

## Clarifications

- Liability Waiver
  - The form is not required in any way by our association. It is just a resource. Use some or all of it as you see fit.
  - The form is forward-thinking. To have a specific "COVID-19" waiver only protects against COVID-19. But if the virus mutates, or a different version spreads (SWINE FLU, SARS, ETC.) this policy protects against other bio-agents and not just COVID or coronavirus.
  - It is impossible to completely waive the liability of a minor. Liability as a result of gross negligence cannot be waived. If a child contracts COVID-19 because an infected employee deliberately coughs in the face of a child, you will most likely be held fully liable, regardless of any forms that you may have signed.
- Conference 2020
- Teachers with Health Risks
  - Local/State Regulations. On a local or state level, there may be requirements to require job modification to include telecommuting because of COVID-19 and health department guidance or standards, or state executive orders. However, the criteria generally is whether the employee can perform the duties of the job remotely or can the employer restructure the duties in such a way that remote working is possible.
  - Occupational Safety and Health Administration. Under OSHA, or if there is a state equivalent, if an employee is "fearful" of returning to work due to COVID-19, fear itself is not a sufficient basis to refuse to work. However, if COVID qualifies as an "imminent danger, and OSHA has not determined that it specifically is yet, then the school could not terminate the employee for the refusal. However, it would not need to pay the employee, and the employee likely would not qualify for unemployment compensation.
  - Americans with Disabilities Act. The major statute for this situation is the ADA. If the employee has COVID-19, there is some question as to whether that is a disability covered under ADA. However, if the employee has an underlying health condition - for example, diabetes or has had cancer treatment, or similar condition, then they are disabled for purposes of the ADA and in combination with COVID, the employer will have to consider the ADA requirements. Again, this will require the employer to engage in an interactive process with the employee to determine whether job modification or working remotely is a reasonable accommodation that will allow the employee to perform the essential functions of the job. The employer does not have to restructure the job, but does need to analyze modification including remote working. Meeting with the employee and discussing potential accommodations and what is required for remote work or the fear factor is part of the interactive process that is required.

## What we know about Coronavirus and Opening Schools

- Norway and Denmark, reopened their schools in the late spring, starting with younger students. Schools there boosted sanitizing procedures and limited class size, keeping children in small groups at recess and putting space between desks. With these practices in place, neither country saw a rise in cases after reopening (<https://globalhealth.washington.edu/sites/default/files/COVID-19%20Schools%20Summary%20%28updated%29.pdf>)
- Schoolchildren did not get infected despite living with an infected family member, and also did not pass on the virus to other schoolchildren. "Our study finds that students play a less crucial role in transmitting the virus than initially thought," Jakob Armann, an author of the study and a pediatric infectious disease specialist at the University Children's Hospital in Dresden (<https://www.medrxiv.org/content/10.1101/2020.07.16.20155143v3>)

- Children under 10 who were positive for Covid-19 had the lowest transmission rates of any age group, whereas children between 10 and 19 had transmission rates similar to adults ([https://wwwnc.cdc.gov/eid/article/26/10/20-1315\\_article](https://wwwnc.cdc.gov/eid/article/26/10/20-1315_article)).
- Critical for K-Grade 5 (<https://www.nap.edu/read/25858/chapter/1>).
- CHILD CARE CRISIS! (<https://www.politico.com/news/magazine/2020/07/23/child-care-crisis-pandemic-economy-impact-women-380412?cid=apn>)

## Facilities

Covered in prior webinar: masks, enhanced cleaning, facility upgrades, and reconfigured classes (see website: <https://www.lcs.education/covid-19-resources/>) (Student Arrivals, 6 Foot Exceptions, etc...).

