

# Coronavirus Update: Student Travel and Emerging Issues

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# Agenda

- General Overview
- Student and Staff Travel
- Business Continuity and Practices
- Online Learning
  
- And the usual disclaimers...



## Hurricane Fatigue

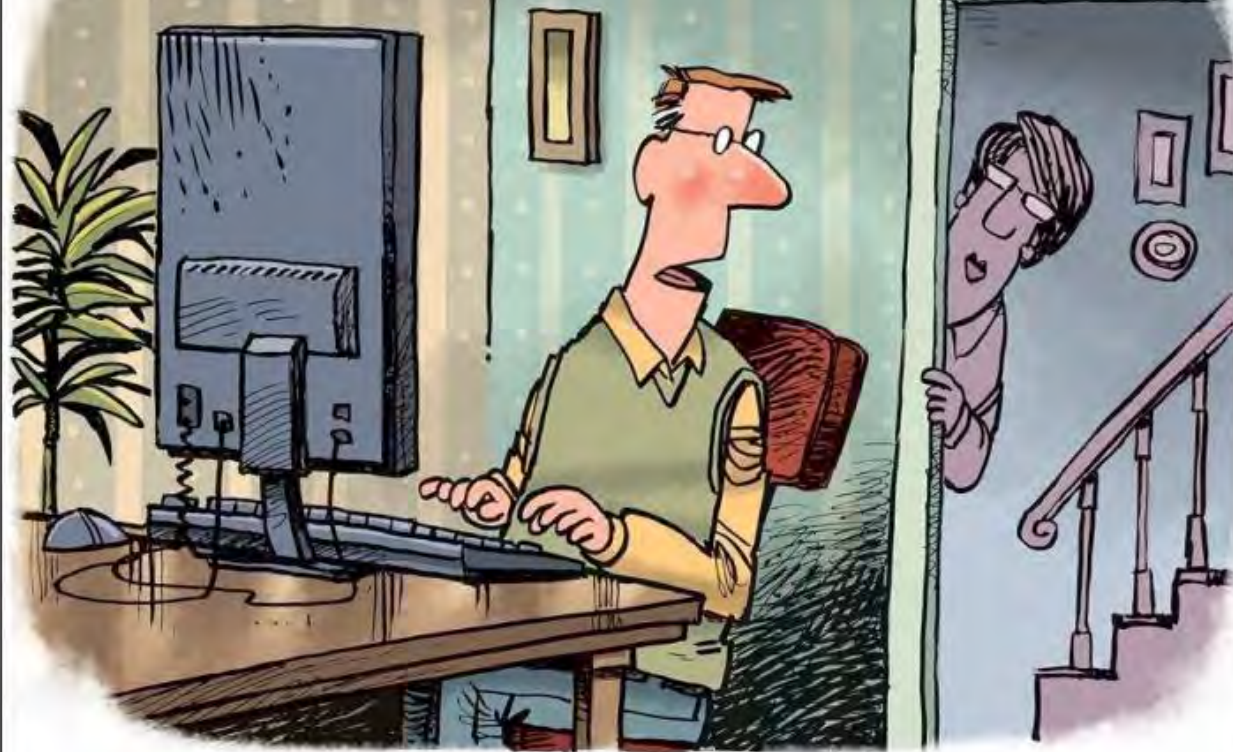
- Do take care of yourself and your team
- Create a useful checklist of the work ahead
- Execute
- Keep work focused and helpful
- Don't let the stress / fatigue seep into the upsides
- Embrace all of the positives of this time of the school year
- Think of how much better prepared you will be next time!

# Deep Breaths

Today's cartoon, by Elisabeth McNair:



*"Hand over your Purell."*



"THAT'S ODD: MY FACEBOOK FRIENDS WHO WERE  
CONSTITUTIONAL SCHOLARS JUST A MONTH AGO  
ARE NOW INFECTIOUS DISEASE EXPERTS...."

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## ***Coronavirus in N.Y.: Panic Shopping for Masks, but Brunch Is Packed***

The first case in New York City was confirmed Sunday night: a woman in her 30s who is isolated in her Manhattan home.





Corona USA  @coronaextrausa

Introducing Corona Hard Seltzer. Four delicious flavors. One splashy entrance.



