



HERSHEY COMMUNITY HEALTHY REOPENING MANUAL FOR FAMILIES

Hershey Montessori School

2020-2021

4th Edition – October 5, 2020

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Overview

The purpose of this Reopening Manual is to provide for the education of Hershey Montessori School students while safeguarding the health and safety of Hershey staff and families during the COVID-19 pandemic. This thoughtful design outlines best mitigation practices known to date. It is based on the most current information available from the Centers for Disease Control and Prevention (CDC), state and local health departments, Ohio Department of Education, and recommendations of the Hershey Contingency Planning Team.

Returning to Hershey campuses requires acknowledgement of the risks of someone contracting the COVID-19 virus when in the presence of other people, off campus or while at school. Hershey's additional health and safety protocols and new classroom/school-day procedures have been implemented to minimize risks. These protocols will be adjusted over time as needed and as new science directs us. This Manual will be updated to reflect these adjustments.

Acknowledgements

This plan is the result of the collective input from all faculty, staff, and parents through surveys and feedback; Hershey Board of Directors; and the Hershey Contingency Planning Team. Thank you to all who devoted what is usually their summer vacation to providing input, ideas, and innovation. Our community makes us who we are!

Mission

Grounded in the tradition of Dr. Maria Montessori, Hershey provides carefully prepared environments for children from birth to 18 years of age. Our community fosters personal and academic growth, independence, confidence, responsibility, and joyful lifelong learning.

Our Goal

Our goal is to maintain laser focus on our mission while we simultaneously adhere to practices that ensure the safety and health of our students, faculty, staff, and families. Together, our mission and our goal guide our philosophy as we lead, learn, operate, and ensure a quality Montessori education for each and every student.

Vision for 2020

Hershey Montessori School will cultivate a community that prioritizes health, safety and wellbeing for children, adolescents, and staff. The families, stakeholders and supporters will be informed and engaged with clear communication that affirms our mission. The school will build in evaluation for every project it undertakes and will respond to changes with agility. The community will constantly learn and the school will sustain its specific understanding of fundamental human needs so that our children and adolescents can develop optimally toward independence and interdependence in a rapidly changing environment.

Confidence in Our Community

Belonging to a community is essential for social and emotional well-being. The way we gather, share, and celebrate has adapted over this last year, but we remain dedicated to our mission, to our Montessori pedagogy, and our invaluable community connection. Providing a safe and healthy learning environment for the Hershey community is our highest priority. That is why Hershey's Contingency Planning Team has developed guidelines to allow for a safe start of the 2020-2021 school year. These plans have been prepared so that staff, students, and families will be prepared to shift when or if health regulations require us to. If you have questions, concerns or suggestions related to this Reopening Manual, please contact your child's guide. If further conversation is needed, please contact either Paula Leigh-Doyle for Concord campus and whole school-specific inquiries or Judy Kline-Venaleck for Huntsburg campus-specific inquiries.

Health and Safety Guidelines & Protocols

COVID-19 Signs & Symptoms

As of July 31st, 2020, the following are symptoms of COVID-19 according to the Centers for Disease Control and Prevention (CDC):

- Fever (temperature of 100.0 degrees Fahrenheit or higher)
- Chills (sometimes repeated shaking with chills)
- Cough - including a persistent dry cough (without the documentation from a physician about an allergic condition)
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Symptoms range from mild to severe and may appear two to 14 days after exposure to the virus.

Students or staff experiencing signs or symptoms of COVID-19 **MUST** follow up with the local health department or a medical provider. A diagnosis of COVID-19 shall be reported to the school administration.

Staff and Student Health Screening Guidelines

At Home

Families are expected to be on the alert for signs of illness in their children and household members. Parents are asked to assess their children for symptoms each day at home by completing the Daily COVID-19 Screening Questionnaire through Transparent Classroom or by using the paper form (see page 6). A link to additional copies can be found in the Resources section at the end of this manual.

A tutorial video of how to complete the Transparent Classroom version can be found by [clicking here](#). Students are not to come to school if they are exhibiting any symptoms of COVID-19.



