MREA

Voice For Greater Minnesota Education

REOPENING SCHOOLS IN A HYBRID MODEL

Fred Nolan, MREA Executive Director

Guides to Hybrid Learning Model

June

ASSESS

What Schools Can Control

What's Outside Your Control

Take Seriously

June

PRE-PLAN

Do Your Homework

Assemble Planning Teams

June 23 - Aug 7

BUILD

Master Schedules

Staffing

Flexibility

Aug 10– Sept 30

IMPLEMENT

Operationalize

Reopening in a Hybrid Model

MDE Decision

Ongoing

COMMUNICATE

Be Consistent

Be Nimble

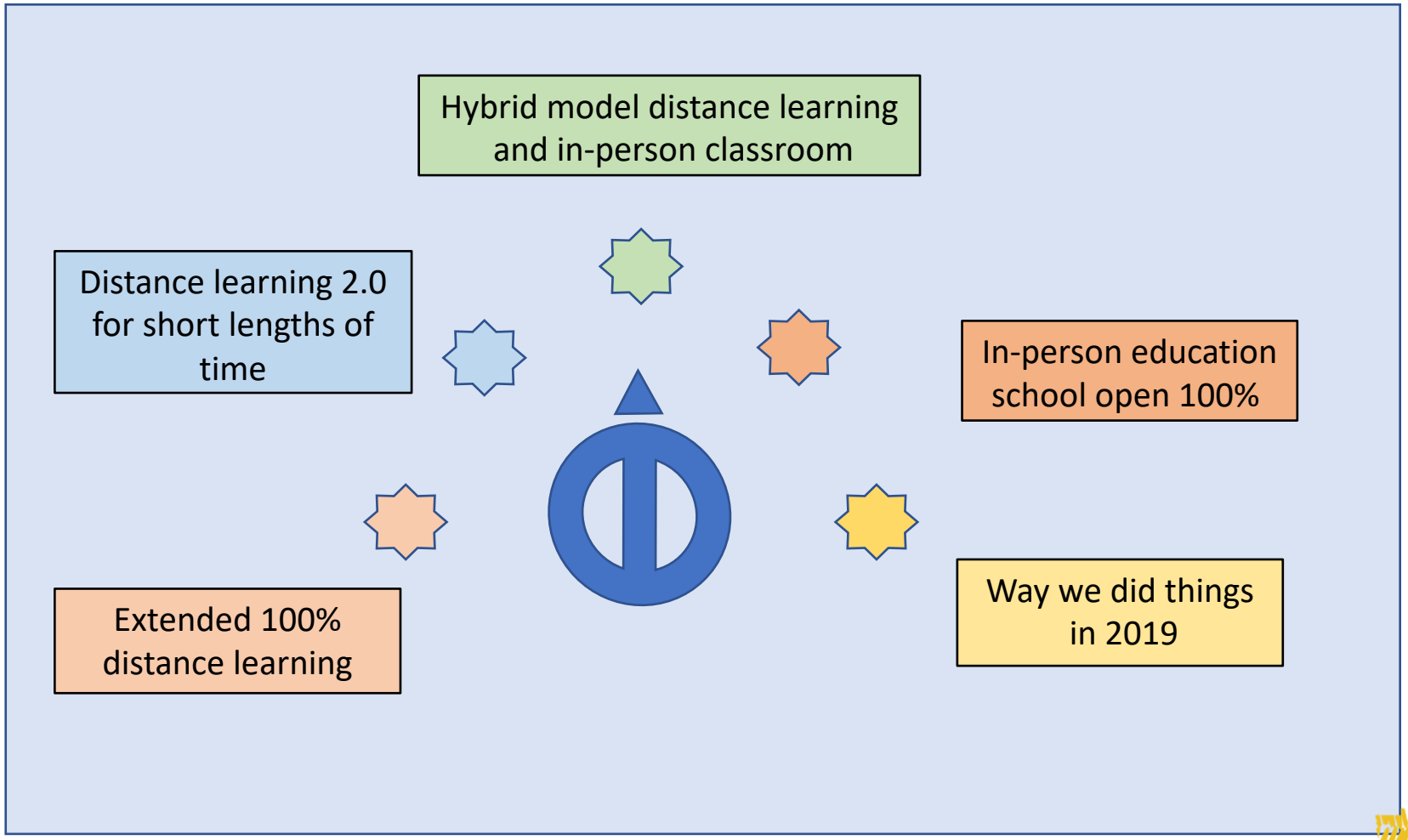
Assess

- Recognize situation
- Identify resources
- External factors
- Turn your own dial

