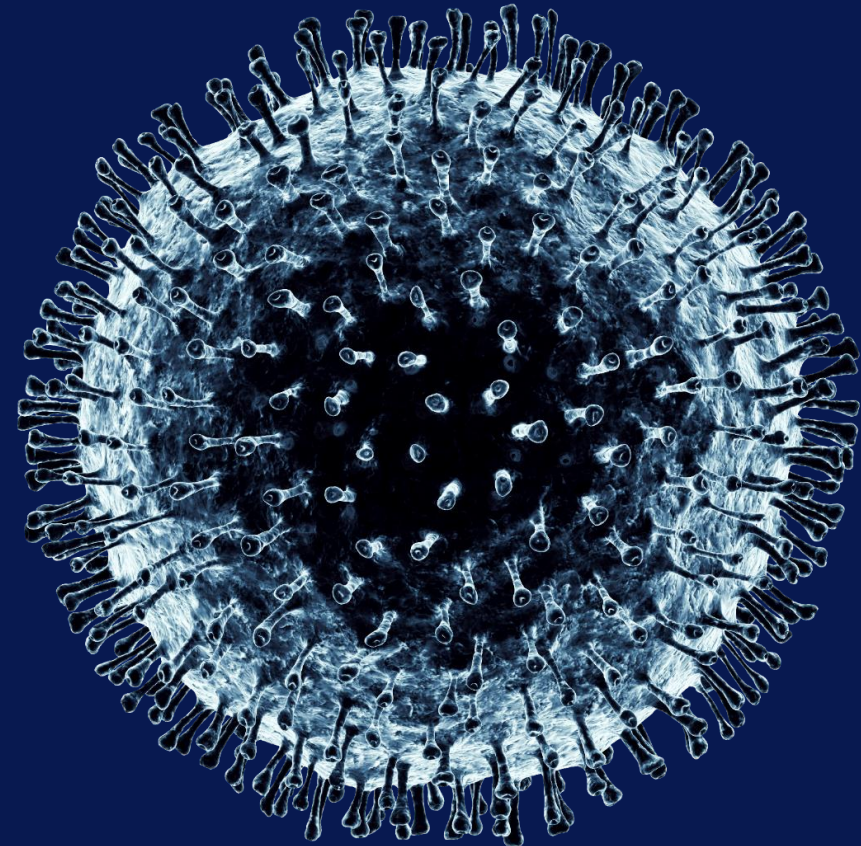# Practical planning for Fall re-opening

This Document is current only as of June 25, 2020

This Document is Solely Intended to Provide Insights and Best Practices for the Client – This Document does not Constitute Client Advice

Agenda

Topic and description	Time
1 **Introduction and overview of the 3 webinars**	**5 mins**
2 **Lessons learned from international school re-openings** • Takeaways on health and safety protocol, resurgence, and case studies on Israel and Denmark	**20 mins**
3 **Solving capacity constraints and building a schedule for the "new normal"** • Revisiting CFC's 100 day workplan • Reviewing constraints to in-person learning, with options to expand physical capacity, teaching and scheduling	**35 mins**

Today's presenters

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Today is the first in a series of webinars on Fall re-opening

Today's webinar

Practical planning for Fall re-opening

Discussion of operational planning for a successful fall re-opening, with a focus on:

- Lessons learned from the first few months of reopening in international school systems
- "How to reopen" – physical capacity constraints and scheduling practicalities for the Fall

Thursday, July 9
4.30 – 5.30p ET

Testing your re-opening preparedness

Guidance on critical academic and operational questions to solve for successful fall re-opening, including how to stress-test your own planning to identify key potential constraints or failure points

Thursday, July 23
4.30 – 5.30p ET

How to monitor and evaluate

Overview of organizational structures and operating processes needed to respond nimbly to changing conditions and the needs of students, teachers and broader system over the next 6 – 18 months

Contents

Lessons learned from international school re-openings

Solving capacity constraints and building a schedule for the "new normal"

Overview: lessons learned from international school re-openings

1

Many countries are now starting to re-open their schools, in addition to other social venues

2

In all re-opening cases, schools have had to adjust to new norms and settings

3

Most countries are maintaining their previous case-count trends, even after school re-opening

4

Broad stakeholder engagement and on-going early communications on guidelines are critical for successful reopen

5

Identifying and planning for future scenarios (e.g., localized outbreak) also form an essential part of re-open planning
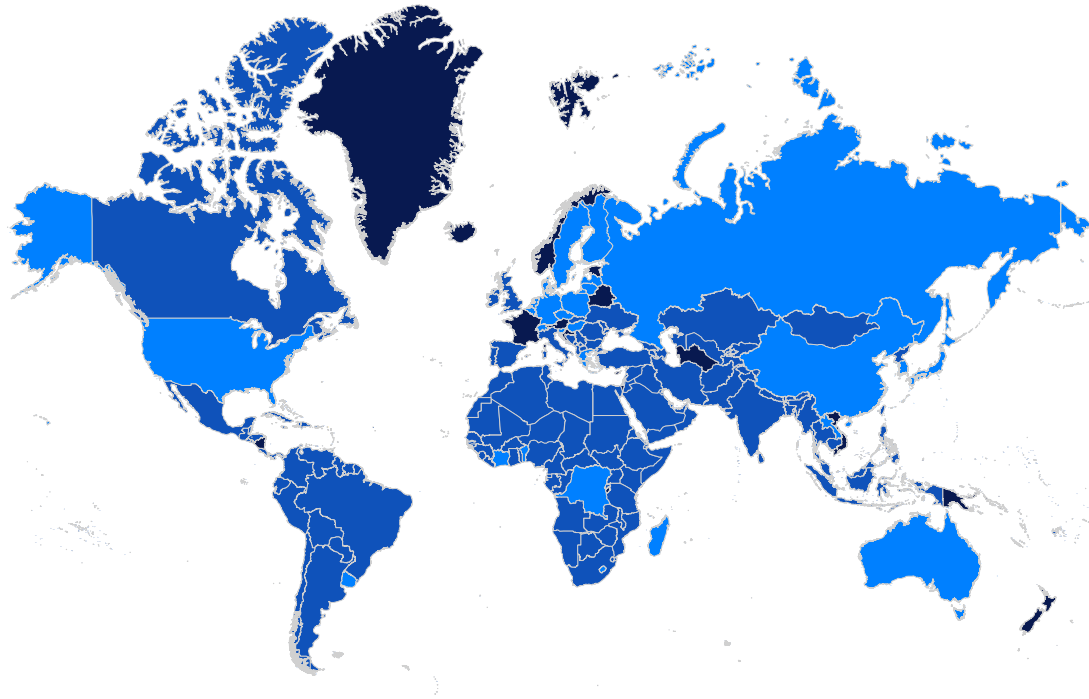
1: Many countries are beginning to reopen K-12 schools

