

2020 – 2021 FALL SCHOOL OPENING PLAN

11-9-2020

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The following plan is an outline of how Champion Christian School will open when classes resume on August 24, 2020 and includes the processes that will guide the board of directors and administration in decision making about COVID-19 and related issues during the 2020-2021 school year. Our intention is to maintain a safe environment and assure that any educational losses and challenges incurred last school year are overcome.

SUMMARY OF ASSUMPTIONS

The CCS Reopening Plan is based on a variety of assumptions. Since COVID-19 and the world’s response to it is still relatively new, and conflicting information abounds, we are making informed decisions on what will happen based on early research, thoughts about public policy, and human interactions. The correctness of some of these assumptions will help to shape how accurate our school plan is. In that regard we are attempting to keep the plan useable as a roadmap for students, teachers, administration and the board and yet adaptable enough that it can handle unexpected changes that might occur. The assumptions we make are:

1. COVID-19 will be a reality we must learn to live with in our society, school, and Center community. Our adjustment will be felt intensely during the 2020-21 school year, but potentially to some degree beyond that. Just as with other risk situations, our focus will be balancing the learning and emotional needs of our students, staff, and families and at the same time provide for their protection against a new disease. Although it is more

dangerous than the flu, COVID-19 will impact the school schedule in a similar way.

2. The most interesting research that we found is that, unlike the flu which goes through school communities like wildfire, COVID-19 seems to have a lesser impact in populations of younger children.
3. The focus on COVID-19 and the heightened anxiety around it will also create a level of heightened awareness that will continue until the pandemic is under control. At that point, and when normalcy is newly established, longer term school planning can occur. This fall's flu season will require the biggest of adjustments because we will still be gaining new knowledge about the virus, still adjusting to returning to school, and having to respond to what happens within the state and our region. Those adjustments will allow us to take an agile stance giving us the ability to respond as needed. We think this plan will allow for this flexibility.
4. We are expecting that our responses to this pandemic will stabilize as we learn more about COVID-19. At that point we will be able to more effectively predict ongoing changes that might be necessary.
5. We will continue to learn more about this disease, its treatment and management. Scientific research about the virus (or any other new phenomenon) takes time to evolve. We must adapt, and, most likely, we will have to adapt in a culture that is divided in response to those new developments. Our goal as a school and Center will be to provide calm and balanced leadership throughout the length of this crisis that brings us all out on the other side where God would want us to be. This will require of ourselves and also of our community:
 - a. Critical thinking that is bathed in honest and humble prayer.
 - b. A boldness to move intentionally when the path, research, and reasoning seem right.
 - c. Support from all our parents, students and leadership team even when they are uncertain at times.
 - d. Opportunities for everyone to gain as much control over the situation as we can possibly have. Parents and students need to feel that they are not trapped. Teachers need to feel empowered, and the administration must be free to move the organization quickly to make sure new research, information, and local scenarios and policies are considered.
 - e. Extended disruption in education has consequences of significant negative lifelong impacts on students. Given the current research, this educational disruption is likely more dangerous to our students' thriving future than COVID-19. Those students already living with health vulnerabilities are the exception to this.
 - f. Functioning, not in the sense of reactive polarization, but of a sense of community, in which we are all in this together under the Lord's provision, protection, and guidance. A belief that God really is in charge. This will give our students a chance to learn from our Christianity in a real-life situation that has an opportunity to prepare them for life.

