Testing your reopening preparedness

This Document is current only as of July 9, 2020
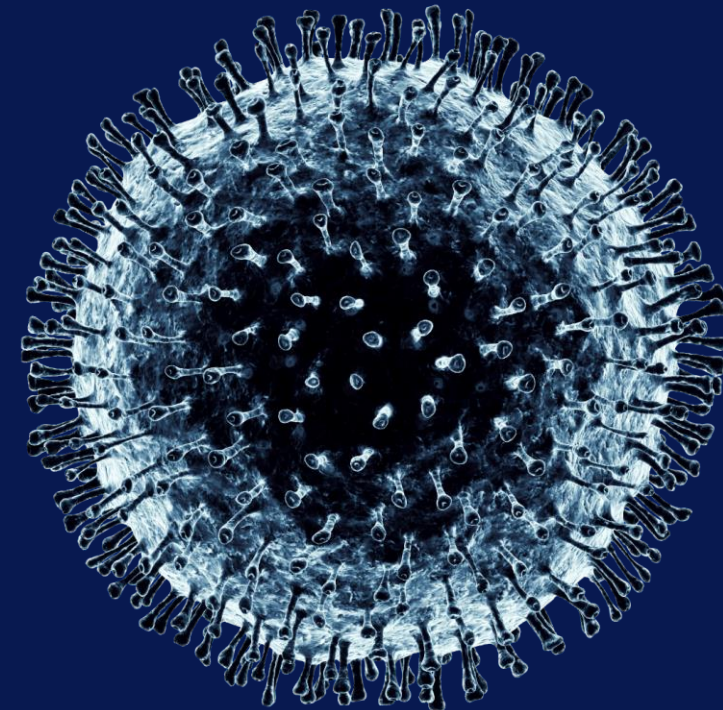
Detailed agenda for this webinar

Topic and description	Time

1   **Introduction and recap of the webinar series**   **5 mins**

2   **Overview of "Day in the life of" (DILO) planning tool**   **35 mins**
- A student's in-person journey, with focus on scenario planning and "testing" operational protocol
- A high school chemistry teacher's journey
- A parent's remote learning supervision journey
- <u>Facilitated discussion:</u> What are other considerations and scenarios for these "journeys"?

3   **Considerations for facilitating DILO simulations for your district**   **20 mins**
- Overview of facilitating a simulation, including roles and responsibilities and inputs needed
- <u>Facilitated discussion:</u> How might your district team use this simulation in the final weeks of planning?

Contents

Introduction

Overview of "Day in the life of" (DILO) planning tool

Considerations for facilitating DILO simulations for your district

Today's presenters

Mike Magee

Chief Executive Officer,
Chiefs for Change

Julia Rafal-Baer

Chief Operating Officer,
Chiefs for Change

Pete Gorman

Chief in Residence,
Chiefs for Change

Leah Pollack

Partner,
McKinsey & Company

Jimmy Sarakatsannis

Partner,
McKinsey & Company

Our focus today will be on bringing together the various elements of districts' reopening plan, to test overall preparedness

Last webinar

Practical planning for Fall reopening

Discussion of operational planning for a successful fall reopening, with a focus on:

- Lessons learned from the first few months of reopening in international school systems
- "How to reopen" – physical capacity constraints and scheduling practicalities for the Fall

Today's Webinar

Testing your reopening preparedness

Guidance on critical academic and operational questions to solve for successful fall reopening, including how to stress-test your own planning to identify key potential constraints or failure points

**Thursday, July 23
4.30 – 5.30p ET**

How to monitor and evaluate

Overview of organizational structures and operating processes needed to respond nimbly to changing conditions and the needs of students, teachers and broader system over the next 6 – 18 months

