Day in the life of (DILO) resources

July 2020

What is a 'day in the life of' (DILO) simulation?

What it is: A simulation process tool grounded in the typical 'day in the life of' (DILO) for key stakeholders in the K-12 system (e.g., students, teachers, families, staff)

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

How it works: DILO simulations are typically held as 2-4 hour sessions with 8-12 key decision-makers. The group uses the tool for each selected stakeholder, going through a typical day[1] in detail

Who is involved: DILO simulations typically involve key decision-makers within a school district (e.g., Superintendents, Deputy Superintendents, department leaders). Sessions can also involve students, families, teachers, staff, school administrators, community members, and / or other stakeholders 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)

What is included in this document

Section	Description
Introduction to DILO resources	Definition of a 'day in the life of' (DILO) simulation
	Potential ways to use DILO simulations
Illustrative DILO simulation output	Example DILO for Maria, a 5th grade GenEd student attending school in-person
	Example DILO for Liam, a 10th grade GenEd student attending school remotely
Tools & templates to support running a DILO simulation	7-step guide to preparing for and executing a DILO simulation
	Sample workplan for completing each of the 7 steps
	Additional tools and templates to support each step of the process (e.g., samples agenda, interview guides, sample questions)
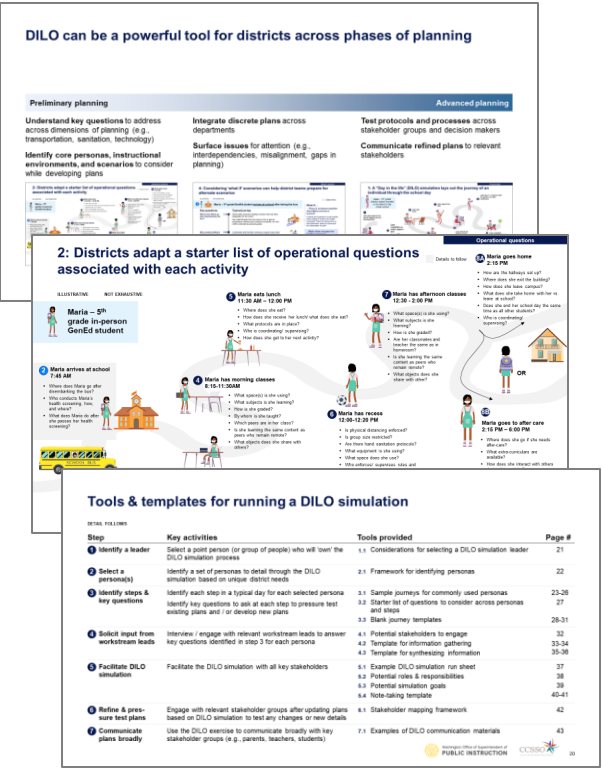
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Introduction to DILO resources

Example DILO simulation output

Tools & templates to support running a DILO simulation

DILO can be a powerful resource for districts across phases of planning

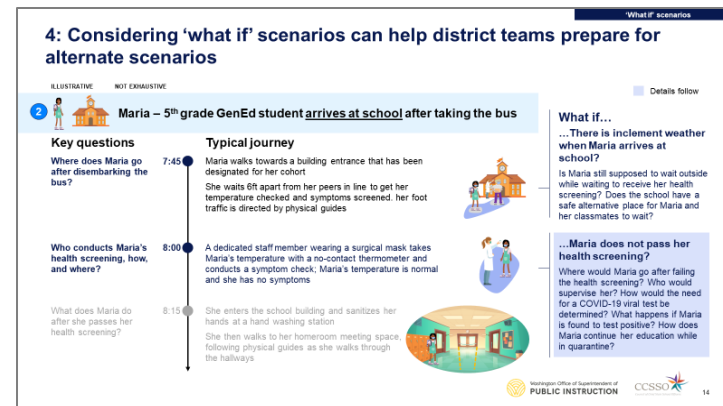| Preliminary planning		Advanced planning

