

Section 2

KEY COMPONENTS OF RECOVERY TO REINVENTION PLAN

Note: this document only includes one section of the Playbook to build your Recovery to Reinvention Plan. [Click here](#) to access, download and make a copy of the full playbook, which includes links to other key components, templates and guidance. If you prefer to look at individual components of the plan and playbook, you can access and copy those at the links below.

[Section 1: Foundation for Recovery to Reinvention Plan & Planning Hub](#) 🔗

[Communications and Engagement Plan & Calendar](#) 🔗

[Updated Policies & Procedures](#) 🔗

Description of the Student & Staff Experience

[2020-21 Master Schedule & Facilities Plan](#) 🔗

[Pre-Service PD Schedule](#) 🔗

[First-6-Weeks Schedule](#) 🔗

[Learning & Iteration Plan](#) 🔗


[Change Management Plan](#) 🔗



DESCRIPTION OF THE STUDENT AND STAFF EXPERIENCE

To plan student and staff experiences for this year, you'll need to negotiate back and forth between two levels of considerations:

- The **experiences** any given student or staff member will have throughout their day/week/year including when and where each experience will occur, who will be involved in each experience, and how each experience will work instructionally and logistically.
- How **school elements** (e.g., schedule and use of space, adult roles and staffing, technology and tech infrastructure, etc.) will work feasibly and coherently within all of your constraints and needs across student and staff experiences.

We have a recommended sequence of decisions and considerations for you to navigate as you toggle back and forth in planning **experiences** for each student and staff member and then also **school elements** across experiences. That sequence is laid out below.

Below the steps, we included various [templates for experiences and school elements](#)  where you can keep updating your “final-for-now” decisions as you work through this back-and-forth process. The different versions of these templates were created to capture experiences for students and staff who will be fully-at-distance this coming year, as well as students and staff who will be sometimes-in-person this coming year.”

It may also help to refer to filled-out examples of the template for [elementary](#)  or [middle/high](#) . In addition, here is brief guidance on how to think about experiences and schedules for [K-1 learners](#)  in particular.

Step 1: Determine Who Will be Coming In-person Each Day, Who Will be at Distance, and Generally How That Will Work

1. How many students will be at distance 100% of the upcoming school year?

[note: for many schools, this is ~20-40% of the student body]

2. How many staff members will be at distance 100% of the upcoming school year?

[note: for many schools, this is ~5-20% of the staff]

3. How many students will be permitted in each classroom? What does this suggest about the percentage of students who can attend in-person on any given day?

[note: your state/district likely has guidance related to this; you can also see the CDC's guidance [here](#); many schools are choosing to allow at most ~33-50% of the students who are willing/able to be in person in the building at a giving time]

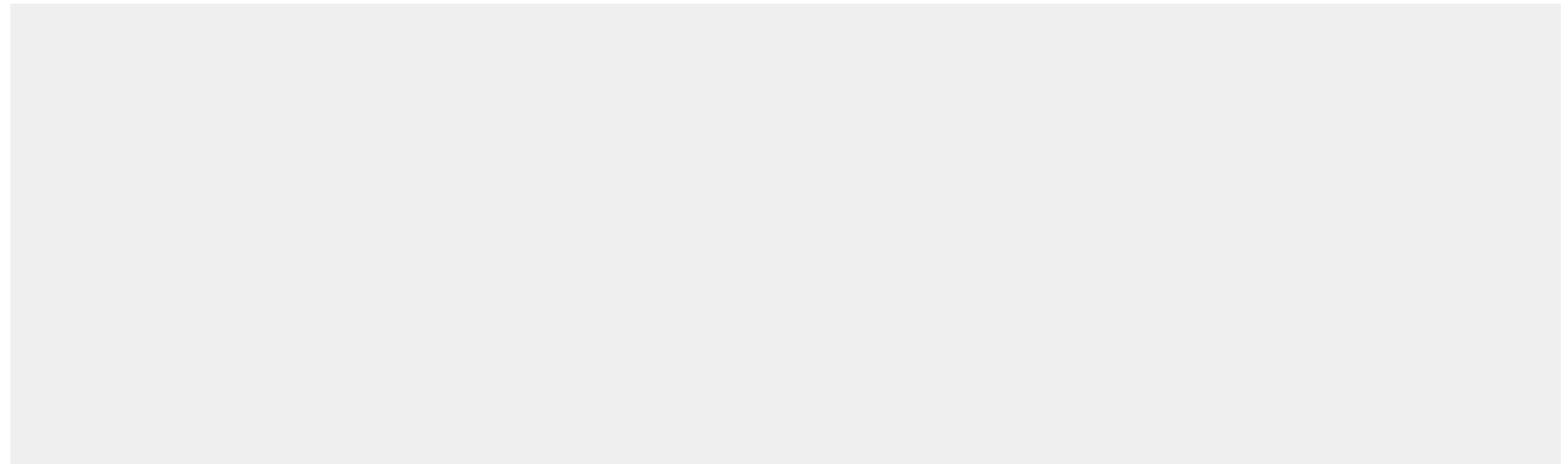
4. Which of the following general scheduling options will you choose for students who are willing/able to be in-person?