Contents

Introduction

Overview of "Day in the life of" (DILO) planning tool

Considerations for facilitating DILO simulations for your district

Three journeys we will cover in today's "Day in the Life" exercise

1 **Malik,** a 4th grade in-person GenEd student

2 **Ms. Gomez,** a high school chemistry teacher
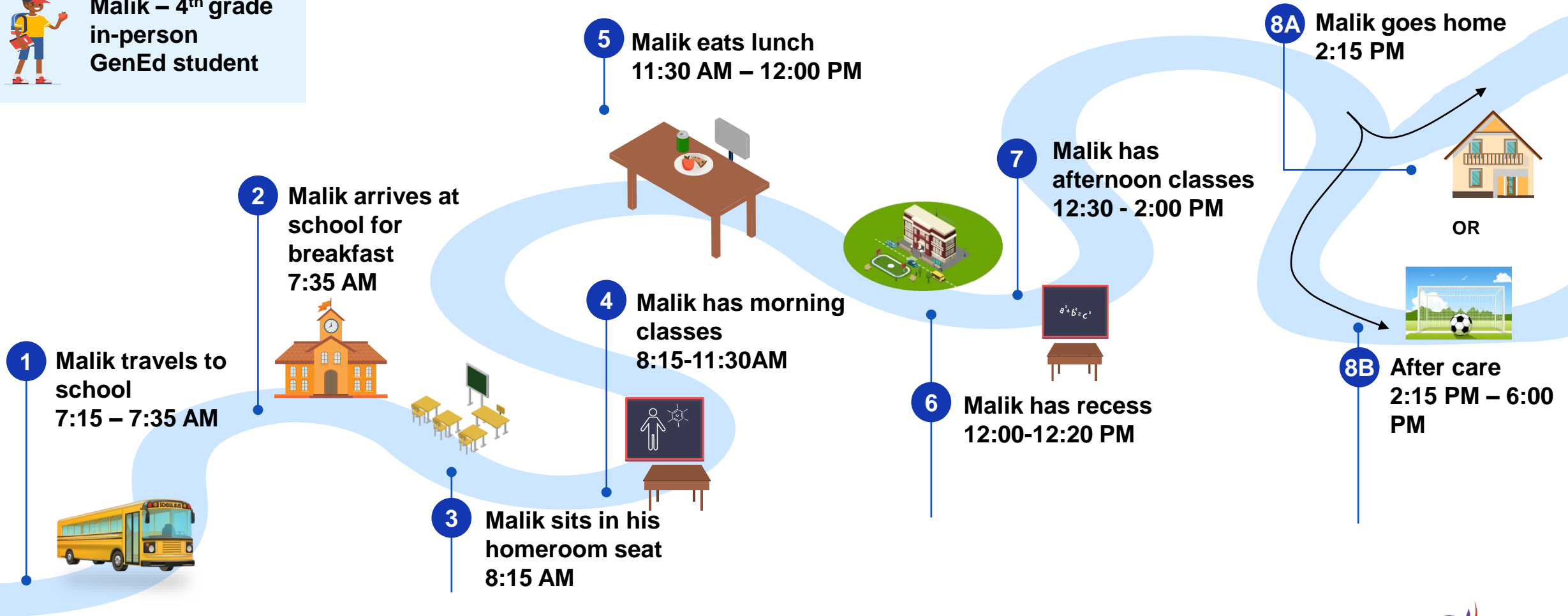
3 **Tammy,** a working mother of a 7th grade hybrid learning student

A "Day in the life" (DILO) simulation lays out the journey of an individual through the school day, and can help districts pressure-test their plan

ILLUSTRATIVE   NOT EXHAUSTIVE

Malik – 4th grade in-person GenEd student

1 Malik travels to school
7:15 – 7:35 AM

2 Malik arrives at school for breakfast
7:35 AM

3 Malik sits in his homeroom seat
8:15 AM

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

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

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

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

8A Malik goes home
2:15 PM

OR

8B After care
2:15 PM – 6:00 PM

CHIEFS for CHANGE   CCSSO
Council of Chief State School Officers

Districts can develop a comprehensive list of operational questions associated with each activity to address

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?
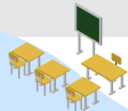
3 Malik sits in his homeroom seat
8:15 AM
- How are desks/ tables arranged?
- What happens if he needs to go to the bathroom?
- What activities occur during homeroom?

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?

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?
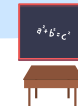- How does he get to his next activity?

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 other?

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 travels to school by bus

ILLUSTRATIVE   NOT EXHAUSTIVE

1 **Malik – 4th grade GenEd student <u>takes the bus to school when in-person</u> Monday and Thursday**

Key questions

|	Typical journey
When and how does Malik travel to school?	**7:00** Malik rides a district operated bus to school on the 2 days per week in which he takes in-person classes. He walks to the bus stop with his parent or older brother, who has in-person class on Mondays and Tuesdays
What protocols are in place as Malik waits for the bus?	**7:20** Malik is expected to maintain 6 ft of space between himself and anyone not living in his household
How does Malik board the bus?	**7:25** He boards the bus by waiting in a single file line, maintaining 6ft of space between himself and others; he must put on his mask before getting on the bus
Where does Malik sit on the bus?	**7:30** Malik either sits in a seat alone or shares one with his brother. Malik's closest peer sits in the row behind him on the opposite side of the bus
How does Malik disembark from the bus?	**7:30** Malik disembarks the bus in a single file line, with 6ft distance facilitated by markings
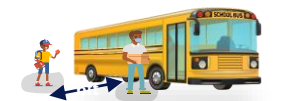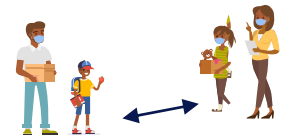
1. Temperature check, checking for flu-like symptoms, and ensuring no contact with anyone whose tested positive with COVID in the last 14 days
2. Assuming demand is the same as pre-COVID-19 – March 2020

Considering "what if" micro scenarios can help district teams prepare for the alternate scenarios students and others may face

ILLUSTRATIVE   NOT EXHAUSTIVE

1 Malik – 4th grade GenEd student <u>takes the bus to school when in-person</u> Monday and Thursday

Key questions

When and how does Malik travel to school?

What protocols are in place as Malik waits for the bus?

How does Malik board the bus?

Where does Malik sit on the bus?

