

# DA

District Administration®

May/June 2021

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## Recommended reading

These are both challenging and exciting times for school leaders. There is optimism that an end to the COVID pandemic is in sight as vaccines find their way into more Americans' arms. The large infusion of federal money on its way will allow districts to tackle infrastructure and other projects that are long overdue. At the same time, remote and hybrid learning have put the nation's students behind and reversing this slide will be a key focus of educators.

Helping children overcome the learning losses experienced over the past school year is arguably the No. 1 concern that superintendents and other district leaders have. In this issue we explore what districts across the country are doing to overcome this problem and get students back on track, from extended school years to enhanced summer programs, and more. **Page 10**

Then there's the billions of dollars heading to the nation's school districts. While some districts will upgrade HVAC systems and update aging buildings, some are choosing to use the funding to hire more teachers, interventionists and instructors. Given that the funding is short-term, is this wise? The districts we spoke to say that even a year or two of having these additional staff will be worth it to reverse students' learning loss. We also have a handy chart that shows allowable spending for each pool of federal funding. **Page 15**

And now that the COVID vaccine has been approved for use for most teenagers, numerous districts have begun setting up clinics to administer them to eligible students with parental permission. And if vaccinations are approved for younger students, administrators will work to hold clinics for those groups as well. Aside from the obvious health reasons, one motivation is to stop losing students and staff to quarantine. **Page 21**

Finally, we close this issue with a thoughtful guest column by Jessie Woolley-Wilson of DreamBox Learning, who has a thoughtful take on the three trends she suggests will drive education forward in 2021. **Page 28**

On behalf of the entire *District Administration* staff, have a great summer. You've earned it.

— Eric Weiss, Executive Editor

## Reasons to visit DistrictAdministration.com

### New CDC mask guidance in schools

Vaccinated people can now go without masks outdoors, but unvaccinated people, including children, should continue to wear them.

[bit.ly/CDC\\_says](https://bit.ly/CDC_says)



### 5 ways edtech will transform PD

Stimulus funds can enhance teacher observations, feedback and collaboration in a post-COVID world.

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### 8 things teachers say about working extra

Survey shows a majority of teachers worked an additional 900 hours since the beginning of the COVID pandemic.

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### Districts to control stimulus spending

While funds will go through states, it's ultimately up to districts on how to spend the money.

[bit.ly/districtsdecide](https://bit.ly/districtsdecide)



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To reverse the impacts of the pandemic on students, districts are extending school years and rolling out enhanced summer programs

*Matt Zalaznick*

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*Matt Zalaznick*

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Now that many teens can get the vaccine, several districts have set up clinics to give them to students

*Matt Zalaznick*



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Lessons learned from the pandemic will lead to greater broadband access, social-emotional learning, and formative learning models

*Jessie Woolley-Wilson*

## BEYOND THE NEWS

**4** How parents' online school reviews reflect racial disparity; using ESSER funds for travel related to PD; four ways principals can excel as instructional leaders; and a look at teacher pay



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### How parents' online school reviews reflect racial disparities

Racial and income disparities in public education are reflected in school reviews that parents posted to one popular website, a new analysis shows.

A majority of reviews on GreatSchools.org focused heavily on test scores, which are closely correlated with race and family income, according to the first-of-its-kind study published by the the American Educational Research Association.

Many of these comments were also written by parents at schools in affluent neighborhoods, the research found.

On the other hand, school effectiveness—which measures how much test scores improve over time and is less linked to demographics—was a much less common topic.

“School rating websites have come under scrutiny for ratings systems that overemphasize test scores,” said study coauthor Nabeel Gillani, a doctoral student at the Massachusetts Institute of Technology. “Now we’ve found that subjective online parent reviews can do the same.”

The value parents placed on students' current performance, rather than on growth over time, reflects the long-standing use of test scores as the main indicator of school quality. Further research could determine whether these reviews exacerbate school segregation or other barriers to high-quality education, Gillani said.

Parents were more likely to review schools in urban areas and buildings serving affluent families. The researchers also found clear differences between the language used by parents of children at majority-white and minority-white schools

“Wording such as ‘the PTA,’ ‘emails,’ ‘private school,’ ‘we,’ and ‘us’ are predictive of test scores, reflecting the tendency of more affluent, non-minority parents to have dual-parent households, digital connectivity, more schooling options, and more time to be involved and communicate regularly with teachers,” said Deb Roy, who directs MIT’s Center for Constructive Communication.



“These results reveal the subtle and sometimes hidden patterns in the words we use, sending signals and encoding biases that pervade our social realities,” Roy said.

The findings also reveal that parents in lower-income, minority schools may have fewer voices to learn from, Gillani added.

“Unfortunately, many of these parents are not always tapped into social networks where they can readily receive guidance that helps them identify and select the best schools for their children,” Gillani said.

—Matt Zalaznick

## PROFESSIONAL DEVELOPMENT

### Can ESSER funds be used for travel for PD?

ESSER funds be used for travel for professional development as long as the activities are reasonable and necessary.

The three iterations of the Elementary and Secondary School Emergency Relief Fund, as authorized by the CARES Act, CRRSA Act, and ARP Act, allow the use of funds for any activities that are authorized under the Elementary and Secondary Education Act, the IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act.

This means ESSER funds can be

used for the same allowable professional development and training activities for which ESEA funds can be used, including travel to conferences for professional development. According to the Uniform Grants Guidance, federal funds can be used for the following if they are properly accounted for and meet the reasonable and necessary standard:

- Attending a conference, including registration, room, and travel. 2 CFR 200.432.
- Hosting a conference, such as speaker fees, facility rental fees, and transportation costs, unless

restricted by the federal program. 2 CFR 200.432.

- Membership in business, technical, or professional organizations. 2 CFR 200.454 (a).
- Online professional courses. 2 CFR 200.472.
- Subscription to a business, technical, or professional periodical. 2 CFR 200.454 (b).

This could apply to subscription services, such as Title1Admin®/ESEA Now and Special Ed Connection®, e-learning courses, webinar attendance, and conference attendance, such as FETC.

—Charles Hendrix

## 4 ways principals can excel as instructional leaders

Principals can collaborate more with teachers on instruction when principal supervisors focus on coaching rather than compliance, a new report says.

Though principals can accelerate student learning by more than two months, they neither get the support they need in guiding instruction nor do they have sufficient time to work with teachers, says “The Untapped Potential of the Principal Supervisor” by the National Institute for Excellence in Teaching.

“Given the urgency of addressing student learning needs in light of the pandemic, there has never been a better time for principal supervisors to lean into their role as the head coach of principals,” said Candice McQueen, the institute’s CEO. “Principals need support and coaching that enables them to use the high-impact strategies that research shows have the biggest impact for students.”

The report suggests four strategies for maximizing support for principals:

### 1. Model being a lead learner.

Principal supervisors are in the best positions to guide principals in reflecting on their practices in ways that enable them to grow as instructional leaders and increase the learning happening in their schools.

### 2. Develop a common vision.

Principal supervisors should use a shared language to set expectations for principals around instructional leadership. Principal supervisors can help principals develop their vision by strengthening connections between practice, classroom teaching and student work.

