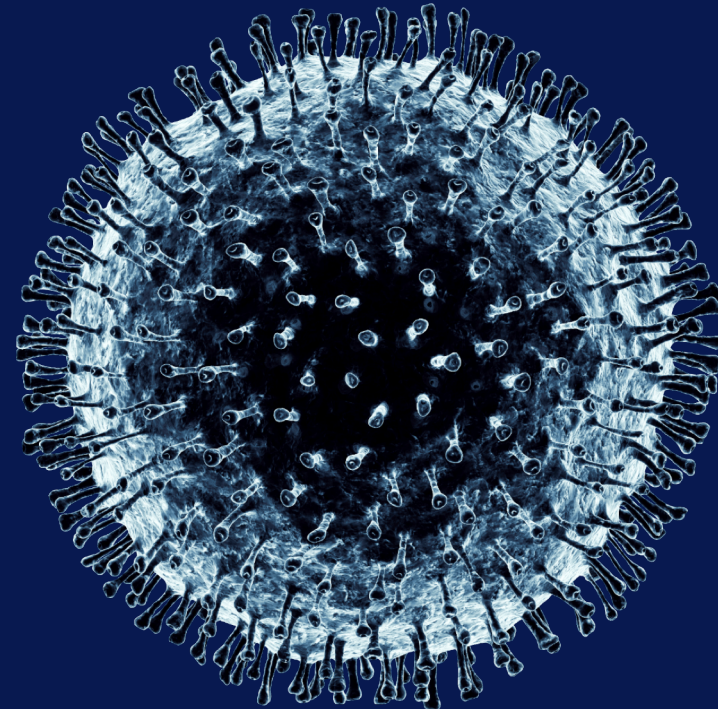




# Insights from abroad & system-wide support for re-opening

Discussion document

July 7<sup>th</sup> , 2020



# Agenda

Topic and description	Time
<b>1 Introduction and recap of the webinar series</b>	<b>5 mins</b>
<hr/>	
<b>2 Lessons learned from international school re-openings: critical components for success</b> <ul style="list-style-type: none"><li>▪ Overview of school systems that have re-opened, changes to protocol and alternation of school “normal” and trends in resurgence</li><li>▪ Lessons learned on creating a successful re-opening plan</li></ul>	<b>15 mins</b>
<hr/>	
<b>3 Beyond guidance – what is next for states in enabling the “new normal”?</b> <ul style="list-style-type: none"><li>▪ 12 month view for SEA and states on enabling the “new normal”</li><li>▪ For discussion: how SEAs can help LEAs plan and launch operations for Fall re-opening</li><li>▪ For discussion: how SEAs can support LEAs on specific, high-leverage interventions</li></ul>	<b>15 mins</b>

## Today's presenters



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# New Webinar Series – From Planning to Implementation

Today's webinar

**Tuesday July 7<sup>th</sup>, 4 – 5p ET**

## **Insights from abroad & system-wide support for re-opening**

*What can we learn from the first months of re-opening in international school systems? What went well, and how might that inform state action? Once state re-opening plans are released, how can states best support districts as they move to implement that guidance?*

Join us for a discussion on lessons learned from international school systems and bold ideas on system-wide support for re-opening

**Tuesday July 21<sup>st</sup>, 4 – 5p ET**

## **Interactive session on supporting districts as they “stress-test” the return to school**

*As the first day of school approaches, how do states support districts as they refine their re-opening plans and put them into action? What is the state's role in helping ensure that “Day 1” goes smoothly?*

Join us for an interactive planning session on how states can support districts in “stress-testing” their operational plans, identify key potential constraints or failure points (e.g., localized outbreak) and mitigate potential risk

**Tuesday August 4<sup>th</sup>, 4 – 5p ET**

## **Building a “rapid response” capability: monitoring and ongoing supports**

*Districts have put their plans into motion – but what next? How can states build the organizational structures and operating processes needed to track progress, provide real-time supports, and respond to the rapidly-changing situation on the ground?*

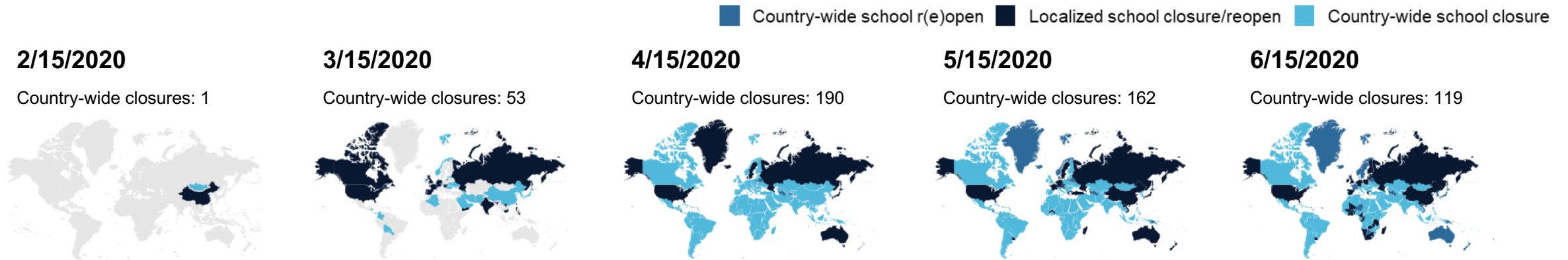
Join us to discuss how states can be nimble and responsive to the needs of schools and districts