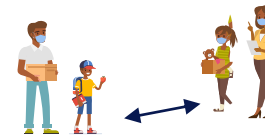**How does Malik disembark the bus?**

Typical journey

7:00 Malik rides a district operated bus to school on the 2 days per week in which he takes in-person classes. He walks to the bus stop with his parent or older brother, who has in-person class on Mondays and Tuesdays

7:20 Malik is expected to maintain 6 ft of space between himself and anyone not living in his household

7:25 He boards the bus by waiting in a single file line, maintaining 6ft of space between himself and others; he must put on his mask before getting on the bus

7:30 Malik either sits in a seat alone or shares one with his brother. Malik's closest peer sits in the row behind him on the opposite side of the bus

7:45 Malik disembarks the bus in a single file line, with 6ft distance facilitated by markings

What if…

…Malik walks to the bus stop with his brother on a Tuesday *(a day he is supposed to be remote)* **and attempts to board the bus?**

Is he permitted to board the bus? Would the bus driver known he's not supposed to be on the bus? If so, what happens when he gets to school?

If not, does the bus driver leave him at the bus stop to walk home alone? Does the bus wait for Malik's parent to come pick him up? If a parent cannot be reached, does Malik's brother have to get off the bus and take him home? If so, does his brother miss a day of school?

…Malik forgets his mask?

Is the driver responsible for providing him with one? What if the driver is out of masks?

1. Temperature check, checking for flu-like symptoms, and ensuring no contact with anyone whose tested positive with COVID in the last 14 days
2. Assuming demand is the same as pre-COVID-19 – March 2020

Deep-dive: Malik arrives at school

2 **Malik – 4th grade GenEd student <u>arrives at school</u> after taking the bus**
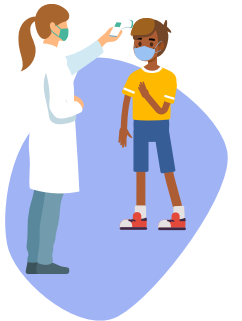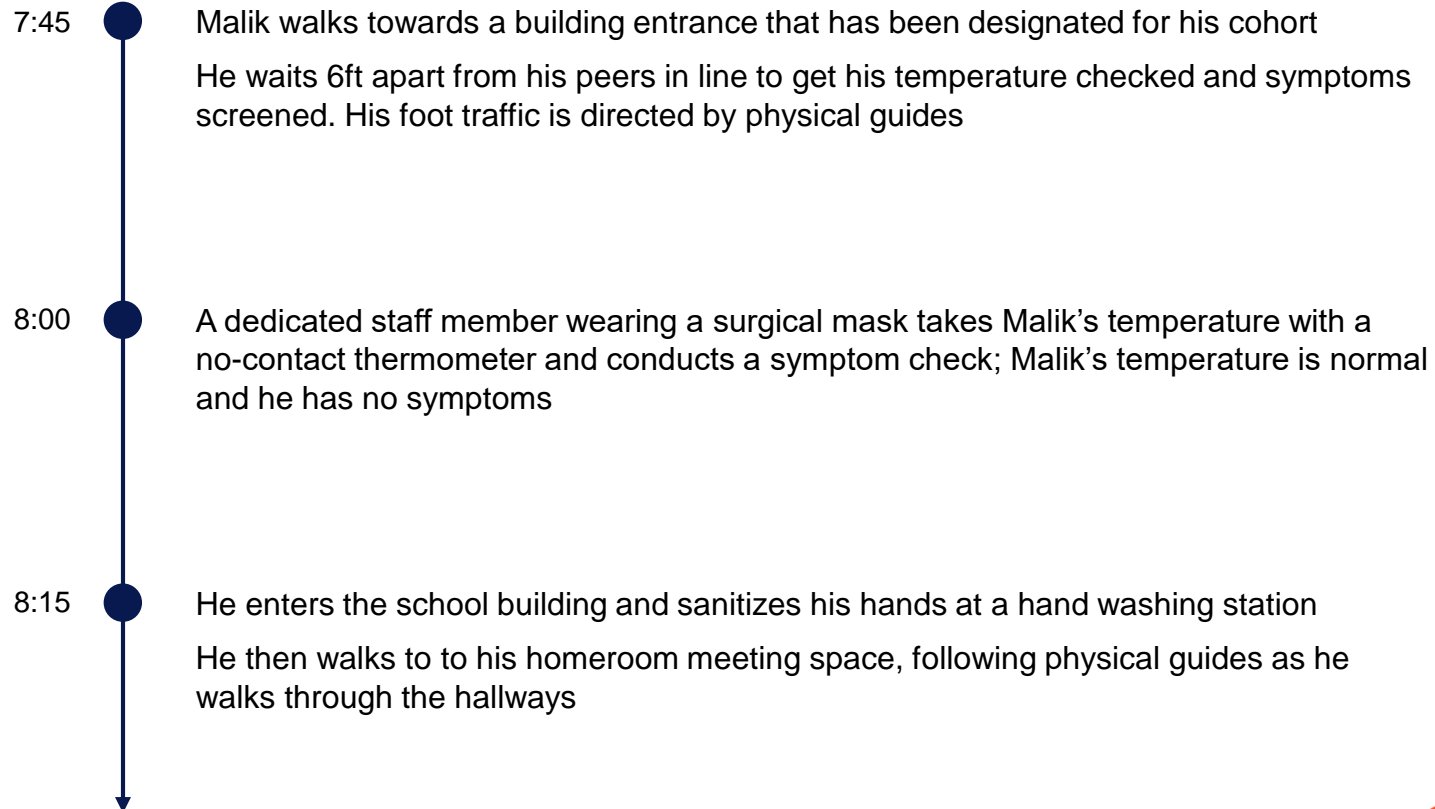
Key questions