**3. Align a feedback system with evaluation expectations.** To help principals become better coaches, supervisors should observe principals in a variety of different settings and tie

feedback to leadership standards and curriculum

### 4. Create opportunities for collaboration and capacity-building.

Principals need to identify, engage, and develop other members of their team as leaders to more efficiently meet everyday challenges and focus on supporting teachers as much as possible.

In Arizona, Rio Colorado Elementary School Principal Bethany Loucks said she has helped to train teacher leaders who eventually became principals.

“You have to see potential and focus on strengths,” Loucks said. “You find that skill and build on it—sending a teacher to see how other teachers do something, analyzing how that skill advances student learning in the classroom, and presenting on that skill in a collaborative group. I encourage them to be learners themselves.”

—Matt Zalaznick

## Hands-On is Key to Accelerating Learning as Students Return to In-Person Instruction

By TOUCHMATH<sup>123</sup>

Despite the incredible response to the challenges of the pandemic, research has shown evidence of learning loss in math. To put it plainly, even with the best efforts, students are still behind as they head into summer. After a year of distance and hybrid classrooms, educators and administrators are recognizing key elements that have the most impact on learning. In math, specifically, the need to have hands-on components to virtual instruction has emerged as a critical element.

Amanda, an Instructional Specialist for Exceptional Children in North Carolina, knew her teachers often

struggled with how to transition their students from the concrete to the representational (or pictorial) and then abstract thinking in math. She observed that this challenge was magnified when teachers themselves were adjusting to virtual and hybrid instruction.

Ensuring students have a strong foundation in concrete concepts is even more important when considering the need to make up for lost learning time. Amanda found that using hands-on resources both for students learning from home, and those in a hybrid environment can have an enormous impact on fighting learning loss.



“Making math as hands-on as possible is key. Even though we’re in this virtual realm, adding a physical component makes things concrete for students.”

For more about why hands-on is key to accelerating learning, visit [touchmath.com/hands-on](https://touchmath.com/hands-on).

## Teacher pay raises, and 2 more COVID funding concerns

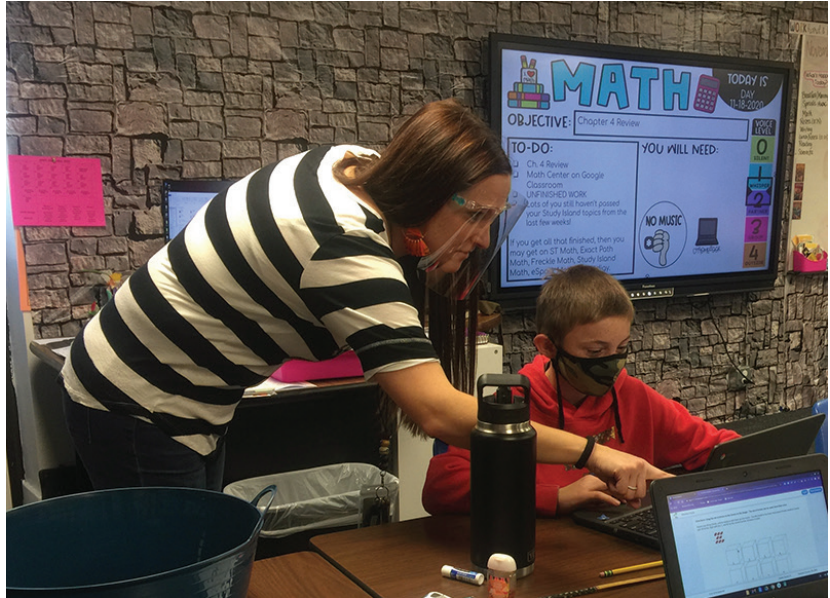
The COVID pandemic’s threat to rising per-student-spending and climbing teacher salaries remains unclear, say researchers who compiled the NEA’s annual school funding reports.

Classroom teachers earned an average \$65,090 for the 2020-21 school year, an increase of 0.9% over the past decade when adjusted for inflation, according to the NEA’s Rankings and Estimates report.

Teachers, including some in under-resourced communities, have made notable gains in recent years, NEA President Becky Pringle said in a statement.

“We can’t lose sight of the work that needs to be done, particularly in attracting and retaining quality educators at schools that serve predominately Black, brown and indigenous students,” Pringle said.

Over the past decade, the number of K-12 classroom teachers has increased by 4.6%. In 2019-20, U.S. public schools employed more than 3.2 million teachers, a number that researchers do not expect to have changed significantly in 2020-21.



The average teacher pay in 2020-21 was \$65,090, but figures varied widely from state to state.

Average teacher salaries ranged from those in New York (\$87,069), California (\$84,531) and Massachusetts (\$84,290) at the top to Mississippi (\$46,843), South Dakota (\$48, 984)

and Florida (\$49,102) at the bottom, according to the NEA.

Per-student spending ranged from a high of \$25,907 in New York, to a low of \$7,705 in Utah, with the national average in 2019-20 being \$13,597.

Expenditures per student	
•	The national average per-student expenditure in 2019-20 (based on fall enrollment) was \$13,597, a gain of 4% from \$13,078 in 2018-19.
•	The following states had the highest per-student expenditures: New York (\$25, 907), the District of Columbia (\$23,231), and New Jersey (\$22,097).
•	Idaho (\$7,705), Utah (\$8,306), and Mississippi (\$9,181) had the lowest per-student expenditures.
•	Expenditures per student should grow by 4.8% to \$14,243 in 2020-21.
Enrollment and attendance	
Over the past decade, public school enrollment is down 0.5% and average daily attendance fell by 1.1%. The NEA also found:	
•	In fall 2019, U.S. public schools enrolled 50,189,401 students, a decrease of 0.1% from fall 2018.
•	During the same period, average daily attendance dropped by 0.5%.
•	Enrollment is expected to fall by 2.4% from 2019-20 to 2020-21 and average daily attendance could decline by 2%.

—Matt Zalaznick





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*~ Janalee C., First Student, Bus Driver*