# Agenda

**Lessons from international examples**  
Beyond guidance – what's next for States?

# Many countries are beginning to reopen K-12 schools

## Status of K-12 schools in countries around the world



## Schools have begun to reopen in....

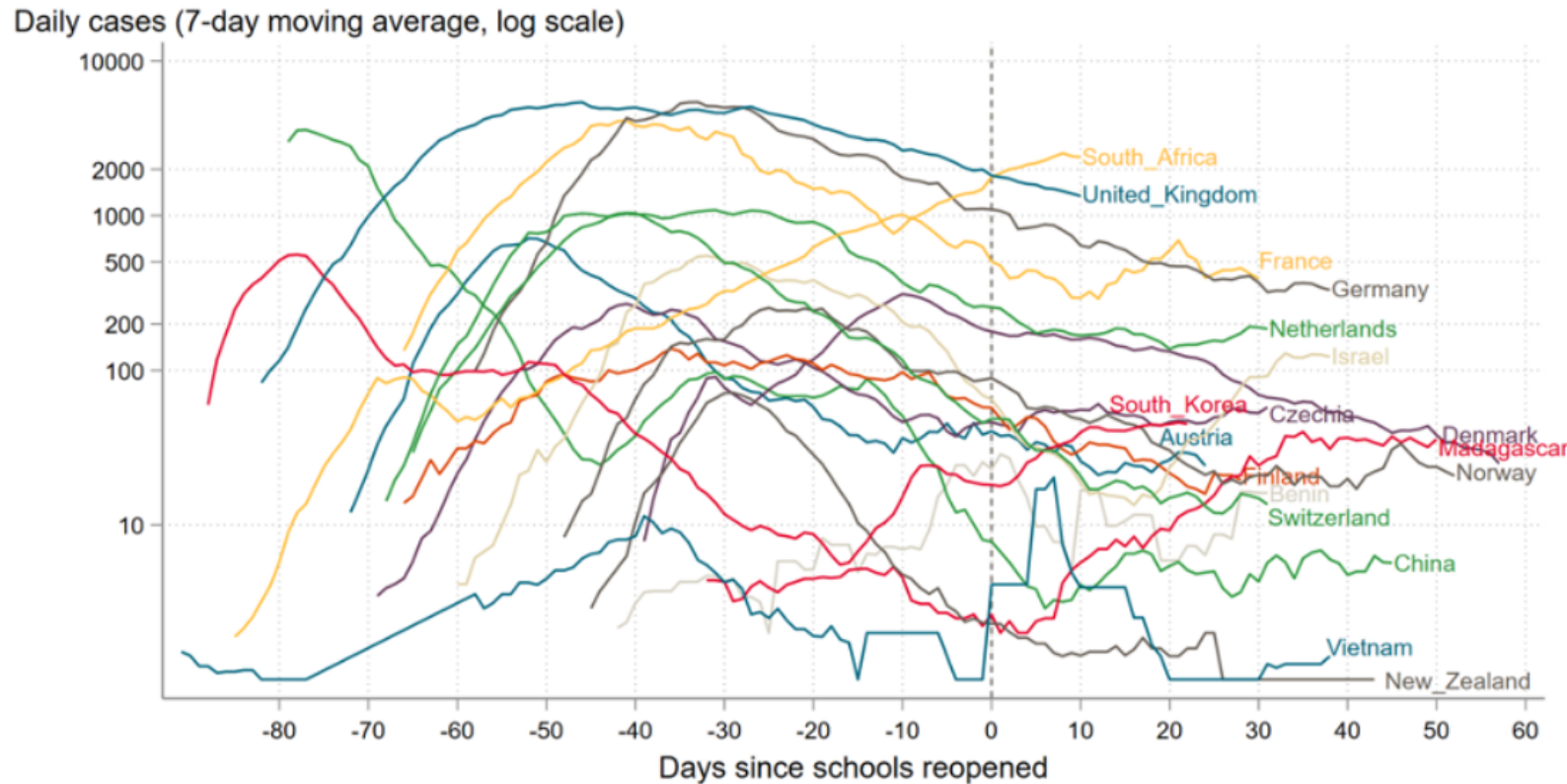
Taiwan <sup>1</sup>	Vanuatu (April 14-20)	Svalbard (April 27)	France (May 11)	United Kingdom (June 1)
Sweden <sup>2</sup>	Denmark (Primary from Apr 15)	Germany (Last wk. of April)	Iceland (May 11)	
Japan (Localized from 1 <sup>st</sup> wk of April)	Faroe Island (April 20)	New-Zealand (Apr end)	Netherlands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

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



# As schools reopen, most countries are maintaining their previous case-count trends



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"

# Countries that reopened in the spring faced a variety of challenges – these case studies can help SEAs avoid operational pitfalls

- 1 Many countries are starting to reopen schools. In all cases, schools have adjusted to new norms and settings
- 2 There has been no ‘universal’ approach for health & safety – different models have come with different trade-offs
- 3 “Communicate, communicate, communicate.” In some instances, lack of communication and engagement led to parent and teacher confusion
- 4 As schools have reopened, there has been a continued need to address the impact of learning loss that results from school closures



