Agenda

Context

Research Questions and Methodology

Themes from our research

International Case Studies

State Plans

Agenda

Context

- COVID-19 in Washington State
- Washington's guidance for reopening the economy
- OSPI taskforce on reopening WA schools

Research Questions and Methodology

Themes from our research

International Case Studies

State Plans

A Note on this Document

This document is an overview and framework for consideration only and does not include legal or regulatory advice on how to address the COVID-19 situation for an individual school or district. It also does not represent the official guidance of the State of WA or OSPI.

This situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document represents research based on discrete data from a particular point of time and is current as of May 22nd, 2020.

The findings in this document are based on research and interviews with education leaders and researchers from around the US and the world on the topic of how to safely restart schools during the COVID-19 crisis. The associated materials are proposals for consideration only.

Context for this effort

WA was one of the first states seriously affected by COVID-19 but the state has "flattened the curve" through aggressive measures including moving all K-12 schools to remote learning on March 13th

Governor Inslee has outlined a four-phase approach for reopening the state
- Individual businesses and industries will still need to craft their own approaches to re-opening

As the economy starts to reopen, the state has turned its attention to a plan for reopening schools

OSPI has convened a cross-sector taskforce to seek input and craft a plan for school reopening

To aid the taskforce, Kinetic West, supported by the WA Roundtable and Challenge Seattle, has prepared research on national and international case studies for reopening schools
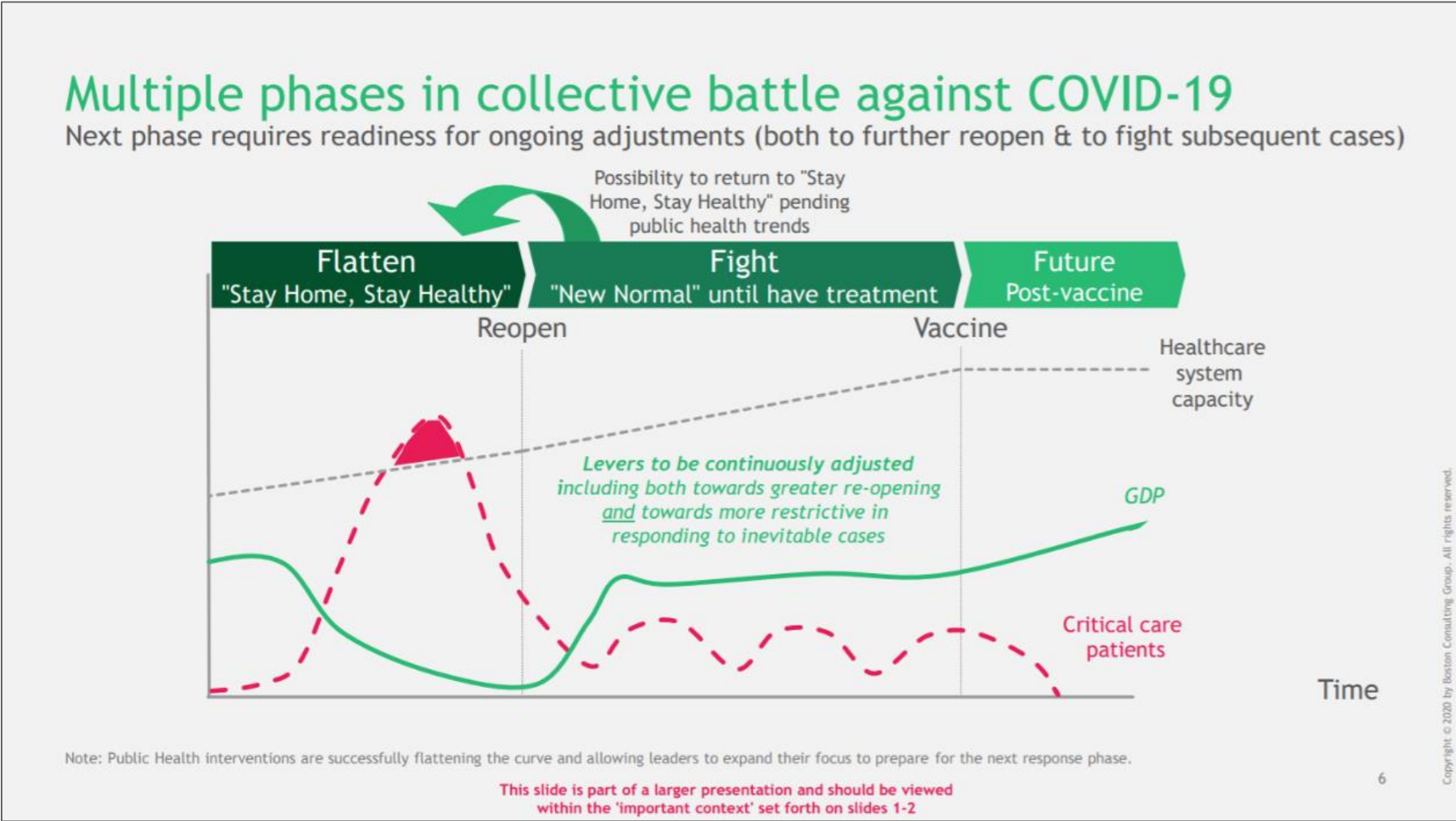- Findings are based on desk research and interviews with education leaders
- Research was conducted between May 4th – May 22nd , 2020

Source: Kinetic West analysis based on research and interviews.

Context: Aggressive response to COVID-19 helped WA flatten the curve and save lives

Case Count

Days since the first 100 cases were reported
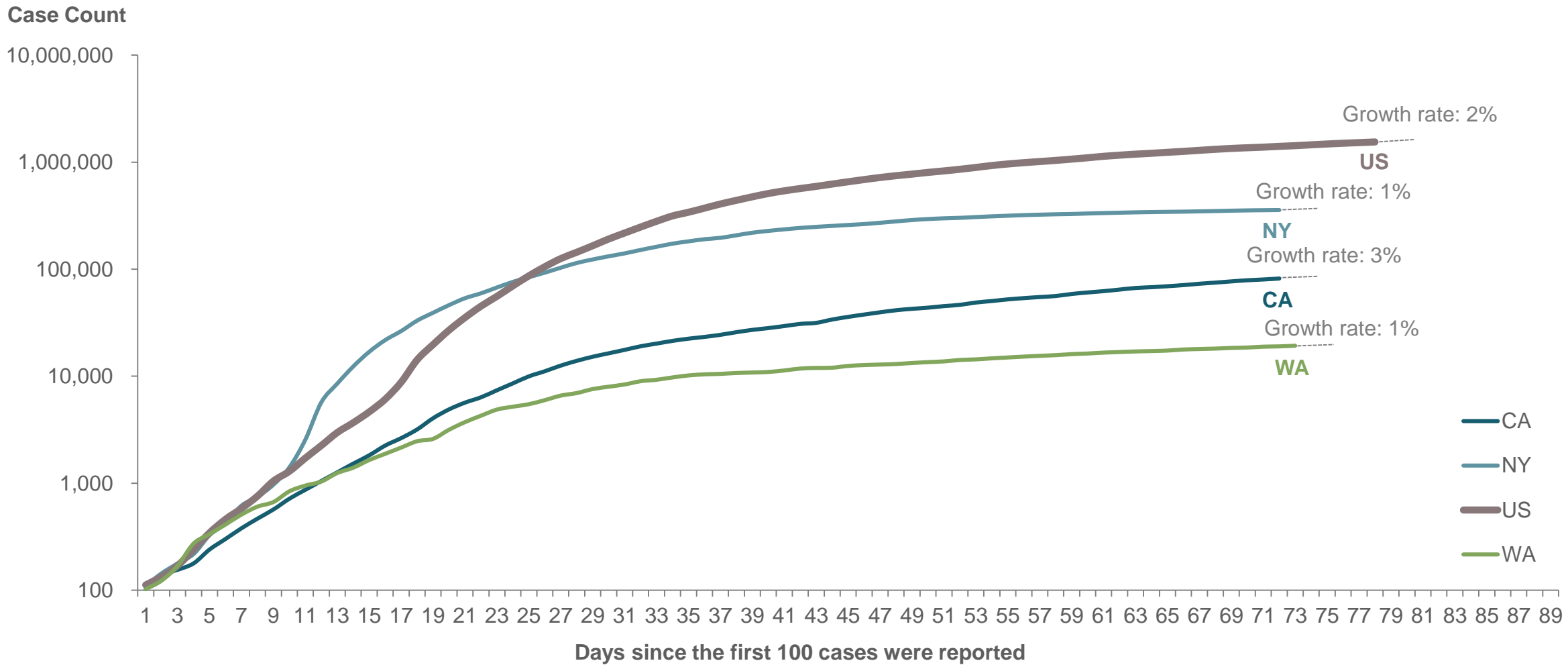
Sources: Data based on Johns Hopkins University COVID-19 dataset. [Link]

KINETIC WEST   6

Context: WA is planning for "fight" stage of COVID response

Multiple phases in collective battle against COVID-19

Next phase requires readiness for ongoing adjustments (both to further reopen & to fight subsequent cases)

Possibility to return to "Stay Home, Stay Healthy" pending public health trends

Flatten	Fight	Future
"Stay Home, Stay Healthy"	"New Normal" until have treatment	Post-vaccine

Reopen

Vaccine

Healthcare system capacity

Levers to be continuously adjusted including both towards greater re-opening and towards more restrictive in responding to inevitable cases

GDP

Critical care patients

Time

Note: Public Health interventions are successfully flattening the curve and allowing leaders to expand their focus to prepare for the next response phase.

This slide is part of a larger presentation and should be viewed within the 'important context' set forth on slides 1-2

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Context: Reopening schools conversation nested within broader conversation about reopening the state

WASHINGTON'S PHASED APPROACH
Modifying Physical Distancing Measures as we Reopen the State

INDIVIDUALS AND BUSINESSES SHOULD FOLLOW ALL REQUIREMENTS LISTED ABOVE DURING ALL PHASES

	Phase 1	Phase 2	Phase 3	Phase 4
High-Risk Populations*	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Resume public interactions, with physical distancing
Recreation	Some outdoor recreation (hunting, fishing, golf, boating, hiking)	Outdoor recreation involving 5 or fewer people outside your household (camping, beaches, etc.)	- Outdoor group rec. sports activities (50 or fewer people) - Recreational facilities at <50% capacity (gyms, public pools, etc.) - Professional sports without audience participation (horseracing, baseball, etc.)	Resume all recreational activity
Gatherings (social, spiritual)	- None - Drive-in spiritual service with one household per vehicle	Gather with no more than 5 people outside your household per week	Allow gatherings with no more than 50 people	Allow gatherings with >50 people
Travel	Essential travel and limited non-essential travel for Phase I permissible activities	Essential travel and limited non-essential travel for Phase I & II permissible activities	Resume non-essential travel	Continue non-essential travel
Business/ Employers	- Essential businesses open - Existing construction that meets agreed upon criteria - Landscaping - Auto/RV/boat/ORV sales - Retail (curb-side pick-up orders only) - Car washes - Pet walkers	- Remaining manufacturing - Additional construction phases - In-home/domestic services (nannies, housecleaning, etc.) - Retail (in-store purchases allowed with restrictions) - Real estate - Professional services/office-based businesses (telework remains strongly encouraged) - Hair and nail salons/barbers - Pet grooming - Restaurants/taverns <50% capacity table size no larger than 5 (no bar-area seating)	- Restaurants/taverns <75% capacity/ table size no larger than 10 - Bar areas in restaurant/taverns at <25% capacity - Movie theaters at <50% capacity - Customer-facing government services (telework remains strongly encouraged) - Libraries - Museums - All other business activities not yet listed except for nightclubs and events with greater than 50 people	- Nightclubs - Concert venues - Large sporting events - Resume unrestricted staffing of worksites, but continue to practice physical distancing and good hygiene

* High-risk populations are currently defined by CDC as: persons 65 years of age and older; people of all ages with underlying medical conditions (particularly not well controlled), including people with chronic lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised, people with severe obesity, people with diabetes, people with chronic kidney disease undergoing dialysis, and people with liver disease; people who live in a nursing home or long-term care facility.

Agenda

Context

Research Questions and Methodology

- Research methodology

Themes from our research

International Case Studies

State Plans

Research Process: How we gathered information

Interviews

Interviews with education researchers and leaders including representatives from US and International DOEs
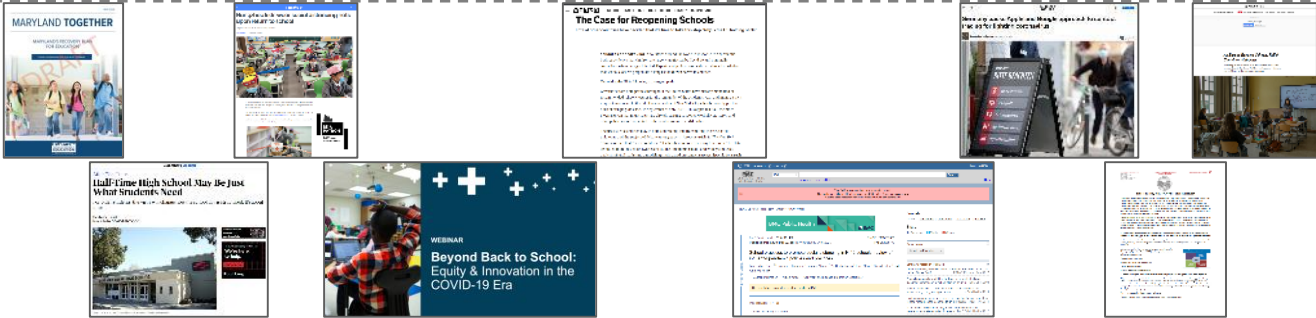

Framework Meta – Analysis

Analyzed best frameworks coming from education researchers to look for commonalities and themes

Media Scan

Closely monitored media focused on US and International plans for re-opening K-12 schools

Research Process: International Case Studies

China	
	Pop.:**1,433.8B**
Cases/100K:	6
Case Trend:	**Flat**
K-12 Status:	**Partial**

Denmark	
	Pop.:**5.8M**
Cases/100K:	193
Case Trend:	**Down**
K-12 Status:	**Partial**

Taiwan	
	Pop.:**23.6M**
Cases/100K:	2
Case Trend:	**Flat**
K-12 Status:	**Open**

Germany	
	Pop.:**83.5M**
Cases/100K:	213
Case Trend:	**Flat**
K-12 Status:	**Partial**

Italy	
	Pop.:**60.6M**
Cases/100K:	376
Case Trend:	**Down**
K-12 Status:	**Closed**