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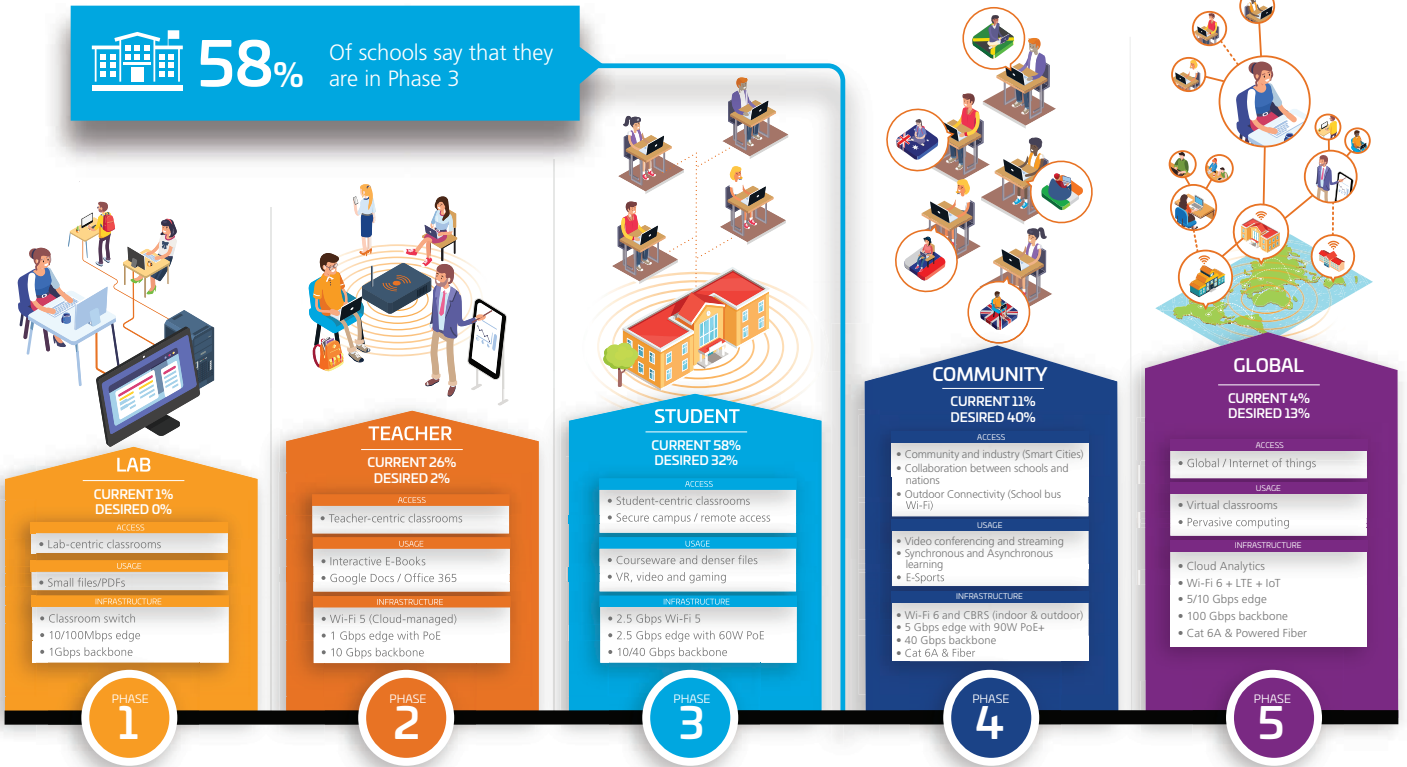
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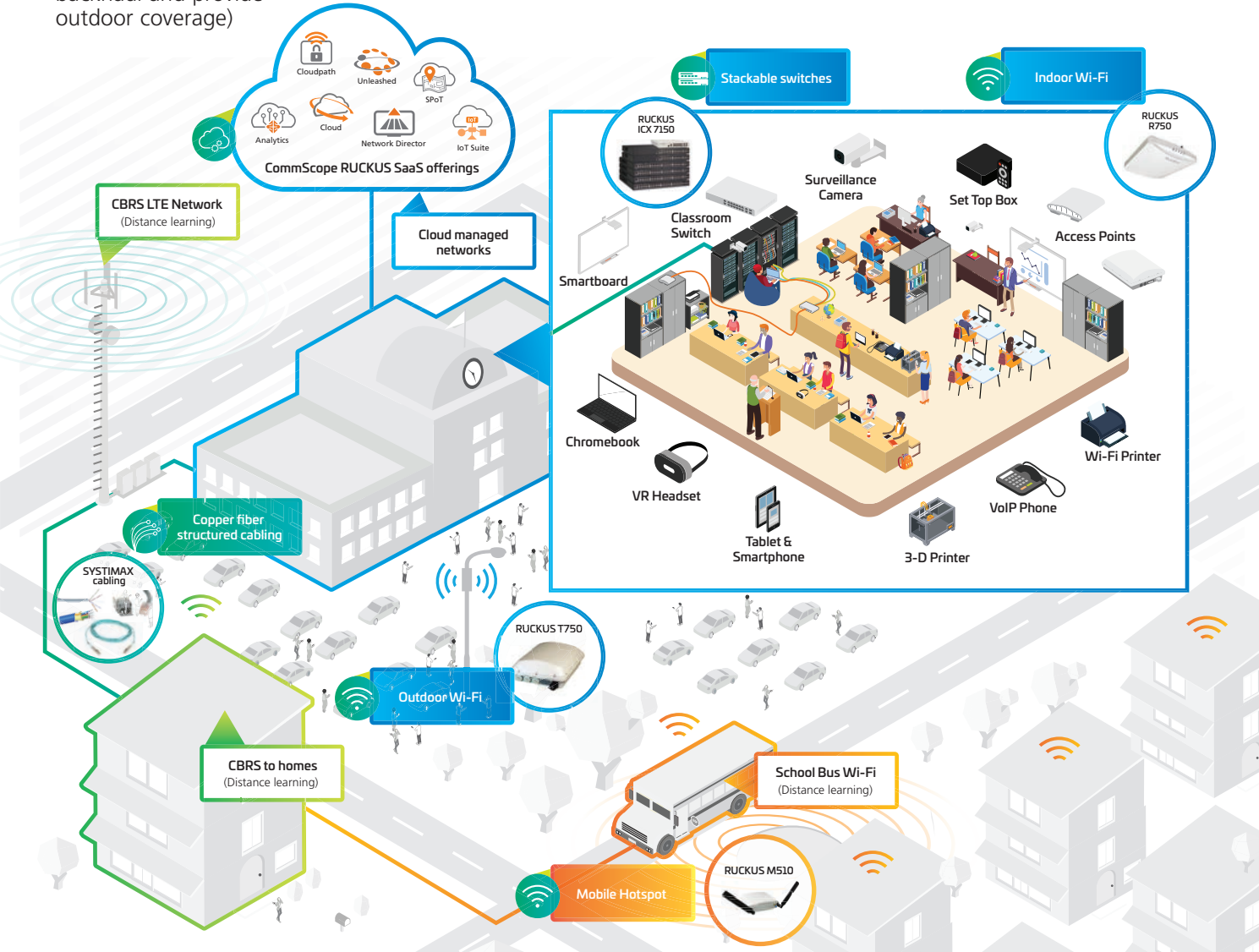
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# OUTSMARTING LEARNING LOSS

Leaders focus on equity as they extend school years and enhance summer programs



Dallas ISD leaders prefer the term “unfinished instruction” to learning loss, and plan to tackle the problem with extended school calendars in 2021-2022.

Beginning-of-year assessments showed 50% of students had fallen behind in math and 30% in reading during spring COVID closures and summer 2020, says Derek Little, Dallas ISD’s deputy chief of academics.

In Dallas ISD’s two new models, the next two school years will start earlier and end later, with an additional five weeks added to the calendar.

“We have pivoted our vocabulary and reframed the idea from unfinished learning, which puts the burden on students, to unfinished instruction,” Little says. “We’re asking what are the things we didn’t do—or didn’t do well—that we need to repair for the benefit of the students.”