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

Identify core personas, instructional environments, and scenarios to consider while developing plans
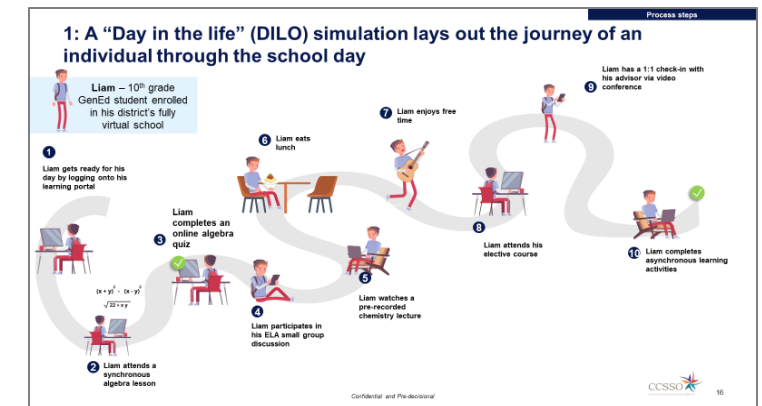
Integrate discrete plans across departments

Surface issues for attention

Test protocols and processes across stakeholder groups and decision makers

Communicate refined plans to relevant stakeholders

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 tested its plans by presenting the DILOs it developed to **advisory panels of principals, teachers, students, and families.** 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*

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Introduction to DILO tool

Example DILO simulation output
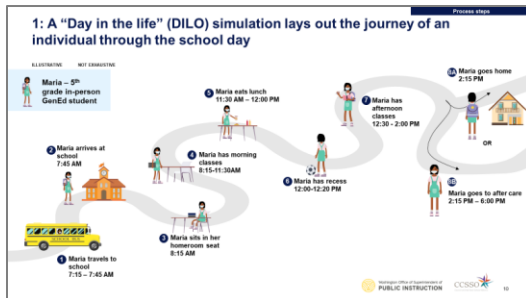
Tools & templates to support running a DILO simulation

A DILO simulation creates four key outputs
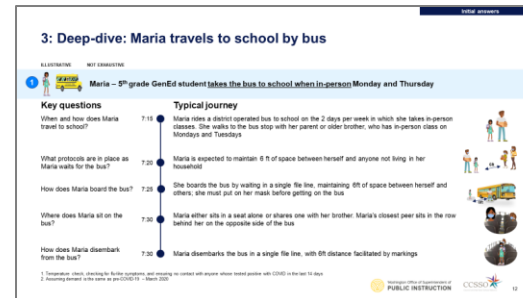
1

Steps in the 'day in the life of' the persona

2

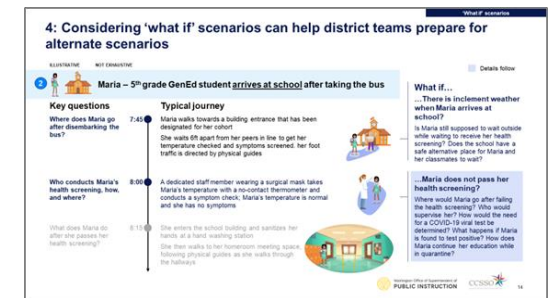**Operational questions** associated with each step

