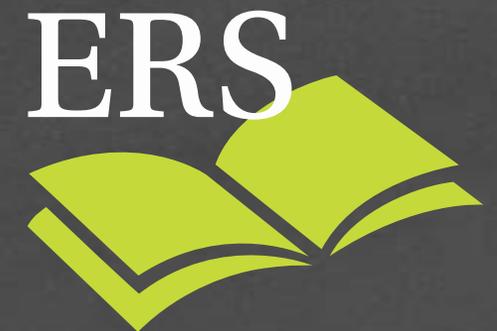
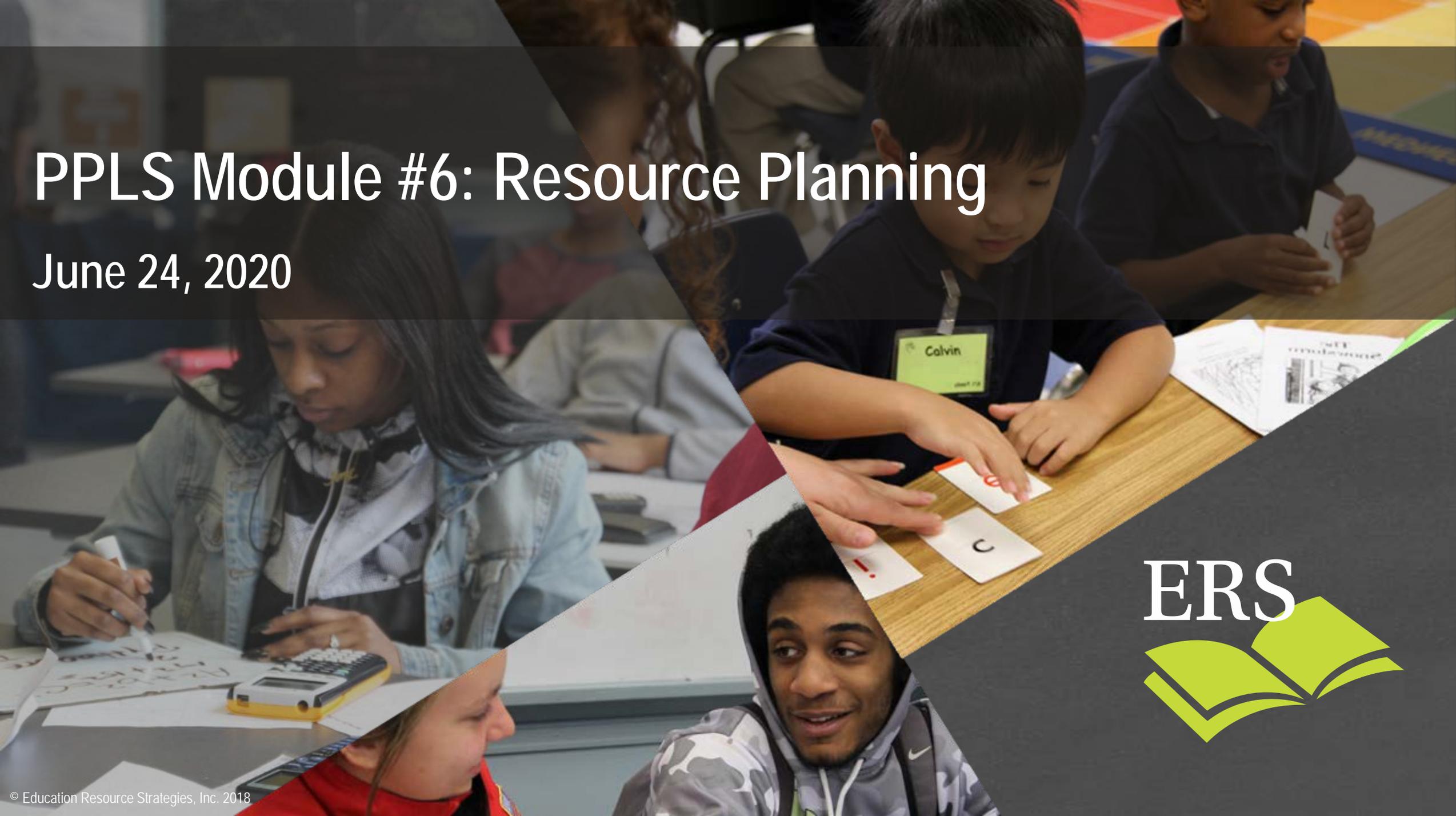


# PPLS Module #6: Resource Planning

June 24, 2020



# Goals for our time together

By the end of this module, PPLS participants will:

- Understand why strategic resource use matters and how strategic schools organize resources to ensure excellence with equity
- Identify some of the trade-offs that leaders face in designing Comeback Models that work for their communities
- Gain access to tools and resources to help you plan for return to school, even in the face of uncertainty

# Today's discussion

- A little bit about ERS
- How much vs. how well
- How strategic schools organize resources
- Decision points and options for return to school

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- **A little bit about ERS**
- How much vs. how well
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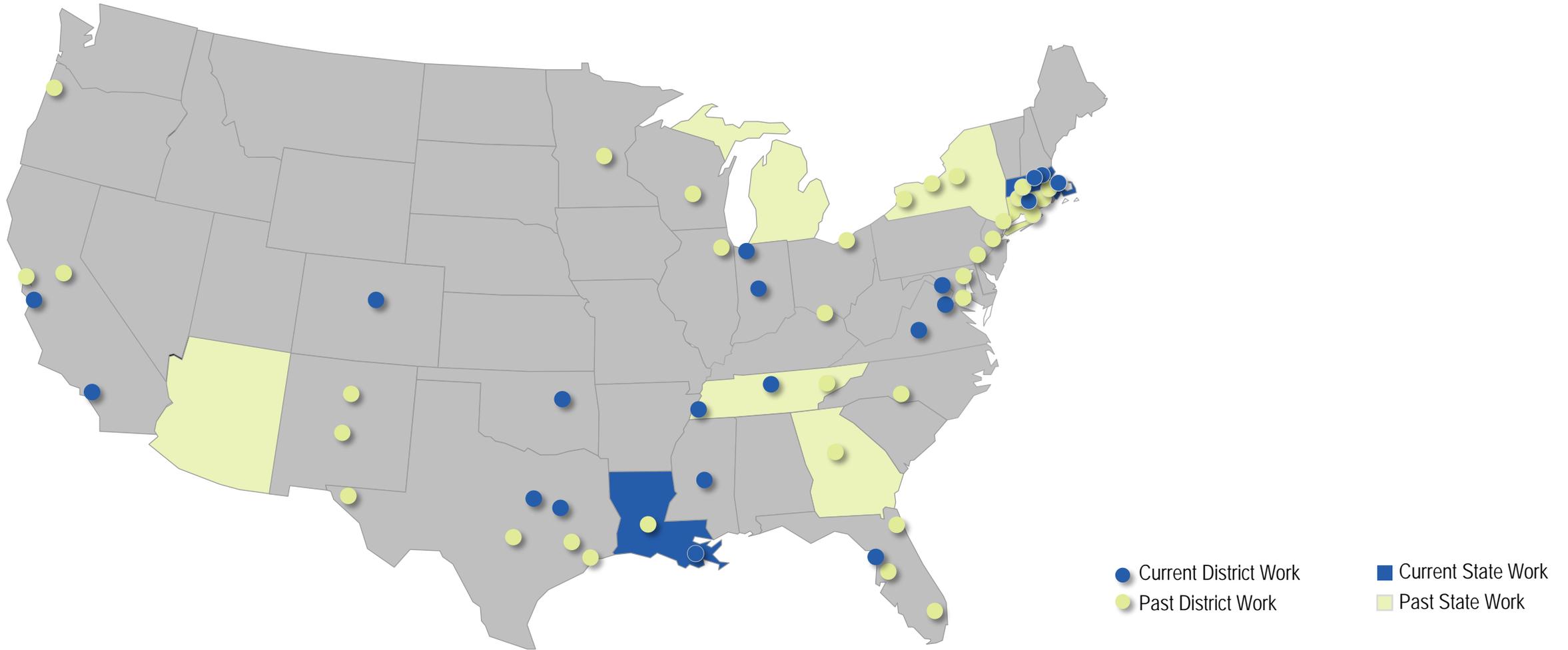


Every School. Every Child.  
Ready for Tomorrow.