35.2K views



41



27



111



Promoted

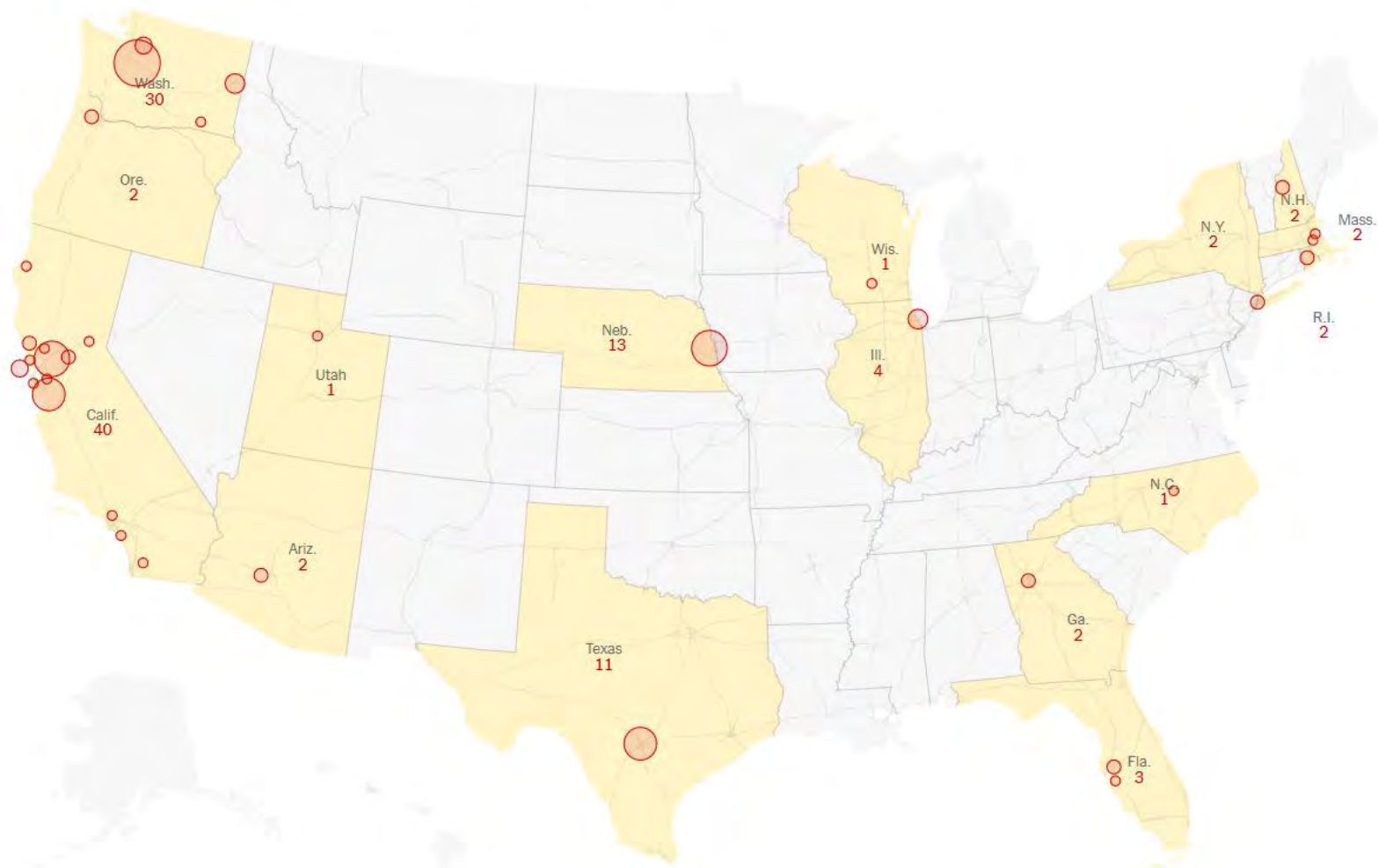
Yes, this is a  
real ad

## Some facts: WHO study

- Analysis of data from China finds that 104 strains of the coronavirus, collected from people between December 2019 and mid-February 2020 are 99.9% similar - the virus is not significantly mutating.
- The median age of people infected is 51 years old.
- Global death rate is 3.4%
- Most cases spread from person to person are within hospitals, jails or households- implies close contact is often required for the virus to spread between people.
- Airborne spread is not believed to be a major driver of transmission
- In one preliminary study from the province of Guangdong, people who shared the same household as someone with COVID-19 had 3–10% chance of being infected.



## Coronavirus cases in the United States



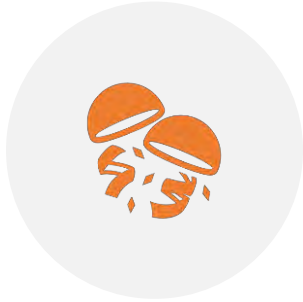
## Prevention Strategies

- Symptoms
  - Dry cough, fever, tired
- Risk steps are designed to keep virus from spreading to vulnerable populations
  - Older adults, those with pre-existing medical conditions
- Generally same prevention steps as the flu
  - Disinfecting commonly touched surfaces
  - Hand-washing
  - Limiting physical contact
  - Aware of touching face

## US Travel Restrictions

- Foreign nationals coming into US from China and Iran (for now) denied entry if in either country in previous 14 days
- Permanent residents (green card holders, citizens) and close family members of permanent residents allowed in, but quarantine restrictions in place
  - Hubei Province – Government sponsored quarantine
  - China – self-imposed
- Watch for these restrictions potentially broadening

## CDC Guidance



LARGE GATHERINGS



HIGHER EDUCATION



SCHOOLS AND  
CHILDCARE

## Risk Management Treatment Approaches

### Accept

- Accept the risk – treatment not required

### Mitigate

- Mitigate - implement measures to reduce risk

### Avoid

- Avoid as too risky - reject the risk entirely

### Transfer

- Transfer - shift responsibility to another party
  - Vendors and insurance

### Exploit

- Exploit - pursue opportunities

## Who is involved?

- **Risk Committee.** The committee is the group working on managing the particular risk. Committee members may include: hr, technology, facilities, student safety, legal counsel (depending on the risk), and occasionally board members, outside vendors, and parents.
- **Risk Driver / Owner.** Each risk must have an owner/driver who is oversees the development and maintenance of the risk treatment plan.
- **Sometimes: Risk Mentor.** Has succeeded with risk management and serves as an advocate or resource to others. Can be outside the school.