Many countries are using a staged approach to reopening schools, and providing specific health guidelines

NON-EXHAUSTIVE LIST OF EXAMPLES

■ (Re)-Open   ■ National closure   ■ Localized closure/reopen

144
Country-wide school closures

1.2bn
Children affected

Schools that stayed open

- Belarus
- Burundi
- Cabo Verde
- Kiribati
- Nauru
- Nicaragua
- Sweden[2]
- Taiwan[1]
- Tajikistan
- Turkmenistan

Schools[3] that recently reopened (fully or partially)

- Japan (Localized from 1st wk of April)
- Cook Islands (April 2)
- Marshall Islands (Apr 6)
- Greenland (April 14)
- Tonga (April 14)
- Vanuatu (April 14-20)
- Denmark (Primary from Apr 15)
- Faroe Island (April 20)
- Norway (Primary Apr 20)
- Vietnam[8] (April 20)
- Madagascar (April 22)
- China[4] – (April 27)
- Svalbard (April 27)
- Germany (Last wk. of April)
- New-Zealand (Apr end)
- Israel[5] (1st week of May)
- Austria[6] (May 4)
- Papua New Guinea (May 5)
- Australia (May 11)
- France (May 11)
- Iceland (May 11)
- Netherlands (May 11)
- Seychelles (May 11)
- Switzerland (May 11)
- South Korea (May 20)
- Cyprus (May 21)
- United Kingdom (June 1)

1. Holidays extended by a few weeks but no formal closure   2. Primary/ secondary schools opened as of April 16; yet, closed for students >16y,   3. At least one level at the national scale
4. Although very few schools in selected regions opened March end   5. Special education schools reopened on April 21   6. For graduating classes only, all compulsory classes May 18th

Source: UNESCO; UNICEF; press search

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7

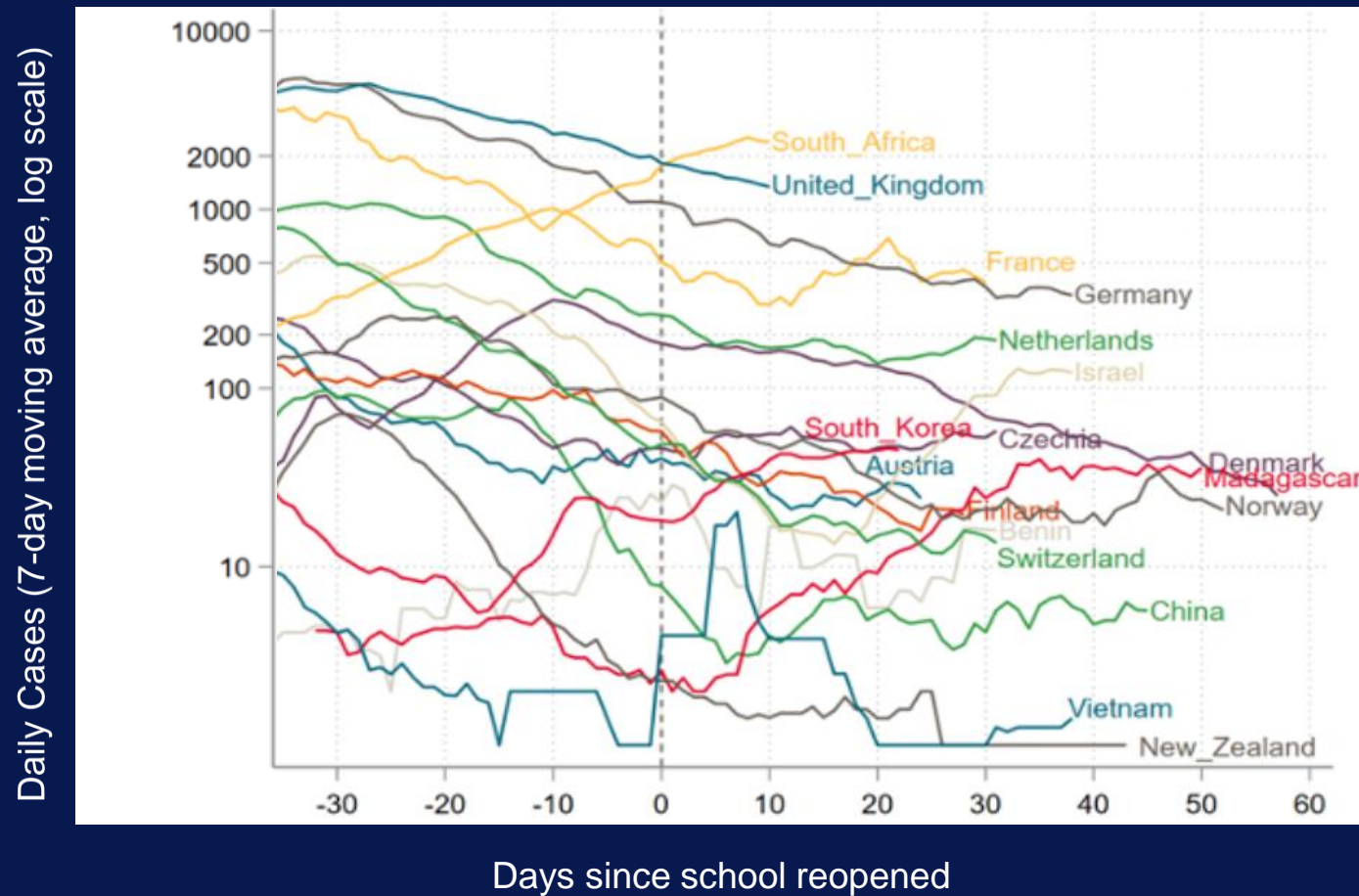# 2: Where schools are re-opening for in-person learning, the school setting has been modified for safety

