

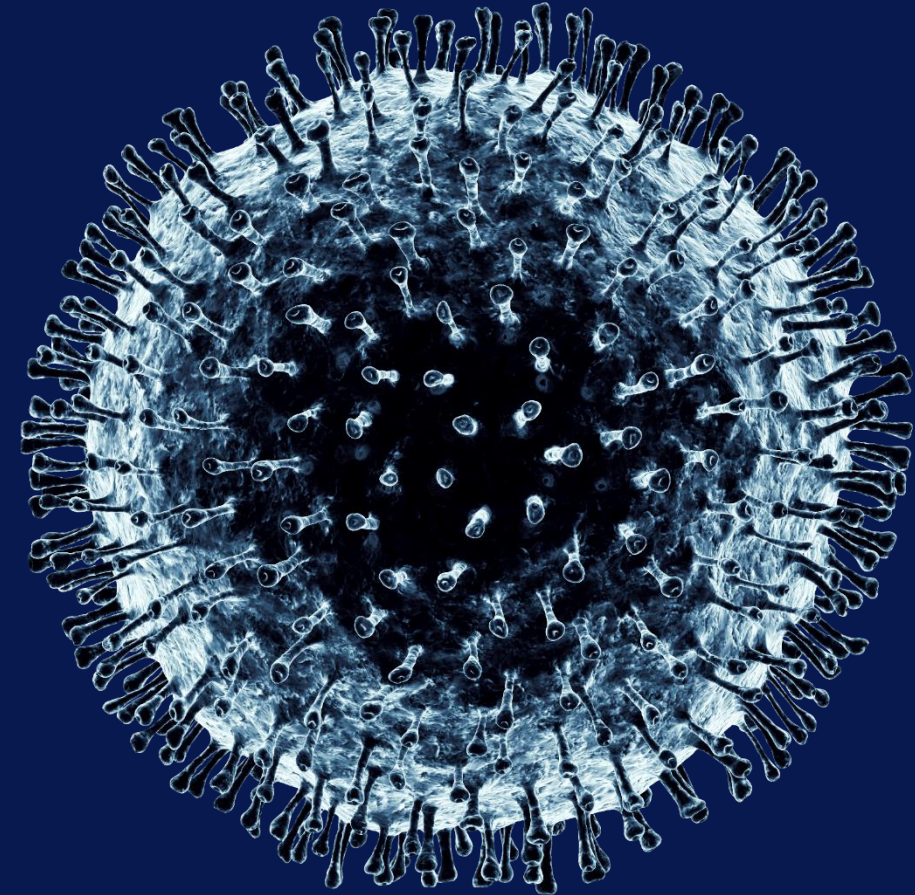


CHIEFS
for **CHANGE**

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 <ul style="list-style-type: none">• 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” <ul style="list-style-type: none">• 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