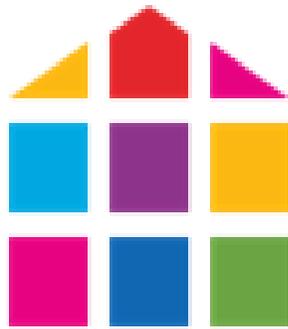
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ERS is a national nonprofit that **partners with district, school and state leaders** to transform how they **use resources** so that **every school prepares every child for tomorrow**, no matter their race or income.

# We work with states and districts nationwide



# We create DIY tools and in-depth research based on our learning from real districts that are transforming



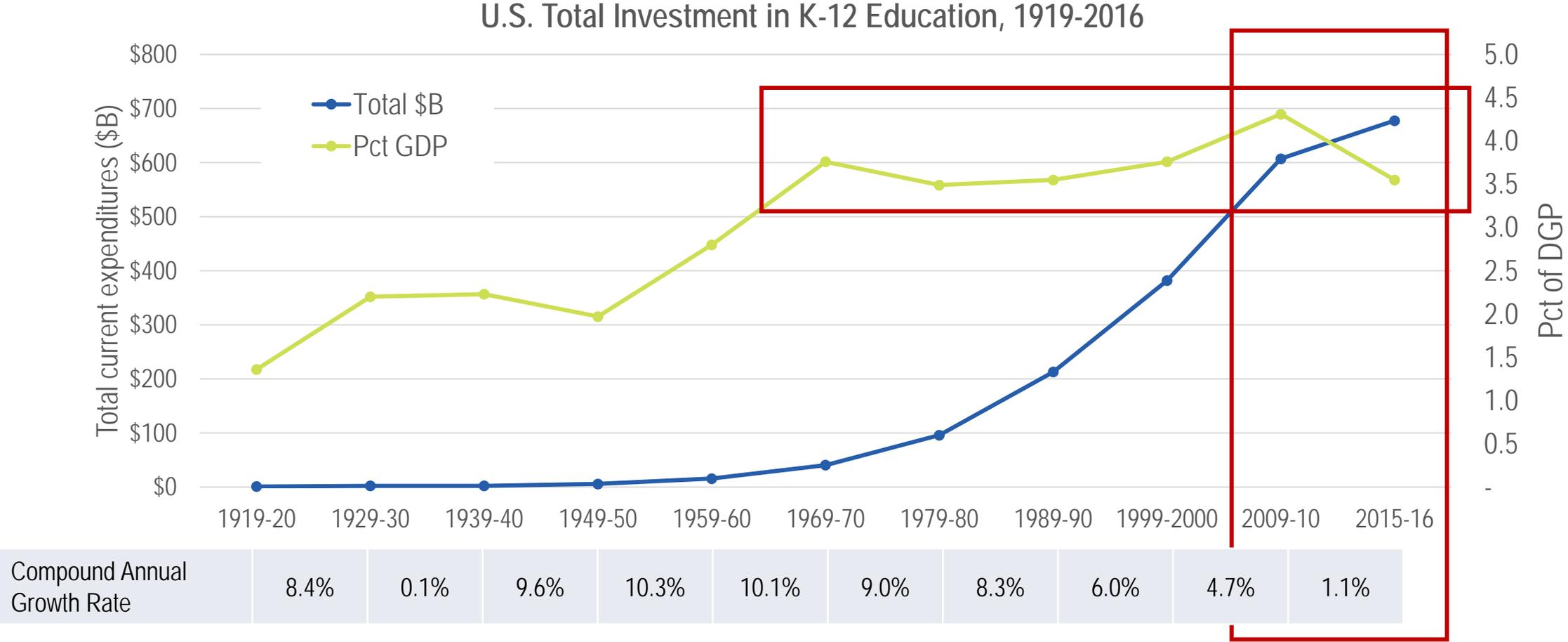
School Designer



# Today's discussion

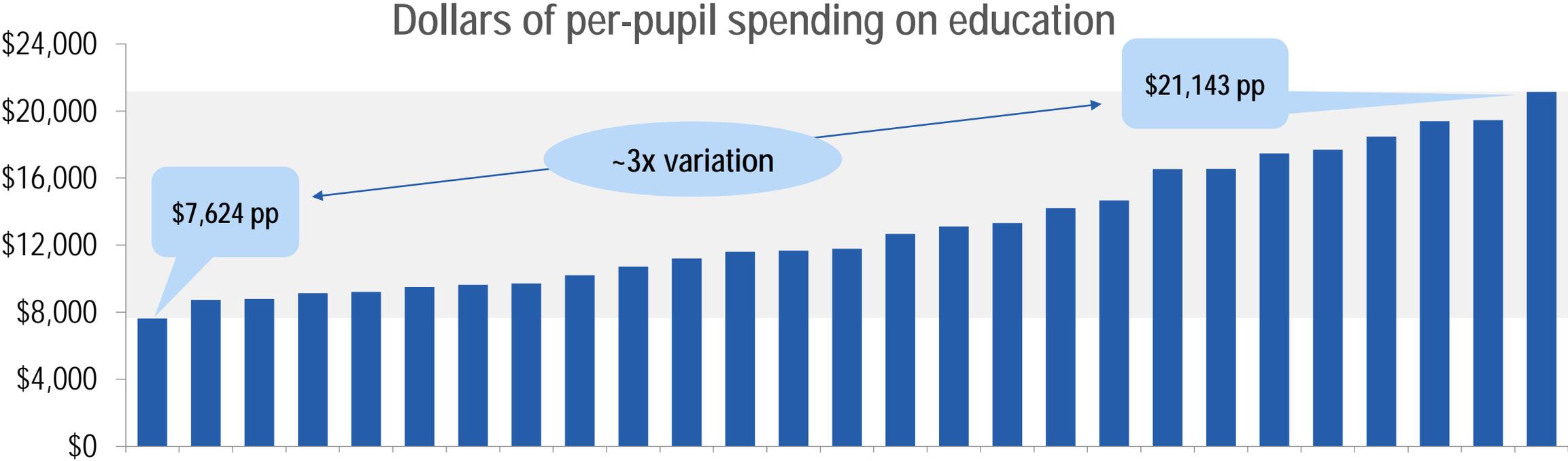
- A little bit about ERS
- **How much vs. how well**
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# For most of the postwar era, real spending on K-12 education increased by 8-10% annually



Source: National Center for Education Statistics' Common Core of Data..