# Mitigating the Risks

Consider:

- **Physical** – safety equipment, building or vehicle retrofit
- **Policies** – update, add new, cross reference
- **Procedures** – implement new ones, including tracking incidents, updating as needed
- **Personnel** - including if you need a consultant or more experienced school for insight, or new staff, as well as how supporting vendors play a role
- **Practice** - and training – for staff, students, parents
- **Insurance**



In real life...

- Assign risk planning to risk owners and risk committees.
- Consult risk mentors, experts and peer institutions for input on plans.
- Document the approach and mitigation strategies for each risk.
- Develop written plan with milestones and timetables.



## Most likely concerns?



School trips



Managing staff / students who have traveled



Being prepared for students or staff who cannot come to the school for some time



Anxious parents



Consistency with other schools and standards



Upcoming issues around end of year celebrations



Students returning home



Next year's international students

## Plans to get in place

- Trips - informed consent, vendors, crisis plans for health issues or stranding / quarantine, chaperones
- Policies related to online learning (staff and students)
  - Handbooks, contracts, licensing / accreditation
  - Extension of school year when online is not possible
- Families and staff who travel over break
- Illness on campus - when should people stay home
- Flexible leave policies
- Campus preparation and training: supporting vendors, potential unknowns in your operations
- Campus visitors for hiring, admissions, end of year celebrations
- Plans for international students as needed
- What do you need in place to shift to distance learning tomorrow?

## **Trips and Student Care**

- What is the risk: Generally negligence
  - Standard of care
    - Public health (international, national, state, local)
    - Peers (other independent schools, public schools, higher ed)
  - Who is involved: School team both admin and program, outsiders as needed
  - If this, then that: What are the down the road steps / mitigations / communications
  - Consistency with policies, procedures, and practices is your baseline
  - Timelines for decision-making if not yet
  - Communications on above

## Negligence Generally

- Team approach to insure thinking of all the angles, managing decision-making, and putting out communications
  - Trips students and staff may take
  - School or personal
  - Exposure to those who might have been exposed (students, parents, contractors, visitors) to the virus
  - Making sure to mitigate risk if you take on new activities
  - Within the school if the virus spreads here
  - Prepping for students or staff to engage with the school from home (entire school or a handful of people)

BE CONSISTENT WITH ALL RACES / ETHNICITIES

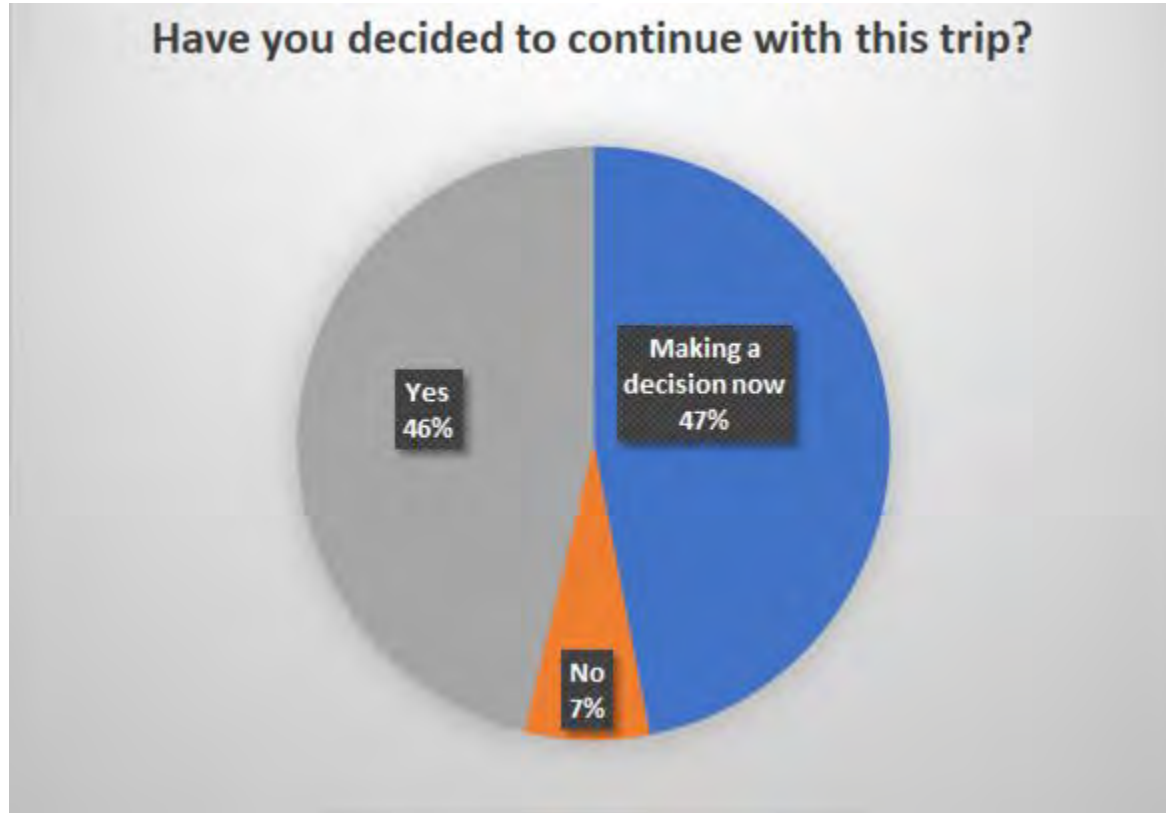


# Late Spring / Summer Trips

Have you decided to continue with this late spring/summer trip?



# Spring Break Trips





The Global Education Benchmark Group (GEBG) is a leading **non-profit organization of K-12 schools** that researches and establishes **model practices in the field of global education** and **supports member schools** to prepare students to thrive in increasingly interconnected world systems.

[www.gebg.org](http://www.gebg.org)





- > To identify specific practices in global education by collecting, analyzing, and sharing **data from GEBG members**.
- > To promote all aspects of global education in independent schools through **professional learning** and **institutional support**.
- > 278 member schools in 15 countries.



# GLOBAL EDUCATION STANDARDS

## Section 6: RISK MANAGEMENT

6.01 The program has a designated and functioning risk management committee that includes external membership.

6.02 The program completes written risk analysis and management for all countries and locales visited and for all program activities.

6.03 There is a written emergency action plan specifically designed for each country and locale visited that addresses steps to be taken in the field during initial response that is known and understood by all participants and staff

6.04 Travel program leaders involved in global co-curricular activities are trained in risk management practices.

6.05 The school's risk management practices are communicated to all relevant stakeholders

6.06 Risk management procedures are evaluated on a continuous and formal basis in order to improve practices.

## SOME KEY QUESTIONS FOR RISK MANAGEMENT DECISION-MAKING

1. **Leverage Internal Expertise:** Are you making use of diverse and experienced set of viewpoints within the team that is discussing? For example, can you hear from voices of internal expertise in overnight travel risk management, international student support, financial oversight, global program management, legal counsel, medical advisory, and other key areas?
2. **Utilize External Expertise:** Are you regularly monitoring and considering external advisory sources to inform your internal decision-making in a rapidly changing context?
3. **Consider Standard of Care:** To what extent are you leveraging your peer school networks to evaluate any standard of care across schools?
4. **Weigh All Related Risks:** Have you considered institutional, financial, and contractual risks alongside risks to mission fulfillment, curriculum, and community? How are you communicating with all relevant stakeholders?
  - i. If cancelling a travel program, have you developed mitigation strategies and communications to support students and families and to ensure appropriate dialogue within your community?
  - ii. If proceeding with a travel program, have you ensured that families of travelers and faculty leaders have been updated with current risk information and understand your risk-mitigation strategies? Have you considered how to document this updated *informed consent* in a rapidly changing landscape?
5. **Maintain a Standard of Practice:** Are you following your schoolwide risk-management and crisis-response protocols? Are you communicating and documenting often and throughout?
6. **Commit to Iteration:** How frequently are you revisiting all of the above questions, and have you identified key thresholds and deadlines?





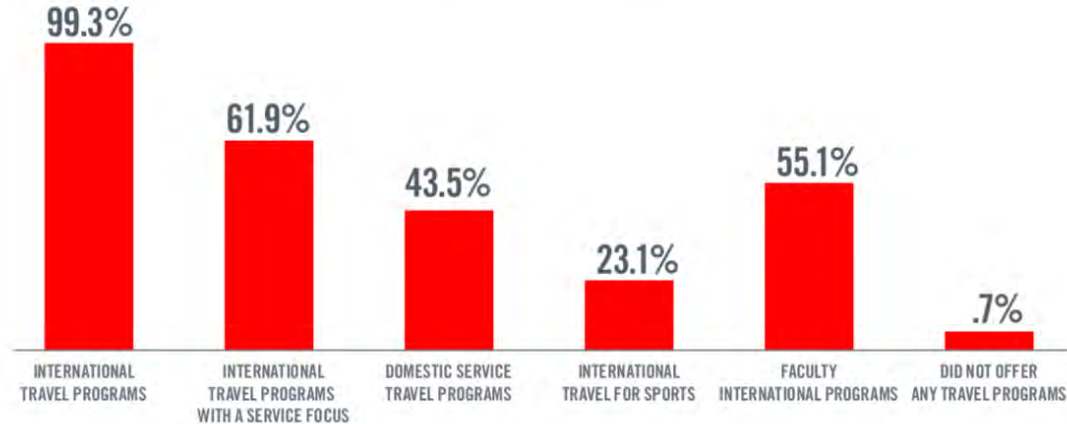
Top Student Travel Program Destinations 2017-2018



**GEBG**  
Global Education Benchmark Group

## Travel Opportunities Offered

In addition to language and service oriented travel, more than 23% of schools traveled with students internationally for athletic events and more than 55% of schools gave faculty the opportunity to travel.



## Schools that Offered Courses with Travel Component

139 schools reported



Student Travel Program Data  
2018-2019



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Global Education Benchmark Group

## Travel Program Risk Management Data 2018-2019

**79%**

*report having a  
formalized process of  
ASSESSING RISK FOR  
TRAVEL PROGRAMS*

**68%**

*of schools have a  
process for  
EVALUATING 3<sup>RD</sup> PARTY  
PROVIDERS ON  
TRAVEL PROGRAMS*

**46%**

*of schools  
CONDUCTED A SITE VISIT  
prior to taking a group  
of students on a  
travel program*

**72%**

*of schools  
PROVIDED A FORMAL  
CHAPERONE/LEADER  
TRAINING  
prior to travel*



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## GEBG Partnership with International SOS

2018 Data from 60  
Independent Schools



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### What are your top challenges when managing travel health and safety of travelers?

- 60% EDUCATING STUDENTS, FACULTY AND TRIP LEADERS ABOUT TRAVEL RISKS**
- 56% UNDERSTANDING LEGAL OBLIGATIONS TO TRAVELERS**
- 44% MANAGING A CRISIS**
- 37% TRAVEL RISK POLICY IMPLEMENTATION AND COMPLIANCE**
- 33% COMMUNICATING DURING A CRISIS**

# GEBG DATA in REAL TIME with over 820 data points

Travel Spring/Summer Cancellations/Adjustments

View Insert Format Data Tools Add-ons Help All changes saved in Drive

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	B	C	D	E	F	G	H	I	J
	Travel Season Spring/Summer	Dates of Travel	Destination	No Plans to Change	Monitoring	Cancelled	Other	Updates / Decisions / Notes	Date Last Updated
only with tools*	Spring	March 6-14	Italy (Rome, Florence, Orvieto,		X			Monitoring	2/24/2020
NY	Spring	March 13-20	Italy (Rome, Florence, Perugia,			X		Cancelled 2/24/2020	2/24/2020
	Spring	March 6-14	Italy (Rome, Naples)		X			Monitoring	2/24/2020
ol	Spring	March 18-28	Italy (Rome, Naples)		X			Monitoring closely.	2/24/2020
ol (VA)	Spring	2/29-3/10	Italy (Rome, Orvieto, Pompeii)			X		Cancelled 2/26/2020.	2/26/2020
I, New York	Spring	March / 3rd week	Italy (Rome, Sorrento)					cancelled on 2/26/2020	2/25/2020
ol	Spring	March	Italy (Rome, Sorrento)			x		Decision to be made 2/26	2/25/2020
chool	Spring	March 13th-20th	Italy (Rome)		X			Monitoring	2/24/2020
	Spring	March 14-22	Italy (Rome)			X		Canceled 2/25/20	2/24/2020
ol	Spring	March 9-17	Italy (Sardinia, Milan, Rome)		X			Monitoring, coming up with alternatives to possi	2/24/2020
chool	Spring	March 14 - 22	Italy (Sicily)		X			Monitoring-Possible cancellation	2/24/2020
	Spring	May 30 - June 7	Italy (Spoleto)		X				2/26/2020
	Spring	March 6-15	Italy (Venice, Florence, Rome,		X			Monitoring	2/24/2020
	Spring	March 15-23	Italy (Venice)		X			Monitoring	2/24/2020
ame	Summer	June, 2020	Italy, Spain, Costa Rica	X	X			Monitoring-No Plans to Change	2/24/2020
HS	Summer	July 16-26	Italy/Greece	X	X				2/25/2020
tah)	Summer	6/9-6/21	Italy/Slovenia/Croatia	X	X			may have to skip Venice?	2/25/2020
	Spring	April 1-12	Jamaica		X				2/26/2020
	March	March 15-30	Japan			X		Postponed until June	2/25/2020
y School	Spring	March 28-April 6	Japan			X		Cancelled 2/24/2020	2/24/2020
ston School	spring	March 13-21, 2020	Japan		X			Monitoring	2/25/2020



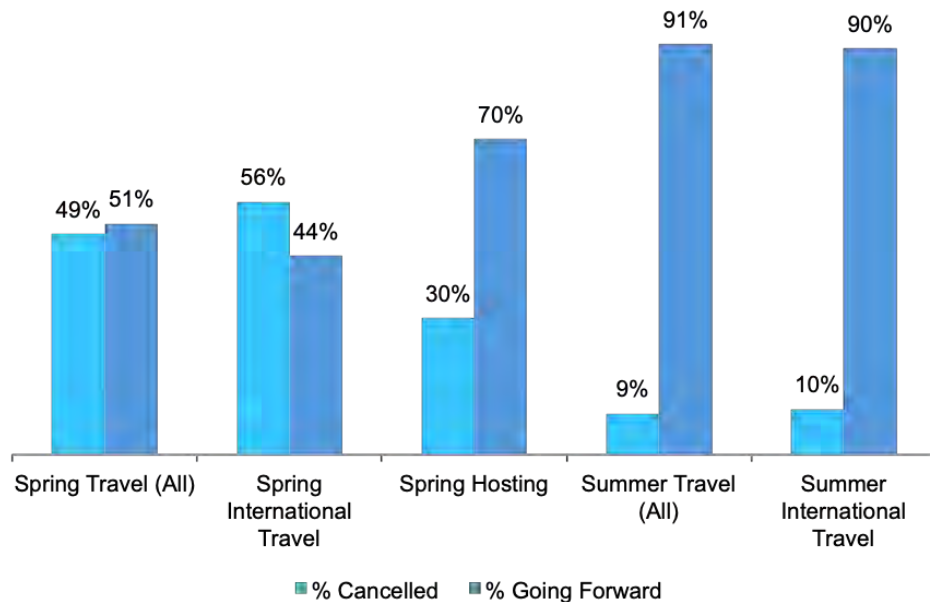
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## GEBG DATA in REAL TIME - Benchmarking for Decision Making