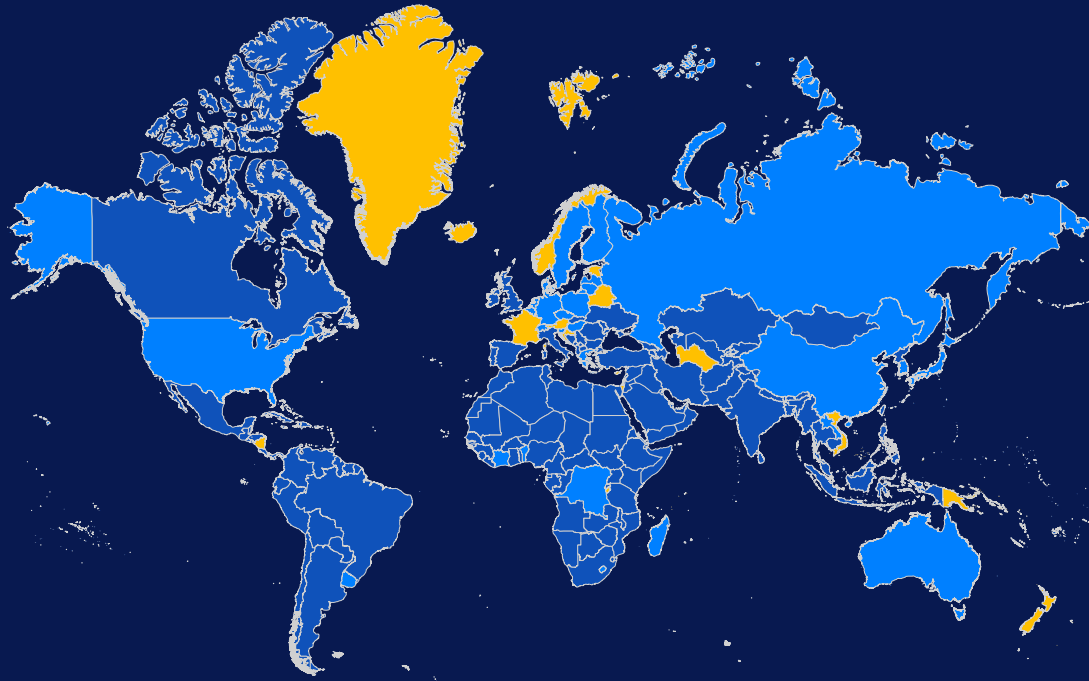


1. Many countries are beginning to reopen K-12 schools

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

NON-EXHAUSTIVE LIST OF EXAMPLES

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



144

Country-wide school closures

1.2bn

Children affected

Schools that stayed open







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

Schools³ that recently reopened (fully or partially)

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

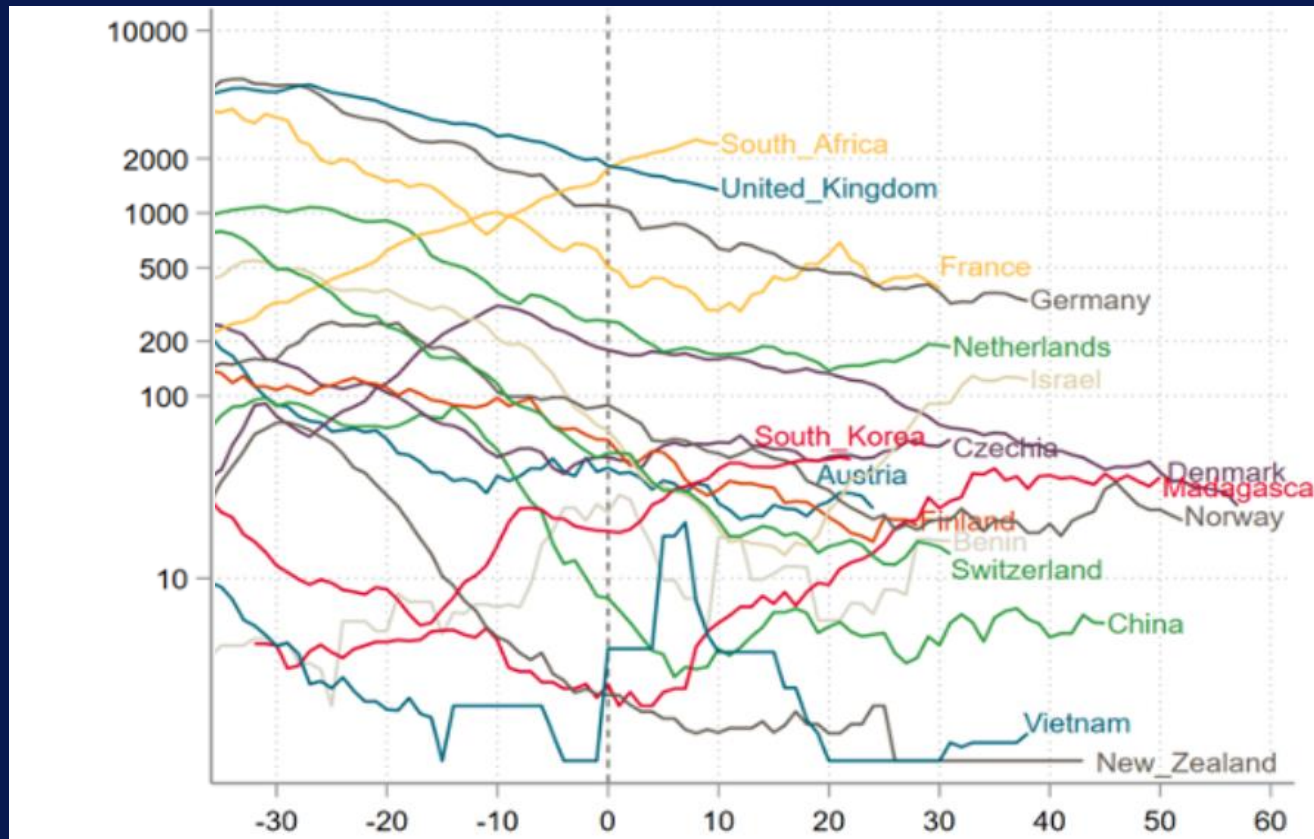
1. Holidays extended by a few weeks but no formal closure 2. Primary/ secondary schools opened as of April 16; yet, closed for students >16y, opened March end 3. At least one level at the national scale 4. Although very few schools in selected regions 5. Special education schools reopened on April 21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