		Denmark	China	Norway	Taiwan	South Africa	Israel
	Headline	Opened schools April 15 for children to age 12	China has gradually reopened since March	Opened April 27 for grades 1-4	Never fully closed, with local and temporary closures as needed	Reopening schools in June with phased approach starting with 7th and 12th graders	Phased reopening after a new wave of cases, starting with grades 1-3 then 11 and 12.
Health procedures	Temp checks	✓	✓ Twice a day	✓	✓	✓	✓ Temperature checks either at home or at entry
	Staggered arrival	✓	✓	✓		✓	
	Handwashing guidance	✓	✓	✓	✓	Gloves provided to students and teachers	✓
	Mask requirement		✓		✓	✓	✓
Capacity and operational changes	Reduction in Classroom size	✓ 50%	✓ 60%	✓ Maximum class size 15 for Grades 1-4, 20 for Grades 5-7.		✓	✓ Initially enforced limits on class sizes and staggering of classes. Limitations were lifted on May 17, 100% return
	Physical dividers		✓ Not all schools		✓		
	Reduced school bus capacity	✓	✓	✓	Increased cleaning of buses	Increased cleaning of buses	Increased cleaning of buses
	100% student return in phase 1				✓		

Note: summary is based on national guidelines; there may be school-to-school variation within a country

Source: Learning Policy Institute; country government websites

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3. Most countries are maintaining their previous case-count trends after school re-opening

Daily Cases (7-day moving average, log scale)

Days since school reopened

For many countries that have reopened schools, **there has not been a significant resurgence in cases** and trend pre-reopening has mirrored trend post-reopening. However, there have been a few notable exceptions such as Madagascar, South Korea, and Israel.

It is difficult to isolate the effects of school reopening and there may be other confounding variables on a local level. Further, more time is needed to fully assess these effects given time and reporting lags in the data.

4: A case of two countries: Israel and Denmark

ILLUSTRATIVE GRAPHS

🟨 Schools partially open 🟩 Schools open 🟥 Schools closed ▬ Daily # of new cases ▬ Opening announced

Number of daily new cases (per million of population; 7 day rolling average) and school status
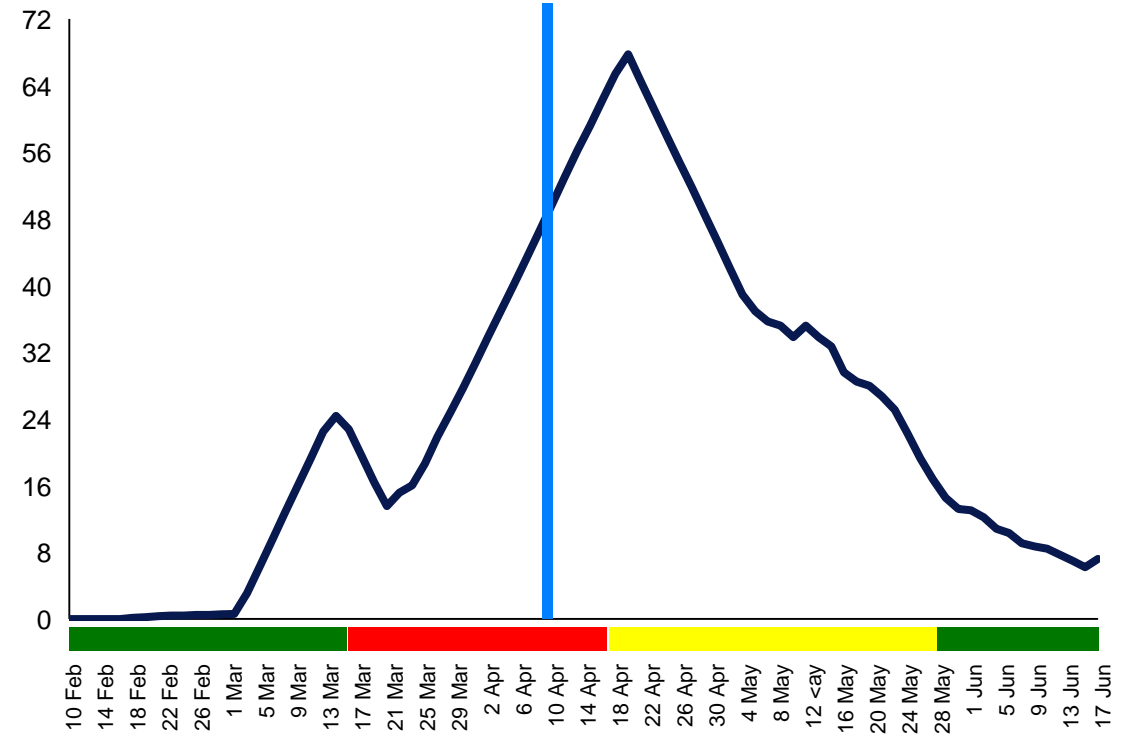
Israel