[Note: your state/district may have guidance related to this. Also, if one of the options below is close to what you'll choose but not exact, simply make note of that below. Finally, you may choose to make multiple options available to families and permit them to choose - make note of that if so.]

Scheduling Option	Pros
<input type="checkbox"/> <u>A/B/(C) days</u> : students come in-person 1-3 days per week, each week. <input type="checkbox"/> Differentiated variant: some students come in more frequently than others (e.g., some students come 3 days/week; others 2 days/week).	+ Relatively convenient for families (can plan weekly work schedules accordingly). + Only have to worry about one arrival/dismissal each day. + Enables relative instructional continuity
<input type="checkbox"/> <u>A/B/(C) weeks</u> : students come in-person for a week at a time, then take 2 weeks at distance (to enable COVID-19 symptoms to emerge if they might infect others). <input type="checkbox"/> Variant: students come in-person for a week at a time, then take 1 week at distance. <input type="checkbox"/> Differentiated variant: some students come in more frequently than others (e.g., some students come in 2 weeks/month, others 1 week/month).	+ If students get infected at school, they are unlikely to be infectious to others until they're at distance again (if they take 2 weeks off for every week on) + Enables continuous multi-day, in-person experiences + Only have to worry about one arrival/dismissal each day
<input type="checkbox"/> <u>A/B/(C) hours</u> : students come in-person for 2-4 hours each day. <input type="checkbox"/> Differentiated variant: some students come in for more time than others (e.g., some students come in 2 hours per day, others 4 hours per day).	+ Enables relative instructional continuity + While it may be difficult for some families' schedules, it's likely preferable to 100% distance for many working families
<input type="checkbox"/> <u>Occasional in-person</u> : students come in-person for office hours, special circumstances, etc..	+ Enables relatively simpler instructional planning - all at distance for the most part + Relatively safe
<input type="checkbox"/> <u>Some students in-person all the time (when school is open)</u> : students in certain groups (e.g., K-2 graders) are in-person for all of the instructional time that's expected of them (e.g., 4-5 days/week). Likely requires other students (e.g., 4-5 graders) would be at distance most/all of the time to accommodate.	+ Can be especially helpful for students for whom distance learning is not very effective
<input type="checkbox"/> <u>All willing/able students are in person every day.</u>	+ If space enables this safely, this can limit the complexity of needing to plan a hybrid experience for students, although you'll still need to contingency plan for sudden closures, and plan the distance model for students not attending in person
<input type="checkbox"/> <u>All students are at distance every day.</u>	+ Enables relatively simpler instructional planning - all distance + Relatively safe
<input type="checkbox"/> Other	

5. For academic experiences, will fully-at-distance students have a similar scope & sequence and general pacing to students who attend sometimes-in-person (i.e., students who do the schedule option above)?

[note: If yes, you'll likely want to plan a similar flow of experiences for all students throughout the week/year, and then plan variants for fully-distance students and for sometimes-in-person students; if not, you'll likely want to plan experiences for fully-distance students separately from planning for sometimes-in-person students].



