“Day in the life of” (DILO) toolkit

July 2020
What is a ‘day in the life of’ (DILO) simulation?

**What it is:** A simulation exercise grounded in the typical ‘day in the life of’ (DILO) for key stakeholders in the K-12 ecosystem (e.g., students, teachers, parents, staff)

**What it's for:** The simulation can be used at any phase of the reopening planning process to pose key questions, identify gaps, pressure test plans, ensure coherence across various aspects of the plan, and develop communications for a wide audience (detail follows)

**How it works:** DILO simulations are typically held as 2-4 hour workshops with 8-12 key district decision-makers. The group reviews the DILO for each selected stakeholder, going through a typical day\(^1\) in detail

**Who is involved:** DILO simulations typically involve key operational decision-makers within a school district (e.g., Superintendents, Deputy Superintendents, operational workstream leads). They can also incorporate students, parents, teachers, staff, and / or school administrators, depending on the context and goals

---

1. Can also be used to detail a longer time period (e.g., a 'week in the life of' for a student in a hybrid model)
Introduction to this document

What it is

The purpose of this document is to support districts in running their own ‘day in the life of’ (DILO) simulations, designed to create discussion on the potential options for school reopening plans.

It is intended to provide suggestions – not prescriptive guidance – on how to prepare for, execute, and follow-up on a DILO simulation.

What it is not

This document is not proprietary information, and does not express a political, medical or policy recommendation on how to respond to COVID-19.

It does not cover the full range of issues to consider in deciding how school systems to respond to the COVID-19 pandemic.

Any information or case studies included here are up-to-date as of the time illustrated.

Identified approaches and case studies are based on public sources and are not confirmed by official sources.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to DILO simulation</td>
<td>Definition of a ‘day in the life of’ (DILO) simulation</td>
</tr>
<tr>
<td></td>
<td>Potential ways to use DILO simulations throughout the planning process</td>
</tr>
<tr>
<td>Illustrative DILO simulation output</td>
<td>Example DILO for Maria, a 5th grade GenEd student attending school in-person</td>
</tr>
<tr>
<td></td>
<td><em>This section is illustrative of the end product that can be created through completing a DILO simulation</em></td>
</tr>
<tr>
<td>Tools &amp; templates to support running a DILO simulation</td>
<td>7-step guide to preparing for and executing a DILO simulation</td>
</tr>
<tr>
<td></td>
<td>Sample workplan for completing each of the 7 steps</td>
</tr>
<tr>
<td></td>
<td>Additional tools and templates to support each step of the process (e.g., samples agenda, interview guides, sample questions)</td>
</tr>
</tbody>
</table>
Contents

- Introduction to DILO simulation
- Illustrative DILO simulation output
- Tools & templates to support running a DILO simulation
- Appendix
DILO can be a powerful tool for districts across phases of planning

Potential benefit to districts across phases of planning:

**Preliminary planning**

Understand key questions to address across dimensions of planning (e.g., transportation, sanitation, technology)

Identify core personas, instructional environments, and micro-scenarios to consider while developing plans

**Integrate discrete plans across workstreams and decision owners**

Surface areas for attention and develop mitigation approaches for items including interdependencies, open questions, gaps in planning, misalignment

**Pressure-test protocols and processes across stakeholder groups, instructional environments, and micro-scenarios**

Communicate refined plans to relevant stakeholders

1. A “Day in the life” (DILO) simulation lays out the journey of an individual through the school day

2. A “Pathways” scenario (DILO) guides students through a decision-making process

3. A “Mastery” scenario (DILO) illustrates how students can achieve mastery in a particular subject area

4. A “Review” (DILO) scenario (DILO) allows students to review key concepts

5. A “Practice” (DILO) scenario (DILO) offers opportunities for students to practice new skills

6. A “Assessment” (DILO) scenario (DILO) enables students to assess their understanding of a topic

7. A “Feedback” (DILO) scenario (DILO) provides students with constructive feedback on their work

8. A “Reflection” (DILO) scenario (DILO) encourages students to reflect on their learning experiences

9. A “Portfolio” (DILO) scenario (DILO) allows students to build a personal collection of their work

10. A “Goal Setting” (DILO) scenario (DILO) helps students set and achieve personal objectives

11. A “Coaching” (DILO) scenario (DILO) offers guidance and support to students

12. A “Support” (DILO) scenario (DILO) provides students with additional resources and assistance

13. A “Collaboration” (DILO) scenario (DILO) promotes teamwork and communication among students

14. A “Communication” (DILO) scenario (DILO) enhances students’ ability to express themselves clearly and effectively

15. A “Creativity” (DILO) scenario (DILO) encourages students to think outside the box and develop innovative ideas

16. A “Critical Thinking” (DILO) scenario (DILO) challenges students to analyze and evaluate complex information

17. A “Problem Solving” (DILO) scenario (DILO) helps students develop strategies for solving problems and making decisions

18. A “Decision Making” (DILO) scenario (DILO) allows students to make informed choices and take responsibility for their actions

19. A “Risk Management” (DILO) scenario (DILO) teaches students to anticipate potential challenges and develop strategies to mitigate them

20. A “Conflict Resolution” (DILO) scenario (DILO) provides students with techniques for resolving disputes and conflicts

21. A “Leadership” (DILO) scenario (DILO) offers opportunities for students to develop leadership skills and take on responsibility for their peers

22. A “Resilience” (DILO) scenario (DILO) helps students build emotional intelligence and develop strategies for coping with stress and adversity

23. A “Team Building” (DILO) scenario (DILO) fosters collaboration and teamwork among students

24. A “Mentorship” (DILO) scenario (DILO) establishes meaningful relationships between students and mentors

25. A “Feedback Training” (DILO) scenario (DILO) teaches students to give and receive feedback in a constructive and supportive manner