New cases/million
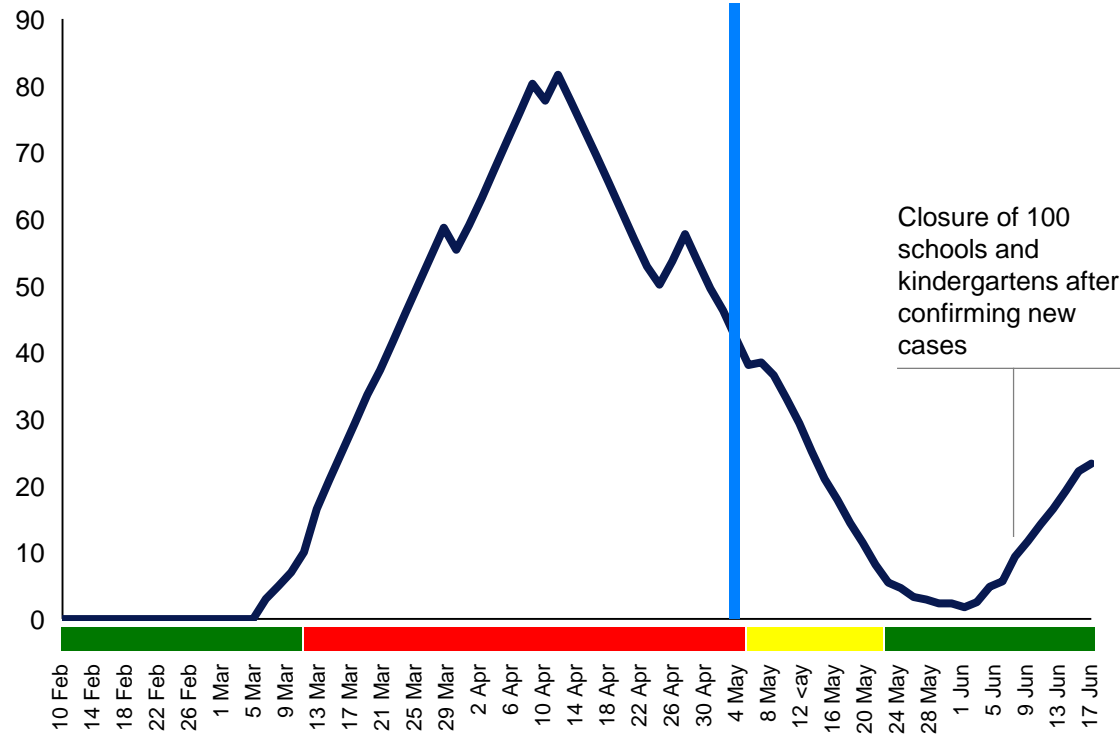
Closure of 100 schools and kindergartens after confirming new cases

Number of daily new cases (per million of population; 7 day rolling average) and school status

Denmark

New cases/million

4: As Israel reopened schools, there were challenges with policy changes and limited comms

Dimension	Description of Israel's reopening
Guideline strategy and timeline	Education department released macro level guidance (mandatory masks, 15 students per class)
	Re-opening was rushed (days notice), began with younger grades, but quickly expanded
	Guidelines were changed frequently, with no time to adjust or implement (e.g. masks mandatory in class, masks only mandatory in hallway, masks not mandatory)
Capacity and resources	No support or guidelines were given on how to adjust physical infrastructure or staffing needs. Schools were left to seek out extra classrooms or decide independently to shift to staggered school schedule to accommodate
	Large schools found it harder to maintain majority of distancing guidelines
Responsibility and enforcement	Government guidelines felt difficult to enforce; each principal determined rules for their school
	Students admitted to school with slip from parents confirming temperature, symptom, and exposure check completed at home, removing responsibility from schools
	Mandatory education law not enforced in scenario where parents chose not send children to school, and were not provided with alternative options
Additional factors	Extreme heat led to country-wide relaxation for limited period of mask requirement; schools then faced difficulty re-enforcing these policies
	Social guidelines contradicted school guidelines, e.g. public buses with 50 people, large social events allowed

> *Underlying it all is that there was no policy – the government wanted the economy to go back to work so they just opened schools at a two-day notice and let us figure it out*
>
> **Principal of small size secondary school**

4: Denmark has a clearly designated and communicated elementary school routine to protect students and teachers

EXAMPLE JOURNEY

Step 1
Drop off

Students are dropped off at staggered times by their class group

Students wash their hands in newly installed outside sinks, before entering the school

Step 2
School time

Hygiene precautions are taken throughout the day:

Classrooms are divided so that desks could be at the recommended two-meter distance

Students wash their hands every two hours

Surfaces are cleaned twice a day

Morning is spent doing math or science, where students who are still at home are included, via Zoom

Playtime includes a playground marked into sections, to keep students in the same, small groups. Only easily cleanable toys are permitted

Afternoons have a focus on outside play and learning (e.g., digging in the school garden, exploring nature, riding bikes)

Step 3
Pick-up

Parents line up outside on socially distant marks

Students are brought to their parents outside

Students wash their hands before going home with parents

Step 4
Home

Students change clothes once they get home

Students rewash their hands after changing clothes

Note: Denmark and several other countries that initially enforced 6 ft distancing measure have since decreased the distancing guidance to 3ft