Once you have made these decisions, update your [template for describing the student and staff experience](#)  by:

- In the 'school elements' part of the template, under 'curriculum, instruction, and assessment', capture your answer to the question immediately above (generally similar scope & sequence and pacing, or different).
- Based on your answer to the question immediately above, delete the student experience template version that you will not be using, since you'll only need to work with one of the two student experience template options.
- In the 'school elements' part of the template, under 'schedule and use of space', describe the schedule options for sometimes-in-person students that you selected above. Also capture roughly what % of students will do the sometimes-in-person option and what % will be fully-at-distance this coming year.


Step 2: Choose a Starting Student Profile And Schedule Out That Student’s Experiences With a ‘First Coat Of Paint’

Start by choosing a student profile to begin planning for. This might be more general (a 5th grade English Language Learner who also needs Tier 2 mental health supports) or specific (Sofia). We encourage you to choose a student who is not the simplest to plan for and has been relatively highly impacted by COVID-19 (e.g., complex learners, students without home tech access). Often planning first for students in these situations can make every student’s experience better, and alternatively, when all simpler cases are planned for first, more complex cases can at times get planned for hurriedly and in marginal ways.


For the student profile you’ve selected, consider two students who share these attributes, but one of whom will be sometimes-in-person and the other of whom will be fully-at-distance this coming year. It may help you to consider specific students (e.g., Sofia and Monica), or more general profiles.


For each student, list in the table below what experiences they should have in a typical week, how often they should have that experience, when in a given day/week they should have that experience (if applicable), and (if desired) what aspects of the experience are much better done in-person vs. at distance or synchronously vs. asynchronously. If you decided in Step 1 to have similar scope & sequence and pacing for fully-at-distance students and sometimes-in-person students, you can make one table. If you decided to have different scope & sequence and pacing, make one table for the fully-at-distance student and a separate table for the sometimes-in-person student.

Note: You don’t need to make this list from scratch! You can start with any (or multiple) of the following:

- A list of experiences you have provided similar students in the past (e.g., last spring, last fall)
- A list of experiences in a strong learning environment that Transcend has curated. Click on [this link](#)  to access our library of examples
 - Under the “Category” dropdown menu, select “Experiences”
 - You may also choose to sort by “Need” or by “Grade Band”
 - Click on a title to explore that experience (note that you will need to use the arrows to scroll if more than 8 experiences match your search)
- A list of experiences your state or district has suggested for similar students

Regular (i.e., weekly/biweekly) experience (e.g., Math, ELA, lunch, SEL block, recess, arrival safety procedure, Advisory, etc.)	How often should they have this experience?	If Applicable: When in a given day/week should they have this experience?	If Desired: <ul style="list-style-type: none">• What aspects of this experience (if any) are much better to do in person? What aspects (if any) are much better at distance?• What aspects of this experience (if any) are much better to do synchronously? What aspects are much better asynchronously?• How does this experience need to be	To return to in Step 4: <ul style="list-style-type: none">• What staffing is required for this experience?
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			(re)designed to fully reflect our vision, constraints, and guiding principles? Resource: Considering In-person And Remote Learning Modalities 	
Less Frequent (e.g., quarterly, once-a-year) experience (e.g., graduation, report card conferences, exhibitions, etc.)	How often should they have this experience?	If applicable: When in a given year should they have this experience?	If Desired: <ul style="list-style-type: none"> What aspects of this experience (if any) are much better to do in person? What aspects (if any) are much better at distance? What aspects of this experience (if any) are much better to do synchronously? What aspects are much better asynchronously? How does this experience need to be (re)designed to fully reflect our vision, constraints, and guiding principles? 	To return to in Step 4: <ul style="list-style-type: none"> What staffing is required for this experience?

Once you've captured any desired experiences in the table (or two tables if planning separately for fully-at-distance and sometimes-in-person students), schedule out what this could look like across a typical week and year. You can do this directly in the [template for describing the student and staff experience](#) , using the weekly-student-schedule and less-frequent-student-experiences parts of the template.