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

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 as he walks through the hallways

Placing Malik's arrival in the context of others who will be in-person that day can reveal operational complexity

☐ Details follow

ILLUSTRATIVE　　　**NOT EXHAUSTIVE**

(2) **Malik – 4th grade GenEd student <u>arrives at school</u> 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

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 as he walks through the hallways

What if…

…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?

CHIEFS for CHANGE　CCSSO
Council of Chief State School Officers

13

Alternative plans may need to be detailed as further "what if" micro scenarios are explored

ILLUSTRATIVE   NOT EXHAUSTIVE

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

What if…

	Key questions	**"Divergent" journey**
After Malik is found to have symptoms	Where would Malik go after failing the health screening? Who would supervise him?	● A dedicated staff member walks Malik to the isolation room, where Malik waits until a parent can pick him up. He is supervised during this time
	How would the need for a COVID-19 viral test be determined?	After consulting with the health authorities, it is determined that Malik ought to receive a COVID-19 diagnostic test; his parent takes him to a testing facility
Once Malik has tested positive and is in self-quarantine at home	What happens if Malik is found to test positive?	The next day, Malik is found to have tested positive for COVID-19; his doctor notifies the school and local health officials. The school performs a deep clean of all the appropriate spaces and conducts necessary communications to the school community
	How does Malik continue is education while in quarantine?	Malik quarantines for at least 2 weeks and until he tests negative for COVID-19. During this time, continues his education remotely

What if Malik's parent cannot walk or dive him home due to distance / lack of a personal vehicle?

What if Malik's parent is unable or unwilling to get Malik tested? What if he is not tested and arrives back at school the next day?

How does the school communicate potential exposure to Malik's contacts while remaining HIPPA compliant?

Is Malik taught by the same teachers that had been teaching him in-person?

Are supports given to his parents to facilitate his learning?

How does Malik continue to receive meal service?

How does the school manage any unexpected staffing shortages?

CHIEFS for CHANGE   CCSSO   Council of Chief State School Officers

14

Before Malik even sits down for his first class…

"Typical" journey

7:00 — Malik rides a district operated bus to school on the 2 days per week in which he takes in-person classes. He walks to the bus stop with his parent or older brother, who has in-person class on Mondays and Tuesdays

7:20 — Malik is expected to maintain 6 ft of space between himself and anyone not living in his household

7:25 — He boards the bus by waiting in a single file line, maintaining 6ft of space between himself and others; he must put on his mask before getting on the bus

7:30 — Malik either sits in a seat alone or shares one with his brother. Malik's closest peer sits in the row behind him on the opposite side of the bus

7:45 — Malik disembarks the bus in a single file line, with 6ft distance facilitated by markings

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

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 as he walks through the hallways

… his "typical" journey cuts across several workstreams

Key items to resolve across workstreams

HR	**Potential mitigation of bus driver shortage** needed to enable physical distancing, accommodate new academic schedules, and adapt to drivers' potential unwillingness or inability to return due to COVID-19. **Professional development** likely needed to implement & support enforcement of new protocols
Health & safety	**Development of new protocols** for transportation, health screening, and school entry
Transport-ation	**Potential mitigation of bus capacity shortage** required due enable physical distancing, accommodate new academic schedules, and allow for alternative use of buses (e.g., meal distribution)
Academic calendar	**Coordination with transportation and building operations** may be required to ensure the correct students can safely enter classrooms at the correct time
Building operations	**Procurement of additional supplies** including thermometers, PPE, and cleaning supplies **Implementation of physical guides** to direct foot traffic and help maintain physical distancing during the arrival of different student cohorts to campus

If Malik's journey is "atypical"…

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

"atypical" journey

8:00 am

A dedicated staff member wearing a surgical mask takes Malik's temperature with a no-contact thermometer and conducts a symptom check; Malik has symptoms

A dedicated staff member walks Malik to the isolation room, where Malik waits until a parent can pick him up. He is monitored by staff during this time

After consulting with the health authorities, it is determined that Malik ought to receive a COVID-19 diagnostic test; his parent takes him to a testing facility

The next day, Malik is found to have tested positive for COVID-19; his parents notify the school and local health officials. The school performs a deep clean of all the appropriate spaces and conducts necessary communications to the school community

Malik quarantines for at least 2 weeks and until he tests negative for COVID-19. During this time, continues his education as well as receives nutritional and other support services remotely