Japan	
	Pop.:**126.9M**
Cases/100K:	14
Case Trend:	**Down**
K-12 Status:	**Open**

S. Korea	
	Pop.:**51.2M**
Cases/100K:	22
Case Trend:	**Flat**
K-12 Status:	**Partial**

	Pop.:**127.6M**
Cases/100K:	45
Case Trend:	**Up**
K-12 Status:	**Closed**

Norway	
	Pop.:**5.4M**
Cases/100K:	156
Case Trend:	**Flat**
K-12 Status:	**Open**

Singapore	
	Pop.:**5.8M**
Cases/100K:	529
Case Trend:	**Flat**
K-12 Status:	**Closed**

	Pop.:**46.7M**
Cases/100K:	498
Case Trend:	**Flat**
K-12 Status:	**Closed**

Sweden	
	Pop.:**10.0M**
Cases/100K:	310
Case Trend:	**Flat**
K-12 Status:	**Open**

International case studies focused on **current practices** and plans for restarting school.
Information gathered via desk research and interviews

Source: COVID-19 cases updated 5/21 via NYTimes Data

Research Process: State Planning Processes

Washington		
		Pop.:**7.6M**
Cases/100K:		**265**
Case Trend:		**Down**
K-12 Status:		**Closed**

California		
		Pop.:**39.5M**
Cases/100K:		**218**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Colorado		
		Pop.:**5.8M**
Cases/100K:		**395**
Case Trend:		**Down**
K-12 Status:		**Closed**

No. Dakota		
		Pop.:**5.8M**
Cases/100K:		**344**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Arizona		
		Pop.:**7.3M**
Cases/100K:		**205**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Florida		
		Pop.:**21.5M**
Cases/100K:		**221**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Georgia		
		Pop.:**10.6M**
Cases/100K:		**359**
Case Trend:		**Down**
K-12 Status:		**Closed**

Kansas		
		Pop.:**2.9M**
Cases/100K:		**297**
Case Trend:		**Down**
K-12 Status:		**Closed**

Nebraska		
		Pop.:**2.9M**
Cases/100K:		**575**
Case Trend:		**Down**
K-12 Status:		**Closed**

Montana		
		Pop.:**1.1M**
Cases/100K:		**45**
Case Trend:		**Flat**
K-12 Status:		**Partial**

New York		
		Pop.:**19.4M**
Cases/100K:		**1,847**
Case Trend:		**Down**
K-12 Status:		**Closed**

Oregon		
		Pop.:**4.2M**
Cases/100K:		**90**
Case Trend:		**Down**
K-12 Status:		**Closed**

Louisiana		
		Pop.:**4.6M**
Cases/100K:		**762**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Texas		
		Pop.:**29.0M**
Cases/100K:		**180**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Maryland		
		Pop.:**6.0M**
Cases/100K:		**702**
Case Trend:		**Flat**
K-12 Status:		**Closed**

Missouri		
		Pop.:**6.1M**
Cases/100K:		**402**
Case Trend:		**Down**
K-12 Status:		**Closed**

BC (CA)		
		Pop.:**5.1M**
Cases/100K:		**51**
Case Trend:		**Down**
K-12 Status:		**Closed**

States research focused on **future plans** for restarting school.
Information gathered via desk research, interviews, and reviews of existing plans

Source: COVID-19 cases updated 5/21 via NYTimes Data

Three major questions education leaders are asking

WHEN TO OPEN

01

- What are the key public health indicators of readiness to reopen?
- How can our reopening plan best account for geographic variation in threat level?

WHO TO SERVE FIRST

02

- How do we reopen in an equitable way?
- Which grade levels should we serve first?
- Which demographic groups or student needs should be prioritized?

HOW TO OPEN

03

- How are we maximizing student learning in this environment?
- How do we ensure health and safety of students, families, teachers and other personnel?
- How do we support our students' SEL needs as well as their families and our communities?
- What are the operational considerations of the reopening process?

There is not "one best" way to reopen schools. Countries who have reopened have used a range of strategies customized to the local public health, policy, political, and regional context.

Agenda

Context

Research Questions and Methodology

Themes from our research

- Overarching themes
- Detailed themes – When, Who, How

International Case Studies

State Plans

Context: Status of International and Domestic Efforts to Reopen Schools

Though the COVID-19 pandemic is a global phenomenon affecting students all across the world, the outbreak heavily impacted parts of Asia, Europe, and North America first

Internationally, there has been more progress on reopening and greater variance in approach
- Desk research, interviews and case studies are providing detailed accounts of plans and actions
- Countries are carefully balancing health concerns and learning loss with economic consequences and using public health indicators to determine when and how quickly to reopen schools
- Reopening decisions typically based on declining COVID-19 rates for a period of time; some countries reopened and closed again (Singapore), other have experienced delays (South Korea)

Nearly all of North America is closed for the Spring and in planning mode for the summer/fall
- Phased reopening plans are underway at the federal and state levels
- Most states have set up a taskforce (similar to OSPI's) and a number of think tanks, associations, and advocacy organizations are offering frameworks for reopening
- CDC guidance for schools is now out and state plans for re-opening schools are beginning to emerge providing insights into state approaches
- School leaders face diverse challenges that are pushing their capacity on coordination (health and safety), management (communications) and innovation (teaching and learning)

Most countries and states are approaching reopening regionally given variability of case-density and local-control governance

Themes from our findings (1 of 2)

When to Open

No "perfect answer" given balance of overlapping health risks, economic risks, and learning loss
- International community in stages of reopening cite learning loss and economic risks (Israel, Denmark)
- In some countries, timing has been dynamic based on case spikes after or near reopening (Singapore, S. Korea)
- Almost all are allowing for regional variability given local governance and case density
- Some states considering summer in-person reopening to combat learning loss and trial approaches (OR., TX.)

Who to Serve First

Country decisions on who to serve first appear to be based on values of country and educational system
- Nearly all countries that have reopened are taking a phased approach
- Many starting with secondary grades given high-stakes exams (e.g., Germany, Hungary, China)
- Some are serving primary grades given lack of efficacy of distance learning and need to relieve parents from childcare (e.g., Denmark, Norway, France, Poland)
- Some consideration of prioritizing specific population of students disproportionately impacted by school closure (e.g. students with disabilities students in Israel, discussions in US about prioritizing based on equity considerations)

How: Health/Safety

Education leaders faced with a coordination challenge to ensure health and safety of students and staff
- Internationally, health/safety response has been robust and often led by federal health authority (e.g. South Korea, Japan, China, EU) including state purchases of PPE and mandating temperature checks, etc.
- In US, SEAs working to coordinate with Health authorities to prevent ineffective/inefficient duplication of efforts
- Health/Safety tactics are relatively clear (e.g. social distancing, decontamination, monitoring) but execution will take unprecedented communication needs (with families, students, and school and community-based health leaders) and changes to school structure (master schedule, class size/location, etc.)

Source: Kinetic West analysis based on research and interviews.

Themes from our findings (2 of 2)

How: Learning

COVID crisis necessitating <u>innovative approaches</u> to teaching and learning
- Student, staff, and community health concerns are forcing differentiation of staffing models (e.g. small classes, hybrid-learning and teaching for vulnerable populations, reassigning teachers to different subjects)
- Availability of technology and connectivity enables/limits hybrid approach; international leaders ahead of the curve (South Korea) as states scramble to either mandate district support (Louisiana) or plug gaps (GA, TX)
- Some states using COVID as "opportunity" to accelerate school model reform (e.g. year-round school, competency-based standards, student-driven progression, alternative schedule for HS students)
- Some states proactively prioritizing standards, competencies, and activities in anticipation of disruption

How: Whole Child

Acknowledgement that whole child approach is critical; <u>specific plans are still emerging</u>
- Most state plans acknowledge more needs to be done; challenge is likely to fall on teachers
- Some states providing enhanced training and professional development (Georgia)
- States considering large-scale social-emotional/mental health screening for staff and students (e.g., GA., MD.)

How: Operations

States working to <u>find their lane</u> balancing local control and role of Governor's office and health authorities
- Most released state plans biasing for "recommendations" over mandates
- Acknowledgement that many districts are asking for more guidance, but SEAs limited in ability to mandate
- SEAs are exploring opportunities to flex into greater leadership in procurement of technology tools (e.g. CO., LA., TX., BC) and PPE (OR.)
- Building ongoing systems of management to address dynamic nature during the year

Source: Kinetic West analysis based on research and interviews.

When to open: International

- More than 190 countries have closed schools affecting 90% of the world's student population (1.57 billion students). As of May 13th, 100 had not yet announced a date to reopen, 65 had plans to do so and 32 had indicated they will remain closed through the end of the academic year (UNESCO).

- Those reopening cite learning loss and economic consequences as primary reasons to reopen quickly (e.g., Israel, Denmark). Countries also weighing public health impacts, but World Health Organization guidance states that, "the role of children in transmission remains unclear" (WHO).

- Reopening decisions often vary by region within a country based on the current level of threat posed by the virus in that area (e.g., China, Germany, Australia). In Singapore, schools reopened only to close again a month later following an increase in cases. South Korea has delayed open 5-times due to case spikes.

- There is no "magic number." Reopening decisions are tied first and foremost to public health conditions, but there is no consensus on which case level/transmission rate indicates readiness to reopen.

- As Germany reopens schools, officials are closely monitoring the basic reproduction number to understand impacts on public health system capacity

Global monitoring of school closures caused by COVID-19

● Localized   ● Country-wide   ● Open
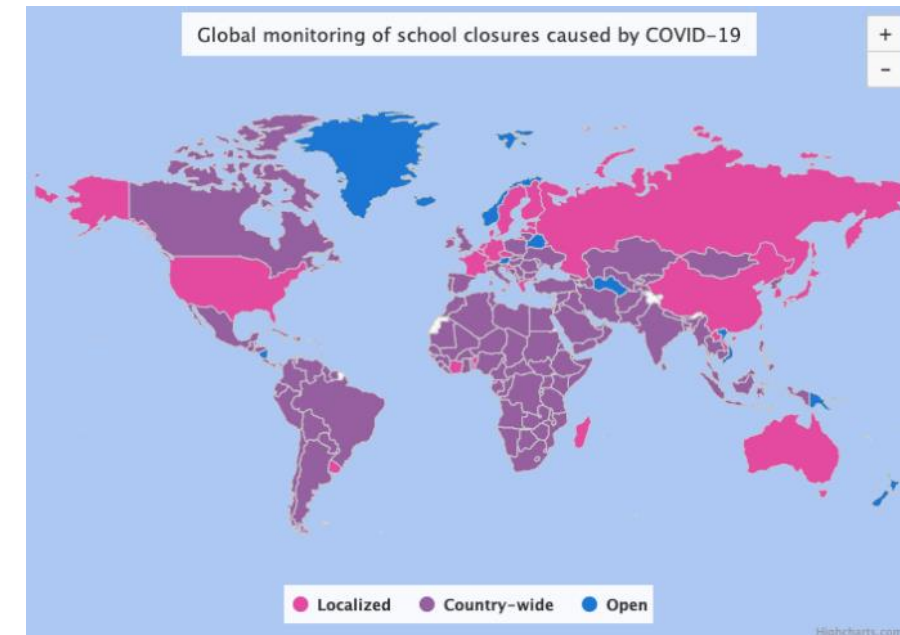
Source: UNESCO. *COVID-19 Impact on Education* (accessed May 22). [LINK]

Source: Kinetic West analysis based on research and interviews.

When to open: States
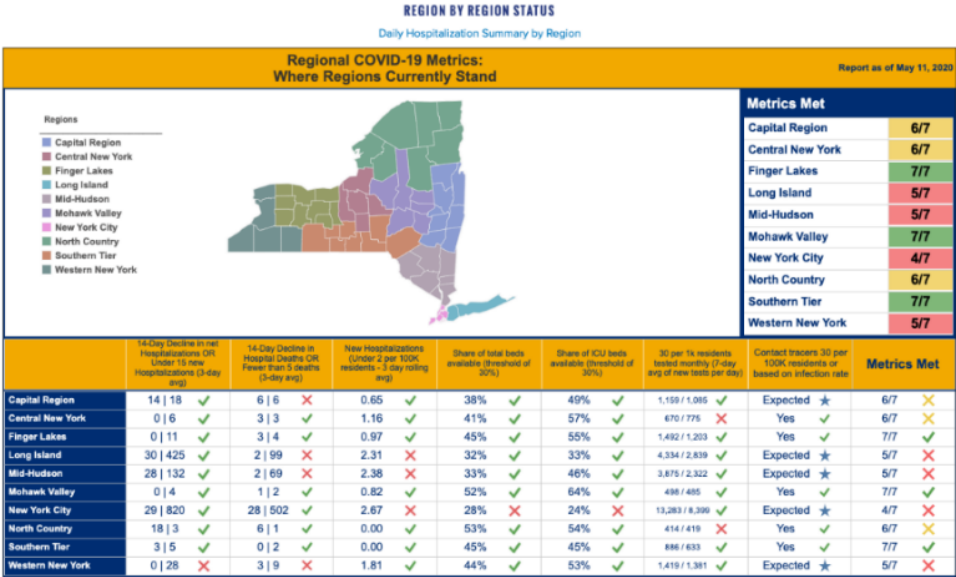
Source: NY State Regional Monitoring Dashboard (accessed May 11). [Link]

> *"You don't make the timeline. The virus makes the timeline."*
> Anthony Fauci – Director of National Institute of Allergy and Infectious Diseases

May 15 CDC guidance provides education leaders with a baseline framework to aid re-opening decisions (CDC)

In a recent survey, 60% of state education leaders reported that they plan to let districts determine their reopening schedules (Excel in Ed)

- Most states are providing several sample scheduling options (Maryland plan outlines five scheduling options: one-day rotation, two-day rotation, A/B week, elementary/secondary split, grade band phase in)

- British Columbia offers Province-wide five stage, grade-band "ramp-in" with clear density targets and equity considerations (BC Ministry of Education)

Understanding the threat can change rapidly and vary from region to region, leaders are taking a nuanced approach

- Less-impacted rural states, districts and schools are reopening first (e.g., MT (May 7), WY, MD (May 18), and NE (June 1))

- New York State monitors seven public health indicators across ten regions. If a region meets all seven indicators, they can proceed to phased reopening. Schools are included in the fourth and final reopening phase

Source: Kinetic West analysis based on research and interviews. Fauci quote from CNN reporting [Link]

Who to serve first: International

While some countries never fully-closed (e.g., Taiwan, Sweden), most did. To maintain physical distancing, not all students can return at once leaving leaders with question of who should come back to school buildings first

Most countries are taking a **phased approach to reopening**, but vary in who they serve first

- Some are serving primary grades first with the understanding that distance learning is less-effective at that age (e.g., Denmark, Norway, France, Poland)
- Others chose to start with secondary grades because they face high stakes college entrance exams (e.g., Germany, Hungary, China)
- A small number are initially serving a specific population of students disproportionately impacted by school closure (e.g. students with disabilities students in Israel)

Many countries are making on-site school attendance voluntary when they return (e.g. Norway, Denmark)

*"The decision to return to school in the countries studied [by LPI] was generally made when **local infection rates had slowed significantly and other parts of the economy were being reopened**. In some cases the decision to reopen schools was **informed by multiple stakeholders**. In Denmark, for example, the Ministry of Education made the choice to reopen in consultation with teacher and student unions. In South Korea, the Ministry surveyed families and teachers to solicit input about reopening schools."*

Learning Policy Institute brief

Source: Learning Policy Institute (May 2020). *Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries.* [LINK]

Who to serve first: States

Equity considerations loom large in considering who to serve (Education Trust, Collaborative for Student Growth)

- Communities of color experiencing disproportionate impact of pandemic both from a public health perspective (CDC, The Atlantic) and from an economic perspective (Center for American Progress, Pew)
- Students with special needs have also faced challenges learning during stay-at-home orders (NY Times)
- Many low-income communities lack technology/internet access and require additional support (Guardian)

Diagnosis of academic, social-emotional and mental health needs will be critical. States planning approaches to assess and address "unfinished learning gaps" and support students with diverse needs (Louisiana state plan)

Educators are thinking about who benefits most from in-person instruction (e.g. ELL students)

- In guidance for summer school, Texas made recommendations on which students to prioritize for on-campus support
- Assessment should be based on actual student learning and not just demographic group (e.g. BC)

Students from, "families who are renting their housing, working in low-pay fields that are hardest hit by the economic impacts, and experiencing higher rates of food insecurity, family instability, and other shocks from this disruption" are suffering disproportionate consequences

Collaborative for Student Growth

Source: Kinetic West analysis based on research and interviews.