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 7 th and 12 th 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
	100% student return in phase 1				✓	

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.

Note: Graph and data from CGD website

Source: Center for Global Development, "Back to School: An Update on COVID Cases as Schools Reopen"

4. A case of two countries: Israel and Denmark

ILLUSTRATIVE GRAPHS

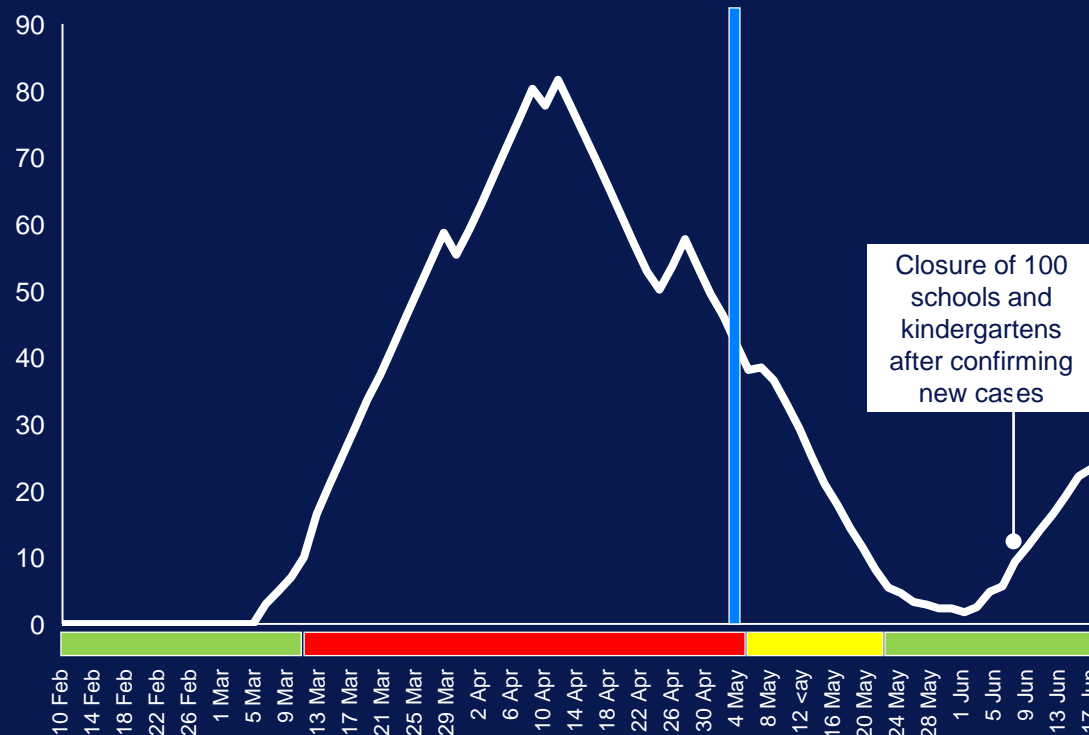
■ Schools partially open
 ■ Schools open
 ■ Schools closed
 — Daily # of new cases
 | Opening announced