# 1. Where schools are reopening for in-person learning, the school setting has been modified for safety

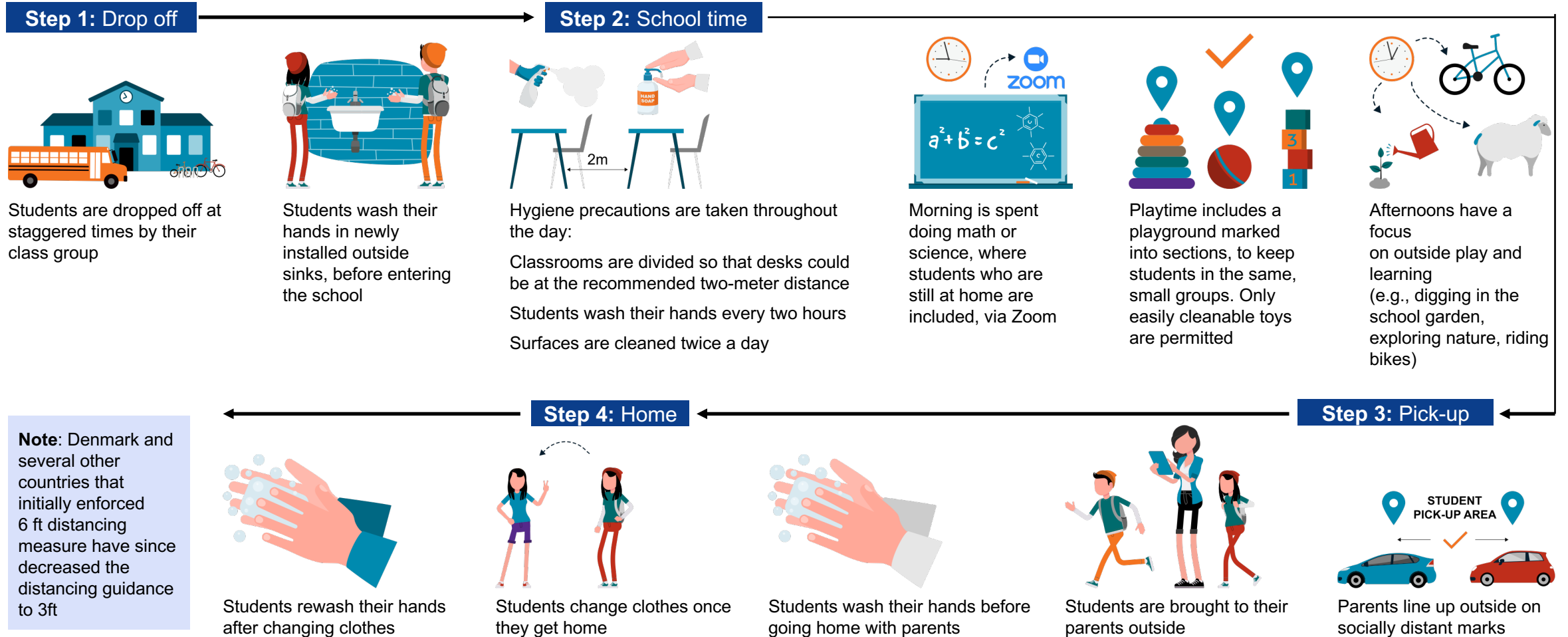
						
	Denmark	China	Norway	Taiwan	South Africa	Israel
<b>Headline</b>	Opened schools April 15 for children to age 12	China has gradually reopened since March	Opened April 27 for grades 1-4	Never fully closed, with local and temporary closures as needed	Reopening schools in June with phased approach starting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

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

Source: Learning Policy Institute; country government websites

# 1. Denmark instituted a new routine for elementary school students, designed to protect all in attendance

## EXAMPLE JOURNEY



## 2. Depending on the set of constraints faced, schools have implemented different models of reopening

### Downstream effects

If social distance cannot be maintained...

**Then** utilize masks and plastic dividers

If masks are not required...

**Then**, for older students, maintain social distance

If masks are not required...

**Then**, for younger students, where social distance is less feasible, implement a “cohort-based” model

### Example



**Taiwan** has maintained class size while enforcing masks, plastic dividers on desks, and rigorous cleaning procedures (e.g., soles of shoes are sanitized with an alcohol-based disinfectant)



**Norway** has limited class size for older students (max. 25 per class) so that distance can be maintained within classroom



**Denmark** maintains stable cohort groups of ~12 students, limiting contact and cross-over between groups of children at all times, e.g., lunch, recess, and school arrival / departure

### To consider for this model

In-person learning for all grades is the priority

Hybrid model may be needed to maintain smaller class sizes

For younger children, maintaining stable groups may be more feasible to enforce than social distancing



Based on the state minimum requirements, laying out the various models that LEAs can follow helps weigh trade offs and prioritize

## 2. While Australia has taken a national approach to COVID-19, states have determined the timeline and approach to reopening schools



### Centralized decision making

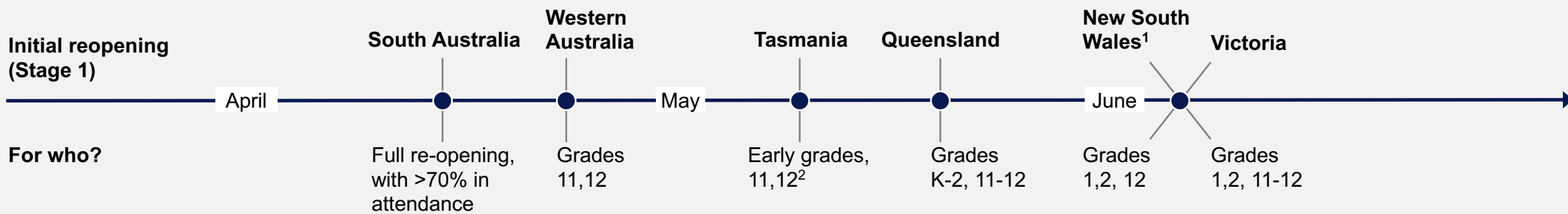


- **National Cabinet including the PM, state premiers and territory leader** convened to act as the intergovernmental forum coordinating the government's COVID-19 response
- **Australia's 3-Step Framework** laid out guidelines for reopening, though states had authority over details & timeline
- **Returning to in-person education was a priority** with the PM making a statement that public schools should be open by June

### ... with different approaches by states



- **Western Australia** schools were among the first to open, and re-introducing mandatory attendance led to record high attendance in the first days of reopening
- **Australian Capital Territory (ACT)**<sup>3</sup> had a phased school re-opening over 3 groups, with:
  - Parents not allowed in the building
  - Schools closed if there is even one confirmed case