26. A “Evaluation” (DILO) scenario (DILO) allows students to assess their own progress and identify areas for improvement

27. A “Assessment for Learning” (DILO) scenario (DILO) incorporates formative and summative assessments to enhance learning and achievement

28. A “Self-Evaluation” (DILO) scenario (DILO) encourages students to reflect on their own learning processes and identify areas for growth

29. A “Goal Setting” (DILO) scenario (DILO) helps students set and achieve personal objectives

30. A “Coaching” (DILO) scenario (DILO) offers guidance and support to students

31. A “Collaboration” (DILO) scenario (DILO) promotes teamwork and communication among students

32. A “Communication” (DILO) scenario (DILO) enhances students’ ability to express themselves clearly and effectively

33. A “Creativity” (DILO) scenario (DILO) encourages students to think outside the box and develop innovative ideas

34. A “Critical Thinking” (DILO) scenario (DILO) challenges students to analyze and evaluate complex information

35. A “Problem Solving” (DILO) scenario (DILO) helps students develop strategies for solving problems and making decisions

36. A “Decision Making” (DILO) scenario (DILO) allows students to make informed choices and take responsibility for their actions

37. A “Risk Management” (DILO) scenario (DILO) teaches students to anticipate potential challenges and develop strategies to mitigate them

38. A “Conflict Resolution” (DILO) scenario (DILO) provides students with techniques for resolving disputes and conflicts

39. A “Leadership” (DILO) scenario (DILO) offers opportunities for students to develop leadership skills and take on responsibility for their peers

40. A “Resilience” (DILO) scenario (DILO) helps students build emotional intelligence and develop strategies for coping with stress and adversity

41. A “Team Building” (DILO) scenario (DILO) fosters collaboration and teamwork among students

42. A “Mentorship” (DILO) scenario (DILO) establishes meaningful relationships between students and mentors

43. A “Feedback Training” (DILO) scenario (DILO) teaches students to give and receive feedback in a constructive and supportive manner

44. A “Evaluation” (DILO) scenario (DILO) allows students to assess their own progress and identify areas for improvement

45. A “Self-Evaluation” (DILO) scenario (DILO) encourages students to reflect on their own learning processes and identify areas for growth

46. A “Goal Setting” (DILO) scenario (DILO) helps students set and achieve personal objectives

47. A “Coaching” (DILO) scenario (DILO) offers guidance and support to students

48. A “Collaboration” (DILO) scenario (DILO) promotes teamwork and communication among students

49. A “Communication” (DILO) scenario (DILO) enhances students’ ability to express themselves clearly and effectively

50. A “Creativity” (DILO) scenario (DILO) encourages students to think outside the box and develop innovative ideas

51. A “Critical Thinking” (DILO) scenario (DILO) challenges students to analyze and evaluate complex information

52. A “Problem Solving” (DILO) scenario (DILO) helps students develop strategies for solving problems and making decisions

53. A “Decision Making” (DILO) scenario (DILO) allows students to make informed choices and take responsibility for their actions

54. A “Risk Management” (DILO) scenario (DILO) teaches students to anticipate potential challenges and develop strategies to mitigate them

55. A “Conflict Resolution” (DILO) scenario (DILO) provides students with techniques for resolving disputes and conflicts

56. A “Leadership” (DILO) scenario (DILO) offers opportunities for students to develop leadership skills and take on responsibility for their peers

57. A “Resilience” (DILO) scenario (DILO) helps students build emotional intelligence and develop strategies for coping with stress and adversity

58. A “Team Building” (DILO) scenario (DILO) fosters collaboration and teamwork among students

59. A “Mentorship” (DILO) scenario (DILO) establishes meaningful relationships between students and mentors

60. A “Feedback Training” (DILO) scenario (DILO) teaches students to give and receive feedback in a constructive and supportive manner
What we’ve heard from districts who have completed a DILO simulation

Examples of impact

Surfacing areas where different assumptions are being made
In one district, the DILO revealed that district leaders were making decisions based on different assumptions around protocols for seating on the school bus. During the DILO, the district clarified a single set of assumptions for bus capacity which had significant implications on the overall approach.

Identifying major gaps in planning
In one district, the DILO revealed miscommunication between workstreams around who was responsible for defining protocols for students who became symptomatic at school. After the DILO, the relevant operational leads convened an emergency meeting and assigned two new workstream leads to solve the problem.

Increasing confidence
In one district, the DILO simulation not only served as a helpful planning tool, but also as a communication mechanism. After refining internally, the district further pressure tested its plans by presenting the DILOs it developed to advisory panels of principals, teachers, students, and parents. It now plans to share the DILOs in public board materials and posting them on its website to help explain new protocols and expectations.

What we’ve heard

“This process was tedious at times, but what we’ve learned through doing a DILO has made every moment 100% worthwhile. Showing stakeholders that we’ve thought through this level of granularity will really calm people down and makes me more confident in our plans” – District Chief Operating Officer

“DILO was a great tool to bring different workstreams together and support communications” – Deputy Superintendent

“The visual form of communication in a DILO simulation is so effective for our community... We’re eager to repeat this exercise for a teacher and ELL student” – School board member
Contents

- Introduction to DILO simulation
- Illustrative DILO simulation output
- Tools & templates to support running a DILO simulation
- Appendix
Illustrative example of an end-to-end DILO simulation

DILO of Maria, a 5th grade in-person general education student. Maria has one older brother, who attends school in the same district. Maria rides the bus to school.