6. This plan needs to consider the need and ability to adjust based on the evolving realities of:
 - a. Ongoing research.
 - b. Changing guidelines based on research.
 - c. Changing best health practices based on research.
 - d. Our local/regional/state experience throughout the current situation and future experiences that help us build collective knowledge.
 - e. The regulations given by the state.
 - f. Knowledge that we gain in our own community as we learn what is and what is not happening in our school and Center.
7. This plan will have to take into consideration other conditions such as the regular flu, anxiety-based absences, and normal absences as well as COVID-19 related absences. What we have learned thus far in this pandemic while having school will help inform us in that process. Practicing better handwashing, precautionary behavior, etc. are all good adjustments that can be made long term.
8. Although a more understanding absence policy will need to be managed, in the long term, absence exclusions will need to be reduced over time to help with educational cohesiveness.
9. This plan and our organization will have to be agile in consideration and implementation of the plan. Words like flexibility, ability to change, adjusting to an obviously developing situation will be important.
10. There are several realities that we must consider helping our staff, families, students and community understand about the effects of this virus:
 - a. It is likely that our community will experience getting COVID-19. If it follows the patterns of other viruses, it will continue to spread until there is herd immunity in much of the world unless that path is altered by a medical or God-delivered intervention.
 - b. Having the virus hit close to home will bring a new reality to individuals and to our collective organization. Our response will be to manage that reality. For kids, research so far indicates that it will probably not be significant. For teachers, these realities will be impactful, and for the vulnerable in our community, it could be very hard. All of this will impact our operations and our emotions about having school. Although we are hopeful and trust in God's will about the impact in our community, in all likelihood we will need to manage this new environment and help our community in that. We will use every bit of skill, biblical truth, supportive posture, and any other tool to help do that. It will have to be a role taken on by everyone for this to be successful.
11. Our community includes vulnerable populations.
 - a. Vulnerable students must have educational options that do not put them in high risk scenarios. These will be carefully determined.
 - b. Vulnerable staff will have options to not work during elevated times of risk, and use extra distancing, masking, and other tools to help keep them safe whenever it is possible.

- c. To protect extended family populations, we are going to ask families to consider isolating students from vulnerable relatives rather than keeping the students from school during elevated times of risk.
- d. For immediate family/household individuals that are connected with our staff and students it will require trust and open communication to navigate any elevated situations.

STRATEGIC PLANNING FOR THE AUGUST 24th OPENING

It should be noted that the Center has not been closed at all during the pandemic because of our status as an essential organization. We have learned a lot being operational during the crisis. Our childcare program has been open with infants and toddlers throughout the late spring and summer months. We have maintained staff onsite all summer. We do now know how to operate under a variety of levels of COVID-19 cases. It is the startup of the P-12 program that brings a new dynamic to those operations. We do feel prepared for that step.

All of the CCS school, preschool and childcare programs will be in session five full days a week, and in the classroom unless it is legally or practically impossible to hold classes. The Center has established a plan to keep CCS in session with in-person instruction that is balanced with blended instruction on iChampion. This model is ideal in providing students the structure they need for their holistic developmental growth, and this strategy can also be flexible to accommodate those students who experience gaps in attendance due to COVID-19 or other circumstances that can arise.

We do have in place educational tools like iChampion, video conferencing, and online instruction to deal with student absences caused by COVID-19, the flu, and other situations. We are prepared to help, immediately and without hesitation, mitigate negative educational effects from those absences. This plan accommodates a whole school or partial school shutdown if medical or legal issues arise that would cause an obvious or immediate risk to the students and teachers. Champion Christian has been working on blended learning intentionally for the last eight years with regards to technology and we are able to deliver everything from extra tutoring, parent conferences, group instruction, and other learning tools very well. We still see those options as secondary and not equivalent to the in-person blended education that we had intentionally developed before the COVID-19 crisis.

In addition to the ability to plan for what we know is best for the students developmentally, we are equally as committed to their health and safety. For that reason, we have included provisions for research-based practical safety measures to protect the most vulnerable in our community. Our commitment is that CCS and the Center will remain a place that will stay engaged and connected to our most vulnerable parents, students and staff by making reasonable adjustments to allow for learning.

Our plan does allow for a normal-risk, an elevated-risk, and a high-risk phase of operation. These phases will be determined by the status of the counties in which

we serve IN CONJUNCTION WITH our specific school and community environment. Phase determinations will be made by our board of directors, with the administration's guidance and input. They are NOT automatically consistent with levels established by the Commonwealth, but those will obviously be a consideration in the determination of our status.

Regular communication to parents through Principals' and Administrators' Notes as well as emails about the status of the school and any changes will be made. It is expected that parents will read those notes, read their email, and then personally contact the administration and staff for clarification. As a part of signing the policy handbooks, staff, students and parents acknowledge that conversations about CCS and the Center outside of the bounds of healthy and constructive dialogue put them at risk of being removed from the Center. Honest, open, and candid communication has to begin *within* the authority structures of the Center.

PRACTICAL STEPS TO IMPLEMENTATION

Phase identification

Assessment of risk status will be made regularly by the board and posted in the weekly notes for staff, the Principals' and Administrators' Notes for Champion Christian School parents, and other email communications as necessary.