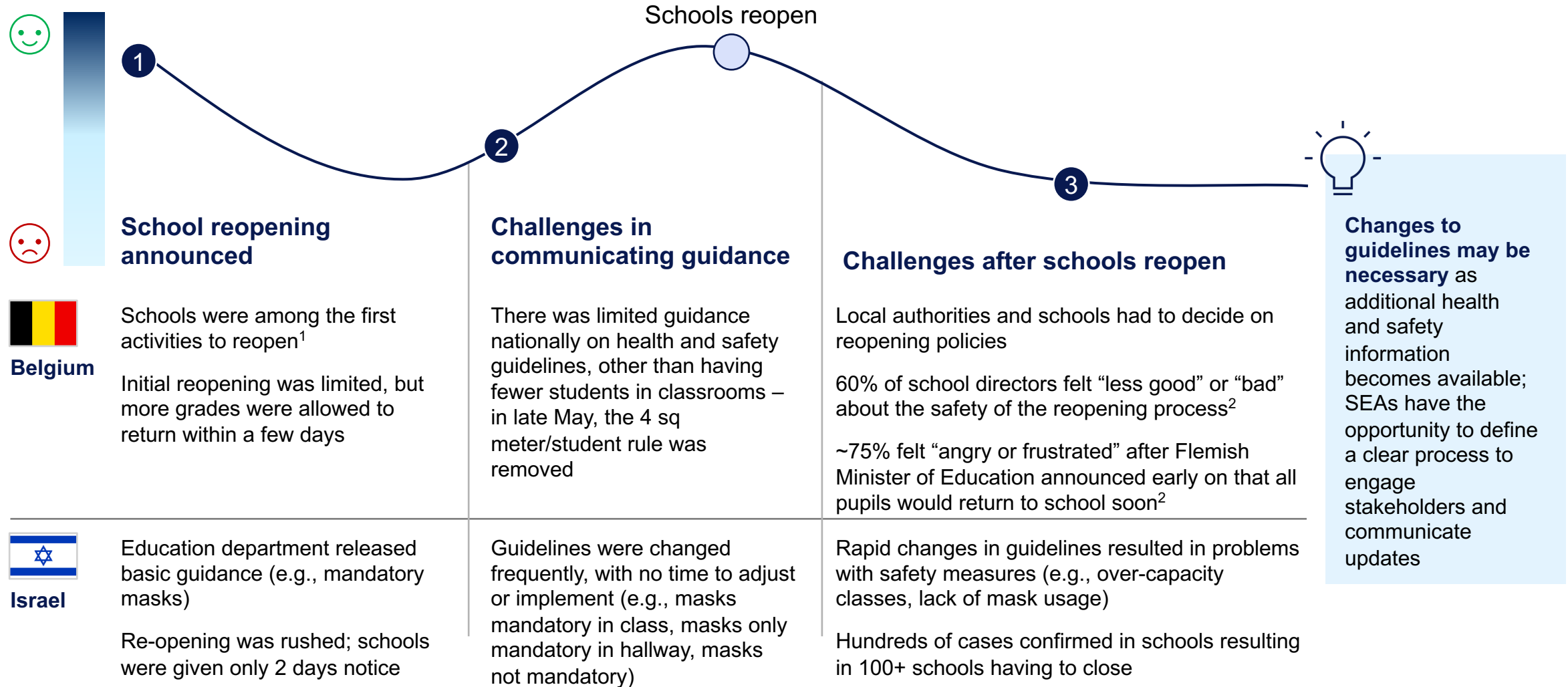
1. Sydney - urged locals to continue working from home despite schools reopening

2. Note: there was only 20% attendance when schools re-opened

3. ACT refers to Canberra and surrounding townships, an enclave within New South Wales

# 3. Belgium and Israel: limited communication and changing guidelines resulted in confusion for teachers and families

ILLUSTRATIVE REOPEN JOURNEY



1. Brussels Times “First Flemish city makes masks mandatory...”

2. Brussels Times, “Most Flemish nursery schools will reopen...”

Source: Expert interviews; Belgium government website; Israel government website

### 3. Some countries have provided additional support for families, given the changes in their school's “normal”

PRELIMINARY

NOT EXHAUSTIVE

#### Inform/ communicate

Make sure information and initiatives related to the system reach parents using multiple channels with frequent updates



**France** Dedicated a page on the government website to the most frequently asked questions

**France** Initiated a telephone hotline at national schools to answer questions from parents during normal opening hours

#### Raise awareness and tailor school model

Increase awareness of the value of school and encourage parents and families to send students back to school once the crisis is over



**Cameroon** Supported parents through mobile phones and shared educational information on WhatsApp and Zoom platforms

#### Develop capability

Create and disseminate learning guides for parents and families on how to support students

Establish “IT coaching” for those in need on how to use the devices



**Singapore** Sent parents a kit to prepare them to supervise the education of children at home

#### Gather feedback from stakeholders

Set up a listening unit for parents and families with support from educational psychologists, associations, etc.

Offer community support, especially for essential workers (doctors, nurses, police officers, etc.)



**South Korea** Launched a national survey for parents to collect feedback

#### Offer financial and other support to families

Provide economic support for the most disadvantaged families (e.g., stipends)



**Sierra Leone** Provided financial incentives through waiving school fees and giving money for books



**China** Students in class 50% of the day, but students whose parents work can stay at school for the second half of the day



**SEAs can identify engagement efforts they can support directly** (e.g., set up a listening unit for parents), and disseminate guidelines for LEAs to implement other initiatives (e.g., sending capability kits to parents on supervising education at home)

# 3. Countries have also focused on supporting and empowering teachers, thereby enabling effective student learning

PRELIMINARY

NOT EXHAUSTIVE

■ Deep-dive follows

## Provide training

Train teachers on using remote learning solutions (e.g., digital literacy and pedagogy webinars or toolkits)



**UAE**

Delivered training to teachers that focused on the application of distance education strategies and the management of interactive virtual classes

## Inform/communicate

Provide a 1-stop platform including all the information and initiatives relating to the system with frequent updates



**Lebanon**

Launched an official learning application of the Ministry of Education and Higher Education with information for teachers and other education personnel

## Ensure health and safety

Establish a health and safety protocol and provide the necessary equipment to teachers or teams mobilized to create content for remote learning



**China**

Designed clear health and safety protocols for teachers to ensure all protective measures are in place to continue student learning

## Increase access to necessary infrastructure

Make the infrastructure needed for remote learning available by access to electricity, devices, and internet



**New Zealand**

Provided home internet and laptops/tablets device to teachers and students who did not have the required infrastructure to support remote learning



**SEAs can identify engagement efforts they can support directly** and guide LEAs to lead and implement local initiatives

## Provide incentives

Set incentives for teachers to motivate and engage them sustainably



**Australia**

Paid extra to teachers and school staff in remote communities to stay there over the Easter holidays

## Offer mental health support

Set up a listening unit for teachers with support from educational Psychologists, Associations, etc.