This section of the document illustrates potential outputs of a DILO simulation. A detailed guide to creating these outputs is included in section 3.
A DILO simulation creates four key outputs

1. **Process steps** for the ‘day in the life’ of the persona (e.g., Maria)

2. **Operational questions** associated with each process step

3. **Initial answers** to those questions

4. **‘What if’ scenarios** to pressure test preparedness for ‘atypical’ days
1: A “Day in the life” (DILO) simulation lays out the journey of an individual through the school day

ILLUSTRATIVE NOT EXHAUSTIVE

Maria – 5th grade in-person GenEd student

1 Maria travels to school
7:15 – 7:45 AM

2 Maria arrives at school
7:45 AM

3 Maria sits in her homeroom seat
8:15 AM

4 Maria has morning classes
8:15-11:30 AM

5 Maria eats lunch
11:30 AM – 12:00 PM

6 Maria has recess
12:00-12:20 PM

7 Maria has afternoon classes
12:30 - 2:00 PM

8A Maria goes home
2:15 PM

8B Maria goes to after care
2:15 PM – 6:00 PM

OR
2: Districts adapt a starter list of operational questions associated with each activity to address

ILLUSTRATIVE NOT EXHAUSTIVE

Maria – 5th grade in-person GenEd student

1. Maria travels to school 7:15 – 7:45 AM
   - Where and how does Maria travel to school?
   - What protocols are in place as Maria waits for the bus?
   - How does Maria board the bus?
   - Where does Maria sit on the bus?
   - How does Maria disembark from the bus?

2. Maria arrives at school 7:45 AM
   - Where does Maria go after disembarking the bus?
   - Who conducts Maria’s health screening, how, and where?
   - What does Maria do after she passes her health screening?

3. Maria sits in her homeroom seat 8:15 AM
   - How are desks/tables arranged?
   - What happens if she needs to go to the bathroom?
   - What activities occur during homeroom?

4. Maria has morning classes 8:15-11:30AM
   - What space(s) is she using?
   - What subjects is she learning?
   - How is she graded?
   - By whom is she taught?
   - Which peers are in her class?
   - Is she learning the same content as peers who remain remote?
   - What objects does she share with others?

5. Maria eats lunch 11:30 AM – 12:00 PM
   - Where does she eat?
   - How does she receive her lunch/what does she eat?
   - What protocols are in place?
   - Who is coordinating/supervising?
   - How does she get to her next activity?

6. Maria has recess 12:00-12:20 PM
   - Is physical distancing enforced?
   - Is group size restricted?
   - Are there hand sanitation protocols?
   - What equipment is she using?
   - What space does she use?
   - Who enforces/supervises rules and procedures?

7. Maria has afternoon classes 12:30 - 2:00 PM
   - What space(s) is she using?
   - What subjects is she learning?
   - How is she graded?
   - Are her classmates and teacher the same as in homeroom?
   - Is she learning the same content as peers who remain remote?
   - What objects does she share with others?

8A. Maria goes home 2:15 PM
   - How are the hallways set up?
   - Where does she exit the building?
   - How does she leave campus?
   - What does she take home with her vs. leave at school?
   - Does she end her school day the same time as all other students?
   - Who is coordinating/supervising?

OR

8B. Maria goes to after care 2:15 PM – 6:00 PM
   - Where does she go if she needs after-care?
   - What extra-curriculars are available?
   - How does she interact with others during this activity?
Maria – 5th grade GenEd student takes the bus to school when in-person Monday and Thursday

Key questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>When and how does Maria travel to school?</td>
<td>7:15</td>
</tr>
<tr>
<td>What protocols are in place as Maria waits for the bus?</td>
<td>7:20</td>
</tr>
<tr>
<td>How does Maria board the bus?</td>
<td>7:25</td>
</tr>
<tr>
<td>Where does Maria sit on the bus?</td>
<td>7:30</td>
</tr>
<tr>
<td>How does Maria disembark from the bus?</td>
<td>7:30</td>
</tr>
</tbody>
</table>

Typical journey

- Maria rides a district operated bus to school on the 2 days per week in which she takes in-person classes. She walks to the bus stop with her parent or older brother, who has in-person class on Mondays and Tuesdays.

- Maria is expected to maintain 6 ft of space between herself and anyone not living in her household.

- She boards the bus by waiting in a single file line, maintaining 6ft of space between herself and others; she must put on her mask before getting on the bus.

- Maria either sits in a seat alone or shares one with her brother. Maria’s closest peer sits in the row behind her on the opposite side of the bus.

- Maria disembarks the bus in a single file line, with 6ft distance facilitated by markings.

1. Temperature check, checking for flu-like symptoms, and ensuring no contact with anyone whose tested positive with COVID in the last 14 days.
2. Assuming demand is the same as pre-COVID-19 – March 2020.
3: Deep-dive: Maria arrives at school

Maria – 5th grade GenEd student arrives at school after taking the bus

Key questions

Where does Maria go after disembarking the bus? 7:45

Who conducts Maria’s health screening, how, and where? 8:00

What does Maria do after she passes her health screening? 8:15

Typical journey

Maria walks towards a building entrance that has been designated for her cohort. She waits 6ft apart from her peers in line to get her temperature checked and symptoms screened. Her foot traffic is directed by physical guides.

A dedicated staff member wearing a surgical mask takes Maria’s temperature with a no-contact thermometer and conducts a symptom check; Maria’s temperature is normal and she has no symptoms.

She enters the school building and sanitizes her hands at a hand washing station. She then walks to her homeroom meeting space, following physical guides as she walks through the hallways.
4: Considering ‘what if’ micro-scenarios can help district teams prepare for alternate scenarios students and others may face

ILLUSTRATIVE NOT EXHAUSTIVE

Maria – 5th grade GenEd student arrives at school after taking the bus

Key questions

Where does Maria go after disembarking the bus?

7:45

Who conducts Maria’s health screening, how, and where?

8:00

What does Maria do after she passes her health screening?

