

BMS Road Map to Reopening

Pandemic Emergency Operations Plan

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Rationale

The following document compiles current resources and guidelines from local, state and federal government, information from comparable schools in other states that have reopened, AMS, and MPPI to look at implications for procedural requirements within the following scenarios:

- Beginning of 2020-2021 School Year
 - On-campus
 - Distance Learning
 - Blended (both distance and on-campus learning offered, see distance learning and on-campus sections for guidelines)

No one resource has complete information at this point, and guidelines and data are constantly evolving. With uncertainty about which “scenario” schools should prepare for, most organizations are advising schools to create action plans for every scenario. These action plans should be reviewed by a lawyer and developed into formal written policies and procedures before the opening of school. Practices will be adjusted continuously as guidelines and COVID-19 transmission in our area evolve. It will help prepare BMS to create action plans for these most stringent scenarios, then adjust and lift requirements as guidelines become less restrictive.

BMS will continue to evolve its practices as CDC, State, and Local guidelines continue to change. Changes will be communicated to staff and families. This document is in place in addition to our typical handbooks. If any items found within this Emergency Operations Plan (EOP) conflict with previous policies, the EOP takes precedence. When BMS is no longer operating under this EOP, policies will be as written in the handbook(s). BMS will continually re-evaluate, in collaboration with local health agencies, the level of risk within the school and Bloomington community from COVID-19. We are hopeful that favorable data trends will support

the eventual phasing out of outlined requirements, especially those that necessitate restriction of freedom of the child or limitation of choices throughout the day.

BMS will do its best to balance the needs and preferences of the community, the practicalities of providing a Montessori education to children, and the safety of BMS staff and children. BMS is not liable for transmission of COVID-19 within the community or related risks. Guardians assume all risks for students in attendance and must do their best to support and enforce the safety measures in place at Bloomington Montessori for the health and safety of everyone.

Reopening Teams

Reopening will be a whole team effort. This is potentially a huge undertaking into unprecedented scenarios. These teams may look different than in previous years, as we all take on new roles to help BMS thrive in the face of adversity.

Governance

The Governance will continue to be led by our BOD, with Head of School as a non-voting member. This group will draft, revise, and adopt new policy as needed. The Head of School will also draft, revise, and adopt new written procedures as needed.

Wellness and Facilities

(hygiene, logistical practices, and cleaning)

Head of School, Kitchen Manager, Board President, Assistant Head of School, and Cleaner(s)(s), will work together to create procedures for cleaning and will monitor and enforce compliance with those procedures. Records will be kept of cleaning.

School Operations

The Head of School, supported by the Assistant Head of School, will be in charge of all school operations, including the gathering of resources, planning, creation of procedures, delegation, monitoring, and enforcing of those procedures necessary to maintain a healthy, happy, and safe Montessori environment to the greatest extent possible.

Contingency Leadership

In the event of Head of School illness or quarantine, Head of School will support the school remotely if possible and the Assistant Head of School will lead on-campus operations. If both the Head of School and Assistant Head of School are ill/quarantined, they will support the school remotely if possible and the Board President will lead operations on campus, with support from Lead Teachers (curriculum) and Accountant (finances).

Instruction

The Head of School, Assistant Head of School, and Lead Teachers will work together to design responsive instruction that prioritizes safety and government guidelines while maintaining Montessori pedagogy to the greatest extent possible in evolving circumstances.

Technology

Head of School, Assistant Head of School, and IT will work together to develop consistent online support systems for learning (be it on campus or distance learning).

IT will manage the loaning and return of technology as possible and provide technical support to parents and staff as needed to ensure effective learning. IT will manage platform and network administration for staff.

COVID General Resources

AMERICAN ACADEMY OF PEDIATRICS GUIDELINES

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

CDC GUIDELINES

Schools and Daycares:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Operating Schools During COVID-19:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Preparing K-12 Administrators for a Safe Return to School in Fall of 2020:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

INDIANA GUIDELINES

Indiana State Department of Health Back-to-School Resources:

<https://www.coronavirus.in.gov/2400.htm>

Back on Track Indiana Overview:

<https://backontrack.in.gov/>

DOE COVID-19 Resources

<https://www.doe.in.gov/covid-19>

Fall 2020-2021

Scenario 1: On-campus Learning

- Cleaning
 - BMS will provide staff training on cleaning procedures, and also on the proper use of the provided, approved cleaner (QUAT cleaner).
 - BMS will follow daily schedules of required cleaning for each classroom, and will monitor compliance. Frequent handwashing will be enforced and materials and high-touch items will be disinfected after use or throughout the day.
 - Each classroom and the office and kitchen will be supplied with a sanitation kit containing masks, gloves, disinfectant sprays, paper towels, hand sanitizer, and disinfectant wipes.
 - Cleaning and Disinfection Procedures
 - See cleaning requirements by surface at
 - https://www.in.gov/fssa/carefinder/files/Cleaning_sanitizing_guidance_-3-2020.pdf
 - Staff will be hired to complete the cleaning requirements during the day, and a contractor will be hired for a thorough end-of-day cleaning Monday through Friday
 - Cleaning will be recorded and monitored.
 - Cleaning products will be used in well-ventilated areas and not sprayed within six feet of children. Cleaning products will always be stored out of reach of children.

Every classroom will visibly post approved cleaning procedures that are followed by all staff.

- General Disinfection
 - Disinfection will occur 3 times a day including before lunch, after lunch, and after students leave
 - Staff, when cleaning, will wear disposable or rubber (non-porous) gloves and use QUAT to clean all high-touch surfaces
 - After cleaning, remove gloves by pulling from the cuff (inside out), throw away, wash hands
 - Cleaning staff will be responsible for high-touch items such as Commons bathrooms and entrances to the Main and Annex buildings.

■ Handwashing

- Frequent handwashing is required for staff, including before and after any food prep, bathroom use, blowing nose, administering medication/ointment, or helping children with these types of activities, using soap and at least 20 seconds of washing.
- Monitoring and individual help for children to thoroughly wash their hands upon arrival, before eating or after blowing their nose, using the restroom, or coming in and out from the playground will be provided to the greatest extent possible.
- Hand sanitizer will be available to children and staff at all times, although handwashing is always preferred if possible. Children helped to use hand sanitizer when needed (such as after wiping nose) if handwashing is impractical.
 - Children must be supervised when using hand sanitizer to prevent swallowing or getting it in their eyes.
- Children will be given explicit lessons and reminders on the importance of avoiding touching face, hands, nose, mouth, and eyes. Staff will also work to model this.