# Spending varies widely across systems



Note: Dollars adjusted to both 2018-19 (inflation adjusted) using the Bureau of Labor Statistics CPI calculator as well as geography using the National Center for Education Statistics 2005-2014 School District Comparative Wage Index (CWI)  
Source: ERS Comparison database

# High-poverty districts are more reliant on states and the federal government for funding

Sources of K-12 Revenue, by enrollment and economic need, 2015-16

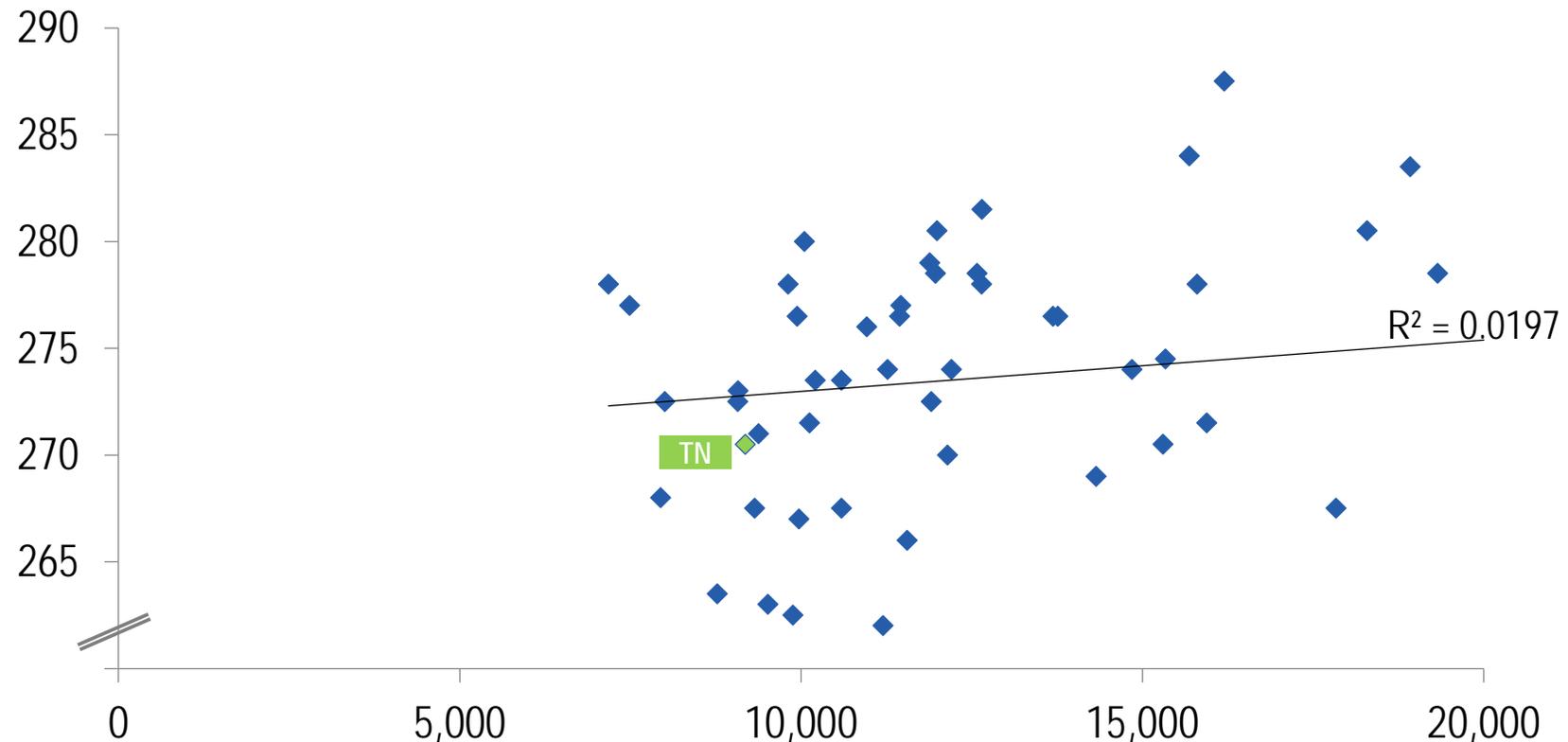


Enrollment	Poverty	Less than 70% FRL			More than 70% FRL		
		50K +	20-50K	< 20K	50K +	20-50K	< 20K
# districts	All	68	224	11,142	22	64	2,094
Avg \$pp	All	\$11,672	\$11,955	\$14,399	\$13,516	\$14,024	\$13,180

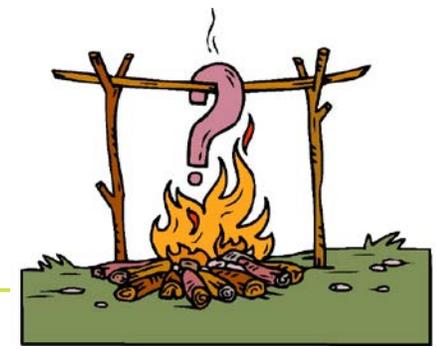
Note: Does not include New York City Department of Education or its component districts.  
Sources: NCES, ERS analysis.

# However, spending level has no obvious correlation with student learning

Statewide grade 8 average NAEP results vs. per-pupil education spending, 2017



# This leaves us with a burning question:



Why do education researchers find such a consistently negligible relationship between spending levels (dollars per pupil) and student learning outcomes?

How much versus how well: Dollars are invested in strategies that don't improve student performance:

- Across-the-board class size reductions
- Teacher "step-and-lane" pay
- Overly restrictive special education settings

Dollars-per-pupil is overly broad and not rooted in what actually helps students learn, such as:

- Time with effective teachers
- Rigorous instruction
- Differentiated group size

Dollars-per-pupil is often aggregated at the school or program level, not what students experience over the course of the school day.

# Today's discussion

- A little bit about ERS
- How much vs. how well
- **How strategic schools organize resources**
- Decision points and options for return to school

Districts face a *triple squeeze* that complicates – but doesn't have to stop – transformation efforts.



A higher bar for student learning and greater needs



Unsustainable cost structures



Flat or decreasing revenue

## Achieving excellence with equity

Systems that make it possible for **all students** to succeed make **deliberate choices** about how they **use resources** that fundamentally shape **student and teacher experiences**.

# We read more than 60 studies and reports profiling 70+ high-performing systems to identify common strategies and practices

Common Strategies	Common Practices & Resource Shifts
Getting the right people into schools & roles	<ul style="list-style-type: none"><li>• Invest in teacher and leader hiring</li><li>• Assign teachers and leaders with awareness of student needs</li><li>• Adjust teacher compensation</li><li>• Support and develop rookie teachers</li><li>• Redefine teacher and leader career path</li></ul>
Organizing resources for <b>curriculum-connected, job-embedded professional learning</b>	<ul style="list-style-type: none"><li>• Invest in rigorous, standards-aligned curriculum and assessments</li><li>• Provide time and expert support for collaborative planning focused around data and content</li><li>• Invest in growth-oriented observation and feedback</li></ul>
<b>Differentiating learning time and attention</b> so that all students engage with rigorous curriculum	<ul style="list-style-type: none"><li>• Provide adequate time in core subjects</li><li>• Use strategic student grouping</li><li>• Ensure equitable access to advanced coursework</li></ul>
<b>Leveraging the school system community</b> to support students & families	<ul style="list-style-type: none"><li>• Share information with the community</li><li>• Use parent &amp; community input in school decisions</li><li>• Connect schools to community supports for health and enrichment</li></ul>