8:15

Typical journey

Maria walks towards a building entrance that has been designated for her cohort

She waits 6ft apart from her peers in line to get her temperature checked and symptoms screened. Her foot traffic is directed by physical guides

A dedicated staff member wearing a surgical mask takes Maria’s temperature with a no-contact thermometer and conducts a symptom check; Maria’s temperature is normal and she has no symptoms

She enters the school building and sanitizes her hands at a hand washing station

She then walks to her homeroom meeting space, following physical guides as she walks through the hallways

What if...

...There is inclement weather when Maria arrives at school?

Is Maria still supposed to wait outside while waiting to receive her health screening? Does the school have a safe alternative place for Maria and her classmates to wait?

...Maria does not pass her health screening?

Where would Maria go after failing the health screening? Who would supervise her? How would the need for a COVID-19 viral test be determined? What happens if Maria is found to test positive? How does Maria continue her education while in quarantine?

Details follow

'What if' scenarios
4: Deep-dive: What if Maria doesn’t pass her health screening? Alternate plans may need to be detailed as ‘what if’ scenarios are explored

Maria – 5th grade GenEd student displays COVID-19 symptoms after arriving at school

Key questions

After Maria is found to have symptoms
- Where would Maria go after failing the health screening? Who would supervise her?
- How would the need for a COVID-19 viral test be determined?

Once Maria has tested positive and is in self-quarantine at home
- What happens if Maria is found to test positive?
- How does Maria continue is education while in quarantine?

“Divergent” journey

- A dedicated staff member walks Maria to the isolation room, where Maria waits until a parent can pick her up. She is supervised during this time.

- After consulting with the health authorities, it is determined that Maria ought to receive a COVID-19 diagnostic test; her parent takes her to a testing facility.

- The next day, Maria is found to have tested positive for COVID-19; her doctor notifies the school and local health officials. The school performs a deep clean of all the appropriate spaces and conducts necessary communications to the school community.

- Maria quarantines for at least 2 weeks and until she tests negative for COVID-19. During this time, continues her education remotely.

What if...

- What if Maria’s parent cannot walk or drive her home due to distance / lack of a personal vehicle?
- What if Maria’s parent is unable or unwilling to get Maria tested? What if she is not tested and arrives back at school the next day?
- How does the school communicate potential exposure to Maria’s contacts while remaining HIPPA compliant?
- Is Maria taught by the same teachers that had been teaching her in-person?
- Are supports given to her parents to facilitate her learning?
- How does Maria continue to receive meal service?
Contents

Introduction to DILO simulation
Illustrative DILO simulation output
Tools & templates to support running a DILO simulation
Appendix
There are 7 steps to conducting a DILO simulation:

1. Identify a leader
2. Select a persona(s)
3. Identify steps & key questions
4. Solicit input from workstream leads
5. Facilitate DILO simulation
6. Refine & pressure test plans
7. Communicate plans broadly

After an initial simulation is complete, the DILO may be repeated for other personas, or for the same persona(s) to test modifications resulting from the initial simulation.
Sample work plan: A DILO simulation can move quickly, from launch to execution to plan refinement in 7-10 days

ILLUSTRATIVE ONLY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon</td>
<td>Tue</td>
</tr>
<tr>
<td>1. Identify a leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Select a persona(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify steps and key questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify key steps in daily journey of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>selected persona(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify key questions to address at each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>step in daily journey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Solicit input from workstream leads</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>(e.g., via interview or offline Template;</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>may include intro session to explain DILO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concept)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Facilitate DILO simulation</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>• Synthesize findings and create scenarios</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>for simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Host DILO simulation</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>• Assign owners to resolve any gaps identified</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>6. Refine and pressure test plans</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>• Refine plans based on gaps identified in</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>DILO simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Syndicate updated plans with key stakeholders</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>7. Communicate updated plans for feedback</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>• Communicate plan to schools, teachers,</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>families, community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workplan timelines for DILO simulations can be truncated or extended depending on district needs and capacity.
## Tools & templates for running a DILO simulation

### Step 1: Identify a leader
- **Key activities**: Select a point person who will ‘own’ the DILO simulation process
- **Tools provided**: 1.1 Considerations for selecting a DILO simulation leader

### Step 2: Select a persona(s)
- **Key activities**: Identify a set of personas to detail through the DILO simulation based on unique district needs
- **Tools provided**: 2.1 Framework for identifying personas

### Step 3: Identify steps & key questions
- **Key activities**: Identify each step in a typical day for each selected persona and identify key questions to ask at each step to pressure test existing plans and/or develop new plans
- **Tools provided**: 3.1 Sample journeys for commonly used personas, 3.2 Starter list of questions for 5th grade in-person GenEd student, 3.3 Considerations for additional personas, 3.4 Blank journey templates

### Step 4: Solicit input from workstream leads
- **Key activities**: Interview/engage with relevant workstream leads to answer key questions or understand current “best guess” perspectives identified in step 3 for each persona
- **Tools provided**: 4.1 Potential stakeholders to engage, 4.2 Template for information gathering, 4.3 Template for synthesizing information

### Step 5: Facilitate DILO simulation
- **Key activities**: Facilitate the DILO simulation with all key stakeholders
- **Tools provided**: 5.1 Example DILO simulation run sheet, 5.2 Potential roles & responsibilities, 5.3 Potential simulation goals, 5.4 Key success factors for running a simulation, 5.5 Note-taking template

### Step 6: Refine & pressure test plans
- **Key activities**: Engage with relevant stakeholder groups after updating plans based on DILO simulation to test any changes or new details
- **Tools provided**: 6.1 Potential stakeholders to engage for refinement

### Step 7: Communicate plans broadly
- **Key activities**: Use the DILO exercise to communicate broadly with key stakeholder groups (e.g., parents, teachers, students)
- **Tools provided**: 7.1 Examples of communication materials

---

**Note**: Taking template
1.1: Considerations for selecting a DILO simulation leader

A DILO simulation leader should…

- Be **accountable for the success of the DILO simulation**
- Have strong **command of the room**
- **Encourage team members** to make decisions and delegate tasks