■ Laundry and hampers

- Avoid unnecessary laundry and child contact with laundry
 - Use of cloth napkins is suspended
 - Cintas products (delivered, picked up, and washed by Cintas)
 - One apron per person per day, put in laundry hamper after use
 - Kitchen towels in hamper after one-lunch/classroom use
 - Waterwork/spill towels must go directly in hamper after one use (use of drying racks suspended)
 - Teachers must take home their classroom laundry to wash and dry
 - Empty and disinfect hampers regularly

■ Student materials

- Personal Items Required
 - Each child will need to bring their own high-touch materials such as pencils, scissors, colored pencils, etc. Lists will be provided by classroom teachers.
 - Students must also bring indoor shoes and change shoes upon arrival/entrance and before going outside.
 - If it is difficult for a family to provide these items, we encourage them to contact BMS administration for assistance. Teachers will give parents guidance on what

size bags are best based on cubbie size in the classroom in the Fall 2020 welcome letter.

- Shelf materials may be chosen, taken to personal space to use, and must be disinfected before they can be returned to the shelf for use by others
- Materials that cannot be sanitized should not be used.
 - Cloth needs to be laundered between users.
 - Paper items are NOT considered high-risk for transmission and are not needed to be sanitized at this time.
- Nap items, coats, etc. need to be laundered each weekend and stored in a way that allows them not to touch each other.
- Nap cots will be disinfected after use and before storage daily.
- Disinfecting wipes will be supplied to wipe down keyboards and other shared items before and after each use.
- Playground equipment
 - The CDC does not consider large-scale disinfection of playground equipment (monkey bars, slides, etc.) an effective use of resources at this time. BMS staff will disinfect handlebars, railings, and other high-touch plastic or metal surfaces each time after a group of children leaves the playground.
 - Toys on the playground should be treated the same as shelf materials, disinfected after use. Each classroom will have a supply of group-specific outdoor toys.
 - Students will wash hands before going out to the playground and upon reentering the classroom.
- Staffing and Ratios
 - The number of children and staff in each classroom will be based on social distancing guidelines. 0-24 students: 2 staff members
 - 25-30 Early Childhood students: 3 staff members
 - 30-36 Elementary students: 3 staff members
(25-30 Elementary students: needs will be evaluated)
 - BMS will maintain a minimum of 2 adults per classroom for safety.
 - All administrative staff for whom it is possible should work from home
 - Monitor and plan for absenteeism among staff
 - Cleaning/lunch staff members will be added to staff.
- Transportation
 - Everyone must wear face coverings when out of the car for drop-off and pick-up. Please put face coverings on before opening your car door and leave them on until you are back in your vehicle.
 - Drop-off
 - Staff and parents will maintain social distancing whenever possible. Parents will get students out of cars and walk students to their

classrooms' designated entrances. Families can use marks on the sidewalk to maintain social distance while students wait to enter.

- Ideally the same parent or guardian should drop off and pick up each day, and the elderly or high-risk should avoid this duty
- Designated Entrances:
 - Hickory-Early Childhood playground door (new gate entrance on BMS parking lot walkway)
 - Magnolia-Magnolia courtyard playground door (new doorbell installed)
 - Sweetgum-Main building entrance doors (use existing doorbell)
 - Walnut-side yard door to classroom (new doorbell installed)
 - Sycamore-walk through Magnolia courtyard to patio door (use new doorbell)
- Children will be required to use hand sanitizer (if they will need to touch things before washing hands) and be admitted to the building, and required to wash their hands upon entering the classroom.
- Pick-up
 - Elementary and Half-day students will be dismissed to separate areas outside the building to await parent pick-up. It is essential that students dress appropriately for the weather to spend this time outside as comfortably as possible.
 - Walnut: side yard
 - Sycamore: sidewalk outside Magnolia windows
 - Hickory: Hickory playground, please wait at gate
 - All-day Early Childhood parents will ring the doorbell. The doorbell will be sanitized by staff throughout the day.
 - Magnolia: Classroom entrance through Magnolia playground (a doorbell will be installed at this door)
 - Sweetgum: Main Building doors (use main doorbell)
- Screening
 - Screening principles
 - The recommendation from the Indiana and Monroe County Health Departments is to do home screenings due to the risks and time involved for students and staff when screening large numbers of individuals on-site.
 - All families and staff will be provided a checklist that reflects the guidance of the CDC and the state and local health departments. Families will be provided thermometers as needed. The expectation of following the guidance is part of being a member of a community.

- All staff should self-screen before coming to campus by taking their temperature and identifying any possible COVID-19 symptoms they are experiencing. If a staff member has any questions about whether they should come to campus or not, they should contact the Head of School before coming. If experiencing COVID-19 symptoms, staff MAY NOT come to campus.
- Parents are required to screen their child(ren) at home before coming to campus. This includes a temperature check for fever and an assessment for any COVID-19 symptoms, as well as assessing any possible exposure due to contact with a sick person or travel by a student or household member. Children who have a possible exposure to COVID-19 or are exhibiting symptoms MAY NOT come to campus. If a household member is exhibiting symptoms, the child may not come to campus.
- Daily School Screenings
 - All children will be screened for temperatures at a calm time mid-day. Elementary children who will be attending After Care will be screened before entering the After Care room.
 - Screening Procedures
 - Resource:
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>
 - Staff that will be screening will wash their hands and wear their face covering.
 - Staff will make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.
 - Staff will take the child's temperature with a non-contact thermometer, not touching the person.
 - The thermometer will be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each screening. The CDC says the same wipe can be used as long as it remains wet.
 - After screening, staff will remove and dispose of gloves properly, use hand sanitizer (60%+ alcohol), and wash hands.
 - Due to the occasional inaccuracy of temporal thermometers, if a child's temperature reads over 100 degrees on the temporal thermometer it will be confirmed with an oral thermometer. Staff members will remove existing gloves used for temporal screening, wash hands, don fresh gloves, use an oral thermometer with a protective cover,

dispose of protective cover, sanitize thermometer, remove and dispose of gloves, and wash hands.

- Travel Considerations
 - Families with household members that travel to a CDC defined “hotspot” or Stage 1 or Stage 2 geographic location should report this travel to the office and follow self-quarantine procedures for 14 days before returning to campus. At the moment of this document, the CDC is recommending 14 day quarantine after ALL international travel. This is likely to constantly evolve. Please see:
 - <https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html>
 - Staff is required to report such travel and follow self-quarantine procedures.
- Food
 - BMS will follow all applicable federal, state, and local regulations and [guidance](#) related to safe preparation of food.
 - Lunches
 - Students will eat in their classrooms at their assigned seats. Rooms will be cleaned and disinfected before and after lunches.
 - Paper napkins will be used in lieu of cloth.
 - Used dishes will be placed in bins and taken directly to the kitchen. Any adults touching used dishes must wear gloves, remove and dispose of gloves properly immediately after the task, and wash hands.
 - National Lunch Program guidelines will continue to be followed.
 - Staff will plate each meal so that multiple people do not touch serving utensils.
 - Lunch Set-up Logistics
 - Lunch bins containing cups, trays, napkins, disinfected name tags, and silverware will be prepped by the Kitchen Manager for each classroom.
 - Lunch bins will be picked up 30 minutes before lunch is served by a person from each class, and these items will be set up in the classroom.
 - Fifteen minutes before the start of lunch, cold food and drinks will be plated/poured by the staff member, followed by hot food.
 - Students are assisted in washing hands, then are dismissed to lunch. (Students with home lunch would get their lunch from their backpacks at this time and take them directly to their seats.)
 - Lunch Clean-up Logistics
 - Students raise their hand when finished and are excused one at a time to scrape their plate and place dishes in dirty bins, then go wash their hands.