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



Israel

New cases/million



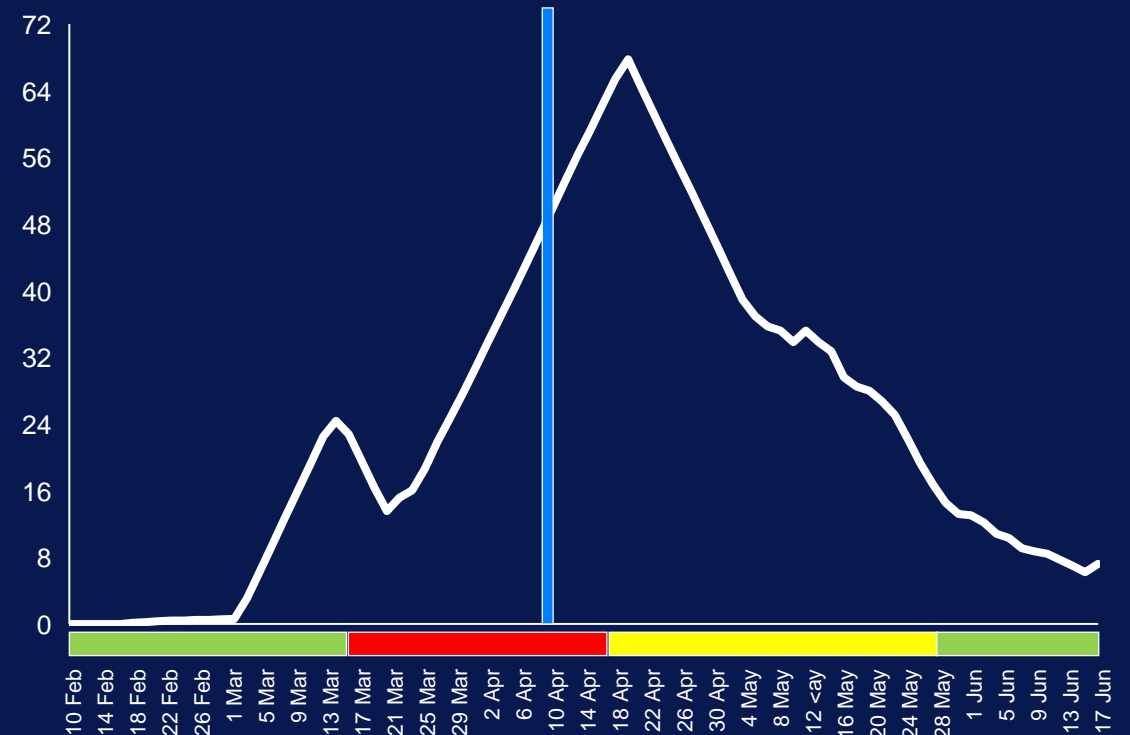
Closure of 100 schools and kindergartens after confirming new cases

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	<p>Education department released macro level guidance (mandatory masks, 15 students per class)</p> <p>Re-opening was rushed (days notice), began with younger grades, but quickly expanded</p> <p>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)</p>
Capacity and resources	<p>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</p> <p>Large schools found it harder to maintain majority of distancing guidelines</p>
Responsibility and enforcement	<p>Government guidelines felt difficult to enforce; each principal determined rules for their school</p> <p>Students admitted to school with slip from parents confirming temperature, symptom, and exposure check completed at home, removing responsibility from schools</p> <p>Mandatory education law not enforced in scenario where parents chose not send children to school, and were not provided with alternative options</p>
Additional factors	<p>Extreme heat led to country-wide relaxation for limited period of mask requirement; schools then faced difficulty re-enforcing these policies</p> <p>Social guidelines contradicted school guidelines, e.g. public buses with 50 people, large social events allowed</p>



“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

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	<p>Engage and communicate in advance to all stakeholders: students, families, teachers, unions</p> <p>Consider a phased reopening over the course of several weeks to enable trial-and-error learnings with a small number of students</p> <p>Consider coordinating guidance with local health and other government agencies</p>
Capacity and resources	<p>Consider addressing capacity constraints in initial plan to determine</p> <ul style="list-style-type: none"> • New space available • Who should return to school, so that spare classrooms will be available for distancing
Responsibility and enforcement	<p>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)</p> <p>Consider limitations on next phase roll-out if current guidelines are not upheld</p>
Additional factors	<p>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)</p>

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

NOT EXHAUSTIVE

	Context	Public and teachers' reaction to outbreaks	Deep dive on protocols to follow 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

Source: Press search, government websites, expert interviews

1.Note: Germany is composed of 16 states

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

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.