- MASKS UP!
  - Provide surgical masks for all teachers and staff.
  - Make it a part of the uniform! All students and staff should wear face masks.
  - Younger children (generally 2 and up) may have difficulty using face masks, but schools should encourage compliance.
- Hand washing
  - Provide hand washing stations or hand sanitizer for all people who enter school buildings (mount one at every door).
- Surface Management
  - Minimize contact with shared surfaces
  - Increase regular surface cleaning
- Thou Shalt NOT Gather!
  - Limit large gatherings of students
  - HOT SPOTS: hallways, chapel and assemblies, cafeteria, and overcrowding at school entrances
  - Possibly stagger arrival times.
- Reorganize Classrooms
  - Enable physical distancing, such as by limiting class sizes or moving instruction to larger spaces.
  - **Cohorting**, when a group of 10 students or less stay with the same staff as much as possible, is a promising strategy for physical distancing.
- Clean the AIR!
  - Prioritize cleaning, ventilation, and air filtration, while recognizing that these alone will not sufficiently lower the risk of COVID-19 transmission
  - Open windows if possible to increase circulation
- Create a culture!
  - If adults model practices of health and safety in every school, students will follow
  - Enforce virus mitigation guidelines using positive approaches rather than by disciplining students (reward students observing social distancing and wearing their face mask all day!)

## Programming

### Build Parent Confidence

How do you continue to build confidence within your community, especially in a time of unrest and uncertainty?

1. **Make your interactions personal.** Talk to parents about their struggles through this pandemic. What are their greatest fears? Ask how they are doing. Ask how they are managing.
2. **Be mission-centered.** Talk to parents about your school's mission and show how every action serves to deliver that mission with excellence, with safety and health in mind.

3. **Tell stories.** Share positive stories about how your school transitioned to distance learning and what you're doing to keep your students, teachers, and families safe.
4. **Share messages from students and faculty.** Remember, the relationships parents remember are with the teachers and other students and parents. Parents do not enroll in school because the PRINCIPAL IS AWESOME! Let their voices share your mission in active and engaging ways.
5. **Seek advice.** Ask parents for their advice on how your school can continue to innovate and grow and serve their needs.

## Plan for 100% Distant Learning

Resources Page: <https://www.lcs.education/resources-for-online-learning/>

As you look to the fall, be prepared to offer a distance-learning option. Consider how your schedule can best deliver your mission and support your students in these uncertain times

- Build a Distance Learning Schedule
  - Develop a distance learning plan that includes live classes.
  - Ensure classes are long enough—teachers can always choose not to use the full time allotted.
  - Students can devote leftover time to enhance the impact of each class, working in groups and sharing projects and ideas.
  - Class time should include student engagement, not just a lecture.
- Build time for asynchronous (individual, independent) work.
  - On campus, students walk from one class to another, and many schools offer breaks throughout the day. Ensure students have similar opportunities to breathe and regroup.
  - Students also need to connect with classmates and teachers while learning at home. Many students genuinely miss their teachers. Allow flexible time for conversation and connection.
- Special Considerations
  - Middle and Upper School Students
    - Older students should have no more than seven classes, rotating through a five-day schedule where each class meets twice a week. For example, math and English are held on Monday and Wednesday, and history and science meet Tuesday and Thursday. Ideally, over the course of a day, students should participate in three class periods of synchronous work, each 60–75 minutes long.
    - Independent work as well as conference time should follow classes. During these open periods, students work on assignments, meet in virtual groups, or take breaks. Allot at least 20–30 minutes each day for advisory time, reserved for one-on-one meetings with the teacher.
    - To encourage students to engage in physical activity and maintain healthy eating habits, schools should get comfortable with a 90-minute midday break for lunch and activities.
    - Some classes do not easily translate into the online learning environment. For these classes, encourage students to engage in personal pursuits that enrich their experiences with art, music, or lab work.
  - Lower School and Early Childhood Students
    - For young students, schedule the first hour of the day as live instruction. This morning meeting brings students together and anchors the school day. The remaining hours provide time for lessons, reading, and projects.
    - The end of the day should include an afternoon meeting or check-in. This can take the form of an active participation model, such as show and tell, that fosters necessary connections between classmates and teachers.
    - Be Sure the Work Is Meaningful
    - No matter your education delivery method, work given to students should be purposeful and engaging. Interdisciplinary assignments attached to a project often hold students' interest more effectively.

- Parents want their children to receive personalized educational experiences. To accomplish this, students require choices. Let them decide which projects they want to complete, what books they wish to read, and how they will demonstrate what they're learning.