3

Initial answers to those questions

4

'What if' scenarios to prepare for 'atypical' possibilities

Illustrative examples of DILO simulations

Maria

5th grade in-person general education student

Liam

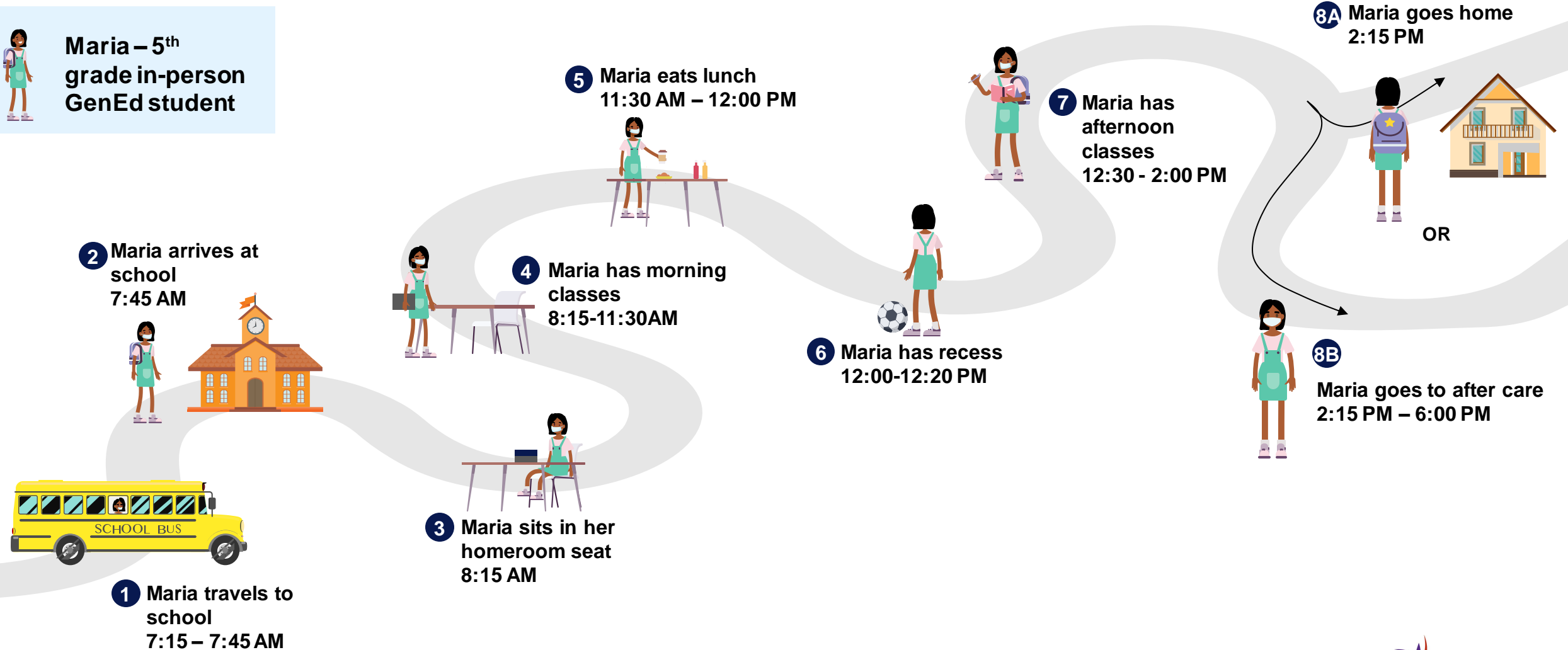10th grade remote general education student

1: A "Day in the life" (DILO) simulation lays out the journey of an individual through the school day

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Maria – 5th grade in-person GenEd student

8A Maria goes home
2:15 PM

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

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

OR

2 Maria arrives at school
7:45 AM

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

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

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

3 Maria sits in her homeroom seat
8:15 AM

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

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

Details to follow

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?

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Maria – 5th grade in-person GenEd student

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?

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 other?

OR

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?

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?

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?

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?

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?

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

- When 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?

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3: Deep-dive: Maria travels to school by bus

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

1 Maria – 5th grade GenEd student <u>takes the bus to school when in-person</u> Monday and Thursday

Key questions

Typical journey

|		
When and how does Maria travel to school?	7:15	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
What protocols are in place as Maria waits for the bus?	7:20	Maria is expected to maintain 6 ft of space between herself and anyone not living in her household
How does Maria board the bus?	7:25	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
Where does Maria sit on the bus?	7:30	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
How does Maria disembark from the bus?	7:30	Maria disembarks the bus in a single file line, with 6ft distance facilitated by markings
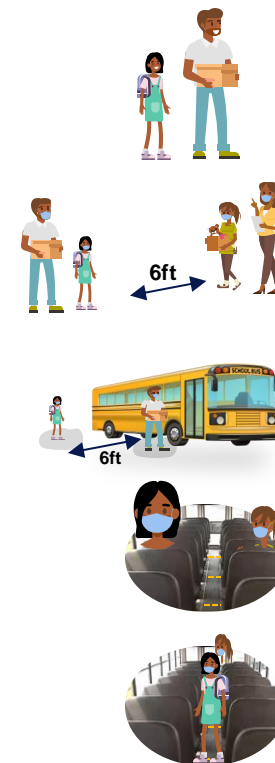
3: Deep-dive: Maria arrives at school

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A
SCHOOL DAY

2 Maria – 5th grade GenEd student <u>arrives at school</u> after taking the bus

Key questions

Typical journey

Where does Maria go after disembarking the bus?

7:45 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

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

8:00 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

What does Maria do after she passes her health screening?

8:15 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' scenarios can help district teams prepare for alternate scenarios

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Details follow

2 Maria – 5th grade GenEd student <u>arrives at school</u> after taking the bus

Key questions

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?

Typical journey

7:45 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

8:00 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

8:15 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
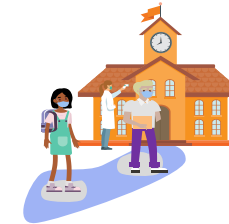
What if…

…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?