How to Open: Sub-Category Groupings

01

LEARNING

- Staff and learning time
- Curriculum and instruction
- Professional learning
- Student learning (includes use of technology for learning)
- Grading and assessments

02

WHOLE CHILD

- Social-emotional learning
- Mental health supports
- Family and community engagement

03

HEALTH AND SAFETY

- Cleaning and sanitizing physical environments
- Personal protective equipment (PPE)
- Temperature checks
- Other precautions to protect physical well being of students, families, educators and staff

04

OPERATIONS

- Governance
- Coordination
- Transportation and logistics
- Food and nutrition
- Procurement (e.g., technology, PPE)
- Finance

Note: Categories shaped to approximate OSPI planning efforts.

KINETIC WEST

Learning: International Practices

Danish Prime Minister speaks with students at reopening of Lykkebo School, Copenhagen. April 15. Source: The 74 [Link]

"There are not enough classrooms to allow all 1,000 students to come to class and still keep six feet apart, which means at most a third can be in school at any one time. Teachers often shuttle between classrooms, teaching two groups at once"

NY Times on high school reopening in on Neustrelitz, Germany [Link]

Staggered schedules to limit numbers in the building at any one time – e.g., one day/week for a quarter of students in each grade (Australia); attend on alternating days (Netherlands)

Capped class sizes to enable distancing within classrooms (multiple countries)

Continued use of online learning for students who are not among the first to return to school and blended learning to create space in school buildings (Denmark, Sweden, Quebec, France)

Use of public broadcasting to provide daily video lessons, especially to young students (South Korea, Mexico, Syria)

Prioritizing curriculum to go deeper on fewer topics; "less is more" (Education researcher)

Source: Kinetic West analysis based on research and interviews.

Learning: Staff and Learning Time

COVID-19 is presenting a "school personnel crisis" (AEI)

- 18% of teachers, 27% of all principals are over age 65

States acknowledge that some teachers and students will need to stay home given vulnerability due to age or underlying health issues

- Some countries proactively planning for over age 60 and vulnerable populations (Denmark)

- Talk of surveying personnel to gauge fall staffing capacity

- Concern that older populations may have more trouble coming up to speed on technology required to teach remotely

- Team teaching may be used to address the simultaneous need for in-person and remote learning

- Concern that certain staff roles, like bus drivers and food service, which may skew closer to retirement, may not have incentive to return

States also expressed staffing concerns related to anticipated budget cuts

> *"Schools should consider measures such as providing early retirement incentives and creating new roles for teachers and principals who are forced to remain at home due to their risk. Additional policies will be needed to give schools access to teachers who can backfill these positions."*
>
> AEI By John P. Bailey and Jessica Schurz

> *"You can have schools clean, but if you don't have bus drivers?"*
>
> Dr. Garry McGiboney,
> Georgia Department of Education

Source: Kinetic West analysis based on research and interviews.

Learning: Staffing and Learning Time

Survey of state education leaders conducted in early May finds that almost all are planning some kind of **staggered attendance and hybrid learning model**.

Leaders are also considering **teacher looping, cohort-based schedules and proficiency-based groupings**

Which of the following are you considering requiring or promoting?

(Select all that apply; n=35)

Category	Value
Hybrid Model (Asynchronous Learning)	28
Flex-Grades (Elementary)	8
Teacher Looping (Elementary & Middle)	12
Staggered Attendance Schedules	29
Cohort-Based Schedules (Middle & High)	13
Proficiency-Based Groupings (Reading & Math)	13
Optional Repeat of Grades or Courses	8
Other	4
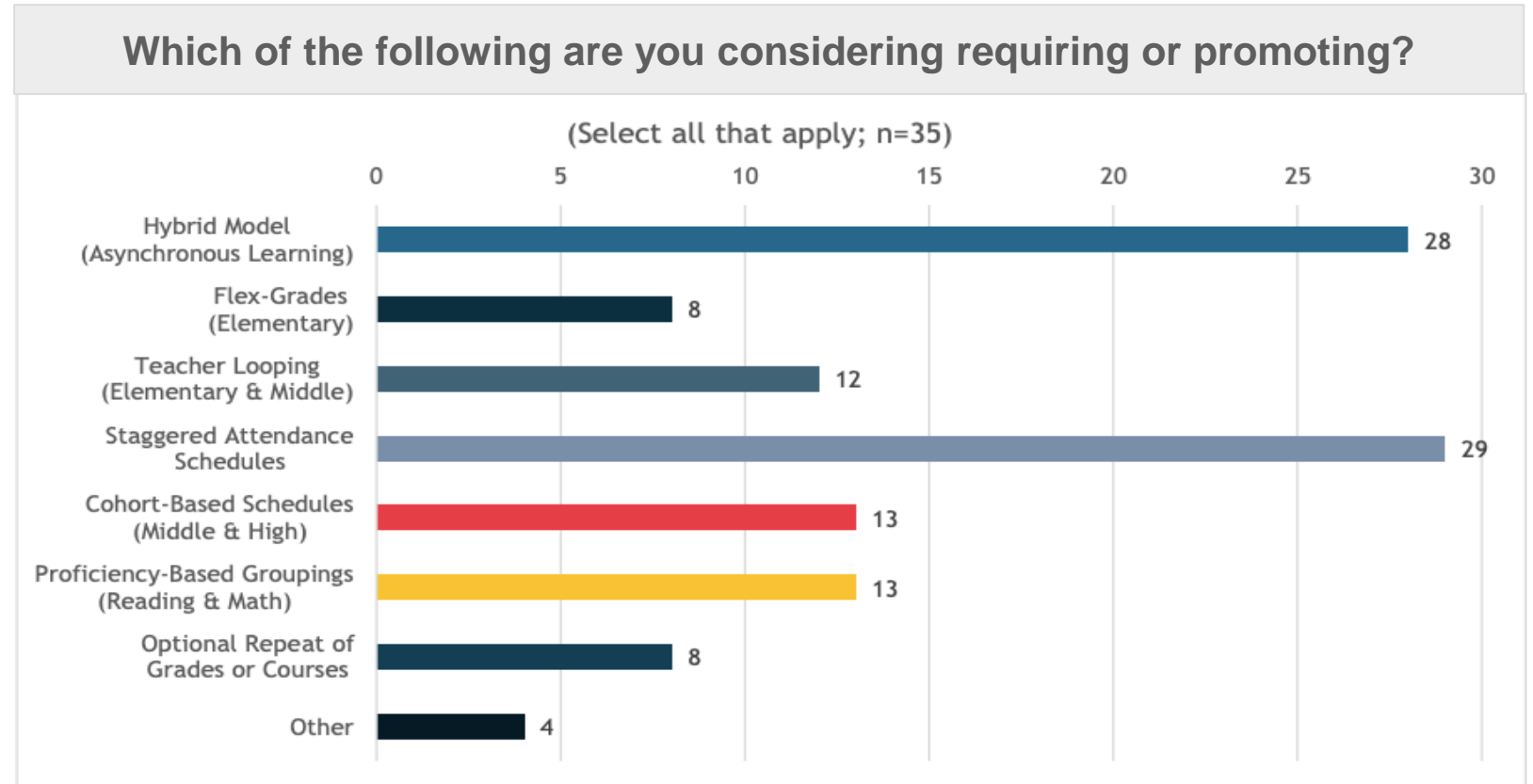
Learning: Staff and Learning Time

Some states are recommending starting early and building in more intersessional breaks to make up for learning loss and plan for pandemic-related disruption

- Texas has strong resources on intersessional calendars

An intersessional calendar provides flexibility & addresses learning loss

An **Intersessional Calendar** includes longer breaks dispersed throughout the year that provide flexibility

What the change could look like:
- Earlier start date, long Winter Break and longer other breaks, and a later end date
- Built in remote learning time and staggered in-person attendance
- Recommended six weeks of intersessional breaks in addition to regular calendar that can be used for:
  - Remediation, acceleration, or enrichment
  - Breaks required due to resurgence of COVID-19
  - Bad weather make up days

TEA

All states had broad waivers for instructional hours in the spring, but now are debating what type of flexibility is needed by schools to manage a hybrid model, but still ensure learning

"All ESOL, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts, Physical Education and Health teachers would be included in the rotations to reduce the student teacher ratios.

One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue."

Suggested approach from Maryland plan

Source: Kinetic West analysis based on research and interviews. Adjusting 2020-21 School Calendars PPT, Texas Education Agency. [Link]

KINETIC WEST   26

Learning: Technology

Technology will either enable or limit states' ability to accommodate hybrid learning

- Louisiana has demanded that LEAs provide 1:1 devices and ensure connectivity but acknowledge districts aren't close to meeting that standard; working to support through bulk purchasing support and encouraging use of CARES Act funding
- Several states are tackling internet connectivity through public/private partnerships
  - Operation Connectivity (Texas)
  - WiFi Hot Spot buses (Georgia)
- Proliferation of different systems are driving up costs and limiting centralized accountability; some states are looking to consolidate technology by making recommendations on platforms/tools or providing free versions themselves
  - Building LMS (Texas)
  - Looking at providing digital curriculum at low cost (Colorado)
  - Made Zoom license available to districts (BC)
- Countries with strong connectivity infrastructure (British Columbia) and culture around using technology (South Korea) have reduced barriers in adapting to remote learning

States are recommending that districts revisit their remote learning platforms over the summer since most initially expanded contracts with whoever they were currently working with

STUDENT WIFI BUSES

Source: Granite Schools [Link]

Source: Brookings [Link]

Source: Kinetic West analysis based on research and interviews.

Learning: Curriculum, Instruction, Assessment

Some states and LEAs are reorganizing state standards around competencies

- Kansas is doing so by age bands, designating essential and extended, in areas of STEAM and humanities

States are identifying how to provide diagnostic assessments before the formal start of next school year, so that educators can use the data to target student plans

- Texas launched an end-of-year assessment that is optional for parents and is internally developing a fall assessment aligned to state standards

Optional End-of-Year Assessments

Source: TEA Website [Link]

Whole Child: SEL/Mental Health

Multiple states and education experts acknowledge that more needs to be done around addressing mental health and SEL needs in their state plans

- "This is a huge issue that has mostly fallen to teachers."

States are trying to step-up and add training and resources in mental health and SEL that they did not provide previously

- Considering developing a broad mental health plan with CARES Act funding (TX)
- Providing webinar trainings with mental health and SEL experts (Georgia)
- Allowing districts to access support from TA provider, Safer Schools Together (BC)

Considering how to assess student well-being in classrooms and recommend ensuring some level of tier-1 intervention

- Plans to help teach **social emotional learning strategies** to help students readjust to changes in their environment upon re-entry (Maryland)

Limited details on if/how academic and SEL strategies are evolving amidst reopening in the international context

Districts should, "mandate school-level outreach to at-risk students (those with previously identified mental health issues)"

Nebraska guidance
(via Opportunity Labs)

Source: Learning Policy Institute (May 2020). *Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries.* [LINK]

Source: Kinetic West analysis based on research and interviews.

Whole Child: Stakeholder Engagement

Stakeholder engagement in planning processes varies, but most acknowledge engagement is critical to ensuring the plan addresses community needs and critical stakeholders "buy-in" to the resulting plan
- Some states have prioritized district and teacher engagement in their planning (Kansas and Georgia)
- Georgia has 6 working groups and the majority of each is made up of local-level educators
- Engaging culturally-specific orgs and community-based orgs is critical to ensuring that those most impacted by the pandemic are building the plan to reopen (Oregon)
- Student voice is built into some state plans (Kansas and Oregon)

Communicating planning processes is critical for transparency and building buy-in, and states have used a range of tactics
- Regular calls from particular leaders (e.g. SEA lead going over latest guidance with superintendents (Texas), state nurse conducting weekly calls with all school nurses (Colorado))
- Live streaming meetings (South Carolina)

KS Dept of Education @ksdehq · May 12

The board is now hearing from representatives of the Senior Leader initiative. Sixty-four hs seniors from across KS were selected by their districts' to discuss ways to support members of their fellow Class of 2020.

💬   🔁   ♡ 14   ⬆️

Source: Kansas Department of Education [Link]

Health/Safety: International (1 of 4)

Many countries focusing on two components of social distancing:

- Distance between individuals
- Reducing the number of face-to-face contacts each individual has

Physical distancing practices including lining up outside of school in the morning, desks spread apart (Denmark), use of plastic partitions (Taiwan), hallways organized for one-way traffic (Germany), and use of outdoor space (Scotland)

Self-contained student groupings to minimize contact (Denmark)

In secondary, **teachers rotate rather than students** who remain in homeroom classroom (except lab sciences) (Denmark)

Student welcoming ceremony, Yokohama, Japan. April 6. Source: CNN [Link]

Source: Kinetic West analysis based on research and interviews.

Health/Safety: International (2 of 4)

Increased **cleaning protocols** and **frequent handwashing** (multiple countries)

Use of masks for teachers and/or students (multiple countries)

Open windows (Germany) or no use of air circulation systems (China)

Restricting building access to essential staff only – curbside drop off and no parents or volunteers (multiple countries)

Elementary students in protective gear, La Grand-Croix, France. May 12.
Source: ABC News [Link]

Healthy/Safety: International (3 of 4)

Students wear homemade "one meter hats" at school checkpoint in Yangzheng Primary School in Hangzhou, China. Apr 26. Source: Sixth Tone via Twitter. [Link]

Frequent testing and health screening to identify sick students and teachers – temperature checks upon school entry (China, Japan) or use of monitoring bracelets (China – pilot stage)

Strict quarantine protocols for students/staff exhibiting symptoms

Use of tracking app to understand student risk level. Students must show that they are "green" before being admitted to school (China, South Korea)

Monitoring public health data in partnership with local public health officials

Healthy/Safety: International (4 of 4)

A teacher taking temperature of children at the entrance during its reopening in Brussels, Belgium. May 15. Source: Reuters [Link]

"To have a successful reopening, you need to convince all of the stakeholders it's going to be safe. Don't overestimate the level of confidence that people have (staff and families). Let them come to you rather than force them to return.

Greg Smith, Head of School in Shenzhen China

Communicating new health and safety protocols to students, families, and staff important to ease fears of returning

- In Korea, students participated in online classes in hygiene, health and safety one week before school
- In China, families were first given video and instructions on health and safety and had to sign off that they were comfortable returning to school. The school staggered start days one grade level at a time, did 90-minute training on safety first day back, and next day came back for full day of school
- Using visuals (video and images) was identified by interviewees as being very important to show students and families what to expect. Sample welcome back video.

Required staff demonstration of health and safety protocols in action signed off on by public health officials (China)

Health/Safety: States

Guidance looking similar on maintaining social distancing and cleaning protocols for classrooms, cafeterias, and transportation

- Public health guidelines are the "must do" floor, but the "how" is where there is a lot of flexibility
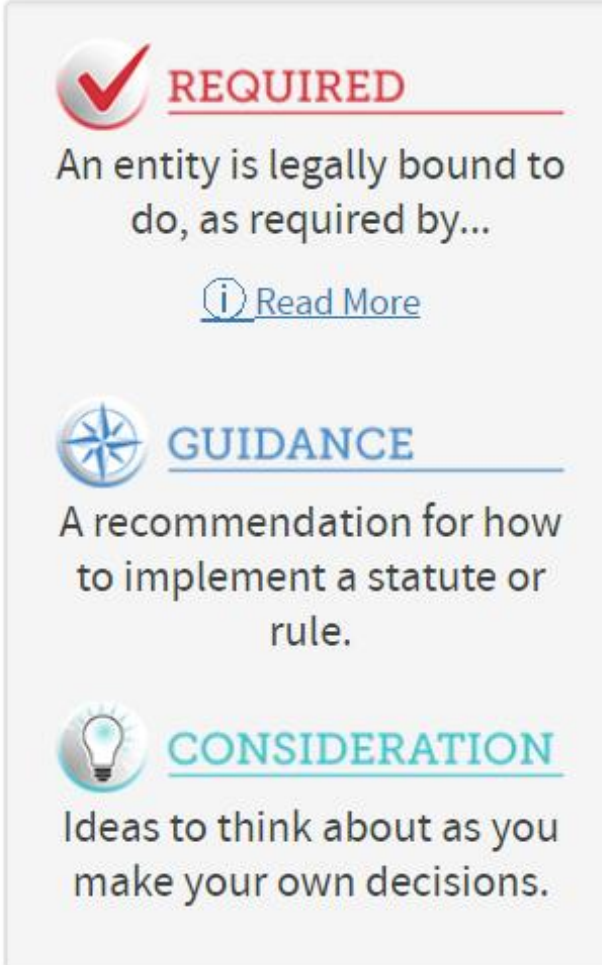
Guidance needs to make clear which health and safety guidelines are required and which are recommended

- Colorado is an example of a state that uses symbols/colors to code guidance

Few states are making masks mandatory for students citing PPE supply chains

Generally states are asking districts to assess their supply chains, but sometimes they are providing support

- Some states are clear that districts need to access supplies on their own (e.g., MT) and that coordination with public health officials should happen at the local level (e.g., ND)
- Oregon Dept. of Ed. was able to get their state's emergency center to do some procurement in the spring when their school meal sites ran low on necessary supplies. In addition, their state penitentiary system is making PPE

Source: Legend for guidance provided in Colorado Department of Education plan [Link]

Source: Kinetic West analysis based on research and interviews.

Operations: Monitoring and Coordination

Until there is a vaccine, the situation will remain fluid so leaders must have plans in place for multiple scenarios. Illustrative scenarios (CDC, Education First):

- No/low community spread – proceed with phasing in of additional grade levels and student groups

- Mild/moderate spread – maintain steady state operations with health and safety precautions in place (some grade levels in school, limited class sizes, enhanced hygiene, physical distancing, etc.)

- Severe spread – Close schools and resume distance learning instruction with accommodations as appropriate (e.g., students with disabilities, high risk students and families)

Countries have adjusted guidelines over time based on reality in schools
- For example, initial guidelines in Korea required maintaining 2 meters of space at all times; feedback from educators was that there was no way they could open schools
- Went back and revised to requiring as much as space as possible, with minimum of 1 meter

A schoolchild and teacher wear face masks in a primary school classroom in Brussels, Belgium, May 15. Source: Reuters [Link]

Source: Kinetic West analysis based on research and interviews.

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Operations: Governance

As case loads decline and states move further out of public health crisis modes, there is a tension between the role that state education agencies play vis-à-vis state health agencies

- Colorado and Oregon leading the way on relationship between SEA and DOH (clear lanes, etc.)
- Need for new coordinating structures at school districts
- States plans differ in their orientation towards public health (CO.) vs. teaching and learning (TX)

During the pandemic, many state agencies are being asked to shift beyond their traditional regulatory role to providing more recommendations and resources to their LEAs (Texas)

Based on our analysis, states are increasingly comfortable with defining health and safety measures, but are struggling with issues related to accountability, including policy decisions on attendance, instructional time requirements, grading policies, and assessment

"Some states are trying to make decisions that should be made by schools/districts"

"It's so easy for task forces to get into the weeds, keep them at the right level. Don't create guidance for when students forget masks. Set principles."

CCSSO interview

Takeaways for the reopening school's taskforce (Systems)

1 **COVID-planning is an opportunity to reinforce WA's educational values**
- Ground decision-making in vision to ensure equity, increase student learning, and close opportunity gaps

2 **WA can be national leader in providing equitable opportunity to students furthest from educational justice**
- Concrete actions to prioritize support for those disproportionately affected absent from many state plans

3 **Health and Safety is a paramount concern but it's not a burden OSPI and districts should bear alone**
- Governor's office, DOH, County Health officials must be critical partners in providing Public Health requirements and guidance

4 **Now is the time for our statewide "moonshot" on technology in education**
- We can work with the public and private sector on a universal device and connectivity strategy

Takeaways for the reopening school's taskforce (Schools)

5 **School in the fall will be dynamic; we must build systems to prioritize student learning and safety**

- We can't know today the impact of the virus in the Fall
- We can plan for the unplanned and build resiliency by starting early and preparing for continuous learning
- We must proactively prioritize the activities (e.g. learning standards, diagnostics, assessments, college and career-readiness planning, etc.) that are most critical for student success

6 **COVID has forced us all to think differently about education; that is an opportunity**

- Give districts the opportunity to innovate with school calendar, master schedule, and teaching and learning
- We must think differently about how we use staff to meet the academic, social emotional and safety needs of students

7 **Schools have engaged parents on their students' learning more than ever before; let's not lose that**

- While we know communities need to get back to work, we have the opportunity to strengthen and maintain the school and family connection

Agenda

Context

Research Questions and Methodology

Themes from our research

International Case Studies

- Country-specific deep-dives

State Plans

Case Study Overview - International

Country	COVID-19 (Cases / Per 100K)	Trend	Current School Status	Research Coverage Detailed Desk	Interviews
China	6	Flat	**Partial –** Secondary grades initially	X	X
Japan	14	Down	**Open –** Local discretion	X	
Singapore	529	Flat	**Closed –** Closed post-first reopening	X	
South Korea	22	Flat	**Open**	X	X
Denmark	193	Down	**Partial –** Primary grades initially	X	
Germany	213	Flat	**Partial –** Secondary grades initially	X	
Italy	376	Down	**Closed –** Until fall (or longer)	X	
Norway	156	Flat	**Open**	X	
Spain	498	Flat	**Closed –** Until fall (or longer)	X	
Sweden	310	Flat	**Open**	X	
Mexico	45	Up	**Closed –** Some could open June 1	X	X
Taiwan	2	Flat	**Open**	X	
WA State	265				

Source: Kinetic West analysis based on research and interviews. BCG and McKinsey Case Studies. COVID-19 cases updated 5/21 via NYTimes Data

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Case Study: Denmark

	Population	COVID-19 (Cases / Per 100K)	Case Trend	Current School Status
	5.8 million	193	↓	Partial

Approach to Reopening

When to reopen

- First country in Europe to reopen schools
- On April 6, Danish Ministry of Education provided guidelines for school reopening. Decision made in partnership with teacher and student unions
- In-person attendance is optional this school year (80-90% of primary students returned by week two)

Who (sequence)

- Primary grades (K-5) returned first on April 15 with older children returned on May 11th
- Schools also reopened for students with special needs across grade levels (if local councils considered it safe)

How to reopen

Health and Safety
- Hand washing every two hours
- Lunch at desks
- Strict sanitizing protocols with cleaner provided by government
- Masks are NOT required for staff or students
- Students with at-risk family members continue remote learning
- Parents not allowed inside school
- Buses used at half capacity

Time and Space
- Class size reduced to accommodate 6-feet separation, typically 10 students per-class
- Classes split into 2-3 groups
- Staggered arrival times
- Students kept within teaching groups. Older students stay in homeroom classes and teachers rotate (except labs)
- Using alternative spaces including gymnasiums and outdoor classrooms
- One student per-row on buses

Personnel
- Support staff help teachers cover the split between groups, and most part-time staff now full-time
- Staff over age 60 or medically at-risk given the option to support school operations from home, staffing adjustments made to offset their absence
- Staff trained to educate young students on hygiene, also use posters and video
- Specialists (e.g. art) provide instruction via video chat

What it means for Washington?

- Denmark has been creative in their approach to staffing (e.g. using support staff and specialists to help teachers cover split classes, having teachers do the moving so that schools can limit student-to-student contact within any given day). Detailed negotiations took place between union leaders, the Education Minister, and health authorities to make sure everyone agreed the safety measures in place were strong. The conversation was aided by a scientific report from the country's infection disease agency that modelled the return to school would have limited impact on increased coronavirus cases.

Source: Kinetic West analysis based on research and interviews. BCG and McKinsey Case Studies. COVID-19 cases updated 5/21 via NYTimes Data

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Case Study: S. Korea

	COVID-19			
Population	(Cases / Per 100K)	Case Trend	Current School Status	
51.2 million	22	➡	**Partial**	

Approach to Reopening

When to reopen

- South Korea delayed reopening school five times due to resurgence in cases, but began reopening starting May 20th after virus spread slowed
- 190,000 people/parents signed petition to postpone school reopening
- Ministry of Education provided guidance on start of in-person semester, health and safety requirements, and contingency plans for infection
- Many for-profit, private tutoring centers that follow different guidelines reopened earlier

Who (sequence)

- Ministry of Education developed a four-phase restart plan
- In-person restart staggered by pre-determined grade-levels, week-by-week. Started with high school seniors returning first to begin preparation for college entrance exams, followed by students in final year of middle and high school, followed by other students in primary, middle and high school grades

How to reopen

Health and Safety
- Mandatory measures: Temperature checks two times per day before school and lunch, masks required for student/teachers, parent survey on student health before school, desk separators. All materials provided by the central government.
- Conduct mock health and safety drills to demonstrate staff understanding of protocols
- Chlorine dioxide cleaning to disinfect surfaces and specific supplies in each classroom
- If a student is found to be infected, school will switch to online classes
- Quarantine space if student feels ill
- Ventilate when AC on

Time and Space
- Staggered start times and sometimes using hybrid schedule with students alternating in-person and distance learning every other day
- Rearranged desks to maintain 2 meter social distancing, though guideline has been adapted to minimum 1 meter when necessary

Teaching and Learning
- Ministry of Education gives teachers flexibility on curriculum but provides guidance on how to choose from three modes of online learning.
- Daily video lessons provided through public Korea Educational Broadcasting System (EBS)

Family Engagement
- Local town halls and surveying of parents by Ministry of Education to assess readiness and comfort with decision to return to school.

Technology
- Excellent technology access and digital learning infrastructure; students already familiar with online learning
- Contact tracing and tracking apps in community
- Federal Government provided infrared cameras to schools to take temperatures

What it means for Washington?

- South Korea uses advanced contact tracing and widespread testing to understand shifts in COVID-19 case loads. They have engaged parents in supporting the decision to reopen schools, and built an understanding with the public that both safety and achievement will be prioritized over consistency and long-term guidance. This has allowed them to delay reopening and restart quickly as necessary.

Case Study: China

	COVID-19			
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**	
1.4 billion	6	⬇	**Partial:** Secondary grades	

Approach to Reopening

When to reopen

- Reopening determined by provincial education departments
- Reopening began on a rolling basis one month after-closure in provinces with fewer COVID-19
- Students in Wuhan, the virus epicentre, returned to school May 6
- Criteria for reopening: Epidemic considered under control (lack of new cases), school meet safety prevention standards

Who (sequence)

- Prioritized high school students in the final year of school so they could prepare for university entrance exam ("gaokao");
- Other graduation levels (9th, 6th) also prioritized

How to reopen

Health and Safety
- Temperature checks at entry or logged by parent
- Clean bill of health required for 14 days before starting school, or if had contact with someone known to be infected with COVID-19
- Face masks required for students and teachers
- No parents, volunteers allowed in building
- Attention to ventilation systems (not running/ensure strong ventilation)
- Teachers/Staff ran healthy and safety practice drills
- Cleaning supplies outside classrooms to disinfect

Time and Space
- Staggered daily arrival and dismissal times
- Social distancing at 1 meter required at classrooms and dining
- Partitions used in cafeteria
- 30 student class-size limit (often reduced from 50 student class size)
- Foot decals on ground to demonstrate social distancing
- Group desks broken up

Technology
- Private sector partnership with telecom operators and tech companies to back up e-learning platform with servers and bandwidth to ensure student distance learning access
- Using new technology, including mobile app to track risk and contacts and piloting smart bracelets that track temperature
- Teacher PD on new technology

What it means for Washington?

- China has used technology well to support health and safety, including extensive temperature taking and a mobile app for contact tracing.
- Their choice to reopen schools for seniors preparing for university first was a reflection of their prioritization of college readiness and higher education access.

Source: Kinetic West analysis based on research and interviews. BCG and McKinsey Case Studies. COVID-19 cases updated 5/21 via NYTimes Data

Case Study: Norway

	COVID-19			
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**	
5.4 million	156	➡	**Open**	

Approach to Reopening

When to reopen

- On April 7, the Norwegian government issued guidance to allow school reopening beginning April 20
- In-person attendance is optional this school year

Who (sequence)

- Preschools and daycare opened April 20, followed by grades 1-4 on April 27
- Prioritized preschool and younger children because of their relative lack of symptoms from COVID-19--"going to pre-school is safe"
- All primary and secondary schools were reopened at all levels by May 15

How to reopen

Health and Safety
- Temperature checks
- Handwashing, including upon arrival at school, before and after meals
- Child quarantine if anyone in household has coronavirus
- Students can return to school when symptom-free 1-day
- Students stay with class during lunch and eat at desk, tables and chairs washed after eating
- Shared items must be washed after use (e.g. keyboards, toys, sports equipment, etc.)

Time and Space
- Primary classes divided into cohorts with a max size of 15 students. Minimal contact allowed between groups.
- Physical distancing
- 20 student maximum in middle school
- Staff members greet students at an assigned assembly point in the schoolyard at staggered times
- Use of outdoor space encouraged
- Restrict non-essential meetings at school site

Family Engagement
- Parents received letter outlining health and safety procedures
- Recommend parent conferences take place online

Operations
- Using traffic light model with different rules for "red," "yellow" and "green" conditions
- Encouraging private transportation to and from school when possible; one student per row on bus

What it means for Washington?

- Norway has extensive cleaning protocols, with specific guidance for students to wipe down their desks and toilet and sink cleaning 2-4 times daily. They are one of few countries to still allow access to their library if students wash their hands first.

Source: Kinetic West analysis based on research and interviews. BCG and McKinsey Case Studies. COVID-19 cases updated 5/21 via NYTimes Data

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Case Study: Germany

	COVID-19			
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**	
83.5 million	213	➡	**Partial**	

Approach to Reopening

When to reopen

- Schools began to open May 4th, determined at the state level
- States in northern Germany end school earlier (June) than southern states (July), so more eager to open
- Hygiene and security guidance developed by Standing Conference of the Ministers of Education and Cultural Affairs
- Two-week trial with open high schools did not increase COVID-19 cases prompting further reopening

Who (sequence)

- Started with graduating classes, the oldest primary school children and students who are expected to take exams. Secondary school students also believed to be better able to comply with rules on masks and distancing.
- Phasing in other grades over time with all students returning to class before summer

How to reopen

Health and Safety
- Windows and doors are kept open for air circulation
- Handwashing before entering school building
- Mask policies for students vary by state, but teachers are required to wear masks

Time and Space
- Class sizes cut in half (~15 students)
- Recommend 1.5 meter physical distance
- Hallways organized for traffic to flow one way
- Breaks are staggered
- Seats are assigned

Personnel
- 1/3 of teachers are out of school in some areas because they are older or at risk

Teaching and Learning
- Teachers shuttle between classrooms, often teaching two groups at once
- Balancing in-person and online to make efficient use of physical space
- Schools not well equipped from a technology point-of-view and teachers lack training for instruction in hybrid format
- Focused on Math and German for in-person instruction

Innovation
- One school is experimenting with voluntary COVID-19 testing, offering teachers and students free tests 2x per week (using donated tests). Students who test negative do not have to wear masks.

Operations
- Chancellor Merkel has focused reopening timeline on public health indicators; allowing individual states to open as conditions improve
- Lack of central purchasing has created supply chain challenges around cleaning supplies and PPE

What it means for Washington?

- Germany's management approach provides a framework that could help inform Washington State's efforts to reopen schools. With strong involvement of the Chancellor Merkel, the country has (1) used public health indicators as the over-riding factor in determining reopening timeline, (2) taken a state-by-state approach allowing for variation based on local conditions.

Health and Safety Practices Comparison (1 of 2)
Learning Policy Institute

	China	Denmark	Norway	Singapore	Taiwan
Context	Gradual reopening since March	Opened April 15 for children up to age 12	Opened April 27 for Grades 1-4	Opened until April 8, then closed due to non-school-related outbreak	Never fully closed; local, temporary closures as needed
Health Screening	Temperature checks at least twice daily	Temperature checks on arrival	Temperature checks on arrival	Temperature checks twice daily	Temperature checks on arrival
Quarantine and school closure policy	Quarantine if sick until symptoms resolve	Stay home 48 hours if sick	Stay home if sick until symptom-free 1 day	Quarantine required and legally enforced if one has had close contact with a confirmed case; school closes for deep cleaning if Case confirmed	Class is suspended 14 days if one case confirmed, school suspended 14 days if 2+ cases
Group size and staffing	Class size reduced from 50 to 30 in some areas of the country	Class sizes reduced to accommodate 2-meter (6 feet) separation in classrooms; non-teaching staff provide support	Maximum class size 15 for Grades 1-4, 20 for Grades 5-7	No maximum class size; classrooms are large enough to ensure 1-2 meter (3-6 feet) separation	No maximum class size; students in stable homerooms; subject-matter teachers move between classes
Classroom space / physical distancing	Group desks broken up; some use dividers	Physical distancing (2 meters) within classrooms; use of outdoor space, gyms, and secondary school classrooms	Physical distancing within classrooms; use of Outdoor space encouraged	Group desks broken up in Grade 3 and up; 1-2 meter (3-6 feet) distance maintained	Group desks broken up; some use dividers

Source: Learning Policy Institute, Policy Brief, May 2020 [Link]

Health and Safety Practices Comparison (2 of 2)
Learning Policy Institute

	China	Denmark	Norway	Singapore	Taiwan
Arrival procedures	Designated routes to classes; multiple entrances	No family members past entry; staggered arrival / dismissal	No family members past entry; staggered arrival / dismissal	No family members past entry; parents report travel; staggered arrival / dismissal	No family members past entry
Mealtimes	Eat at desks or, if cafeteria used, seating is assigned in homeroom groups	Sit well apart while eating; no shared food	Eat at desks or, if cafeteria used, homeroom groups enter in shifts	Assigned seating in cafeteria with 1-2 meter (3-6 feet) spacing	Eat at desks; some use dividers
Recreation	Some schools have suspended physical education	Students play outside as much as possible; play limited to small groups within homeroom	Students sent outside as much as possible; play limited to small groups; outdoor space divided and use is staggered	Inter-school sports suspended; small-group play time staggered	Sports and physical education suspended
Transport	Using "customized school buses" with seats farther apart to limit proximity	School buses allowed; only one student per row	Private transportation encouraged; one student per row on buses	Still running buses and public transit	Still running buses and public transit, cleaning at least every 8 hours
Hygiene	Masks required, provided by the government; frequent handwashing	Frequent handwashing; posters and videos provided	Staff training on hygiene standards; frequent handwashing; posters and videos provided	Frequent handwashing; posters and videos provided	Masks required, provided by the government; windows and air vents left open
Cleaning	Guidance for cleaning, disinfecting, and waste disposal	Guidance for cleaning and disinfecting; government provides cleaner, thermometers	Guidance for frequent and thorough cleaning; disinfecting not required; students help clean	Common areas cleaned frequently (e.g., every 2 hours); students help clean	Detailed guidance for cleaning and disinfecting common areas

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Agenda

Context

Research Questions and Methodology

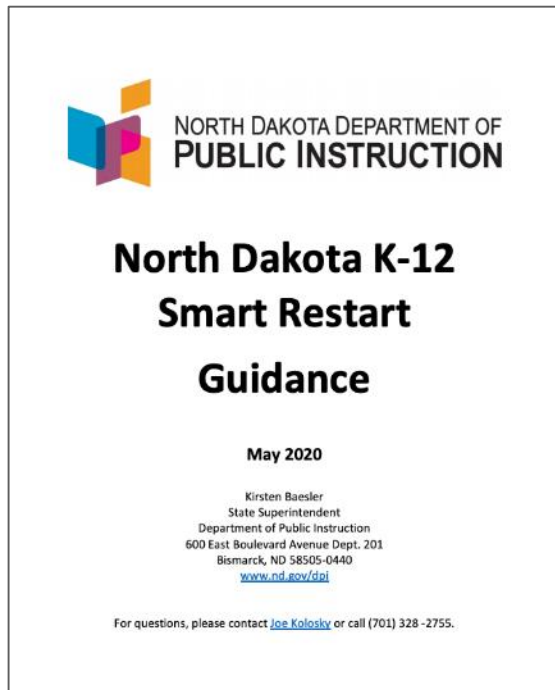Themes from our research

Case Studies

State Plans

- Summary of state plans
- Summary of state interviews

Case Study Overview – States

State	COVID-19 (Cases / Per 100K)	Trend	Current School Status	Research Coverage		Plan Timing
				Detailed Desk	Interviews	
California	218	Flat	**Closed –** Signaled possible July re-open	X		Unknown
Colorado	395	Down	**Closed**	X	X	Released (as draft)
Florida	221	Flat	**Closed**	X		Unknown
Georgia	359	Down	**Closed**	X	X	Unknown
Kansas	297	Down	**Closed**	X	X	Expected July 10
Maryland	702	Flat	**Closed –** extended from initial May 15 date	X		Released
Montana	45	Flat	**Partial –** Some schools reopened May 7	X		Released
New York	1,847	Down	**Closed**	X		Unknown
Oregon	90	Down	**Closed**	X	X	Expected June 5
Texas	180	Flat	**Closed –** Signaled July re-open	X	X	Unknown
North Dakota	344	Flat	**Closed**	X		Released
Nebraska	575	Down	**Closed –** Scheduled to reopen June 1	X		Released
Louisiana	762	Flat	**Closed**	X		Released
Missouri	402	Down	**Closed**	X		Released
Arizona	205	Flat	**Closed**	X		Expected end of May
BC (Canada)	51	Down	**Closed –** June 1 optional restart (stage 3)	X	X	Released

WA State	265

Source: Kinetic West analysis based on research and interviews. COVID-19 cases updated 5/21 via NYTimes Data

State Plan: North Dakota (*Released May 2*)

North Dakota K-12 Smart Restart Guidance

May 2020

Kirsten Baesler
State Superintendent
Department of Public Instruction
600 East Boulevard Avenue Dept. 201
Bismarck, ND 58505-0440
www.nd.gov/dpi

For questions, please contact Joe Kolosky or call (701) 328 -2755.

Key Elements

General guidance – School decision scenarios and decision tree

Health and safety – e.g., Cleaning, checking for symptoms, limit sharing, staff training

Academic support – Guiding questions and resources for planning

Social Emotional Learning – Guiding questions for student and adult SEL

Funding – Focused on ESSER component of CARES Act

Takeaways

General: Focus is primarily on health and safety issues; academic and SEL sections provide questions for district consideration, but no requirements

Operations: No requirement to submit a plan for building re-entry, but LEAs must submit post-hoc documentation via reporting system (4)

Learning: Organized as high-level guiding questions for district and classroom level planning (13)

Whole child: Links to SEL frameworks/resources - e.g., WestEd SEL screening guide (16)

Family and Community: Includes very high-level guiding questions for LEAs to consider around family and community partnerships (18)

Principles, Must-Dos, Models

- Principles: "Trust but verify" - districts work with local public health officials to determine timeline for school building re-entry and "validate" that they have met health and safety guidelines
- Must-Dos: Meet health and safety requirements outlined in the plan (NDDPI)
- Models: Cites CDC guidelines, but does not offer specific models for phasing in reopening

State Plan: Montana (*Released May 6*)
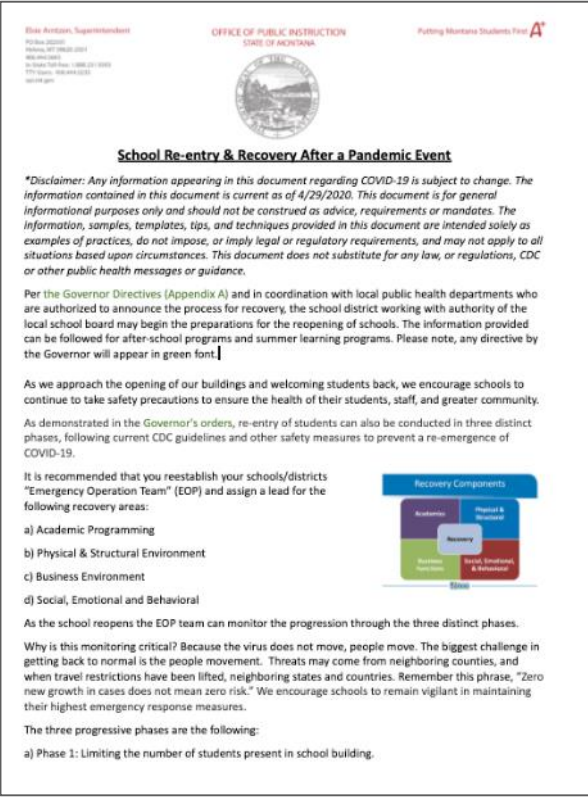
Key Elements

Overview of phases

Academic programming – e.g., curriculum, extracurriculars

Physical and structural environment – e.g., cleaning and disinfecting, transportation, ventilation

Physical health - e.g., temperature checks, face coverings

Business environment – e.g., HR policy, school calendar

Social, emotional and behavioral – e.g., training for teachers on traumatic events

Takeaways

General: Provides general sense of how schools will progress through phases. Content is light on academic/SEL and presented for "general informational purposes only."

Operations: Schools proceed through three phases - (1) limit number of students present, (2) full capacity with limited activities, (3) full capacity and operations (1-2)

Learning: Recommends developing "instructional reconstruction" checklist to determine extent of learning needs and if calendar modifications are needed (2)

Whole child: Recommends "mental; health status reports" be provided to the school administrator every day (5)

Family and Community: Communication to parents around how to cope with tragedies (5)

Principles, Must-Dos, Models

- Principles: Aligned with Governor's April 22 guidance on state's phase one reopening
- Must-Dos: No clear statewide requirements. Governor published "considerations" for school reopening (see p 8) that are interpreted by SPI as "directives"
- Models: Cites CDC closure guidelines and Governor's three phases, but does not offer specific models beyond this

Source: Montana Office of Public Instruction (May 2020). *School Re-Entry & Recovery After a Pandemic Event.* [LINK]

State Plan: Nebraska (*Released May 7*)

Site content comes from *Return to School Road Map* (Opportunity Labs)

Key Elements

Leadership and planning – governance, operations

Conditions for learning– facilities, wellness

Continuity of learning – transitions, instruction

Professional learning and resources – webinar series focused on relevant topics

Takeaways

General: Content is balance of management and health considerations with specific detail on postsecondary transitions. Written for district and school leader audiences

Operations: Recommends district/school site budgeting exercise to plan for changes in enrollment/staffing, resource constraints and new dollars

Learning: Detailed strategies for ensuring graduates successfully transition to postsecondary education

Whole child: Suggests that districts mandate school level outreach to students deemed at risk (previously identified mental health issues)

Family and Community: Recommends creation of "family technology liaison" role to support communication around use of technology

Principles, Must-Dos, Models

- Principles: Use public health data to determine which regions can reopen (SPI: "there will be areas of the state that will be able to keep pretty much their regular calendar intact")
- Must-Dos: No clear statewide requirements at this time (guidance on health department website expired April 30).
- Models: No specific models included on the site. SPI has indicated that districts will determine how to phase in (source).

Source: Nebraska Department of Education (May 2020). *Launch Nebraska.* Accessed on May 20, 2020. [LINK]
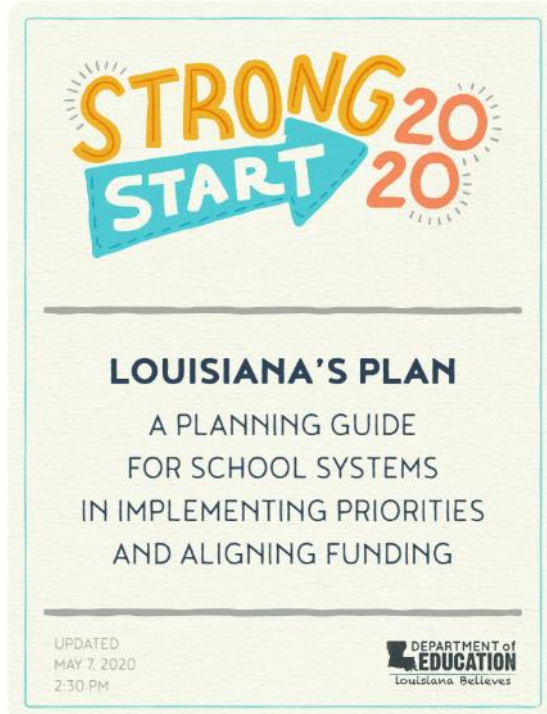
State Plan: Nebraska – postsecondary transitions detail

- Set an ambitious goal to maximize the percentage of the Class of 2020 that seamlessly enroll in a strong postsecondary pathway by Labor Day. This goal is often measured in two ways:
  - The number of students that actually enroll in a postsecondary pathway in the fall divided by the number of graduating seniors.
  - The estimated postsecondary completion (EPSC) rate of the class as a whole which is calculated by using historical *subgroup* graduation data of each individual institution/pathway. See here for how The Bill & Melinda Gates Foundation calculates EPSC.
    - It is important for district and school leaders to integrate this measure (or a similar one) to ensure the quality of different postsecondary pathways is incorporated into goal setting and advising practices.

- Assign a district or school-level Postsecondary Response Team (PRT) and name a leader with single point accountability, meaning there is one person who is ultimately responsible for reaching the ambitious goal(s) that are set.
  - The PRT should use a basic decision making framework – like RAPID – at the frontend to ensure all parties are clear and aligned on who commits the district or school to action, who makes final recommendations, who must agree with recommendations, and whose input is critical to include.
  - The PRT should include:
    - Anyone who must agree with recommendations of the leader (e.g., a lead counselor or a budget director)
    - Key stakeholders who can offer unique insights/input (e.g., an educator or head of PTO)
    - Leaders who are critical to moving the work forward (e.g.: the leader who owns district or school data systems)

- Organize a case management team that will be responsible for working directly with the Class of 2020.
  - Each case manager should be assigned between 100-150 seniors.
  - The PRT should consider pulling in other team members to help including school-level personnel that have additional capacity to give (e.g., gym teachers, elective teachers, teacher aids, parent volunteers, and peer leaders (current 12th graders) or recent alumni who can assist in outreach while earning money and completing an internship.

Content from *Return to School Road Map* (Opportunity Labs)

Source: Nebraska Department of Education (May 2020). *Launch Nebraska.* Accessed on May 20, 2020. [LINK]

State Plan: Louisiana (*Released May 7*)

Key Elements

Core academics – e.g., curriculum, assessment, professional development

Students with diverse needs – e.g., EL students, students with disabilities

Workforce talent – staff recruitment, retention and coaching; development of "adaptive staffing" planning for periods of closure

LEA systems – reopening timelines and processes, calendar/scheduling, communications, technology and internet access

Takeaways

General: Strong focus on technology and internet with bulk purchasing support. Includes statewide clearinghouse of curricular resources.

Operations: Intention of 1:1 device and internet access; estimated 31% currently lack device access and 33% lack internet access (3)

Learning: Includes guidance for addressing "unfinished learning gaps" content area (5) – e.g., "embed missed skills from SY 2019-20 into the next grade level connected to the on-grade lesson"

Whole child: Mental health screening for students (and educators) upon return to school (6)

Family and Community: LEAs should, "help families understand their role in supporting their child's continuous learning" (8)

Principles, Must-Dos, Models

- Principles: Use of diagnostics; development of individual plans; clear next steps for high school students/recent graduates
- Must-Dos: LEAs develop and submit a plan aligned with key elements (above); plans are tied to ESSERF relief funds
- Models: No specific models offered in the guidance.

Source: Louisiana Department of Education (May 2020). *A Planning Guide for School Systems in Implementing Priorities and Aligning Funding.* [LINK]

State Plan: Louisiana - technology detail

Bulk purchasing devices through the state system

○ **Identify which students do not have access to the Internet and/or a device.**
You may have already surveyed your families. If not, we have created a survey that you can leverage.
1) Sign up for **JotForm** software (low-cost monthly fee; cancel any time option)
2) Download the **form**.

○ **Determine which device to provide students who do not have access at home.**
Consider protective add-ons and one-stop management for the device.
Please note: Consortium priced orders will be submitted in batches. To be included in the first order, request forms must be submitted by April 30, 2020; the deadline for the second order is May 21, 2020.

DEVICE OPTIONS	COST	NEXT STEPS
Windows Devices	$239-$799	• Select the **device** • Order device using consortium pricing* directly through the manufacturer/reseller (**Dell**, **DETEL**, **HP**).
Chrome Devices	$199-$633	• Select the **device** • Order device using consortium pricing* directly through the manufacturer/reseller (**Dell**, **DETEL**, **HP**).
Tablets	$275-$1,149	• Select the **device** • Order device using consortium pricing* directly through the manufacturer/reseller (**Dell**, **DETEL**, **HP**).
All in One Devices (LTE)	$633-$1,149	• Select the **device** • Order device using consortium pricing* directly through the manufacturer/reseller (**Dell**, **DETEL**, **HP**).
Recommended Add-Ons: Absolute Device Management, Security & Tracking Software	$50 for a 10 license bundle for **Absolute Resilience** or FREE **Absolute Visibility Product** offer under COVID-19	• Order directly or as an add-on when purchasing a device or contact **Absolute** for licensing on current district-owned devices.

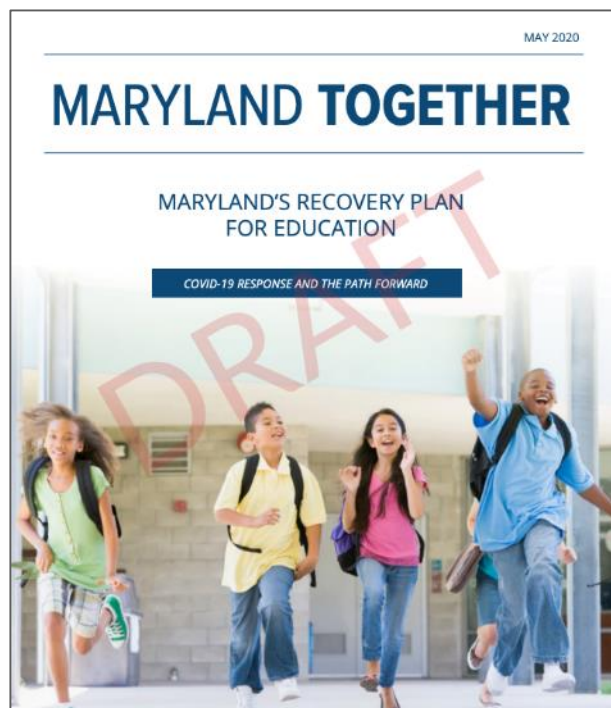* E-mail EdTech@la.gov for latest pricing
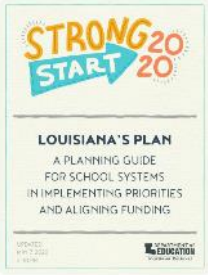
Creative solutions to provide internet access

○ **If your schools are in locations with little to no Internet coverage, the Department will be reaching out to talk through the possibility of the below options.**

INTERNET OPTIONS FOR AREAS WITH LITTLE TO NO COVERAGE	INTERNET COVERAGE					COST	NEXT STEPS
	URBAN	RURAL	GOOD	POOR	NONE		
Mobile Bus Hotspots: Turn school buses into a hotspot that can be moved from neighborhood to neighborhood.	✓	✓	✓	✓	✓	Varying depending on plan.	Choose a **plan** that best fits your needs.
Public Hotspots: Bolster school, library, or other public sites (local government buildings, parks, community centers) for drive-up internet access.	✓	✓	✓	✓	✓	One time cost ranging $1200 to $1500 for equipment plus installation. No cost for Internet service when utilizing pre-existing service at schools or libraries.	Contact your network equipment provider for equipment and installation options. Contact your Internet or cellular service provider for additional service options and costs at non-school facilities.
Portable Cell Tower: Strengthen cellular coverage (address "dead-zones") in your community by establishing mobile cellular towers.		✓		✓	✓	Costs vary by type of tower mast, distance/coverage, and payload capacity.	Contact **edtech@la.gov** for more information or assistance with implementation
Phone Plan Only: Cellular and land-line phone option for students without any access to the Internet.				✓	✓	Varying depending on plan.	Choose a **plan** that best fits your needs.

Source: Louisiana Department of Education (May 2020). *A Planning Guide for School Systems in Implementing Priorities and Aligning Funding.* [LINK]

State Plan: Maryland (*Released May 11*)

MAY 2020

MARYLAND TOGETHER

MARYLAND'S RECOVERY PLAN FOR EDUCATION

COVID-19 RESPONSE AND THE PATH FORWARD

DRAFT

Key Elements

Instructional programs – e.g., adjusted return, assessments, remote learning

Support programs – e.g., summer programs, credit recovery, dual enrollment, OST programs

Professional learning – focused on online learning

Information regarding educators – e.g., certification

Preparation and services – e.g., nutrition programs, transportation

Student services – e.g., counselors, psychologists

Continuity of learning – maintenance of plans

Takeaways

General: Provides guidance around specific scheduling models. Includes detailed, role-specific recommendations for counsellors, school psychologists, social workers and health services staff.

Operations: Recommend LEAs establish "Recovery Leader" to spearhead efforts (p 19)

Learning: Extended testing window for fall diagnostic assessments (p 8); suggest using arts, PE, health and resource teachers to reduce class size (7)
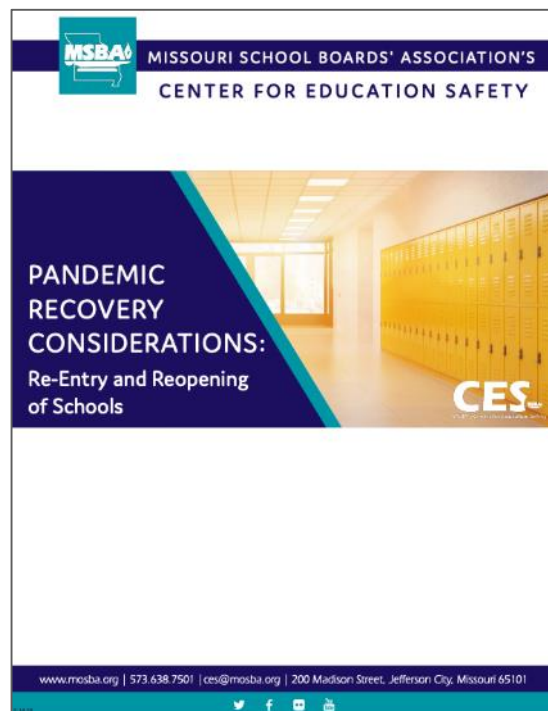
Whole child: Suggest counselors and psychologists co-lead SEL lessons (24)

Family and Community: Suggest social workers visit families who need additional support to refer them to local community services (27)

Principles, Must-Dos, Models

- Principles: LEAs develop plans for their "unique local circumstances"; Students and educators must feel safe; Seamless transitions from online to in person
- Must-Dos: Document presents, "strategies and considerations" for LEAs; unclear what is required. As of 5/20, no further guidance from SPI or Gov.
- Models: Outlines five scheduling options: one-day rotation, two-day rotation, A/B week, elementary/secondary split, grade band phase in.

Source: Maryland State Department of Education (May 2020). *Maryland Together: Maryland's Recovery Plan for Education*. [LINK]

State Plan: Missouri (*Released May 14*)

Key Elements

Governance – e.g., calendar, district policy revisions, closure plans

Communications – plans for multiple audiences

Physical plant– e.g., cleaning, availability of hygiene products

Nurse/health personnel– e.g., PPE and other supplies

Academic– e.g., assessment, attendance

Social and emotional health – supporting student transition

Fiscal– e.g., inventory of assets, procurement, vendor contracts

Human resources– e.g., staffing capacity, professional learning

Takeaways

General: Organized as a planning checklist for LEAs. ~20 pages of "considerations" and ~80 pages of appendices on wide-ranging topics (sample health protocol, sample letter to parents, transportation considerations, family contact check list, mental health services for grieving).

Operations: Provides guidance and standard layout for emergency operations plan (35)

Learning: Provides wide ranging options related to school calendar, school/classroom structure to maintain social distancing (27)

Whole child: Establish crisis management team to address psychological and emotional concerns (16)

Family and Community: Provides "family contact checklist" to be used by school personnel in conversations with parent/guardians prior to re-entry (76)

Principles, Must-Dos, Models

- Principles: LEAs set their own plans and should coordinate with local health authorities, adhere to CDC guidance and collaborate with community stakeholders
- Must-Dos: Document provides "considerations;" unclear what is required. As of 5/20, no further guidance from SPI or Gov
- Models: Encourages adherence to CDC guidelines, but does not offer specific models for phasing in re-entry to school buildings

Source: Missouri School Boards' Association (May 2020). *Pandemic Recovery Considerations: Re-Entry and Reopening of Schools.* [LINK]

Interview Insights: Kansas

	Population	COVID-19 (Cases / Per 100K)	Case Trend	Current School Status
KANSAS	2.9 million	297	⬇	Closed

Takeaways

Learning

- Demanding that "learning happens for all students" - Unlikely to be waivers from legislature on hour requirements
- As a back-up plan, have a work group reorganizing all standards around competencies in age bands, designating essential and extended in areas of STEAM and humanities
- Using this as an opportunity to double down on "school redesign" - personalization, competency-based, flex model, crediting different experiences, business/community partnerships
- One of only states to require remote learning plans be reviewed and get approved by the state
- May have recommendations on phasing in certain student populations based on need

Governance

- Developing two sets of guidelines: instructional and facilities
    - Initial development in May
    - Extensive feedback in June on how to "operationalize" guidelines
    - Public release targeted July 10
- Approach is "educator-driven,"
    - Teachers developed early remote learning plans
- Don't want to set things as guidelines too early, but have options/scenarios

Student Engagement

- Group of 64 seniors from across Kansas were selected to participate on Senior Leaders Conversation group to provide advice and guidance to the Kansas DOE on responding to the pandemic and supporting seniors [Link]

Highlight

Kansans Can School Redesign Project

- Started in 2017, 10-year "moon shot" initiative to have all schools engaged in re-design, now has 66 school districts participate in cohorts
- Districts and schools that are working on redesign were already ahead of the game in planning for recovery
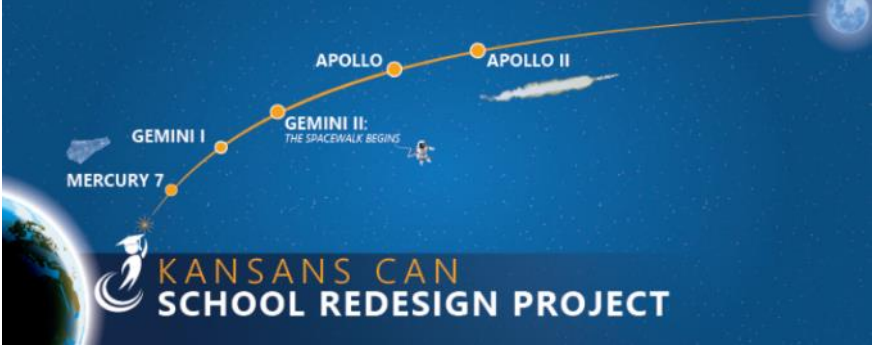
Kansas Department of Education Website [Link]

"First ask educators, how might we?"

What it means for Washington?

- Assuming the fall will require some hybrid learning due to a second wave outbreak, or at-risk teachers/students, define essential/priority competencies from standards
- Kansas is using the pandemic as an opportunity to double down on innovative approaches and has led with learning as the core principle in planning efforts
- Engaging award-winning teachers in planning, and releasing their plan in stages with stakeholders for various rounds of vetting

Interview Insights: Georgia

	COVID-19			
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**	
10.6 million	359	↓	**Closed**	

Takeaways

Governance

- Public Health will guide reopening
- Based on legislation from 10 years ago, Georgia already has flexibility waivers that allow for adjustments in class size, instructional days, length of school day/year, seat time, competency-based or standards-based grading, certification, etc.
- Taskforce is working on recommendations, with sub-committees. 75% of each committee is made up of local-level educators. Important so that hear their concerns and can address in guidance

Learning

- Schools will need to tackle "instructional delivery choice." Districts will have flexibility, but many are considering assigning teachers to either in-person instruction or remote.

Areas of Concern

- Staffing "Biggest concern"
    - Average age bus drivers is 60 and 20% of teachers are already in retirement position. "This may be the pressure point for them to leave."
- Supply chain shortages or interruptions
- Childcare for teachers
- Improving remote learning from spring
- Student mental health

Expanding Internet Access

- With support of providers and the governor, 600 school buses have been transformed into mobile WiFi hot spots providing internet access to everyone within a 300-yard radius, helping to address the digital divide throughout the state. 1,200 school buses would allow full coverage in Georgia.
- In May, AT&T donated 448 WiFi Rangers to 36 school districts to provide broadband connectivity for rural areas [Link]

Highlight

Mental Health

- Expect that all students will be coming back to school with some ACES, so looking at how can provide tier 1 intervention to every child
- Working with Dr. David Schonfeld from National Center for School Crisis and Bereavement to provide trainings to school counselors
- Talking about how to check on student well-being, especially in the classroom. Working with Emily Rubin to do a series of trainings on an "engagement ladder" as a measure

> "The next wave of public education—instructional delivery choice, is now here."

What it means for Washington?

- Georgia is addressing emergent pandemic needs by working with specialists and partners, including seeking out mental health and SEL experts to train staff and help them assess students well-being
- Using school buses to provide WiFi hot spots has provided them a quick response workaround for broadband in rural and urban areas with week connectivity

Interview Insights: Colorado

	COVID-19		
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**
5.8 million	395	⬇	**Closed**

Takeaways

Governance

- Return to school in Colorado is driven heavily by public health
- Close working relationship with CDPHE, daily meetings with key stakeholders are led by the state's public health agency, and CDE sits on
- Put together robust CDE team on reopening and then forming advisory committee with people in the field: students, parents, teachers, and districts. Want to bring people who have experienced the last spring who can inform it.
- In their pandemic response and restart planning, Colorado has leveraged existing channels for communication and input: Rural Alliance, Rural Education and Superintendent Advisory Councils, etc.
- Developing guidance document, a first version was released the week of May 25

Learning

- Providing 6-8 different types of schedules to generate ideas, labeled as "considerations"
- Popular schedule is half school attends M/T, other half attends W/Th, and Friday is a flex day for MTSS, PD, time for special populations to receive more support. Sometimes flex day is on W to have a deeper cleaning day
- In the future, will require all distance learning lessons are shared on LMS to allow for smoother transition between in-person and remote instruction
- State is looking at how to provide digital curriculum at low cost
- Thinking about how can prepare teachers and parents to know how to navigate the new system in the fall
- Trying to dig into existing best practice, but design for COVID/remote environment

Highlight

Making Guidance Clear

Draft school guidance document has a three level coding system:

1. Required - Red check mark, items legally bound to do
2. Guidance - Blue compass, a recommendation for how to implement a statue or rule
3. Consideration - Turquoise light bulb, ideas for districts to consider as they make their decisions, more about the "how" of practices

- Coding system driven by questions from districts on what they are required to do, and where do they have flexibility
- Creating as many checklists and resources for schools as possible because schools need help with the "how"

"Are we doing the preparation to have a smoother rollout in the fall to be in-person and remote?"

What it means for Washington?

- While most state agencies wish they had a stronger relationship with their health agency, Colorado is an exception. Early on when the pandemic emerged in the U.S., Colorado set up a centralized location for Colorado's Department of Public Health and the Environment , CDE, and other key stakeholder to connect daily.
- CDPHE has released Education P-12 guidance and resources in collaboration with CDE.

Source: Kinetic West analysis based on research and interviews.

Interview Insights: Oregon

	Population	COVID-19 (Cases / Per 100K)	Case Trend	Current School Status
STATE OF OREGON 1859	4.2 million	90	⬇	Closed

Takeaways

Governance

- Week of May 15, introduced initial plan for reopening to Governor, creating an operational blueprint for schools. Trying to deliver June 5, but will iterate
  - 9-10 categories in scope
  - Requirements and recommendations
- School districts will have to complete responses (show they read it, thought about it, gained school board approval)
- Oregon is strongly engaging a range of stakeholders in their state plan development. In late May, holding Zoom meetings with 2,000 people providing input, including educators, students, and culturally-specific CBOs
- OHA initiates public health guidance, and then taken to stakeholders to see if it can be implemented in schools, and back

Learning

- Likely to suggest that schools start earlier, but build in more breaks
- In fall, every school will be on a continuum: in-person, remote, and hybrid. Many rural can be all in-person, expect suburban/urban to be hybrid
- Incentivizing school districts to move onsite, but going to give broad spectrum of what that can look like
- A planning challenge Oregon is working to address is determining how to take attendance, track enrollment, and distribute funds if districts are operating in three modes (in-person, remote, and hybrid)
- Have provisions that allow for different instruction hours for small groups versus whole class, and are looking at how that could apply
- Want to expand 9th grade on-track data to other grades to better assess students

Highlight

Student Success Act

- Background: The Student Success Act, passed in 2019, providing historic $1 billion annual investment in Oregon schools
- The Act required that culturally-specific organizations and organizations of underrepresented communities were involved in all planning. The engagement this established has helped with outreach in restart plans.
- The Act increased staffing at ESDs that has supported writing of school reopening plan and Oregon's robust engagement process

What it means for Washington?

- Strong relationship between OHA and Department of Education – Clear lanes and roles for planning
- Exploring innovative use of calendaring – starting early and planning for disruptions; 4 days on and 10 days off (Australia)

Source: Kinetic West analysis based on research and interviews.

Interview Insights: Texas

	COVID-19		
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**
29 million	180	➡	**Closed**

Takeaways

Governance

- Governor's Strike Force with an education sub-committee where TEA sits
- TEA set up the guidance and has run through several vettings by public health officials on the Strike Force
- TEA has experienced a "Huge" shift—traditionally a regulatory authority, but has provided detailed guidance and resources during pandemic
- Commissioner is committed to helping districts—Focus on action, not just regulation
- Plan for 2020-21 not yet delivered, should be within 2 weeks
- Main principle driving policy: Expect significant, "devastating" academic gaps
- Assume that social distancing requirements will stay, plan for asynchronous environment

Learning

- Already launched an end of year assessment that parents can take optionally to assess learning loss. Lots of districts are opting in.
- Announcing an optional beginning of year assessment for release in July/August. Internally developed.
- Summer guidance recommended prioritizing on-campus summer school for students with significant academic gaps, students with disabilities, and others that would most benefit or are smaller groups

> "We don't actually have next year to slowly get there, students can't lose more time"

Highlight

Communication

- Website is central communication method
- Commissioner has been doing calls T/Th at 3pm with all superintendents, 1900 people on a call. Walks through updated resources and guidance and discusses implications with screen share. Has helped with keeping people updated with most recent information.
- ESCs share guidance and support initiatives. Helpful feedback tool, talk to districts frequently and learn where there is confusion or things didn't land well

Technology

- Planning a state-wide LMS, through CARES funding. Want to provide a free option to districts. Usually takes 3 years, trying to do in 4 months.
- Governor, TEA, and Dallas ISD launched Operation Connectivity, a state-wide initiative to deliver internet and device solutions

What it means for Washington?

- Texas is emphasizing the need to address learning loss. In support, they are releasing standard-based assessments and have recommended districts consider an intersessional calendar.
- The TEA commissioner communicates with district superintendents twice weekly to keep them updated on the latest guidance and resources.
- TEA has shifted their work to address needs surfaced in the pandemic, including plans to develop their own LMS and considering creating a mental health plan.

Interview Insights: BC

	COVID-19		
Population	**(Cases / Per 100K)**	**Case Trend**	**Current School Status**
5.1 million	51	⬇	**Closed**

Takeaways

Timeline

- Created 5 Stages to guide the public school system restart. Goal is Stage 1 by Sept. w/ enhanced health and safety protocols
- **March 17**: Stage 1-Suspended in-class instruction
- **March 30**: Stage 2-Students of essential service workers and disabilities resume in-person (5,000 students of 600,000)
- **May 6**: Provincial Restart Plan
- **May 15**: Education Restart Plan
- **May 15-22**: Districts develop return to instruction plans for review by Ministry of Education
- **June 1:** Stage 3-Schools restart, optional for families
- Early on everything driven by public health, but with curve flattening, decisions are responsibility of the Ministry of Education.

Planning

- In constant communication and built strong relationships with school trustees, superintendents, and principal associations. Brought people along with them to make sure supported plan to restart.
- Meeting with 3 big advocacy orgs focused on students with disabilities. Has helped troubleshoot miscommunication and refine guidance.

Mental Health Supports

- Believe psychological safety is as important as physical safety with return.
- Contract with third party (Safer Schools Together) on training and resources. Making their services available in district planning.

Highlight

Adapting Guidelines for K-12

- Made Guidance for K-12 School Settings that took two sets of guidelines together (employer work safe + public health) and then met with their teachers union and looked at how the guidance would apply in the school environment

Learning

- In identifying students who require additional supports, want districts to look more holistically and intentionally at vulnerability (needs-based assessment).
Don't make assumptions.

What it means for Washington?

