DEPARTMENT of EDUCATION
Louisiana Believes   **Implementing Adaptive and Flexible Staffing Plans and School Schedules**

Priority:
In order to ensure a strong start to 2020-2021, school system leaders develop adaptive and flexible staffing plans that maximize learning time and enable teachers and students to move seamlessly between in-person and distance learning.

Introduction:
School system leaders and principals must prepare for a school year that could look very different from prior years: vulnerable teachers and students will need to be able to teach and learn from home, schools may need to modify school operations to facilitate small groups of students rotating between learning in school facilities (while maintaining physical distancing) and learning from home, and school facilities may need to close during part of the school year.

This guidance document supports school system leaders and principals in creating contingency plans for these possibilities, including creating an adaptive and flexible staffing plan for the 2020-2021 school year.

PLAN

Key Actions	Resources/Examples
Identify **guiding principles** for maximizing learning time that will be used when developing an adaptive and flexible staffing plan. *Owner: School System Leaders*	● [*UPDATED* Identifying Guiding Principles for Maximizing Learning Time](#)
Understand employees' needs and plans through **personnel surveys** to ensure the staffing plan accommodates employees' needs. *Owner: School System Leaders*	● [*NEW* Understanding Employees' Needs and Plans through Personnel Surveys](#)
Examine the **frequently asked questions** section of this document for additional guidance in implementing adaptive and flexible staffing plans and school schedules. *Owner: School System Leaders and Principals*	● [*NEW* Implementing Adaptive and Flexible Staffing Plans and School Schedules Frequently Asked Questions](#)

IMPLEMENT

Key Actions	Resources/Examples
Build an **adaptive** and **flexible** staffing plan and school calendar. The linked example frameworks can be helpful in guiding school system leaders and principals through the planning process and identifying actions required. *Owner: School System Leaders and Principals*	● [*NEW* Building an Adaptive and Flexible Staffing Plan](#)
Design **schedules** and **staffing models** that detail student groupings, roles, decision points, and system implications. *Owner: School System Leaders and Principals*	● [*NEW* Designing Schedules and Staffing Models](#) ● [*NEW* Elementary School Comeback Models](#) ● [*NEW* Middle School Comeback Models](#) ● [*NEW* High School Comeback Models](#)

COMMUNICATE

Key Actions	Resources/Examples
Communicate **teacher schedules** for remote learning to support teachers in execution of the staffing model. *Owner: Principals*	● [Communicating Teacher Schedules for Remote Learning](#)
Support families by clearly communicating **learning schedules** and **expectations**. *Owner: Principals*	● [*NEW* Communicating Learning Schedules and Expectations to Families](#)

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PLAN

Identifying Guiding Principles for Maximizing Learning Time
School system should ensure that adaptive and flexible staffing plans include the following guiding principles:

- Daily interaction with students and weekly interactions with peers and supervisors during periods of distance learning. See the Guidance for Student and Staff Monitoring document for monitoring options.
- Extended learning time, particularly for students with unfinished learning. This could include:
  - Adding additional learning time, focused solely on high-quality curriculum, to each day in the school calendar.
  - Tutoring that is focused solely on high-quality curriculum for students with unfinished learning. *(Note: Federal flow-through funds are eligible to be used for this purpose.)*
  - Utilizing breaks (fall, Thanksgiving, spring, winter) to provide in-person or distance learning academies that are focused solely on high-quality curriculum for students with unfinished learning. *(Note: Federal flow-through funds are eligible to be used for this purpose. This example may support you in thinking about how to create such an academy for your school system.)*

School systems may also consider:
- Beginning the school year early and ending the school year later, as health and safety permit, in case future school facility closures disrupt learning time.
- Moving to a year-round calendar, such as a three-track schedule (also known as a Concept 6 schedule). In a three-track schedule, students are divided into three groups, with one group always on vacation. There are six terms, consisting of approximately 40 days each, and students attend four out of the six terms during the year. Schools that use the three-track schedule may have to extend the school day to meet the state's minimum instructional time requirements. This schedule can increase the capacity of the school building by up to 50 percent.
  - *Updated* Example Year-Round Schedule: Early August Start Date
  - Example Year-Round Schedule: Early September Start Date
  - Example Year-Round Schedule: Early September Start Date with Increased Building Capacity
  - Year-Round Calendar: Template with Instructional Minute Calculator
  - Example Year-Round Schedule: North Carolina

Note that the above actions may require the re-negotiation of teacher contacts. School systems should therefore first discuss this with their personnel director and legal counsel.

NEW Understanding Employees' Needs and Plans through Personnel Surveys
Before developing an adaptive and flexible staffing plan, school systems must understand their employee's plans for the upcoming year. The survey should make clear that it is for planning purposes only and does not constitute an employee giving notice or making a formal request for leave or accommodations. This could be accomplished with a checkbox along the lines of: *"I understand that this survey does not constitute my formal notice regarding my employment status."*

At minimum, personnel surveys should gather the following information:
- Employee name
- Employee unique identifier (if applicable)
- Current school assignment
- Current position
- Given the current COVID-19 context and Louisiana's reopening guidance, what is your intention for the fall?
    - Return to teaching
    - Return to teaching with a request for accommodations
    - Leave of absence
    - Retire
    - Resign
    - Undecided

School systems may also use this opportunity to gather information from teachers regarding lessons learned from the spring as well as professional development and other resources needed for the upcoming school year.