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

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

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

What if…

	Key questions	**"Divergent" journey**
After Maria is found to have symptoms	Where would Maria go after failing the health screening? Who would supervise her?	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
	How would the need for a COVID-19 viral test be determined?	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
Once Maria has tested positive and is in self-quarantine at home	What happens if Maria is found to test positive?	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
	How does Maria continue is education while in quarantine?	Maria quarantines for at least 2 weeks and until she tests negative for COVID-19. During this time, continues her education remotely

What if Maria's parent cannot walk or dive 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?

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1: A "Day in the life" (DILO) simulation lays out the journey of an individual through the school day

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Liam – 10th grade remote general education student

1 Liam gets ready for his day by logging onto his learning portal

2 Liam attends a synchronous algebra lesson

$$\frac{(x + y)^2 - (x - y)^2}{\sqrt{22 + xy}}$$

3 Liam completes an online algebra quiz

4 Liam participates in his ELA small group discussion

5 Liam watches a pre-recorded chemistry lecture

6 Liam eats lunch

7 Liam enjoys free time

8 Liam attends his elective course

9 Liam has a 1:1 check-in with his advisor via video conference

10 Liam completes asynchronous learning activities

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

Details to follow

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Liam – 10th grade remote general education student

1 Liam gets ready for his day by logging onto his learning portal

- What online learning portal does Liam use?
- Is Liam expected to log on to the learning portal by a certain time?
- What can Liam view while logged into his learning portal?

$$(x + y)^2 - (x - y)^2$$
$$\sqrt{22 + x\,y}$$

2 Liam attends a synchronous algebra lesson

- What time does Liam attend this lesson? Is he required to attend at this time?
- In what activities does Liam partake during class?
- Who teaches Liam's class? What peers are in Liam's class?
- What rules does Liam have to follow while in class?
- What work is Liam expected to complete outside of this class period?
- How is Liam's attendance taken?

3 Liam completes an online algebra quiz

- Does Liam have to complete his quiz at this time? Is it part of the same class period as his synchronous lesson?
- How is Liam's quiz graded?

4 Liam participates in his ELA small group discussion

- *See questions in step 2*

5 Liam watches a pre-recorded chemistry lecture

- How long is the lecture?
- Does Liam have to view this lecture? If so, is he required to do so at or by a specific time? How is his viewership tracked?
- Who recorded the lecture? When?
- Whom does Liam contact if he has questions about the material?

6 Liam eats lunch

- Is Liam eligible for free or reduced priced lunch? If so, how does he receive his meal distribution?
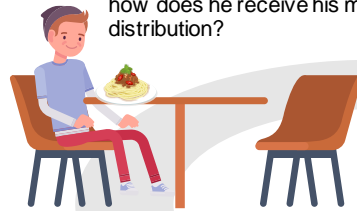
7 Liam enjoys free time

- Does Liam have the opportunity to engage in school clubs or other activities?
- How much free time does Liam have per day?

8 Liam attends his elective course

- What elective courses are offered to Liam?
- *See questions in step 2*

9 Liam has a 1:1 check-in with his advisor via video conference

- How often does Liam have 1:1 check ins with educators at his school?
- How is this time used?
- What platform(s) does he use?
- What if Liam doesn't show up for his check-in?

10 Liam completes asynchronous learning activities

- At what times does Liam engage in asynchronous learning activities?
- What is the cadence of his asynchronous work / by when must it be completed?
- What type(s) of asynchronous activities is the student expected to complete (e.g., pre-recorded videos, worksheets)?
- How much support does Liam require from a parent or guardian? How are parents and guardians supported?
- What supplies and equipment do Liam use? Does he need to share with siblings?
- What if Liam has questions about his material or runs into technical issues during this time?

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3: Deep-dive: Liam attends a synchronous algebra lesson

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A
SCHOOL DAY

2 $\frac{(x+y)^2 - (x-y)^2}{\sqrt{22 + x \cdot y}}$ **Liam -** 10th grade remote general education student

Key questions

What time does Liam attend this lesson? Is he required to attend at this time?

In what activities does Liam partake during class?

Who teaches Liam's class? Which peers are in Liam's class?

What rules does Liam have to follow while in class?

What work is Liam expected to complete outside of class?

How is Liam's attendance taken?

Typical journey

8:30-9:30 AM Liam is required to attend a synchronous algebra session from 8:30-9:30 AM. If Liam has an ongoing conflict (e.g., part-time job), he can work with the school to enroll him in another section of the course. If absent on a particular day (e.g., if he is sick), he may view a recording of the lecture online to catch up on the material missed

For the first 30 minutes, Liam attends a large group lecture. For the second 30 minutes, Liam works in a small breakout group on an algebra problem set

Liam's lecture is taught by Mr. Cohen, who teaches 4 sections of 10th grade Algebra from his home office. Liam's peers include students throughout the district who have opted to enroll in a fully virtual option. Mr. Cohen is assisted by Mr. Bierman, who is a paraeducator. While Mr. Cohen delivers the lecture, Mr. Bierman helps manage the class and answers questions via the chat function. Both educators join students' breakout groups as is needed to provide additional support

Liam is expected to have his web-camera on, actively participate, and behave in a non-disruptive manner. If Liam fails to comply with these rules, he will be given a warning. If the issue continues, Liam will be required to have a meeting with his teacher and guardian to develop a plan to resolve his behavior

Liam is expected to read his textbook and complete a serious of online modules that correspond to each lesson

To be marked present and receive credit for the learning hours associated with this course, Liam must be logged on for the duration of the synchronous session and complete all associated online modules prior the start of the following lesson. Both metrics are automatically tracked and recorded by his learning platform

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]

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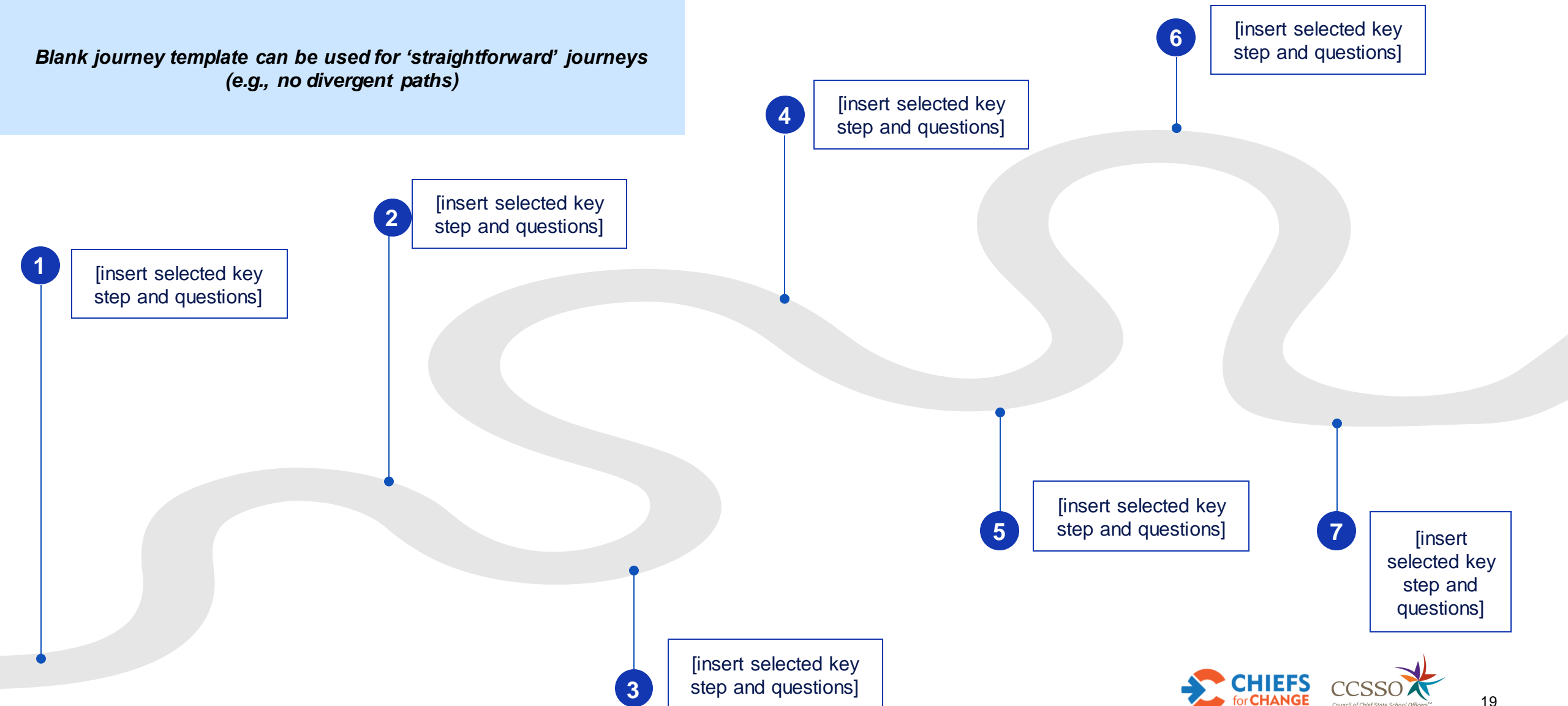
Blank journey template: Divergent journey at the start of the day