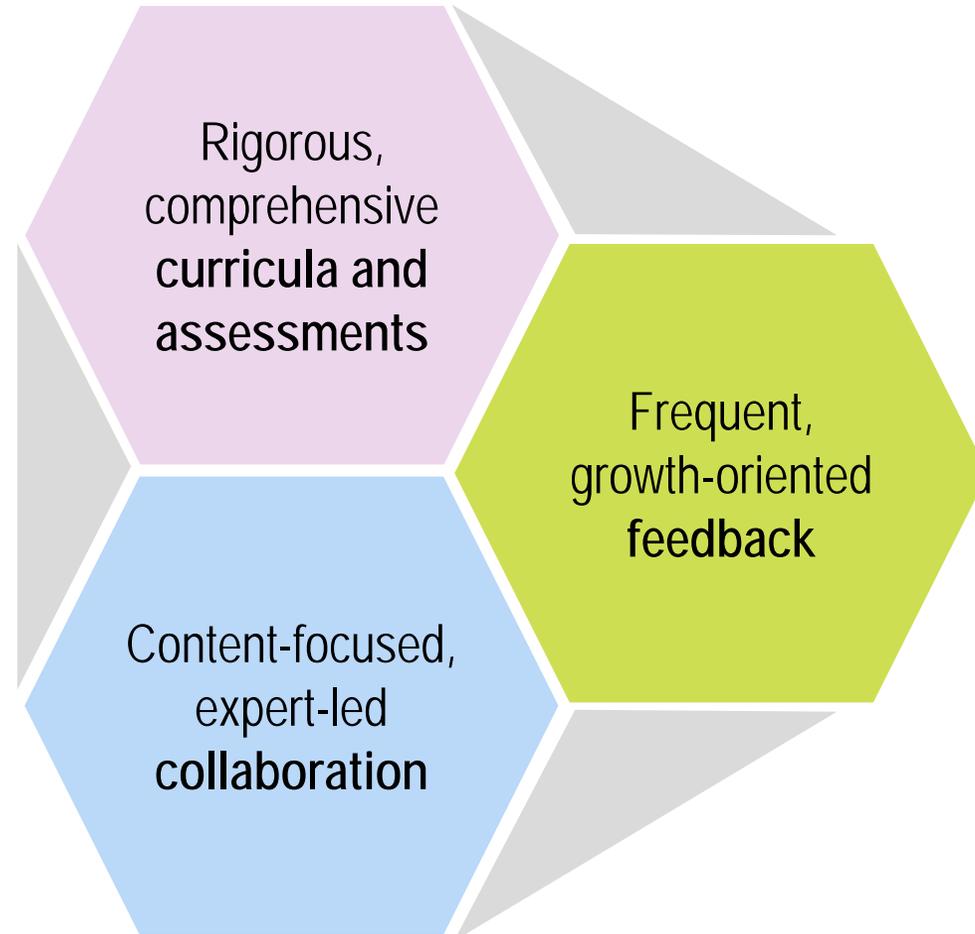
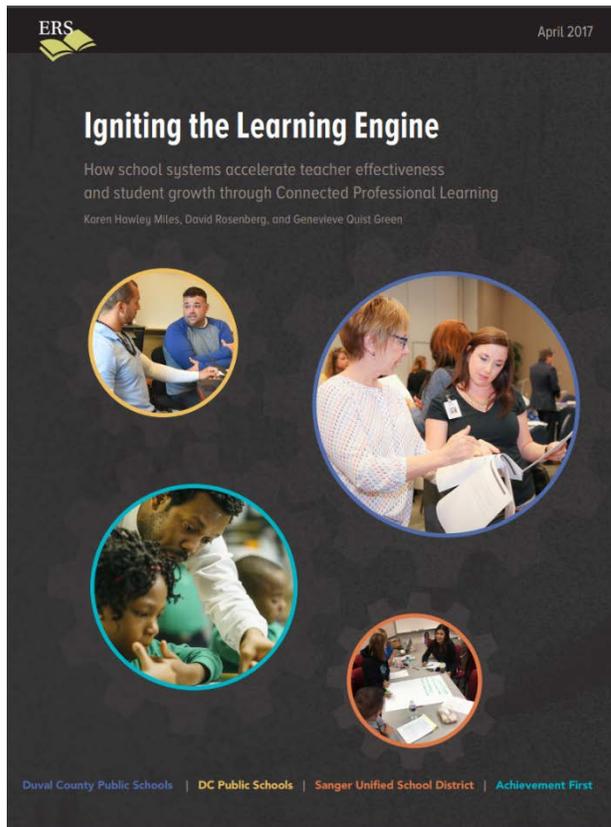
## *Getting the right people into the right roles*

# Teacher leadership will be essential for COVID recovery

LEADERSHIP POSITIONS	Knowledge, skills and abilities
Grade or Department Lead	<ul style="list-style-type: none"><li>• Deep knowledge of content standards, including prioritization and sequencing</li><li>• Analyzing student work and assessment data, and using this analysis to adjust curricula</li><li>• Team leadership skills - cultivating a professional adult culture and willingness to collaborate</li><li>• Instructional expertise</li></ul>
Remote Learning Lead – Grade-Level or School Level	<ul style="list-style-type: none"><li>• Creating engaging remote lessons</li><li>• Best practices for delivering remote lessons</li><li>• Technical expertise</li></ul>
Family and Community Liaison	<ul style="list-style-type: none"><li>• Practices to support social-emotional wellbeing and mental health</li><li>• Forming strong relationships with students and families</li><li>• Knowledge of community resources</li></ul>
Care Team	<ul style="list-style-type: none"><li>• Practices to support social-emotional wellbeing and mental health</li><li>• Forming strong relationships with students and families</li></ul>

OTHER POSITIONS	Knowledge, skills and abilities
Remote Teacher	<ul style="list-style-type: none"><li>• Engaging, dynamic instruction</li><li>• Technical expertise</li></ul>
Remote Facilitator	<ul style="list-style-type: none"><li>• Basic content knowledge</li><li>• Scaffolding instruction</li><li>• Classroom management skills</li><li>• Technical expertise</li></ul>