See below for examples of personnel surveys.
- Monroe City Schools: Personnel Survey
- Webster Parish: Personnel Survey

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IMPLEMENT

NEW Building an Adaptive and Flexible Staffing Plan
Once school systems have established guiding principles and collected personnel survey data, they can use one of the following frameworks to build an adaptive and flexible staffing plan. Principals should be included in the planning process, and will play a key role in developing schedules and staffing models.

See below for frameworks.
- Education Resource Strategies Framework
    - This framework published by a non-profit organization, Education Resource Strategies, walks school systems through five critical steps to build out their plans. While these steps are organized sequentially, the implications of any one decision is likely to affect leaders' thinking about the others. Therefore, prepare to work iteratively and confirm or adjust your approach as you go.

- Instruction Partners Framework
    - This framework published by Instruction Partners provides school systems with suggested actions in three phases to build out adaptive and flexible staffing plans. The phases include planning for reentry (summer), communicating and implementing the reentry plan (fall), and improving the plan and preparing for recovery (winter/spring). The first part of the framework has been published, and the additional sections are forthcoming.

NEW Designing Schedules and Staffing Models
The following COVID Comeback School Models outline **student groupings, schedules and staff roles** that can be used to build an adaptive and flexible staffing plan. Each model contains a detailed PDF guide and video detailing an overview of the model, student groupings, schedules, roles, decision points, and system implications. Please note that pre-K, kindergarten and first grade students who need to be physically present in a school facility five days a week must be taught by appropriately certified teachers. This ensures that young students receive developmentally appropriate instruction.

Elementary School Comeback Models				
School Model	When to **use** the model?	Which students are **all-in-person**?	How many students do a **hybrid** of in-person and remote learning?	Which students are **all-remote**?
Early Grades In Person PDF Guide Video Guide	Works well when (1) prioritizing maximum in-person school for younger students and (2) no option for district-wide remote school; all resource tradeoffs must happen within your school.	All pre-K–grade 3 students. All pre-K–grade 5 students with disabilities served in a self-contained setting.	None	All grade 4-5 students. All students who opt out of attending in-person school for health or family reasons.
Family Choice PDF Guide Video Guide	Works well when (1) there is high demand for remote school at all grade levels and (2) sufficient space and staff to accommodate all who want to attend in-person.	Students with disabilities served in a self-contained setting who opt for all in-person school All pre-K–grade 5 students who opt for all in-person school	None	All students who opt out of attending in-person school for health or family reasons.
School-Wide Hybrid PDF Guide Video Guide	Works well when (1) prioritizing a hybrid approach for all students who want it and (2) teacher teams are set up to adapt and provide instruction for a mix of in-person and remote learning.	Students with disabilities served in a self-contained setting. Remote day students who	All other pre-K–grade 5 students in A/B day with a split schedule, i.e. different schedules and	All students who opt out of attending in-person school for health or family reasons.

		need/choose supervised space to learn.	instructors on remote and in-person days.	
Distance Learning PDF Guide 1 PDF Guide 2	Works well when (1) you want consistent daily schedules that establish helpful routines and limit demands for adult facilitation at home, (2) you want daily synchronous instruction that enables face-to-face instruction with a teacher, particularly in math, ELA, and science, (3) you are prioritizing daily connections for each student with at least one consistent adult, and (4) you are prioritizing dedicated time for additional social-emotional support.	None	None	All students

Middle School Comeback Models				
School Model	When to **use** the model?	Which students are **all-in-person**?	How many students do a **hybrid** of in-person and remote learning?	Which students are **all-remote**?
Highest-Need Students In Person PDF Guide Video Guide	Works well when (1) prioritizing the highest-need students (including and beyond students with low-incidence disabilities) for in-person support, (2), there is high interest in remote school at all grade levels, and (3) fewer than half of students are considered "high-need," enabling you to avoid unintentional tracking.	Students with disabilities served in a self-contained setting Other highest-need students. Remaining seats offered to students based on a lottery system.	None	All other students
Hybrid A/B Days	Works well when (1) you are prioritizing a hybrid approach for all	None	All students	None

PDF Guide Video Guide	students who want it and (2) you can staff classrooms with two educators to help integrate students whose families have chosen to keep them at home.			
Distance Learning PDF Guide 1 PDF Guide 2	Works well when (1) you want consistent daily schedules that establish helpful routines and limit demands for adult facilitation at home, (2) you want daily synchronous instruction that enables face-to-face instruction with a teacher, particularly in math, ELA, and science, (3) you are prioritizing daily connections for each student with at least one consistent adult, and (4) you are prioritizing dedicated time for additional social-emotional support.	None.	None.	All students.

