

## All.Net Analyst Report and Newsletter

### Welcome to our Analyst Report and Newsletter

#### **Cyberspace v. Covid-19 – Back to School?**

I found it hard to believe that schools are discussing gatherings of children from many families in the same physical indoor spaces in the fall, as a pandemic accelerates, and in a society that is unable to meet the standards for behavioral performance of most other nations on Earth. To me it represents a nearly insane level of intentional ignorance for educators who claim to be helping our children gain knowledge in a safe learning environment.

#### **What are your priorities?**

I hear educational system leaders discussing tradeoffs as the basis for reopening. Here are some examples:

- The economy!!!
  - The direct effect on the economy of kids not being together in the same building can be nearly zero – in fact it can be a PLUS in that the costs of transportation will be reduced and communications as a replacement will benefit all. Indirect effects will be discussed below.
- Parents cannot be forced to be with their kids all day.
  - Sorry about that. As a nation that talks about family values, the idea that you cannot share a space with your children for months at a time seems to be a contradiction. Perhaps we need to have classes for the parents as well. That will mean even more education! Cool!
- I cannot go to work leaving my kids at home.
  - Cynically, I might say that you too will be staying at home. But the fact is, many critical workers are paid little, do jobs requiring physical presence, and have children who cannot be left alone for hours. However, there are plenty of folks out of work who could work as child caregivers and educators. The rule would be one family per caregiver, and the total size of the cadre of 10 (or some similar number determined by actual analysis). This extends the family circle. Good enough. And by the way, it helps with the economy... because the child caregivers get paid – by the government as part of the economic packages.
- The kids are already poorly fed and undernourished – school was feeding them.
  - A different set of problems here, but perhaps the solution would be to provide food to families that are undernourished, and we can do that at home using transportation services which will then employ that many more people, making the economy better as well. And the food preparation locations can take hold in the many shut down restaurants, and the does even better for the economy.
- The kids won't learn at home.

- They weren't learning that much at school apparently. But in truth people who don't want to learn are not going to learn at school either. Forcing everybody into school doesn't make them learn any more than leading a horse to water.
- Socialization will suffer.
  - Yes it will. And frankly, we will then have to teach our children how to socialize safely and sensibly over the Internet, a skill that they will need regardless.

My point is that all of these things are, in my view, far less important to the health, wellbeing, and societal welfare than the people who will die if we go back to the groups of children getting together in closed spaces for hours everyday and then going back home.

That concept is one of risk management. Compare death to these other problems and if your job is to keep children safe while enriching their lives, death is worse than the alternatives.

### **An argument I am bound to lose**

I understand that this is an argument I am going to lose (if my positions are ever even considered). The risk management perspectives of the different groups will likely fall on the side of everything but the health and safety of the children and their families. No big surprise there. So... given that, as a school administrator, you have decided to kill some of the children under your care, and members of their families, and some of the teachers and their families, and some of the administrators and their families, because it's good for the rest of them, society, and for their personal finances, what comes next?

- I know someone is going to call me harsh for saying that educators have decided to kill their students, teachers, administrators, and their families.
  - But to be clear that is exactly what they are deciding to do by opening the schools.
    - Stop talking about it as a sterile thing.
      - Call it what it is.
        - If you don't you are not educating – you are concealing the truth.

### **Some guidance on killing fewer children and their families?**

Here are some suggestions about how to handle this situation as an educator and an educational community.

**TELL THE TRUTH IN A DIRECT MANNER**

**EDUCATE YOUR ADMINISTRATORS, FACULTY, AND STUDENTS ON PANDEMICS**

**INFORM ALL THE OTHER CONSTITUENTS**

**MAKE IT PART OF EVERY CLASS AND ACTIVITY EVERY DAY**

**MAKE IT PART OF TESTING AND GRADING**

**FLUNK OUT THOSE WHO FAIL TO PASS THE TESTS**

**THE TESTS INCLUDE ACTUAL BEHAVIOR AT SCHOOL**

**YOU HAD BETTER TEACH THAT SCIENCE WILL SAVE THEM**

**or you could simply choose to kill them.**

## Examples

I have provided some examples below to get you started. Your students and faculty and other constituents can help you once you get started.