… even more workstreams may be involved

Key items to resolve across workstreams

Workstream	Description
HR	Personnel required to monitor Malik on his way to and while inside the isolation room. If his parent cannot pick him up for several hours, staff may need to take shifts
Health & safety	May require additional PPE and protocols that allow Malik to use the bathroom, eat, and continue his education while in the isolation room
Academic scheduling	Scheduling may need to be adapted if Malik's confirmed case results in short-term closures and/ or to accommodate his transition to full-time remote education
Building operations	An isolation room must be prepared to hold Malik and any other students that may display symptoms at the same time
Academics	An academic plan must be in place to allow Malik to seamlessly transition from taking some of his classes in-person to taking all remote
Technology	Additional tech & tech support may be required to enable Malik's transition to full-time remote education during self-quarantine
External communications & partnerships	May require coordination with local health officials and appropriate, HIPPA-compliant communication with community members
Nutritional & other support services	The schools may need to coordinate how to provide Malik nutritional and other support services while he is self-quarantining
Transportation	The bus Malik took to school may need to be pulled from its next route to enable additional sanitation. Alternative arrangements may need to be made if Malik cannot walk and does not have access to provide transportation after displaying symptoms

CHIEFS for CHANGE   CCSSO Council of Chief State School Officers

16

Districts can also pressure test their plans by running additional DILO simulations: for example, Ms. Gomez, Chemistry teacher

ILLUSTRATIVE   Details to follow

Monday school schedule

2 Ms. Gomez arrives to school 6:45 AM

What are the school entry procedures?
Who is coordinating and supervising?
What equipment will be required (thermometers, hand sanitizers?)

1 Ms. Gomez drives to school 6:30 AM

Are there any special transportation accommodations for staff who would usually take public transit?

3 Ms. Gomez holds extra help time with her home room 7:35-8:15 AM

How are the students arranged?
Does she wear a face covering?
Do her students wear face coverings?

4 Ms. Gomez teaches two AP chemistry labs, 8:15-10:15 AM

How are the students arranged?
How many students are in the class?
Is the class being streamed synchronously?
What are the protocols for switching between the first and second class?

5 Ms. Gomez has a staff meeting 10:15-11 AM

Do administrative meetings happen face-to-face or virtually?
Are there any regular COVID-19 updates (e.g., rule changes, case counts) for teachers?

6 Ms. Gomez eats lunch 11 PM

Where does she eat?
Who does she eat with, if anyone?
Is she responsible for supervising students during their lunch period?

7 Ms. Gomez teaches her online chemistry class 11-1 PM

What technology is she using?
Are there any face-to-face students?
Are the lessons live or pre-recorded?
Who is helping coordinate remote students during the lesson?

8 Ms. Gomez has a training on remote teaching techniques 1-2PM

Is the training face-to-face?
Who designed the training?
Who delivers the training?
Who funds the training?

9 Ms. Gomez holds extra help period 2-3PM

Can remote students ask for help during this period?
Are students allowed to move freely and come to her classroom?

CHIEFS for CHANGE   **CCSSO** Council of Chief State School Officers
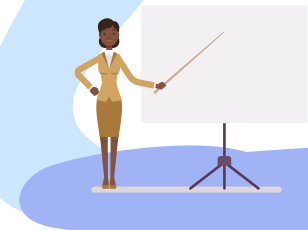
As the persona becomes more nuanced, workstream leads may identify gaps in operational planning

Ms. Gomez, high school chemistry teacher teaches two AP chemistry labs

Key questions

How does class begin?

How are the students arranged in class?

Is the class being streamed synchronously?

What if students show up and are out of sequence with the learning of the remote class?
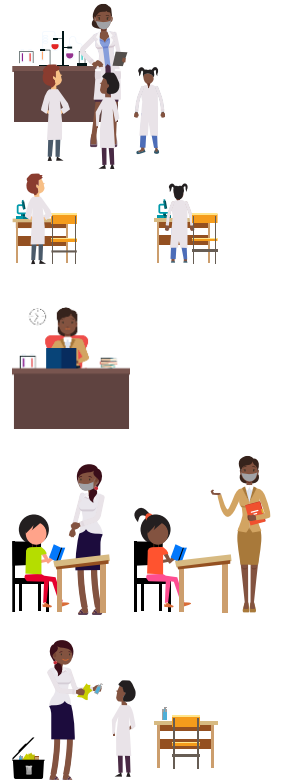
Who is helping Ms. Gomez in the classroom?

What are the protocols for switching between the first and second class?

What happens if Ms. Gomez begins to feel sick?