# Making the shift from traditional PD to Connected Professional Learning

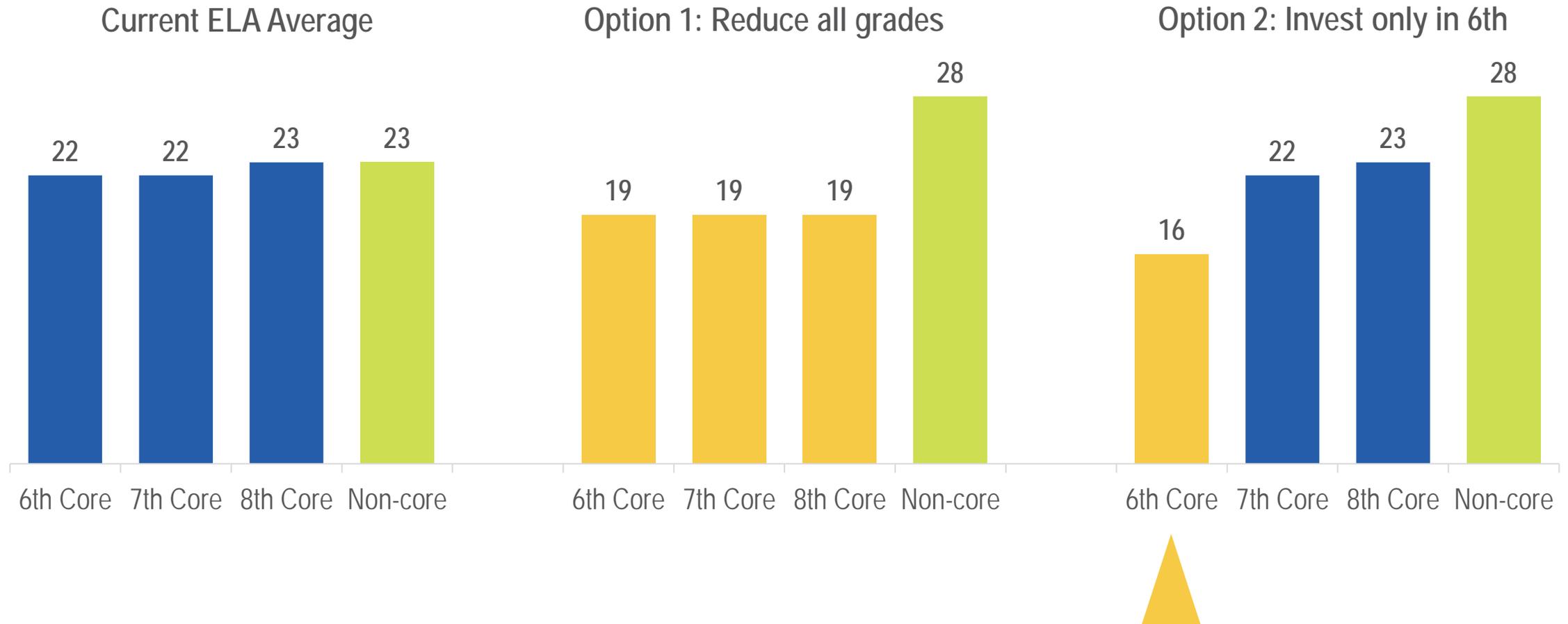


# Making the shift from traditional PD to Connected Professional Learning

Element	Traditional PD	Connected Professional Learning
Rigorous, comprehensive, <b>curricula and assessments</b>	Curricula may lack rigor to meet College- and Career-Ready Standards and/or sufficient aligned lesson plans and assessments	Curricula, vetted by experts, adapted by teachers, linked to sample lesson plans and assessments
Content-focused, expert-led <b>collaboration</b>	Most planning done individually, with teams focused on administrative issues	90 minutes/week of expert-led collaborative time with teachers who teach the same content
Frequent, growth-oriented <b>feedback</b>	Annual observations for formal evaluations, with occasional visits from a district coach	Weekly observations and feedback from a school-based instructional leader with content expertise

# Shifting away from “one-size-fits-all” approaches makes it possible to target resources strategically

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# In summary...

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School systems that are moving closer to realizing excellence with equity:

- Get the **right people** into specific schools and roles
- Organize to support **connected professional learning**
- Differentiate learning **time and attention** based on student need
- Leverage the **full school system community** to support students and families

Pursuing this path means:

- Making deliberate decisions about **allocation of people, time and money**
- **Aligning investments** to high-impact strategies – and to each other
- Actively fostering **equity in both how much and how well** resources are used
- Making difficult **tradeoffs**: you can do anything, but you can't do everything
- Constantly asking: is our current resource use **strategic and intentional?**

# Individual reflection and group discussion

Common Strategies	Common Practices & Resource Shifts
Getting the right people into schools & roles	<ul style="list-style-type: none"><li>• Invest in teacher and leader hiring</li><li>• Assign teachers and leaders with awareness of student needs</li><li>• Adjust teacher compensation</li><li>• Support and develop rookie teachers</li><li>• Redefine teacher and leader career path</li></ul>
Organizing resources for curriculum-connected, job-embedded professional learning	<ul style="list-style-type: none"><li>• Invest in rigorous, standards-aligned curriculum and assessments</li><li>• Provide time and expert support for collaborative planning focused around data and content</li><li>• Invest in growth-oriented observation and feedback</li></ul>
Differentiating learning time and attention so that all students engage with rigorous curriculum	<ul style="list-style-type: none"><li>• Provide adequate time in core subjects</li><li>• Use strategic student grouping</li><li>• Ensure equitable access to advanced coursework</li></ul>
Leveraging the school system community to support students & families	<ul style="list-style-type: none"><li>• Share information with the community</li><li>• Use parent &amp; community input in school decisions</li><li>• Connect schools to community supports for health and enrichment</li></ul>

Which of these strategies are a source of strength in your school?

Which offers the greatest opportunity for improvement?

# Today's discussion

- A little bit about ERS
- How much vs. how well
- How strategic schools organize resources
- **Decision points and options for return to school**

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

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A higher bar for student learning and greater needs



Unsustainable cost structures



Flat or declining revenue

# The pandemic is exacerbating the squeeze – and highlighting pre-existing challenges in ways that may drive us closer to action

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A higher bar for student learning and greater needs



Unsustainable cost structures



Flat or declining revenue

Greater depth, breadth & inequity of **student need**

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

Even greater **financial pressure** due to precipitous drops in tax revenue

# Responding to greater student needs will require investment in several areas

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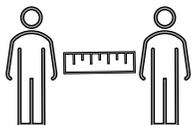
Assessing student learning & social-emotional needs



Providing extra time, staff & programming for education recovery



Providing social-emotional support



To-be-determined: Physical distancing imperatives

# Decision Points for COVID Comeback Models



K-3 Homeroom Teachers and Other Educators repeat their lessons across two student groups

Mins	K - Student Group 1	Homeroom Teacher	Other Educator
20	Student Arrival & Breakfast		
20	<b>A</b> Community Circle Homeroom	Community Circle Group 1	Community Circle Group 2
40	<b>B</b> ELA Homeroom	ELA Group 1	Flex Time Group 2
40			Specials Group 2
20	Recess	Recess	Recess
50	<b>M</b> Math Homeroom	Math Group 1	Science/SS Group 2
40	Lunch	Duty Free Lunch	Duty Free Lunch
40	<b>C</b> Flex Time Other Educator	ELA Group 2	Flex Time Group 1
40	<b>D</b> Specials Other Educator		Specials Group 1
20	Recess	Recess	Recess
50	<b>E</b> Science/SS Other Educator	Math Group 2	Science/SS Group 1
20	Dismissal	Dismissal	Dismissal
35	Shared-student team meeting 2x / week		

**\*\* Orange highlighting shows when student is with teacher \*\***

- A** All students begin the day with a Community Circle to practice and reflect on SEL competencies: stress-management, communication and listening skills, and collaboration.
- B** Homeroom Teachers alternate between providing whole group instruction and pulling small groups for just-in-time instruction foundational skills practice during ELA and Math blocks.
- C** The Other Educator uses Flex Time to provide differentiated support for students and/or supervising students work on online programs such as Zearn.
- D** Specials teachers plan projects/activities for their grade level so that all instructors can facilitate lessons for their students
- E** Other educators rotate units of science and social studies

**Directions:**

The calculator walks you through 5 key steps from left to right -->

1. Input district student/staff/space information.
2. Identify students who will be served in a 100% remote or 100% in-person model.
3. Determine viability of 100% in-person and 100% remote models and review inputs for hybrid model.
4. Determine the hybrid models that are achievable at your staffing level.
5. (Optional) What additional staffing would it take to achieve your target hybrid design?