The board and administration will consider the following conditions to determine the risk status:

1. Campus conditions may vary and will be considered individually and corporately. Because research suggests that students transfer COVID-19 less frequently and are less susceptible to COVID-19, and that students under the age of 10 insignificantly contribute to the spread of COVID-19, South and Ligonier Campuses are less vulnerable than North Campus.
2. If any of our three counties goes into a Yellow or Red Phase, we will consider the impact on our school. If the county phases hinge on factors that are not applicable to our operations, our own risk status may not change.
3. Our school community will go into a heightened alert if there are significant cases of infection and/or exposures in a campus building, and the administration feels that COVID-19 has the potential to spread throughout the school rapidly.
4. Should one county go into a mandated shutdown mode, we will still evaluate the risk to students and the risk of educational loss to determine our options for in-person instruction. If Westmoreland County closes, but Fayette County does not, we will evaluate the implementation of our plan of temporarily moving all instruction to South Campus until the shutdown is over. The opposite situation could happen as well.

Phase coding will include:

Normal Risk

1. Credible research and resources on COVID-19 will be provided to staff, parents, and students.
2. We will provide weekly COVID-19 county and school data updates for staff and parents.
3. On-site tracking of students/absences will be monitored by the administration and general information will be communicated to the parents in a way to preserve appropriate confidentiality and inform appropriate group response.
4. The Center is currently and will continue to consult with various medical health professionals regarding the current research and best practices. Information from these consultations is being disseminated to staff and parents through weekly communication measures.

Normal-risk mitigation practices:

1. Staff and students are encouraged to practice good medical and hygiene practices during and after this pandemic.
2. Students must be kept home from school when sick or having flu or COVID-19 symptoms.
3. Because of PA Department of Health regulations, CCS will isolate in a sickroom space any student who is manifesting those symptoms at school and will send those students home as soon as possible.
4. We urge students and staff that are symptomatic with COVID-19 to quickly receive testing for COVID-19 to minimize school absences.
5. Any staff, parent or student with a reason to believe that they might have been exposed to COVID-19 should continue social distancing, and mask wearing. If they develop symptoms of COVID-19, they should go for medical testing immediately and follow the doctor's advice they receive.
6. We will provide our community with regular updates on locations for COVID-19 testing.
7. Physical Building Cleaning
 - a. Extra cleaning supplies have been provided by the Center including extra wipes, and sanitizer pump stations.
 - b. All Center facilities were deeply cleaned over this summer.
 - c. Routine/daily cleaning schedules have been increased with a focus on high traffic and potential exposure areas like bathrooms, lunchrooms, and locker spaces.
 - d. CCS Childcare (EEECS) – All childcare spaces have been provided extra cleaning supplies, that meet regulation requirements, by the Center including extra wipes, bleach water spray, and sanitizer pump stations for staff to use. All childcare spaces are heavily cleaned, each day, after business hours to ensure sanitation of all classroom and care surfaces, garbage cans, and other care areas including changing table, sinks, toilets, furniture, etc. Childcare staff actively clean the room,

during appropriate and safe times, during hours of operation to ensure a safe and healthy play and activity space for the children in care. They also disinfect the changing table and toilet between each use. Childcare staff also sanitize toys on a regular basis and will daily sanitize toys, that had been removed from the space, soiled during play.

8. Changes in physical space and operations have been made to optimize social distancing
 - a. Classroom, group, and isolation spaces, group arrival and dismissal times, and class transition times have been adjusted.
 - b. Departure times for students will be staggered to load buses. These will be just minor adjustments to keep the school day as normal as possible.
 - c. The current research indicates that a 3 - 4 ft space increases the protection of individuals and still allows for quality education to take place and we will use those guidelines to determine social distancing policies.
 - d. Bell schedules will be adjusted to decrease hallway traffic flow.
 - e. Lockers will be assigned so that during use, students will be able to practice social distancing.
 - f. CCS Childcare (EEEECS) will maintain drop-off and pick-up procedures in which parents come to the classroom to pick up their children. Both the child(ren) and the parents will have their temperature screened upon arrival for care each day. The child will also wash their hands upon arriving at school.
9. Food service
 - a. Lunchroom and meal adjustments have been made to decrease the size of congregant groups with staggered serving times and dining locations. Some classes will be dining in the classrooms as cohorts.
 - b. Additional trash receptacles and receptacle locations will accommodate the alternative dining location plan.
 - c. Staff will direct students to wash hands before and after meals.
 - d. Food service lines and routines are adjusted to accommodate social distancing and include social distancing reminders for lines.
 - e. Food service staff will maintain best practices for food preparation and service.
 - f. Snacks and lunches will be served or prepared as individual servings or trays rather than salad bar or family-styles.
10. As appropriate, plastic or plexiglass barriers will be considered and used when social distancing and mask wearing is deemed to be impractical or impossible. Masks or face shields should be worn according to existing mask orders when social distancing is not possible. Parents will evaluate mask orders and indicate whether exemptions to the order are applicable to each child. Staff will do the same. As per the law, the Center will allow those decisions to be made within the family and not questioned by others outside the family or individual staff members. We endorse a loving environment that does not shame individuals on their ability to wear or not wear masks.

Academic mitigation practices:

1. Trips and transportation
2. Retreats and trips adjusted regarding overnight stays.
3. Families will follow school district guidelines regarding transportation as long as they fall within the guidelines noted here.
4. Preschool drop off and pick up will be staggered to maximize social distancing.
5. Outside areas will be used to help provide more fresh air.
6. Extra regular textbooks and e-books will be available for students to avoid using them in multiple places and locations.
7. Special classes such as choir, art, and gym will be evaluated and set up to help protect students.
8. Piano and voice lessons will be set up to help protect students.
9. Tutoring will be set up to help protect students.
10. Instruction will work to keep collaborative learning, group projects, and student community intact, while balancing issues like social distancing.
11. Masks are not required to be worn in classes, outside, while eating, or in any place that social distancing can be accommodated.
12. Instructional rooms will be set up to practice social distancing and yet facilitate connectivity.
13. Individual Center provided devices will be utilized where at all possible to help discourage sharing technology. When shared technology is used, wipes and appropriate cleaning techniques will be practiced.

Individual normal-risk mitigation practices:

1. Hand washing is encouraged under all phases for all students, guests and staff. Training is provided for everyone and will cover appropriate time and execution techniques.
2. Sanitizer has been provided throughout the buildings and everyone is encouraged to use it or soap and water on a regular basis to keep hands clean.
3. Sanitizing wipes are available in classrooms and public use areas to make it easier to keep desks, keyboards, public areas, and common spaces clean through the day.
4. Mask Usage
 - a. Under normal risk conditions (GREEN counties) masks are recommended for visitors, students, and staff if they do not meet one of the exemptions provided in the guidelines. Under heightened elevated conditions, they are encouraged for everyone who can wear them when social distancing is not possible. Some individuals may choose to wear face shields. Others may not be able to wear shields or masks due to exceptions. When masks cannot be worn, individuals are expected to practice social distancing as has been mentioned here.

- b. The whole Center currently falls under the PA Health Department's summer mask-wearing order. The order does include exemptions for people having medical or mental health conditions as well as options for mask breaks and exclusions for those in working conditions where mask wearing is inappropriate. We do think that proper mask usage helps stop the spread of COVID-19. We also know that many individuals cannot wear a mask or shield. Many adults and especially students and children do not wear masks appropriately. Parents are best suited to make this decision for children and will be asked to identify if their child is unable to wear a mask under the exemption clauses. Staff, likewise, will self-identify if they cannot wear a mask due to the mask order's exemptions. The Center or CCS will not require proof of these exemptions.
 - c. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff will wear masks during this phase of operations. Those meeting requirements for an exemption WILL NOT be wearing masks and will have a written exemption provided in their staff file.
5. Screening
- a. CCS Childcare (EEECS) – As required by the Department of Human Services, all children in care will have their temperature screened upon arrival each morning. Temperatures will be recorded on each child's daily care report.
 - b. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff will have their temperature screened upon arrival each morning.
6. Isolation – CCS Childcare EEECS sick policy states that "Please do not bring your child to school within 24 hours of having these symptoms - Diarrhea, vomiting, or fever. They must be free of symptoms for twenty-four hours without the aid of medication. Call as early as possible to let the teacher know that the child will not be at school. With the addition of COVID-19 as a possible sickness, children in care are NOT to be in care with a fever of 100 degrees or higher. If a child develops any of the above listed symptoms or any additional COVID-19 symptoms, they will be removed from the childcare space and placed in the "sickness isolation area" with appropriate staffing until a parent and/or guardian is contacted and arrives on-site to pick the child up. The parent or guardian will also be screened at the time of pick-up to sure the safety of the staff and children in the isolation area. The staff member will be closely monitored for symptoms.