In addition, the DILO simulation leader should assemble a team that collectively…

- **Plays an operational / project management role** in planning for K-12 reopening
- Has **deep and specific knowledge of LEA work-to-date and the reopening guidance**
- Has **deep knowledge of each planning workstream** and workstream leaders (e.g., transport, instruction, HR)
- **Knows each school in the district well**, including their unique challenges and opportunities
- Is **connected to multiple diverse stakeholders** across the reopening planning process
- **Has sufficient time and capacity** to prepare for, facilitate, and follow-up on the DILO simulation
- Demonstrates **strong conceptual problem solving** and **facilitation skills**
### 2.1: Framework for identifying personas

#### ILLUSTRATIVE PERSONAS

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Maria – 5th grade general education student</td>
<td>Jason – 7th grade student special education student</td>
<td>Trevor – 10th grade English-language learner with two younger siblings</td>
</tr>
<tr>
<td><strong>Instructional staff</strong></td>
<td>Mr. Jimenez – 1st grade special education Paraeducator</td>
<td>Mr. Sherman – middle school social studies teacher who is in an at-risk population for COVID-19</td>
<td>Ms. Gomez – high school chemistry teacher</td>
</tr>
<tr>
<td><strong>Non-instructional staff</strong></td>
<td>David – elementary school bus driver</td>
<td>Linda – middle school principal</td>
<td>Michelle – high school nurse</td>
</tr>
<tr>
<td><strong>Parents &amp; caregivers</strong></td>
<td>Kyle – single father of a pre-K student</td>
<td>Tammy – mother with a part-time job of 7th grade student</td>
<td>Jada – retired grandmother of a high school student</td>
</tr>
</tbody>
</table>

Districts may select one or more personas based on where they are in the planning process:

- More straightforward personas (e.g., 4th grade gen ed student) may be selected earlier on when plan development is still in process.
- More complex or nuanced personas (e.g., 10th grade ELL with two younger siblings) may be chosen to pressure test and refine plans.

Personas may be considered in multiple environments (e.g., remote, hybrid, on-campus)

When conducting multiple DILO simulations, districts may consider selecting personas for which protocols, responsibilities, and/or activities meaningfully differ.
3.1: Sample journey: 5th grade in-person GenEd student

The DILO leader should identify key steps in the journey for each selected persona

ILLUSTRATIVE NOT EXHAUSTIVE

Maria – 5th grade in-person GenEd student

1. Maria travels to school
   7:15 – 7:45 AM

2. Maria arrives at school
   7:45 AM

3. Maria sits in her homeroom seat
   8:15 AM

4. Maria has morning classes
   8:15-11:30 AM

5. Maria eats lunch
   11:30 AM – 12:00 PM

6. Maria has recess
   12:00-12:20 PM

7. Maria has afternoon classes
   12:30 - 2:00 PM

8A. Maria goes home
    2:15 PM

OR

8B. Maria goes to after care
    2:15 PM – 6:00 PM
3.1: Sample journey: Mother of a 7th grade hybrid learning student

The DILO leader should identify key steps in the journey for each selected persona

ILLUSTRATIVE ONLY

1. Tammy checks that her daughter is awake for the school day 6:30 AM

2. Tammy makes sure her daughter is logged into virtual homeroom 8:15 am

3. Tammy coaches her daughter as she completes a math worksheet 9:30 – 10:30 AM

4. Tammy drops in while her daughter has a 1:1 check-in with the homeroom teacher via video conference 10:30 – 10:45 AM

5. Tammy prepares lunch then eats with her daughter 11:00 – 11:30 AM

6. Tammy calls the IT support hotline to help her daughter resolve an issue with her computer 11:30 – 12:00 PM

7. Tammy goes to her home office to work, while her daughter attends afternoon synchronous lessons and completes asynchronous activities independently 12:00 PM – 3:30 PM

8. Tammy completes work and logs on to a portal to log her daughter’s attendance and view her progress 5:00 – 5:10 PM

Can you help me?

Log attendance
View grades & activity
Message teachers
Download schedule
Access help center

Tammy – Mother of a 7th grade hybrid learning student
3.1: Sample journey: High school chemistry teacher
The DILO leader should identify key steps in the journey for each selected persona

ILLUSTRATIVE ONLY

Ms. Gomez – a high school chemistry teacher

1. Ms. Gomez drives to school 6:30 AM
2. Ms. Gomez arrives to school 6:45 AM
3. Ms. Gomez holds extra help time with her home room 7:35-8:15 AM
4. Ms. Gomez teaches two AP chemistry labs, 8:15-10:15 AM
5. Ms. Gomez has a staff meeting 10:15-11 AM
6. Ms. Gomez eats lunch 11-11:45 AM
7. Ms. Gomez teaches her online chemistry class 11:45AM - 1 PM
8. Ms. Gomez has a training on remote teaching techniques 1-2PM
9. Ms. Gomez holds extra help period 2-3PM
3.1: Sample journey: Elementary school nurse
The DILO leader should identify key steps in the journey for each selected persona

Michelle – a high school nurse

1. Michelle takes inventory of health supplies (e.g., touchless thermometers, PPE); orders more if low inventory 7:30-8:30 AM

2. Michelle supervises health screening as students arrive 8:30-9:30 AM

3. Michelle logs the results of health screenings with state health authorities – all students passed 8:30-9:30 AM

4. Michelle writes weekly COVID-19 updates to parents 9:30-11:30 AM

5. Michelle runs a shift as attending nurse at the clinic and tends to students who come in 11:30-12:00 PM

6. Michelle takes a lunch break 12:00 – 12:30 PM

7. Michelle works with district administrators and local health authorities to follow up on past cases and update protocols 12:30 - 2:00 PM
### 3.2: Starter list of questions for 5th grade in-person GenEd student