- Staff (wearing gloves) will bring the used dish bins to the kitchen for washing. The Kitchen Manager, wearing gloves, will wash and sanitize dishes, containers, and name tags.
 - Water Fountains
 - Water Fountains will be closed and students are encouraged to bring a personal water bottle labeled with their names. If they do not have a water bottle at school, a cup of water will be provided.
 - Teachers will be responsible for refilling water bottles for students. They will take the water bottle from the student (without the lid), wipe down the outside with an approved sanitizer, refill in the “kitchen use” sink, and hand it to the student, then wash their hands.
 - Snack
 - Sinks used for food preparation should not be used for any other purposes.
 - BMS will prepare prepackaged snacks with individual servings of healthy food options for Early Childhood students twice a day. These will be assembled by the Kitchen Manager in the certified kitchen.
 - Elementary students will be invited to bring their own snacks from home, which must be eaten at their individual workspace.
 - We encourage families to pack snacks that are less messy and easy for children to eat independently. Snacks must be healthy and may not be shared. Recommended snack options will be covered in classroom welcome letters.
 - If a student forgets their snack, elementary teachers will provide a healthy option.
 - Handwashing
 - Caregivers should ensure children wash hands prior to and immediately after eating.
 - Caregivers should wash their hands before preparing food and after helping children to eat.
- Pedagogical Considerations
 - Environmental Considerations-all areas of the classroom must be set up to support social distancing, and also whole-child development and needs to the greatest extent possible.
 - Maintain greatest amount of choice and independence possible
 - Safety Practices:
 - Build social distancing and hygiene practices into beginning of the year agreements, peace circles, grace and courtesy lessons, etc.
 - Games and songs to create positive association with masks, handwashing, etc.
 - Practical life work limitations

- No child food prep or dishwashing.
 - No water on shelves--works must be filled for use, emptied, and disinfected before returning to shelf.
- Ventilation
 - Classroom groups will go outside whenever feasible for learning, work, and play while balancing weather-related comfort and safety and other factors that impact effective learning.
 - When indoors, windows will be opened as much as possible to increase ventilation while balancing allergies, comfort, and the financial and environmental impact of increased HVAC use.
 - BMS has had HVAC efficiency evaluated for the school to assure fulfillment of standards, and is in the process of adding precaution through installation of MERV 13 filters in the HVAC system.
- Social distance
 - Always cover coughs and sneezes.
 - To the greatest extent possible, children will have a personal work space that is not used by anyone else. At BMS, each student will be assigned a small table labeled with their names. Some classrooms may also request that children bring a personal “rug” made out of a yoga mat cut in half and labeled with the child’s name.
 - These assigned seats will be changed periodically, after a thorough cleaning, to allow for adjustments for classroom management and social needs, as well as a sense of variety and movement for students.
 - Siblings may share a table and be closer together.
 - To the extent possible, work spaces will be physically distanced, children should not touch each other, and the American Academy of Pediatrics recommends a distance of 3 to 6 feet of social distance ([All AAP | AAP](#)) whenever possible.
 - Nap cots will be physically distanced to the extent possible in a head-to-toe pattern.
 - Tables may be divided with clear partitions to allow children to work closer together for group projects. The tables, partitions, and chairs will be disinfected after use before use by other students.
 - IMPACT ON CLASSROOM CAPACITY
 - Evolving mandates may necessitate a blended learning schedule. Blended learning, at BMS, will be defined as an enrollment option between distance learning and on-campus learning. Both will be offered as long as reasonable demand exists while blended learning is deemed appropriate and necessary by the school
 - In addition to efforts here at school, the Indiana State Department of Health urges that “It is essential that families understand the importance of not hosting events such as birthday parties where the students are not socially distanced, as this

may lead to an outbreak in the class or grade". Taking this guidance into consideration when designing celebrations helps protect the whole community.

- When outdoors, safety focus will be on maintaining "two of the big three" (social distancing, masks, and being outdoors). This may allow children to safely take longer mask breaks while socially distanced outside, or to play a collaborative game that cannot always perfectly social distance while wearing masks outside.
- **Isolated groups**
 - To the greatest extent possible, children will be with the same group of students and staff each day in separate physical spaces.
 - Groups cannot be in the same space at the same time for recesses, lunches, etc.
 - To the greatest extent possible, staff members will not come in direct contact with more than one group of students.
 - Classroom crossover:
 - Isolation of groups can only be maintained to the level possible/practical. Certain pairs of groups throughout the school will unavoidably share spaces and staff at times. These groups are as follows:
 - Morning and afternoon half-day classes will be sharing teachers and a classroom, and also have Full Day kindergartners attending both sessions, and therefore will be considered a combined group. Teachers will wash hands and high-touch items will be disinfected between classes to protect children to the greatest extent possible.
 - Lower Elementary classrooms share a hall, library, and other communal spaces. Therefore, these groups will be considered a combined group. (This is not true while one Lower Elementary class is off-campus for distance learning, but applies if we all come back to campus.)
 - Upper Elementary classrooms share communal spaces and receive lessons from all upper elementary staff. Therefore, these classrooms will be considered a combined group. (This is not true while one Upper Elementary class is off-campus for distance learning, but applies if we all come back to campus.)
 - Because these groups will not be isolated from each other, they may participate in recess together (wearing masks when not socially distanced).
 - After Care
 - After Care will be divided into Lower Elementary and Upper Elementary After Care Programs in an effort to limit the classroom crossover (outlined above) to that which already occurs during the school day.
 - A limited number of spaces will be provided to each program. This number will be continually reevaluated based on risk level, but will begin with 13 Lower Elementary spots and 13 Upper Elementary spots.

- Consistent attendance in After Care will help protect students and staff. Families will have the option to sign up for After Care one month at a time, for all school days during the entire month, for a flat rate of \$175 per month, through FACTS.
 - Foreign Language Instruction
 - A teacher will serve elementary Spanish programs either in person or online.
 - Early Childhood classrooms will provide a foreign language experience by a classroom teacher.
 - Sick policy
 - Screen children before coming to campus
 - See “Screening”
 - Children and staff may not come to school with fever or other symptoms listed in the illness policy and will be immediately brought to the office for parent pick-up if these symptoms present at school.
 - BMS will train BMS staff on vigilance for symptoms and how to refer concerns to administration.
 - BMS encourages all staff and families to seek medical attention/testing if they are experiencing COVID-19 symptoms or believe they may have been exposed.
 - Testing sites can be found here: [Novel Coronavirus: COVID-19 Testing Information](#)
 - [What to Do If You Are Sick | CDC](#)
 - Close contacts must quarantine at home for 14 days from the last contact (day “zero) with a person who tested positive for COVID-19. The September, 2020 Indiana State Department of Health definition of a close contact is as follows:
 - You were within 6 feet of someone who has tested positive for COVID 19 for a total of 15 minutes or more (may add up to 15 minutes in multiple interactions throughout the course of a day)
 - You provided care at home to someone who has COVID-19.
 - You had direct physical contact, even if brief, such as a hug or kiss, with someone positive for COVID
 - You shared an eating or drinking utensil with someone positive for COVID.
 - They sneezed or coughed on you.
 - If a student or staff member has symptoms of COVID-19 and tests positive **OR HAS SIGNIFICANT OR MULTIPLE TIER-ONE SYMPTOMS (SEE SCREENING) AND DOES NOT GET TESTED OR RECEIVE A DOCTOR’S NOTE**, then siblings and household members will be considered possible close contacts and advised to quarantine for 14 days.

- A symptomatic student or staff member should quarantine while waiting for test results.
- If a household member of a student has significant or multiple tier one symptoms, that person should isolate themselves from other household members and seek testing. The other household members should quarantine until the person tests negative or until they have not been in contact with the person for 14 days.
- Students and staff may not come to school with a fever (100 degrees or higher) or if any other symptoms covered in our illness policy are present until they have met the following guidelines:
 - Provide a doctor's note clearing staff or students to return to school and fever free for 24 hours without medication
 - IF COVID SYMPTOMS ARE PRESENT OR STUDENT OR STAFF HAS A POSITIVE COVID TEST, students and staff may not return to work until they have met the criteria outlined in the most recent Indiana State Department of Health Return to School Chart:
 - https://www.coronavirus.in.gov/files/20_Return%20to%20School_8-25-20.pdf
 - If a student, faculty or staff member is symptomatic with significant or multiple Tier One symptoms [see BMS screening tool], NOT tested for COVID-19, does not have a doctor's note, and NOT a close contact of a COVID-19 positive person:
 - The individual must remain at home for at least 10 days from the start of symptoms, be
 - fever-free for 24 hours without the use of fever-reducing medications and show improvement of symptoms.
 - Siblings and household contacts should be considered close contacts and quarantine for 14 days. Students do not need a note for return to school and should be allowed to return at the end of the recommended isolation. IF they cannot isolate from the sick person, their 14 day quarantine may start from the last day of the sick person's isolation.
 - Individuals with an alternate diagnosis (such as an ear or urinary tract infection) do not need to isolate but will need a note from a healthcare provider saying "student may return to school on [date] and his/her illness was not related to COVID-19" or "Cleared to return to School." No diagnosis should be listed, as that is a HIPAA violation.

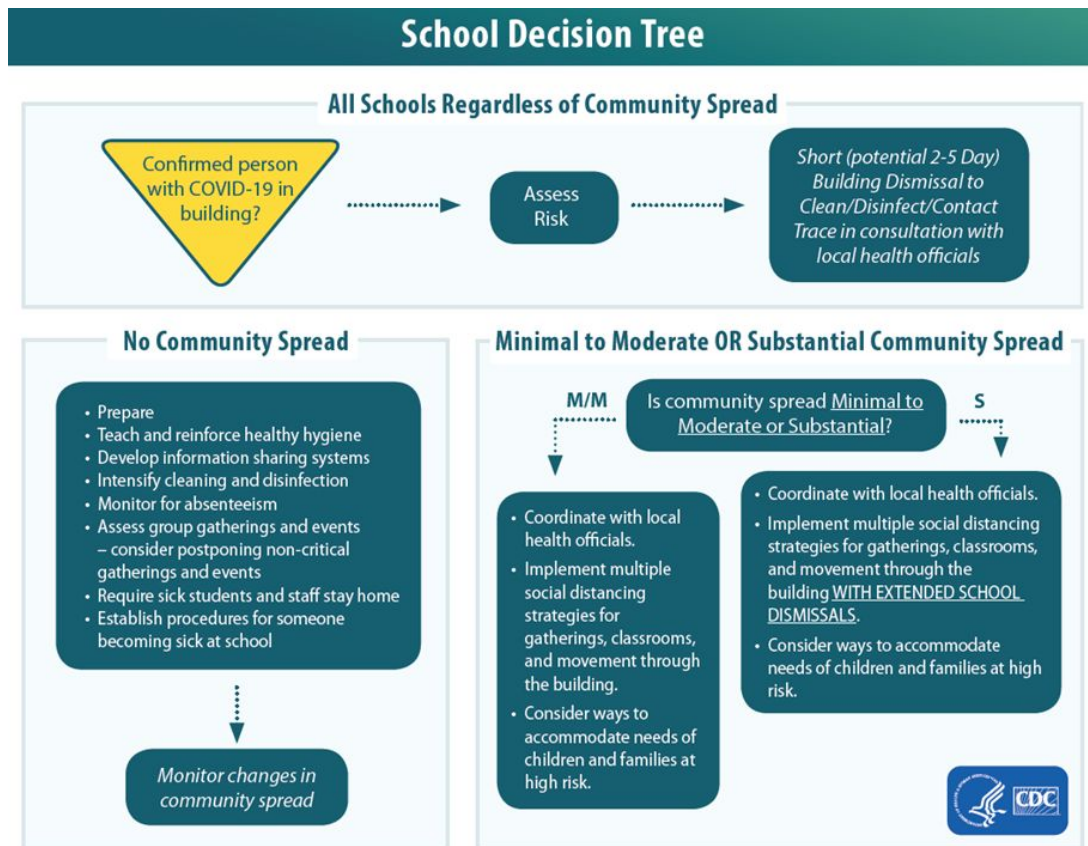
- Symptomatic and tested NEGATIVE for COVID-19 and NOT a close contact of a COVID-19 positive person:
 - The individual must be 24 hours fever-free without the use of fever-reducing medication and show improvement of symptoms, unless advised otherwise by a healthcare provider.
 - The individual does not need an alternate diagnosis.
 - Close contacts do not need to quarantine.
- Symptomatic and tested POSITIVE for COVID-19 (whether or not a close contact):
 - The individual must isolate at home for at least 10 days, be 24 hours fever-free without the use of fever reducing medications and show improvement of symptoms.
 - Siblings, household contacts and other close contacts need to quarantine for 14 days after the last exposure to the positive person.
 - **Repeat testing is NOT recommended for deciding when people can return to work or school. BMS will no longer be asking for 2 negative tests, one documented negative test makes a student or staff member eligible to return to school once 24 hours fever-free.**
- Symptomatic and NOT tested for COVID-19 and IS a known close contact of a COVID-19 case:
 - The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
 - The individual must also isolate at home for at least 10 days, be 24 hours fever-free without the use of fever reducing medications and show improvement of symptoms. The criteria for both must be met prior to the person returning to school.
 - Siblings, household members and other close contacts must quarantine.
- Symptomatic and tested NEGATIVE and IS a known close contact of a COVID-19 positive person:
 - The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If

the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

- The individual must be 24 hours fever free without the use of fever-reducing medications. An alternate diagnosis is not required.
 - The criteria of both need to be met before returning to school.
- NO symptoms and was NOT tested for COVID-19:
 - May attend school.
 - NO symptoms and tested NEGATIVE for COVID-19 and IS NOT a known close contact of a COVID-19 positive person:
 - May attend school.
 - NO symptoms and tested POSITIVE for COVID-19 and whether or not a close contact of a COVID-19 positive person:
 - Must isolate at home for 10 days after the date the sample was collected.
 - Siblings, household members, and other close contacts must quarantine for 14 days from the last date of exposure before returning to school. If the exposure is a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last date of isolation for the case.
 - NO symptoms and not tested for COVID-19 and IS a known close contact of a COVID-19 positive person:
 - Must quarantine for 14 days from the last date of exposure before returning to school. If the exposure is a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last date of isolation for the case.
 - NO symptoms and tested negative for COVID-19 and IS a known close contact of a COVID-19 positive person;
 - Must quarantine for 14 days from the last date of exposure before returning to school. If the exposure is a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last date of isolation for

the case.”

- The small room adjoining the office will be used as an isolation area that can be used to isolate a sick person.
 - If a sick child has been isolated, staff will clean and disinfect surfaces in the isolation room after the sick child has left. All areas on campus the child has visited will also be disinfected.
 - Sick children’s parents will be called to immediately pick them up.
 - Sick staff will be asked to immediately leave campus and head home.
 - If a person is too sick to wait for a ride or drive themselves, paramedics will be called.
- COVID-19 School-wide Response Levels



BMS On-Campus Response Matrix

Monroe County Community Transmission Considerations

BMS will follow CDC guidelines as well as local health agency’s advice on Implementation of Mitigation Strategies, please see the matrix below for a summary of responses at each level of community risk. This matrix is a resource for times when the BOD may choose to change on-campus operations. Should community transmissions rates rise above 10% the BOD will immediately convene to consider closure and/or changes to daily operations and will consider a variety of factors, including updated research, medical, and public health recommendations, and other factors that may be pertinent.

The color categories listed in the chart refer to the Indiana State Department of Health Pre-K-12 recommendation map and the MCCSC metrics for Learning Status (<https://www.mccsc.edu/cms/lib/IN01906545/Centricity/Domain/4/Metric%20Guide.pdf>). The ISDH map will be published and updated on the ISDH website beginning 9-1-20 and a live link will be provided in the next PEOP update.

METRIC	NONE TO MINIMAL COMMUNITY SPREAD	MINIMAL TO MODERATE COMMUNITY SPREAD	SUBSTANTIAL COMMUNITY SPREAD
Seven Day Average Positivity Rate	<3%	3% to 10%	>10%
MCCSC Learning Status	green	yellow	red
ISDH PreK-12 Recommendation Map	blue	yellow	orange or red
Schools/childcare “What childcare facilities, K-12 schools, and colleges and universities can do to prepare for COVID-19, if the school or facility has cases of COVID-19, or if the community is experiencing spread of COVID-19)”	<ul style="list-style-type: none"> •Gather local, state and federal resources and form connections with local health officials. • Review and update emergency operations plan. • Evaluate whether there are students or staff who are at increased risk of 	<ul style="list-style-type: none"> • Implement social distancing measures: <ul style="list-style-type: none"> » Reduce the frequency of large gatherings (e.g., assemblies), and limit the number of attendees per gathering. » Alter schedules to reduce mixing (e.g., stagger recess, 	Broader and/or longer-term campus closure, either as a preventive measure or because of staff and/or student absenteeism. <ul style="list-style-type: none"> • Implement all-school distance learning, if closure is longer than one week.

	<p>severe illness and develop plans for them to continue to work or receive educational services if there is moderate levels of COVID-19 transmission or impact.</p> <ul style="list-style-type: none"> • Encourage staff and students to stay home when sick and notify school administrators of illness. Encourage personal protective measures among staff/students (e.g., stay home when sick, handwashing, respiratory etiquette). • Clean and disinfect frequently touched surfaces daily. • Ensure hand hygiene supplies are readily available in buildings. 	<p>entry/dismissal times)</p> <ul style="list-style-type: none"> • Consider regular health checks (e.g., temperature and respiratory symptom screening) of students, staff, and visitors (if feasible). • Short-term dismissals for school and extracurricular activities as needed (e.g., if cases in staff/students) for cleaning and contact tracing. • Students at increased risk of severe illness should consider implementing individual plans for distance learning, e-learning. 	
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- Confirmed case of COVID-19 at BMS:
 - Families and staff must partner, for the safety of all, to self-report COVID-positive exposure or tests. In the absence of a positive test, a physician can make a clinical diagnosis based on symptoms and scans; any physician diagnosis would be treated as a positive case.
 - If a student, staff, or family member believes they have or have been exposed to COVID, they **must report** this to the Assistant Head of School by email (assistanthos@montessori.k12.in.us) or phone (school 812-336-2800 or mobile 812-929-1834). ALL POSITIVE CASES WILL BE REPORTED TO LOCAL HEALTH AGENCIES AND OTHERWISE KEPT CONFIDENTIAL. We will ensure reporters' privacy to the greatest extent possible. Our community will be notified of risk level, with no names associated. It is vital that family and staff feel comfortable reporting.

- AHOS will implement the Indiana State Department of Health Contact Tracing Toolkit
 - [Preparation for a COVID-19 Positive Student/Staff: K-12 Schools](#) (updated 7/22/20)
 - [Close contact checklist for schools](#) (updated 8/5/20)
 - [Close contact tracking sheet](#)
- AHOS will report a positive case or possible exposure to the Monroe County Health Department by contacting Amy Meeks, Public Health Nurse Manager.
 - AHOS will identify close contacts within the school and help give initial contact to these individuals.
 - AHOS will report the case and close contacts to the ISDH through the online school portal.
 - AHOS will notify the classroom of the positive case, and that all close contacts have been notified.
 - AHOS will notify the school of the case, including which classroom, and that all close contacts have been notified.
- If COVID-19 is confirmed in a student or staff member, BMS will collaborate with local health officials to determine the appropriate response. This includes, but is not limited to, campus cleaning and school closure.
 - Covid Campus Response
 - The Assistant Head of School will contact local health agencies and work to comply with all recommendations. Local health officials will help BMS determine a course of action to best protect staff, families, and the community.
 - BMS may need to implement short-term closure procedures.
 - In compliance with health officials' recommendations, BMS may dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- With local health officials, the BMS Governance Team will make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.
- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school will be made in collaboration with local health officials.
- Child care and school administrators will work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- BMS will seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.
- BMS will work to ensure continuity of education.
 - If a student has been or is expected to be absent for 5 or more consecutive school days due to COVID-19 related illness or exposure, BMS will arrange for the student to join the distance learning program. A team meeting will be completed virtually to discuss the most appropriate approach for the child and family.
 - SEE DISTANCE LEARNING SECTION for details on pedagogical considerations.
 - BMS will continue to review continuity plans, including plans for the continuity of teaching and learning and implement e-learning plans, including digital and distance learning options as feasible and appropriate.
- Administration will determine:
 - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
 - How to triage technical issues