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4: These two cases shine a light on some potential actions to learn from moving forward

Dimension	Considerations for schools re-opening
Guideline strategy, communication and timeline	Engage and communicate in advance to all stakeholders: students, families, teachers, unions Consider a phased reopening over the course of several weeks to enable trial-and-error learnings with a small number of students Consider coordinating guidance with local health and other government agencies
Capacity and resources	Consider addressing capacity constraints in initial plan to determine • New space available • Who should return to school, so that spare classrooms will be available for distancing
Responsibility and enforcement	Consider implementing clear protocols and processes for unexpected events (e.g., what to do when student arrives with no mask, does not maintain distancing guidelines, or handwashing) Consider limitations on next phase roll-out if current guidelines are not upheld
Additional factors	Consider alignment with other elements of society and broader re-opening, and reassess when country-level guidelines change (e.g., sports leagues, transportation, and large social gatherings)

5: Recent outbreaks in schools have emphasized the importance of a comprehensive resurgence plan

NOT EXHAUSTIVE

☐ Deep dive on protocols to follow

	Context	Public and teachers' reaction to outbreaks	Government response
France	70 cases detected in the 40,000 schools that reopened 50 schools closed or postponed their reopening	Unions criticized some municipalities for being unprepared to face outbreaks Rationale behind reopening timing remains unclear for many teachers however, many feel the return went "better than expected"	Issued targeted closure protocols (e.g., class, grade, or school decided by the sanitary and academic authorities) Released communications to inform and reassure parents
Israel	80+ school outbreaks caused closure of entire schools 116 students and 4 teachers were infected in one school	Parents and teachers asked for testing for all students and educators in schools experiencing outbreaks Attendance remained high following initial outbreaks (e.g., 89% for students in grades 1-3) in cases where schools didn't close	Enforced a targeted closure protocol following outbreak investigation Tested all students and teachers in schools that had an outbreak
Germany	Isolated incidents of single cases resulted in closure and quarantine for all students, but no reported significant clusters to date	Some teachers filed lawsuits over discomfort with returning due to COVID Parent associations criticized the logistics of alternating school time with home-based learning and the different approaches by the various federal states[1]	Handled issues at a regional level Revealed potential lack of alignment between national and regional governments
Japan	13 children in Kitakyushu infected, 5 of which were in same class In 9 days 97 new infections were reported	Some parents chose to withdraw children from schools nearby the outbreaks Five schools in the city forced to close down after being open for less than a month	Surge of cases caused PM to declare state of emergency in early April until the end of May

Well-received resurgence plans have included

Public acknowledgement that outbreaks may occur in schools

Frequent communication with families and teachers

A robust tracking and tracing process

Targeted closure protocols for schools

Responsive and proactive testing

1. Note: Germany is composed of 16 states

Source: Press search, government websites, expert interviews

5: Deep-dive: Response and protocols to new cases or symptoms

France

School protocol for appearance of symptoms:

- (1) Immediate **isolation of the student** (with a mask for children of appropriate age) in a dedicated room where they can be supervised until they return home or are medically treated.

- (2) Immediately **call the parent(s) / guardian(s)** to come and pick up the student

- (3) **Complete cleaning of the room** where the student was isolated, after allowing increased ventilation in the room for a few hours

- (4) **Students are directed to visit a doctor**. If the student is confirmed to not have COVID-19 and the doctor says the student may return to school, the student may return.

- (5) **If the student tests positive and is confirmed to have COVID-19**:

Schools must notify health authorities as soon as possible. The identification and testing methods for identifying contact cases will be defined by the health authorities in cooperation with the academic authorities. Decisions of quarantine, class or school closure may be taken by the authorities.

Germany

General protocol for safety (not specific to schools):

- When someone tests positively: **All direct contacts** (any direct physical contact or person who spent >1.5h together in a closed room within the last 14 days) **will be put on 2 weeks quarantine and have to undergo testing.**

- **School specific:**
  - If a student is confirmed with a positive test, the **whole class** will be put on quarantine.
  - In a setting where they had contacts across the school, the whole school is closed for 2 weeks.
  - In one city with a major outbreak (>50 kids suspected cases) all schools where closed as a precautionary measure until test results confirmed

Why are schools adopting a "new normal"?
Impact of COVID-19 on children

Children are less prone to infection and experiencing severe symptoms…

Approx. 2% of national confirmed cases of COVID-19 were among persons aged <18 years in the USA, China and Italy

Infection by age group
■ Infection of patients over 18
■ Infection of children under 18

98%   ~2%
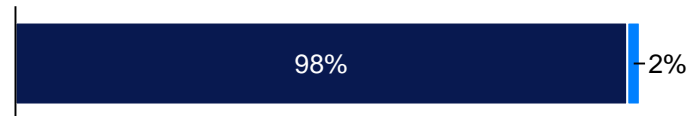
A Chinese study found children are **1/3 as susceptible to COVID-19 infection** as adults were

19 The # of COVID-related deaths in the US in the age groups <15 years; most of patients already **had a serious medical condition**

…but have more contacts, especially when in school, increasing risk of being infected

When schools were open, **children had ~3X as many contacts** as adults, essentially evening out the risk of infection

This is mostly attributed to the greater physical activity and closer social engagement of children

There is also ever-changing data on the virus and its effect on children

For example, there is very early evidence of a new inflammatory syndrome that may be associated with COVID-19, called MIS-C (CDC research)

MIS-C impacts children, and leads to serious heart problems weeks after COVID-19 infection; however, **the causes of MIS-C are not yet fully understood**

As of May 12, 2020, the New York State Department of Health identified **102 patients with MIS-C**

However, research offers mixed results on transmission by children

1 **Some studies find that children may be as infectious as adults:**
- A study by the head German virologist, Christian Drosten, found that **there is no statistical evidence for a different viral load profile in children than adults**
- Another study from Wuhan found that school closures could reduce the surge of COVID-19 **cases by 40-60% and decrease R by 0.3**

2 **Other studies conclude that transmission from children is insignificant:**
- One study traced a 9 year old British child who displayed mild symptoms, and came into contact with around **~172 people but did not infect anyone**
- Another study of 239 Dutch participants (including 116 children) indicated that **children <12 years were never the first in the family to be infected**

Contents

Lessons learned from international school re-openings

Solving capacity constraints and building a schedule for the "new normal"

100-day workplan for school reopening: high level activities

Note: This page represents a summarized workplan for this webinar

	100 days *Until students arrive* ~May 2020	**90 days** *Until students arrive* ~June 2020	**60 days** *Until students arrive* ~July 2020	**30 days** *Until students arrive* ~August 2020	**Students arrive**
			Today		
Operations		Finalize the school operations plan	Implement operations plan (e.g., procure all items, retrofit facilities)	Run simulations / conduct dry runs to foresee any remaining issues	
Staffing		Determine school staffing needs and develop coverage plan	Assign all staff based on plan, conduct training	Engage teachers and staff to understand readiness to return; adjust based on feedback if necessary	
Academics		Develop high level academic plan	Finalize and roll out academic plan to schools		
Special populations		Ensure academic, staffing plans account for needs of special populations	Hold ESY, newcomer, and special needs programs		
Stakeholder engagement		Survey students, families and teachers to understand comfort with Fall re-opening	Continuous engagement with families and broader community on key decisions (i.e. transportation, academics)		

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Pulse check: where is your team in the 100-day workplan?

☐ Deep dive to follow

Activity		Goals for activities completed so far (goals by 90 day mark)	"Upcoming" actions (goals for 60-day mark)
Create high level public health guidance		**Draft public health guidelines for schools** based on CDC guidance; include feedback from district staff and leadership	**Share public health guidelines** with key stakeholders (state education and health officials/agencies) **for approval**
Use guidance to create detailed school action plans	**Operations**	**Draft scenarios for school operations** (facility, transportation, enrollment, scheduling) **given constraints** **Create high level backup/continency plans** in case public health guidance shifts	**Finalize the school operations plan**
	Staffing	**Conduct ongoing communications with current school staff** about status of school-year planning	**Determine school staffing needs and develop coverage plan** to match those needs, based on school operations **Create contingency plans for staff leave** (e.g. build / expand pool of substitutes) **Develop and implement staff support systems** (e.g., move HR online, increase flexibility in contracts, create socio-emotional support programs)
	Academics	**Identify team** to lead academic planning **Outline topics/questions to be included** in academic plan **Meet with instructional vendors / partners** to understand their capabilities across school operations scenarios	**Develop high level academic plan** based on school operations **Determine adaptations, resources required** to execute academic plan **Work with** teachers, vendors / partners, and other stakeholders to **create necessary adaptations and procure resources**
	Special populations	**Ensure school operations plan accounts for needs of special populations** (e.g., students with disabilities, multi-lingual learners, students who are transitioning from non-district schools, etc.)	**Ensure academic, staffing plans account for needs of special populations**
Implement school operations plan		**Begin tracker of all materials, resources to procure** and tag whether the materials are already part of Master Pricing Agreements	**Purchase necessary materials, equipment, services** **Retrofit facilities as needed**
Conduct ongoing comms with key stakeholders		**Launch advisory groups with key stakeholders** (e.g., union, staff, students/families, business leaders, etc.) **Determine community engagement plan** for updating the general public (e.g. communications channels, systems, approaches)	**Conduct regular check-ins** with advisory group, state education and public health officials, other key stakeholders

Note: the 100-day workplan outlines the 100 days before students return. Some decisions will need to be made earlier, before teachers come back

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Schools may face a number of constraints when developing reopening action plans

(x) Deep dive on how schools might address this constraint to follow

Activity	Constraints to consider	How schools might address this constraint
Creating a school action plan: operations	**Transport capacity:** Number of students who can be transported to school	**To be calculated** based on state guidelines on social distancing (*e.g., 50% bus capacity, plus alternate methods like staggered schedules, multiple bus loops, bus management services, kids in same seats each route, etc.*)
	Classroom capacity: Number of students who can fit into a single classroom	**To be calculated** based on state guidelines on social distancing (*e.g., 6ft between students*)
	(A) **Space availability:** Total available space to use as "classrooms" for the school	**To be further explored** – *look into other options for "classrooms" within and outside the school campus*
	Student forecast: Number of students & families who choose to come back (in face-to-face environment)	**To be tested through survey** – *each district must run its own survey to test enrollment for Fall*
Creating a school action plan: staffing	(B) **Teacher forecast:** Number of teachers willing to come back (in face-to-face environment)	**To be further explored** – *surveys could give a first indication into staffing, but districts could evaluate other teaching models*
	(C) **Time flexibility**: Number of total available days for school to be open in face-to-face environment	**To be further explored** – *evaluate local guidelines and regulations on school timing, and flexibility with district school calendar*

Note: Transportation challenges and options to be discussed further in the next CFC webinar

