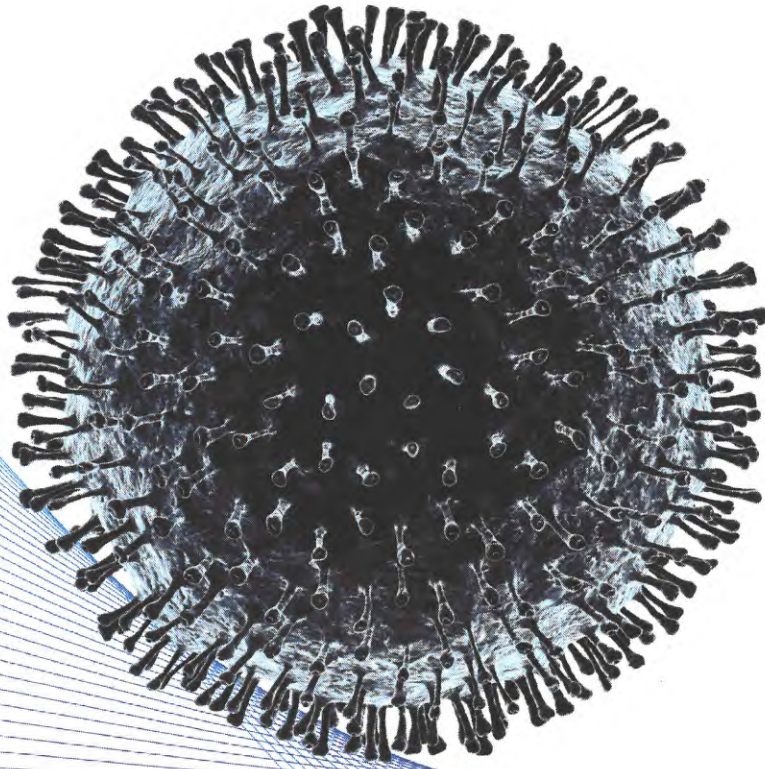


Coronavirus COVID-19: Reopening schools

This Document is Current only as of April 11, 2020

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COVID-19 is, first and foremost, a global humanitarian challenge

Thousands of health professionals are heroically battling the virus, putting their own lives at risk. Governments and industry are working together to understand and address the challenge, support victims and their families and communities, and search for treatments and a vaccine.

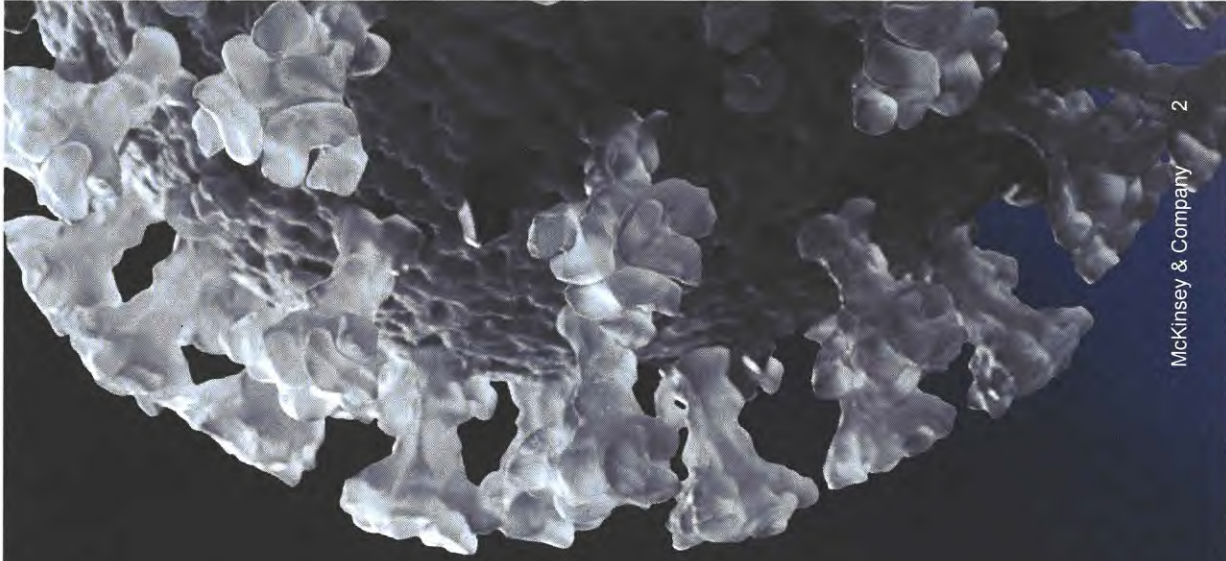
The spread of the virus has led to school system closures around the world