Elevated risk

A county going into a RED Phase, other local heightened alerts, or confirmed COVID-19 cases in the CCS community could cause a transition to this phase.

Elevated risk mitigation practices:

1. Heightened practice and occurrences of cleaning of handles, bathrooms, and shared spaces. Toy and shared equipment sanitation occurring more frequently.
2. Mask usage will be encouraged to be increased.
3. Elevated use of cohorting to keep students in class pods.
4. No groups meeting above 25.
5. Flexible instruction options increase with additional classroom absences, or to accommodate vulnerable student populations.
6. Increase social distancing measures.
7. No group meetings outside of classrooms or instructional areas inside of buildings.
8. Limited school field trips.
9. Temperature screenings for students and staff.
10. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff will wear masks during this phase of operations. Those meeting requirements for an exemption WILL NOT be wearing masks and will have a written exemption provided in their staff file.
11. CCS Childcare (EEECS) – As required by the Department of Human Services, all children in care will have their temperature screened upon arrival and dismissal each day. Temperatures will be recorded on each child's daily care report. At the teachers' discretion, additional screenings may occur based upon child observations. During times of elevated risk, the parents of children in care will have their temperatures screened upon arrival and dismissal times.
12. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff, during elevated risk times, will have their temperature screened upon arrival and dismissal. They may also be screened throughout the day based upon onset of symptoms or concerns.
13. CCS Childcare (EEECS) – All childcare spaces have been provided extra cleaning supplies, that meet regulation requirements, by the Center including extra wipes, bleach spray, and sanitizer pump stations for staff to use. All childcare spaces are heavily cleaned, each day, after business hours to ensure sanitation of all classroom and care surfaces, garbage cans, and other care areas including changing table, sinks, toilets, furniture, etc. Childcare staff actively clean the room, during appropriate and safe times, during hours of operation to ensure a safe and healthy play and activity space for the children in care. They also disinfect the changing table and toilet between each use. Childcare staff also sanitize toys on a regular basis and will daily sanitize toys, that had been removed from the space, soiled during play.

14. Isolation – CCS Childcare EEECS sick policy states that “Please do not bring your child to school within 24 hours of having these symptoms - Diarrhea, vomiting, or fever. They must be free of symptoms for twenty-four hours without the aid of medication. Call as early as possible to let the teacher know that the child will not be at school. With the addition of COVID-19 as a possible sickness, children in care are NOT to be in care with a fever of 100 degrees or higher. If a child develops any of the above listed symptoms or any additional COVID-19 symptoms, they will be removed from the childcare space and placed in the “sickness isolation area” with appropriate staffing until a parent and/or guardian is contacted and arrives on-site to pick the child up. The parent or guardian will also be screened at the time of pick-up to sure the safety of the staff and children in the isolation area. The staff member will be closely monitored for symptoms.
15. CCS Childcare (EEECS) will maintain drop-off and pick-up procedures in which parents come to the classroom to drop off and pick up their children. Both the child(ren) and the parents will have their temperature screened upon arrival and dismissal from care each day at the front entrance before being admitted into the school building. At dismissal time, parents will have their temperatures screened at the door before given admittance into the building to pick up their child. The child will also wash their hands upon arriving at school and leaving school.

Elevated Academic Mitigation Practices

1. Virtual recording of classes when students may have to miss or join virtually.
2. Tutoring/makeup is available at increased levels.
3. Students must attend virtual classes and they are mandatory.
4. An increased focus on the importance of timely work submission and grading for students as well as a heightened importance placed on academic integrity.
5. Struggling students will be engaged in tutoring/makeup policies.

High risk

This could involve moving some or all students to virtual and packet education for as short of an amount of time as possible and could be triggered by a governmental shutdown or even a significant influenza breakout in our buildings. This could also be triggered by significant absences that do not allow school to be manageable.

High-risk mitigation practices:

1. We will consider a partial shutdown of a week or two if 50% of a program/class are out sick from that class or program. This would then move that class or program to a virtual or packet model for a short time until that class or program could return.
2. Even if there is a need to do a program shutdown it will be intended to be done only a week at a time to keep the time away from in-person instruction as minimal as possible.

3. Options for vulnerable students/staff/families will increase at a heightened level:
 - a. Vulnerable Students: May wear additional self-protective masks or consider being at home for virtual learning during a heightened time.
 - b. Virtual options will be available to students who have to miss school for more than three days because of influenza or COVID risks. The first level of options will be to join class online virtually. Students will have class available and be able to participate that way. All assignments and options will be required. For students who are unable to complete coursework because of severe sickness, their parents must immediately communicate with teachers and administration to come up with an alternative assignment completion schedule.
 - c. When classes are shutdown, coursework will include teacher/student live classrooms combined with increased iChampion or packet work between classes. All work and attendance to live chats are required.
4. Preschool Considerations: All campuses will be evaluated separately based on the conditions of the program and the county in which they are located. If it is necessary to close, we will provide learning packets and some live video classes for short term shutdowns of a week or two. We will work to keep preschool open because of the low risk to students at that age level.
5. Childcare
 - a. If there is the need for a temporary shutdown, student options will be available to students up to age 15 to attend EEECS at a significantly reduced cost. Older students in this program will be staff-guided to attend classes online and do assignments. Tutoring as needed will also be available at a significantly reduced cost.
 - b. Childcare spots are available on a first come first served basis in which CCS students have priority if they are pre-registered and pre-approved. This will require advanced paperwork.
 - c. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff will wear masks during this phase of operations. Those meeting requirements for an exemption WILL NOT be wearing masks and will have a written exemption provided in their staff file.
 - d. CCS Childcare (EEECS) – As required by the Department of Human Services, all children in care will have their temperature screened upon arrival and dismissal each day. Temperatures will be recorded on each child’s daily care report. During times of high risk, all children in care will have their temperatures screened multiple times a day. During times of high risk, the parents of children in care will have their temperatures screened upon arrival and dismissal times.
 - e. CCS Childcare (EEECS) – As required by the Department of Human Services, all childcare staff, during elevated risk times, will have their temperature screened upon arrival, throughout the day, and at dismissal time. Upon onset of symptoms or concerns, they may also be screened.
 - f. CCS Childcare (EEECS) – All childcare spaces have been provided extra cleaning supplies, that meet regulation requirements, by the Center

including extra wipes, bleach spray, and sanitizer pump stations for staff to use. All childcare spaces are heavily cleaned, each day, after business hours to ensure sanitation of all classroom and care surfaces, garbage cans, and other care areas including changing table, sinks, toilets, furniture, etc. Childcare staff actively clean the room, during appropriate and safe times, during hours of operation to ensure a safe and healthy play and activity space for the children in care. They also disinfect the changing table and toilet between each use. Childcare staff also sanitize toys on a regular basis and will daily sanitize toys, that had been removed from the space, soiled during play.

- g. Isolation – CCS Childcare EEECS sick policy states that “Please do not bring your child to school within 24 hours of having these symptoms - Diarrhea, vomiting, or fever. They must be free of symptoms for twenty-four hours without the aid of medication. Call as early as possible to let the teacher know that the child will not be at school. With the addition of COVID-19 as a possible sickness, children in care are NOT to be in care with a fever of 100 degrees or higher. If a child develops any of the above listed symptoms or any additional COVID-19 symptoms, they will be removed from the childcare space and placed in the “sickness isolation area” with appropriate staffing until a parent and/or guardian is contacted and arrives on-site to pick the child up. The parent or guardian will also be screened at the time of pick-up to sure the safety of the staff and children in the isolation area. The staff member will be closely monitored for symptoms.
 - h. CCS Childcare (EEECS) will maintain drop-off and pick-up procedures in which parents come to the classroom to drop off and pick up their children. Both the child(ren) and the parents will have their temperature screened upon arrival and dismissal from care each day at the front entrance before being admitted into the school building. At dismissal time, parents will have their temperatures screened at the door before given admittance into the building to pick up their child. The child will also wash their hands upon arriving at school and leaving school. In situations deemed appropriate and necessary, children may be brought out to parents at the main entrance by a childcare staff to mitigate the spread of the virus and contact between families and staff.
6. In the event of a situation in which distance learning has to be initiated because of significantly elevated risks to students for more than a total of four weeks, the board will initiate opportunity for tuition assistance applications to help families who are financially affected by the shutdown. It will be our goal to keep students receiving a distinctly Christian education in these cases.

SUMMARY

Champion Christian School will be working actively to balance keeping our students, including our most vulnerable, safe while also assuring that appropriate and

effective education occurs. We remain committed to prayerful flexibility and organizational agility that honors our mission.