- BC is returning to in-person instruction this spring. Their five stage, "ramp-in" with equity considerations provides a model that plans for and assumes optional restart
- Many conditions have supported continuity of learning, including a provincial curriculum and a K-12 Next Generation Network that provides connectivity to all BC public schools
- BC is working closely with their unions regarding health and safety, and may be a good point of connection regarding bargaining issues

British Columbia K-12 Education Restart Plan

Guided by four principles:

1. Maintain a healthy and safe environment for all students, families and employees
2. Provide the services needed to support the children of our essential workers (ESWs)
3. Support vulnerable students who may need special assistance
4. Provide continuity of educational opportunities for all students

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
SCHOOL DENSITY TARGETS	SCHOOL DENSITY TARGETS	SCHOOL DENSITY TARGETS	SCHOOL DENSITY TARGETS	SCHOOL DENSITY TARGETS
100%	K-7: 100% Grade 8-12: 40%	K-5: 50% Gr. 6-12: 20%	K-12: 20%	K-12: 0%

STAGE 1

In-class instruction:

K-12: 5 day per week

STAGE 2

In-class instruction:

K-7: 5 days per week

Grade 8-12: 2 days per week

----

5 days per week available for:
- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

Balance of learning

STAGE 3

In-class instruction:

K-5: 2 to 3 days per week

Gr. 6-7: 1 day per week

Gr 8-12: 1 day per week

----

5 days per week available for:
- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

Parent/Guardian choice to return to in-class instruction optional

Balance of learning

STAGE 4

In-class instruction:

K-12: Limited

----

5 days per week available for:
- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

K-12: Majority of all students

STAGE 5

In-class instruction:

K-12: None

Suspend all in-class instruction for all grades and students

Remote/online instruction:

K-12: All Students

Source: BC K-12 Education Restart Plan. [Link]

Agenda

Context

Research Questions and Methodology

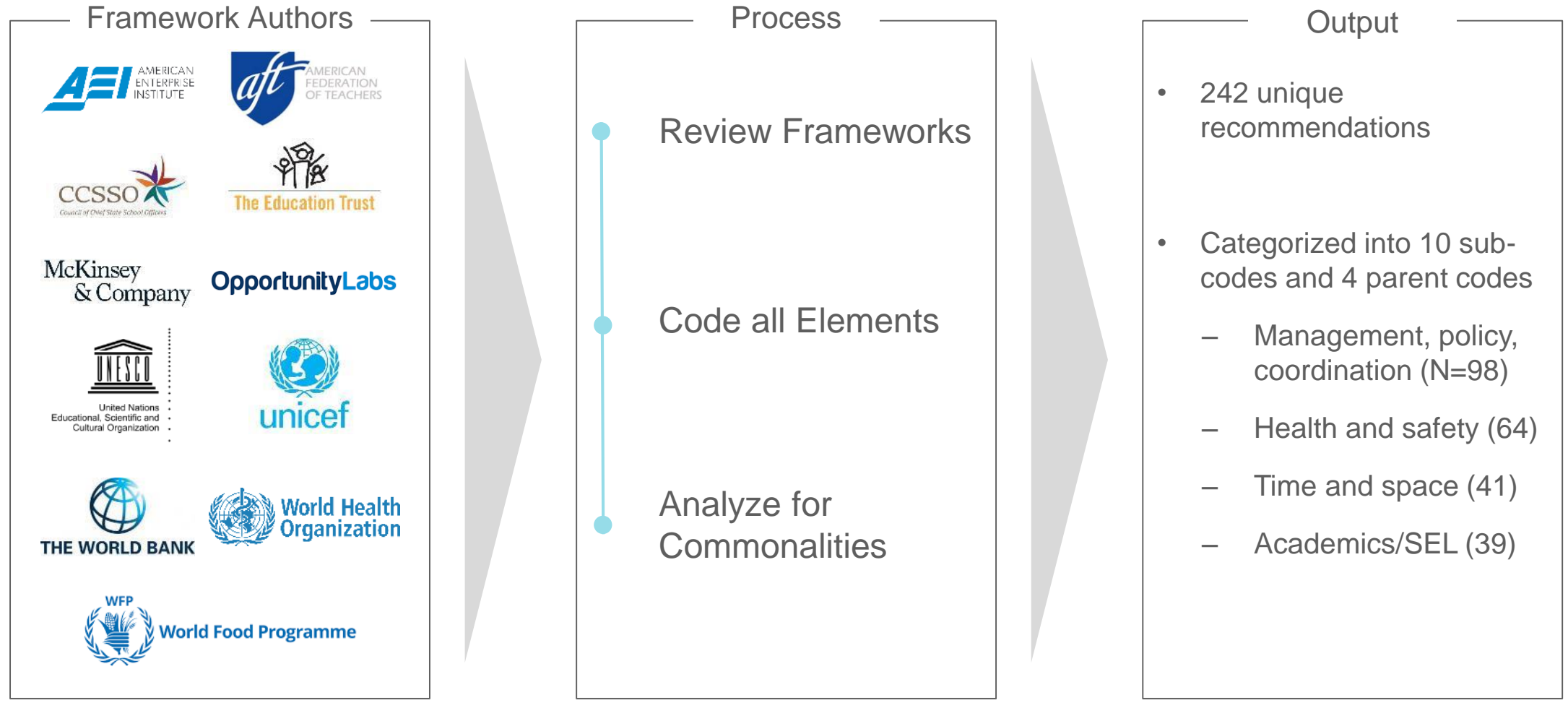Themes from our research

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Case studies

Recommendations based on our research

Appendix

- Framework of Frameworks
- Other Materials

[Framework of Frameworks]

Framework of Framework: Methodology

Framework Authors

Process

- Review Frameworks

- Code all Elements

- Analyze for Commonalities

Output

- 242 unique recommendations

- Categorized into 10 sub-codes and 4 parent codes

  - Management, policy, coordination (N=98)

  - Health and safety (64)

  - Time and space (41)

  - Academics/SEL (39)

Framework of Frameworks: Sample Output

Management, policy and coordination
(47% of all framework items)

Develop policies that clarify what constitutes "attendance" and a "school day" (AEI)

Structures that support coordination with other SEAs (CCSSO) between SEA and LEAs (Opportunity Labs)

Bulk purchasing of technology and internet (Education Trust)

Health and Safety
(25% of all framework items

Daily screening for body temperature and history of fever in previous 24 hour on entry to building (WHO)

Create or expand mental health supports using Federal stimulus money available through CARES (Education Trust)

Accommodations for special student populations – e.g., disabilities, asthma or underlying conditions (AFT)

Academics and SEL
(17% of all framework items)

Consider broader adoption of competency-based models (AEI)

Academic remediation services upon re-entry (McKinsey)

Create a centralized website that houses digital learning materials (Education Trust)

Set a goal around postsecondary transitions (Opportunity Labs)

Time and space
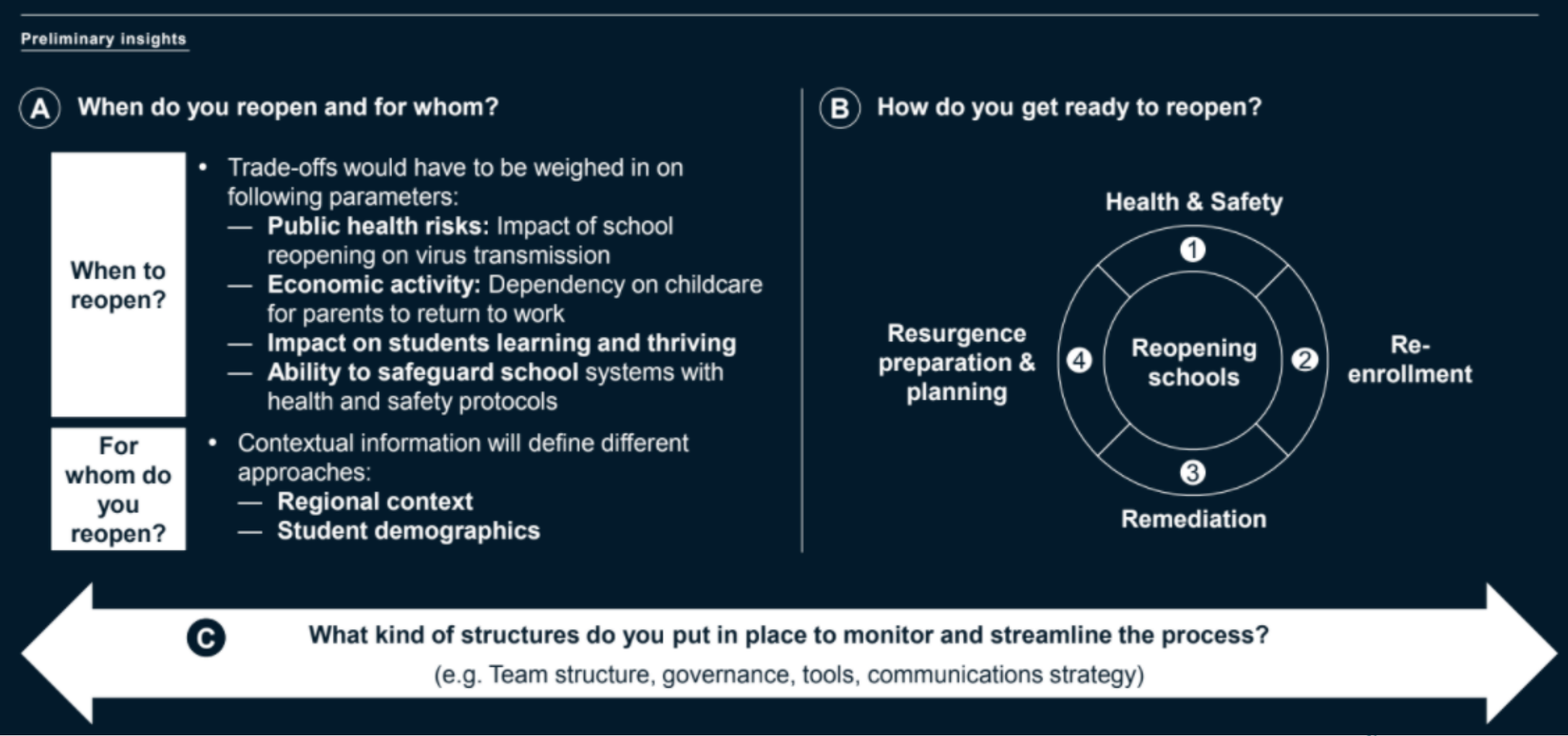*(17% of all framework items)*

Maintain at least one meter (3.3 ft) of space; increased desk spacing (WHO)

Split scheduling – vary days of the week or time of day (AFT)
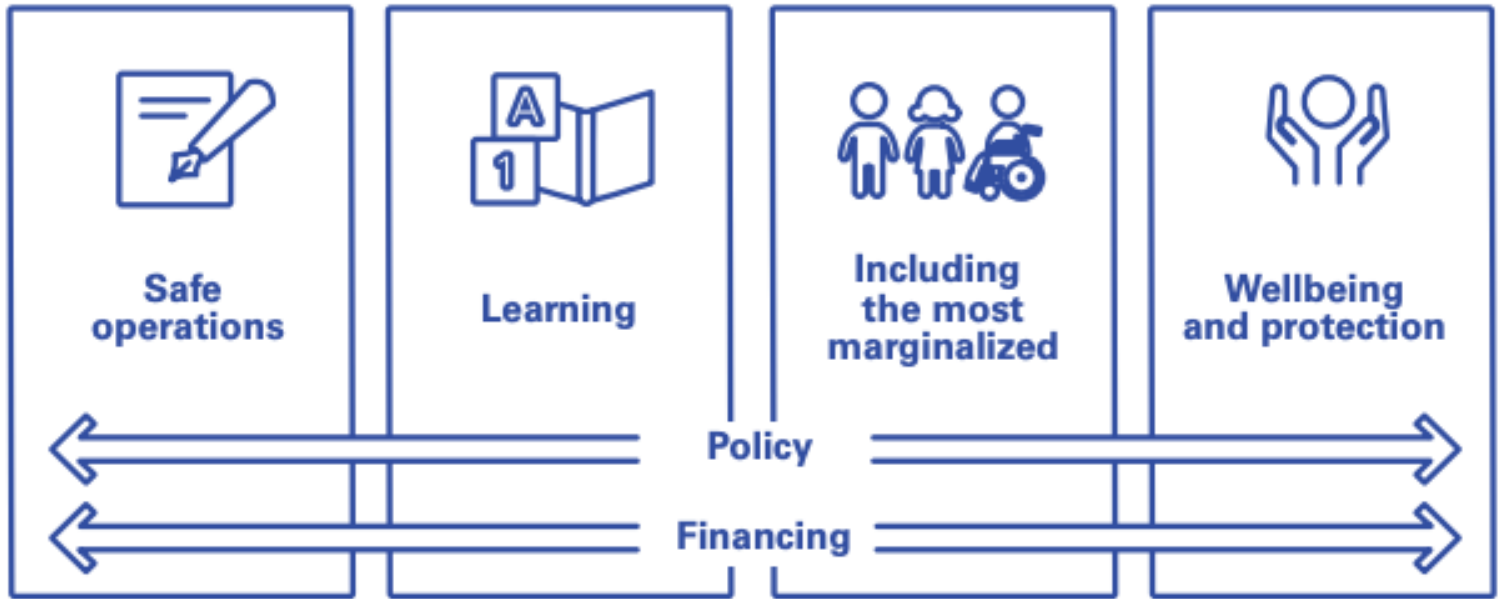
Suspend non-essential activities and close playgrounds (AEI)

Alternative academic calendars based on different public health scenarios (UNESCO)

Framework analysis now viewable as Google spreadsheet - LINK

Frameworks: Framework of reopening scenarios – McKinsey

Preliminary insights

A **When do you reopen and for whom?**

When to reopen?

For whom do you reopen?

- Trade-offs would have to be weighed in on following parameters:
  — **Public health risks:** Impact of school reopening on virus transmission
  — **Economic activity:** Dependency on childcare for parents to return to work
  — **Impact on students learning and thriving**
  — **Ability to safeguard school** systems with health and safety protocols
- Contextual information will define different approaches:
  — **Regional context**
  — **Student demographics**

B **How do you get ready to reopen?**

Health & Safety
① Reopening schools ② Re-enrollment
③ Remediation
④ Resurgence preparation & planning

C **What kind of structures do you put in place to monitor and streamline the process?**
(e.g. Team structure, governance, tools, communications strategy)

Frameworks: UNESCO, UNICEF, World Bank, WFP

SOURCE: UNICEF - https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf

Frameworks: Opportunity Labs

SOURCE: Opportunity Labs - https://returntoschoolroadmap.org/

Frameworks: CCSSO

Continuity of Learning

Conditions for Learning

Leadership and Planning

Policy and Funding

CCSSO
Council of Chief State School Officers

[Other Resources]

Additional resources to inform planning

- Bellwether Education Partners - *COVID-19 Strategic Planning Toolkit for Education & Nonprofit Leaders* [Link]
- CDC – *Child Care, Schools and Youth Programs* (reopening guidance) [Link]
- Education Commission of the States - *State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools* [Link]
- Education Trust - *A P-12 Education Agenda in Response to COVID-19* [Link]
- Education Week – *Coronavirus and Learning: What's Happening in Each State* [Link]
- Johns Hopkins - *Public Health Principles for a Phased Reopening During COVID-19: Guidance for Governors* [Link]
- Learning Policy Institute - Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries [Link]
- UNESCO – *COVID-19 Impact on Education* (global tracking of re-opening) [Link]
- Viner, et al. - *School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review* [Link]

Tips from International School Principals on Reopening

- Visuals are one of the most important ways to communicate the information, it helps parents and students get accustomed to the changes that they will see.
  - Instead of sending emails, did 5-7 minute screen cast
  - Email + talking, people can choose their medium

- Provide frequent, complete and accurate communication. Always with caveat that it is an ever-changing situation. Potential for rumors to start and explode. Helps families feel more grounded and confident in decisions.

- Important to use pictures and video to show learning happening since parents can't come in building.

Sample Returning to School Information provided by Shekou International School

"Pitch your communication as though speaking to kids, then parents will get it. It is not talking down to them, but being more clear and allowing time for questions."

Jennifer Le Varge – Korea International School, Seoul Campus Principal