**Color key:**

- Key instructions are highlighted in blue
- Key inputs are highlighted in yellow
- Notes to help read/interpret the data are highlighted in gray

**1. Input district student/staff/space information.**

Enter your SY20-21 total enrollment across grade levels.  
(Key inputs in this calculator will always be highlighted in yellow.)

Enrollment	Total	GenEd Setting
Grade		
K	5000	4800
1st	5000	4800
2nd	5000	4800
3rd	5000	4800
4th	5000	4800
5th	5000	4800
ES Total Enrollment	30000	28800
6th	5000	4800
7th	5000	4800
8th	5000	4800
MS Total Enrollment	15000	14400
9th	5000	4800
10th	5000	4800
11th	5000	4800
12th	5000	4800
HS Total Enrollment	20000	19200
<b>District Total Enrollment</b>	<b>65000</b>	<b>62400</b>

Enter the students who will be served in self-contained settings and the percent of students you expect to opt into 100% remote instruction (due to family preference, health concerns, etc.). The calculator applies these proportions equally across grade levels. Self-contained students are excluded from later calculations.

% Self-Contained SWD: 4%

% Students Opt-In to 100% Remote: 15%

# Most districts are considering a variety of Comeback Models for the fall

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- **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

For all scenarios, we must plan to:

- Assess student academic and social-emotional needs
- Provide time, staff and programming for educational recovery
- Provide social-emotional support for students
- Support and prepare teachers
- Provide technology to enable learning in all contexts
- Organize non-instructional resources
- Address inequities that continue to affect the experience of students with the greatest needs

# How does this align to TN DOE guidance?

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TN DOE Category	Options	Modality
1 - All students physically in school buildings	<ul style="list-style-type: none"><li>• Traditional return</li><li>• Staggered return</li><li>• Staggered schedule</li><li>• Year-round</li></ul>	In-person
2 - All students participate in virtual and distance learning	<ul style="list-style-type: none"><li>• Full-time distance education</li><li>• Self-paced or Semi-independent</li></ul>	Remote
3 - Some students in physical buildings and some students virtual	<ul style="list-style-type: none"><li>• Split days</li><li>• Alternating days</li><li>• Physical attendance based on need</li></ul>	Hybrid
4 - Cyclical or intermittent physical and virtual education	<ul style="list-style-type: none"><li>• Staff and family choice</li><li>• Emergency or responsive situations only</li></ul>	Hybrid

# “Hybrid” can mean a lot of things

## Schedules

- A/B alternating days
- A/B alternating weeks
- Two-day cycles (M/T, Th/F) with a 5th day for planning and targeted intervention

## Student grouping

- Homeroom - students stay with the same group on in-person and remote days
- Split - students have different schedules and grouping on in-person and remote days

## Teacher role

- Focus on in-person *or* remote teaching
- Teach in-person *and* remotely
- Teach in-person and remotely *simultaneously*

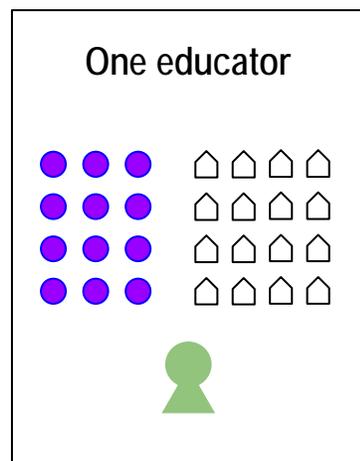
Hybrid models are grounded in the belief that it is better for at least some students to be in-person some of the time than for any student who wants to attend school in-person to be remote all of the time.

# Examples: Hybrid/homeroom and hybrid/split

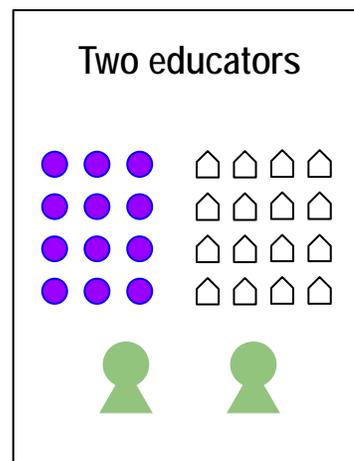
## Legend

-  In-person student
-  Remote student
-  Educator

### Hybrid model with traditional **homeroom** structure



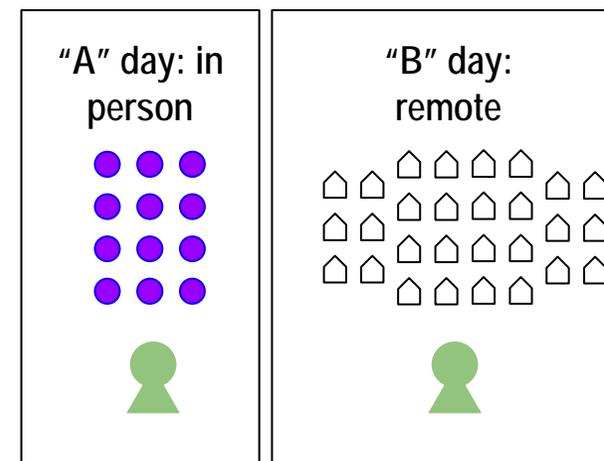
Requires a single educator to manage in-person and remote students



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.

# Let's look at some of the models we've developed

Elementary School Comeback Models	K-3	4-5
1: Grade K-3 students fully in-person, grade 4-5 fully remote	In-person	Remote
2: Family choice of full in-person or full remote	In-person or remote (family choice)	
3: Hybrid/split model with supervised in-school option for some on remote days	Hybrid/split	
4: Grade K-3 in hybrid/homeroom model, grade 4-5 fully remote	Hybrid/homeroom	Remote
Secondary School Comeback Models	6 or 9	7-8 or 10-12
1: Transition grade, students with disabilities and other students who opt-in in-person, all other students fully remote.	In-person	In-person or remote (family choice)
2: Highest need in-person students, all others fully remote	In-person or remote (by student need)	

*Students with disabilities requiring in-person support are served in-person in all models*

# Elementary Model 1 can serve ~70% of Gen Ed & Inclusion students in person daily by using both certified and non-certified staff for instruction

The number of students a school can serve in-person depends on:

- Total enrollment
- Instructional staffing level
- Target group size for in-person instruction that enables safe physical distancing
- Target student/teacher ratio for remote instruction
- Availability of physical space for all in-person groups
- Availability of non-instructional staff to provide lunch coverage for in-person teachers

Percent of Gen ED & inclusion students that can attend in-person based on 39.0 instructional staff				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	25	41.7% 2.5 grade levels	67.7% 4.1 grade levels	93.8% 5.6 grade levels
	28	45.6% 2.7 grade levels	71.1% 4.3 grade levels	94.6% 5.7 grade levels
	30	47.5% 2.9 grade levels	72.6% 4.4 grade levels	95.0% 5.7 grade levels

		Gen Ed Instructional Staff	FTE
Certified	Homeroom Teachers		24.0
	Intervention Teachers		2.0
	Specials Teachers		4.0
	Librarian		1.0
	<i>Total Certified</i>		31.0
Non-Cert	Teaching Assistants		8.0
	<i>Total Non-Certified</i>		8.0
		<b>Total Gen Ed Instructional Staff</b>	<b>39.0</b>

Elementary Model 1 deploys the majority of instructional staff to grades K-3 to enable safe group sizes for in-person learning