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)

6

[insert selected key step and questions]

4

[insert selected key step and questions]

1a

[insert selected key step and questions]

2

[insert selected key step and questions]

5

[insert selected key step and questions]

3

[insert selected key step and questions]

1b

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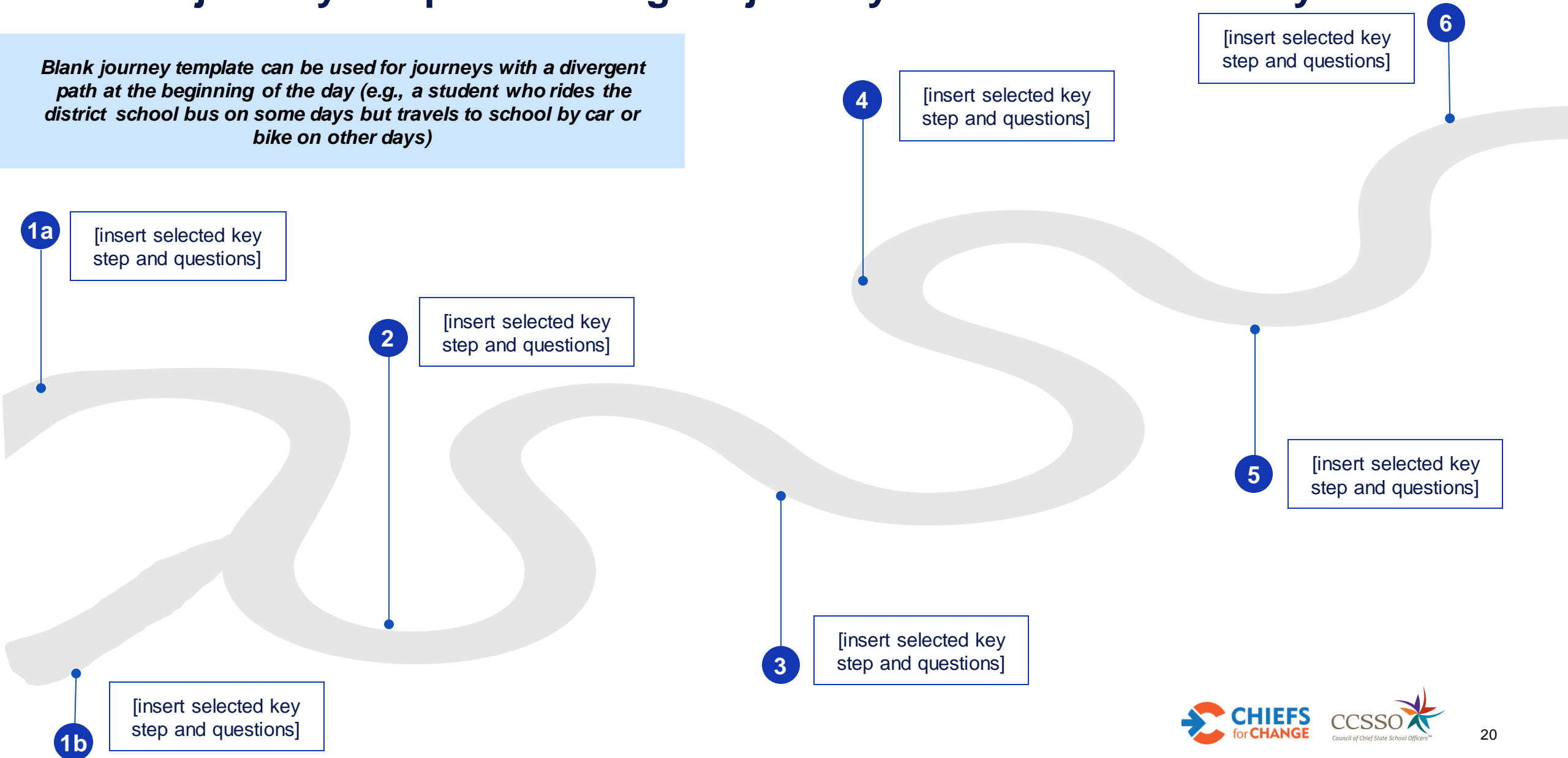
Blank journey template: Divergent journey at the end of the day