Set up pulse checks (mood barometers) and surveys



**China**

Launched a hotline to help people relieve mental stress over the ongoing COVID-19 outbreak; students, teachers, and members of the public can call in to request help with psychological issues

1. Courses included, for example, a 4-hour course on becoming an online tutor in 24 hours and a 2 hour course on designing an online course



### 3. Countries have developed different strategies to support academic training for teachers and emotional needs for students



#### **UAE invested in federal provision of teacher training, in partnership with the private sector**

- Extended Easter holiday to train all teachers through partnership with digitally enabled universities
  - Each teacher received one week of training
  - Built a free online course to quickly train new tutors
- Coordinated with Telecommunications Authority to facilitate free mobile internet package for families without internet connection.
- Developed a technical helpline for students and parents to resolve any issues they might encounter
- Established advanced operations centers to follow up on the distance learning processes



#### **China assessed the mental health effects of the school closure and provided support for students**

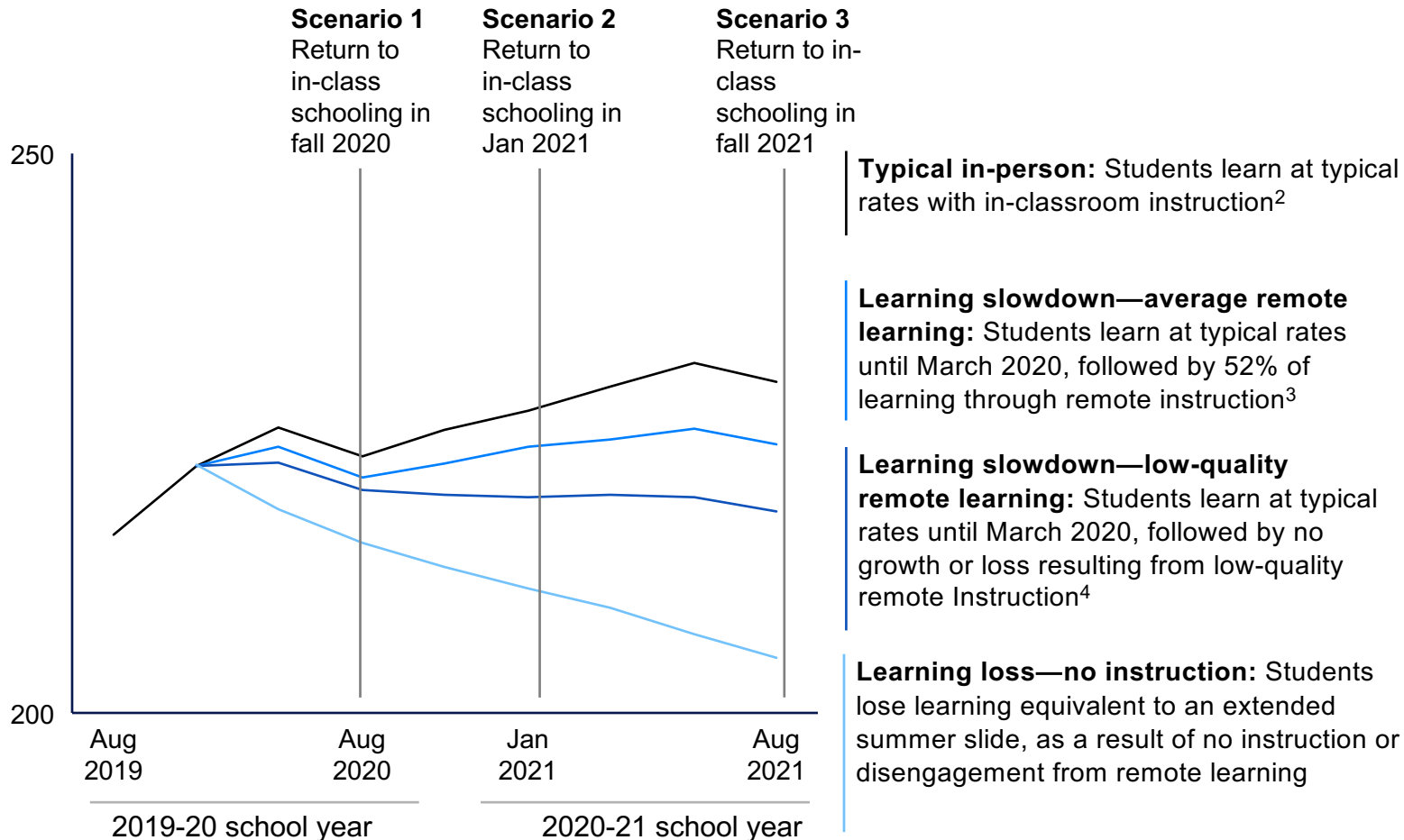
- Guided schools to pay attention to mental health and adjust lesson plans so that students feel less academic pressure
- Provided new “life education” classes aimed at helping students deal with stress and grief<sup>1</sup>
- At one school<sup>2</sup>, conducted online psychological tests which found that about a third of the students faced mental health challenges
  - The school brought in psychologists to help design a mental health course for both its students and teachers
  - “Stress relief” outlets (e.g., boxing equipment) were provided by the school

1. Hainan province and Shanghai are among local governments providing these

2. Chengdu No. 7 Wanda High School

## 4. Many school systems have to grapple with the lost learning challenge, due to classroom disruption earlier this year

Projected 6th-grade math performance, example, NWEA<sup>1</sup> RIT Scores



McKinsey estimated the **economic impact of the learning disruption** using the middle (virus resurgence) epidemiological scenario, in which large-scale in-class instruction does not resume until January 2021. Left unaddressed, the learning loss caused by school disruptions could **cause this generation of students a lifetime of economic cost**

**\$61k - \$82k**

est. loss in lifetime earnings for the average K-12 student, as a result of COVID-19-related learning losses

**\$110 billion**

est. annual earnings loss across the current K-12 cohort<sup>1</sup>

**\$173 - \$271 billion**

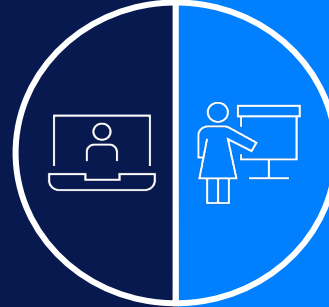
est. GDP loss a year by 2040 (~0.8% - 1.3% hit)