- Staff will be required to wear a face covering at all times on campus except for when eating, drinking, or otherwise impractical.
 - BMS will provide training on how to put on/take off PPE and will provide all required PPE for staff if needed.
 - Parents must wear face coverings while on campus any time while not in their cars and maintain social distance from non-household members to the greatest extent possible.
 - Face coverings should be put on by all household members BEFORE exiting the vehicle, and face coverings should remain on until back in the vehicle.
- Children
 - Face Coverings are required when entering the school and in all common areas for all students.
 - **All staff, visitors, guardians, and students** are required to wear a face covering at all times and in all spaces on campus unless appropriately socially distanced and directed otherwise by teacher or while socially distanced and eating, drinking, playing outside, etc.
- Care of PPE
 - Face coverings should fit properly, be donned and worn properly, be removed properly, and be cleaned properly. Face coverings should be washed or cleaned thoroughly daily.
 - [Wearing and Caring for Cloth Face Masks](#)
 - For all disposable PPE (such as gloves and masks) BMS staff will comply with OSHA standards on disposal of PPE and encourage and teach others to do so.
 - <https://www.cdc.gov/niosh/npptl/pdfs/PPE-Sequence-508.pdf>
- Events
 - School gatherings are suspended unless determined safe. BMS will continually update parents as more guidance from local and state officials are released.
 - If traditional events are not feasible:
 - New parent meetings, parent forums, and parent-teacher conferences will be completed virtually.
 - Essential Visitors
 - BMS will limit nonessential visitors and postpone or cancel use of classroom volunteers. A record of essential visitors such as repair persons and inspectors will be kept by the office, including the person's name, reason for visit, and what areas of the building they visited.
 - Parent observers are suspended unless by scheduled appointment with an administrator. Parent observers, as well as all other visitors, are required to wear masks and use hand

sanitizer before entering the building. Observation rooms will be sanitized between observers.

- Tours
 - Tours will be conducted for prospective families. Only one family can attend each tour, and no children may attend the tour. All participants must wear masks while in the building and use hand sanitizer before entering the building. These visitors may not go into classrooms, and must observe classrooms from the observation rooms. A staff member will be responsible for disinfecting door handles, pens, and bathrooms (if used) after visitors leave.
- Meetings
 - Meetings that would require inter-classroom mixing of staff will be conducted virtually whenever feasible.
 - Date and attendance will be kept for all in-person meetings deemed essential that involve staff from more than one classroom.
- Tuition/Parent contracts
 - Previously published tuition rates apply, and will be prorated by weeks offered if necessary.
 - No inactivity fees will be charged for parent volunteer hours this year. However, parent volunteers are still much appreciated and the school will communicate volunteer opportunities that can be completed from home, or on campus outdoors away from students, in newsletters.
 - First Time Enrollment Practices
 - In lieu of Article III (Enrollment), Section 1 (Policy), Item III (First Time Enrollment...) sections D-E, which outline prospective students' classroom visits, a contingent enrollment agreement will be in place for first time students.
 - Because new student visits present a potential COVID-19 risk to our "pods", enrollment will be offered without a student visit. If the family chooses to enroll, including payment of all deposits and fees, they may begin school. The first ten (10) school days are a contingent enrollment period during which the school and family are assessing that the school is a "good fit" for their needs.
 - If the school determines that this is not the best placement for the child, a full refund of all but the application fee will be given to the family.
 - If the family determines that this is not a good fit, all money received but the application fee, registration, and prorated tuition for the days of attendance will be returned.
- Miscellaneous Considerations
 - Deliveries and Mail

- All mail deliveries will be managed by the front office on a case-by-case basis.
 - Kitchen deliveries
 - Deliveries will be scheduled for before or after student hours whenever possible
 - Kitchen deliveries will use the kitchen exit door whenever possible
 - Trash and Recycling
 - All trash and recycling bins must have a plastic liner that is changed when emptied.
 - People changing trash must wear disposable gloves, remove properly, and wash hands after taking out trash.
 - Bins must be disinfected regularly and not require touching to use.
 - Shared Items
 - To the extent possible, staff members will each use an assigned phone computer, etc. These items will be disinfected with a wipe after use.
 - Teacher Spaces
 - Teachers may not go in the kitchen while food is being prepared
 - The kitchen may not be used as a breakroom space.
 - Teachers should wear masks in teachers' rooms and other communally-used spaces throughout the school unless alone.

Scenario 2: On-Campus Students Intermittent Distance Learning

- Staffing/ratios
 - 1: 15
- Tuition
 - Previously published tuition rates and enrollment policy apply.
- Cleaning
 - Monthly by contracted service, with disinfecting of high-touch surfaces daily by staff using the building (with expectations that if staff in the building will take care of immediate cleaning needs as they arise).
- Distance Learning Pedagogical Considerations
 - Resources
 - IN-DOE
 - [Family Engagement Toolkit | IDOE](#)
 - [COVID-19 Remote Learning Resources | IDOE](#)
 - <https://www.doe.in.gov/sites/default/files/news/indiana-continuous-learning-guidance-final.PDF>
 - Montessori Resources

- [Montessori-Pedagogical-Guidelines-During-COVID](#)
 - [COVID-19 Resources for Montessori Schools & Programs](#)
- Attendance
 - BMS understands that life is very busy for families who are working and schooling from home during distance learning. We are trying to balance these considerations with the necessities of consistent learning for children. The BMS attendance policy APPLIES TO DISTANCE LEARNING.
- Pedagogy
 - Curriculum
 - A prioritized set of “essential” benchmarks used by age level will be created by the Assistant Head of School in collaboration with Lead Teachers, used by Lead Teachers to guide instruction, and shared with parents.
 - Components and Platforms
 - Early Childhood
 - Synchronous opportunities:
 - Daily whole group meetings and/or lessons and small group and/or individual lessons
 - Asynchronous opportunities:
 - Activities, worksheets, and videos provided (including recordings of lessons and meetings) to complete independently
 - Teachers available by email for parent questions/concerns as possible
 - Platforms: Email, Zoom
 - Lower Elementary
 - Synchronous opportunities:
 - Daily whole group meetings and/or lessons and small group and/or individual lessons
 - Asynchronous opportunities:
 - Activities, worksheets, and videos provided (including recordings of lessons and meetings) to complete independently
 - Teachers available by email for parent questions/concerns as possible
 - Weekly teacher-student individual check-in for feedback, progress discussions, goal setting, etc.
 - Platforms: Seesaw, Google, Zoom, Weebly
 - Upper Elementary
 - Synchronous opportunities:

- Daily whole group meetings and/or lessons and small group and/or individual lessons
 - Asynchronous opportunities:
 - Activities, worksheets, and videos provided (including recordings of lessons and meetings) to complete independently
 - Teachers available by email for parent questions/concerns as possible
 - Weekly teacher-student individual check-in for feedback, progress discussions, goal setting, etc.
 - Platforms: Seesaw, Google, Zoom, Weebly
 - Schedules
 - All-Day Early Childhood Classrooms
 - 9-9:30 whole-class meeting/lessons
 - 9:30-10 advanced lessons or breakout room of small group games
 - 2-2:30 supplementary/advanced lesson
 - 3:30-4:30 work share/visiting/singing time
 - Half-Day Early Childhood Classrooms
 - 9-9:30 whole-class meeting/lessons
 - 9:30-10 advanced lessons or breakout room of small group games
 - 2-2:30 supplementary/advanced lesson
 - Lower Elementary
 - 8:30-9:00 Log in, get settled, group games, chatting, getting ready for the day
 - 9-9:30-Morning Meeting
 - 9:30-11:45-Work time, small group lessons
 - Language circles, math lessons, etc. (these will be scheduled out once the year gets going)
 - 11:45-12:15- Story
 - 12:15-1:30-Lunch
 - 1:30-3:00 Afternoon check-ins (Monday - Thursday)
 - On Monday and Tuesday Students can check in at this time to get more help or to just do work
 - There will be a specific time on Wednesday and Thursday for students to have one-on-one conferencing with teachers.
 - Upper Elementary
 - 8:30-9:00 Morning meeting
 - 9:00-9:30 Daily 4th grade lesson
 - 9:30-10:00 Daily 5th grade lesson

- 10:00-10:30 Daily 6th grade lesson
 - 10:30-11:30 Lit. group meetings (each group meets once per week) and/or small-group Spanish?
 - 11:30-12:00 Whole-class lesson (like art, peace circle, etc.)
 - 12:00-12:30 Read-aloud
 - (12:30-2:00 Lunch)
 - 2:00-3:00 One-on-one check-ins
- **Accountability**
 - **PRESCHOOL ACCOUNTABILITY**
 - Parents are expected to help their youngest group and middle group students attend and engage in distance learning opportunities to the greatest extent feasible.
 - **KINDERGARTEN THROUGH SIXTH GRADE ACCOUNTABILITY**
 - Required work will be communicated to students and parents/guardians by email and needs to be completed by due dates.
 - If students or families need support in reaching this goal, please reach out to teachers to work together to create a plan.
 - If teachers need parent/guardian support to help students achieve these goals, they will reach out to families for support.
- **Curriculum Communication**
 - Weekly Lead Teacher meetings with administration, weekly programmatic curricular meetings with AHOS and Leads by level.
 - Weekly newsletters will go to parents from Lead Teachers with information on what has been covered with their students via email and classroom FaceBook pages.

Scenario 3: Optional Full-Time Distance Learning for Elementary

BMS understands that some families may not feel comfortable sending their children back for on-campus learning this fall. Therefore, BMS will be offering two distance learning programs, a Lower Elementary Distance Learning Program for children ages 6-9 and an Upper Elementary Distance Learning Program for children ages 9-12. In December, BMS will assess the need to continue our Distance Learning option into the spring semester, by surveying our parents.

- Staffing/ratios
 - 1 teacher: 15 students
- Tuition
 - Previously published tuition rates and enrollment policy apply.
 - No inactivity fees will be charged for parent volunteer hours this year. However, parent volunteers are still much appreciated and the school will communicate volunteer opportunities that can be completed from home in newsletters.
- Cleaning
 - We will follow the cleaning schedule and procedures for on-campus learning as described earlier in this document.
- Distance Learning Pedagogical Considerations
 - Resources
 - IN-DOE
 - [Family Engagement Toolkit | IDOE](#)
 - [COVID-19 Remote Learning Resources | IDOE](#)
 - <https://www.doe.in.gov/sites/default/files/news/indiana-continuous-learning-guidance-final.PDF>
 - Montessori Resources
 - [Montessori-Pedagogical-Guidelines-During-COVID](#)
 - [COVID-19 Resources for Montessori Schools & Programs](#)
 - Attendance
 - BMS understands that life is very busy for families who are working and schooling from home during distance learning. We are trying to balance these considerations with the necessities of consistent learning for children. The BMS attendance policy APPLIES TO DISTANCE LEARNING.
 - Curriculum
 - The complete Montessori curriculum will be followed to the extent possible by distance. This will include most concepts, although use of the Montessori materials will be limited. BMS's typical Lower Elementary and Upper Elementary benchmarks will be applicable.
 - To a limited extent, optional materials will be available for lending to distance learning families for two-and-a-half day windows (either for pick up Monday morning, drop off by 11 am Wednesday or pick up between noon and 2 Wednesday and return by 3pm Friday). These materials will be introduced online by the teacher and correspond with student lessons. This includes prepared science experiment materials for each family.
 - Identifying and addressing learning gaps after school closure
 - Students will be assessed on prior year's benchmark goals during the transition into the school year utilizing assessment tools that

are as non-invasive for students as possible. The goal will be to identify any learning gaps that may be present as a result of the spring closures.

- For any learning gaps identified, teachers will utilize the most effective format to provide intervention. This may include whole-group re-presentations of information, increased practice opportunities, small group lessons, and one-on-one support.
- Social-emotional learning
 - We recognize the critical need for a social-emotional component of our distance learning program that addresses the specific needs of our current situation. We will do this by acknowledging the difficulty of being physically apart from friends and classmates, and providing daily opportunities for small-group connection in breakout rooms. We will also teach students how to safely navigate the online spaces and platforms we are using for distance learning. We know it is not ideal for children to spend all day looking at a screen, so we will provide plenty of off-screen opportunities for students to do their work independently. We will continue our peace education program, which will include instruction on mindfulness and other ways to cope with anxiety, stress, and fear.
- Parent Support, Education, and Student Services
 - Parent education opportunities will be offered throughout the year, and all parents of enrolled students, whether distance or on-campus, will be invited to attend via Zoom. Targeted age groups will be listed for each offering. Topics will include using distance education and technology platforms, supporting students' reading and mathematical minds at home, toilet training, positive discipline, and more.
 - Team Meetings
 - Distance learning families will have typical parent/teacher conferences by Zoom accompanied by a conference report (October and April).
 - In addition, because spontaneous communication between teachers and parents is not as accessible for distance learning families, there will be optional teacher/parent meetings to touch base and discuss progress and concerns in September, November/December, January, February, and March.
- Student Services

- Students with accommodation plans and/or ISPs will still be eligible for comparable service hours. Plans may need adjustment to reflect online platforms.
- Pedagogy
 - Components and Platforms
 - Synchronous opportunities:
 - Daily whole group meetings and/or lessons and small group and/or individual lessons
 - Teachers available by email for parent questions/concerns as possible
 - Weekly teacher-student individual check-in for feedback, progress discussions, goal setting, etc.
 - Platforms: Seesaw, Google, Zoom, Weebly
 - Asynchronous opportunities:
 - Activities, worksheets, and videos provided (including recordings of lessons and meetings) to complete independently
 - Teachers available by email for parent questions/concerns as possible
 - Teachers available to students for discussion and support during live classes
 - Platforms: Email, YouTube
 - Schedules

All schedules are subject to change as the needs of the students dictate adjustments. Teachers will communicate changes to parents via email.