Note: You likely will not be able to fully plan this student’s week and year without making additional determinations about staffing, technology, etc. For now, just sketch what you can and flag where you have questions to come back to. This is a ‘first coat of paint’ that you’ll come back to as you navigate the decisions below.

Step 3: Consider how this ‘first coat of paint’ schedule might be different for students with different profiles from the one you started with above

Complete this step (at least your ‘first coat of paint’ of this step) by directly capturing your thoughts in the [template for describing the student and staff experience](#) , in the table that looks like this:

Grade levels	
Special designations (IEPs, language needs, etc.)	
Tier 2/3 academic needs	
Tier 2/3 social-emotional needs	
Unique courses (e.g., CTE, AP, internships, etc.)	
Other considerations (e.g. struggled or thrived with distance learning this spring, feel disconnected or connected with their school, etc.)	

Step 4: Sketch a staff schedule that fits with the student schedules above, with a ‘first coat of paint’

One challenge that may have come up as you are doing Steps 2 and 3, is needing to know whether the staffing of these experiences would be feasible for all students’ schedules across your school. To start addressing this challenge, this step asks you to sketch out a staff schedule over the course of a week (or two if more relevant). As you do so, consider:


- For a given experience, will the staff member be engaging students in-person, over a remote platform, or both simultaneously?

- What constraints must we work within related to total possible hours, permitted mix of experiences, etc.?
- Have we made sufficient space for planning and PD experiences?


How many staff schedules should you sketch in this step? We recommend sketching as many as you need to generally understand whether the student schedule you sketched can be feasibly staffed once you consider all of the students' schedules across your school.

Note: You don't need to make this staff schedule from scratch! You can start with any (or multiple) of the following:

- A staff schedule you used in the past (e.g., last spring, last fall)
- A staff schedule your state or district has suggested

You can sketch the staff schedule(s) directly in the [template for describing the student and staff experience](#) , using the weekly staff schedule part of the template. As you do so, you may need to go back and revise your student schedules - providing a 'second coat of paint' to that part of the template.

Step 5: Develop initial descriptions of each student experience


Another challenge that may have come up as you were sketching student and staff schedules is needing to know a little more about each experience in order to decide when and where it should take place for students. If your school already uses a template for planning specific experiences, we recommend you use that. If not, you can use the part of the [template for describing the student and staff experience](#)  that looks like this:

Experience:	
Overview of how the experience will generally work:	
<i>Any Relevant Details About:</i>	
Adult roles, hiring, + development	
Curriculum, instruction, + assessment	
Technology + tech infrastructure	


Logistics + operations	
Community + family partnerships	
Other elements (as relevant)	


As you'll see in the template, if your scope & sequence and pacing for fully-at-distance students is similar to sometimes-in-person students, we recommend you plan the experience in one table and explain how the experience will differ for each. If your scope & sequence and pacing are different, we recommend you plan the experience in two separate tables.

Either way, as you're planning experiences, make sure to consider:

- Your notes in the table from Step 2: What aspects of this experience (if any) are much better to do in person? What aspects (if any) are much better at distance? What aspects of this experience (if any) are much better to do synchronously? What aspects are much better asynchronously?
- How can we ensure that experiences for fully-at-distance students and sometimes-in-person students are both excellent? I.e., let's be vigilant to not make one just a watered-down version of the other.
- Are there school elements that you want to (or need to) be common across multiple experiences? These might include, for example:
 - Adult roles, hiring, & development: A common team teaching model
 - Curriculum, instruction, & assessment: A common skills rubric
 - Technology & tech infrastructure: A common LMS
- Do these experiences align with the vision, constraints, and guiding principles we captured in our [Planning Hub](#) .

And remember, you don't need to plan experiences from scratch! You can start with any (or multiple) of the following:

- *Experience descriptions/plans you have used in the past (e.g., last spring, last fall)*
- *Descriptions/plans of strong experiences that Transcend has curated. Click on [this link](#)  to access our library of examples*
 - *Under the "Category" dropdown menu, select "Experiences"*
 - *You may also choose to sort by "Need" or by "Grade Band"*
 - *Click on a title to explore that experience (note that you will need to use the arrows to scroll if more than 8 experiences match your search)*
- *Experience descriptions/plans your state or district has suggested*


Make as many copies in the [template](#)  as you need to sketch out any experiences desired. As you do so, you may need to go back and revise your student and staff schedules - providing an additional 'coat of paint' to those parts of the template.