External Factors

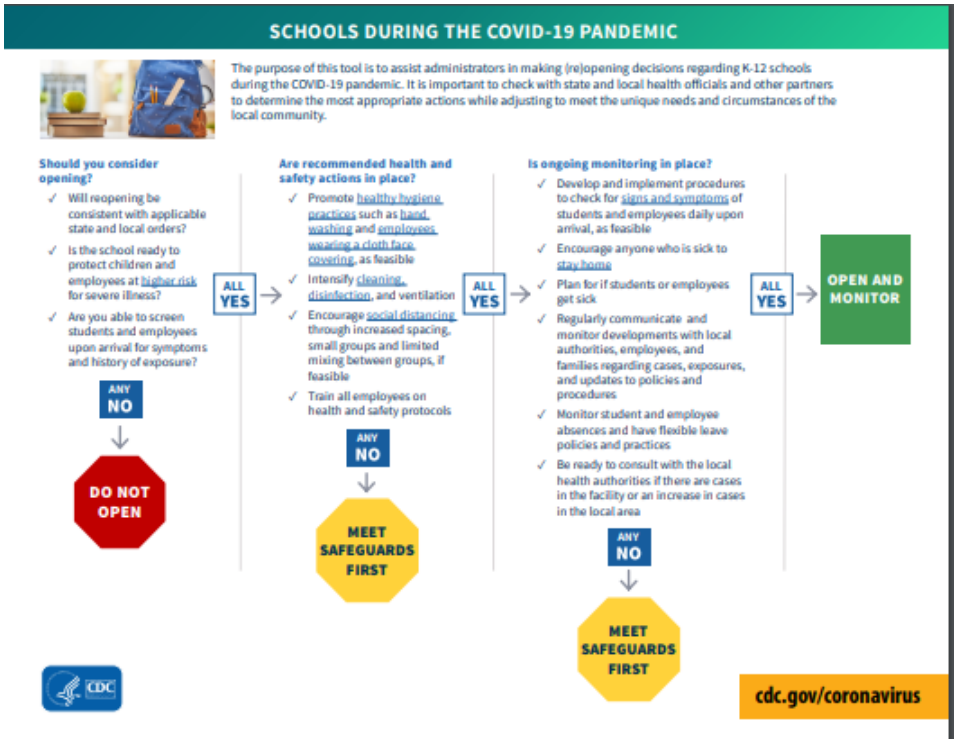
- Out of your control
- Reactive response
- Political impacts

Prepare to Turn Your Dial

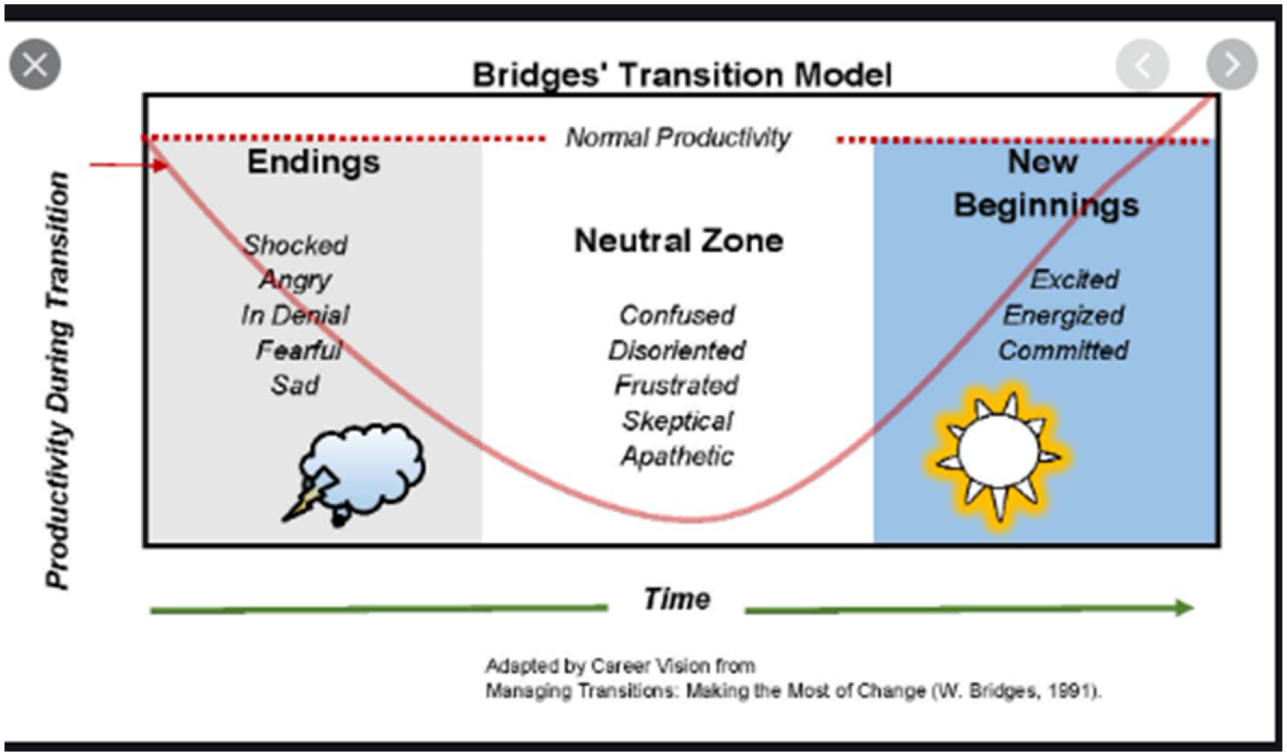


Know Guidelines & Resources

- CDC (One pager)
- MDH Guidance
- MDE Guidance
- Cost Estimates (AASA/ASBO)
- Legal Considerations



Follow Individual Change Model



Pre-Plan Steps

- Assemble planning teams
- Know your tools
- Identify new number of classrooms
- Evaluate ventilation system
- Determine student numbers
- Plan how to procure safety supplies
- Communicate, communicate
- Plan for co-curricular activities

Getting Started

- **Organize reopening planning teams**
  - Expand beyond the usual
  - Include nurse, nutrition, teacher and para union reps, and key parent communicators
  - Clarify roles, communications with board
  - Identify a point of contact for each building

- **Know your tools**
  - Student Information System capabilities
  - Transportation scheduling
  - Business and financial
  - Insurance and legal
  - Contracts

Number of Classrooms

Questions to Answer

- How many do you have per building?
- How many can you create?
  - Sub dividing
  - Cafeteria
  - Gym
  - Media

Tools

- Use CAD blueprints
- Occupancy numbers for all interior spaces
- 50% max rule
- Facility advisor

Identifying Spaces

Thanks to ICS for this example

Ventilation Capabilities

- What are the capabilities of your ventilation systems?
- Can you modify current ventilation to be more safe?
- Resources on **mreavoice.org/reopening**

Staffing Availability

- Which staff have underlying health conditions?
- What are your back ups or substitutes?
- What percentage of staff safely can and are willing to return for in-school instruction?

Student Numbers

How many students will participate in in-school learning?

- Based on health and comfort levels
- Which students cannot return due to health conditions themselves or members of household?
- What percentage of parents plan to keep their children at home in 100% Distance learning?

Master Schedule

- Most complicated phase
- Safety takes priority
- Significant impact on staff and facilities

Team Approach

- Do the homework
- Listen hard
- Make good judgements
- There will be concerns; not everyone will be happy
- Communicate, communicate, communicate
- Detailed steps: mreavoice.org/reopeningschools/

Prioritization Matrix

Courses and Students Degree of Difficulty in Distance Learning

	Highly Difficult, Requires in-school Instruction +	More manageable, not perfect and In-school or hybrid is better -
Easier + Ability to safely do in-school instruction - Harder	1	2
	4	3

Prioritizing Courses

Examples

1—Primary reading and math, CTE and Science lab courses with specialized equipment and usually in larger spaces

2—Most academic classes grades 4-12

3-4—Band, choir, theatre, PE, common lunch in cafeteria

- People close together.
- Enclosed space with modest ventilation
- Large number of particles generated by wind instruments, singing, exerting
- See MDH recommendations on social distancing

3-4—Students who need physical redirection, toileting, etc.

In-School Cycle

Outcomes of MREA Tool

In-school instruction requires base schedule, or cycle of days: A, AB, ABC, or ABCD.

- Designed to choose a cycle you can do safely
- Reference point for conversations about types of students and frequency of In-School instruction
- Four options for cycles of multiple day schedules:
  - Two with current classrooms
  - Two with additional classrooms from temporarily subdividing larger spaces or renting

Transportation

- Calculate number transported in one set of runs
  - Count families
  - Calculate average family size
  - Count every other seat on district or contractor buses and vans. Leave the seat behind the driver empty.
  - One set capacity = seats available X average family size
- Expand walking zone: 1 mile for K-5; 2 miles for 6-12

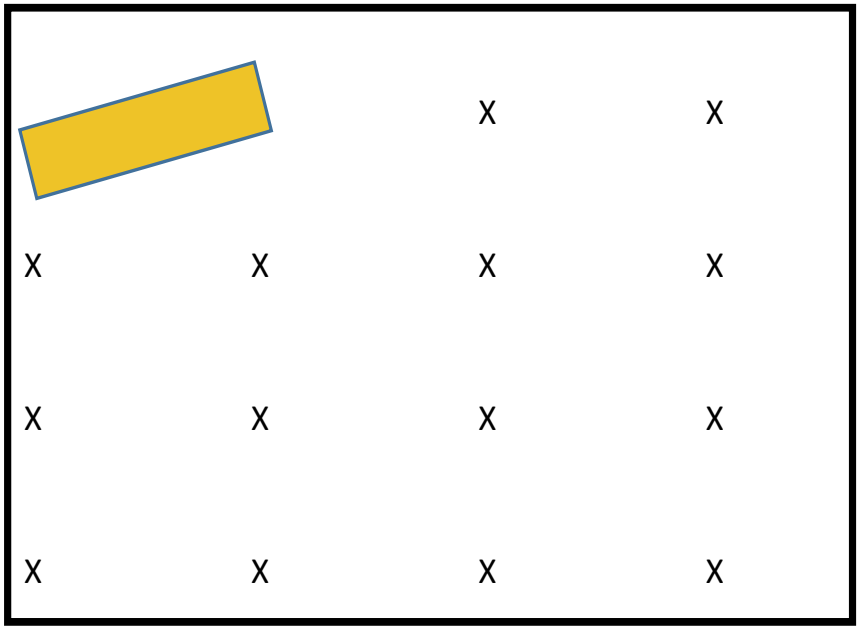
Thanks to Palmer Bus for assistance in determining transportation

Increasing Capacity

- Calculate, or negotiate, cost of a second set of routes
- Survey HS students to see who will be driving and how many family members will be in each vehicle
- Assess carpool options
  - Permissible to contract with parents
  - Informal carpooling would be much simpler
  - Estimate the number of students in carpools

Students Per Classroom

- Determine for typical classrooms at each level
- Create district average
- Put rows up against outside walls
- Leave room for teacher desk and work station
- Remove nearly everything else to simplify cleaning



Thanks to IEA for this.

Length of In-School Cycle

Example of 11 variables entered in MREA tool

INPUTS		
Variables	**District Entered Variables Defined**	**Enter Data**
LCT	Number of licensed teachers	66
%LCTA	Percent of teachers who will be assigned to base cycle classrooms--See Exclusions in Notes to Worksheet	70%
ADM	Number of K-12 students	1000
%AMD	Percent whose parents would be willing to send them to school this fall	80%
M	Number of K-12 students who would benefit educationally more by being in school more than the base schedule (ie. primary students, LD, ELL, CTE)	400
CC	Current number of classrooms approximately 900 square ft or more	45

INPUTS		
Variables	**District Entered Variables Defined**	**Enter Data**
XC	Additional classrooms gained through subdividing larger spaces or community partners	10
MSC	Average maximum number of students per teacher or supervising adult per classroom allowed by MDE guidance of 6' distance in every classroom	12
ID	Number of instructional days in district calendar (Not holiday, inservice, etc.)	172
PA	Number of Para professionals	25
%PA	Percent who are able (do not have underlying health condition) and would be willing to work In-School and will be assigned to classrooms and not other duties	70%

Limiting Factors

- Add up all students who can get to school by any of the previous means

- Compare to totals in G7 and G12 with your classroom data

The smaller number of (1) students who can be In-School on any given day with current classrooms or (2) max number of students transported in all modes	0

The smaller number of (1) students who can be In-School on any given day with additional classrooms or (2) max number of students transported in all modes	0

Conversations on Tool

When using the Tool:

- Decide whether to round up or down—Equity issue
- Rounding up creates:
  - More opportunity for those who need more in-school instruction
  - Lowers total number of days for other students
- Rounding down increases total days in-school for all students but reduces days for students who need more
- Engage wide group of stakeholders

In-School Length

A Key Conversation: Round Up or Down

OPTION 1A (# of Days Rounded Up)	
Number of days rounded up to allow for more students with multiple days In-School	**3.00**
Number of In-School days per student attending one In-School day per cycle	**57.3**
Number of students attending one day per cycle	**266.7**
Number of multiple day attending students who can attend on any given day	**273.3**
Average number of days on multiple day students can attend in total per cycle	**3.1**

OPTION 1B (# of Days Rounded Down)	
Average number of days rounded down to maximize In-School days in school calendar	**2.00**
Number of In-School days per student attending one In-School day per cycle	**86.0**
Number of students attending one day per cycle	**400**
Number of multiple day attending students who can attend on any given day	**140**
Average number of days on multiple day students can attend in total per cycle	**1.7**

In-School Length

A Key Conversation: Round Up or Down

Example of choice between a 3-day and 2-day schedule

Effects on Students Rounding Up or Down	
In Opton 1a: Increased days for students who will attend In-School due to equity	29
In Option 1b: Inreased days for all students to attend In-School	29

3 day schedule cycle

2 day schedule cycle

- 6 weeks of additional in-school on average for those needing more Some could attend every day in 3 day
- Use the Equity+1 tab to grow the differential larger
- Achievement = Content X Engaged Time

Conversations on Tool

Enter your data and study the outputs.

INPUTS		
Variables	**District Entered Variables Defined**	**Enter Data**
LCT	Number of licensed teachers	0
%LCTA	Percent of teachers who will be assigned to base cycle classrooms--See Exclusions in Notes to Worksheet	0%
ADM	Number of K-12 students	0
%AMD	Percent whose parents would be willing to send them to school this fall	0%
M	Number of K-12 students who would benefit educationally more by being in school more than the base schedule (ie. primary students, LD, ELL, CTE)	0
CC	Current number of classrooms approximately 900 square ft or more	0

INPUTS		
Variables	**District Entered Variables Defined**	**Enter Data**
XC	Additional classrooms gained through subdividing larger spaces or community partners	0
MSC	Average maximum number of students per teacher or supervising adult per classroom allowed by MDE guidance of 6' distance in every classroom	0
ID	Number of instructional days in district calendar (Not holiday, inservice, etc.)	0
PA	Number of Para professionals	0
%PA	Percent who are able (do not have underlying health condition) and would be willing to work In-School and will be assigned to classrooms and not other duties	0%

Download Excel or Open Document version and view narrated explanation of the worksheet at
http://www.mreavoice.org/reopeningschools/

Using the Tool

- Put workbook in a shared work space for team
- Engage in dialogue about outputs
- Save iterations
  - Copy and paste as additional worksheets in workbook
- Compare to MDH and MDE guidance documents
  - Recommend limiting student movement
  - For secondary, off cycle days are opportunities for electives
  - See MDE guidance on attendance pp.50-53

Finishing Schedules

In-School and Off-Site Instructional Schedule

- Safety is based on social distancing and ventilation
- Calculate hours of instruction In-School and Off-Site to meet minimum hour requirements pp. 50-53 MDE Guidance
- Determine length of In-School day and days in calendar
- Time blocks that minimize student movement, adults move
- Build master schedule cycles to see if grades need to moved
- Build bus routes and bus schedules*
- Use Student Information System Scheduler to schedule students and teachers*

* After MDE Guidance week of July 27 and Board decision on Hybrid cycle

Implement

- Operationalize
- Include state guidance and incidents of COVID-19
- Get feedback regularly
- Keep adjusting

Operationalize

- Get grade levels and departments together to get on the same page on the key concepts and skills
- Work with unions for MOU's on adjustments needed in the master agreements
- Determine if need to amend school calendar

Act & Adjust

- Work with individual staff and unions on assignments using PELB Out of Field Permissions (OFP) as needed
- Identify technology for students
- Contract for temporary physical modifications to buildings (Think office cubical type dividers-not likely floor to ceiling)
- Train all staff on procedures in state and CDC guidelines
- Address maintaining healthy operations and transportation
- Coordinate nutrition with the bus routes
- Prepare for students or staff contracting COVID-19

Prepare to shift to total distance learning or total In-School

Communicate

- Coordinate at all levels
- Create central site
- Break into bite size chunks
- Set expectations
- Map communications

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Guides, news, resources:

MREAvoice.org/reopening schools