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OPENING SCHOOLS SAFELY

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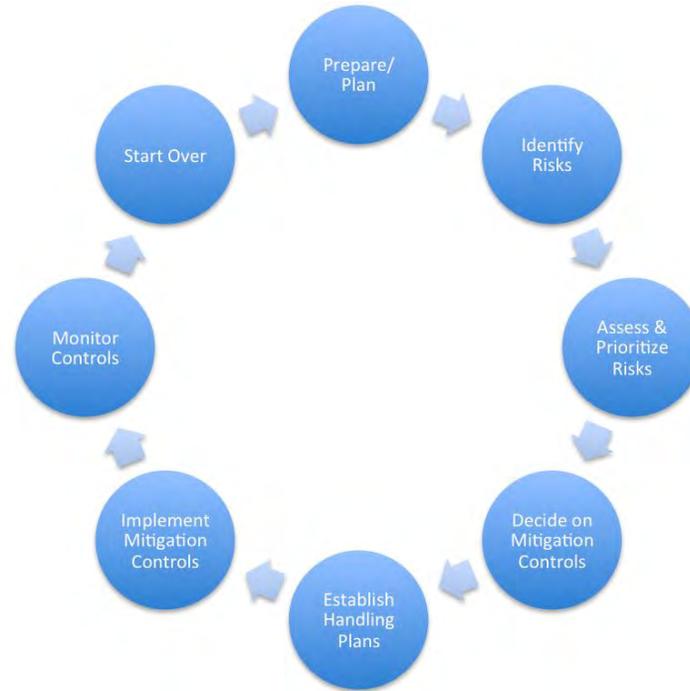
Outline

1. Identifying Risks and Clarifying Goals
2. Getting and Keeping the Support of Stakeholders
3. Ensuring Systems are Sustainable and Resilient
4. Managing Wellbeing
5. Hybrid Modes of Learning
6. Learning Loss and Adaptation



Identifying Risks and Clarifying Goals

- Risk Management and Planning



Identifying Risks and Clarifying Goals

- What are the risks of opening?
 - Level 1: On-campus transmission
 - Level 2: An outbreak within the school community
 - Level 3: Critical impacts on individuals



Identifying Risks and Clarifying Goals

- Identifying higher risk groups
 - Pre-existing conditions or age
 - Household features that impact learning
 - Individual and Behavioral differences





Identifying Risks and Clarifying Goals

- What are the risks of not opening?
 - Short or long-term social / behavioral impact
 - Mental health and family life impact
 - Physical health impact including home infections
 - Short and long-term learning impact





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Learning loss from absenteeism

Authors: Applied Survey Research

Published: July 2011

Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research, July 2011.

This study suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years—scored an average of 60 points below similar students with good attendance on third-grade

Learning loss over summer break

An early comprehensive review of the literature summarized several findings regarding summer loss.^[2] The authors concluded that: (1) on average, students' achievement scores declined over summer vacation by one month's worth of school-year learning, (2) declines were sharper for math than for reading, and (3) the extent of loss was larger at higher grade levels. Importantly, they also concluded that income-based reading gaps grew over the summer, given that middle class students tended to show improvement in reading skills while lower-income students tended to experience loss. However, they did not find differential summer learning in math, or by gender or race in either subject.



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Identifying Risks and Clarifying Goals

- What are acceptable and realistic goals?
 - The dangers of over-promising
 - Supporting highly risk averse stakeholders