1. Based on a calculation of \$98.8B associated with loss of learning, and \$11.2B with the increase in the number of high-school dropouts  
Source: McKinsey.com, "COVID-19 and student learning in the United States"

## 4. International systems highlight potential efforts to improve hybrid learning and avoid further learning loss







### Remote learning

Maximizing remote learning access, quality and equity to reduce the number of students who need to return to in-person learning



### In-person learning

Maximize in-person learning capacity to receive the highest possible number of students

- |   |   |   |  |
|---|---|---|--|
|    | Belgium government collected used laptops from corporate companies, and funded cleaning and re-distribution to disadvantaged students |    | Israel integrated pedagogy university students as faculty to support the education system, operating in smaller groups |
|    | India partnered with an ed-tech provider to offer IT training to primary teachers   |    | Sierra Leone rehired recently retired teachers to increase teaching capacity   |
|  | Armenia created a database of mentor teachers experienced in distance learning to assist their colleagues                             |  | In Denmark, schools are using outdoor spaces to meet physical distancing criteria but allow most children to come back |

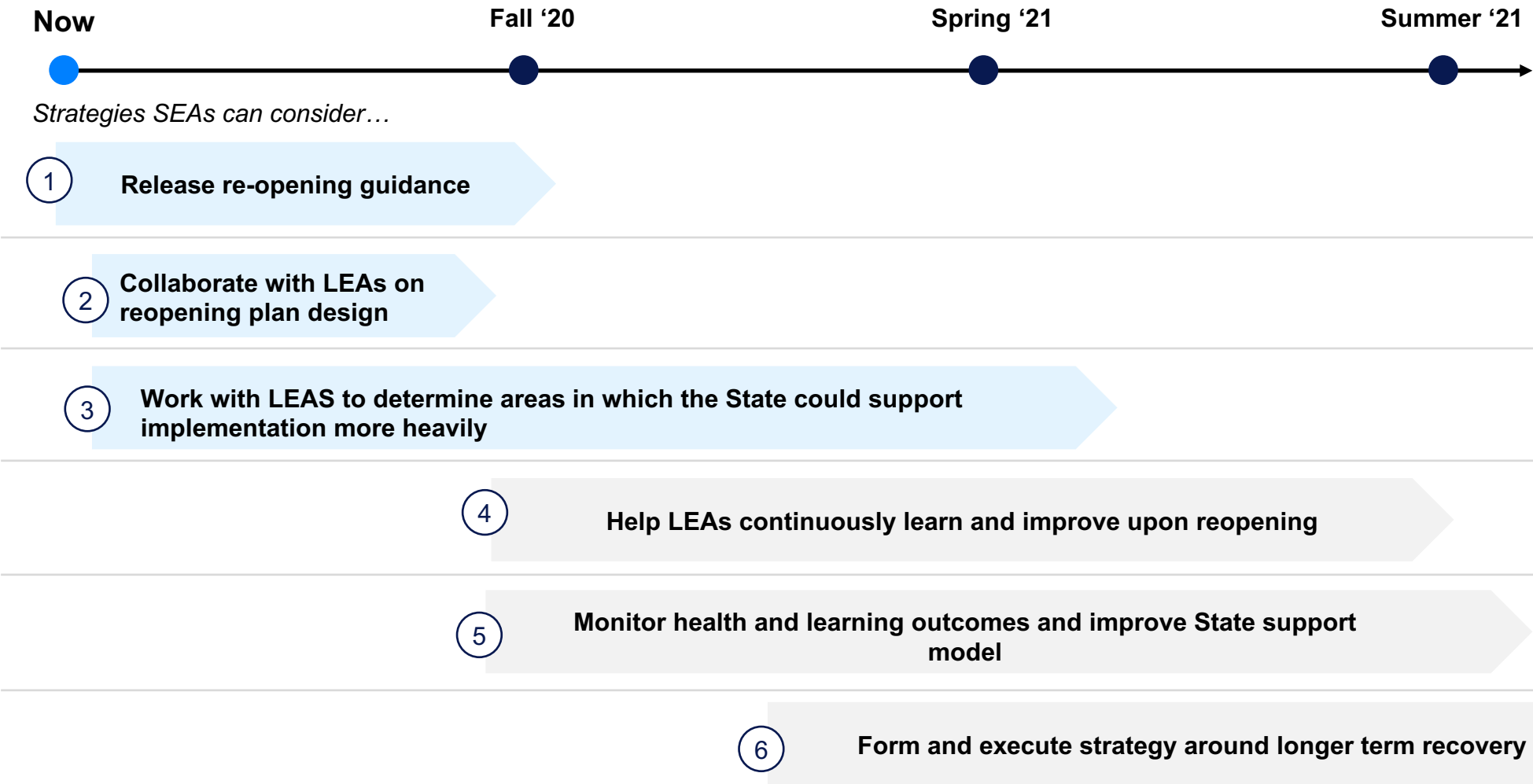
# Agenda

Lessons from international examples

**Beyond guidance – what's next for States?**

# SEAs can consider a variety of strategies to support reopening throughout their states

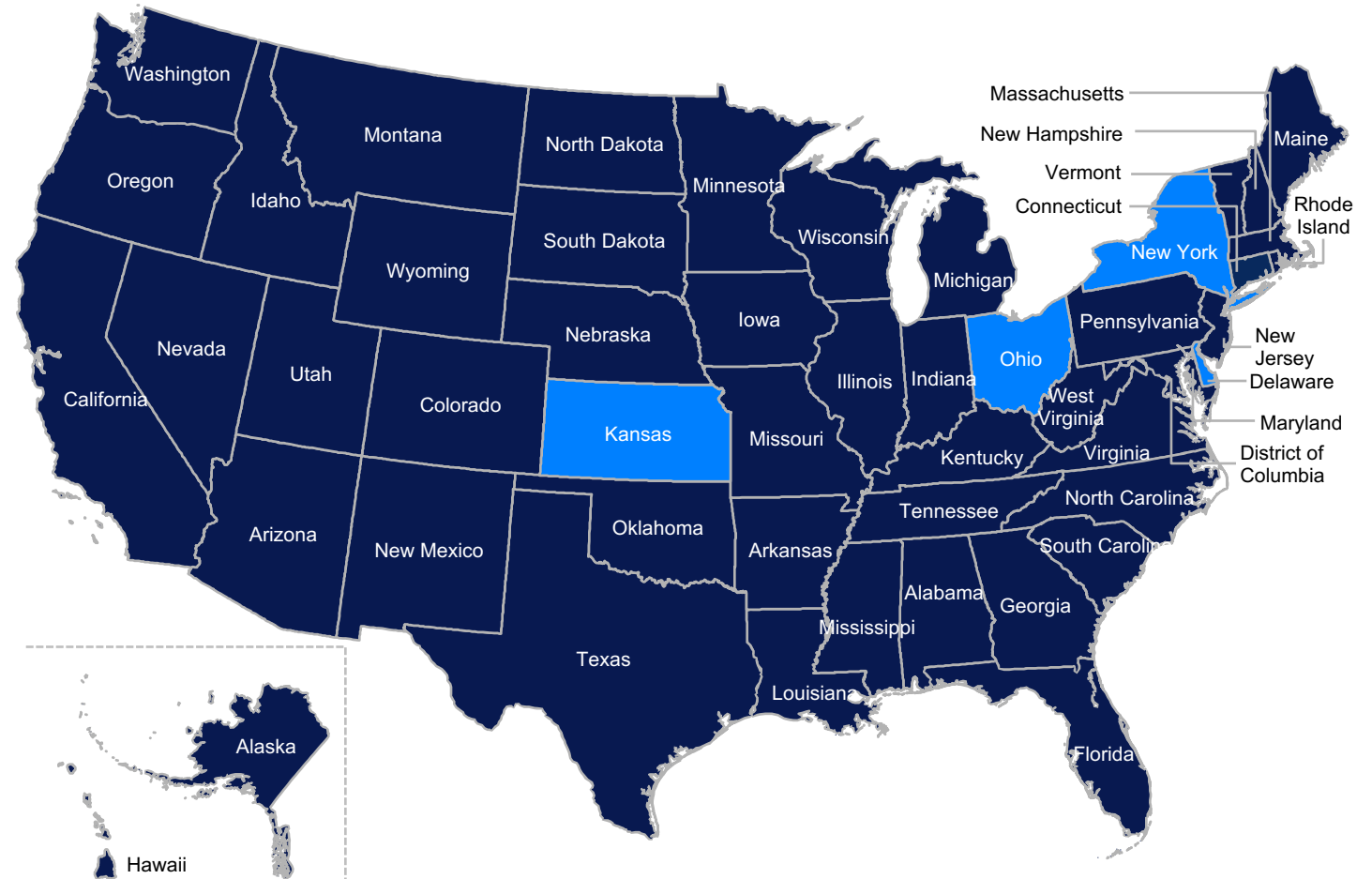
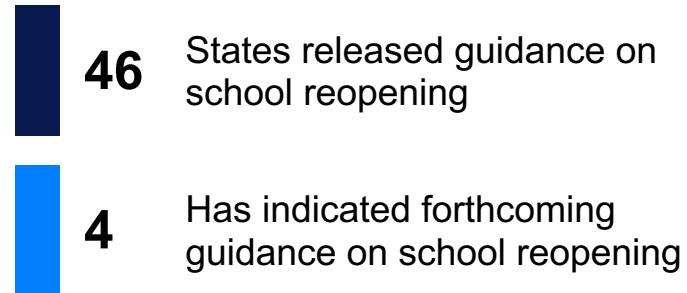
Covered in this webinar



**Note:** SEAs may choose a range of ways to engage based on the needs of their stakeholders and the strengths of their teams

# 1. Most states have already released guidance on school reopening

## States reopening plans, # of states



## 2. Beyond minimum requirements in guidance, SEAs could consider providing a range of reopening planning support

Low touch