- **Orientation:** Before anyone comes to school they should be oriented and be required to agree to the conditions for school this term/year. This includes required masks, distancing, scheduling, behaviors individually and in groups, and the requirement that they pass a test on it before being allowed to attend. Minimum score 100%
  - For children too small for this, we will be teaching them nursery rhymes – think “ring around the rosy” with specific actions they take (putting on masks, taking off masks and falling down dead, etc.)
  - Define specific punishments which are expulsion for anything that endangers another.
  - How will you handle bathrooms? Monitors and one allowed in at a time?
  - How will you handle lunch? Delivered to each classroom? Left outside the door for the teacher to bring in?
  - How will you handle the start and end of the school day. Staggered start? Alternating days? Cares always together as a group and never intermixing?
  - How do we handle lines? 6 feet? No touching? Punishments for violations?
- **On the bus:** Obviously if they are taking the bus they will be sitting in an area together, and this will be dictated by bus routes. That means you are creating cadres of people who must then not interact with other cadres or they might spread the disease across the whole school. Or what else?
  - Obviously masks required before you get on the bus, mandatory hand washing at entrance and exit, and wipe down of all surfaces between each bus run.
  - Partitions in the bus for different age groups who will go to different classes?
  - Better air flow for each bus so the windows are never closed? Some other solution?
  - No coming to school with any symptom of any disease (note that per-symptomatic spread has been identified)?
  - Use a car service instead of a bus?
  - Run the bus again and again to deal with the staggered starts?
- **First day at school:** The whole first day should be COVID orientation day. Every class should teach the required information on COVID and detail how that class will be using COVID as an example of a pandemic all year and how it will be required as a theme for the year.
  - There should be a test in every class and any student not getting 100% should be required to go to an additional orientation, repeat until 100% pass.
  - There should be a COVID song with actions (think the hokey pokey) that all students learn and sing and this should become the school song for the year.

- **First class every day:** Home room, or whatever your first class is every day, should include an update on the daily COVID facts (number of new cases, hospitalizations, deaths (globally, nationally, state-wide, and locally), percentages and how far we are as a school from the goals, how many of us (at the school and our families) will die in the next so many weeks according to current projections, how we are performing relative to the projections based on our behaviors, and news related to scientific results and related matters) at the start of the class.
  - Students should have to sing the song with the actions as well.
  - The song should be updated to include the daily count every day.
  - The song should be updated at least weekly to reflect other COVID-related news.
- **Lunch and other breaks:**
  - Sing the song (sing for your supper)
  - Wash your hands before you eat (good hygiene anyway).
  - Follow the standard medical hand-washing routine in synchrony as part of the song.
  - Stay 6 feet apart while you eat (how do you eat with a mask?)
- **Before they go home:** End of day hand and face washings should be required, among other things, to keep from sending the disease home, but also as a reminder. Create good habits.
  - Send home information to parents on COVID at least weekly.
  - Make sure they verify having read it by online confirmation.
    - Failure to respond and confirm the basic facts means your child cannot come to school next week.
- **Homework:** Every homework assignment should include a component that relates it to the COVID-19 situation. Here are some examples:
  - **History (ancient):** Describe the effect of ancient epidemics on the fall of the Roman Empire. (put in some specifics of diseases that had effects and ask for details on how it affected the end of expansion and...)
  - **Art:** Find pictures from the 1918-1921 pandemic and do a drawing linking 1918-21 to 2020-23.
  - **Music:** Make a song for small children to help them avoid getting sick or understand why they lost a relative – as an example use “Ring around the rosy”
  - **Math:** Using the equations for epidemics, predict the path of the current COVID-19 situation in our state. For an earlier level, If we start with 1 person who takes the virus to class, and the infection growth rate is 5 new infections for each one, how many infected students will take the virus home with them?
  - **Science:** Science adapts with time. How has the science relating to protection measures against COVID-19 changed in between 2019 when it was first discovered

and today? Do these changes mean scientists were lying? Or are they still learning?

- **Education:** Come up with a new homework assignment every week for homework in each of 10 major fields of childhood education, all in the field of study, and all related to COVID-19. Make sure your assignment is not biased politically, but that it has answers based on the best current scientific information and the longstanding understandings of the field of study..
- **Quizzes and Exams:** Just as the homework should include COVID-19 related issues, the exams and quizzes should always include at least one question that verifies the students know how to stay safe and keep their families safe.
- **Other activities:** Obviously, all other school activities should engage in COVID-related activities. Some things to keep in mind:
  - As a condition to participation, students need to agree to the activity-related safety and health measures.
  - Parents must also agree to the same terms for their children and be held responsible for providing proper equipment or meeting other related requirements.
  - Each time each activity starts, all participants must be reminded of the required behaviors.
  - Each violation of the required behaviors must result in an immediate suspension of the activity followed by an appropriate response process that stops the activity for the rest of the day, only continuing after correction.
    - Example: A cheerleader fails to keep proper physical distance during a practice. The practice immediately stops, all students are sent home or back to classes, the session ends, and the students getting too close are not allowed back until they test negative.

Do these seem harsh? Yes? Good! That's the idea.

### **We are talking about life and death here.**

If you are going to teach your students and keep them safe, you cannot act as if it's alright to break the rules. The penalty for failure here is not a bad grade. It is the death of the student, other students, their families, the teachers, and/or others.

### **Conclusions**

Don't imagine that opening up schools will not kill students, faculty, administrators, and their families. By doing so you are guaranteeing more deaths.

If you have to decide to cause some children and their families to die, don't be stupid about it or lax in your protective measures, and get informed consent from the families.

- Explicitly identify how many children in your care you will be killing to open back up.
- Do the math and other work to limit it to that many dead children.
- Notify the families that this is how many you will kill – and see how many show up.