Some face-to-face considerations:

- Cohorting: Staggered Schedule (M/W Cohort A, T/TH Cohort B, Friday teacher work day)

#### SAMPLE SCHEDULE

	Cohort A	Cohort B
Monday (Lesson 1)	In Class	Online
Tuesday (Lesson 2)	Online	In Class
Wednesday (Lesson 3)	In Class	Online
Thursday (Lesson 4)	Online	In Class
Friday (Lesson 5)	Online	Online

- Cancel specials and go half days

#### SAMPLE SCHEDULE

	Cohort A	Cohort B
Monday (Lesson 1)	In Class Morning	In Class Afternoon
Tuesday (Lesson 2)	In Class Afternoon	In Class Morning
Wednesday (Lesson 3)	In Class Morning	In Class Afternoon
Thursday (Lesson 4)	In Class Afternoon	In Class Morning
Friday (Lesson 5)	In Class Morning	In Class Afternoon

Connect in Ways that Make Christian Education Unique and Desired

- Bible Class
- Stream Chapel
- Focus on Prayer and Bearing one Another's Burdens
- Principals can conduct ZOOM devotions.

#### Accreditation

1. Curriculum and Instructional Strategies
  - Date of implementation
  - Method of delivery
  - Attendance / Participation Verification
  - Parent Communication
2. Last day of student attendance on campus for 2019-2020
3. Evaluation / Assessment of Student Performance / Progress Monitoring
4. Action Plan in the event of confirmed COVID 19 diagnosis
  - Cleaning / Disinfecting plan
  - Communication plan
  - Transportation

## Response

WORK WITH YOUR LOCAL HEALTH DEPARTMENT!!!!

# School Decision Tree

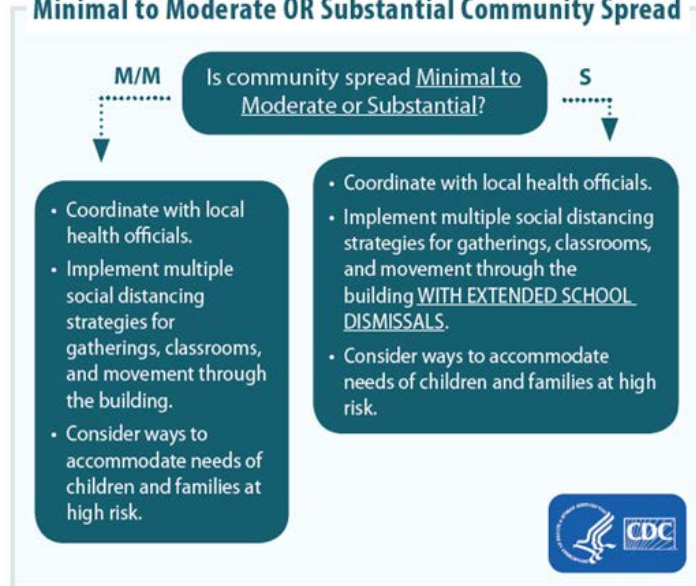
## All Schools Regardless of Community Spread



## No Community Spread



## Minimal to Moderate OR Substantial Community Spread



When a CONFIRMED Case has entered your building (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>):

1. Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.
2. Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
  - a. Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
  - b. During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
  - c. Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
3. Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
  - a. This communication to the school community should align with the communication plan in the school's emergency operations plan.
  - b. Plan to include messages to counter potential [stigma](#) and discrimination.
  - c. In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
4. Clean and disinfect thoroughly.
  - a. Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
  - b. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
  - c. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
  - d. For disinfection most common EPA-registered household disinfectants should be effective.
    - i. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available [hereexternal icon](#). Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
    - ii. Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
      1. 5 tablespoons (1/3rd cup) bleach per gallon of water or
      2. 4 teaspoons bleach per quart of water
  - e. Additional information on cleaning and disinfection of community facilities such as schools can be found on [CDC's website](#).
5. Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.
  - a. During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help

with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.

- b. Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
  - c. Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.
6. Implement strategies to continue education and related supports for students.
- a. Ensure continuity of education.
    - i. Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
    - ii. Determine, in consultation with school district officials or other relevant state or local partners:
      - 1. If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
      - 2. How to convert face-to-face lessons into online lessons and how to train teachers to do so;
      - 3. How to triage technical issues if faced with limited IT support and staff;
      - 4. How to encourage appropriate adult supervision while children are using distance learning approaches; and
      - 5. How to deal with the potential lack of students' access to computers and the Internet at home.
  - b. Ensure continuity of meal programs.
    - i. Consider ways to distribute food to students.
    - ii. If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery.