Planning for COVID-19 Scenarios

#ReadyTogether

Presented to the School Board of Loudoun County

May 5, 2020
Planning for Multiple COVID-19 Scenarios

**Scenario 1:** Reopen schools *without* significant physical distancing or other public health mitigation strategies

**Scenario 2:** Reopen schools *with* physical distancing and/or other public health mitigation strategies

**Scenario 3:** an extension of distance learning
3 scenarios have overlap

Considerations
1. The planning will be modular.
2. Each scenario may have some overlap with another. (Planning modules may be taken from one scenario and used in another.)
3. Modules may be taken and revised from one or more scenarios to face other variations of scenarios.
4. All 3 have some common conditions.
5. There could be a situation where all 3 come in to play over the course of a school year, so each scenario is equally important.
Condition-Based Decision-Making

- Decisions regarding when to reopen schools, how to reopen schools, and whether to extend distance learning will be **condition-based, not time-based**

- The decisions will be based on consideration of pre-defined, science-based trigger points articulated by public health officials as well as any binding directives from other authorities

- Decisions will **not be based on a fixed timeline**
Sprint 1

- April 28 to May 8
- Core work groups include the 45 members of Senior Staff (Superintendent, Chief of Staff, Assistant Superintendents, their direct reports, 8 representative Principals, and Director of Communication and Community Engagement)
- Focuses on first 2 stages of planning (Broad Indicators of Success & More Detailed Indicators of Success) while also starting to develop very simple prototype responses to the scenarios
- Included stakeholder interviews and observations
Quick Recap: Overview of Sprint #1

Meeting 1
Full Senior Staff

Meeting 2
Small Groups

Meeting 3
Small Groups

Meeting 4
Full Senior Staff

WHOLE GROUP
TUESDAY
- Responsive Planning
- Scenario Updates
- Key Components

SMALL GROUPS
THURSDAY
- Select 1 stakeholder group to interview
  - Action Statements + Begin drafting Prototype
- Share stakeholder conversations
  - Continue to build prototype

SMALL GROUPS
TUESDAY

WHOLE GROUP
THURSDAY
- Scenario
  - Share-Out: What is similar across all scenarios? What questions might we need to answer?
- Where to go next

Phase 1: Broad Indicators of Success + Phase 2: More Detailed Indicators of Success
Stakeholder Engagement Sprint 1

During Sprint 1, we jump started the process of learning more regarding stakeholder perspectives, experiences, needs, and expectations through interviews and/or observations

- Each member of Senior Staff interviewed a stakeholder and/or shadowed a stakeholder
- Interview questions will be designed to evoke specific stories that help the listener not only learn about what the partner does, but how they think and feel

Examples of roles interviewed and shadowed:

- Students, teachers, parents
- Other: Bus Driver, Bus Attendant, Head Custodian, Construction Project Manager, Dispatcher, community mental health provider
Stakeholder Engagement
Sprint 1

One thing I learned is ...

- Teachers are exhausted but are working hard to create new ways to learn
- In interviewing a special education teacher, I learned about her process of creating individual and whole group video lessons
- In interviewing teachers that work at an early wave Personalized Learning school, they may feel a bit more confident in moving to distance learning
- Parents are stressed about supporting their children’s learning while working from home

One thing that surprised me was ...

- Students’ adaptability
- So many people (students, teachers, parents) have stretched themselves in new directions
- The success of communicating about our physical distancing plans will contribute to people’s ease about a return

One thing that impacts our sprint planning/scenarios is ...

- We need to prepare for the emotional impact if school is not in a traditional setting next year
- Clear communication will be key
- Importance of continuing to keep facilities clean
- We need to focus on reaching all students
Sprint 2

- May 11 to May 22
- Sprint 2 will focus on refining and further developing two Scenario 2 prototypes and two Scenario 3 prototypes
- The desired outcome is the creation of Scenario 2 and Scenario 3 prototypes (still simple, incomplete, and imperfect) to present to a wider circle of stakeholders
- Sprint 2 will include more participants in work groups in order to expand perspective
  - approximately 80 participants, including some parents, teachers, and students
- Core work groups include Prototype Presenters/Refiners and Feedback Providers
- Feedback providers will draw from multiple external resources to provide feedback regarding prototypes
Sprint 2

Overview of Sprint 2, desired outcomes and prototype working groups established.

Share prototype and receive feedback; time to refine or clarify prototype

Feedback might be used to incorporate directly into prototype or it might be used as guidance to further clarify prototype;

Revised prototypes are shared across all stakeholders in Sprint 2.

Provide key takeaways across all prototypes and Sprint 2 process.

Overview of Sprint 2, desired outcomes and organization of research and feedback established.

Review prototype and provide feedback or clarifying questions; continue researching aspects of prototype and scenario planning.
Sprint 2 Core Work Group Participants

- Core work groups include a total of approximately 80 participants
  - the 45 members of Senior Staff (Superintendent, Chief of Staff, Assistant Superintendents, their direct reports, 8 representative Principals, and Director of Communication and Community Engagement)
  - 5 parent representatives of particular groups (Equity Committee, Gifted Advisory, Hunt District PTA, MSAAC, SEAC) and a community leader from the School Business Partnership Advisory Council
  - 9 other parents or high school students in grades 9-11 identified by School Board members
  - 9 teachers/counselors (varied in terms of elementary, middle, high)
  - Approximately 7 other division level staff members
What to Keep in Mind While Prototyping

- Bias towards action - your best bet is to just make something.
- Think about your idea in a concrete manner.
- Gain insights into ways you can improve your idea.

