



THE MONTESSORI ACADEMY
EDISON LAKES



REOPENING PLAN

2020-2021 School Year

Be Kind Be Curious Be Grateful

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

OPEN AND
MONITOR



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

This interim guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19).

The US Centers for Disease Control and Prevention (CDC) will update this guidance as needed and as additional information becomes available. Please check the CDC COVID-19 website periodically for updated interim guidance.

Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into US communities. Schools play an important role in this effort. Through collaboration and coordination with local health departments, schools should take steps to disseminate information about the disease and its potential transmission within their school community. Schools should prepare to take steps to prevent the spread of COVID-19 among their students and staff should local health officials identify such a need.

School plans should be designed to complement other community mitigation strategies to protect high risk populations and the healthcare system, and minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. Plans should build on everyday practices (e.g., encouraging hand hygiene, monitoring absenteeism, communicating routinely) that include strategies for before, during, and after a possible outbreak.

Health and Safety are our Top Priorities

Dear Montessori Family,

Our intention is to welcome you back to a fully open campus in August of 2020.

As I write this, pandemic restrictions are being lifted by states around the country, businesses are reopening, and we see large gatherings of protesters gripping our nation. At the same time, and likely not coincidentally, we are seeing increasing cases of COVID-19 in many areas, and the W.H.O. released a statement warning that the pandemic appears to be worsening. The days of outbreaks of the seasonal flu, hand, foot, and mouth disease, conjunctivitis, and head lice are not those I ever imagined looking back on fondly. Yet here we are.

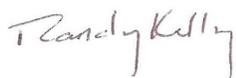
So many of us are feeling stuck. We want to work, we want to socialize, and we certainly want to provide our children with the kinds of developmentally necessary experiences to allow them to thrive, but we're wary of the risks.

Here at TMA, those risks are foremost in our thinking as we plan for the 2020-2021 school year. With guidance from health professionals ranging from the Center for Disease Control to our local health advisers, we believe we are well positioned, beginning in August, to offer classes Monday through Friday, to all of our students in as normal a school setting as we can under these trying circumstances.

This plan lays out the steps, procedures, modifications and expectations we have put in place to allow for a safe and sustainable school opening in August. To make it work, it will take coordination, understanding and commitment from all of us. There will be changes in some of the opportunities we've come to take for granted, specifically, the openness of our campus community. But with these structures in place, I believe we are as well or better positioned than schools in our area to be able to offer our students and families a rich school experience, with minimal disruptions. Yes, some significant modifications will have to be made, but they will be minor in comparison to what other schools will have to do to mitigate risk.

We continue to be here for you. If there is anything you need, or if you are unsure of your ability to return to the TMA community in the fall, please contact me and let's work together to keep you with us. Thank you for your continued commitment to our wonderful school. Your care and support has never been more evident. It's that which will get us successfully through this storm together.

Sincerely,



Randy Kelly
Head of School

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Part 1: Guiding Principles to Reopening

Introduction

TMA Mission: The Montessori Academy (TMA) is true to the teachings of Dr. Maria Montessori. We create an environment that cultivates the child's intellect, instills responsibility, fosters respect, and inspires care for the community.

Core Values

Academic Excellence

Diversity

Integrity

Independence

Leadership

Gracious Community

The COVID-19 pandemic presents the most serious public health crisis the world has experienced in generations. In preparing for the 2020-21 school year, at TMA we are resolved to do everything we can to reopen our campus as quickly and as safely as we can because that is in the best interest of our students and families. We realize that the decisions as to how and when we reopen are not entirely in our hands, so we have created various plans as pathways for reopening safely, with the wellbeing of our entire community in mind.

TMA's Reopening Plan is guided by our need to be able to respond quickly to circumstances in our own school community as well as to conditions in our region that may dictate our actions. Even as we plan to reopen our campus in August, we know we may need to close again with very little advance warning. This means TMA must be prepared to move between different learning models designed for different circumstances.

This Reopening Plan is guided by five principles:

1. Prioritize student, faculty, and staff health and wellbeing over other principles.
2. Act in adherence to TMA's Mission, and Core Values.
3. Promote face-to-face learning over remote learning whenever it is safe to do so.
4. Ensure hygiene and health related policies are research-based, clearly communicated, effectively implemented, and diligently enforced.
5. Promote practices and policies to reduce risk of virus transmission and support our capacity to be responsive when facing changing community health mandates or recommendations.