In addition, as you consider school elements (adult roles, curriculum, technology, etc.) within and across experiences, capture updates in the part of the template (on p. 1) that asks how each school element will work feasibly and coherently.

Step 6: Consider the master schedule across all students, staff, and spaces


If you haven't considered these questions already in the steps above, consider now:

- When they're in person, which students and staff will be in which spaces at which times? Can we support this feasibly and safely?
 - Note: one way to boost safety is to have students stay in the same space for as much of the day as possible (e.g., for all classes and for lunch), with staff rotating as needed
- Are all experiences able to be staffed as needed, including by gen ed teachers, elective teachers, special-supports (e.g., ELD, IEP) teachers, counselors, meal distributors, etc.?
- Are the expectations of students and families reasonable? Are there any student or family situations that we haven't accounted for?

As you work through these questions, you may need to go back and revise other parts of your [template for describing the student and staff experience](#)  - providing additional 'coats of paint' to those parts of the template as needed.

Step 7: Keep looping through 'coats of paint' on Steps 2-6 as much as needed to get to clarity on your Description of the Student and Staff Experience

This progression through steps to complete your Description of the Student and Staff Experience is not linear. Keep cycling back as needed to negotiate the different needs and constraints within your experience plan.



As you do so, keep capturing updates in the relevant parts of the [template for describing the student and staff experience](#) . In addition to capturing updates on the experiences side, also be sure to look across experiences and check feasibility and coherence of your approach to each school element (adult roles, curriculum, technology, etc.).

Templates For Describing Student and Staff Experiences

The 7 steps above referred to templates for experiences and school elements that you can populate and keep refining as you work through your plan. You can find these templates laid out on this page, including links pointing to the pages that follow.

Experiences Templates

For academic experiences, will students who do 100% distance learning this year have a similar scope & sequence and general pacing to students who attend in-person when able?

- [If yes, use this student experience template](#) 
- [If no, use this student experience template](#) 

Notes:

- Parts of each template below include a weekly schedule to capture experiences for a given student or staff member. If your context requires a biweekly schedule (or some other cadence), copy/paste as needed.
- For any experiences that are asynchronous (i.e, students can do them at their own time and pace), merge cells for those times/days and indicate 'Asynchronous' at the top of the space.

Staff experience templates:

- [For staff member who attends in-person when able](#) 
- [For staff member who stays 100% at distance](#) 



School Elements Template

How will each of the following school elements work feasibly and coherently within all of your constraints and needs:

Adult Roles, Riring, & Development	
Curriculum, Instruction, & Assessment	
Technology & tech infrastructure	
Logistics & Operations	
Community & Family partnerships	
Schedule & Use of Space	
Other Elements (as relevant)	

Student Experience Template for When Academic Experiences are Similar between 100%-Distance and Sometimes-in-Person (i.e., hybrid) Students

	Monday		Tuesday		Wednesday		Thursday		Friday	
	100%-distance	Hybrid	100%-distance	Hybrid	100%-distance	Hybrid	100%-distance	Hybrid	100%-distance	Hybrid
In-person / distance	Distance	E.g. Distance	Distance	E.g. Distance	Distance	E.g. Distance	Distance	E.g. Distance	Distance	E.g. Distance
8:00 - 8:30										
8:30 - 9:00										
9:00 - 9:30										
9:30 - 10:00										
10:00 - 10:30										
10:30 - 11:00										
11:00 - 11:30										
11:30 - 12:00										
12:00 - 12:30										

12:30 - 1:00										
1:00 - 1:30										
1:30 - 2:00										
2:00 - 2:30										
2:30 - 3:00										
3:00 - 3:30										
3:30 - 4:00										
Etc										

Additional, less frequent experiences (e.g., quarterly experiences, once-a-year experiences, etc.):

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How will the schedule of experiences above (for both frequent (e.g., weekly) experiences and less frequent experiences) differ for students with different:

Grade levels	
Special designations (IEPs, language needs, etc.)	
Tier 2/3 academic needs	
Tier 2/3 social-emotional needs	
Unique courses (e.g., CTE, AP, internships, etc.)	
Other considerations (e.g. struggled or thrived with distance learning this spring, feel disconnected or connected with their school, etc.)	