- Prototyping is all about speed.
- The longer you spend building your prototype, the more emotionally attached you can get.

- Test the prototype against your expected user behaviors and user needs.
- Learn from the gaps in expectations and realities.
- Improve your ideas.
Aim for Safe Enough to Share over Consensus

- To plan for change, let’s get to “safe enough to share”
- “Safe enough to share” operates in sprints, so that we can test ideas, get data, and iterate and evolve the plan
- Consensus is a lowest common denominator approach to decision-making
- Getting people confident around knowns, assumptions, and opinion will help planning
Stakeholder Engagement
Sprints 1 to 3 and Beyond

- Sprint 1: Work group members conduct stakeholder interviews and observations
- Sprint 2: Additional stakeholders join work groups to refine and further develop simple, incomplete, imperfect prototypes of responses to scenarios
- Sprint 3: Stakeholders participate in focus group discussions regarding simple, incomplete, imperfect prototypes of responses to scenarios
- Future sprints include focus groups and surveys
Stakeholder Engagement

- Communication regarding the scenarios and potential responses increases over time
- Focus Groups
  - School Board
  - LCPS groups: Equity Committee, Gifted Education Advisory, Hunt District PTA, MSAAC, SEAC
  - Other parents (parents active with LCPS groups may participate more naturally in stakeholder engagement efforts; be intentional about including others)
  - Employee groups, such as teachers, nurses, Facilities staff members, School Nutrition Workers, Digital Innovation staff members
  - Obtain feedback through focus groups to revise prototypes while providing greater directional clarity within community
- Surveys
Stakeholder Engagement Domains

- Practices/Support
- Quality of Interaction / Communication
- Student Achievement
- Curricular Resources
- Access and Equity
Why is it important to engage stakeholders?

A deep understanding of stakeholders will ensure the following outcomes:

- **Authentic representation of multiple viewpoints**
- **Inputs that prioritize diversity of thought and perspective**
- **Community investment in the upcoming process**

**WHO** you engage and **HOW** you engage people says more about your values than your plan ever will.
Four Stages of Planning

- Broad Indicators of Success: A Painting with Broad Brush Strokes
- More Detailed Indicators of Success: A Painting with More Detailed Brush Strokes, But Still Requiring Interpretation
- Actions for Success: A Painting that Evolves towards a Precise, Detailed Rendering
- “How-to” Manual for Success: Memos, budgets, procedures, regulations, and/or policies
Appendix
Scenario 1
Reopen schools **without** significant physical distancing or other public health mitigation strategies

- Considers the needs and gaps resulting from and/or highlighted by the extended school closure, as well as anticipated realities, such as increased resource limitations

- Planning for the other scenarios will also address the needs and gaps, but in different ways
Scenario 2
Reopen schools with significant physical distancing or other public health mitigation strategies

- Considers the evolving recommendations of public health officials and suggestions regarding how to apply those recommendations
- Key instructional and operational assumptions will need to be considered for teaching and learning to occur within the parameters of the evolving recommendations of public health officials.
  - Assumptions regarding all students learning at school at the same time
  - Assumptions regarding student and teacher schedules
- Considers the needs and gaps resulting from and/or highlighted by the extended school closure, as well as anticipated realities, such as increased resource limitations
Scenario 3
Extension of Distance Learning

- Assumes an extension of distance learning without in-person teaching and learning, either right from the start of the 2020–2021 school year, or after a period of some version of in-person teaching
- Considers how current distance learning should evolve and shift
- Considers the needs and gaps resulting from and/or highlighted by the extended school closure, as well as anticipated realities, such as increased resource limitations
Key Components of COVID–19 Plans

We will ask several questions during this stage:

- What are the key components that plans for each COVID–19 scenario should have?
- If we developed plans for each scenario that addressed the following draft list of key components, would we be on the right track?
- What would we be missing?

1st Iteration of List of Key Components

1. **Wellness**: We promote the physical and social-emotional well-being of students and staff members.

2. **Deeper Learning**: We support students’ deeper learning of important content and competencies through individual learning pathways in order to cultivate the Loudoun County Profile of a Graduate.

3. **Culture**: We nurture the culture needed to thrive.

4. **Operations and Systems**: We organize our people, time, and resources for success, while creating and refining systems to support success.
Examples of Action Statements

Some examples apply more to some scenarios than others.

1. **Wellness**
   a. We implement and revise physical distancing measures
   b. We teach social emotional learning lessons

2. **Deeper Learning**
   a. We assess student progress to understand the needs of students individually and collectively
   b. We support students in recovering from lost learning and in accelerating their learning

3. **Culture**
   a. We are a learning organization that seeks progress, not perfection
   b. We have a “whole person, whole life” focus

4. **Operations and Systems**
   a. We employ the human and physical resources needed to succeed i.e. supplies, staffing
   b. We effectively engage stakeholders
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