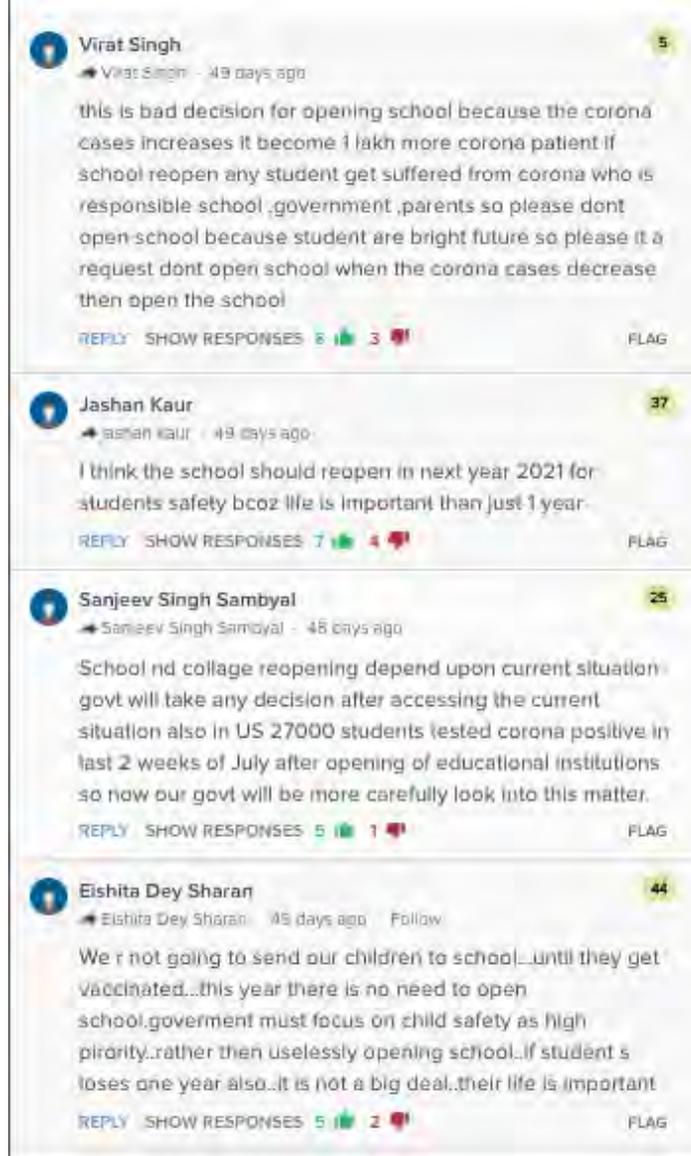


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“I won’t be sending my children off no matter what,” said Sandra Andersen, the founder of a Facebook group called ‘My kid is not going to be a Guinea Pig’ that has more than 40,000 followers.

“I think a lot of parents are thinking, ‘Why should my little child go outside first,’” said the mother of two girls aged five and nine.

The month-long lockdown in Denmark, where the virus has infected more than 6,600 people with close to 300 deaths, has also closed shops, bars, restaurants, cinemas and gyms.





Discussion 1

- What will be the challenges of identifying high risk groups at your location and mitigating their risk?
- How risk averse is your community and how might competing viewpoints be managed?



Getting and Keeping the Support of Stakeholders

- Parents
- Students
- Teachers
- Regulators and boards



Targeted Messaging and Regular Feedback



Getting and Keeping the Support of Stakeholders

- Who is responsible for communication?
- District vs. school vs. teacher vs. parent sourced / coordination
- Surveys
- Social media, web-site, video, messaging
- Targeted online meetings
- Clear communication channels and response time





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Getting and Keeping the Support of Stakeholders





Discussion 2

- What are the most difficult messages to communicate in your community?
- What have you learned from surveys or input from your stakeholders until now?





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Ensuring Systems are Sustainable and Resilient

- Detailed written procedures
- Clarity about accountability
- Compliance checking
- Regular review with fresh eyes





Discussion 3

- Where are the most likely implementation gaps in your community?
- How might you be able to ensure that implementation plans are monitored and reviewed?





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Managing Wellbeing

- Teachers and staff
- Students
- Parents





Managing Wellbeing

- Who will manage it and how will you measure its effectiveness?
- Encouraging sharing
- Financial stress
- Physical, mental health and grief support
- Teacher workload, family contexts and online vulnerability
- Personal contact & guidelines



Discussion 4

- Who is best placed to support student well-being and what kind of training might be required?
- How do you balance your expectations of teachers with their own wellbeing?





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Hybrid Modes of Learning

- Double Hybrid
- Goals of Hybrid
 - Maintain physical distancing
 - Minimize contacts



Hybrid Modes of Learning

- Time efficiency
 - Teacher laser-like focus on adapted learning outcomes
 - Response to assessment – where distance / hybrid learning shines
- Measuring student engagement for intervention



Discussion 5

- Is a hybrid model possible in your community?
- What are your biggest time-based pressures and how might you overcome them?





Learning Loss and Adaptation

- The critical nature of adapted **assessment**
- High stakes examinations



Learning Loss and Adaptation

- Response to infections at school
- Changing modes of learning seamlessly



Discussion 6

- Do your teachers have a culture of “*following a textbook*” or “*responding to assessment*” and what are the implication of this for distance learning?
- Who decides in your community, which learning outcomes are essential and which can be paused?





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