The global spread of COVID-19 is accelerating, with half a million confirmed cases in 199 countries and territories. In response, over 165 countries have closed schools country-wide leaving over 1.5 billion children out of school

School systems face uncertainty as to how long this will last and when schools can reopen

While recognizing the uncertainties inherent in discussing any timeline for returning to pre-outbreak normalcy, this document strives to lay out key considerations and a pathway for reopening K-12 schools once the outbreak starts to subside. In doing so, it focuses on two main questions

- When can the schools be re-opened and what approach could be followed to reach the decision?
- How can the K-12 stakeholders facilitate and operationalize school reopening with a primary focus on health and safety measures?



Introduction to this document



What it is

- The purpose of this document is to share a perspective that school systems can consider as they contemplate reopening schools
- The document has preliminary insights and the outcome is evolving as the situation changes
- The intended audience of this deck are school systems, ministries of education, states, school districts and other responsible parties as opposed to individual schools



What it is not

- This document is not proprietary information, and does not express a political, medical or policy recommendation on how to respond to COVID-19
- It does not cover the full range of issues to consider in deciding how school systems to respond to the COVID-19 pandemic (additional information can be found in McKinsey's K12 CxO document and our K12 Remote learning deck)

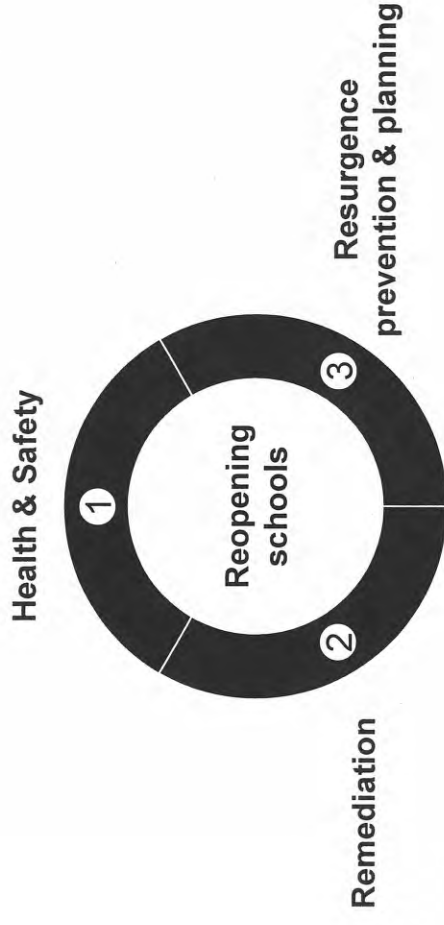
This document was developed to support school systems respond to the **COVID-19 crisis**

- This document is under **continuous development**. This version focuses on what to do in the initial stages of the crisis
- Identified approaches and case studies are based on public sources and are **not confirmed by official sources**

There are three main elements to consider while considering school re-opening

- A** How do you decide the timeline, conditions and approach for school re-opening?
- Why is it important for schools to be reopened?
 - What are the trigger points and pre-requisites that need to be met prior to re-opening?
 - What do you need to believe and what trade-offs do you need to consider?
 - What approach could you follow to understand which regions, students groups should be back to school?

- B** How do you operationalize the decision of school re-opening?



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

A Re-opening schools is essential to societal continuity...

...but risks need to be duly considered and mitigated

Benefits

- Allows pupils to resume their learning and development from qualified teachers and together with peers
- Enables parents to return to work and reopen the economy by extension
- Safeguards support for vulnerable children that lack access to nutritious meals, safe environment, academic support, or effective/ affordable remote learning

Risks

- Health of pupils, their families and teachers could be at risk if the pandemic is still not completely under control
- The regional/national transmission rate might increase as children are more likely to be asymptomatic carriers and maintaining social distancing measures at schools may prove challenging
- Parents may not send children to school yet and teachers may not yet come to work, if they do not feel it is safe to do so, causing a wedge among pupils, classes (teachers) and workers (parents)
- Premature reopening may leave schools ill-equipped to provide essential services, leading to more disruption among children

A There is a continuum of approaches and timelines to reopen schools across different countries



Schools reopening considered critical to continue student learning and reopening economy and precedes all or most other sectors on reopening

Schools could reopen in parallel with other sectors; most countries following a phased approach to gradually bring selected student groups back on campus (e.g. vulnerable students, students in low-risk areas, younger students and high school students, children of "essential workers")

Schools reopening considered too risky for controlling transmission and not core to reopening economy; schools opened only after most/all of non-essential sectors



Japan¹ has reopened most schools in low-risk areas (after more than a month of closure)



Denmark is reopening kindergartens and primary schools ahead of other sectors (after ~3 weeks of closure)



German regions are considering reopening schools to secondary school / graduating students (students able to return to schools and keep masks on)



Norway to reopen kindergartens & primary schools for 25% of the time and gradually increase (after ~5 weeks of closure)



Austria to reopen bars, restaurants and cinemas on May 15, with schools opening potentially next school year (academic year starts around Sept 4)²

1. Japan is opening schools on a rolling basis – in low risk areas schools are reopened with safety protocols in place but they remain closed in high risk areas in Tokyo
 2. School year ends between Jun 29-Jul 6

A School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Not Exhaustive

Schools among the first of sectors to open

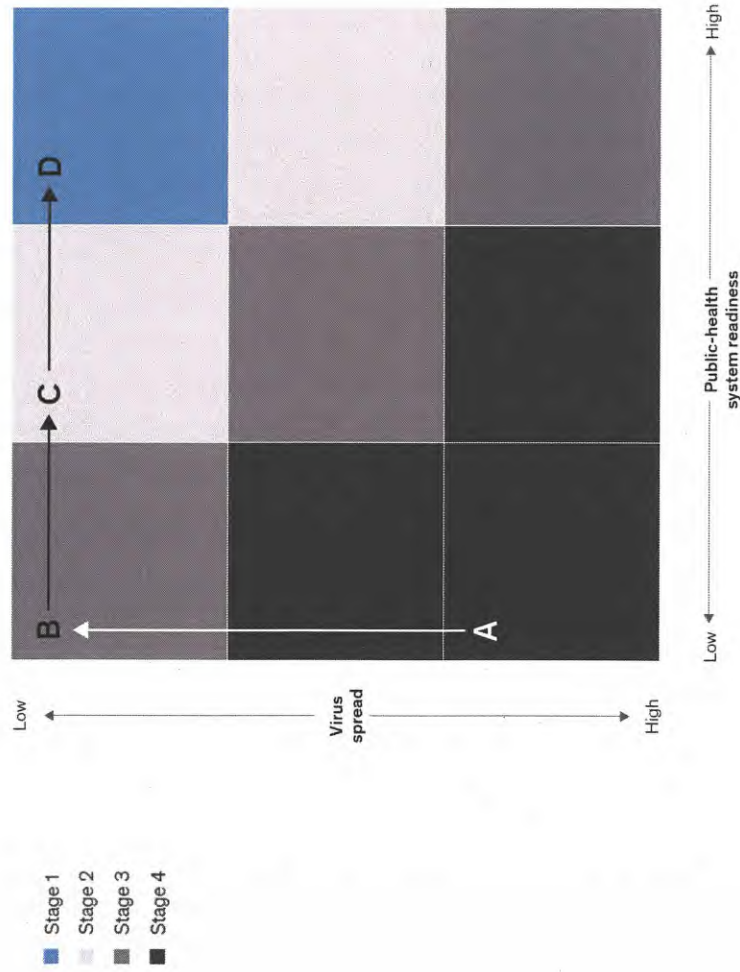
Schools among the last of sectors to open

What assumptions underlie a decision for school reopening?

| | | | |
|--|---|--|---|
| <p>Risk of contagion and transmission</p> | <p>Risks for children themselves as well as for asymptomatic transmission through children considered limited</p> | <p>Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions</p> | <p>Reopening of the schools can pose a significant risk to both children and others</p> |
| <p>Mitigation through safety measures</p> | <p>Healthy & Safety measures can adequately mitigate the risk of infection</p> | <p>Health & Safety measures are insufficient to prevent the spread of the disease if schools return to full capacity</p> | <p>Contagion risk cannot be adequately mitigated until the pandemic is at its final stage, even if schools are opened in stages</p> |
| <p>Criticality for economic activity</p> | <p>Schools are a prerequisite to allowing parents to return to work</p> | <p>Economic activity can return through slow, systematic / staged reopening of schools</p> | <p>Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care)</p> |
| <p>Quality of remote learning</p> | <p>The loss of quality from remote learning clearly outweighs the risks of reopening schools</p> | <p>Blended learning works for some subjects and grade levels; in-person lessons required for others</p> | <p>Remote learning allows pupils to continue learning at acceptable levels</p> |

A As governments attempt to slow the spread of virus, school systems need to identify the stage and readiness for their regions

An illustration of four readiness stages for a regional school system



1. There is mixed research on whether keeping students at home helps reduce transmission significantly (e.g. see details below for two different researches)

Source: Russell M Viner et al. "School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review", The Lancet, April 6, 2020; Ferguson, N., et al. Strategies for mitigating an influenza pandemic. Nature 442, 448–452 (2006).

Key reopening stages

- At A, the stage 4 health system requires school closures to comply with social distancing guidelines¹ and lockdown measures¹
- Moving from A to B requires systems to prepare policies and infrastructure to put in place during stages 3 and 2 once the epidemic situation allows reopening
- Moving from B to C as the virus is brought under control requires careful planning to ensure the agility to swiftly move ahead to D, or back to A if virus spread soars after reopening
- Moving from C to D requires protocols and capacity expansion to open all schools under the next normal, being mindful of possible virus resurgence
- To move to D / reopening, cases reported should have declined steadily for the last two weeks; local healthcare providers should have ability to provide testing, treatment, and isolation for all seeking care, or coordinated local mobile surge capacity

A Example – What a potential path could look like

Illustrative

| | Stage 4 (all schools closed) | Stage 3 | Stage 2 | Stage 1 (all schools open) |
|---|--|---|--|---|
| School closure type and instruction delivery | <ul style="list-style-type: none"> All school types closed except (potentially) for certain narrow segments (e.g. children of critical workers) Remote learning more likely to be provided based on local guidelines Policies around assessments and grades to be defined | <ul style="list-style-type: none"> Primary schools may be open to support childcare Secondary schools closed Blended learning to be provided, large portion of curriculum taught through remote learning | <ul style="list-style-type: none"> Both primary and secondary schools could remain open Blended learning to be provided, majority of the delivery could be conducted in person | <ul style="list-style-type: none"> All schools open Learning resumes in the classrooms Best practices to be retained from remote learning phase |
| Activities conducted | <ul style="list-style-type: none"> Strict closure to reduce spread No activities conducted in school except transition to remote learning | <ul style="list-style-type: none"> Potentially reduced schooldays for academic year Core-curriculum classes only (e.g., no gym, arts class) | <ul style="list-style-type: none"> Full school days Limited extra-curricular activities possible | <ul style="list-style-type: none"> Full school days Educational activities return to normal Based on national protocols, events to be conducted e.g. graduation, field trips |
| Safety & Health | <ul style="list-style-type: none"> Social distancing and lockdown measures set by government | <ul style="list-style-type: none"> Strict safety protocols to be implemented Policies for staff, teachers and infrastructure to be put in place | <ul style="list-style-type: none"> Less strict safety protocols enforced Dynamic plan required to have the agility for closedown if needed | <ul style="list-style-type: none"> Basic hygiene and health and safety protocols to be implemented |

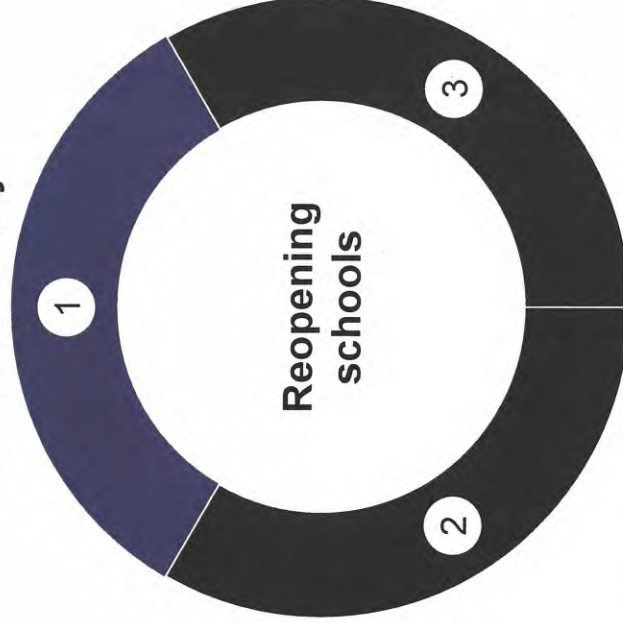
B Once decision is made for schools to reopen, operationalizing depends on 3 elements – this document focuses on health & safety

What are the key procedures and measures that need to be in place to ensure?

- Safe interactions
- Healthy school operations
- Healthy work environment

Focus of this document

Health & Safety



Remediation

How can an effective learning environment be restored and learning gaps be filled after the COVID-19 hiatus, with pupils re-enrolled and readapted to the school environment as quickly and fully as possible?

Resurgence prevention & planning

What measures would the school systems need to take to prepare for a resurgence of virus and a prolonged blended learning environment (including finances for preventive measures)?

B Illustration of measures that schools in countries are taking to ensure health and safety



| | | | | | |
|------------------------------|--|---|---|---|---|
| Safe interactions | Ensuring teachers and students stay 6 feet apart at all times | ✓ | ✓ | ✓ | ✓ |
| | Reducing class size to enable compliance with social distancing | | ✓ | ✓ | ✓ |
| | Reordering school days to reduce the number of students present on-premises at any one time | ✓ | ✓ | ✓ | ✓ |
| | Refitting school buses/ routes to better protect students and ensure compliance with social distancing | | | ✓ | |
| Healthy school operations | Identifying and isolating sick teachers and pupils | ✓ | ✓ | ✓ | ✓ |
| | Allowing sick leave for teachers | ✓ | ✓ | ✓ | ✓ |
| | Requiring antibody tests for teachers and staff as prerequisite to return | | | | |
| | Putting policies in place to reduce absenteeism and provide fair grading | | | | |
| | Conducting temperature checks to protect students and staff from potentially sick individuals | ✓ | | | ✓ |
| Healthy learning environment | Ensuring staff safety by working in fixed shifts without mixing classes | | | | |
| | Improving building conditions and airflow | ✓ | | | ✓ |
| | Ensuring sanitization and secure handling of classroom supplies | ✓ | ✓ | ✓ | ✓ |
| | Supporting core hygiene habits and in-school hygiene education (e.g. no-touch bathrooms) | ✓ | ✓ | ✓ | ✓ |
| | Providing masks to all teachers and students willing to use them | | | | |
| | Enforcing personal protective equipment (e.g. facemasks, gloves) | ✓ | | | ✓ |
| | Serving food to students individually to minimize contact between students and staff | | | | ✓ |

1 From different parts / provinces of China; may not be standard across whole country or all schools

SOURCES: Press search and official government websites

C An operational lead and tight governance will enable strict monitoring and quick decision making during reopening process

1 Task leadership

- Well-staffed, experienced, and well-resourced task and process leadership
- Clear mandate and reporting structure
- Adequate dedicated resources with clear responsibility structure