Section 1 establishes our mission and core values as foundational in our planning. We often speak to our students about rights and responsibilities. Members of our community have rights, and they also have responsibilities. The significance of these mutual obligations will be heightened for the foreseeable future, which is why TMA feels an open review of our guiding principles is an important starting point for our plan.

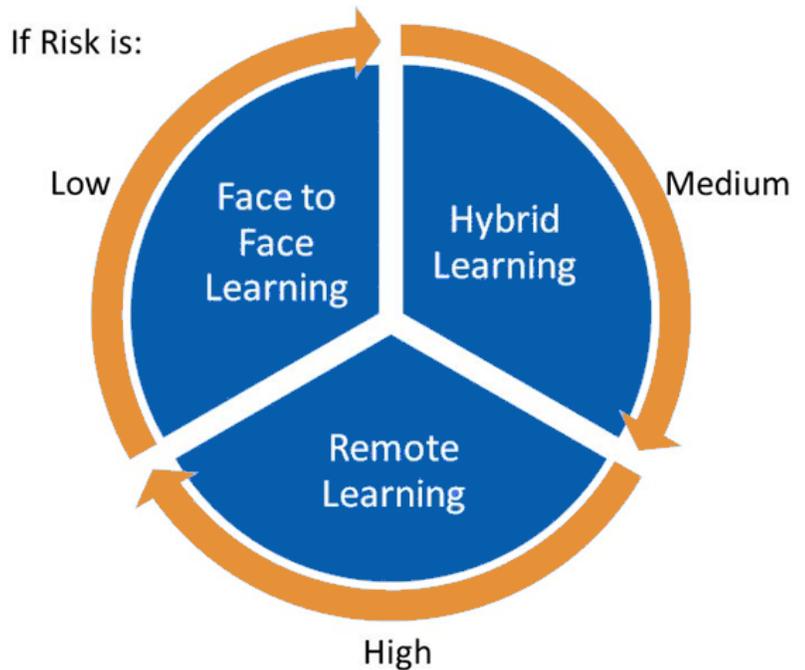
Section 2 of this document provides a rationale for the third principle, preference for face-to-face learning. This section describes the three learning models we are preparing for next year in order to be ready for any changes in guidance from the state and from county health advisers as the year progresses. This section also explains how we will determine learning models based on assessments of risk as deemed by health professionals and community leaders.

Section 3 addresses the fourth, and fifth principles as they relate to prioritizing the well-being of our entire community. Our first principle concerns the health and safety of our students, faculty, and staff and will always be the most important driver in our determinations. The fourth and fifth principles assert the importance of mitigating risk through precautions involving social responsibilities, preventative hygiene and physical distancing.

Section 4 provides an overview of how we expect our Co-curricular, Athletics and After School Enrichment programs will be adjusted during the 2020-21 school year. These opportunities are central to the experience of a TMA student and we value them greatly. However, as integral parts of our programming, they must also be aligned to a reasonable and responsible assessment of risk.

No schools will be operating in a business-as-usual manner for the foreseeable future, but through our Reopening Plan, we hope to shape positive school and learning experiences within a challenging new environment. TMA would like to thank our students for their resilience, adaptability, and positive attitudes; parents for your support, patience, and understanding; and our faculty and staff for their courage, professionalism, and dedication.

The 2020-21 school year promises to be an especially challenging one for all of us, but we are confident that we can weather these challenges together.



Mission Guided in a Time of Crisis

At TMA, we boil down our Mission and Values into the the following three sentiments.

Be Kind, Be Curious, Be Grateful.

Never is it more important to keep our virtues of kindness, curiosity and gratitude in mind than when we are facing adversity. Taking care of others and ourselves shows kindness, learning all we can about our challenges and problem solving ways to overcome them comes from our curiosity, and being actively grateful for what we have makes us think and act positively and more likely to overcome difficulties.

Our Mission and Values will guide us as we plan to confront these challenging times with a clear sense of our priorities and desired outcomes.

