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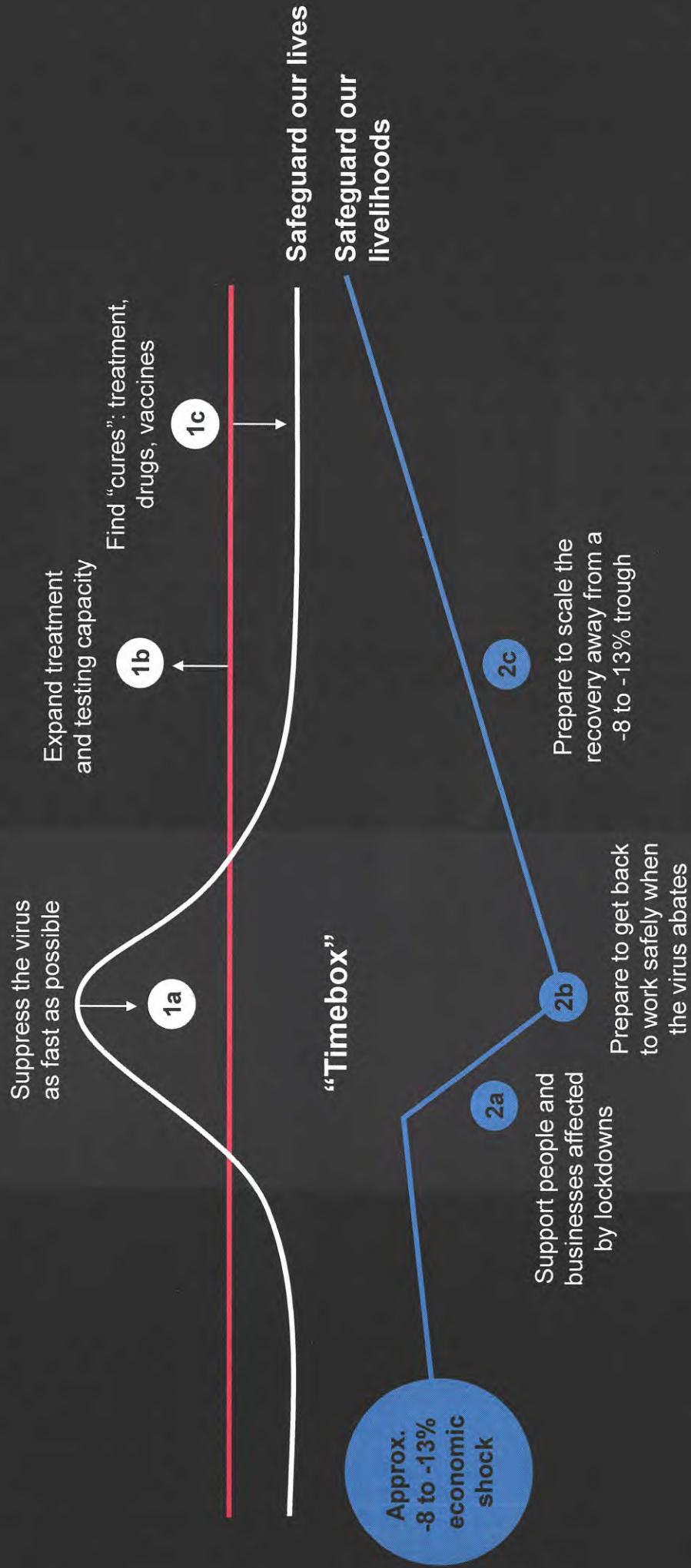
What has happened? Global overview of the virus

What is next? Impact of different epidemiological scenarios on school systems

How to respond? Planning and managing a school system response

Appendix: Examples of COVID19 responses around the globe

Policy responses are attempting to “timebox” the virus and the economic shock



The economic impact of the COVID-19 crisis will depend upon epidemiological progression, and economic policy response

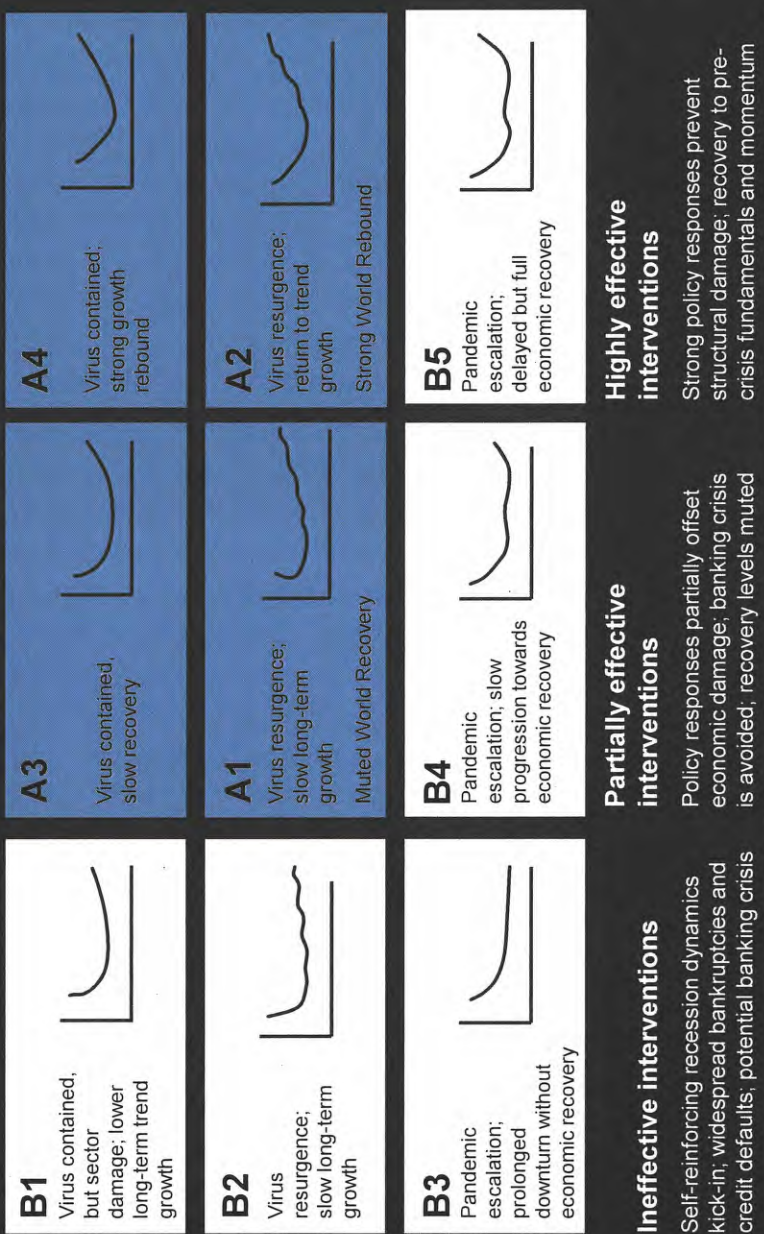
GDP impact of COVID-19 spread, public health response, and economic policies

Rapid and effective control of virus spread
 Strong public health response succeeds in controlling spread in each country within 2-3 months

Effective response, but (regional) virus resurgence
 Public health response initially succeeds but measures are not sufficient to prevent viral resurgence so physical distancing continues (regionally) for several months

Broad failure of public health interventions
 Public health response fails to control the spread of the virus for an extended period of time (e.g., until vaccines are available)

Virus spread and public health response
 Effectiveness of the public health response in controlling the spread and human impact of COVID-19



Knock-on effects and economic policy response
 Speed and strength of recovery depends on whether policy moves can mitigate self-reinforcing recessionary dynamics (e.g., corporate defaults, credit crunch)

Our three epidemiological scenarios suggest that schools need to prepare to deliver remote learning for an indeterminate amount of time

Scenarios	Timeline	High level impact
Rapid and effective control of virus spread	Remote delivery in April-May; face-to-face resumes in May-June	<ul style="list-style-type: none"> Academic year is disrupted for next 4-8 weeks; resumes in May/June for systems still in session at that point End of year assessments possible in some regions Summer programs and fall programming able to operate face-to-face but with new health controls in place
Effective response, but (regional) virus resurgence	Fluctuating remote and face-to-face delivery through 2020 with high degree of regional variability	<ul style="list-style-type: none"> Education remains remote through the end of the school year for the Northern hemisphere. End of year assessments cancelled Teaching returns to face-to-face in the fall, but ongoing rolling closures in response to local and regional resurgences disrupt education through end 2020
Broad failure of public health interventions	Remote delivery through 2020 and into 2021	<ul style="list-style-type: none"> Education remains mostly remote through 2020 and into early 2021 – until vaccines are broadly available Significant disruption of assessments, grading, and advancement



Since many school districts are local or regional, timelines may vary based on concentration of infection in specific localities

Each of the epidemiological scenarios would have significant implications on the K-12 education sector

	 Health and wellbeing	 Instruction, delivery and assessment	 Faculty and teachers	 Operations and finances
Rapid and effective control of virus spread <i>Institutions closed for 4-8 weeks</i>	Additional health safeguards required in the classroom as students return Temporary disruption of food and nutrition programs	Students needing remediation on return to school but students mostly able to advance to the next grade/year Challenges in conducting end of year exams with implications for grades and college admissions – class of 2020 most impacted	Teachers and principals overwhelmed with sudden shift to online learning Rapid 'bounce-back' as students and staff return to school	Cancellation of events and non-academic programs in the short term; including high school graduation events Small additional costs in crisis management, infrastructure set-up and continued delivery of social programs
Effective response, but (regional) virus resurgence <i>Institutions closed for 3-4 months then intermittently</i>	Increased risk of infection to students, families and staff Risk of domestic violence, homelessness and mental health issues, with ongoing uncertainty	Remediation needs; impacts advancement Students across different regions impacted differentially creating additional challenges in grading, examinations and college entry Difficulty in managing transition of students (incoming class, graduating class, transfers) Robust remote learning required to minimize disruption on student progress	Decisions needed on unoccupied staff (lower grades, non-academic personnel, classroom aides) Staff recruitment impacted by need to recruit remotely, and by disruption to teacher-training programs	Staff professional development and reviews disrupted Decisions on retention of unoccupied (non-academic) staff become more critical Operational uncertainty with ongoing shuffle between remote and in-person delivery
Broad failure of public health interventions <i>Institutions closed through 2020 and into 2021</i>	Increased risk of domestic violence and mental health problems Strain on counselling services and school meal programs for students with severe recession	Significant remediation needs; some students at risk of losing a whole year of learning Drop-out rates increase, especially for high-risk students. Increased costs and operational uncertainty with opening and closing of school premises	Disruptions to summer programs and facility rentals reduce auxiliary revenues Risk of reduced government funding given broader economic environment	Severe strains on government and philanthropic funding with severe recession and reduce tax revenues Increased costs for more permanent remote learning infrastructure

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A crisis nerve center can play an important role in planning and managing COVID-19 responses for school systems



Crisis nerve centers can help in situations with **three determining features:**

- A disruption or crisis requires immediate attention both in the near and long-term
- The situation is novel due to the nature or scale of the threat, which distinguishes it from a “routine emergency”
- The disruption is unfolding faster than the organization can understand or interpret using the usual approaches

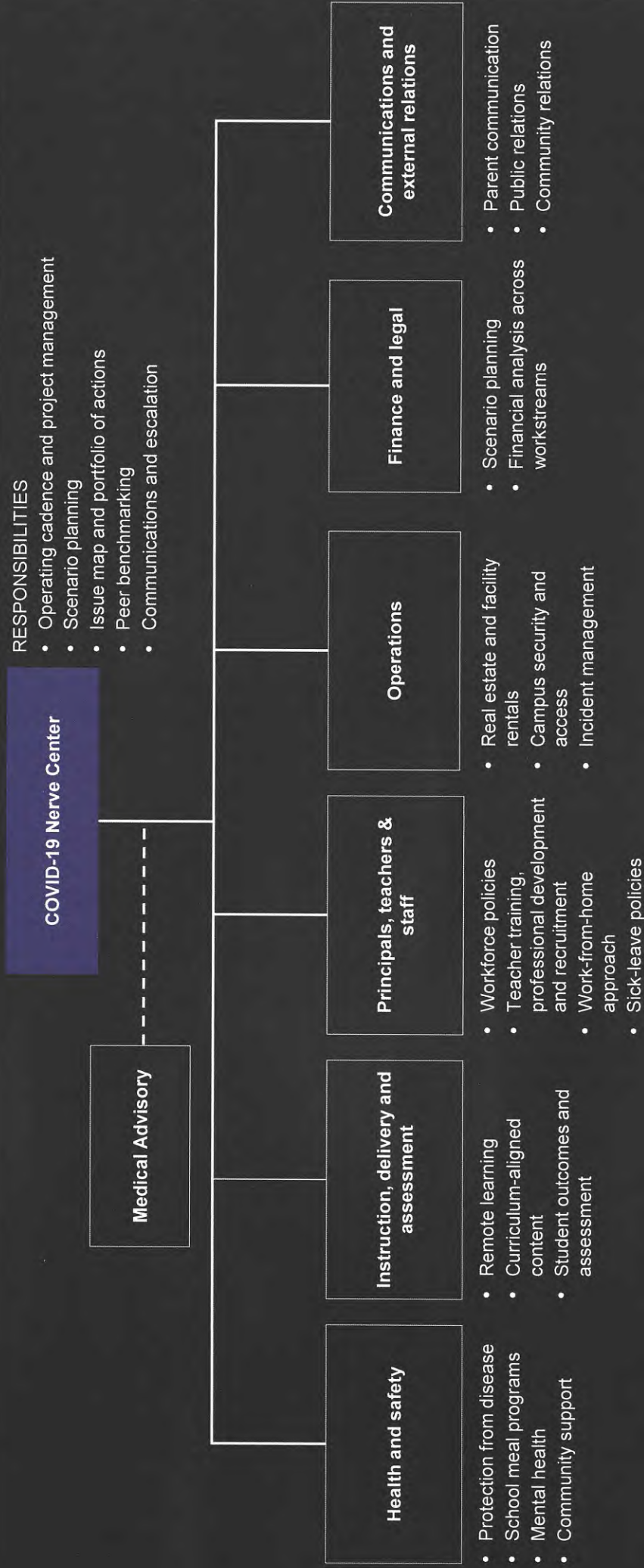
COVID-19 fits these criteria, so a nerve center may help school systems quickly assess the situation and consider and choose plans of action, and execute those plans



When standing up a nerve center, consider **four key actions:**

- **Discover** an accurate view of the situation through multi-source “listening posts,” assess how it might evolve, and derive implications for the school systems
- **Design** a trigger-based portfolio of actions – immediate and strategic – with a pragmatic operating model to develop detailed plans and act on them
- **Decide** on strategic actions quickly after stress-testing of hypotheses and alternatives, and ensuring adherence to school system and local community values
- **Deliver** in a disciplined, efficient way, keeping sufficient flexibility to adapt to the changing landscape

A nerve center creates working teams that can make quick decisions on each of the major priorities



Independent of which scenario becomes reality, we suggest four priorities for school system nerve centers, over three time horizons

Near-term (1-4 weeks)

Maintain health and safety of students, staff and the community



Close down schools if necessary to flatten the curve; encourage physical distancing at home
 Set up school meal delivery to student homes
 Develop plan to provide special education
 Identify vulnerable families and address immediate housing, nutrition & healthcare needs

Medium-term (1-6 months)

Help scale testing and vaccination via school networks
 As schools re-open enforce ongoing physical distancing and best-practice health protocol (hand-washing, temperature)
 Provide mental health counseling to students, faculty and staff
 Augment support for vulnerable and special education students; linking to local nonprofits and government

Long-term (6 months +)

Strengthen school infrastructure and knowledge to test and isolate ongoing cases
 Expand efforts to identify and support vulnerable students including domestic violence programs, nutritional support, clothing closets, homeless student programs and more

Maximize student learning and thriving, with a focus on equity



Establish basic infrastructure for remote learning (e.g., devices, broadband), prioritizing vulnerable students through creative solutions (e.g. wifi spots)
 Set up and roll out 'minimum value proposition' remote learning platform and programs to teachers and students - by grade level
 Reach out to parents to allay their fears

Build stronger remote learning infrastructure including learning platform, curriculum-aligned content/software, lesson plans, technology for synchronous learning
 Equip parents to support student learning at home
 Provide transition support to incoming class and high school graduating students
 Develop approach for assessment and grading

Provide remediation for lost learning, especially vulnerable populations
 Finalize policy changes for assessments, grading, college entry, and advancement

Support teachers and staff to adapt to the new reality



Provide basic training and information for teachers to adapt in-person instruction for remote, and deliver remote lessons
 Redeploy non-utilized staff to support meal delivery, health & safety requirements
 Put in place COVID19 sick-leave policies

Develop collaboration platforms for teachers to share and peer-learn remote lesson ideas; encourage peer lesson-planning within grade levels at schools/districts
 Celebrate teachers with distinctive remote programs
 Shift professional development online, focused initially on supporting teachers to deliver remote instruction

Recruit new teachers including filling gaps left by incomplete student-teaching programs; develop strong 'first-year' coaching programs
 Develop holistic teacher retention programs
 Revise teacher evaluation frameworks

Ensure a strong operational and financial future

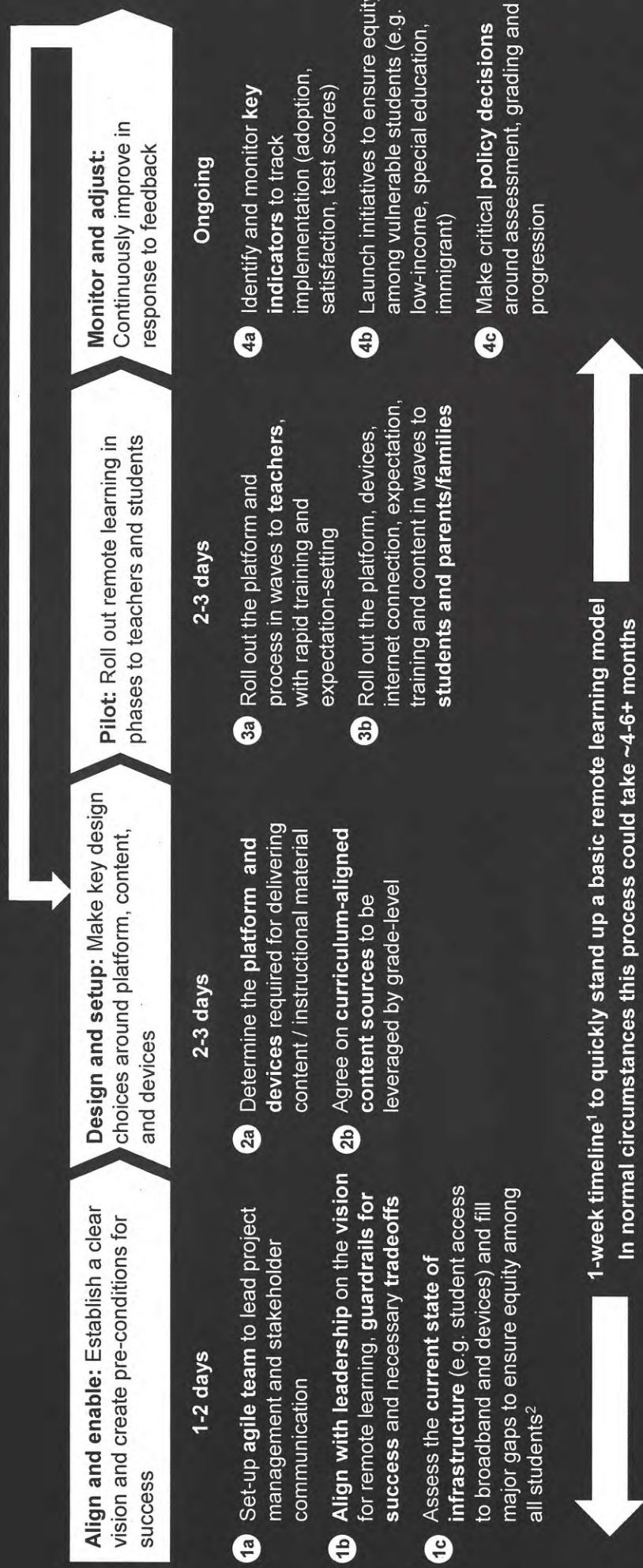


Ensure student data privacy and online safety
 Develop medium/long-term scenarios, baseline current resources, "stress test" financials
 Communicate with vendors and facility renters

Institute any revisions to scenarios and operating model
 Identify cost-cutting options to offset potential revenue decreases

Identify innovations made that should be sustained (e.g., online tutoring, teacher resource hubs)
 Implement new budgets to adapt to the new economic environment

Rapid scaling of remote learning can happen in as little as a week, and requires multiple iterations to keep improving continuously



1. Speed of implementation depending on maturity

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Different education systems are responding differently to COVID19 situation based on their capabilities (1/2)

High maturity systems

Health, food and safety

Immediate school closure and education on COVID-19 precautions (hand wash, physical distancing, etc)
 Services such as meals, childcare, etc. traditionally provided by school, shifted to local community centers, childcare providers, etc. for students affected by school closures
 High coverage and support to students and families through mental health, counselling services
 Partnerships with local non-profits to ensure child protection and safety



Seattle, New York, and Los Angeles school systems repurposed closed schools and local community centers to offer pre-packaged lunch pick-up for students during closure



Korea provided emergency childcare for ~118,000 young students by utilizes existing kindergartens operating under strict hygiene guidelines, including daily temperature checks, personal hygiene education and a cap of 10 students per class to minimize exposure

Instruction, delivery and assessment

Rapid migration to distance learning through multiple platforms, e.g., tele-conferencing, online curriculum portals, virtual classrooms, adapting television channels, etc.; diverse learning needs of all students met
 Initial and ongoing training to assist educators in transition to distance learning
 Standardized testing boards have migrated to online, take-home assessments for time sensitive tests that cannot be postponed



Dubai school system had piloted online learning portal that was in development for past several years; ended pilot and immediately rolled out as a tool available to all schools under Dubai Knowledge Authority regulation.



China has repurposed segments of the state run television channel to air lesson plans for K-12 education in remote regions with limited TV access

Personnel

School staff re-purposed efficiently to support new priorities
 Wage protection for educators and school support staff during school closure period



Oklahoma law provides that teachers and administrators shall be entitled to pay for any time lost when school is closed on account of epidemics

Operations and Financial impact








Central banks have issued credit lines to education institutions and local municipalities to support education through crisis



US Federal Reserve Bank issuing lines of credit that can be used by education operators as well as local municipalities that provision public education

Examples

Different education systems are responding differently to COVID19 situation based on their capabilities (2/2)

Low-medium maturity systems		Examples
Health, food and safety	<p>Provide some services such as meals or childcare traditionally offered by schools to students affected by school closures</p> <p>Coverage may not be comprehensive or only a fraction of typical support</p>	<p> Catalonia (Spain) is ensuring nutritious meals for vulnerable children by issuing redeemable credit cards for any commercial food establishment</p> <p> Thailand: WhatsApp is used to ensure communication among students for social well-being</p>
Instruction, delivery and assessment	<p>Slower migration to distance learning; distance learning limited in delivery, e.g., only online videos vs. multiple platforms, and focused on more basic student outcomes rather than differentiated needs</p> <p>Basic training to assist educators in transition to distance learning, but varying adoption rates or lack of accountability/incentivization</p> <p>Testing has been postponed, but no plan or alternatives in place</p>	<p> Saudi Arabia: The information on online learning is disseminated through Education Department's twitter account</p> <p> China: is providing computers to students from low-income families and offering mobile data packages and telecommunication subsidies for students</p> <p> Portugal: Government suggested a partnership with the post office services to deliver working sheets to be done at home for students with no internet access</p> <p> Guatemala is providing teaching guidelines and learning materials to parents/caregivers to ensure the continuation of learning offline.</p>
Personnel	<p>Some school staff re-assigned to other priorities during school closure period;</p> <p>Wage protection discussions held</p>	NA
Operations and Financial impact	<p>Education institutions and local municipalities have some emergency funding to support education through crisis, but no longer term solution or source</p>	<p> India: The school boards in India are coming up with an alternative academic calendar to compensate for lost learning of students</p>