### Flexibility for schools

Schools that follow the “Interession Calendar” during 2021-22 will provide targeted instruction to about 50% of students during five dedicated weeks throughout the year.

“These students will have the coolest camp-like experience possible that’s rooted in academic acceleration,” Little says.

There will also be a focus on social-emotional learning in classes that will be kept under a 12-to-1 teacher-student ratio. The rest of the school’s students can take those weeks off.

The other model, “School Day Redesign,” will simply extend the year by five weeks for all students in participating schools. This will give teachers more time to provide enrichment, interventions and project-based learning activities, Little says.

Individual principals and their teams will have leeway in the redesign, such as by rearranging class periods, providing more tutoring and shifting club activities into the school day.

“It will let those schools reconceptualize the whole experience from top to bottom and give them more time to work through scope and sequence,” Little says.

These calendars, which will be in effect for the 2021-22 and 2022-23 school years, are not Dallas ISD’s only strategy to reverse learning loss after a year that saw the district offer both in-person and online instruction.

Schools that do not lengthen their calendars will be able to extend summer school to offer students a combination of enrichment and acceleration. The district also is investing millions in tutoring over the next two years and will bring after-school enrichment in-house.

### 3 equity ideas for reversing learning loss

One recent report warned students will have experienced as much as five to nine months of unfinished learning by the end of June 2021. Studies of students in 19



**FOCUS ON THE POSITIVE—** Leaders in Illinois' Bloomington Public Schools say they are emphasizing the skills students have gained over the past year and will blend fun and enriching activities into summer school math and English instruction.

states, meanwhile, estimate students lost a third to a full year of reading with even larger deficits in math.

And, in a national survey, 24% of school leaders in high-poverty districts said elementary school distance learning focused on reviewing content rather than new material.

Only 12% of leaders in low-poverty

districts said the same.

Experts at The Education Trust, an equity-focused organization, are highlighting a series of strategies for reversing learning loss as superintendents and their teams lead their districts out of the pandemic:

- **Targeted intensive tutoring:** The approach has proven effective in all



## ROAD TO RECOVERY

Here's a snapshot of the solutions that district leaders have for supporting students after COVID's disruptions:

### DALLAS ISD

- **Intercession Calendar:** Schools will target instruction to about 50% of students during five dedicated weeks throughout the year.
- **School Day Redesign:** Schools can extend the year by five weeks for all students.

### BLOOMINGTON PUBLIC SCHOOLS (ILLINOIS)

- **Enhanced K-5 summer program** will help children get back into more traditional school routines.
- **Partnering with several community organizations** to blend enriching activities into the traditional summer school math and ELA programming.
- **Hiring pre-service teachers** from Illinois State University to help teach summer school.

### SOUTH-WESTERN CITY SCHOOL DISTRICT (OHIO)

- **When school ends in June**, K-6 students will take online classes led by a certified teacher focused on literacy and math skills.
- **In August**, extended K-8 learning programs will be organized in small, in-person groups and serve as a "back to school workshop."



grades, with younger students benefiting the most. The most effective programs tend to focus on skill building in small groups, rather than homework help.

- **Expanded learning time:** Administrators should consider creating non-academic class periods or extending the official school day to provide students with

between 45 and 100 additional hours of instruction during the school year. One key to success is ensuring the curriculum aligns with regular classroom instruction

- **Forming strong relationships:** Students from all backgrounds and ages benefit from strong relationships with educators. These relationships should



**SMOOTH RETURN**—South-Western City School District's extended summer learning will help students reacclimate to in-person learning.

be centered on expressing care, growth, sharing power, and expanding possibilities.

### Don't say 'learning loss' in this district

Using the phrase "learning loss" is not encouraged when talking about summer school and COVID's impact on students in Illinois' Bloomington Public Schools.

Educators there are of course aware of COVID's academic and social-emotional impacts, but they also don't want deficit-driven language to derail their students' efforts to bounce back, says Diane Wolf, the assistant superintendent for curriculum and instruction.

"One thing we have focused on is what students have gained—for instance, our kids have gained incredible technology skills," Wolf says. "I do not want to see this generation of students feeling like they can't succeed because they missed school during pandemic."

Still, the 5,500-student district is eyeing a revamped K-5 summer program to help children get back into more traditional school routines such as waking up on time and catching the bus, Wolf says.

To attract more students to attend, the district, which is 58% low-income, is

using ESSER stimulus funding to partner with several community organizations to blend enriching activities into the traditional summer school math and ELA programming, Wolf says.

District leaders have also agreed to hire pre-service teachers from Illinois State University to help teach summer school. They will work with districts teachers in morning classroom sessions and with the partnering community organizations in the afternoon activities.

### Back to school workshop

In the South-Western City School District, which is outside Columbus, Ohio, extended learning begins when school ends in June. K-6 students will take on-line classes led by a certified teacher, says Brian Bowser, the executive director of elementary education.

The district's central office will target students who had success with online

**"I do not want to see this generation of students feeling like they can't succeed because they missed school during pandemic."**

- Diane Wolf,  
Bloomington Public Schools

learning, and will offer as many spots as possible, depending on how many teachers apply to the program, Bowser says.

The 2.5-hour sessions will target literacy and math skills.

"Our goals are trifold: can we close some gaps, can we keep children engaged in learning, and can we keep them connected with a trusted adult?"

Bowser says.

At the same, high schools will also be offering credit recovery programs while other buildings will run language and literacy camps for English-learners. Special education programs also will continue into the summer.

In August, extended learning will expand to K-8 and serve as a "back to school workshop," Bowser says.

Classes will be organized in small groups and take place in-person to help students acclimate to a typical school routine.

"We'll have an eye on skills but also on engaging students back into a brick-and-mortar setting, which some have been out of for over a year," Bowser says. "We want them to feel comfortable wearing a mask and that school is a safe place to be."

*Matt Zalaznick is DA's senior writer.*



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# Easily managing and assigning Chromebooks districtwide

## Acer connects Boston Public Schools with Learn21's One2One Manager

**B**oston Public Schools (BPS) is currently managing more than 100,000 Acer Chromebooks using Learn21's One2One Manager at no cost for one year, thanks to a special partnership with Acer. A longtime partner with BPS, Acer introduced the "one-for-all" tracking system before the pandemic, when the Massachusetts district was still managing approximately 60,000 Chromebooks using a decentralized system and spreadsheets that couldn't connect to the Google Admin Console or the student information system.

"When Acer presented this opportunity to us, we were excited. We looked at several different IT asset management systems over the years, but they had always been too expensive," says Solimar Cruzado, Manager of Technology Business Operations at BPS. "We wanted to offer our schools an easy solution to manage Chromebook inventory while creating a more sustainable life cycle model that would also enable us to clearly see schools' Chromebook needs."

### **Ease of use, and seamless implementation**

After a one-month demo, the district entered an agreement with the nonprofit Learn21 to use the full program for a year. "What made the product stand out was that it was easy to use and visually appealing," says Cruzado. "We can see student information on digital ID cards that include their name, date of birth, school, grade, homeroom, email

**"We would not have been able to successfully support our schools, families and students throughout the pandemic if it weren't for the partnership and collaboration with Acer and Learn21."**

address and photo, along with their assigned Chromebook. With just one click, we can also dig deeper into that device's use and repair history."

Implementation was seamless and only required integrating with the district's Aspen student information system and Google Admin console.

### **Collaborative partnership**

BPS is currently using One2One Manager to track its Acer C733T Chromebooks, which are zero-touch-enabled. Chrome OS zero-touch enrollment is an alternative to manually enrolling devices, where a pre-provisioning partner (device manufacturer, distributor or reseller) sends instructions to Google to automatically enroll a Chrome device into a customer's domain after a device is turned on and connected to the internet.

At the start of the pandemic, the district needed to quickly allocate devices and immediately began sending out older Chromebooks schools already had in stock. BPS wanted to later replace these devices with the newer C733T Chromebooks, once they arrived from Acer. Luckily, One2One Manager could

access information stored in the Google Admin to distinguish which students had older Chromebook models that needed replacement.

In addition, because some students opted out of receiving a district Chromebook altogether, BPS leaders worked with Learn21 to create a student attribute in One2One Manager to help identify these students. "We would not have been able to successfully support our schools, families and students throughout the pandemic if it weren't for the partnership and collaboration with Acer and Learn21," says Cruzado. "They were open and receptive to feedback, and able to offer creative solutions. Their customer service is high-quality."

### **Replace, reallocate and recycle**

"Schools deal with what I call, replace, reallocate and recycle," says Bill Fritz, Executive Director of Learn21 and Director of Technology at Ohio's Sycamore Community Schools, which went one-to-one seven years ago. "When I replace a device, I need to know where I will reallocate those devices that I replaced, and of those I reallocated, I need to know when I will recycle them. I am able to do that with One2One Manager."

"One2One Manager will not only help us better understand and manage our inventory, it will also provide us with the data we need to create more equitable deployment practices and ensure every child is equipped with the technology needed to learn in any environment, whether it's at home or school," says Cruzado.







# Staffing up with stimulus?

Though COVID relief funding is short-term, many superintendents intend to hire more teachers, interventionists and instructors

By Matt Zalaznick

**M**any district leaders intend to use COVID stimulus money to add teachers despite cautions from some policymakers who say new hires won't be sustainable after the funding expires.

Camden City Schools Superintendent Katrina McCombs plans to add a second certified teacher in all elementary school classrooms to help curb the learning loss that has occurred during COVID.

"Prior to the pandemic, our district was gaining positive momentum," McCombs says. "To protect those gains, as well as to accelerate, using a co-teaching model is at the top of my list."

The district, which was taken over by the state of New Jersey in 2013, had seen its graduation rate rise 20 percentage points since state intervention while

dropouts had declined significantly. Students had also made steady gains in math and English language arts proficiency, McCombs says.

Co-teaching in the early grades will allow more small group and one-on-one instruction. It will also allow teaching teams to personalize learning for each student, McCombs says.

"Even if we're able to implement the model for two years, we feel it would be more important to invest in the people who are needed to help close these gaps," she says.

## Reducing class sizes

McCombs isn't alone. Superintendent Kandace Bethea of the Marion County School District in South Carolina, says hiring more teachers, even with a short-

term financial infusion, will be the most effective way to tackle learning loss.

Bethea says she intends to hire more full-time teachers to reduce class sizes, particularly in the earlier grades.

"If we can get two years of smaller classes and more intensive interventions and support, I think that will have a tremendous impact," Bethea says.

Reassigning teachers and adding some full-time educators sit at the top of the stimulus spending list at Wisconsin Rapids Public Schools. Leaders in the Wisconsin district are now developing a multi-year staffing plan with the \$3 million in ESSER II funds they received, Superintendent Craig G. Broeren says.

Administrators will prioritize reducing math and English class sizes in the 2021-22 school year and adding inter-

# Staffing up with stimulus?



**STIMULUS STRATEGY**—Wisconsin Rapids Public Schools leaders want to reduce class sizes in 2021-22.

ventionists who will spend more time with students as more return for in-person learning, Broeren says.

“One thing I know for a fact is that virtual or outside instruction is not effective for a good number of kids,” he says. “You cannot replicate what you have in the classroom.”

The York County School Division in Virginia will use the rest of the funds from the second stimulus package to retain teachers. Early projections show the division may lose about 700 students, which would equate to 29 teaching positions, based on state funding formulas.

While some positions will be lost through attrition, Superintendent Victor Shandor and his team want to keep as many teachers as possible to staff summer school programs and provide students with additional academic and social-emotional support in the 2021-22 school year.

“One of the things I’m most proud of and which will catapult us into next year are the engagement and relationships our teacher and staff members have continued to develop with families,” Shandor says.

## ‘Jobs are going to be there’

Leaders in Bloomington Public Schools District 87 in Illinois intend to use ESSER II stimulus funding to hire more academic interventionists and social workers, says Diane Wolf, the assistant superintendent for curriculum and instruction.

The investment will benefit students, even if the funds expire within the next three years, Wolf says.

Also, after the COVID stimulus runs out, districts across the country will continue to experience teaching shortages

that could be filled by personnel hired in the coming months.

“The jobs are still going to be there in a couple of years—people are not flooding into the teaching profession,” Wolf says.

Elsewhere, districts leaders expect to give teachers one-time pay boosts.

In Savannah-Chatham County Public School System in South Carolina, Superintendent Ann Levett is planning to provide staff with some “retention dollars” in the form of bonuses or stipends for staff.

“If you hung us with this whole year, we think you need additional dollars to offset additional expenses you might have incurred during the pandemic,” Levett says.

And in Metro Nashville Public Schools leaders intend to use a portion of their stimulus funding to give each full-time employee a \$1,000 “COVID bonus.”

“Please know that your hard work over this last year has not gone unnoticed,” Superintendent Adrienne Battle wrote in an email to district staff. “You’ve all stepped up and stepped out of your comfort zone to find new and unique ways to meet the needs of the students, staff, and families we serve.”

## Social justice stimulus

In Madison Public Schools in New Jersey, stimulus spending decisions are providing an opportunity for teacher empowerment.

Superintendent Mark Schwarz is crowdsourcing spending ideas from principals, teachers, students and families on charting the path forward.

“We don’t want to feel like district goals are being driven by central office and the school board,” Schwarz tells *District Administration*. “Teachers and principals know nuances of where the areas of need are, and they have the best intuition about what will have the most traction with students.”

Schwarz has supported the formation of several faculty working groups, including groups focused on social justice and anti-racism.

These groups are looking at strategies to drive more equitable student outcomes. The initiatives include generating the data needed to provide quick interventions, anchored by a multi-tiered system of support, as soon as a student shows signs of academic or emotional struggle.

Madison Public Schools is a predominantly white district. Schwarz recently hired a diversity, equity and inclusion consultant to guide educators in leading more robust class discussions about race and anti-racism.

“I heard from our faculty that they want to talk about race more but they don’t know what to say, they don’t know what books to read,” Schwarz says. **DA**

*Matt Zalaznick is DA’s Senior Writer.*



**ADDING EDUCATORS**—Stimulus funds will help Wisconsin Rapids Public Schools leaders develop a multi-year staffing plan to add teachers and interventionists.