Rights and Responsibilities of the TMA Community

At TMA, we often talk to students about rights and responsibilities as they relate to our interactions and choices. All students, family members, faculty and staff have the right to feel valued, and cared for. To that end, as we look to reopen in the fall, members of our community can reasonably expect a heightened level of concern for their health and wellbeing. The right, then, of everyone in our community to feel cared for comes with responsibility. We must all act with the best interests of others in mind in all of our interactions. This means complying willingly with rules and policies designed to keep our community safe and healthy. It means thinking of others, appreciating that their risk tolerance might be different than ours, and adjusting our behavior with sensitivity and respect. It means respecting policies and expectations, even when inconvenient to ourselves. Our expectation is that our kindness toward and respect for others be visible in ways that including the following:

- Members of our community and visitors to our campus will wear masks, wash and disinfect hands frequently, and mind physical distancing norms;
- Members of our community and visitors to our campus will treat others as people worthy of their respect and deserving of safety themselves;
- Members of our community and visitors to our campus will follow self-screening guidelines for symptoms of illness and refrain from coming to campus when symptomatic; and
- Members of our community and visitors to our campus will comply with self-quarantine rules regarding exposure to COVID-19 and notify TMA administration when traveling and when possible exposure has occurred.

COVID-19 has disrupted life as we knew it. To navigate this unprecedented public health challenge, mutual respect, trust, and a deep sense of our reciprocal obligations to one another will be essential. Those virtues are always a part of our Montessori curriculum, so our students, faculty, staff and community have been prepared and are able to adapt and take proper care of themselves and each other.

Part 2: Learning Models

TMA does not believe remote learning is a satisfactory long-term substitute for open classrooms and teacher/student/peer interaction. Rather, remote learning may be a necessary measure when health and safety conditions and/or government mandates leave no other option. Accordingly, TMA has developed three different learning models to increase the likelihood that we will be positioned to fully reopen our campus in August 2020. At TMA, we believe learning should be an active, contextualized, and constructive process for students that allows them to grow academically, socially, and emotionally. We believe that our students construct and adapt knowledge through experiential learning and social interaction. Relationships play an essential role in every student's school experience; these connections make us human. Accordingly, TMA is highly motivated to open its campus to provide students with opportunities to learn in face-to-face environments whenever it is safe to do so.

Three Models for Learning

In anticipation of the ongoing and evolving challenges associated with the COVID-19 pandemic, TMA has developed three models for learning. These models take into account Principle 3, which states the preference for face-to-face learning over remote learning whenever it is safe to do so. The Face-to-Face Learning Model describes TMA's traditional school experience where students attend school all day and five days a week. If conditions demand that we close our campus, TMA will refer to our Hybrid or our Remote Learning Model, with the goal of returning Face-to-Face as soon as is safely possible. We acknowledge the critical role face-to-face interactions play in a child's learning and within that model, we will implement structures outlined in this plan to reduce the likelihood of further school closures due to the spread of illness.

Face-to-Face Learning Model: This is a traditional school experience with students attending school in person five days a week. Restricted interactions between classrooms and preventative cleaning and hygiene policies will be implemented in combination with realistic physical distancing guidelines.

Hybrid Learning Model: This model combines face-to-face learning with coordinated remote experiences. This model recognizes that Remote Learning does not provide the social interaction most students need. Therefore, a hybrid model will only be implemented if there are state, local health department or CDC guidelines that indicate the level of density in our classrooms is inadequate toward preventing the spread of the virus. In this model, we will welcome smaller groups of students to campus on alternating days, with at home learning to take place on subsequent school days. While many schools are preparing hybrids models to be their norm, we feel this is the most unlikely scenario at TMA. We are well equipped, due to our small class sizes and ample space, to keep our children properly distanced, while keeping disruptions to a regular schedule at a minimum.

Remote Learning Model: This model will take on two variations, one for individual classrooms that may have to be closed due to a known infection within that cohort, or for a broader, mandated closure like we experienced in the final months of the 2019-20 school year. Students attend school virtually for all lessons, activities, and projects. We will take what we learned last spring and formalize and refine our Remote Learning Plan to best meet the needs of our students and families should we need to do so.

Implications of Each Model

As we navigate the uncertainties associated with COVID-19, we will all need to be prepared to adjust and respond to external health conditions, risks and potential governmental mandates. Epidemiologists predict infection rates will rebound within the next 12-18 months and throughout that time, external conditions and risk will likely continue to fluctuate. The following provides a review of safety implications of the three learning models described previously. Local risk level as determined by health experts determines our learning model.

