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# AMI/USA Administrators Meeting

## 8/12/2020

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To share strategies, questions, and concerns regarding the COVID-19 outbreak, school closings and reopening, and remote learning among AMI/USA Administrators.

### AGENDA

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1. Alan Preece introduction and additional details.
2. [Chris Joffe](#), the Founder and CEO of [Joffe Emergency Services](#), joins us to share lessons learned from locations where students have been back to school, and new guidance that has been released regarding schools reopening. Joffe Emergency Services provides expert emergency response training, event safety, and disaster preparedness consulting for schools throughout the country with the goal to save lives and prevent emergencies through highly skilled response training that builds trust, demonstrates respect, and empowers learners.
3. Heads of Schools participant Q & A and discussion.

Upcoming meetings:

**8/19/2020: 10 am PT / 11 am MT / 12 noon CT / 1 pm ET**

[Maryse Lepoutre-Postlewaite](#), of [TLC Pathways](#), will join the call to help center our work in becoming more responsive to our communities, and in improving our communication skills. TLC Pathways offers workshops leading to more compassionate relationships by learning more about communication styles and bias awareness, in addition to building confidence in conflict resolution.

**8/26/2020: 10 am PT / 11 am MT / 12 noon CT / 1 pm ET**

[Irene van der Zande](#), Executive Director and Founder of [Kidpower Teenpower Fullpower International](#), joins us to share COVID-19 resources, including free articles, videos, and other materials that schools can share with their staff and families. Kidpower provides schools with PreK-12 social-emotional safety skills curriculum and training to prevent and solve problems with a focus on preparing educators to protect and empower the young people in their care.

### MEETING NOTES

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INFORMATION SHARED
~49 participants
Introduction to the series of online presentations to provide support. Introducing Chris Joffe, who will provide resources for support.
Chris Joffe shares his present circumstances and challenges. Session will be geared towards providing clarity regarding action items and the big issues that schools are facing.

**ACTION ITEMS:**

- Contact public health agency, get in touch with public health department – contact Chris if you need this contact info.
- Double check city, county, state and CDC guidelines for updates
- Communicate to your task forces any updates as a result of the above.
- Send a note of gratitude to someone in your community
- Send a note of gratitude to your best friend at DPH
- Get Crisis Ready:
  - Verbalize your stressors.
  - Identify what’s not within your control.
  - Do that which is within your control.

This session is designed to provide safety expertise and assurance regarding strategies. Feeling overwhelmed? Take a slow, deep breath!! Practice being calm.

What’s in store for this week?

- Parent communication should be rolling, consistent and focused not just on sharing, but listening, building confidence, focus on what we can control.
- What other countries are doing and saying will cause reactions (as has been the case for the last 4 months). Testing, batching, monitoring, and reducing time and exposure are all possible strategies.
- Some schools have resumed education – that means we can learn from their experiences.
- Planning ahead: there were spikes after Memorial Day and 4<sup>th</sup> of July. Labor Day is around the corner, it is reasonable to expect that this will lead to a spike in cases. Work to mitigate the spread. Continue to communicate and educate.

Refer to the ‘Choosing Your Spectrum’ graphic including a scale from “Least Protective” along to “Most Protective (Most Restrictive)” when making decisions and err toward being more protective than less.

Faculty and Staff are returning – suggestion to include 60 to 90 minutes for professional staff training regarding COVID-19 at the start of the year and 30 to 60 minutes quarterly. Chris has a template for this type of professional development. Communicate expectations, clarify what is and what is not okay to share, when and how.

Testing Strategies:

- CA: “shall test staff periodically, as testing capacity permits and as practicable.”
- “testing all staff over two months, where 25% of staff are tested every two weeks, or 50% every month to rotate testing of all staff over time.”
- Example Vendors:
  - [One Medical](#)
  - [Vault Health](#)
- What have we learned as a larger community since 2 1/2 weeks ago?
- Spreadsheet for testing vendors sharing:  
[Ioffe: Covid-19 Testing Solutions For Schools During Coronavirus Response](#)

<p><b>PODS</b> Pods and parent level activity:</p> <ul style="list-style-type: none"> <li>• Varying levels of building ‘quarantine bubbles’ or similar contained social circles for the purpose of fulfilling various needs for one another <ul style="list-style-type: none"> <li>○ Child care</li> <li>○ Food distribution</li> <li>○ Care for people who are less able</li> <li>○ Respite care</li> <li>○ Etc.</li> </ul> </li> <li>• This is NOT school and is NOT school-sponsored</li> <li>• We would encourage you not to use campus to do this and further to at least passively discourage parent from doing this.</li> <li>• Without teachers there to manage this process effectively, this puts the school at risk.</li> </ul>
<p>What are PODS? If you are going to support this ~ questions referenced by Berkeley that people can be encouraged to ask:</p> <ul style="list-style-type: none"> <li>• When were you last tested for COVID-19? Has anyone close to you been tested?</li> <li>• What were the results?</li> <li>• What are your safety practices? For example, in what circumstances do you wear a mask? Do you enter places that don’t require masks? How often do you interact with unmasked people indoors, or at least six feet apart outdoors? What are your hand-washing habits? What do you do when possibly exposed to COVID-19?</li> <li>• Source: <a href="#">How to Form a Pandemic Pod</a> published by the Greater Good Science Center at UC Berkeley</li> </ul>
<p>How to discourage this? One way to discourage this is to be aware yourself, and educate about the risks for spread that PODS have to the school. The goal of the school is to return to on-campus education as soon as possible. Emphasize that the parents hopefully share this goal. The risk of transmission increases with every new person who is present on campus.</p>
<p>What on Campus Activities can Occur?</p> <ul style="list-style-type: none"> <li>• Some school are choosing to allow teachers to teach from school <ul style="list-style-type: none"> <li>○ Challenges you can preemptively solve for: <ul style="list-style-type: none"> <li>▪ Teacher’s own kids</li> <li>▪ Teacher’s own spouses, partners, etc.</li> <li>▪ Check local, state and CDC guidelines</li> </ul> </li> </ul> </li> <li>• Some schools are choosing (or being required) to allow for specific activities to take place on campus: <ul style="list-style-type: none"> <li>○ Care for students with special or unique needs (NOTE: MEDICALLY FRAGILE STUDENTS (IMMUNE-COMPROMISED) ARE NOT PART OF THIS EXCEPTION)</li> <li>○ Care for students of parents who are essential workers</li> <li>○ Care for students of parents with “significant financial needs”</li> </ul> </li> </ul>
<p>Overall on Campus Challenges to Prepare for:</p>