## Side-by-side: ESSER, ESSER II, and ARP ESSER allowable activities

The following side-by-side chart shows the allowable activities for each pool of funding.

ESSER (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento.	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento.	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act.
Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.
Providing resources for principals and other school leaders to address school-specific needs.	Providing resources for principals and other school leaders to address school-specific needs.	Not included in ARP Act.
Activities that address unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.	Activities that address unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.	Activities that address unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures, systems to improve the preparedness and response efforts of LEAs.	Developing and implementing procedures, systems to improve the preparedness and response efforts of LEAs.	Developing and implementing procedures, systems to improve the preparedness and response efforts of LEAs.
Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.	Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.	Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean facilities operated by an LEA.	Purchasing supplies to sanitize and clean facilities operated by an LEA.	Purchasing supplies to sanitize and clean facilities operated by an LEA.
Planning and coordination during long-term closures, including how to provide meals to students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services continue to be provided consistent with federal, state, and local requirements.	Planning and coordination during long-term closures, including how to provide meals to students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services continue to be provided consistent with federal, state, and local requirements.	Planning and coordination during long-term closures, including how to provide meals to students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services continue to be provided consistent with federal, state, and local requirements.
Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. Could also include assistive technology or adaptive equipment.	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. Could also include assistive technology or adaptive equipment.	Purchasing educational technology, including hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and those with disabilities. Could also include assistive technology or adaptive equipment.
Providing mental health services and supports.	Providing mental health services and supports.	Providing mental health services and supports.
Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.
	Addressing learning loss among all students in all subgroups, including by: <ul style="list-style-type: none"> <li>• Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction.</li> <li>• Implementing evidence-based activities to meet the comprehensive needs of students.</li> <li>• Providing information and assistance to parents and families on ways to support students.</li> <li>• Tracking student performance and engagement in distance learning environments.</li> </ul>	Addressing learning loss among all students in all subgroups, including by: <ul style="list-style-type: none"> <li>• Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction.</li> <li>• Implementing evidence-based activities to meet the comprehensive needs of students.</li> <li>• Providing information and assistance to parents and families on ways to support students.</li> <li>• Tracking student performance and engagement in distance learning environments.</li> </ul>
	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.
	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
		Development of strategies and implementation of public health protocols that align with CDC guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.

\*Source: CARES Act Section 18003; CRRSA Act Section 313; and American Rescue Plan Act, H.R. 1319.

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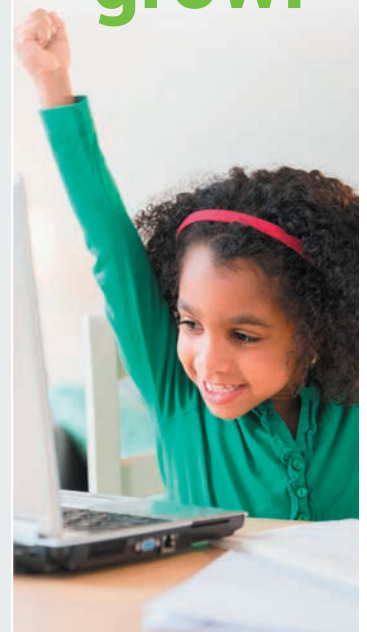
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# The rise of student vaccination stations



District leaders provide vaccines to reduce COVID disruptions and increase convenience for families

By Matt Zalaznick

In Kansas, students in the Shawnee Mission School District told administrators that a clinic in their schools may have been their only chance to get the COVID vaccine.

The Kansas City-area district held clinics at high schools recently, providing vaccines to any student 16 and older who had a parent's consent.

"From an equity standpoint, one thing our high school students shared with us, if we wouldn't have had clinics during the school day, they were concerned they wouldn't be able to get to the vaccine because parents couldn't take off work or transportation was a challenge for their families," says Christy Ziegler, the chief of student services.

Initially, about 800 individuals expressed interest in the clinic, and the district expected to vaccinate about 500 people by late April. Many students are also getting vaccination by community providers, Ziegler says.

As far as hesitancy, administrators are telling students the vaccines are another important layer, along with masks and hand hygiene, in preventing the spread of COVID.

"Making sure there's no barrier to access to the vaccine is important to us," Ziegler says.

## 'Best way to protect yourself'

In Watauga County Schools in North Carolina, administrators openly encour-

aged eligible students and staff members to get vaccinated.

"Vaccines are safe and effective and are by far the best way to protect yourself from contracting and transmitting the virus," Superintendent Dr. Scott Elliott said on the district's website. "Now that a vaccine is available for high-school-aged students, I highly encourage students and parents to consider signing up to receive their first dose."

The district, in the western part of the state, vaccinated 100 students and parents at its first clinic in mid-April, says Garrett Price, the director of communications and community relations.

"As doses open up to the general public and younger people, we hope as

## Student vaccination stations



many people as possible will get their vaccine," Price says.

More than 90% of Watauga County's teachers and staff were now fully vaccinated as of mid-April, he says.

The district intended to hold another vaccination clinic for eligible teens before the end of the year, during school hours when more students are in school buildings. Administrators also hope to inoculate younger students when they become eligible for vaccines.

If vaccinations are approved for younger students, administrators will also work to hold clinics for those groups as well.

In Georgia, Marietta City Schools' message is that COVID vaccines are another layer of protection to add to masks and handwashing, says Jen Brock, the Atlanta-area district's executive director of communications.

The district gave about 240 of its 1,000 16- to 18-year-old students their first dose of the Pfizer vaccine in mid-April. Several hundred more of their family members were vaccinated at the same event.

"We, as a school district, know that the more people in the community who are vaccinated, the safer our community is," Brock says. "If a majority of our community is vaccinated, it reduces the transmissions and the quarantines."

Once fully vaccinated, neither teachers nor students would have to quarantine, which has been a major challenge this school year. "We see the potential for that to be less of a burden, less of a

disruption," Brock says. "Vaccines limit the chance of losing kids and staff to quarantine."

The district has offered in-person instruction to its youngest students since September and invited older students back in stages throughout the fall. Administrators expect most students will return in-person for the 2021-22 school year, but will continue to offer virtual instruction, Brock says.

**"Vaccines limit the chance of losing kids and staff to quarantine."**

The district has also vaccinated staff and eligible members of their households.

"It was never our intent to get every single person vaccinated," Brock says. "It was really who was interested, and if you're interested, we were going to make it as safe and as convenient as possible."

### Offering easy access

A surplus of COVID vaccines in East Texas in late April allowed Longview ISD to swiftly offer shots to willing high school students 16 and older.

The district held vaccination clinics at Longview High School and required students who want the vaccine to bring a parent, Assistant Superintendent

Dennis Williams tells District Administration.

"There are some people who want the vaccine and some people that don't, and that's their choice," Williams says. "If somebody wants the vaccine, whether it's a staff member or a student, we want to make that as easy as possible."

The district used its website and social media channels to notify families of the vaccination clinics. Parents had to show up in person with the children, as the district did not accept written permission slips or phone authorizations, Williams said.