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]

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Example DILO simulation output

Tools & templates to support running a DILO simulation

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 other leads

7. Communicate plans broadly

6. Refine & test plans

5. Facilitate DILO simulation

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

Activity	Week 1					Week 2		
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed
1. Identify a leader	▲							
2. Select a persona(s)		▲						
3. Identify steps and key questions								
• Identify key steps in daily journey of selected persona(s)		▲						
• Identify key questions to address at each step in daily journey		▲						
4. Solicit input from other leads			▲	▲				
5. Facilitate DILO simulation								
• Synthesize findings and create scenarios for simulation				▲				
• Host DILO simulation					▲			
• Assign leads to resolve identified gaps					▲			
6. Refine and test plans								
• Refine plans based on gaps identified in DILO simulation						▲	▲	
• Share updated plans with key stakeholders							▲	
7. Communicate updated plans for feedback								
• Communicate plan to schools, teachers, families, community							▲	▲

Workplan timelines for DILO simulations can be shortened or extended depending on district needs and capacity

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Tools & templates for running a DILO simulation

Step		Key activities	Tools provided		Page #
1	**Identify a leader**	Select a point person who will 'own' the DILO simulation process	1.1	Considerations for selecting a DILO simulation leader	26
2	**Select a persona(s)**	Identify a set of personas for the DILO simulation	2.1	Framework for identifying personas	27
3	**Identify steps & key questions**	Identify each step in a typical day for each selected persona	3.1	Sample journey for student persona	28
		Identify key questions to ask at each step to test existing plans and / or develop new plans	3.2	Starter list of questions for 5th grade in-person GenEd student	29
			3.3	Considerations for additional personas	30
4	**Solicit input from other leads**	Engage with relevant leads to answer key questions or understand current "best guess" perspectives	4.1	Potential district leaders to engage	31
			4.2	Template for information gathering	32-33
			4.3	Template for synthesizing information	34-35
5	**Facilitate DILO simulation**	Facilitate the DILO simulation with all key stakeholders	5.1	Example DILO simulation agenda	36
			5.2	Potential simulation goals	37
			5.3	Note-taking template	38-39
6	**Refine & test plans**	Engage with relevant stakeholder groups after updating plans based on DILO simulation to test any changes or new details	6.1	Potential stakeholders to engage for refinement	40
7	**Communicate plans broadly**	Use the DILO exercise to communicate broadly with key stakeholder groups (e.g., families, teachers, students)	7.1	Examples of communication materials	41

1.1: Considerations for selecting a DILO simulation leader

The DILO simulation leader should assemble a team that collectively…

- **Plays an operational / leadership 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 district department** and connection to key leaders and stakeholders (e.g., transportation, teaching and learning, 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

	Elementary	Middle School	High School
Students	**Maria** – 5th grade general education student	**Jason** – 7th grade student special education student	**Trevor** – 10th grade English-language learner with two younger siblings
Instructional staff	**Mr. Jimenez** – 1st grade special education Paraeducator	**Mr. Sherman** – middle school social studies teacher who is in an at-risk population for COVID-19	**Ms. Gomez** – high school chemistry teacher
Non-instructional staff	**Mr. Wright** – elementary school bus driver	**Ms. Spector** – middle school principal	**Ms. Lane** – high school nurse
Families & caregivers	**Mr. Edelson** – single father of a pre-K student	**Ms. Zucker** – mother with a part-time job of 7th grade student	**Ms. Rodriguez** – retired grandmother of a high school student

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 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

8A **Maria goes home**
2:15 PM

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

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

2 **Maria arrives at school**
7:45 AM

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

OR

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

8B

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

3 **Maria sits in her homeroom seat**
8:15 AM
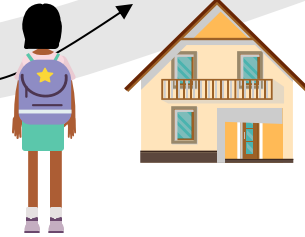
1 **Maria travels to school**
7:15 – 7:45 AM

3.2: Starter list of questions for 5ᵗʰ grade in-person GenEd student

ILLUSTRATIVE ONLY   **NOT EXHAUSTIVE OR COMPREHENSIVE**

	Process step	Time	Key questions	
1	Maria travels to school	7:15 - 7:45 AM	• When 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 - 8:15 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 other?
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?
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?