How will a given experience generally work, including how will it be differentiated for different students? (copy this table for all experiences you'd like to describe)

Experience:		
Overview of how the experience will generally work:	For Fully-at-distance Students	For Sometimes-in-person Students
Any Relevant Details About:		
Adult Roles, Riring, & Development		
Curriculum, Instruction, & Assessment		
Technology & tech infrastructure		
Logistics & Operations		
Community & Family partnerships		
Other Elements (as relevant)		

Student Experience Template for When Academic Experiences are Different between 100%-Distance and Sometimes-in-Person (i.e., hybrid) Students

100%-Distance Student					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					

12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					
Etc					

Additional, less frequent experiences (e.g., quarterly experiences, once-a-year experiences, etc.):

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How will the schedule of experiences above (for both frequent (e.g., weekly) experiences and less frequent experiences) differ for students with different:

Grade levels	
Special designations (IEPs, language needs, etc.)	
Tier 2/3 academic needs	
Tier 2/3 social-emotional needs	
Unique courses (e.g., CTE, AP, internships, etc.)	
Other considerations (e.g. struggled or thrived with distance learning this spring, feel disconnected or connected with their school, etc.)	

How will a given experience generally work, including how will it be differentiated for different students? (copy this table for all experiences you'd like to describe)

Experience:	
Overview of how the experience will generally work:	
Any Relevant Details About:	
Adult Roles, Hiring, & Development	
Curriculum, Instruction, & Assessment	
Technology & tech infrastructure	
Logistics & Operations	
Community & Family partnerships	
Other Elements (as relevant)	

Sometimes-in-Person (i.e., Hybrid) Student

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
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12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					
Etc					

Additional, less frequent experiences (e.g., quarterly experiences, once-a-year experiences, etc.):

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-
-

How will the schedule of experiences above (for both frequent (e.g., weekly) experiences and less frequent experiences) differ for students with different:

Grade levels	
Special designations (IEPs, language needs, etc.)	
Tier 2/3 academic needs	
Tier 2/3 social-emotional needs	
Unique courses (e.g., CTE, AP, internships, etc.)	
Other considerations (e.g. struggled or thrived with distance learning this spring, feel disconnected or connected with their school, etc.)	

How will a given experience generally work, including how will it be differentiated for different students? (copy this table for all experiences you'd like to describe)

Experience:	
Overview of how the experience will generally work:	
Any Relevant Details About:	
Adult Roles, Riring, & Development	
Curriculum, Instruction, & Assessment	
Technology & tech infrastructure	
Logistics & Operations	
Community & Family partnerships	
Other Elements (as relevant)	

Staff Experience Template for Staff Member who Attends in-Person When Able

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
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12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					
Etc					

Additional, less frequent experiences (e.g., quarterly experiences, once-a-year experiences, etc.):

-
-
-
-

How will the schedule of experiences above (for both frequent (e.g., weekly) experiences and less frequent experiences) differ for staff with different:

Grade levels	
Subjects / departments (e.g., Math, ELA, SPED, etc.)	
Roles (e.g., teacher, assistant, administrator, etc.)	
Other considerations	

Staff Experience Template for Staff Member Who Stays 100% at Distance

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					

12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					
Etc					

Additional, less frequent experiences (e.g., quarterly experiences, once-a-year experiences, etc.):

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-
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How will the schedule of experiences above (for both frequent (e.g., weekly) experiences and less frequent experiences) differ for staff with different:

Grade levels	
Subjects / departments (e.g., Math, ELA, SPED, etc.)	
Roles (e.g., teacher, assistant, administrator, etc.)	
Other considerations	

Before continuing to plan, check for alignment to your vision, constraints, and guiding principles in your [Planning Hub](#) .