As for vaccine hesitancy, Williams recalls that in October, many in the district were initially reluctant to get rapid COVID tests. After only a few weeks, however, most in the district were willing to take the tests.

He expects the same may happen with the COVID vaccines, even as the district works with local health providers to become a community vaccination site.

And in Missoula, Montana, one high school student was in line to win an e-bike in a local contest urging teens to get the COVID vaccine.

The e-bike was the grand prize, but other inoculated students could win scholarships, computer gaming packages and Chromebooks in the "#406vaxxedandproud" vaccination promotion launched by the Missoula Education Foundation. **DA**

*Matt Zalaznick is DA's Senior Writer.*





# Inoculation numbers

Many districts are vaccinating eligible students in schools. Though the numbers aren't huge, administrators say they are providing access and convenience:

## **Bristol Virginia Public Schools (Virginia)**

- Vaccinated 15% of its eligible students at a clinic on April 19.

## **Marietta City Schools (Georgia)**

- Gave 240 of its 1,000 16- to 18-year-old students their first dose of the Pfizer vaccine in mid-April; several hundred more of their family members were vaccinated at the same event.

## **Shawnee Mission School District (Kansas)**

- Expected to vaccinate about 500 students by the end of the April.

## **Watauga County Schools (North Carolina)**

- Vaccinated 100 students and parents its first clinic in mid-April; more than 90% of the district's teachers and staff had been fully vaccinated by then.



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# The Value of Modernizing K–12 Building & Campus Security Infrastructure

New York's Plainview-Old Bethpage Central Schools converted to district-wide electronic access control and transformed its organization into a model for school district security

Located on Long Island in New York State, the Plainview-Old Bethpage Central School District is one of the state's oldest and most historic school systems. The original school in the community was built by Quaker settlers in 1786, and in 1825, after the State Legislature established local school districts, Plainview-Old Bethpage became one of the state's first official districts.

Today, the district has seven campuses—one senior high school, two middle schools, and four elementary schools. They have more than 5,200 students and 875 employees. With heritage dating back over 230 years, it stands to reason that security infrastructure modernization would be a serious undertaking.

## The Challenge

With so many competing priorities, many schools and districts struggle with the question of when and how to replace aging infrastructure. Administrators and school boards want to stretch their budget dollars as far as possible, but waiting too long to refresh critical safety and security systems can result in increased risk, bloated maintenance budgets and leave the district open to other threats and vulnerabilities.

With appropriate foresight, the Plainview-Old Bethpage Central School District administration determined to undertake an evaluation of the mechanical locks being used across the access points of their campus buildings. With results of the evaluation in hand and after careful consideration, the district determined that it would convert to district-wide electronic access control.

Electronic locks appealed to district leadership because they wanted to incorporate the capability to initiate an



**“We met with our staff and the consensus was that we needed the ability to quickly and electronically lockdown the campus in the event of an emergency”**

immediate building-, campus- or district-wide lockdown in the event of an emergency or credible threat. They also wanted to eliminate mechanical keys due to the extensive time and cost associated with replacing keys and the security risks related with lost or stolen keys.

“We met with our staff and the consensus was that we needed the ability to quickly and electronically lockdown the campus in the event of an emergency,” said Chris Donarummo, POB Schools Assistant Superintendent for Student Services and Safety. Donarummo said the capability to electronically lock down a campus would better facilitate their compliance with the New York SAVE (Safe Schools Against Violence) legislation that calls for every school to perform eight fire drills and four lockdown drills every year.

The district considered a variety of electronic locking systems from all of

the major access control manufacturers, among them solutions from SALTO Systems. In conducting their research, Donarummo consulted with another nearby school district which had successfully deployed SALTO products in 2019 and recommended the SALTO solution to Donarummo. That district had worked with a systems integrator called Stratagem Security based in Elmsford, NY, and when the time came, Donarummo contacted the team at Stratagem Security to help implement the conversion at Plainview-Old Bethpage.

## The Solution

Under the consultation and guidance of Stratagem Security, POB Schools began their access control modernization project and deployed more than 1,500 SALTO XS4 electronic locks across seven campuses on “every door that touches a hallway,” said Donarummo. The system is



managed via SALTO ProAccess SPACE software, a powerful and flexible platform that is easy to use.

Donarummo said one of the primary reasons they chose SALTO was due to the platform's innovative SVN data-on-card technology.

"We were concerned about moving to electronic locks only because we were worried that the system might not function properly in a network or power outage," said Donarummo. "Because SALTO has the SVN data-on-card system, however, it proved to be the most flexible, scalable and reliable choice."

SALTO's innovative SVN allows stand-alone locks to read, receive, and write data via an encrypted and secure data-on-card system that utilizes the capabilities of RFID read/write technology. With SVN, all access data is stored on and distributed by its operating smartcard (or other RFID credential). When presenting a smartcard to an offline stand-alone door, not only does this grant access rights to that door but, thanks to two-way communication, the door also writes data like denial list information or battery status back to the smartcard. The smartcard then transmits this information back to the server via online wall readers that are able to update and receive information from the smartcard anytime and anywhere in the building.

Donarummo said other reasons that factored into their decision to choose SALTO included features like the privacy override button on the back of the SALTO XS4 locks and the ProAccess SPACE software.

"SALTO SPACE is very intuitive and easy to use for the wide variety of people from different departments that might be called upon to use it," he said. "Plus, we don't have to pay a licensing fee which is very important for a budget-conscious school district."

Stratagem Security Support Manager Dean Czaplicki said the SALTO solution for POB Schools is perfect because it's easy to install, reliable, and is easy to use. The Stratagem Security team worked closely with the district on the conversion and said that even though POB school employees have a variety of access levels it was easy to program and manage in the SPACE software.

"Managing access control for a variety of employees who have different levels of access can be challenging," said Czaplicki. "An administrator might need access to all rooms in a campus, where a teacher might just need building, classroom, and gym access. When you are talking about hundreds of employees it has the possibility of being confusing, but we have always found that the SALTO SPACE software is very easy to use when developing user groups and permissions."

Czaplicki said he was impressed with POB Schools' commitment to security and safety and the integrations they chose for the access control solution. The SALTO electronic lock platform integrates with the POB Schools-monitored central security system so that when a lockdown is initiated the police are immediately notified and everyone on campus is notified via strobes and a public address (PA) announcements.

"As they developed and implemented this electronic access control solution, POB Schools included a variety of community members for consultation including administrators, teachers, students, and law enforcement to ensure that anyone that uses it—or might be involved in a lockdown situation—would know exactly what happens," said Czaplicki. "This district communicates phenomenally, and they have shown that they have a strong commitment to the safety and security of their students and employees."

SALTO is the chosen electronic locking security product for many school districts in New York, the U.S., and around the world for its ease of installation, powerful data-on-card technology, flexible software platform, and industry-leading total cost of ownership. SALTO's unique solution will change the way you view access control by providing total control of doors, lockers, cabinets, and padlocks.