Source: Press search, government websites, expert interviews

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

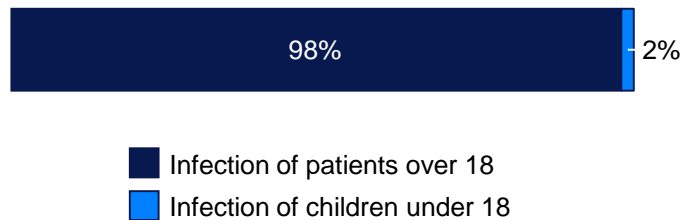
Why are schools adopting a “new normal”?

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



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**

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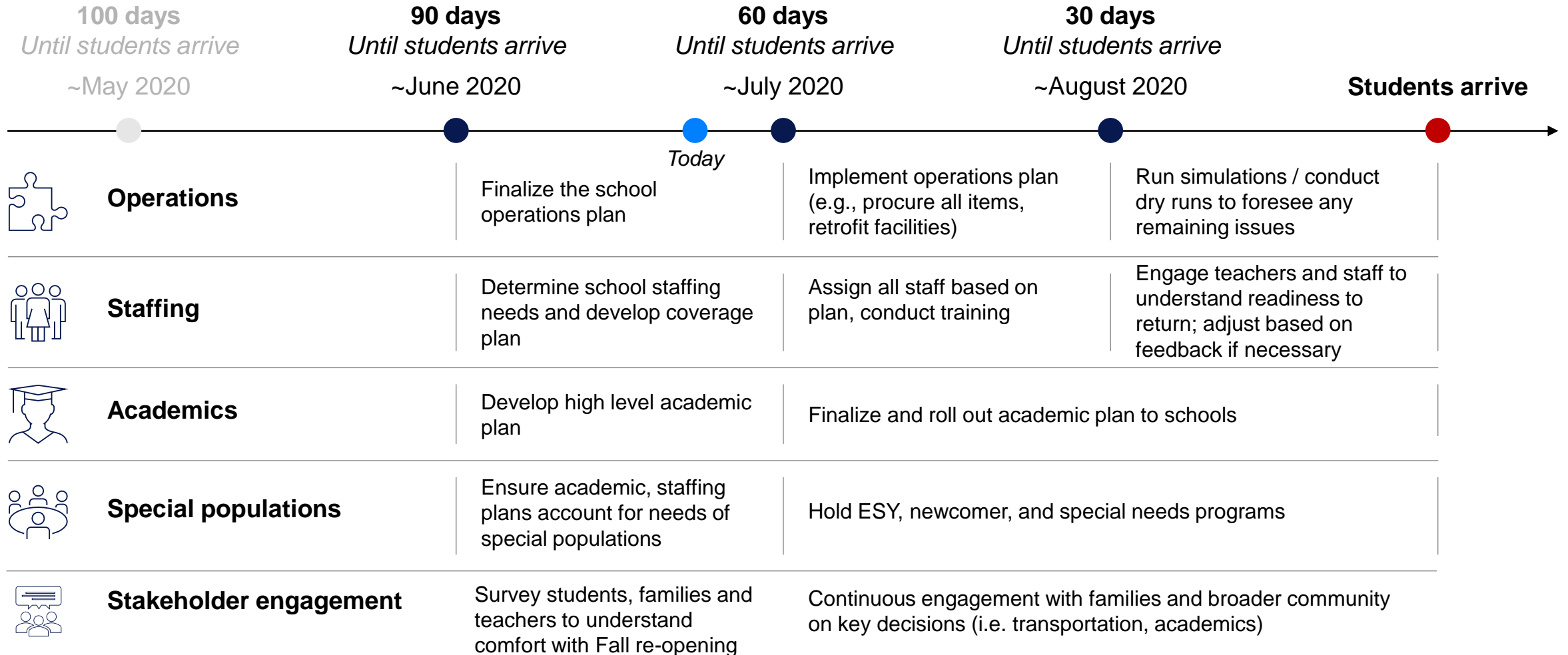
Lessons learned from international school re-openings

**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

Download full CFC-GIG created 100-Day workplan for districts [HERE](#).