160 schools tracking decisions about 737 travel programs throughout the world (excluding China)

All Data as of March 3, 2020 at 4:30pm EST



According to our data:

- more than **51% of spring** and **90% of summer** travel programs (excluding China) are **moving forward**
- 53 (40%) schools have reported cancelling all of their international travel **spring** programs



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## GEBG DATA in REAL TIME - Benchmarking for Decision Making

**Spring Travel (Feb-April) // Data taken at 9pm EST on 3/3/2020**

403 total travel programs reported to 74 different countries

197 (48.9%) **spring** travel programs canceled (excluding China)

53 schools (40%) have canceled all of their international **spring** travel programs

Canceled programs were planned to 53 different countries including:

France: 26/32 (81.25%) programs canceled

Greece: 7/14 (50%) programs canceled

Italy: 21/23 (91.3%) programs canceled\*

Japan: 8/8 (100%) programs canceled

Spain: 13/23 (56.5%) programs canceled



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## **Spring Break Travel**

We have a trip going to Costa Rica in April. Should we still allow the trip to go? How should we be thinking about this and who should be involved?

## Spring Break / Summer Travel

- Every time:
  - Standard of care
    - Public health (international, national, state, local)
    - Peers (other independent schools, public schools, higher ed)
  - Who is involved: School team both admin and program, outsiders as needed
  - If this, then that: What are the down the road steps / mitigations / communications
  - Consistency with policies, procedures, and practices
  - Timelines for decision-making if not yet
  - Communications
- Trip insurance / health insurance
- Crisis plans for trips
- Update parent, student, chaperone, vendor orientations and agreements as needed

## **Trips**

- Get on top of trip insurance and timelines
- Tracking international and national warnings and the virus spread
- Alter trips as needed, providing parents, students, and chaperones with an “out”
- Build in protocols for virus spreading, affecting trip
- Training chaperones and students on extra precaution steps as needed
- Verify third party vendors doing the same
- Note on waivers
- Note on traveling with Chinese nationals (and other affected groups) across borders
- Consistent standards across programs

## Border Crossings

- Documentation in letters for students traveling (not been in countries with an outbreak, symptom free, school contact information)
- Preparation for additional questioning
- Preparation crossing into other countries
- Be ready for delays, make sure chaperones are taking special care
- Be ready with plans for delays, quarantines, self-quarantines
- Be ready for trying to enter the country with students on visas

## **Travel Over Break**

We have asked all families and staff to let us know where they are traveling over spring break. We have also asked that they follow any self-quarantine or other requirements imposed by the government if needed. Now what do we do?

## **Planning for students and staff**

- Standard risk management review protocol
- Questions need to be the same across all families and staff.
- Once you have the information, what do you do with it?
- Flexible policies keep individuals from under-reporting
- Build policies around teleworking and distance-schooling (check with state and accreditation compliance)
- Provide flexible leave for those who cannot perform tasks from home or are sick for an extended period of time



**What about students who can't go home?**

We are worried that a number of international students may not be able to go home at the end of the school year. We also really want them to come back next year, so we want to accommodate them as much as we can. What do we do?

## Students staying for the summer



Homestays with families



Summer camps



Other options



Financial sustainability and international enrollment

## **Alternative plans for students**

- New territory for some: Consistency is Key
- Follow all regular protocols, with additional layer for health precautions as needed
- All due diligence, contracts, insurance, background checks, etc., for third party vendors
- Sufficient supervision for number of students (on or off campus), insurance
- Hire or outsource for skills and/or oversight as needed
- Possibility of vendors providing alternative activities within the country
- Schools are opening summer opportunities

**In the community!**

My school has a high percentage of parents who travel internationally for work. What happens if we have a student or parent who tests positive for COVID-19?

## Outbreak

- Every time:
  - Standard of care
    - Public health (international, national, state, local)
    - Peers (other independent schools, public schools, higher ed)
  - Who is involved: School team both admin and program, outsiders as needed
  - If this, then that: What are the down the road steps / mitigations / communications
  - Consistency with policies, procedures, and practices
  - Communications
- If they have been in school: likely to close for a period of time
- If not, but in community
  - Work with health officials
  - Additional sanitation of school
  - Potential short-term closure for school for additional cleaning
  - Quarantines:
    - 14 day quarantine for affected family
    - Circle of community members potentially in the exposure group.
  - Potential closure for 14 days

# **“Business Continuity” Keeping Connection In Tact**

**Place**

**Program**

**People**

# Setting The Stage

If and when school closes, the clock starts - you have about seven days to resume operations in some form before the incident starts to threaten long-term sustainability.