Pictured left to right:  
Dean Czaplicki, Stratagem Security  
Andrew Ward, Director of Facilities  
Chris Donarummo, Assistant to the  
Superintendent

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## Investing in outdoor classrooms

For a \$5,000 per school budget, here are the top outdoor classroom features districts should prioritize

By Jeanne McCarty

The American Academy of Pediatrics, as well as the school reopening plans for states such as Georgia and Florida encourage school districts to construct outdoor classrooms to increase social distancing options on campus. National nonprofit Out Teach has 15+ years of experience in creating outdoor classrooms - and providing professional learning to empower teachers to use them to improve instruction.

The basic materials for an outdoor classroom listed below are often inexpensive, but construction and installation costs can quickly consume small project budgets. Some school administrators will need contractors to plan and execute these projects, while others can use the opportunity to build parent and community engagement by enlisting skilled volunteers to help. With the right planning and preparation, many of these projects can be completed with just a few people while easily following social distancing guidelines.

For a \$5k per school budget, here are the top outdoor classroom features districts should prioritize.

### Location, location, location

If schools can't afford a landscape architect or designer, it is important to ensure you are intentional and thoughtful about outdoor classroom design. Identify a spot with natural shade, where you can position a seating area with a whiteboard in a way that students aren't staring into the sun. Keep it near school doors to make it accessible. To both increase accessibility and prevent muddy shoes after rain, look for locations connected to the school with paved or semi-permeable paths. Avoid proximity to playgrounds or athletic fields, if

possible, to prevent distraction. Access to water is also important if school leaders want to invest in gardens to enhance their outdoor learning environment.

### Whiteboards

Installing a whiteboard is critical to making an outdoor space useful. To easily source a whiteboard, contact a local sign company and order a heavy gauge aluminum sign with a dry erase coating. We typically install our whiteboards on free-standing posts, mounted in the ground. However, to save money on installation, the whiteboard can be attached to existing outdoor structures or exterior walls.

### Seating

Seating is another critical need. In the current pandemic, we recommend individual seats, instead of benches. For one-off projects, DIY designers can contact local tree companies, who will often provide enough tree stumps for one class (typically 25-30). While not highly portable, stumps can be moved somewhat to accommodate social distancing guidelines. For districts looking to provide outdoor seating for several schools at once, small plastic stools, or 5 gallon plastic buckets are readily available, sturdy, portable, and easy to store.

### Shade

Existing tree cover is the best bet for shade and doesn't add costs to your project. Many school buildings also cast shadows that can be used for shade during certain parts of the day. You might be tempted to install inexpensive shade sails, but overhead structures, even fabric ones, often require permits and coding



inspections. Districts can plant fast-growing shade trees that can produce ample shade after just a few years of growth.

### Storage

The last thing a teacher needs after taking a class outside is to have students asking to return inside for a new pencil, more paper, etc.,. Having an easily accessible storage option somewhere near the whiteboard is key. Storage options could include sheds, lockers, or waterproof boxes. Make sure the shed is locked with a combination lock and that all teachers know the combination. We avoid keyed locks, since keys often get misplaced.

### Raised Beds

Once the absolute essentials above are secured, the remainder of each school's budget is best spent on raised beds, which teachers can use for countless engaging, hands-on lessons in almost every subject. There's a huge range in product quality for pre-fabricated raised beds, and in general you get what you pay for. For custom wood beds, have schools use Douglas Fir or Cedar, and avoid pressure-treated lumber. **DA**

*Jeanne McCarty is the CEO of Out Teach, a national education nonprofit working to ensure that all students, no matter their resources, have access to an engaging, hands-on education that transforms their lives.*



## 3 trends that will drive education forward in 2021

**Lessons learned from the pandemic will lead to greater broadband access, social-emotional learning, and formative learning models**

By Jessie Woolley-Wilson

A full year since the COVID-19 pandemic disrupted our lives, we are all straining to settle into a “new normal” with many uncertainties. Education leaders are seeking answers to when schools should reopen, how federal funds should be allocated, and how the new administration will impact public schools. Below are a few opportunities for education leaders and policymakers to collaborate and improve the learning experience for all students and teachers for years to come.

For the latest iteration of SEL to equitably serve students, it will need to move past perfunctory check-ins and engage students’ realities. As we see it at Project Wayfinder, next-gen SEL curricula will be built upon the following pillars.

### **1. National and state policymakers will increase focus on delivering ubiquitous broadband**

In 2011, the United Nations issued a report claiming internet access was a basic human right, which it reiterated in 2016. Yet, today more than 15 million students in the U.S. lack adequate internet or devices needed for distance learning.

Since schools closed, creative problem-solvers have outfitted buses with wifi and driven their children to schools and libraries to access wifi from the parking lot. While these innovative solutions should be applauded, they should not be necessary. We’ve also seen some states, like Connecticut, allocate CARES Act money to provide every student with broadband and devices. As a nation, we need to scale these innovative solutions. This year, we can expect policymakers at both the state and federal levels to work

together to make broadband ubiquitous. At a local level, we need to add incentives for school districts to create capacity plans for broadband use in an emergency and invest in training so instructors can readily facilitate online or blended learning whenever needed. In short, access to broadband should be considered as essential as electricity. Increasingly, adequate broadband access is required for learning success; it is a learning utility.

### **2. Schools will prioritize social-emotional learning**

We must acknowledge that we are going through an extended period of collective trauma that could cause permanent damage. Students need support from their teachers, teachers need support from administrators, and so on.

Social-emotional learning will rise to the forefront as key to academic recovery. The new administration has already identified SEL as a top K-12 priority. At DreamBox Learning®, we provide educators with a new way of encouraging students through an embedded messaging tool for sending positive notes to students and classrooms. We will need more thoughtful solutions that focus on social-emotional learning if we are to recover from our collective trauma. And, importantly, our teachers need additional support, just like our students do.

### **3. Educators will embrace formative learning and assessment models**

The pandemic has illuminated the limitations of existing, reactive learning approaches. In the wake of canceled spring assessments last year, we have a unique opportunity to rethink learning

and assessment models and seamlessly integrate dynamic and formative assessment with instruction to better support struggling students. We can move toward competency-based, student-centered models that promote student engagement and agency in the learning process while mitigating learning loss.

To do this, we must begin thinking about teachers as “Learning Engineers,” who have a new relationship with technology and data. These Learning Engineers can implement real-time and dynamic student learning insights into their instructional strategies to give new meaning to personalized, learner-responsive learning. This would also require leaders at technology companies, teacher preparation programs, and schools to ensure teachers have the training they need for the data-rich environments of classrooms today and in the future.

### **What’s next**

We stand at a crossroads: we can radically reimagine our approaches to education and access to it or we can fall back on “business as usual.” Given the profound impact that the past year has already had on education, the choice seems obvious. Let’s come together as education leaders, administrators, policymakers, and educators to ensure every student can receive a quality education. **DA**

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*Jessie Woolley-Wilson is President and CEO of DreamBox Learning®. She has been a featured speaker at TEDx Rainier, SXSWedu, and the ASU GSV Summit, and Ernst & Young named her “Entrepreneur Of The Year” in the Pacific Northwest region. She holds an MBA from Harvard Business School and a BA from the University of Virginia.*



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