A: Discussion: Potential ways to expand space availability

ILLUSTRATIVE ONLY

Option	Potential examples
Increasing capacity in existing classrooms, while meeting health protocols	Place desks in rows with physical dividers (e.g. plastic shields) between each desk Place desks in multiple semi-circles or "U" shapes facing the board; each desk spaced 6 feet apart Place desks in large circle (or concentric circles) around the room; each desk spaced 6 feet apart; teacher in middle
Using other school space as classrooms	Use gyms, auditoriums, cafeterias[1], lobbies, large hallways or other large indoor spaces as additional classroom space – can be used for large class sizes (e.g., core classes for high school) or can be repurposed with physical dividers to form modules Set up "wedding tents" (modules) in school fields and/or parking lots, weather permitting
Finding new, additional spaces	Use community centers, houses of worship, concert venues, YMCAs, movie theaters, as additional classroom space Set up "wedding tents" in public parks, outdoor sports stadiums, or other outdoor public spaces Utilize universities that are likely to remain closed Rent corporate office space and conference centers that are not in use

International examples

Netherlands	Schools have installed plastic shields around students' desks to protect teachers and other students[2]
Australia	Schools repurposed bigger spaces, like libraries, into classrooms to fit more students while maintaining social distancing[3]
Scotland	Considering utilizing vacant business centers and venues for additional class space [4]

1. Assume that students would eat meals in their classrooms
2. "Plastic shields in place, Dutch schools to reopen amid coronavirus", May 8 2020
3. "How Schools in Other Countries Have Reopened," Ed Week, June 10, 2020
4. "Coronavirus: What is a blended model of learning?" May 22 2020

B: Discussion: Options to increase teaching pool and reach

ILLUSTRATIVE ONLY

Option	Potential examples
Extend reach of certified teachers	Group teachers who may not return to school into "Micro school" formats - teaching small groups within a neighborhood Provide synchronous content through live recording of classes, or asynchronous through pre-recorded classes Prepare supporting materials for remote students
Adjust respons-ibilities of existing teachers and staff	Extend responsibilities of single subject teachers (e.g., art, PE), teaching assistants, and other staff to assist with non direct teaching roles, such as: • Supervising student who attend streamed classes and facilitate with teachers • Support study groups or small group project-based work • Oversee transitions in exit/entry hallway and individual safety (e.g., hand washing) • 1:1 or small group supports and daily student check-ins
Increase total pool of teachers and staff	Recruit retired teachers for assistance with remote, micro school, or face-to-face environment Redirect unemployed staff from other industries through state unemployment offices Utilize extended federal/state programs: • "Corona Corps"2,4, 18- to 24-year-olds who take time from school to help contact tracing • Increase City Year and other AmeriCorps staffing to support classroom teaching environments • Peace Corps volunteers3

Examples

Israel
Suggested program to expand pool of teachers with 450 new recruits by initiating 4-month training to provide to recently unemployed educated adults[1]

Denmark
Schools have recruited extra teachers and staff, including recruiting recent high school graduates who were on "gap years" traveling internationally and had to return to Denmark [5]

More information on flexible staffing models in CFC's paper "The Return"

1. Ynet, Mako (May 7 2020); 2. Washington Post (May 29 2020); 3. Politico (June 16 2020); 4. WBIR, "Tennessee Tutoring Corps receives hundreds of applications" (May 27 2020); 5 "How Denmark sent children safely back to school" ITV May 20, 2020

C: Scheduling options can be adjusted based on preferred model for in-person and virtual learning

 Deep dive to follow

Degree of face-to-face instruction

Option	Description
Default remote learning	**Allow face-to-face activity only for certain grades**, special populations, or subjects **Prioritize K-6 for in-person learning, with middle-high school populations majority remote**, pending subjects that require in-person equipment (e.g., lab classes for STEM, music / art electives)
Stable groups	**Divide cohorts and classes into "stable groups"** that are maintained throughout classes, lunch, breaks, and ideally transportation groups **Keep exposure outside of group to a minimum**, with schedule minimizing movement across campus
"Back to normal" scheduling with increased precautions	**Re-open schools with mostly normal scheduling** with some decreased capacity (at-risk populations) **Keep class size same** as pre-COVID-19 **Increase cleaning measures** in place

Examples

France — Children of essential workers prioritized in the first phase of reopening

Germany — During first phase of reopening, classes were divided in two with half of the students attending one day, the other half the next day and limited to 2 – 3 hours. Students in older grades returned first to finish exams with elementary school students last

Taiwan — Taiwan never fully closed schools but has implemented strict hygiene and increased sanitizing measures (e.g., lunchrooms have plastic dividers)

C: Schools can consider adjusting schedules based on need for in-person learning and safety guidelines

NOT-EXHAUSTIVE - ILLUSTRATIVE

Pre-COVID-19

Full time x 5 day model

Students from all grades come to school

Post COVID-19

Option 1 – Layer model

Option 2 – Staggered model

Option 3 – Rolling model

Description

All students have a "block" (e.g., 4 hrs) per day

Schools can have between 2 and 4 blocks

Where model works best:
- Daily touchpoints are necessary, younger cohorts/special needs

Students go to school every other day - the rest of the time would be spent learning at home

Students can change schedule every week

Where model works best:
- Courses and grades where core curriculum is potent part of schedule; elementary/middle school cohorts

An entire group comes to school full-time for a week (e.g. week 1, grade 1; week 2, grade 2, etc.)