<ul style="list-style-type: none"> <li>• Slippery Slope: How do you determine who can and can't come to campus? NOTE: This is not to say you shouldn't, but to say rather that you should be prepared for multiple scenarios</li> <li>• Positive Case of COVID-19: Still a reality, still manageable</li> <li>• Enforcing the rules: Who is going to be responsible?</li> </ul>
<p>Choosing between Challenging Options</p> <ul style="list-style-type: none"> <li>• Put ourselves in the driver's seat</li> <li>• Talk to parents, survey, ask questions</li> <li>• Talk to teachers, survey, ask questions</li> <li>• Talk to administrators, survey, ask questions</li> <li>• You ultimately can continue virtual education or pick from your available options</li> </ul>
<p>You are not required to come back to school, you have the ability to continue with online education as long as needed. Schools have the ability to make the choice as long as it is more conservative than the DPH guidelines.</p>
<p>Continue to make sure you are aware of local (City and County) guidelines and regulations, regarding making plans and strategies. Deciphering between multiple sources of guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again May 2020</a></li> <li>• <a href="#">CDC COVID-19 Contact Tracing Training: Guidance, Resources, and Sample Training Plan</a></li> <li>• <a href="#">LA County Schools: Rising to the Challenge of COVID-19 A Planning Framework for the 2020-21 School Year</a></li> </ul>
<p>Who should you assign as your Pandemic Coordinator?</p> <ol style="list-style-type: none"> <li>1. School Nurse/Health Coordinator?</li> <li>2. Director of Operations?</li> <li>3. Front desk ninja?</li> <li>4. Go-to-safety-science teacher?</li> </ol> <p>Pick at least one person, and a couple back-ups as well.</p>
<p>There is No Crystal Ball...</p> <p>We encourage you to make decisions for the short term because longer term decisions are simply not meaningfully reliable at this point.</p>
<p>Question regarding staff person who showed symptoms of COVID-19 and was tested (5-7 days for results in most states, in other states can be closer to 14 days). A choice needs to be made when this person is tested, if it should be a presumed positive, or should wait for the results. Recommendation is to assume positive, quarantine the pod/group. Activate any distance learning or off-campus strategies that can happen until the test results come back.</p> <p>DPH is not responsive: if you have a positive case and DPH is not responsive, this is not acceptable. Apply pressure through Dept of Education, contact Mayor's office or County officials.</p>
<p>Need guidance regarding this question for your public health organizations:</p>

- a. If there is a positive case; which group should be quarantined:
  - a. close contacts (within 6 ft for 15 minutes or more), OR
  - b. proximate contacts (shares a common space for an extended amount of time ~60 min)?

The answer to this question has a big impact on our response after a positive COVID-19 case is present. The assumption is that if social distancing, mask wearing, washing hands, etc., then only the person who displays symptoms and their close contacts would need to be quarantined. There is some confusion as the "proximate contact" quarantine was removed in May but good to double check.

Question regarding the idea of aerosols in the classroom air, depending upon health and safety of HVAC system and transmitting of the virus.

There were early reports of spread through aerosols, understand the nuances regarding aerosols, confusion around the facts of COVID-19 spread.

It has been determined that COVID-19 is spread by respiratory droplets and respiratory droplets can't spread through HVAC systems. Harvard, Johns Hopkins recommend change the filter, it is not likely for COVID-19 to spread in the HVAC system.

Are ionizers any good? Not enough information to be informed to comment at this time. Webinars on HVAC with expert information are available.

Information shared re: EPA webinars on Indoor Air Quality:  
[Indoor Air Quality Knowledge-to-Action Professional Training Webinar Series](#)

Question regarding opening windows for air circulation. Hair dressers report that they can't use hair dryers. Important to consider that the outdoor air exchange is the goal, to increase circulation, to get fresh air into spaces as much as we can, and then to use the HVAC to get indoor air circulating out.

Appreciation expressed for this presentation and sharing of resources. Please feel free to share topics, and suggestions for future meetings and requests for support.  
Thank you to all who were able to attend!

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