Illustrative answers

8:00 — Ms. Gomez takes attendance, performs a brief hygiene and safety training, and begins lesson

8:15 — Labs are arranged in small classes, one student per desk with 6 foot distance

8:30 — Labs are conducted in person, Ms. Gomez dedicates office hour to provide back up materials to students who are sick at home

8:45 — *GAP IDENTIFIED*

9:00 — Teacher aides assist with supporting vulnerable students: preparing notes for students at home and providing individual help to students in class

9:15 — Group 1 leaves by 9:05, Ms. Gomez and teacher aide oversee disposal of materials by group 1 and provide Group 2 with sanitizing wipes to clean their desk before class begins[1]

9:30 — *GAP IDENTIFIED*

1. If possible due to lab capacity, conduct both classes in separate labs so that the teacher and staff are the only ones to rotate between spaces

Additional "what-if" scenarios may reveal gaps in operational planning

Ms. Gomez, high school chemistry teacher teaches two AP chemistry labs

Key questions

		Illustrative answers
How does class begin?	8:00	Ms. Gomez takes attendance, performs a brief hygiene and safety training, and begins lesson
How are the students arranged in class?	8:15	Labs are arranged in small classes, one student per desk with 6 foot distance
Is the class being streamed synchronously?	8:30	Labs are conducted in person, Ms. Gomez dedicates office hour to provide back up materials to students who are sick at home
What if students show up and are out of sequence with the remote class?	8:45	*GAP IDENTIFIED*
Who is helping Ms. Gomez in the classroom?	9:00	Teacher aides assist with supporting vulnerable students: preparing notes for students at home and providing individual help to students in class
What are the protocols for switching between the first and second class?	9:15	Group 1 leaves by 9:05, Ms. Gomez and teacher aide oversee disposal of materials by group 1 and provide Group 2 with sanitizing wipes to clean their desk before class begins[1]
What happens if Ms. Gomez begins to feel sick?	9:30	*GAP IDENTIFIED*

What if…

…One of Ms. Gomez's students feels sick?

Does someone escort the student to the nurse? Are the hallways cleared to avoid exposure as they pass? Does Ms. Gomez continue class as usual once the student is sent to the nurse?

…The teacher aide is absent?

How many aides are available for special needs students across school? How easily can a substitute aide take another's place? Does the teacher resume any additional responsibilities in the absence of the aide? Does the class structure or length have to change? Can the teacher aide still provide remote assistance?

---

1. If possible due to lab capacity, conduct both classes in separate labs so that the teacher and staff are the only ones to rotate between spaces

CHIEFS for CHANGE   CCSSO
Council of Chief State School Officers

Districts may need to have multiple options for these contingency situations (e.g., if teacher aide is absent)

Ms. Gomez, high school chemistry teacher, has to overcome the absence of her teacher aide

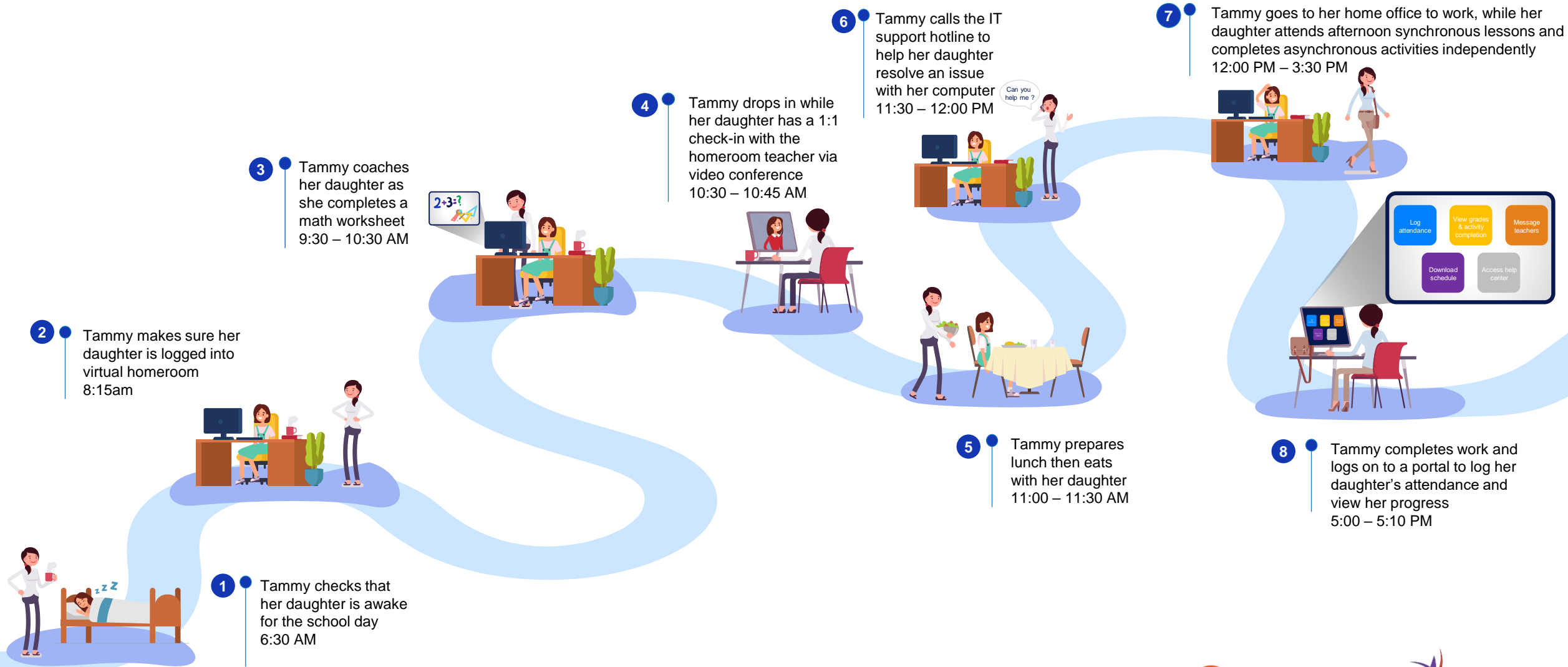|	**Key questions**	**"Divergent" journey**		**For districts to consider**
If substitute aide is available	How many aides are available for special needs students across school? How easily can a substitute aide take another's place?	There is one teacher aide per class, if class has special needs students. Aide assists with academic and emotional elements by providing 1:1 support in class and helping with online learning Substitute aid could provide some support for a single class, but would likely be less effective, as they may not know the students' learning history and unique needs		How does the school define responsibilities for teacher aides? Can they isolate the components of the role that are 'non-teaching', so another member of school staff could step in to support? How does the school hire and train additional teacher aides to be part of a larger substitute pool? What are their responsibilities on "off days"?
If substitute aide is not available	Does the teacher resume any additional responsibilities in the absence of the aide? Does class structure change? Can the teacher aide still provide remote assistance? If so, what is provided?	Ms. Gomez will adjust class to allow for more 1:1 time with special needs students while other students complete lab assignments. Additional support may be provided by Ms. Gomez or teacher aide online (e.g., Uploading class notes to student portal) Teacher aide could complete remote check in at a later point in the student's day for social and emotional support, as well as academic support (e.g., help with online tools)		How can teachers be assisted with taking on additional responsibilities? What is widest range of remote assistance that the aide can provide to support the teacher? What if the aide is sick and cannot assist remotely? How does the school manage the HR components of adding additional responsibilities to teacher workload?