Where model works best:
- Project based classes; Middle/high school cohorts

These models consider fixed face-to-face learning hours per month; **additional flexibility can be introduced by:**

Increasing days per week (e.g., Saturday classes)

Increasing weeks per year (winter/spring break classes)

Increasing number of semesters (add summer semester for certain cohorts)

More information on ending the agrarian school calendar in CFC's paper "The Return"

More information on changes to scheduling can be found in CFC's paper "The Return"

C: Districts can consider prioritizing classes for face-to-face learning based on a number of factors

ILLUSTRATIVE FRAMEWORK ONLY

Need for subject to be studied in face-to-face environment

● High ◐ Medium high ◑ Medium ○ Medium low ◔ Low

Prioritization assessment

Note: each district will need to create a version of this prioritization assessment for itself

Criteria	How **critical** is the subject?		To what degree does this subject need **in-person equipment**?		To what degree does this subject need **active teacher interaction?**		To what degree does this subject need **interactive peer collaboration**?		To what extent is **future learning** dependent upon **current building blocks**?
Subjects									
Emotional connectivity									
Mathematics									
Reading & writing									
Sciences									
Social studies									
2nd language									
Art									
Sport									
CTE									

EXAMPLE

Implications

Districts must decide which criteria to weigh more heavily for each class.
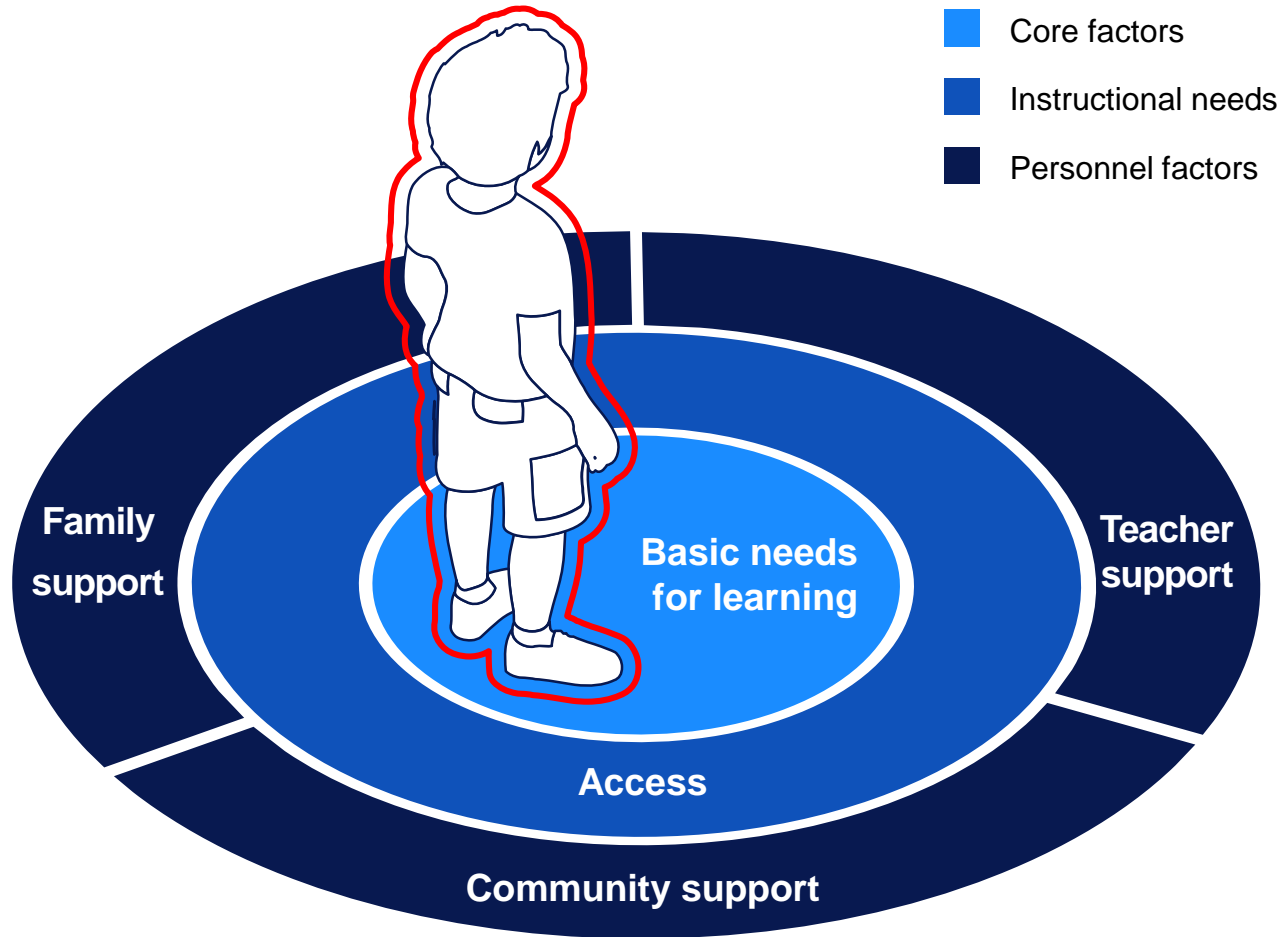
For instance, for CTE classes:

- Districts might weigh the "need for in-person equipment" heavily, and decide to hold classes in person

OR

- Districts might weigh the "subject criticality" heavily, and decide to hold classes remotely. Denmark has taken this approach in its reopening.

Schools may further want to consider vulnerable student groups in their prioritization for in-person learning

Core factors

Instructional needs

Personnel factors

Basic needs for learning

Family support

Teacher support

Access

Community support

Many international schools prioritized vulnerable student groups to return in first wave of reopening

Denmark

Along with kindergarten and primary schools, schools reopened for students with special needs from all grades (where the individual local councils consider it safe)[1]

Netherlands

The government reopened special needs education time for 100% of normal school time, while keeping primary and daycare centers still at only 50% of normal school time[2]

Israel

Reopened special education classes first, along with pre-schools; they are prioritizing special education children to ease pressure off parents who have had to work with children out of school for a significant amount of time[3]

CHIEFS for CHANGE   CCSSO Council of Chief State School Officers

Wrap up & discussion questions

1

What topics did you find most helpful during this session?

2

Which areas should we cover in more depth during our next session?