

Reopening School in a Pandemic

# Planning for Fall 2020



# Situational Assessment

## Winter/Spring 2020: Chaotic Context

- The realm of the unknowable.
- No manageable pattern.
- Much confusion and disorder.
- Where there was some stability and where it was absent?
- Get remote instruction launched.



Dave Snowden's Cynefin Framework

# Situational Assessment

## Fall 2020 - the Age of Covid: Complex Context

- Lots of unpredictability, but there are answers (even if we can only see them in hindsight.)
- We now know that COVID-19 will be with us well into the future, and certainly this fall.
- The path forward emerges from context and requires flexibility and experimentation.



Dave Snowden's Cynefin Framework

## **It Will Take All Three of the Following to Hold Down Flare Ups**

**Mobile phone  
contact tracing  
apps being used  
by 50+% of the  
population**

**Extensive  
COVID-19 testing**

**Social Distancing**



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**Right now we are all  
looking through the fog.  
We have to be looking for  
signals both externally  
and internally to guide us.**

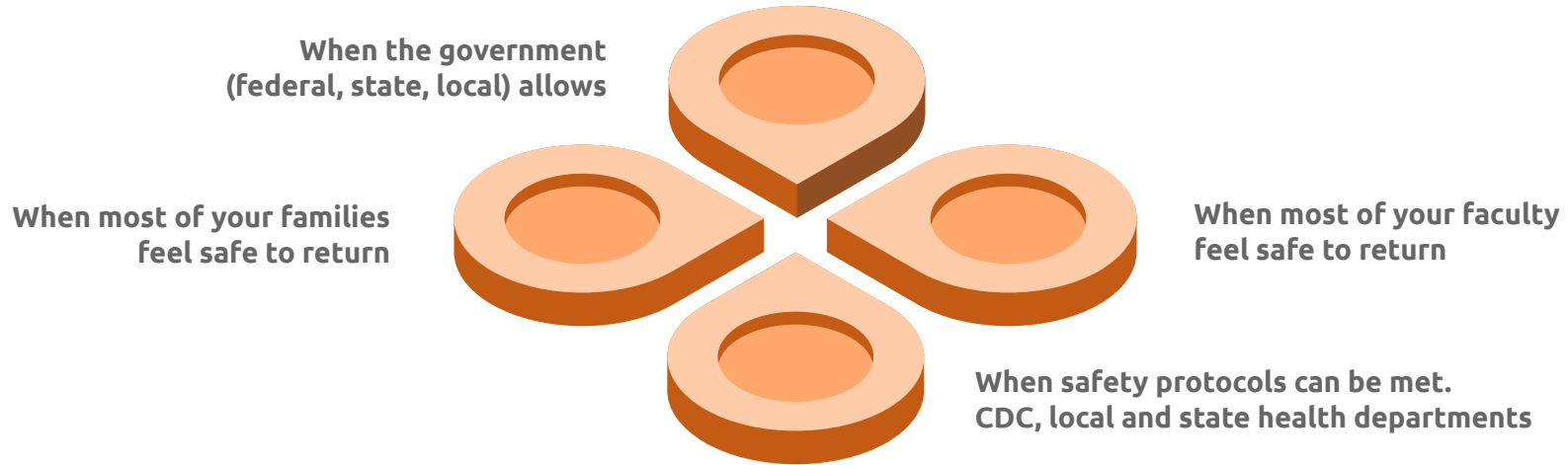


# Your School communities need to build their AQ.

Your “Adaptability Quotient.”  
You need to imagine and prepare for multiple futures.



# When can you reopen?



## Reopening Scenarios: Brick and Mortar



### Divide by Age

Only the lower grades in person. Upper grades all online.



### Stagger Days

Staggered days of week with some students two days a week/others two or three days.



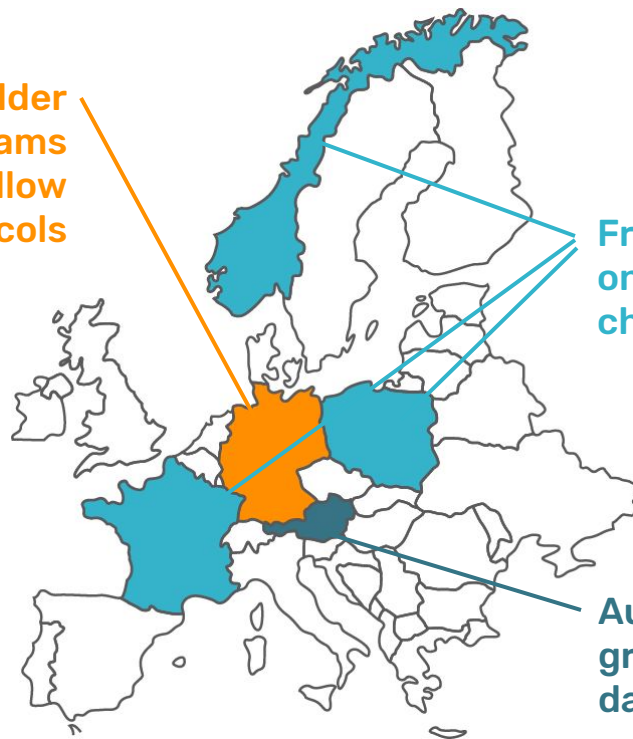
### 4 On/10 Off

4 days on, 10 days off  
Work in two week cycles  
Weizmann Institute of Science in Israel





**Germany: only older students because of exams & better able to follow hygiene protocols**



**France, Poland, and Norway: only elementary because of childcare issues**

**Austria: 5 days on for one group of students, then 5 days off**



# Decisions not being made on the basis of science alone.

- Economy
- What parents want
- Private schools under more pressure than public to restart because parents are paying
- University level - Start earlier in August; No fall break/End by Thanksgiving/Online rest of term
- 25% of teachers in Germany are in a high risk group





- In much of Asia, high value placed on education and family.
- High compliance with regulations means people more comfortable and confident with reopening than in the West.