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	Finalize the school operations plan
	Draft scenarios for school operations (facility, transportation, enrollment, scheduling) given constraints Create high level backup/contingency plans in case public health guidance shifts	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)
	Staffing	Conduct ongoing communications with current school staff about status of school-year planning
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

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

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

International examples



Netherlands

Schools have installed plastic shields around students' desks to protect teachers and other students²



Australia

Schools repurposed bigger spaces, like libraries, into classrooms to fit more students while maintaining social distancing³



Scotland

Considering utilizing vacant business centers and venues for additional class space⁴

B. Discussion: Options to increase teaching pool and reach

ILLUSTRATIVE ONLY

Option	Potential examples
Extend reach of certified teachers	<p>Group teachers who may not return to school into “Micro school” formats - teaching small groups within a neighborhood</p> <p>Provide synchronous content through live recording of classes, or asynchronous through pre-recorded classes</p> <p>Prepare supporting materials for remote students</p>
Adjust responsibilities of existing teachers and staff	<p>Extend responsibilities of single subject teachers (e.g., art, PE), teaching assistants, and other staff to assist with non direct teaching roles, such as:</p> <ul style="list-style-type: none"> • 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	<p>Recruit retired teachers for assistance with remote, micro school, or face-to-face environment</p> <p>Redirect unemployed staff from other industries through state unemployment offices</p> <p>Utilize extended federal/state programs:</p> <ul style="list-style-type: none"> • “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

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

Examples



Israel

Suggested program to expand pool of teachers with 450 new recruits by initiating 4-month training to provide to recently unemployed educated adults¹



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 Denmark⁵

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	<p>Allow face-to-face activity only for certain grades, special populations, or subjects</p> <p>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)</p>
Stable groups	<p>Divide cohorts and classes into “stable groups” that are maintained throughout classes, lunch, breaks, and ideally transportation groups</p> <p>Keep exposure outside of group to a minimum, with schedule minimizing movement across campus</p>
“Back to normal” scheduling with increased precautions	<p>Re-open schools with mostly normal scheduling with some decreased capacity (at-risk populations)</p> <p>Keep class size same as pre-COVID-19</p> <p>Increase cleaning measures in place</p>

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)

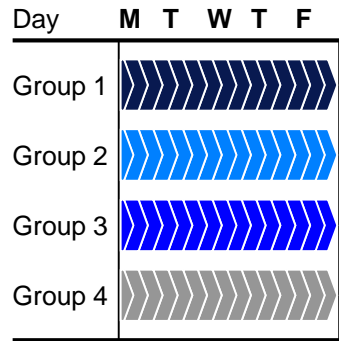
C. Schools can consider adjusting schedules based on need for in-person learning and safety guidelines

NOT-EXHAUSTIVE - ILLUSTRATIVE

Pre-COVID-19

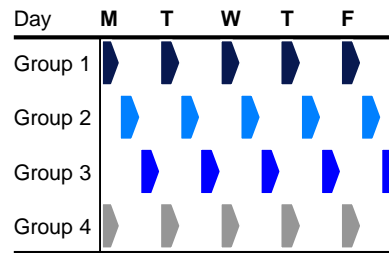
Full time x 5 day model

Students from all grades come to school

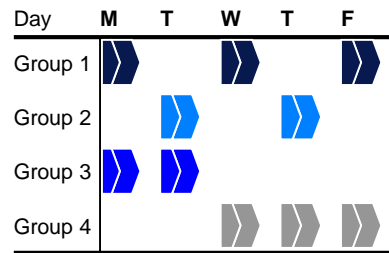


Post COVID-19

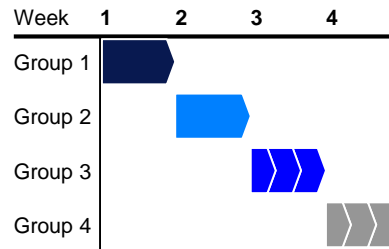
Option 1 – Layer model



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



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 ?
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Subjects					
Emotional connectivity					
Mathematics					
Reading & writing					
Sciences					
Social studies					
2 nd language					
Art					
Sport					
CTE					

EXAMPLE

Implications

Districts must decide which criteria to weigh more heavily for each class.