High touch

### Model structure

#### Convene LEAs in a “Community of practice”

LEAs and schools can hear directly from each other on how state guidance is being operationalized

#### Provide a range of “toolkits” with implementation guidance

Based on state’s minimum requirements, SEAs can lay out detailed options for possible reopening models

#### Work directly with 1+ LEAs on specific technical assistance

For a set of LEAs (e.g., smallest or most constrained), SEA can work directly with them to detail particular elements of re-opening plan

### Examples

*One state convened a community of practice specifically for Special Education projects; this allowed LEAs to learn from each other on serving vulnerable populations*

*Another SEA has created 20+ customized toolkits on reopening topics ranging from ‘safety and operations’ to ‘academics and instruction’*









**For discussion:** What are some ways your team is providing ‘high-touch’ support to LEAs?



### 3. States can work with LEAs to draw up all the areas where further assistance might be needed...

#### Topic areas where SEAs might assist LEAs, *Non-exhaustive / illustrative*

	<b>Operations</b>	Facility modifications	Transportation	Dining / nutrition	Scheduling	Start-stop procedures	Disease transmission measures (face coverings, distancing, etc.)
	<b>Staffing</b>	Staffing coverage plan – address teacher shortages		Teacher and staff training		 “Where we could benefit from state support is ‘example’ solutions, or options we can choose from – especially for operational plans” - Superintendent of a district with 18,000+ students	
	<b>Academics</b>	Hybrid learning model		Catching up from learning loss			
	<b>Special populations</b>	Special populations plan					
	<b>Communication and community engagement</b>	Student communications	Family communications		Community communications		