**Will our families  
actually do what they  
are asked to do by the  
government or school?**



## Some possibilities schools are considering

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- Starting earlier to gain more outdoor days. Tents. Shelters.
- Eliminating fall break.
- Permanently building in weekly PD time for teachers.  
(You will need it.)
- Splitting the year into quarters.  
Each student: Two quarters on/  
Two quarters off.
- Moving to a block schedule.



## **Need to be prepared for a year of blended learning under a variety of circumstances.**

- Toggle back and forth between f2f and online because the pandemic flares.
- Some students only online because of underlying health issues of the student or family member, or fear
- Some faculty only online because of underlying health issues of student/family member
- COVID-19 exposure of student or family member of student OR exposure of teacher or a family member that requires quarantine.



**If you want to keep all of your current families, you will likely need to be prepared to run a fully online option along with a blended model until a vaccine is available.**



# The Class Schedule



**How many courses  
will a student take at  
one time? Minimize**

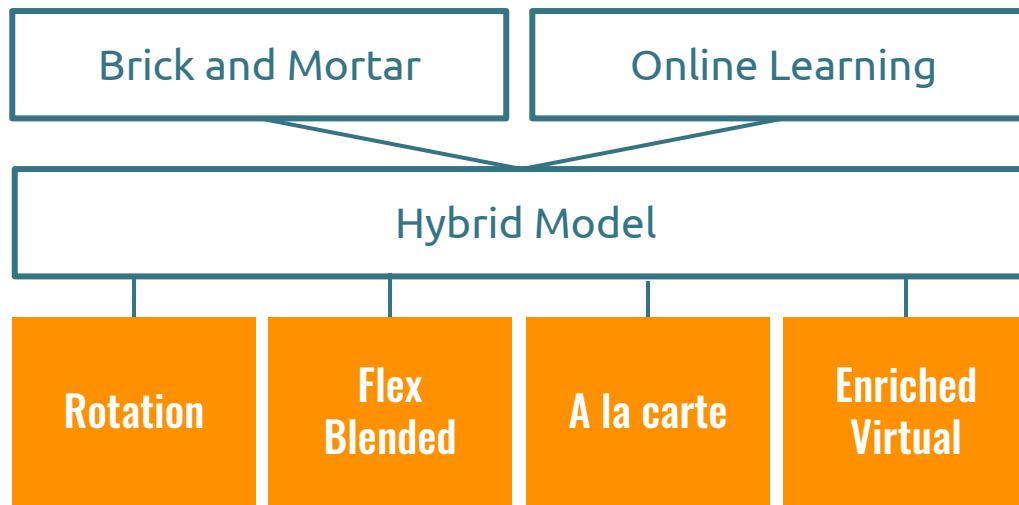
**How many  
courses will a  
teacher teach?**

**Rotating schedule?**

**Modified tutorial  
schedule.**

## Classifying Blended Learning

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<https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>





# Programmatic Issues

- Summer planning and PD is essential.
- Give people a good break.
- Stipend them for summer work.



# Operational issues:

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- Fewer students in each classroom
- Higher cleaning costs/Cleaning buildings twice per day
- Use gyms, libraries, theatres, dining halls, differently (Now instructional spaces)
- Renting additional space/Trailers



## Resources

### CDC Guidance:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

### American College Health Association:

[https://www.acha.org/documents/resources/guidelines/ACHA\\_Considerations\\_for\\_Reopening\\_IHEs\\_in\\_the\\_COVID-19\\_Era\\_May\\_2020.pdf](https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May_2020.pdf)



## **Pull together protocols.**

**Morning check in**

**Screening**

**Purchasing supplies  
and equipment early.**

Masks, cleaning supplies,  
thermometers, PPE  
equipment, video  
conferencing equipment.

**Someone  
with symptoms**

**Quarantine area**





# Brigadoon Academy

What opening might look like:

<https://elevate.explo.org/brigadoon-academy-and-a-once-in-a-century-challenge/>



# Storytelling

**Imagining multiple future realities.**

Important to socialize your community to possibilities.  
Expand their notion of what the community can handle. When  
you can talk about something, it means you can deal with it.



# The context for every school is unique.

**What will work in one school may not work in another.**

**Co-design with faculty, staff, students, and parents. You will not make everyone happy, but you do need to approach this with a notion of how to equitably serve all students.**



# **This is not a six month or one year event.**

- Where will you be in three to five years?
- What happens if there is another pandemic in three years?
- Where will your school be?





**There is a raft of scary things ahead of us. There is also a world of opportunity. But opportunity implies chasing change through this fog. Change can be messy, volatile, and uncertain.**

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**Are you willing to embrace real  
and ongoing change to ensure  
your school has a future?**



# EXPLOELEVATE

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