2 Cadence and monitoring

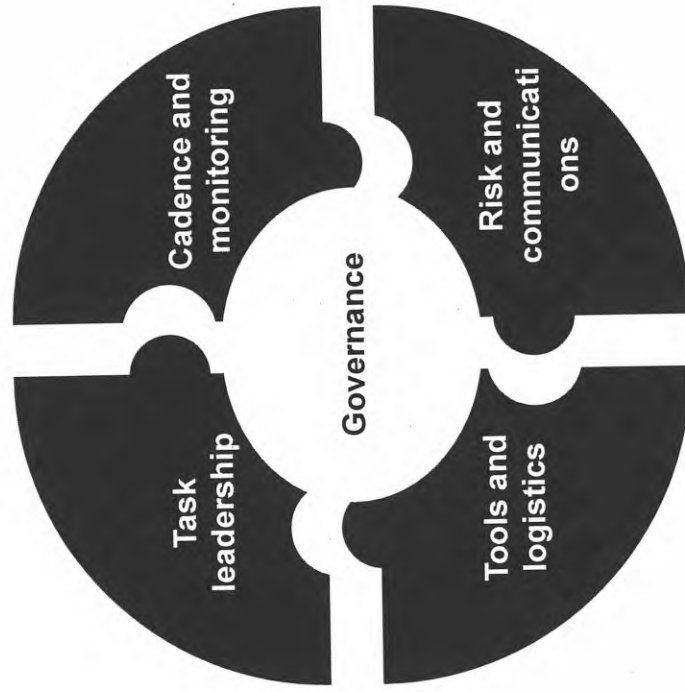
- Detailed layout of structure, deliverables, timeline
- Regular cadence to ensure alignment across stakeholders
- Defined metrics for evaluating and monitoring process
- KPIs and well-functioning feedback loop

3 Risk and communications

- Well-developed risk and communication strategy
- Clear and inclusive communications across school teams, external collaborations, students, parents and other stakeholders

4 Tools and logistics

- Adequate IT and financial resources
- Well-functioning supply chain and capabilities for personal protective equipment procurement
- Onboarding tools for teachers and new team members



Backup

Denmark and Norway focus on social distancing in schools

Overview of measures in secondary and primary schools by country

Overview non-exhaustive



Denmark

Denmark will reopen its preschools and primary education on April 15 after ~3 weeks of closure. Matriculating students in higher secondary schools will also return to school on April 15

Context

- Municipalities only open schools once the school is deemed safe by ministries of health and education
- School hours, class size and attendance requirements changed so social distancing can apply within classrooms
- Strict rules for hygiene apply for all children and staff
- Children placed into groups. Indoor play only allowed between children of the same group
- Full distance education for children displaying symptoms
- Non-matriculating exams canceled to uphold distancing

Measures taken

Enforce-
ment Local municipalities, the ministry of health and ministry of children and education review each school for opening



Norway

After ~5 weeks full closure, kindergartens will reopen on April 20. Primary schools will gradually reopen as of April 27. Some secondary schools will begin a slower reopening on April 27

- Strict hygiene policies with procedures on items and surfaces that must be cleaned daily or hourly
- In the first phase, children will attend school on alternating days to minimize the number of children present
- Classes are separated in two groups, with groups alternating physical presence and distance learning in mornings and afternoons
- Break times staggered so no groups have overlapping breaks
- Strict 2 meter social distancing applies throughout the school
- All written exams cancelled

Ministry of health inspectors to verify compliance to hygiene policies

China and Japan introduced safety protocols to minimize contagion

Overview of measures in secondary and primary schools by country

Overview non-exhaustive



China

Several provinces, including Yunnan and Guizhou in south-east China, have reopened secondary and primary schools after ~4 weeks of closure; rest follows at the beginning of April

Context

- Converted buses with specified routes
- Temperature scanners at entrances;
- Scattered schedules, including for arrival-departure in buildings and classrooms, to/from bed at boarding schools, lunch
- Specified walking routes through schools
- Individually served lunch
- PBM for all pupils and staff
- More extensive cleaning of common areas

Measures taken

- Forbidden on group formation
- Regular temperature checks
- Thorough ventilate of classrooms
- PBM for all pupils and staff
- In the case of outbreaks, infected individuals are suspended, as are anyone who has been in contact with them. In some cases, entire classes or schools are closed.
- 10-point checklist for teachers to learn daily hygienic behaviour in pupils

Enforcement

Headteachers, in the i.e. inspection services of government for education



Japan

After ~5 weeks full closure, all schools will open on April 6 and 7. Excluding high risk areas

National closure and directives were non-binding; local authorities determine enforcement with schools