- Lower Elementary
 - 8:30-9:00 Log in, get settled, group games, chatting, getting ready for the day
 - 9-9:30-Morning Meeting
 - 9:30-11:45-Work time, small group lessons
 - Language circles, math lessons, etc. (these will be scheduled out once the year gets going)
 - 11:45-12:15- Story
 - 12:15-1:30-Lunch
 - 1:30-3:00 Afternoon check-ins (Monday - Thursday)
 - On Monday and Tuesday Students can check in at this time to get more help or to just do work
 - There will be a specific time on Wednesday and Thursday for students to have one-on-one conferencing with teachers.
- Upper Elementary
 - 8:30-9:00 Morning meeting

- 9:00-11:30 Work Time, Small Group Lessons
- Language circles, math lessons, cultural lessons, etc. (these will be scheduled out once the year gets going)
- 11:30-12:00 Whole-class lesson (art, peace circle, spanish etc.)
- 12:00-1:00 Lunch/Break
- 1:00-1:30 Read-aloud
- 1:30-3:00 Group Lessons/One-on-one check-ins

■ Accountability

- Required work will be communicated to students and parents/guardians by email and needs to be completed by due dates.
 - If students or families need support in reaching this goal, please reach out to teachers to work together to create a plan.
 - If teachers need parent/guardian support to help students achieve these goals, they will reach out to families for support.
- Lower elementary
 - Weebly will be used to post assignments for both parent and student knowledge. A weekly work record that is a live document will be shared between the student, parents, and teacher to communicate feedback and completion.
- Upper Elementary
 - Students will have school email accounts assigned to them (with school privacy settings) and must use this email for school communication. Parent emails will also be included in the weekly assignment email.
 - A work plan will be shared with parents and students. This will have some required works listed, but also blanks where students are expected to add follow-up works to lessons they receive throughout the week. A master assignment list will also be shared with parents and students to help guide them in designing their work plan. The work plan will be a live document with assignments added by students and teachers and completion/feedback information will be added by teachers.

■ Curriculum Communication

- Biweekly newsletters will go to parents from the Lead Teacher with information on what has been covered with their students and other information via email and classroom FaceBook pages.
- In an effort to limit email inundation, important information will be consolidated in these newsletters. Please read!

Scenario 4: Optional Early Childhood Homeschool Partnership

BMS understands that some families may not feel comfortable sending their children back for on-campus learning this fall. BMS also recognizes that computer-based distance learning programs are not developmentally appropriate for most Early Childhood students. Therefore, BMS has prepared an option in which teachers will team with parents to provide a school-like, hands-on experience for children in the home, implemented by parents and guided and supported by BMS teachers. In December, BMS will assess the need to continue our HSP option into the spring semester, by surveying our parents.

- Staffing/ratios
 - N/A
- Tuition
 - Because parents will be partnering in this work, tuition will be set at the “extended leave” rate in our enrollment policy, 95% of typical tuition.
 - No inactivity fees will be charged for parent volunteer hours this year. However, parent volunteers are still much appreciated and the school will communicate volunteer opportunities that can be completed from home in newsletters.
 - Lunch fees (which are typically included in all-day tuition rates) will be waived as well.
- Distance Learning Considerations
 - Resources
 - [Montessori-Pedagogical-Guidelines-During-COVID](#)
 - [COVID-19 Resources for Montessori Schools & Programs](#)
 - Attendance
 - Parents will lead the pacing of the program and communicate with teachers regarding what their student has completed. Parents’ goal should be to complete the items sent home by teachers the same week, as future activities may build on this assumed prior knowledge.
 - Curriculum
 - Curricula will focus on essential learner outcomes for each age group, prioritizing fun, meaningful, parent-friendly topics throughout the curriculum.
 - Curriculum will be guided by student needs and interests, the Montessori curriculum, and be planned and guided by the teacher.

- The teacher will support parents in teaching some concepts from home.
- In addition, students will receive a weekly live lesson and connection time via Zoom.
- Hands-on materials
 - To a limited extent, materials will be available for lending to distance learning families. These materials will be introduced online by the teacher and correspond with student lessons. The office will facilitate dissemination of materials and questions regarding material availability or return should be directed to the AHOS.
 - Materials may also include prepared science experiments and art materials for each family.
 - When beneficial, BMS may provide paper versions of Montessori materials for students to keep at home, such as a moveable alphabet for kindergartners.
- Identifying and addressing learning gaps after school closure
 - One parent-teacher meeting will be used to discuss appropriate spring benchmarks and guide parent observation in these areas. Intervention strategies will be discussed in parent-teacher meetings as needed.
 - Social-emotional learning
 - Teachers will consult with parents on their observations regarding children's social-emotional health during distance learning.
 - Teachers will support parents in giving lessons on health and safety practices as part of their home curriculum.
 - Parent Support, Education, and Student Services
 - Parent education opportunities will be offered throughout the year, and all parents of enrolled students, whether distance or on-campus, will be invited to attend via Zoom. Targeted age groups will be listed for each offering. Topics will include using distance education and technology platforms, supporting students' reading and mathematical minds at home, toilet training, positive discipline, and more.
 - Team Meetings
 - Distance learning families will have typical parent/teacher conferences by Zoom (October and April, with a written conference report for kindergartners in April).
 - In addition, because spontaneous communication between teachers and parents is not as accessible for homeschool partnership families, there will be optional teacher/parent

meetings to touch base and discuss progress and concerns each week at a specified, preset time.

- Student Services
 - Students with accommodation plans and/or ISPs will still be eligible for comparable service hours. Plans may need adjustment to reflect distance education.
- Pedagogy
 - Components
 - Services would include weekly emails with individualized work plans and/or activities, optional Zoom or recorded lessons or small group meetings in the classroom, and weekly planning and check-in meetings (30 minutes each) with a lead teacher or administrator. Teachers would be as available as possible by email (and phone conference dependent on scheduling) for questions or consultation on an as-needed basis. Administration will offer parent education workshops on topics such as reading, scaffolding learning, and giving meaningful feedback to support parents in their endeavor.
 - Parents would be responsible for gathering additional resources for their child, providing lessons and support for work completion, and communicating progress, observations, and needs to teachers.
 - Accountability
 - Parents and teachers will work as a team to discuss appropriate expectations, content, quantity, and pacing. They will create a collaborative plan for student progress.