Key questions will vary by persona, but selected questions should:

Reflect considerations across workstreams (e.g., transportation, teaching and learning, 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

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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

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

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4.1: Potential district leaders 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, including:

- Operations & scheduling

- Health & sanitation

- Transportation

- Human Resources

- Security & safety

- Technology

- Teaching and Learning

- Athletics & other programming

- Nutritional services

- Student support services

- Communications

- Partnerships

Potential schedule 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

4.2: Template for information gathering

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

Maria – 5th grade in-person GenEd student

The DILO leader may use the template below to collect and structure information in preparation for the simulation (e.g., disseminate template via email and ask stakeholders to write in responses). All leads should consider all questions to ensure different assumptions are captured

Pre-populated by DILO leader | **Perspective of each respondent to be recorded**

Step of Maria's Journey	Question	Current answer	Lead	Priority for simulation (Y/N)	Additional commentary
Travel to school	When and how does Maria travel to school?	*Maria rides a district operated bus to school at 7am on Mon & Thurs*	*Operations & scheduling*	*N*	*Will new bus routes impact pickup time?*
	What protocols are in place as Maria waits for the bus?	*Each respondent should provide what they believe the answer to be. Level of certainty regarding the answer may be captured in the "additional commentary" column*	*Respondents should be asked whom they believe holds decision-making power over the question (e.g., another district leader, individual schools, families, etc.)*	*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*	*The DILO leader should note any other commentary provided by respondents and incorporate in the simulation at their discretion*
	How does Maria board the bus?				
	Where does Maria sit on the bus?				
	How does Maria disembark from the bus?				
	[The DILO leader may ask participants if there are any questions beyond those on the initial list they would like to raise]				

4.2: Template for information gathering

Participant's name:

Step of Journey	Question	Current answer	Lead	Priority for simulation (Y/N)	Additional commentary

4.3: Template for synthesizing information

Maria – 5th grade in-person GenEd student

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

Time	Activity
7:00	*Maria walks to the bus stop with her parent or older brother*

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)

…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

Step of journey:

Time	Activity
●	
●	
●	
●	
●	
●	
●	

Topics for discussion

5.1: Example DILO simulation agenda

ILLUSTRATIVE

Time	Agenda item	Description	Material required
5 mins	Welcome & introductions	Welcoming participants to the simulation Introducing participants and their roles and responsibilities	N/A
5 mins	Goals & ground rules for the DILO simulation	Setting goals and norms for the simulation activity	Potential simulation goals (See Tool 5.2)
90-120 mins	Review persona journey	Review the first persona journey	Persona journey and key operational questions (See Tools 3.1 & 3.2) Note-taking template (See Tool 5.3)

For each step in the journey

Time	Agenda item	Description	Material required
2 mins	Introduction	Introduce the provisional journey	
2 mins	Collect questions	Invite participants to input major questions (e.g., in Zoom chat)	
10 mins	Discuss questions	Discuss major design questions	
5 mins	Recap	Recap step including decisions and questions still outstanding	
2 mins	Finalize	Final reflection to input questions (e.g., in Zoom chat)	
10 mins	Closing & next steps	Conclude the simulation with recap of key next steps and decision owners	

5.2: 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

5.3: Note-taking template

Maria – 5th grade in-person GenEd student

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

Step of Maria's Journey	Question	Current answer	Required next steps	Lead	Additional commentary
School arrival	*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*	*The note-taker can record answers to questions in real-time. Potential changes to the plan may be captured in the "additional commentary" column*	*The note-taker can identify post-simulation action items (e.g., follow-up meeting, reaching out to stakeholders, etc.)*	*The note-taker can record decision-makers as agreed upon in the simulation (e.g., district lead, individual schools, families, etc.)*	*The note-taker can document additional comments and questions that arise during the simulation*
	Where does Maria go once she arrives at school? Through what door does she enter the building?				
	Who greets Maria when she arrives? By whom is she supervised?				
	How is physical distancing maintained as Maria waits to enter the school?				
	How is Maria's health screening conducted, when, where, and by whom?				
	What if Maria arrives on a day she is supposed to be learning remotely?				

5.3: Note-taking template

Step of Journey	Question	Current answer	Required next steps	Lead	Additional commentary

6.1: Potential stakeholders to engage for refinement

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

Potential stakeholder groups	Rationale
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

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7.1: Examples of communication materials

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

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