<table>
<thead>
<tr>
<th>Process step</th>
<th>Time</th>
<th>Key questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria travels to school</td>
<td>7:15 - 7:45 AM</td>
<td>- When and how does Maria travel to school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What protocols are in place as Maria waits for the bus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does Maria board the bus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Where does Maria sit on the bus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does Maria disembark from the bus?</td>
</tr>
<tr>
<td>Maria arrives at school</td>
<td>7:45 - 8:15 AM</td>
<td>- Where does Maria go after disembarking the bus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who conducts Maria’s health screening, how, and where?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What does Maria do after she passes her health screening?</td>
</tr>
<tr>
<td>Maria sits in her homeroom seat</td>
<td>8:15 AM</td>
<td>- How are desks / tables arranged?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What happens if she needs to go to the bathroom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What activities occur during homeroom?</td>
</tr>
<tr>
<td>Maria has morning classes</td>
<td>8:15 - 11:30AM</td>
<td>- What space(s) is she using?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What subjects is she learning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How is she graded?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- By whom is she taught?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Which peers are in her class?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Is she learning the same content as peers who remain remote?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What objects does she share with others?</td>
</tr>
<tr>
<td>Maria eats lunch</td>
<td>11:30 AM - 12:00 PM</td>
<td>- Where does she eat?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does she receive her lunch/ what does she eat?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What protocols are in place?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who is coordinating/ supervising?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does she get to her next activity?</td>
</tr>
<tr>
<td>Maria has recess</td>
<td>12:00 - 12:20 PM</td>
<td>- Is physical distancing enforced?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Is group size restricted?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Are there hand sanitation protocols?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What equipment is she using?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What space does she use?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who enforces/ supervises rules and procedures?</td>
</tr>
<tr>
<td>Maria has afternoon classes</td>
<td>12:30 - 2:00 PM</td>
<td>- What space(s) is she using?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What subjects is she learning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How is she graded?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Are her classmates and teacher the same as in homeroom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Is she learning the same content as peers who remain remote?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What objects does she share with other?</td>
</tr>
<tr>
<td>Maria goes home</td>
<td>2:15 PM</td>
<td>- How are the hallways set up?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Where does she exit the building?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does she leave campus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What does she take home with her vs. leave at school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Does she end her school day the same time as all other students?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who is coordinating / supervising?</td>
</tr>
<tr>
<td>Maria goes to after care</td>
<td>2:15 PM - 6:00 PM</td>
<td>- Where does she go if she needs after-care?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What extra-curriculars are available?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How does she interact with others during this activity?</td>
</tr>
</tbody>
</table>

**Key questions will vary by persona, but selected questions should:**
- Reflect considerations across workstreams (e.g., transport, instruction, health)
- Focus on outstanding decisions or areas where there is not yet consensus
- Span levels of complexity (e.g., both basic and nuanced questions can add value differently)

**Questions listed are not exhaustive and can be tailored to unique district context**
### 3.3: Considerations for additional personas

**ILLUSTRATIVE**

The questions provided in Tool 3.2 can be a starting point for building out DILOs for additional personas. Below are some key questions to consider as you tailor materials for other stakeholder groups.

<table>
<thead>
<tr>
<th>Stakeholder group</th>
<th>Starting questions to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>Middle school</td>
<td>How will students move between multiple classes?</td>
</tr>
<tr>
<td>High school</td>
<td>How will students move between multiple classes?</td>
</tr>
<tr>
<td></td>
<td>What is the open campus policy (e.g., off campus lunch)?</td>
</tr>
<tr>
<td>Special education</td>
<td>How will each student's specific accommodations be met?</td>
</tr>
<tr>
<td></td>
<td>How will requirements for instructional hours be met?</td>
</tr>
<tr>
<td><strong>Instructional staff</strong></td>
<td>How will teachers engage with each other, both formally and informally?</td>
</tr>
<tr>
<td></td>
<td>Which cohorts of in-person students do they teach?</td>
</tr>
<tr>
<td></td>
<td>How do teachers engage with students learning remotely?</td>
</tr>
<tr>
<td></td>
<td>What if a teacher needs to quarantine and cannot come to school in-person?</td>
</tr>
<tr>
<td><strong>Non-instructional staff</strong></td>
<td>What safety protocols / procedures will be followed?</td>
</tr>
<tr>
<td></td>
<td>How many days / week do non-instructional staff come in-person?</td>
</tr>
<tr>
<td></td>
<td>What if a non-instructional staff member has to quarantine and cannot come to school in-person?</td>
</tr>
<tr>
<td><strong>Parents &amp; caregivers</strong></td>
<td>How will parents drop off / pick up students from school?</td>
</tr>
<tr>
<td></td>
<td>How will parents monitor academic progress / performance?</td>
</tr>
<tr>
<td></td>
<td>How will parents communicate with teachers?</td>
</tr>
<tr>
<td></td>
<td>How many hours / day are parents expected to engage in remote learning activities?</td>
</tr>
</tbody>
</table>
3.4: Blank journey template: “Typical” journey

*Blank journey template can be used for 'straightforward' journeys (e.g., no divergent paths)*

1. [insert selected key step and questions]
2. [insert selected key step and questions]
3. [insert selected key step and questions]
4. [insert selected key step and questions]
5. [insert selected key step and questions]
6. [insert selected key step and questions]
7. [insert selected key step and questions]
3.4: Blank journey template: Divergent journey at the start of the day

Blank journey template can be used for journeys with a divergent path at the beginning of the day (e.g., a student who rides the district school bus on some days but travels to school by car or bike on other days)

1a [insert selected key step and questions]

2 [insert selected key step and questions]

3 [insert selected key step and questions]

4 [insert selected key step and questions]

5 [insert selected key step and questions]

6 [insert selected key step and questions]
3.4: Blank journey template: Divergent journey at the end of the day

Blank journey template can be used for journeys with a divergent path at the end of the day (e.g., a student either goes home after school or remains on campus for an after-school activity)

1. [insert selected key step and questions]
2. [insert selected key step and questions]
3. [insert selected key step and questions]
4. [insert selected key step and questions]
5. [insert selected key step and questions]
6a. [insert selected key step and questions]
6b. [insert selected key step and questions]
4.1: Potential stakeholders to engage

To prepare for the simulation, stakeholders should weigh in and share current perspectives on the key questions.