Face-to-Face Learning Model

When health officials declare that the risk of transmission in our surrounding community is **LOW**: The CDC, state and local authorities support our confidence in welcoming our entire student body back to campus with a minimum of the following guidelines:

- Social distancing norms as can reasonably be expected: e.g. students enter and exit through their classroom door, assigned seats and rugs, keep siblings together when possible, no interaction between classrooms, one child in the bathroom at a time, co-curriculars taught in each classroom, staggered recess with designated play areas to allow for no more than two classes outside at the same time.
- Families will perform health screenings each morning before drop off.
- Personal hygiene protocols strictly enforced, greater emphasis on hand washing, hand sanitizer at every entrance, masks required in the 'big building.'
- Cleaning protocols will be in active use throughout the day and the cleaning of materials incorporated into each work.
- Discontinue the hot lunch program and community snacks.
- If an infection is identified that could have spread through a classroom, that classroom will be closed for 14 days, or for the prevailing conventional wisdom for quarantine. Keeping classrooms separate will mitigate the necessity of closing campus entirely, should an exposure occur.
- For high-risk community members, we will identify those individuals and take extra care in our interactions with them.

Hybrid Learning Model

When the risk of transmission in our surrounding community is **MEDIUM**: External indicators limit confidence in fully opening our campus. All of the Face-to Face guidelines apply, in addition to:

- Density reduction targets of 40% - 60% of students on campus by alternating on and off campus days for groups of students.
- Utilize extra classroom spaces to further spread out students, provided we have adequate staffing to do so.
- High-risk staff would be encouraged to work from home, and faculty members at risk would become the remote learning facilitators, interacting with students online only.

Remote Learning Model

When the risk of transmission in our surrounding community is **HIGH**: Guidance from the CDC, state or local governments and/or county health officials indicate or mandate that physically closing our campus is the best course of action. Indicators might include rising infection rates, a high degree of medical uncertainty, or infections within our own school community. There would be no on campus experiences.

Part 3: Health & Safety

Introduction

Planning the reopening of TMA's campus started with walking through a day in life of students at each level. Considering every element of a student's day, from arrival to dismissal, before and after care and after school enrichment programming, we've considered the risks inherent in every step, and we've looked for ways to mitigate each potential risk point. We quickly realized that every policy, protocol, and practice would need to be reviewed with the goal of ensuring healthy students, faculty and staff remain that way. Teachers, Board Members, parents from each level, medical and legal professionals were all instrumental in crafting a plan that considers its implications from all angles. Thank you to everyone who provided assistance.

Our Guiding Principles 1, 4, and 5 are repeated below and further informed our planning:

1. Prioritize student, faculty, and staff health, safety, and wellbeing over other principles.

 4. Ensure hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and diligently enforced.

 5. Promote practices and policies to reduce risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.
- Focus on the variables we can control;
 - Use reliable, scientific sources to guide our understanding of the virus that causes COVID-19 and how to best effectively prevent our community's exposure to it;
 - Remain adaptable, knowing experts' understanding of the virus will evolve;
 - Seek ways to reduce risk while understanding we cannot eliminate it;
 - Identify external and internal factors that lead us to tighten or loosen restrictions; and
 - Ensure new policies are flexible, adaptable and can be implemented and maintained.

This plan is meant to be fluid, as new information and guidance comes regularly. We will continue to refine it with the ultimate goal of opening a safe campus in August, and doing all we can to ensure it stays open through the course of the year.

Four Pillars of a Safe and Sustainable Reopening

TMA's Four Pillars consist of Physical Distancing and Reducing Student Density; Health Screening and Preventative Hygiene; Cleaning, Sanitizing, and Disinfecting; and Communications, Training, and Coordination.

Each of these critical areas helps shape our approach to ensuring our protocols and procedures provide the necessary conditions to mitigate risk of exposure to COVID-19. These four areas were determined from growing professional guidance such as how to reduce transmission, the role of masks and effective hand-washing, and how to reduce and kill surface germs in a school setting. We also know that even the best plans must be clear, flexible, and sustainable. Therefore our efforts only become operational when we can communicate, train and coordinate these efforts effectively. Lastly, incorporating our pillars into the typical day of a TMA student is most important, as well as a priority placed on the need to preserve that which makes being on our campus each day, a joy for our students.

Physical Distancing & Reducing Density

"Social distancing" has become a far too familiar part of our lexicon in the past few months, but an important one. Infectious disease experts have promoted social distancing as an essential strategy in the containment of COVID-19. We have all taken part in stay-at-home orders, we've seen nonessential businesses close, and we've seen the positive effects. We've also seen the resurgence of the virus in some areas, as social distancing mandates have been lifted. By their nature, schools are high-density, offering conditions where illness can spread quickly. As we're all well aware, COVID-19 poses a risk not only to students, but perhaps especially to the adults in their lives, including parents, teachers, grandparents, coaches, and others. If physical distancing is the solution, the problem for any school is density.

At TMA, we recognize that to effectively reduce the risk of infection, we must implement effective physical distancing policies. We will remain social, but at an appropriate physical distance. The most important factor in creating the expectation of our students to properly distance is their age. It is simply not reasonable to expect toddlers and most of the students in our Early Childhood program to remain six feet apart throughout the course of a school day, and we have to be honest about that reality. With that, we are better positioned than most schools in our Toddler and Early Childhood programs and throughout our school in our ability to keep students separate, and to monitor the health of our community. This is the case simply because we have a small student body, our buildings have ample space and every classroom in our building has its own entry door. Teachers can easily monitor students as they enter and keep them with just their classmates through the day. By keeping our classrooms separate, a major benefit we have is that, should anyone in our community become exposed or infected, we can shutter only the affected classroom for an appropriate quarantine period, rather than having to close the entire school.

Health Screening and Preventative Hygiene

As educators, all of us at TMA aspire to model the behavior we want to see in our students. Never has modeling behavior been more important than at this time when our choices and actions can so directly affect the health and safety of everyone with whom we interact. To ensure proper screening, TMA will require individual temperature and symptom screenings prior to your arrival on campus. Our goal is to prevent symptomatic children and adults from entering our buildings. TMA will provide parents with Health Screening protocols, which provide clear directions for use, including the temperature threshold (≤ 100.4) and symptoms of illness. Parents will be expected to do their own health screenings for their children, siblings and themselves daily prior to arrival. For you, your children and for all members of our faculty and staff, we ask that you begin each day with a health check that includes the following:

Daily Health Check

- Take your temperature, and your child's temperature daily before coming to campus. If you or anyone in your family has a temperature at or above 100.4 degrees, please do not come to campus.
- If you have any of the symptoms associated with COVID-19--- fever, shortness of breath, unexplained muscle aches, sore throat, unexplained loss of taste or smell, or headache--- OR if you believe you have been exposed to someone with COVID-19, please stay home and call your healthcare provider. They can assess whether you should self-quarantine, or obtain testing if capacity is sufficient.
- Complete the health screening card.
- If you have any symptoms associated with COVID-19, inform school administration immediately so that information can be disseminated to families and staff and appropriate measures can be enacted.

These daily health checks are particularly important for faculty, staff and parents as children may be presymptomatic or have mild symptoms they are unable to identify. If a check is clear for all family members, you are free to attend school.

This policy does mean that many mild colds will require children to stay home. As with much of this plan, we will continue to update as information is updated and testing and tracing guidance change and expand in Indiana and Michigan.

Preventive Hygiene

Everyday hygiene practices are another key pillar to prevent virus transmission. As has been well-documented, hand washing many times daily with soap and water is critical. In addition to hand-washing, frequent use of an alcohol-based hand rub is a simple yet effective way to prevent the spread of pathogens and infections. Other preventative measures include coughing or sneezing into tissues or the inside elbow, avoiding touching your face, maintaining a six foot distance from other people when possible, wearing masks, and removing/cleaning/replacing masks safely. Faculty and staff will practice physical distancing – maintaining a minimum of 6 feet distance whenever possible. All adults and students in the 'big building' must wear masks. If a student or adult develops symptoms while on campus, we will require the adult to leave campus and contact their health care provider and children will be directed to a designated isolation room while waiting to be picked up.

Also, in the interest of prevention, we have made modifications to our drop off, pick up and visiting policies. Until further notice, parents are not to enter the building for drop off or pick up. If you prefer to walk your child to the building, as always, we ask that you park in the lot to the west of the gym so as not to interfere with the car lines, and walk your child to his/her classroom entry door. It is imperative that parents not park in the drive during drop off and pick up hours, now than ever, as we will be utilizing several doors for student entrance to the buildings. If you do choose to park in the lot and walk your child to the building, please stay at a safe distance from other adults and children and leave your child no less than six feet from their classroom door where a teacher will be there to greet them.

Regarding visitor access to the buildings and observations, we will no longer be able to accommodate drop in visitors, though we will still allow parents to observe Toddler and Early Childhood classes through scheduled appointments. Similarly, visitors to the Elementary/Junior High building will be required to schedule appointments. We also ask that any parent meetings for things such as PTO, take place off campus. All visitors will be required to wear masks.