**In Person**

Inclusion Classrooms				
Total Students		Staffing		Group Size
<b>K</b>	100	4 Homeroom Teachers 4 Other Staff (2 TAs, 1 PE Teacher, Interventionist)		13
<b>1</b>	100	4 Homeroom Teachers 4 Other Staff (2 TAs, Librarian, Art Teacher)		13
<b>2</b>	100	4 Homeroom Teachers 4 Other Staff (2 TA, 1 PE Teacher, Instructional Coach)		13
<b>3</b>	100	4 Homeroom Teachers 4 Other Staff (2 TAs, Music Teacher, 1 4th Grade Teacher)		13
Self-Contained Classrooms				
<b>K-2 SWD</b>	10	1 Teacher, 1 Para		10
<b>3-5 SWD</b>	10	1 Teacher, 1 Para		10

**Remote**

		Math, ELA, Science/SS		Specials	
Total Students		Staffing	Group Size	Staffing	Group Size
<b>4</b>	100	3 Homeroom Teachers	25	1 Homeroom Teacher	25
<b>5</b>	100	3 Homeroom Teachers	25		

- Grades K-3: Students spend half of their day in small groups with their homeroom teacher and the other half with another educator. One 4th grade teacher moves down to 3rd grade.
- Self-Contained Special Needs Classrooms: All students can be supported in-person.
- Grades 4-5: Six teachers are departmentalized across Math, ELA, and Science/Social Studies, and one teacher rotates across all groups to provide specials instruction

# Let's look at some of the models we've developed

Elementary School Comeback Models	K-3	4-5
1: Grade K-3 students fully in-person, grade 4-5 fully remote	In-person	Remote
2: Family choice of full in-person or full remote	In-person or remote (family choice)	
3: Hybrid/split model with supervised in-school option for some on remote days	Hybrid/split	
4: Grade K-3 in hybrid/homeroom model, grade 4-5 fully remote	Hybrid/homeroom	Remote
Secondary School Comeback Models	6 or 9	7-8 or 10-12
1: Transition grade, students with disabilities and other students who opt-in in-person, all other students fully remote.	In-person	In-person or remote (family choice)
2: Highest need in-person students, all others fully remote	In-person or remote (by student need)	

*Students with disabilities requiring in-person support are served in-person in all models*

# All instructional staff are assigned to a dedicated groups of students

- Students attend school in person on a **rotating schedule**, either Monday & Tuesday, or Thursday and Friday.
- On their ***in-person day***, students are in groups of 13, led by their homeroom teacher.
- On their ***remote day***, students participate in small group rotations with the two teachers assigned to their grade band.
- There are two **self-contained classrooms for students with disabilities** who always attend school in person.

				In-Person Day		Remote Day	
		Total Students		Staffing	Group Size	Staffing	Ratio*
General Education	<b>K</b>	80	3 Teachers	14	Intervention Teacher & Art Teacher	1:40	
	<b>1</b>	80	3 Teachers	14			
	<b>2</b>	80	3 Teachers	14	Intervention Teacher & Music Teacher	1:40	
	<b>3</b>	80	3 Teachers	14			
	<b>4</b>	80	3 Teachers	14	Librarian & PE Teacher	1:40	
	<b>5</b>	80	3 Teachers	14			
Special Education	<b>K-2 SWD</b>	10	1 Teacher, 1 Para	10	NA	NA	
	<b>3-5 SWD</b>	10	1 Teacher, 1 Para	10	NA	NA	

\* Although remote teachers are responsible for 80 different students over the course of the day, they work with students in small group rotations 6

During remote days, students rotate through small group instruction and independent work time

Mins	Grade K Student	Art Teacher	Intervention Teacher	English Language Teacher
30		Arrival Duty for On-site Teachers		
30	Community Circle	Community Circle	Community Circle	Community Circle
90	ELA Block	Grade K ELA	Grade 1 Math	Support Grade 2 ELA
				Support Grade K ELA
30	English Language Development	Grade K Office Hours	Grade 1 Office Hours	English Language Small Group
30	Lunch	Lunch Duty	Care Team Check-ins	Lunch Duty
30			Duty-Free Lunch	
30	Optional Enrichment Activity	Duty-Free Lunch	Care Team Check-ins	English Language Small Group
90	Math Block	Grade 1 ELA	Grade K Math	Duty-Free Lunch
				Support Grade 1 ELA
30	Independent Work Time	Grade 1 Office Hours	Grade K Office Hours	English Language Small Group
30		Dismissal Duty for On-site Teachers		
30		Shared-Student Team Meeting		

**\*\* Orange highlighting shows when student is with teacher \*\***



Student day = 6 hours

Time with educators = 4½ hours

Time in core instruction = 3½ hours

Decision Points for COVID Comeback Models

**Figure 5.** Example system-wide configuration of COVID Comeback Models.

**Elementary Schools**

 **K-5 students who opt in to a hybrid model** attend in-person two days per week and remotely two days per week on an A/B schedule. In-person and remote day schedules are separate (single-mode classes). Day 5 is reserved for intervention and planning.

 **K-5 students who opt for a full-remote model** attend 100% remote schools organized across two or three elementary schools.

 **Students with disabilities who are served in self-contained settings** at any grade level attend school in-person every day.

**Middle Schools**

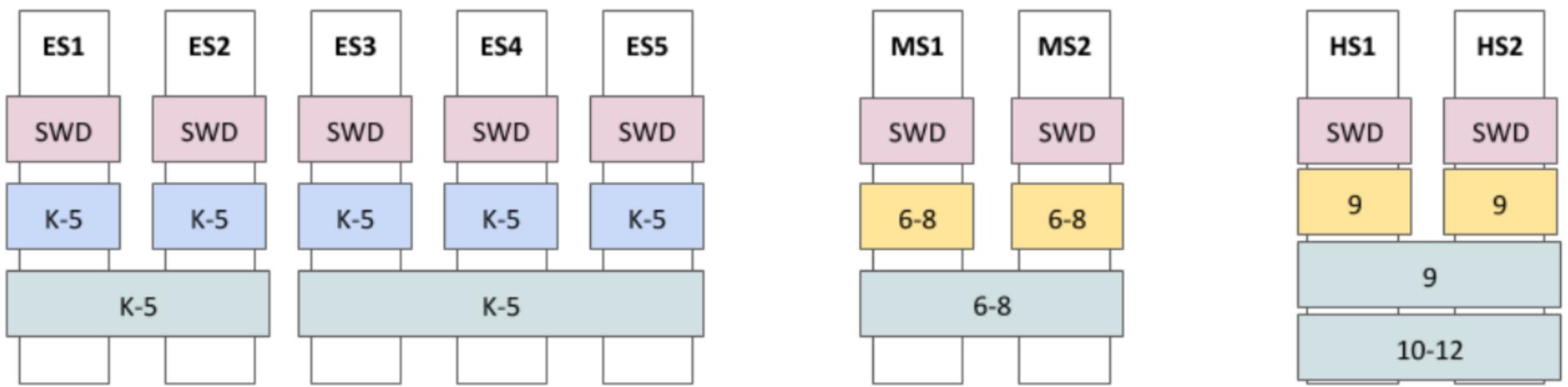
 **Grade 6-8 students attend school based on family preference** - 100% in-person or 100% remote.

 **A single remote middle school** is created for students who opt into the 100% remote model.

**High Schools**

 **Grade 9 is 100% in-person**, unless students opt for an all-remote option.

 **Grades 10-12 attend a single remote high school.** Work space could be reserved in schools, libraries or other community organizations.