Many districts have different sets of individuals involved in reopening planning and unique structures governing planning processes; however, functions commonly engaged include:

- Operations & scheduling
- Health & sanitation
- Transportation
- Human Resources
- Security & safety
- Technology
- Academics
- Athletics & other programming
- Nutritional services
- Student support services
- Communications
- Partnerships

Potential cadence for engagement during pre-work

Day 1:
Convene all relevant stakeholders for a 30-60 minute video session to introduce the idea of a DILO simulation.
Disseminate ‘template for information gathering’ (see Tool 4.2) for input on the key questions (optional: may conduct as 1-1 interviews instead)

Day 2:
Collect and synthesize responses prior to hosting DILO simulation.

Districts may also incorporate input from other stakeholders – such as students, families, and teachers – through formal mechanisms (e.g., student advisory groups) or informal mechanisms (e.g., 1-1 conversations / interviews with teachers as part of simulation preparation).
4.2: Template for information gathering

Engaging with key stakeholders ahead of time can identify areas of alignment and gaps in planning.

The DILO leader may choose to solicit input by disseminating a written template or by conducting a series of 1:1 interviews. In either approach, the template below can be used to collect and structure information in preparation for the simulation (e.g., disseminate template via email and ask stakeholders to write in responses). All workstream leads should consider all questions across the journey to ensure different potential assumptions are captured even though they may not have perspectives on all of them.

<table>
<thead>
<tr>
<th>Step of Maria’s Journey</th>
<th>Question</th>
<th>Current answer</th>
<th>Decision owner</th>
<th>Priority for simulation (Y/N)</th>
<th>Additional commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to school</td>
<td>When and how does Maria travel to school?</td>
<td>Maria rides a district operated bus to school at 7am on Mon &amp; Thurs</td>
<td>Operations &amp; scheduling</td>
<td>N</td>
<td>Will new bus routes impact pickup time?</td>
</tr>
<tr>
<td></td>
<td>What protocols are in place as Maria waits for the bus?</td>
<td>Each respondent should provide what they believe the answer to be, regardless of whether the question falls in their remit. Level of certainty regarding the answer may be captured in the “additional commentary” column</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does Maria board the bus?</td>
<td>Respondents should be asked whom they believe holds decision-making power over the question (e.g., another district leader/ workstream, individual schools, families, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does Maria sit on the bus?</td>
<td>Respondents should indicate whether discussing the question ought to be a priority for the upcoming simulation. The DILO leader may also choose to prioritize questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does Maria disembark from the bus?</td>
<td>The DILO leader should note any other commentary provided by respondents and incorporate in the simulation at their discretion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[The DILO leader may ask participants if there are any questions beyond those on the initial list they would like to raise]

This template can also be used during the DILO simulation to take notes on the discussion and decisions made.
### 4.2: Template for information gathering

Participant’s name:

<table>
<thead>
<tr>
<th>Step of Journey</th>
<th>Question</th>
<th>Current answer</th>
<th>Decision owner</th>
<th>Priority for simulation (Y/N)</th>
<th>Additional commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3. Template for synthesizing information

For each step of the persona’s journey, the DILO leader should articulate consensus around activities conducted, identified via pre-workshop stakeholder input (e.g., alignment across answers provided by participants).

Using responses, the DILO leader should pre-populate…

…Consensus regarding activities within each step of the journey and…

Step of journey: Maria travels to school

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Maria walks to the bus stop with her parent or older brother</td>
</tr>
</tbody>
</table>

…Priority topics identified for discussion

Topics for discussion

How will students socially distance while waiting at the bus stop?

The DILO leader should highlight any areas of misalignment, gaps in planning, or other items identified as priorities for discussion. The priority items for discussion may be questions to which participants provided different answers or perceived there to be different owners, questions identified as a priority, or questions added by participants that have not yet been discussed by the group.
### 4.3: Template for synthesizing information

<table>
<thead>
<tr>
<th>Step of journey:</th>
<th>Time</th>
<th>Activity</th>
<th>Topics for discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 5.1: Example DILO simulation run sheet

### Illustrative Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda item</th>
<th>Description</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Welcome &amp; introductions</td>
<td>Welcoming participants to the simulation</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introducing participants and their roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Goals &amp; ground rules for the DILO simulation</td>
<td>Setting goals and norms for the simulation activity</td>
<td>Potential simulation goals (See Tool 5.3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Key success factors for running a simulation (See Tool 5.4)</td>
</tr>
<tr>
<td>90-120 mins</td>
<td>Review persona journey 1</td>
<td>Review the first persona journey</td>
<td>Persona journey and key operational questions (See Tools 3.1 &amp; 3.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note-taking template (See Tool 5.5)</td>
</tr>
<tr>
<td>2 mins</td>
<td>Introduction</td>
<td>Introduce the provisional journey</td>
<td></td>
</tr>
<tr>
<td>2 mins</td>
<td>Collect questions</td>
<td>Invite participants to input major questions (e.g., in Zoom chat)</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Discuss questions</td>
<td>Discuss major design questions</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Recap</td>
<td>Recap step including decisions and questions still outstanding</td>
<td></td>
</tr>
<tr>
<td>2 mins</td>
<td>Finalize</td>
<td>Final reflection to input questions (e.g., in Zoom chat)</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Closing &amp; next steps</td>
<td>Conclude the simulation with recap of key next steps and decision owners</td>
<td></td>
</tr>
</tbody>
</table>
## 5.2: Potential roles & responsibilities
Assigning roles & responsibilities in advance can improve facilitation & keep participants on track

