

Today's remarks draw from lessons from...

- ERS facilitated and participated in national networks of district Chief Financial Officers and Superintendents
- Creation of "School Reopening" models with staffing, scheduling and budget implications disseminated nationally by Council of Chief State School Officers*
- Deeper ongoing support for 8 large districts with reopening strategies
- Equity guidance in partnership with Education Trust through our Alliance for Resource Equity
- 25 years of work to support school districts in aligning resources with strategies that accelerate learning for all every child in every school

* https://ccsso.org/sites/default/files/2020-07/CCSSO_RR_Consider_Teach-v3.pdf

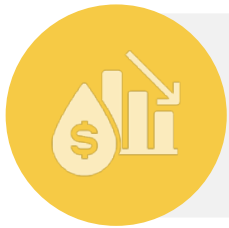
Key questions

- What are the predominant come-back models and challenges?
- Where will districts need help to promote equity and transformation?

Before the pandemic, school districts nationwide faced a *triple squeeze* that complicated transformation efforts



A higher bar for student learning and greater needs



Flat or declining revenue



Unsustainable cost structures

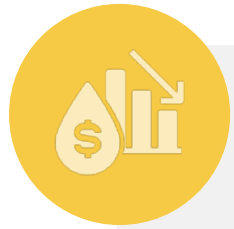
The pandemic is exacerbating these challenges many-fold



A higher bar for student learning and greater needs



Greater depth, breadth & inequity of student need



Flat or declining revenue



Even greater financial pressure due to precipitous drops in tax revenue



Unsustainable cost structures



Ongoing constraints on service delivery from **physical distancing**

Responding to greater student needs will require investment



Assessing student learning & social-emotional needs



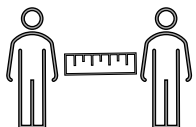
Providing extra time, staff & programming for education recovery



Providing social-emotional support



Ensuring 100% digital access



Costs of running school with social distancing imperatives

DESE Guidance with district plans due August 10

- Commissioner added 10 days for teacher planning at beginning of school year
- Time requirements **reduced** from 180 days pre-pandemic to 170 days with waiver request. School must start by September 16. Elementary now at 850 hours, Secondary at 935.
- Districts may also request additional time waivers if request enables more in-person instruction.
- Even where remote is primary model, in-person instruction is prioritized for students who are/have :
 - Disabilities and English Language Learners
 - Grades PK-5
 - significantly behind academically
 - became disconnected or struggled with remote learning
- General guidance provided for how to organize curriculum and instruction but no specific models

District must plan for three types of “comeback” models

In-person

Students attend school
in a school building
every day

Hybrid

Students attend
school both in-person
and remotely based
on an established,
predictable schedule




Remote

Students attend
school from home or
some other location
via laptops and the
Internet

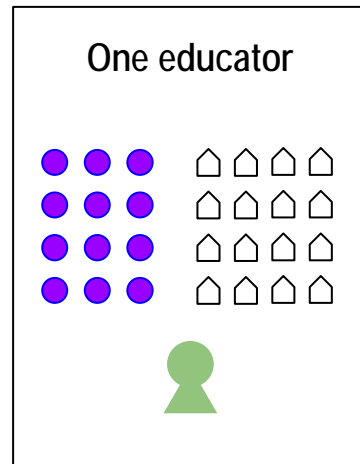
Districts can operate more than one model at once and need to plan to be able to transition from one delivery model to the next quickly

"Hybrid" can mean a lot of things...