### 3. ...and determine in which areas they can be most helpful

Prioritization assessment, *Illustrative*

Hybrid learning model

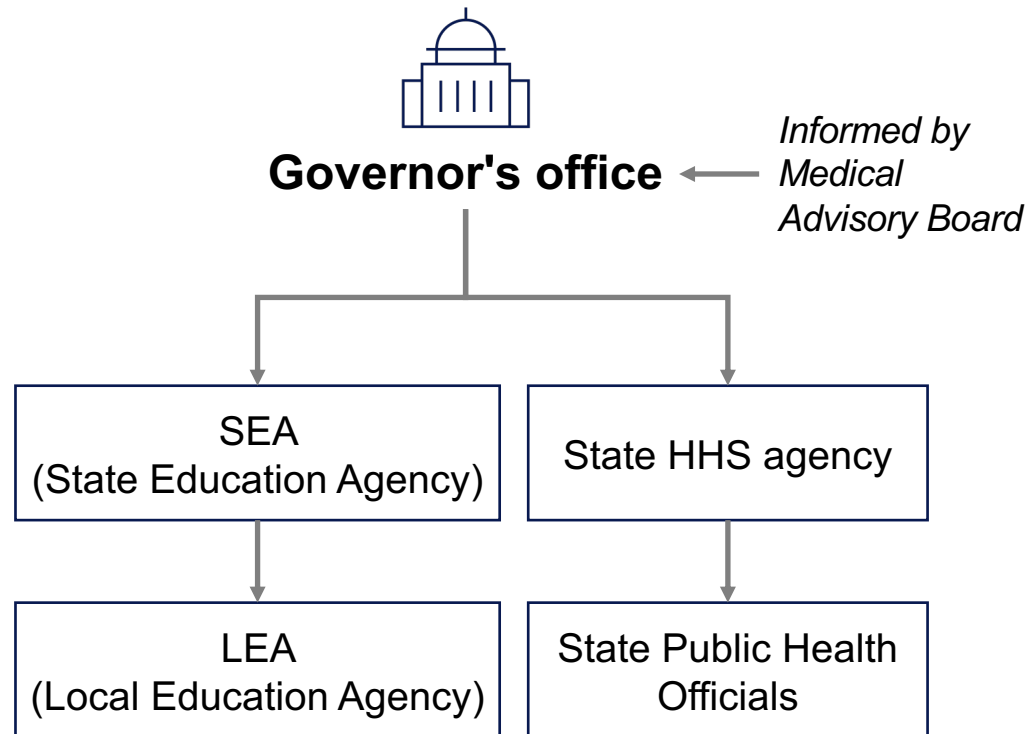
Staffing coverage plan –  
teacher shortages

Criticality for LEA	How essential is it to fulfill this need for LEAs (i.e., is it critical part of a successful reopening)?		
	Have LEAs requested support for this need?		
	How common is this need across LEAs?		
State capability	Does the State already have the capability to address this need?		
Solution criteria	Does the solution benefit from scale?		
	Does the solution require collaboration with other state agencies (e.g., health department)?		
	Does the solution require policy change?		

### 3. For example, states play a role in supporting LEAs implement and manage contact tracing programs

*Note: illustrative only; summarized from an example U.S. state*

#### Collaborative structure



#### Cross-functional support

**State's role:** One U.S. state has made contact tracing a state-wide public health priority, and has set up a COVID-19 “central team” that is managing the implementation of a contact tracing program, among other things

**SEA responsibilities:** SEA developed a broader “stop-start” protocol, with clear guidance for LEAs and schools on how to deal with the instance of a confirmed COVID-19 case in the school

**LEA involvement:** Pre-release, the protocol was tested with superintendents and other LEA staff (in confidential groups), to ensure it was practical and relevant for different districts

**Contact tracing program:** Local health agencies are notified if a member of their state tests positive, and with the individual's support, reach out to anyone with whom they've been in contact

### 3. TO CONSIDER

#### State tools for intervention

Leveraging state scale / influence

Bulk purchasing

Forming partnerships with private companies, other organizations

Resource sharing

Problem solving capabilities

Policy changes

Funding

## States might assist LEAs in addressing pain points of potential teacher shortages

*Note: interventions are only illustrative; will depend on capacity and operational reality of SEAs*

#### Staffing coverage plan: potential interventions

- **Recruit retired teachers** for assistance
- **Recruit workers from hard-hit industries** (e.g., hospitality) to work at schools
- **Bulk purchase training programs** for teachers on hybrid instruction
- **Recruit teachers and staff** from non-profit groups
- **Recruit online teachers / source class material** from ed-tech platforms
- **Create statewide teaching and tutoring programs**
- **Provide guidance to LEAs** on robust, inclusive teacher communications
- **Counsel LEAs on how to best monitor** and support staff's socio-emotional needs
- **Relax restrictions / requirements** for teaching licenses
- **Create grants to aid LEAs in hiring** additional non-teaching staff (e.g., supervisors for small independent-study classes, bus / hallway safety staff)



#### Denmark

Hired adults who lost their job due to the pandemic to assist in forming a “hygiene” squad at local schools



#### Israel

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

### 3. TO CONSIDER

#### State tools for intervention

Leveraging state scale / influence

Bulk purchasing

Forming partnerships with private companies, other organizations

Resource sharing

Problem solving capabilities

Policy changes

Funding

Source for international examples: UNESCO, PR Newswire

## States might assist LEAs in addressing pain points of operationalizing hybrid learning

*Note: interventions are only illustrative; will depend on capacity and operational reality of SEAs*

#### Hybrid learning: potential interventions

- Bring in stakeholders from across state government (e.g., health personnel, operations personnel) to **assist with hybrid learning implementation**
- **Bulk purchase hardware** (e.g., computers for students, cameras for classrooms)
- **Bulk purchase software** (e.g., learning management platforms)
- **Recruit online teachers and/or source class material** from ed-tech platforms
- **Provide trainings** (documents, videos) for teachers on hybrid instruction
- **Lay out hybrid models to choose from**, and benefits / drawbacks for each
- **Provide implementation plans** for each hybrid model
- **Make adjustments to school funding models** to accommodate different schedules
- **Fund research** on remote instruction



#### France

Foundation partnership to provide tablets and computers to disadvantaged students to promote remote learning



#### Egypt

Partnership to roll out remote education instruction and services to 22+ million students and 1+ million teachers



#### U.K.

Dept. of Ed funding & partnering with an organization to release content from best teachers, for all schools & grades