Cleaning, Sanitizing, and Disinfecting

The third pillar of TMA's reopening plan is to ensure cleaning protocols follow guidelines established by the CDC. These guidelines encourage institutions to consider the important differences between cleaning, sanitizing, and disinfecting, and recommend the best chemicals to use and how to apply them. We know we need different protocols for different circumstances and areas. For example, if we have a child or teacher who tests positive for COVID-19, even though the consensus opinion is that contracting the virus from surface to person is unlikely, the classroom in which they work will be closed for disinfection. We will continue to use the CDC guidelines, along with other occupational and environmental recommendations, to employ the safest and most current practices on our campus.

Another important aspect of this strategy involves facilities use. Having separate and designated classrooms enables us to concentrate our cleaning, sanitizing, and disinfecting efforts on these spaces, thereby increasing frequency, efficiency and effectiveness. Simply put, our ability to maintain high standards of cleaning improves with the fewer spaces we need to thoroughly clean each day.

Communication and Coordination

Directed by our guiding principle four, "Ensure hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and diligently enforced," our fourth pillar informs our plans for communications, training, and coordination. This plan will only be successful if it has clear expectations set out for our entire community, a structure that is sustainable, and the flexibility to adapt to changing realities. The first step is targeting communication regarding how to protect ourselves and others, by providing information about what guidelines must be followed. We will clearly communicate any adaptations we may need to make due to changes in best practices and we will let you know of governmental recommendations and mandates that alter how we are able to operate. We will let you know of any occurrences of communicable illness within the community, and similarly, we ask that you communicate to us any instances of illness to which you may have been exposed. We utilize many avenues of communication, and we ask that you be more diligent than ever before in reading all communications from teachers and administration.

Coordination is what brings our efforts together and enables us to work collectively toward a safe and healthy community. All of us together must bear responsibility for our own and each other's wellbeing. We need all members of our community to accept new responsibilities as integral parts of the changed culture we will all experience over the coming school year. When your child expresses frustration with rules that limit social interactions, it is necessary to acknowledge and honor their feelings, but please also help us in guiding them to the understanding that their hard work in this challenge is for the greater good and shows how much they care for their community. When your child comes down with a cough or fever, or complains of not feeling well, please keep them home until they are asymptomatic. A coordinated and unified community effort has never been so important. And there is no community I'd rather enter this challenge with than our TMA community.

Part 4: Before and After School Programs

Introduction

Before and After Care programs are a necessary offering for many families with two working parents. After school enrichment programs, including athletics, are a critical aspect of a TMA student experience that provide them with the chance to explore and develop their passions and interests beyond the classroom. They help students develop leadership skills, sense of fair play, perseverance, teamwork, and many other important life skills. Unfortunately, as with so many things this pandemic has upended, COVID-19 has forced TMA to rethink these programs as they relate to the wellbeing of our community.

Assessing TMA's Before and After School Programs

Like so many schools, as the year begins, we will be suspending after school enrichment programs out of an abundance of caution. Our first priority is to ensure that classrooms are able to function as normally as possible and that we do our best to ensure an open campus throughout the year. We are doing our best to rethink how we may be able to offer programming, with the understanding that programs must be aligned with risk levels and our guiding principles.

We also recognize that while we always prioritize the health, safety, and wellbeing of students, faculty and staff, this duty is now heightened. Accordingly, we will suspend our 'Now and Then' Before and After Care programs and require all families who wish to utilize Before and/or After Care to register full time. This is the only way we can adequately plan to best meet the needs of our families requiring care on a daily basis, while ensuring the health and safety of our entire community. As with all of our programming we will continue to monitor best practices and the guidance of health professionals to inform how best to serve our students and families through After School programs and Athletics.

This reopening plan is meant to be a working document that will change as the landscape changes. We will be ready should we have to revert to a more restrictive environment or back to remote learning. Our hope though, is to move in a steady direction forward toward a school environment rich with all of the freedom and offerings we have come to appreciate. It's clear, though, that will take time and the coordinated efforts of every member of our community. Again, there is no community with which I'd rather enter this challenge. We will model for our children the grace and resilience to get us through the pandemic and be better for it.

Sources

U.S. Department of Education: www.ed.gov/coronavirus

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Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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US Youth Soccer: www.usyouthsoccer.org/assets/1/20/usys_rta_notice_051320.pdf?29673



Be Kind Be Curious Be Grateful

Stay Healthy