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>Projects the presentation</td>
</tr>
<tr>
<td></td>
<td>Introduces each topic</td>
</tr>
<tr>
<td></td>
<td>Guides group through content</td>
</tr>
<tr>
<td><strong>Time monitor</strong></td>
<td>Keeps an eye on the clock to ensure efficient progress through agenda</td>
</tr>
<tr>
<td></td>
<td>Time-boxes discussions as needed</td>
</tr>
<tr>
<td><strong>Notetaker</strong></td>
<td>Captures all decisions reached and owners identified (see Tool 5.4)</td>
</tr>
<tr>
<td><strong>Chat box monitor</strong></td>
<td>Monitors video conference chat box (e.g., Zoom chat) and brings comments into the live verbal discussion, as appropriate</td>
</tr>
</tbody>
</table>
5.3: Potential simulation goals
Kicking off the simulation with goals can help participants focus on the most important questions

Goals for the simulation

- **Identify the major questions** along the persona pathway
- **Uncover any working assumptions** decision-makers have been using
- **Answer / confirm as many** of those questions / assumptions as possible
- For questions that can’t be answered, **identify the owner to resolve the question**
- **Highlight major questions that should be resolved at next leadership meeting** (e.g., Board, Cabinet)
- **Identify next steps** as a result of decisions reached and respective owners
5.4: Key success factors for running a simulation

Key success factors

- Establish norms and build time during the meeting for reflection on progress and necessary adjustments
- Recognize quickly when decisions can be reached vs. when a decision-owner and timeline should be assigned, and discussion should move ahead
- Confirm group understanding of major decisions that are not discussed during the meeting to align on path forward
- Leverage technology to gather input and keep pace (e.g., ask participants to flag additional questions in the web conference “chat” instead of using a verbal “round robin” approach which may be inefficient)
- Document key takeaways and circulate with participants soon after the meeting for confirmation
- Find time for a subsequent conversation to revisit any decisions that participants want to discuss after further reflection
# 5.5: Note-taking template

The template below can be used during the DILO simulation to take notes on the discussion. Notes can include key operational questions and answers, any outstanding questions that require further resolution, decision-makers for those questions, and post-simulation action steps.

<table>
<thead>
<tr>
<th>Step of Maria’s Journey</th>
<th>Question</th>
<th>Current answer</th>
<th>Required next steps</th>
<th>Owner</th>
<th>Additional commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School arrival</td>
<td>This column can be used to list questions that have been identified as priority to discuss ahead of the simulation, or questions that are raised during the simulation.</td>
<td>The note-taker can record answers to questions in real-time. Potential changes to the plan may be captured in the “additional commentary” column.</td>
<td>The note-taker can identify post-simulation action items (e.g., follow-up meeting, reaching out to stakeholders, etc.)</td>
<td>Owner</td>
<td>The note-taker can document additional comments and questions that arise during the simulation.</td>
</tr>
<tr>
<td>What if Maria arrives on a day she is supposed to be learning remotely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is physical distancing maintained as Maria waits to enter the school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is Maria’s health screening conducted, when, where, and by whom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What if Maria arrives on a day she is supposed to be learning remotely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 5.5: Note-taking template

<table>
<thead>
<tr>
<th>Step of Journey</th>
<th>Question</th>
<th>Current answer</th>
<th>Required next steps</th>
<th>Owner</th>
<th>Additional commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 6.1: Potential stakeholders to engage for refinement

Prior to sharing DILOs publicly, districts can pressure test and syndicate updated reopening plans with additional stakeholders to solicit feedback and ensure the concerns of the broader community are incorporated.

<table>
<thead>
<tr>
<th>Potential stakeholder groups</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **Additional members of district planning teams** | Bring a more granular / specialized understanding of key operational decisions  
Ensure plans are feasible and aligned with broader school operations  
Ensure refinements carry over to all other relevant planning decisions |
| **Districts in similar contexts** | Identify gaps in thinking (e.g., “what if” scenario not yet considered)  
Learn from others’ experiences presenting DILOs to various stakeholder groups (e.g., how messaging was received) |
| **School leaders** | Build consensus around school-specific elements of reopening plans and any additional district-level guidance needed  
Ensure guidance is feasible and helpful for all schools in the district  
Identify additional areas of support for school leaders (e.g., guidance manual for principals) that could help with implementation |
| **School staff, students & families** | Bring the community into the planning process more closely  
Incorporate feedback from diverse stakeholders  
Test reopening plans with the stakeholders whom they impact the most  
Ensure everyone in the school community feels heard and informed in a timely manner |
## 7.1: Examples of communication materials

Districts may choose to use the DILO simulation(s) outputs as a communication tool.

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Description</th>
<th>Potential channels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Journey</td>
<td>Communicates school reopening plans in an easy-to-understand format that is broadly accessible</td>
<td>Provides enough detail to paint a picture of the steps involved in the persona’s daily journey</td>
<td>Website / online portal</td>
</tr>
<tr>
<td>FAQs</td>
<td>Addresses stakeholders’ commonly asked questions</td>
<td>Converts detailed DILO planning into a series of FAQs to answer commonly asked questions related to school reopening procedures, protocols, and expectations</td>
<td>Email / postal service</td>
</tr>
<tr>
<td>Handbooks</td>
<td>Provides guidance on new protocols and outlines expectations for stakeholders</td>
<td>Captures decisions made via the DILO process in a handbook to be referenced by stakeholders as an ongoing resource</td>
<td>Text / mobile app</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online webinar / digital forum</td>
</tr>
</tbody>
</table>