Peer Policies and Related Resources

Peer Policies and Other Guidelines

**Distance Learning and Remote Instruction**

- Instructional Continuity Plan from [Miami-Dade County Public Schools](https://www.miamidade.k12.fl.us/)
- Plan to close all schools for one day to train staff on remote instruction techniques and disinfect campuses from [Northshore School District](https://www.northshore.org/)
- Explanation of changes to excused student absence policy and limitations of remote instruction from [Mercer Island School District](https://www.mercerisland.k12.wa.us/)
- Explanation of online learning contingency plan from [Cherokee County School District](https://www.ccsd.k12.az.us/)
- eLearning Resource Center from [Miami Dade County Public Schools](https://www.miamidade.k12.fl.us/)
- Remote instruction guidelines and resources from [TNTP](https://www.tntp.com/)
- Guidance, schedules, and expectations on remote learning from [Cape Henry Collegiate School](https://www.chcs.org/)

**Support for At-Risk Populations**

- FAQ on Pregnancy and the Coronavirus from the [Centers for Disease Control and Prevention](https://www.cdc.gov/)
- Statement on Providing Additional Support for Students with Chronic Health Conditions or are Immunocompromised from the [University of Maryland](https://www.umaryland.edu/)
- Guidance for Supporting Employees with Families at Risk of COVID-19 from the [University of California](https://www.uc.edu/)
- Report on limited impact of coronavirus on children so far from [NPR](https://www.npr.org/)
- Policies for caring for an infected dependent, including dependents’ leave, e-working, and flexible working forms, from [King’s College London](https://www.kcl.ac.uk/)
- Guidance on work-study payments and title IV funds from the [American Association of Community Colleges](https://www.aaccnet.edu/)
- Guidelines for discussing the crisis with children from the [National Association of School Psychologists](https://www.nasp.org/)
- Guidance from [Teaching Tolerance](https://www.teachingtoll.org/) on speaking up against racism related to Coronavirus
- Considerations for ELL and immigrant students from [Colorín Colorado](https://colorinco.org/)

**Support for the Mental Wellbeing of Students and Staff**

- [Care for Your Coronavirus Anxiety](https://www.shine.com/care-for-your-coronavirus-anxiety/), published by Shine
- [Coping with Coronavirus Anxiety](https://www.medicalschool.org/coping-with-coronavirus-anxiety/), published by Harvard Medical School
- [7 Science-Based Strategies to Cope with Coronavirus Anxiety](https://www.nationalassociationofschoolpsychologists.org/news-and-media/7-science-based-strategies-to-cope-with-coronavirus-anxiety), published by a cognitive behavioral psychologist at Georgetown University
- [This resource](https://www.nationalassociationofschoolpsychologists.org/news-and-media/7-science-based-strategies-to-cope-with-coronavirus-anxiety) provides a comprehensive set of guidelines on how to talk about coronavirus with youth of all ages, created by the National Association of School Psychologists and National Association of School Nurses
- [This comic](https://www.npr.org/sections/health-shots/) is a succinct visual aid to help explain coronavirus to kids, created by NPR in collaboration with experts from the University of Illinois School of Social Work, LSU Health Sciences Center, and the National Institute of Mental Health
- [This article](https://www.nbcnews.com/health/conditions/how-talk-about-coronavirus-young-people-varying-ages-reinforce-media-literacy-n1160785) from NBC provides tips for talking about coronavirus with youth of various ages and for reinforcing media literacy, especially with older adolescents
- Guidance from the [Substance Abuse and Mental Health Services Association](https://www.samhsa.gov/)

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Flashpoints and Discrimination Responses

- Non-Discrimination and Mutual Support Statement from Princeton University
- Message from the Arizona State University President
- Statement from the President and resources to combat stigmatization from the University of Washington
- Showing respect to each other statement from York University
- FAQ, including harassment or abuse section with reporting protocol, from University of Bristol
- Resources for those who are worried about or have experienced bullying or abuse related to coronavirus (section 5) from University College London
- Letter on Preventing and Addressing Potential Discrimination Associated with COVID-19 from the Office for Civil Rights

Decontamination Plans

- Interim Cleaning and Disinfection Guidance for Schools for COVID-19 from the New York Department of Health
- Expert advice on disinfection and cleaning policies from Spaces4Learning
- Decontamination and school closing guidance from the North Kansas City School System
- Guidance from the Global BioRisk Advisory Council on disinfection and decontamination
- Letter from the Superintendent announcing two-week closure of all schools from Northshore School District

Remote Work Policies

- Temporary instructions for reporting to work from Caltech
- Guidance for successful performance during remote work from University of Wisconsin Madison
- Flexible work arrangements from the University of North Carolina at Chapel Hill
- Examples of how corporations and other companies are establishing remote work policies during the coronavirus crisis from the Washington Post
- Information from business and legal leaders on what workers can expect from remote work requests from the New York Times
- FAQ on options to work from home, including general advice and link to preparedness page from Loughborough University

Long-Term Planning and Contingencies

- Guidance on interruptions of study, including financial aid legal analysis and enrollment changes, from the US Department of Education
- Provision of meals during school closure plan from Montgomery County Public Schools
- Contingency plan, with determination of school closure, from The Bush School
- Coronavirus Prevention and Contingency Measures presentation from Miami-Dade County Public Schools
- Emergency Preparations on COVID-19 Report from Guilford County Schools

Events and Large Group Hosting

- Recommendations for planning mass gatherings during the coronavirus outbreak from the World Health Organization
- Eight suggestions for maintaining public health during large community events from the Centers for Disease Control and Prevention
- Best practices from corporate and technology companies hosting events during the coronavirus from Software Insider
Communication Examples

**Independent Schools**
- Comprehensive Websites
  - Brooklyn Friends School
  - The Bush School
  - Castilleja School
  - Lakeside School
  - National Cathedral School
  - The College Preparatory School
  - The Episcopal Academy
- Direct Communication
  - Harvard Westlake School
  - The Bush School
  - The Episcopal Academy
- Social Media Communication
  - Castilleja School
  - Lakeside School
  - The Bush School

**School Districts**
- Comprehensive Websites
  - Garland Independent School District
  - District of Columbia Public Schools
  - Halton School District Board
  - Paulding County School District
  - Renton School District
  - San José Unified School District
  - West Windsor-Plainsboro Regional School District
- Direct Communication
  - Everett Public Schools
  - Los Angeles Unified School District
  - Madison County School System
  - Montgomery County Public Schools
  - Northshore School District
  - Palo Alto Unified School District
  - Richmond County Public Schools
  - Waterloo Region District School Board
- Social Media Communication
  - Alamo Heights Independent School District
  - Broward County Public Schools
  - District of Columbia Public Schools
  - Montgomery County Public Schools
  - District of Columbia Public Schools
  - Montgomery County Public Schools
Responses to Commonly Asked Questions from Partners

- **How should independent schools approach fundraising and communication with donors and alumni during COVID-19?**

- **How can we (principals or administrators) engage and check-in with students, parents, and teachers?**

- **Should we/can we promote our students to the next grade level in the fall?**

- **What should we do/can we do about school-age childcare?**

Combat Discriminatory Responses to the Coronavirus Outbreak

- Use this [toolkit](#) to audit your social media pages and evaluate social listening software to stay aware of online campus conversations

- Review these [resources](#), including a risk compendium, risk grading framework, and controversial events template, to establish and empower a [bias-response team](#) to manage responses to on-campus incidences