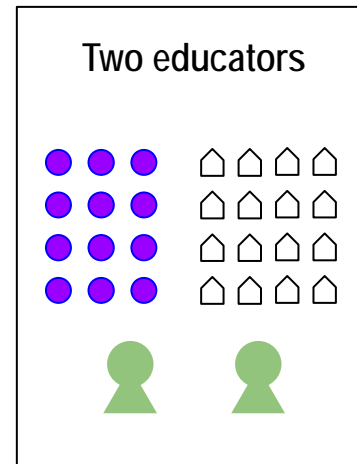
Legend

-  In-person student
-  Remote student
-  Educator

Hybrid model with traditional homeroom structure



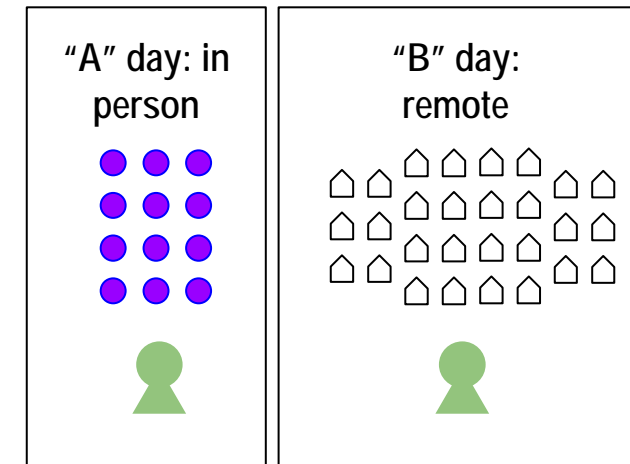
Requires a single educator to manage in-person and remote students



Second educator may not have to be a certified teacher

Can be implemented at lower cost if remote group size increases

Hybrid model with split in-person and remote schedules



Students participate in different classes in-person and remotely.

Works well with remote class sizes that are larger than in-person class sizes.

Different teachers lead classes independently in both in-person and remote settings.

DESE Guidance on hybrid models

- Districts may determine the amount of synchronous and asynchronous teaching and learning during remote learning programming.
- **Students must experience:**
 - Regular, consistent schedule of classes, interventions, services and IEP required therapies
 - Structured time designed to access grade level state standards
 - Frequent interactions with teachers and other staff members to ensure participation

Any model requires significant trade-offs and new roles for educators and other staff

Key design levers:

1. Increasing the student-teacher ratio for remote instruction
2. Rotating students in a hybrid model by days
 - A/B alternating days
 - A/B alternating weeks
 - Two-day cycles (M/T, Th/F) with a 5th day for planning and targeted intervention
3. Using teacher and staff roles more flexibly

Today's discussion

- What are the predominant come-back models and challenges?
- Where will districts need help to promote equity and transformation?

Responding to this moment will require engagement of all sectors over years..not months

Short term challenges that need more attention

- ❑ Responding to day care needs on “remote days” or for fully remote learners and for teachers
- ❑ Staff for directing and monitoring remote learning time
- ❑ Ensuring that teachers have flexibility and incentive to play new, sometimes temporary roles
- ❑ Sufficient planning and learning time for teachers beyond the opening 10 days
- ❑ Re-engaging disconnected students in learning
- ❑ Creating community partnerships to provide more:
 - Temporary staff to help with hybrid models
 - space for remote learning
 - programming for de-prioritized subjects (art, music, p.e)
 - time and attention for students that have fallen behind
 - social and emotional support
 - family engagement

Our current moment raises the potential and urgency for key resource shifts that “strong schools” already employ...

Optimize and Differentiate Instructional Time and Attention

- ☐ Rethink rigid class sizes and one-teacher classroom models to target individual attention, especially for struggling students
- ☐ Optimize existing time to meet student needs and expand as needed
- ☐ Find much more time for teachers to learn and plan instruction together
- ☐ Rethink the use of time outside the classroom for new modes of learning

Organize and Hire for Teaching Quality and Diversity

- ☐ Create new teaching roles and teaming structures, paying more for jobs that have more responsibility and require more skill
- ☐ Change up who does what, when and for whom by *exploring innovative ways of delivering instruction through technology and outside partners*

Integrate Student Supports and Interventions

- ☐ Create schedules that prioritize time for student connection and wellness
- ☐ Organize time and support for student support teams to plan targeted support

How will we look back on our school reopening response?

"I know there is a silver lining, I just can't work on it right now. I welcome help thinking about the future with open arms."

"We will either seize this moment to find new ways to address the inequities that have always been there and accelerate learning for every child or students with the greatest needs will fall further behind"

"Instruction will never look the same again given all we are learning and how we are empowering students, families and teachers with technology and agency over their learning."

"I need support prioritizing the transformational over the reactive"

"I think it's going to be really challenging to go back to a system that ties kids down to a classroom, to a seat, with the same-old, same-old we had in the past."