4th grade GenEd student arrives at school after taking the bus

Key questions

Where does Malik go after disembarking the bus?

Who conducts Malik’s health screening, how, and where?

What does Malik do after he passes his health screening?

Typical journey

7:45 ● Malik walks towards a building entrance that has been designated for his cohort
He waits 6ft apart from his peers in line to get his temperature checked and symptoms screened. His foot traffic is directed by physical guides / barriers



8:00 ● A dedicated staff member wearing a surgical mask takes Malik’s temperature with a no-contact thermometer and conducts a symptom check; Malik’s temperature is normal and he has no symptoms



8:15 ● He enters the school building and sanitizes his hands at a hand washing station
He then walks to to his homeroom meeting space, following physical guides / barriers as he walks through the hallways



How might the SEA be involved in this process?

Is the SEA tracking suspected cases across LEAs?
Is the SEA working with LEAs to liaise with local health authorities and providing updated testing locations to families?

What if... Details follow

...There is inclement weather when Malik arrives at school?

Is Malik still supposed to wait outside while waiting to receive his health screening? Does the school have a safe alternative place for Malik and his classmates to wait?

...Malik does not pass his health screening?

Where would Malik go after failing the health screening? Who would supervise him? How would the need for a COVID-19 viral test be determined? What happens if Malik is found to test positive? How does Malik continue his education while in quarantine?

Every “what if” scenario can reveal second-order questions for LEAs to address

ILLUSTRATIVE

NOT EXHAUSTIVE

2

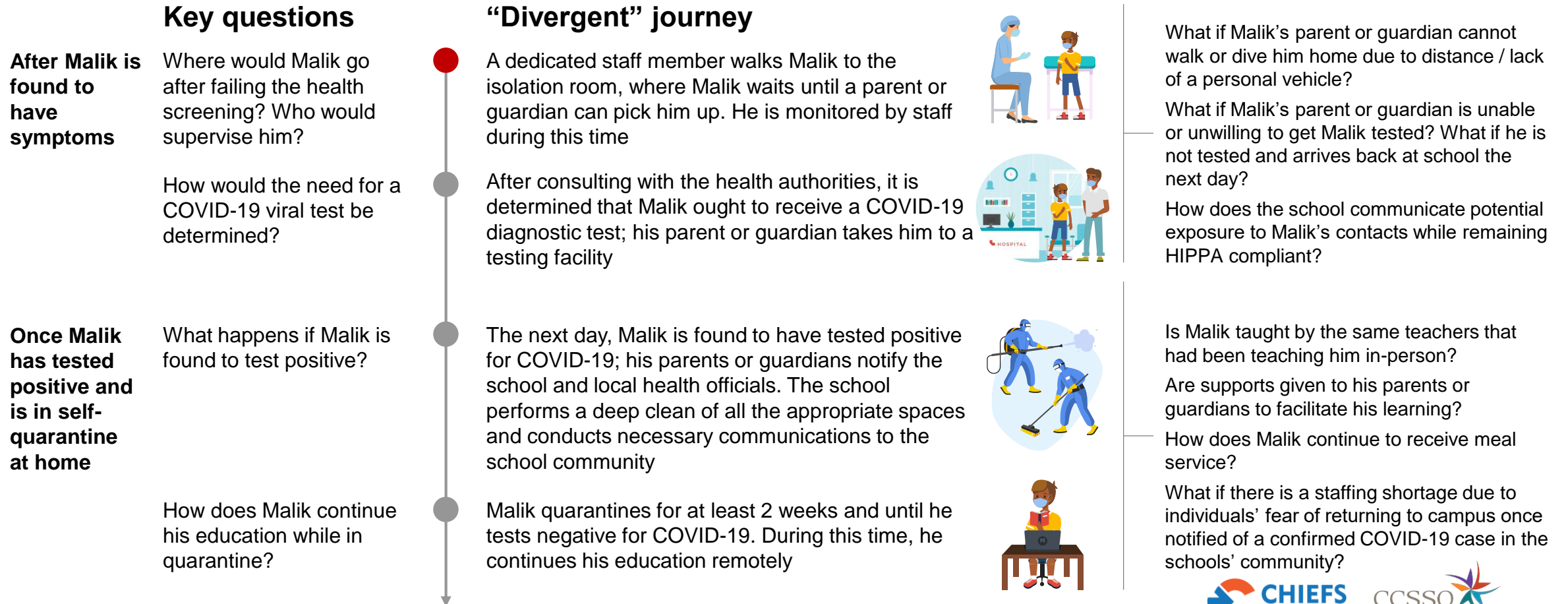


Malik – 4th grade GenEd student displays COVID-19 symptoms after arriving at school

How might the SEA be involved in this process?

Should the LEA/school report the failed health screening or positive test to the SEA? Should the SEA help provide support to families (e.g., additional instructional support) of recovering students?

Second-order questions



Next phases for building out your DILo simulation

Simulation can be developed in multiple stages as planning progresses



Initial virtual testing



Pressure test your plan within your team

Goal: Identify key “pitfalls” to address with core team



Advanced virtual testing and training



Once addressed ~80% of scenarios, invite key stakeholders (principals, staff, teachers) to participate in a simulation

Goal: Train stakeholders and build their confidence in plan

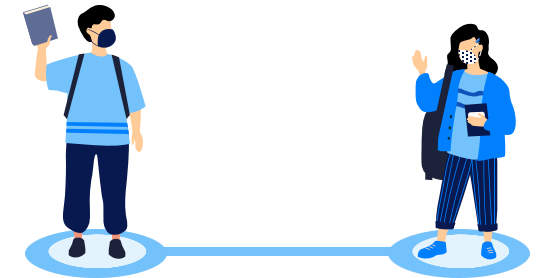


Physical simulation at the school



Walk through DILo with select group to identify final scenarios

Goal: Strengthen communication of the plan and pressure test in-person



Some LEAs are completing an additional “soft opening” pilot phase

There are several ways SEAs can help LEAs run a DILO simulation

SEAs can...

1



Make a toolkit available to LEAs (instructions, templates, etc.)

2



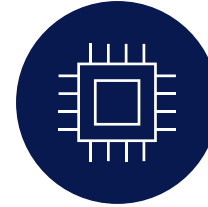
Host webinars / training sessions to explain DILO to LEAs

3



Require LEAs to run DILO and submit a summary of their outputs as part of their reopening plans

4



Facilitate a few DILO simulations with select LEAs; record and make available for all LEAs

5



Host ongoing working sessions with LEAs to facilitate their DILO simulations

Questions



1

What has resonated with you through this webinar? (e.g., new responsibilities, decision-making for switching school models, etc.)?

2

What are some challenges you're currently wrestling with or anticipating, in terms of supporting LEAs through this year?