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

Discussion document

July 7th, 2020

This Document is Solely Intended to Provide Insights and Best Practices for the Client — This Document does not Constitute Client Advice
<table>
<thead>
<tr>
<th>Topic and description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction and recap of the webinar series</td>
<td>5 mins</td>
</tr>
<tr>
<td>2 Lessons learned from international school re-openings: critical components for success</td>
<td>15 mins</td>
</tr>
</tbody>
</table>
|   - Overview of school systems that have re-opened, changes to protocol and alternation of school “normal” and trends in resurgence  
   - Lessons learned on creating a successful re-opening plan                          |        |
| 3 Beyond guidance – what is next for states in enabling the “new normal”?             | 15 mins |
|   - 12 month view for SEA and states on enabling the “new normal”                    |        |
|   - For discussion: how SEAs can help LEAs plan and launch operations for Fall re-opening |        |
|   - For discussion: how SEAs can support LEAs on specific, high-leverage interventions |        |
Today's presenters

Carissa Moffat Miller
Executive Director, CCSSO

Leah Pollack
Partner, McKinsey & Company

Emma Dorn
Global Education Practice Manager, McKinsey & Company

Broader team

Mike Magee
Chief Executive Officer, Chiefs for Change

Julia Rafal-Baer
Chief Operating Officer, Chiefs for Change

Stephen Bowen
Deputy Executive Director, State Leadership - CCSSO

Jimmy Sarakatsannis
Partner, McKinsey & Company
New Webinar Series – From Planning to Implementation

**Tuesday July 7th, 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 21st, 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 4th, 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.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Country-wide closures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15/2020</td>
<td>1</td>
</tr>
<tr>
<td>3/15/2020</td>
<td>53</td>
</tr>
<tr>
<td>4/15/2020</td>
<td>190</td>
</tr>
<tr>
<td>5/15/2020</td>
<td>162</td>
</tr>
<tr>
<td>6/15/2020</td>
<td>119</td>
</tr>
</tbody>
</table>

Schools have begun to reopen in....

1. Taiwan⁴
2. Sweden²
3. Japan (Localized from 1st wk of April)
4. Cook Islands (April 2)
5. Marshall Islands (Apr 6)
6. Greenland (April 14)
7. Tonga (April 14)
8. Vanuatu (April 14-20)
9. Denmark (Primary from Apr 15)
10. Faroe Island (April 20)
11. Norway (Primary Apr 20)
12. Vietnam⁴ (April 20)
13. Madagascar (April 22)
14. China⁴ – (April 27)
15. Svalbard (April 27)
16. Germany (Last wk. of April)
17. New-Zealand (Apr end)
18. Israel⁵ (1st week of May)
19. Austria⁶ (May 4)
20. Papua New Guinea (May 5)
21. Australia (May 11)
22. France (May 11)
23. Iceland (May 11)
24. Netherlands (May 11)
25. Seychelles (May 11)
26. Switzerland (May 11)
27. South Korea (May 20)
28. Cyprus (May 21)
29. China (April 27)
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50. Iceland (May 11)
51. Netherlands (May 11)
52. Seychelles (May 11)
53. Switzerland (May 11)
54. South Korea (May 20)
55. 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.
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

<table>
<thead>
<tr>
<th>Country</th>
<th>Headline</th>
<th>Capacity and operational changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Opened schools April 15 for children to age 12</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>China has gradually reopened since March</td>
<td>Maximum class size 15 for Grades 1-4, 20 for Grades 5-7.</td>
</tr>
<tr>
<td>Norway</td>
<td>Opened April 27 for grades 1-4</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>Never fully closed, with local and temporary closures as needed</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>Reopening schools in June with phased approach starting with 7th and 12th graders</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>Phased reopening after a new wave of cases, starting with grades 1-3 then 11 and 12.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health procedures</th>
<th>Denmark</th>
<th>China</th>
<th>Norway</th>
<th>Taiwan</th>
<th>South Africa</th>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp checks</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Staggered arrival</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Handwashing guidance</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Mask requirement</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<th>Norway</th>
<th>Taiwan</th>
<th>South Africa</th>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduction in Classroom size</td>
<td>✔ 50%</td>
<td>✔ 60%</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical dividers</th>
<th>Denmark</th>
<th>China</th>
<th>Norway</th>
<th>Taiwan</th>
<th>South Africa</th>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all schools</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reduced school bus capacity</th>
<th>Denmark</th>
<th>China</th>
<th>Norway</th>
<th>Taiwan</th>
<th>South Africa</th>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased cleaning of buses</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

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**

**Step 1: Drop off**
- Students are dropped off at staggered times by their class group.

**Step 2: School time**
- Students wash their hands in newly installed outside sinks, before entering the school.
- 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**
- Students are brought to their parents outside.
- Students change clothes once they get home.
- Students wash their hands before going home with parents.
- Students rewash their hands after changing clothes.
- Parents line up outside on socially distant marks.