As a general paradigm for managing emergencies, we break the mission down into three distinct areas: Place, Program, and People. From that framework, we've structured questions that we encourage you to ask yourselves in an administrative team meeting or similar format.

# Place

**What would broad precautionary measures look like in a community?**

*Social distancing, like recommending against high-fives or handshakes. Rescheduling large events like spring concerts, fundraisers, family weekends, etc.*

**What policies should be reviewed? What additional steps might be considered?**

*Think about the community handles visitors - what is capacity in terms of virtual tours/interviews? Have the importance (and the details) of good hygiene practice been sufficiently communicated to students and staff? More hand sanitizer?*

**What are the non-negotiable, concrete things a “place” needs to be doing right now to mitigate this risk?**

*Custodial staff should be prioritizing the cleaning of touchpoints, like doorknobs, surfaces, and everything else regularly handled by individuals. There must be a “sick room” available to separate sick individuals from the wider community before they go home. Each classroom should have disposable wipes, and use them to clean desks and tables between uses.*



# Program

**Who needs to be on the team dealing with the community's coronavirus response?**

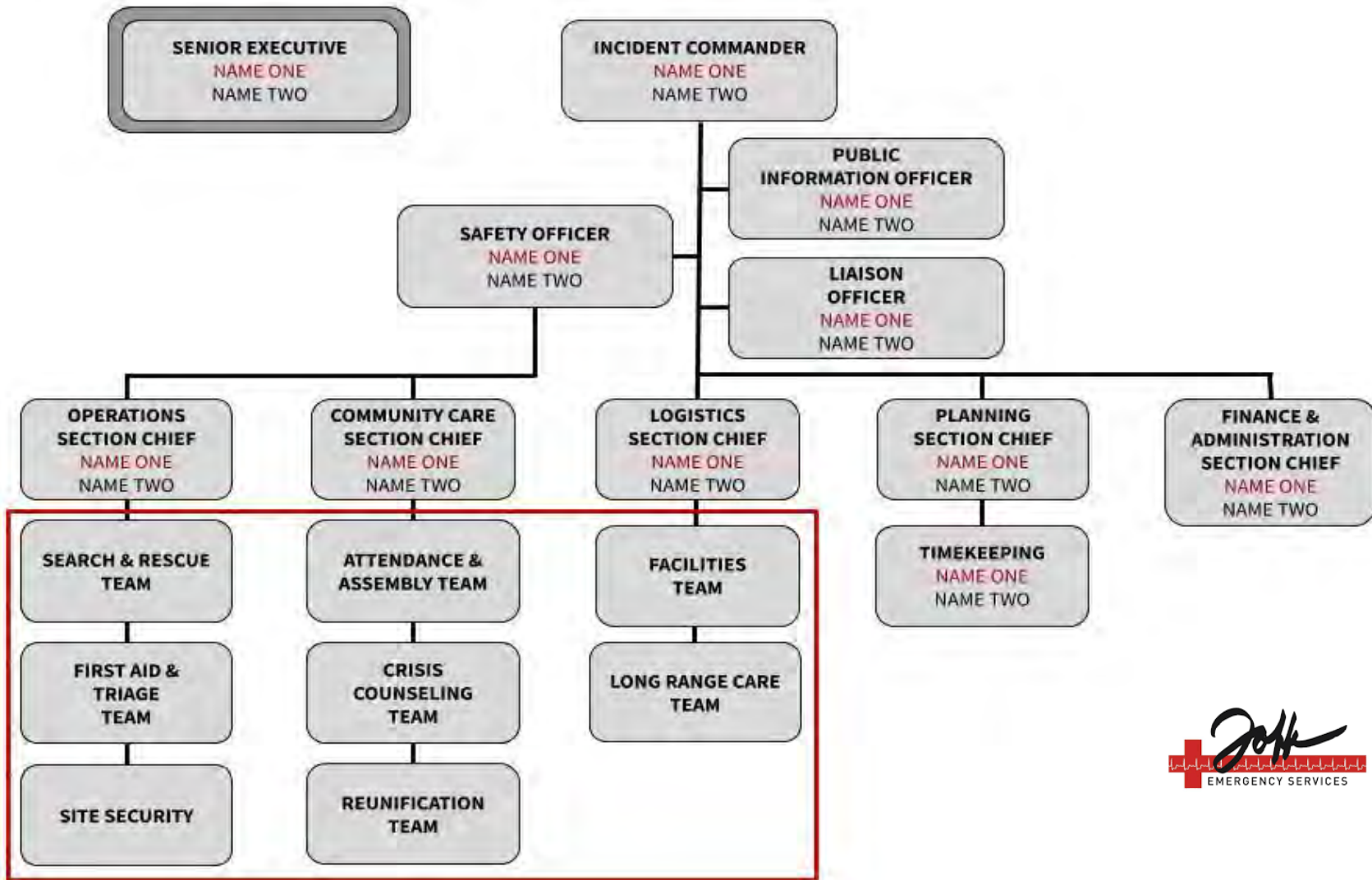
*HOS, CFO, Facilities, IT, Legal, Health/Nurse, HR, School Division Heads, other senior administrators, et al. See next slide for more detail on Incident Command Structure (ICS).*