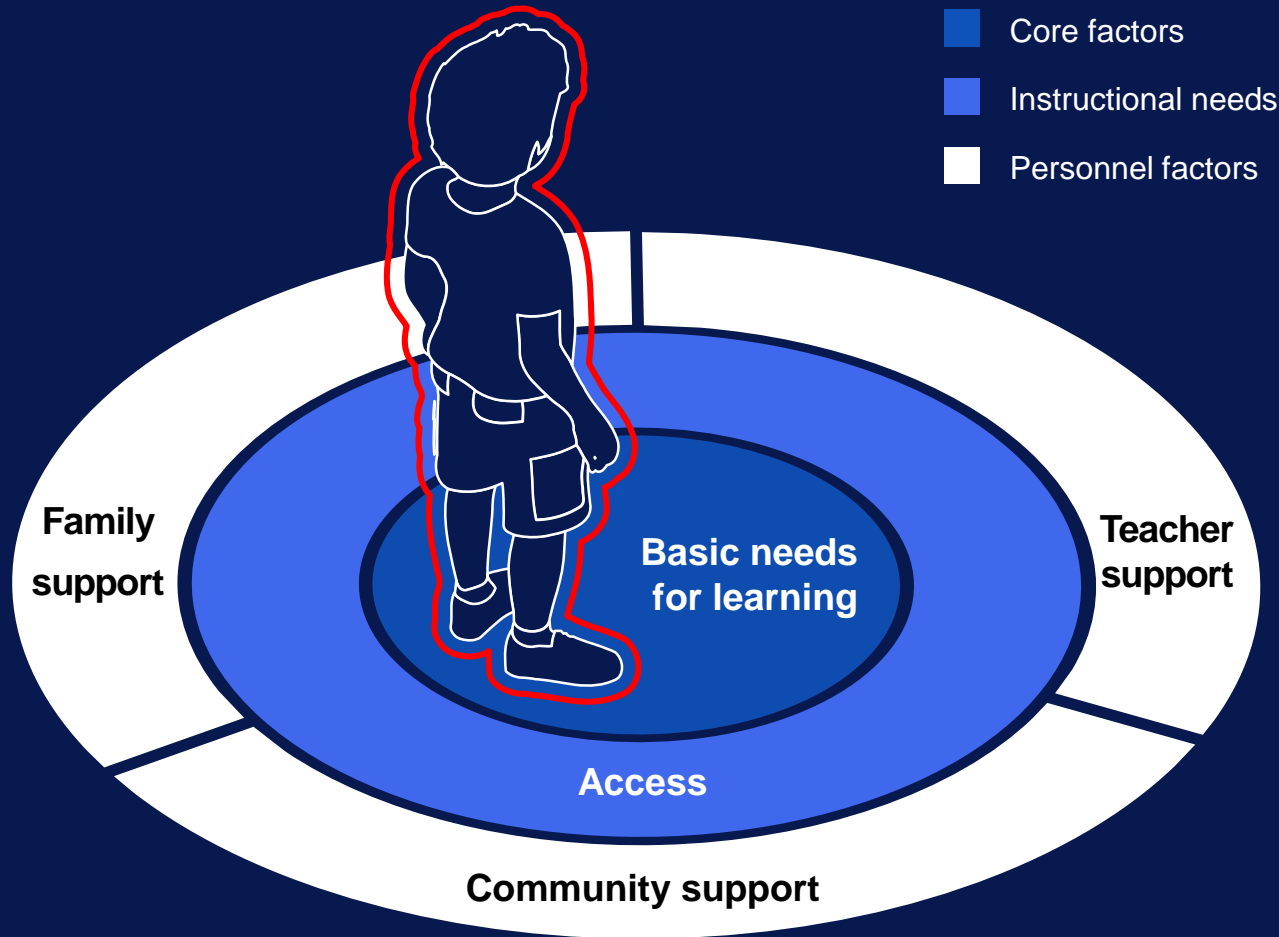
For instance, for CTE classes:

- 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



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 time²



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 time³

1. BBC, The Guardian; 2. Reuters; 3. Israel's Ministry of Education website, Times of Israel, Washington Post, Edutopia, Jewish Telegraphic Agency, Reuters

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?