**Step 4: Home**
- Students wash their hands before going home with parents.
- 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.

Source: The Local "How Denmark got its children back to school so soon after lockdown"
### 2. Depending on the set of constraints faced, schools have implemented different models of reopening

<table>
<thead>
<tr>
<th>Downstream effects</th>
<th>If social distance cannot be maintained…</th>
<th>If masks are not required…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Then utilize masks and plastic dividers</td>
<td>Then, for older students, maintain social distance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If masks are not required…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then, for younger students, where social distance is less feasible, implement a “cohort-based” model</td>
</tr>
</tbody>
</table>

### Example

<table>
<thead>
<tr>
<th>Country</th>
<th>Model Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwan</td>
<td>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)</td>
</tr>
<tr>
<td>Norway</td>
<td>Limited class size for older students (max. 25 per class) so that distance can be maintained within classroom</td>
</tr>
<tr>
<td>Denmark</td>
<td>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</td>
</tr>
</tbody>
</table>

### 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.

Source: Learning Policy Institute, EdSource, tes, Spaces4learning, BBC.com
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)** had a phased school reopening over 3 groups, with:
  - Parents not allowed in the building
  - Schools closed if there is even one confirmed case

#### Initial reopening (Stage 1)

- **South Australia**
  - April
  - Full re-opening, with >70% in attendance

- **Western Australia**
  - May
  - Grades 11,12

- **Tasmania**
  - Early grades, 11,12

- **Queensland**
  - Grades K-2, 11-12

- **New South Wales**
  - June
  - Grades 1,2, 12

- **Victoria**
  - Grades 1,2, 11-12

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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

Source: Expert interviews; Victoria education website, NPR “Australia’s free childcare program”, ABC “Australian schools reopening…”, ABC AU “All WA school students ordered to return…”
3. Belgium and Israel: limited communication and changing guidelines resulted in confusion for teachers and families

**ILLUSTRATIVE REOPEN JOURNEY**

1. **School reopening announced**
   - Belgium: Schools were among the first activities to reopen
     
     Initial reopening was limited, but more grades were allowed to return within a few days

   - Israel: Education department released basic guidance (e.g., mandatory masks)
     
     Re-opening was rushed; schools were given only 2 days notice

2. **Challenges in communicating guidance**
   - Belgium: There was limited guidance nationally on health and safety guidelines, other than having fewer students in classrooms – in late May, the 4 sq meter/student rule was removed

   - Israel: 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)

3. **Challenges after schools reopen**
   - Belgium: Local authorities and schools had to decide on reopening policies
     
     60% of school directors felt “less good” or “bad” about the safety of the reopening process
     
     ~75% felt “angry or frustrated” after Flemish Minister of Education announced early on that all pupils would return to school soon

   - Israel: Rapid changes in guidelines resulted in problems with safety measures (e.g., over-capacity classes, lack of mask usage)
     
     Hundreds of cases confirmed in schools resulting in 100+ schools having to close

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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”

<table>
<thead>
<tr>
<th>Inform/ communicate</th>
<th>Develop capability</th>
<th>Offer financial and other support to families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure information and initiatives related to the system reach parents using multiple channels with frequent updates</td>
<td>Create and disseminate learning guides for parents and families on how to support students</td>
<td>Provide economic support for the most disadvantaged families (e.g., stipends)</td>
</tr>
<tr>
<td>Dedicated a page on the government website to the most frequently asked questions</td>
<td>Establish &quot;IT coaching&quot; for those in need on how to use the devices</td>
<td>Provided financial incentives through waiving school fees and giving money for books</td>
</tr>
<tr>
<td>France</td>
<td>Sent parents a kit to prepare them to supervise the education of children at home</td>
<td>Sierra Leone</td>
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<td>France</td>
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<td>Initiated a telephone hotline at national schools to answer questions from parents during normal opening hours</td>
<td>France</td>
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<td>Raise awareness and tailor school model</td>
<td>Gather feedback from stakeholders</td>
<td>Offer financial and other support to families</td>
</tr>
<tr>
<td>Increase awareness of the value of school and encourage parents and families to send students back to school once the crisis is over</td>
<td>Set up a listening unit for parents and families with support from educational psychologists, associations, etc.</td>
<td>Provide economic support for the most disadvantaged families (e.g., stipends)</td>
</tr>
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<td>Supported parents through mobile phones and shared educational information on WhatsApp and Zoom platforms</td>
<td>Offer community support, especially for essential workers (doctors, nurses, police officers, etc.)</td>
<td>Provided financial incentives through waiving school fees and giving money for books</td>
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<td></td>
</tr>
<tr>
<td>South Korea</td>
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<td>South Korea</td>
</tr>
</tbody>
</table>

Source: "A framework to guide an education response to the COVID-19 Pandemic of 2020" by OECD; press search