Tammy's journey while her daughter is learning remotely from home (mother of 7th grade hybrid learning student)

1 Tammy checks that her daughter is awake for the school day 6:30 AM

2 Tammy makes sure her daughter is logged into virtual homeroom 8:15am

3 Tammy coaches her daughter as she completes a math worksheet 9:30 – 10:30 AM

4 Tammy drops in while her daughter has a 1:1 check-in with the homeroom teacher via video conference 10:30 – 10:45 AM

5 Tammy prepares lunch then eats with her daughter 11:00 – 11:30 AM

6 Tammy calls the IT support hotline to help her daughter resolve an issue with her computer 11:30 – 12:00 PM

7 Tammy goes to her home office to work, while her daughter attends afternoon synchronous lessons and completes asynchronous activities independently 12:00 PM – 3:30 PM

8 Tammy completes work and logs on to a portal to log her daughter's attendance and view her progress 5:00 – 5:10 PM

Group discussion

1 Of the scenarios discussed (i.e., student does not pass health screening & teacher aide is absent), which one(s) has your district already planned for?

----

2 What are the challenging "scenarios" your team is discussing and planning for?

Contents

Introduction

Overview of "Day in the life of" (DILO) planning tool

Considerations for facilitating DILO simulations for your district

LEAs can consider using DILO as part of the upcoming "pressure testing" portion of the 100-day workplan for school reopening

Note: This page represents a summarized workplan for this webinar

	100 days *Until students arrive* ~May 2020	**90 days** *Until students arrive* ~June 2020	**60 days** *Until students arrive* ~July 2020	**30 days** *Until students arrive* ~August 2020	**Students arrive**
			Today		
Operations		Finalize the school operations plan	Implement operations plan (e.g., procure all items, retrofit facilities)	Run simulations / conduct dry runs to foresee any remaining issues	
Staffing		Determine school staffing needs and develop coverage plan	Assign all staff based on plan, conduct training	Engage teachers and staff to understand readiness to return; adjust based on feedback if necessary	
Academics		Develop high level academic plan	Finalize and roll out academic plan to schools		
Special populations		Ensure academic, staffing plans account for needs of special populations	Hold ESY, newcomer, and special needs programs		
Stakeholder engagement		Survey students, families and teachers to understand comfort with Fall reopening	Continuous engagement with families and broader community on key decisions (i.e. transportation, academics)		

Upcoming "pressure testing" phase

Once LEAs run this simulation, principal supervisors should consider running this with each of the sites, to test preparedness

Source: CFC-GIG 100-Day Workplan (Tool for districts), June 2020

CHIEFS for CHANGE   **CCSSO** *Council of Chief State School Officers*

Running a comprehensive DILO simulation will require a multiple team members and coordination across several functional workstreams

Involvement	Role	Description	Estimated time
Leading the process	1-3 project leads *Appointed by District Chief*	**Lead the data-gathering** required to DILO simulation ▪ Interviewing functional leads ▪ Sketching out the journey of different personas	~30-45 minutes per functional interview
		Leading all team members through the DILO simulation ▪ Highlight gaps in preliminary plans ▪ Call out areas where contingency planning is necessary ▪ Facilitate discussion, document proposed changes	~3-4 hours for simulation
		Report out results from DILO discussion (e.g., suggested changes) to all team members	Via email, or ~30 min call to discuss next steps
Involved in the process	Functional workstream leads, other administrators	**Make time for interviews**, participate in DILO simulation Workstreams to consider include: ■ Academic calendar ■ Athletics & other programming ■ Building operations ■ Academics ■ Transportation ■ External comms & partnerships ■ Technology ■ Health, safety & security ■ Nutritional and other student support services ■ Human resources *Note: exact workstreams will vary by district*	Interview + simulation time
Involved in the process		Any final decisions on changes to procedure (based on DILO simulation) will have to be made by the Superintendent and his/her executive team	*Depends on number / size of changes*