High School Comeback Models				
School Model	**When to use the model?**	**Which students are all-in-person?**	**How many students do a hybrid of in-person and remote learning?**	**Which students are all-remote?**
Transition Grade In Person PDF Guide Video Guide	Works well when (1) planning for stringent physical distancing requirements, (2) prioritizing support for students in their transition year, and (3) most families buy into in-person school if it is available.	Ninth grade students Students with disabilities served in a self-contained setting Students who opt into attending school every day but participate in remote learning from a separate location in the building on their remote days	None	All other students

Hybrid A/B Week PDF Guide Video Guide	Works well when (1) prioritizing a hybrid approach for all students who want it and (2) teacher teams are set up to adapt and provide instruction for a mix of in-person and remote learning	None	All students	None
Distance Learning PDF Guide 1 PDF Guide 2	Works well when (1) you want consistent daily schedules that establish helpful routines and limit demands for adult facilitation at home, (2) you want daily synchronous instruction that enables face-to-face instruction with a teacher, particularly in math, ELA, and science, (3) you are prioritizing daily connections for each student with at least one consistent adult, and (4) you are prioritizing dedicated time for additional social-emotional support.	None	None	All students

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COMMUNICATE

Communicating Teacher Schedules for Remote Learning
Principals can support teachers during periods of remote learning by developing teacher schedules that outline how teachers should use their time during periods of hybrid or virtual learning.

Teacher schedules could include:
- Morning School Site Meetings
- Grade Level Meetings
- Common Planning Meetings
- Planning and Preparing Virtual Lessons
- Tutoring
- Interacting with Families
- Lunch
- Self Care Breaks

See below for example teacher schedules.
- Example Daily Schedule for Teachers
- Sallie Humble Elementary Zoom Meeting Schedule

NEW Communicating Learning Schedules and Expectations to Families
Principals can support families during this time by creating systems and plans to clearly communicate learning schedules and expectations to families.

See below for two example guides.
- Implementing Strategic Communication Plans
- TNTP Guide to Virtual Family and Community Engagement

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NEW Frequently Asked Questions
- **How do school systems continue to provide special education and related services to students with disabilities when those students are part of static student groups?**
  Response: School systems must plan to provide special education and related services to all students with disabilities, according to their individual education program. When planning for static student groups, school systems should factor in services for students with disabilities in the least restrictive environment, such as additional special education and related service providers who will need to enter the classroom, students with disabilities who receive services outside the static group, and/or students with disabilities who will receive services through alternate instructional methods.

- **How can school systems account for staff time during periods of virtual or hybrid learning?**
  Response: Please refer to the Guidance for Student and Staff Monitoring document for monitoring options.

- **How can school systems modify their plans if classroom teachers are out at different points during the year?**
  Response: School systems should proactively plan for this possibility by training everyone in the substitute teacher pool as well as other school-system and school-level staff who may need to step in if classroom teachers are out. They should be included in training on the use of virtual platforms, as well as in all other professional development trainings.

- **Will instructional minutes be required for schools or students that choose virtual learning for the 2020-2021 school year?**
  Response:The 63,720 instructional minute requirement is still in place for the upcoming school year. School systems can meet this requirement when creating their academic calendar. The requirement can be met through face-to-face instruction or through remote learning models where equitable instructional minutes are met through live teacher led lessons, recorded lessons, worksheet assignments, etc.

- **May a paraprofessional supervise students in the school building while a certified educator is teaching remotely?**
  Response: Yes. However for students with exceptionalities, each LEA must be able to independently verify that the certified teachers, not the paraprofessionals, were delivering the instruction. Also, as required by each student's IEP/IAP, the certified educator must modify their lessons to deliver individualized instruction, provide all included accommodations, and comply with the

student-teacher ratios in Bulletin 1706 § 900.

- **How will Compass evaluations be handled during periods of virtual learning?**
  Response: Compass observations should be conducted according to the modality in which teaching and learning is happening. This means that observations should take place virtually during periods of virtual learning.

- **Question: What are the required student teacher ratios for virtual settings?**
  Response: This is dependent upon the teacher's responsibilities in the virtual setting. If the teacher's responsibilities in the virtual setting are exactly the same as in a brick and mortar setting (e.g. lesson preparation, lesson delivery, individual support for students, formative and summative assessments, grading of summative and formative assessments, parent communications, etc.) then the student teacher ratios outlined in policy must be followed. If the virtual responsibilities differ from that of a brick and mortar setting, then the ratios need to be determined at the local level. For example, if a teacher is recording a lesson, that lesson could be shared with hundreds of students. Similarly, a teacher could deliver a short lesson to hundreds of students and then other teachers could be assigned to provide individual support and feedback to students.

- **Question: How should school system leaders and principals codify and communicate expectations relative to professionalism during periods of hybrid or virtual learning?**
  Response: School systems should update their policies relative to professionalism for the virtual or hybrid environment, as needed. For example, policies should address expectations around the work environment for virtual lessons (background should be appropriate for students to view; distractions should be minimized). Expectations around professionalism in terms of attire and timeliness should remain the same regardless of the modality in which learning and teaching is occurring. School system and school leaders should provide a forum to discuss these expectations with teachers prior to the start of the school year.