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

<table>
<thead>
<tr>
<th>Provide training</th>
<th>Ensure health and safety</th>
<th>Provide incentives</th>
<th>Offer mental health support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train teachers on using remote learning solutions (e.g., digital literacy and pedagogy webinars or toolkits)</td>
<td>Establish a health and safety protocol and provide the necessary equipment to teachers or teams mobilized to create content for remote learning</td>
<td>Set incentives for teachers to motivate and engage them sustainably</td>
<td>Set up a listening unit for teachers with support from educational Psychologists, Associations, etc.</td>
</tr>
</tbody>
</table>

- **UAE**: Delivered training to teachers that focused on the application of distance education strategies and the management of interactive virtual classes.
- **China**: Designed clear health and safety protocols for teachers to ensure all protective measures are in place to continue student learning.
- **Australia**: Paid extra to teachers and school staff in remote communities to stay there over the Easter holidays.
- **Lebanon**: Launched an official learning application of the Ministry of Education and Higher Education with information for teachers and other education personnel.
- **New Zealand**: Provided home internet and laptops/tablets device to teachers and students who did not have the required infrastructure to support remote learning.
- **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.

Source: Press search
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
- At one school, 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

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1. Hainan province and Shanghai are among local governments providing these
2. Chengdu No. 7 Wanda High School

Source: Press search (News.cgtn, u.ae,Rueters); expert interviews
4. Many school systems have to grapple with the lost learning challenge, due to classroom disruption earlier this year

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

$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
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

- Belgium government collected used laptops from corporate companies, and funded cleaning and redistribution to disadvantaged students
- India partnered with an ed-tech provider to offer IT training to primary teachers
- Armenia created a database of mentor teachers experienced in distance learning to assist their colleagues

In-person learning

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

- Israel integrated pedagogy university students as faculty to support the education system, operating in smaller groups
- Sierra Leone rehired recently retired teachers to increase teaching capacity
- In Denmark, schools are using outdoor spaces to meet physical distancing criteria but allow most children to come back

Source: Press search; expert interviews; UNESCO
Lessons from international examples
Beyond guidance – what’s next for States?
SEAs can consider a variety of strategies to support reopening throughout their states

<table>
<thead>
<tr>
<th>Now</th>
<th>Fall '20</th>
<th>Spring '21</th>
<th>Summer '21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Release re-opening guidance</td>
<td>2. Collaborate with LEAs on reopening plan design</td>
<td>3. Work with LEAS to determine areas in which the State could support implementation more heavily</td>
<td>4. Help LEAs continuously learn and improve upon reopening</td>
</tr>
<tr>
<td>5. Monitor health and learning outcomes and improve State support model</td>
<td>6. Form and execute strategy around longer term recovery</td>
<td></td>
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</tr>
</tbody>
</table>

**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

46 States released guidance on school reopening

4 Has indicated forthcoming guidance on school reopening

Source: State education departments; press search
2. Beyond minimum requirements in guidance, SEAs could consider providing a range of reopening planning support

<table>
<thead>
<tr>
<th>Model structure</th>
<th>Low touch</th>
<th>High touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene LEAs in a “Community of practice”</td>
<td>LEAs and schools can hear directly from each other on how state guidance is being operationalized</td>
<td>Provide a range of “toolkits” with implementation guidance</td>
</tr>
</tbody>
</table>

| 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**

<table>
<thead>
<tr>
<th>Operations</th>
<th>Facility modifications</th>
<th>Transportation</th>
<th>Dining / nutrition</th>
<th>Scheduling</th>
<th>Start-stop procedures</th>
<th>Disease transmission measures (face coverings, distancing, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td></td>
<td>Staffing coverage plan – address teacher shortages</td>
<td>Teacher and staff training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academics</td>
<td>Hybrid learning model</td>
<td></td>
<td>Catching up from learning loss</td>
<td></td>
<td></td>
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<tr>
<td>Special populations</td>
<td></td>
<td>Special populations plan</td>
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<tr>
<td>Communication and community engagement</td>
<td>Student communications</td>
<td>Family communications</td>
<td>Community communications</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prioritization assessment, Illustrative</th>
<th>Hybrid learning model</th>
<th>Staffing coverage plan – teacher shortages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criticality for LEA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How essential is it to fulfill this need for LEAs (i.e., is it critical part of a successful reopening)?</td>
<td></td>
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<tr>
<td>Have LEAs requested support for this need?</td>
<td></td>
<td></td>
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<tr>
<td>How common is this need across LEAs?</td>
<td></td>
<td></td>
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<tr>
<td><strong>State capability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the State already have the capability to address this need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Solution criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the solution benefit from scale?</td>
<td></td>
<td></td>
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<tr>
<td>Does the solution require collaboration with other state agencies (e.g., health department)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the solution require policy change?</td>
<td></td>
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</tr>
</tbody>
</table>
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**

Governor's office

Informed by Medical Advisory Board

SEA (State Education Agency)  State HHS agency

LEA (Local Education Agency)  State Public Health Officials

**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

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*

**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

**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)

Source for international examples: MAKO, Bloomberg news

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**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