CHIEFS for CHANGE CCSSO
Council of Chief State School Officers

Where gaps are identified and further planning is needed, workstream meetings may need a sharp focus on getting to decisions

SAMPLE MEETING INPUT

Current protocol for face coverings

Middle school students wear face coverings at all times

Teachers and staff wear face coverings at all times

School will provide face coverings up to 2 times for students who forget (extra supplies kept at school)

Gap identified

What if student forgets face covering while attempting to board bus?

Notes from "DILO" simulation:
- Team realized that there is no PPE available on the bus for students
- Further, it would be difficult for the bus drive to "stop" the route to contact parents – also unable to leave child at bus stop

Decision(s) needed

1. **Will there be PPE available on the bus?** If so, who is responsible for procurement and keeping buses stocked?
2. **What are the responsibilities of the bus driver if student is without a face covering?**

District teams can work on a ~2 week schedule for getting the simulation in place and revising protocol based on simulation outcomes
Illustrative schedule

Activity	Week 1					Week 2				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
Project lead(s) conduct(s) interviews	▲	▲	▲							
Project lead(s) synthesize findings, creates simulation scenarios				▲	▲					
Full group reviews DILO simulation, based on initial findings						▲				
Superintendent team follow up meeting – review any "gaps" in planning and assign owners to mitigate							▲	▲		
Superintendent team communicates changes to schools & teachers (followed by families, community)									▲	▲

CHIEFS for CHANGE CCSSO Council of Chief State School Officers

Once DILO roles have been set and the project leads have created the simulation, there are six main steps to run a DILO workshop

A. Select a (set of) persona(s) to use in the simulation

B. Identify core steps in the persona's "typical" daily journey
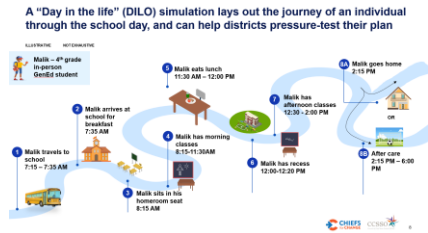
C. Review key questions to address for each step identified

F. Put back into journey and run through updated simulation to ensure strategies are effective

E. Where there are gaps, develop a mitigation plan for each
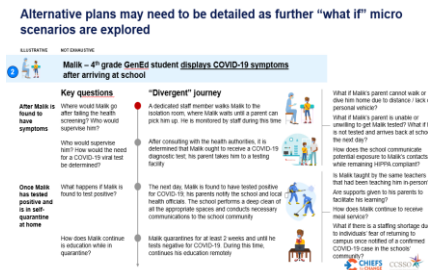
D. Coordinate across workstreams to identify plan misalignments and items to resolve
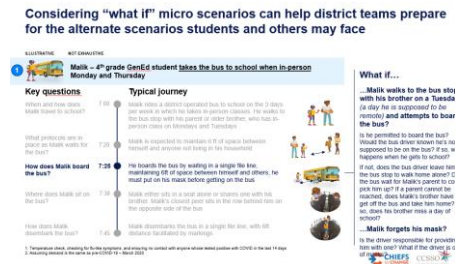
After DILO simulation – superintendent team follow up to:
A. Huddle to make final decisions on suggestions made by the group
B. Communicate any procedural changes to key stakeholders (parents, teachers, students, etc.)

To fully test their plans, Districts can create a variety of personas across grades and roles

ILLUSTRATIVE PERSONAS

	Elementary	Middle School	High School
Student	**Malik**[1] – 4th grade GenEd student *Hybrid learning model*	**Jason** – 7th grade student; mostly GenEd classes, plus art and jazz band *Fully in-person*	**Gabriella** – 10th grade student; math and science-focused *Fully remote*
Teacher	**Mr. Jimenez** – 1st grade GenEd teacher *Hybrid learning model*	**Mr. Sherman** – middle school math teacher *Fully remote*	**Ms. Gomez**[1] – high school chemistry teacher who teaches two AP chemistry labs *Hybrid learning model*
Staff and other	**David** – elementary school bus driver *Fully in-person*	**Tammy**[1] – parent of 7th grade student *Works part time; daughter in hybrid learning model*	**Trish** – high school cafeteria worker *Fully in-person*

Consider: what would happen to each of these individual's schedules if the school had to go "fully remote?"

1. Already covered in this webinar

CHIEFS for CHANGE

CCSSO
Council of Chief State School Officers

Next steps

1 Districts stress-test reopening plans

2 Review communication needs and any additional resources to support re-opening

3 Districts run "DILO" simulation with individual school sites