**What happens if all doesn't go according to plan (and it won't)?**

*An important stress test for emergency response planning - if the situation accelerates at 2AM, what are the mechanics of assembling the team? What if three key team members are indisposed?*

**How can a school model the “crisis leadership mindset”?**

*Ensuring that they have access to up-to-date, accurate information. Communicating regular, relevant updates to families. Display competence and empathy when responding to anxiety.*



# People

**What tools and information do individuals need to ensure critical school functions continue to be executed?**

*Build a list of these essential things in advance (check stock, payroll functionality, etc.) and be prepared to bring them off campus and to the relevant person. This might also include passwords that allow access to key online systems.*

**What are the factors impacting the childcare need in the community?**

*Parents who are police, fire, public safety, teachers, etc. are most likely to need support. Is it worth contemplating how the community could provide limited childcare support in the context of a broad and mandatory shutdown?*

# People, Continued

**What decision makes the most sense for our community regarding paying staff who are not able to contribute during this incident?**

*This likely includes facilities teams, librarians, and others whose work is tied directly to campus. How might you engage them and/or manage compensation if the incident lasts for a week? What about four weeks?*

**How are vendors and contractors affected?**

*Review all vendor contracts and get clarity regarding suspension and cancellation provisions. Kitchen services, bus services, custodial services, facilities, security officers, anyone else?*

**What variables need to be considered when contemplating remote work and learning methods?**

*I'm glad you asked!*



**Our vision:** We imagine a future where all students acquire and practice modern learning skills to be global citizens.

**Our mission** is to reimagine learning to empower students and educators to thrive in a globally networked society.

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# Remote Work

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## Remote Teams

- Culture is Everything
- Customs and Rituals
- Faculty Meetings

## Policies + Preparation

- Where can your teachers work?
- What is a school day?
- Where should teachers be when working with students?
- Where should students be?

# Tech Infrastructure

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## Equity and Access

- Do all teachers and students have a computer, tablet, or equivalent?
- Do all teachers and students have internet access?

## Platform and Programs

- Keep it simple
- Minimum needs + requirements
  - Video
  - Email
- Leverage your tech department

# Wellness

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- Age-appropriate expectations
- Exercise
- Nutrition
- Sleep
- Plan your day
- Check in 1:1
- Advisory



# Parents + Guardians

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- Communicate your teaching philosophy – what is guiding this experience?
- What will the school do and what will parents/guardians need to do?
- Who is their point of contact?
- What are the expectations for students, parents/guardians, teachers, etc.?

# Blended Leadership

- Why meet?
- Resource sharing
- Feedback
- Social connections
- Blending Leadership by  
Reshan Richards and Steven  
Valentine

# Teaching + Learning

- Redesign vs Replication
- Elevate faces and voices
- Assess what matters. Learning vs task completion
- Design for wellness
- Keep it simple

# CATALYST CHART

GOA

## CONTENT CREATION

*How might you infuse instructional material with the voice and perspectives of you and your students?*

## CONTENT CURATION

*How will you and your students navigate the internet with focus and a critical eye?*

## DISCUSSIONS IN REAL TIME

*Which exchanges are most powerful when they're synchronous, happening face to face in real time?*

## DISCUSSIONS ON YOUR OWN TIME

*How can asynchronous discussions build community and foster ongoing learning?*

## PARTNER WORK

*When can close collaboration with a partner deepen engagement with the learning process?*

## INSTRUCTIONS

*How might instructions become inspirational signs and cues that guide students through learning experiences?*

## EXPERIENTIAL LEARNING

*How might students learn by engaging the world around them?*

## FORMATIVE ASSESSMENT

*How might you help students build momentum and stay focused on the learning goal?*

## TEACHER TO STUDENT FEEDBACK

*How can you respond to students in a way that spurs them to action?*

## STUDENT TO STUDENT FEEDBACK

*How might you empower students to help each other reach their learning goals?*

## STUDENT TO TEACHER FEEDBACK

*How might you secure realtime feedback from students that is honest about what's working and what's not?*

## PAGE DESIGN

*How might the look and feel of a page invite a student to interact with it?*

## REVIEW & REFLECTION

*How might you help students assess their own learning and prepare themselves to carry that learning forward?*

## SUMMATIVE ASSESSMENT

*How might students show what they've learned in a way that feels authentic and important?*

## SMALL GROUP COLLABORATION

*How might taking on meaningful challenges with a team encourage students to build relationships and seek out new learning experiences?*

## COMMUNITY SPACES

*How might you enhance learning by providing time and space for students to connect personally?*

## PUBLIC LEARNING GOALS

*How might you share your intentions with students in a way that inspires them to collaborate with you?*

## NAVIGATION

*How might you design a learning experience that students navigate on their own?*



### Students coming to US

We have been approached by a local university. They have called back all of the staff from their international campuses and are looking for schools for the children of these staff members. What should we be thinking about?

## Students in the United States



How long since potential exposure?



Letters from appropriate doctors



Expectations on exposure risks



Community communications