**LEGEND:**  SWD self-contained, in-person  All in-person  All remote  Hybrid

# Process for developing COVID comeback models

## Establish guiding principles

Core beliefs that will shape decisions about return to school, developed in partnership with families, educators and other community stakeholders

## Identify students to be served in fully in-person and fully remote models

Students who require in-person services

Students unable to participate in remote learning

Students who will opt out of in-person school

## Gather operational data to identify constraints

Physical distancing rules

Max class sizes based on school facilities

Transportation capacity

Assess the time required for students to enter and exit buildings,

## Determine the combination of models to prioritize across the system

Potential for fully in-person model

Need for fully remote model that serves students across schools

Trade-offs associated with hybrid models, including homeroom and split schedules

## Design schedules and staffing models

Including:

- Structure of in-person and remote time
- Teacher assignment, roles and collaboration
- Longer school day/year
- Additional staffing/time for some students
- Safe space for students on remote days



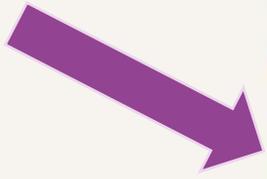
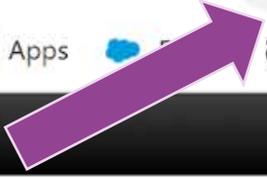
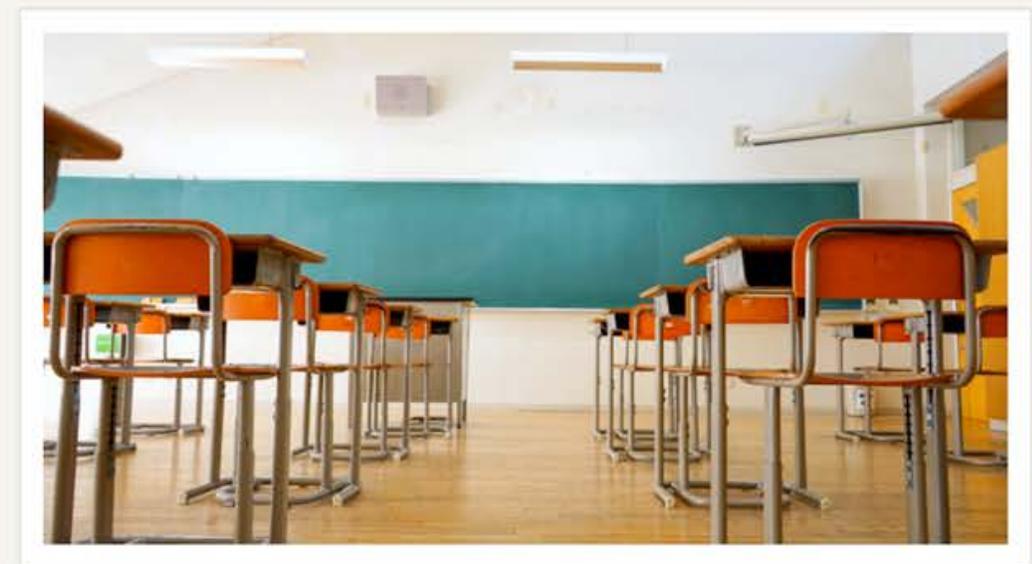
# Every school. Every child. Ready for tomorrow.

## Especially now.

In the new reality of COVID-19, "doing school" differently has become a requirement for many districts. Schools are facing unprecedented challenges as they work hard to support their students during the pandemic, especially those students with the highest need. But even in these times, transformation is possible. Even now — especially now — every school can still make sure every child has the resources they need to thrive.

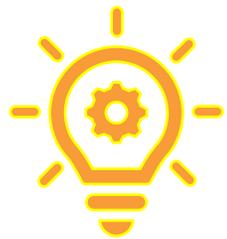
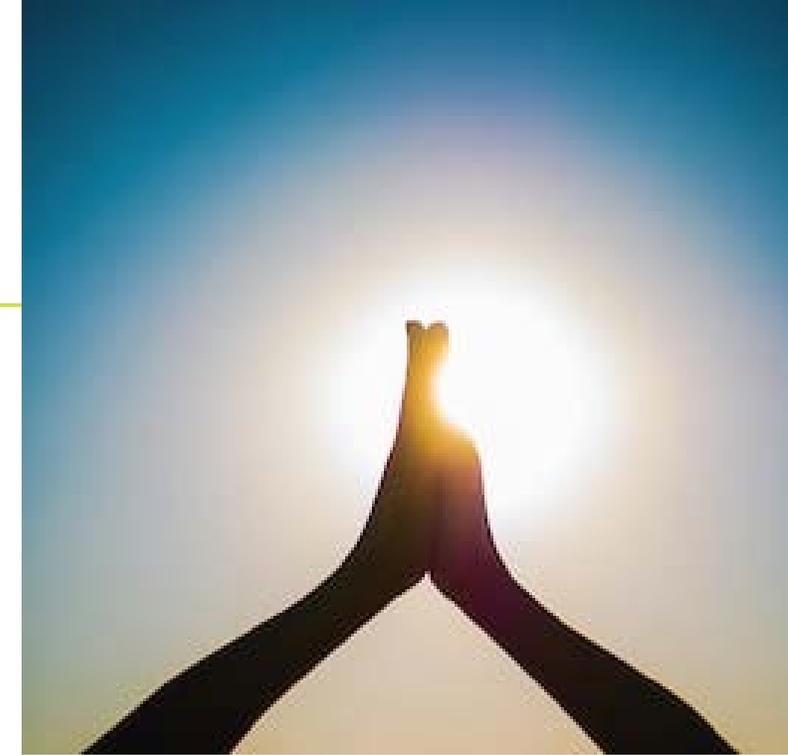
[Read the statement from ERS' Leadership Team on racism in America.](#)

[EXPLORE COVID-19 RESOURCES](#)



# Thank you for the difficult and crucial work you are doing on behalf of Tennessee students

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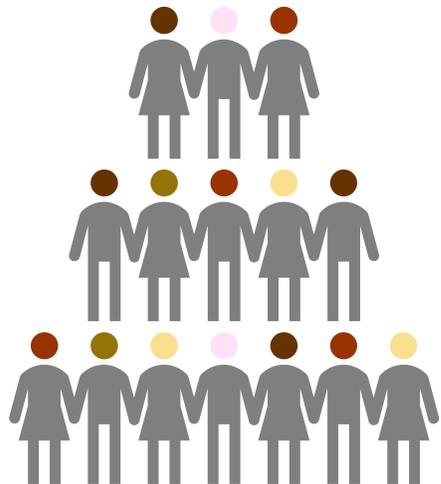
## Help us build on what we are learning and sharing

### SHARE YOUR STORY

#### WHAT'S HAPPENING IN YOUR DISTRICT?

Take our survey to let us know your district's challenges, successes, and questions as you navigate the impacts of COVID-19. We will continue to update this page with additional tools and do our best to find resources from other districts or our own learnings, and we will use any questions and responses we receive to inform future resources we will be creating for the field.

[TAKE THE SURVEY](#)



# For reflection and discussion

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What are some of the choices you are considering for organizing your resources to best meet student needs when you return to school?

Consider:

- Family and educator need and preferences for in-person, hybrid and remote models
- Potential physical distancing requirements
- The relative value of in-person school vs. fully remote options
- Flexibility and creativity to strategically re-think roles, schedules and staffing
- Other local context