Daily COVID-19 Screening Questionnaire

Since yesterday, have you had any of the following?

HIGH RISK OF COVID

- A loss of the ability to smell or taste?
- A temperature over 100F?
- Body aches or chills?
- Significant new fatigue not explained by your sleep or activity patterns?
- Cough that is new, especially a dry cough?
- Shortness of breath not associated with known asthma, panic disorder, or other chronic breathing issues?

OTHER SYMPTOMS OF CONTAGIOUS ILLNESS

- A new **headache** that is different from usual migraines/chronic headaches?
- A new **sore throat** not explained by allergies or other known trigger?
- New **stomach upset** (diarrhea, nausea, loss of appetite, or vomiting) not explained by your menstrual cycle, severe anxiety, or other known issues?
- New **congestion, runny nose or sinus pressure** not explained by known allergies or other exposure?
- Is **ANYONE ELSE AT HOME** having any of these symptoms above, or otherwise suspected of having Covid at this time?

If you answered no to all of the above questions, please sign below and we can't wait to see you at school today!

Student name: _____ Parent signature: _____ Date: _____

- If you (or anyone in your household) are having any of the **bold** symptoms, stay home and you should consider getting tested for COVID-19.
- If you have no **bold** symptoms, but two or more of the other symptoms, especially headache and sore throat or headache and tummy symptoms together, you should stay home today and monitor symptoms closely.
- If you have only one of the other symptoms and no one else in the family is having any symptoms at all, it may be reasonable to go to school, but extra caution regarding hand-washing, masks and social distance should be stressed and a repeat symptom assessment should be done mid-way through the day at school. If you are unable to do that (for example, a very young child who is also less able to communicate his/her symptoms clearly), then you may choose to stay home and monitor closely for now.
- If you are unsure what to do, please contact the office.

NOTE: For the safety of our community, **do not come to school if your child has had a fever or has taken medication to reduce a fever within the last 24 hours.**

At Arrival

Prior to arrival at school, all parents will accurately and honestly complete the phone app health screening questions for their family. Any affirmative answers to these questions will require students to stay home.

Staff members will also perform the following screenings of all students at arrival:

- Visual:
 - Flushed cheeks
 - Rapid breathing/difficulty breathing
 - Cough
 - Fatigue
- Temperature:
 - Upon arrival, a staff member will take each student's temperature using a contactless thermometer.
 - A student with a verified temperature of over 100° Fahrenheit will be sent home until they are fever free for a minimum of 24 hours.

Illness Policy

All students and staff are expected to follow the COVID-19 specific illness policy below in addition to the Communicable Disease Policy in the back of their Community Handbook. All students and staff are expected to stay home if they or anyone in their household is exhibiting any signs of illness.

If a student is not feeling well, parents are expected to notify the office coordinator and stay home. If a student is experiencing new symptoms that are on the COVID-19 symptoms list, parents should make the school aware. Parents may choose to wait to see if these symptoms resolve. If symptoms do not resolve within 24 hours, parents should contact their healthcare provider to determine if COVID-19 testing or diagnosis is warranted.

In the case of a negative test result, students are expected to stay home until they have been symptom-free for 24 hours.

In the case of a positive test result, see COVID-19 Exposure and Post-Illness Return Procedure.

If any symptoms of COVID-19 or other illness arise during the school day, the individual will be sent home promptly. The student or staff member will be isolated in a designated space until they can depart the campus. **Parents must pick up children within one hour of being notified or the school will avail of community health emergency services.**

Note: The school reserves the right to send a student home sick even in the absence of fever and regardless of a note from a physician. The school will add new symptoms listed by the CDC to this list as they are published. Families will be notified of any additions.

The school will also monitor absenteeism to identify any illness trends amongst the staff and students.

COVID-19 Positive Cases

A positive case could be diagnosed as a result of a COVID test OR may be made by the medical provider without a test. Either way, HMS accepts the reported diagnoses and the following process occurs.

The staff person receiving the information will only report to the relevant people to ensure confidentiality is protected.

- 1) Staff person reports information to the Head of School, the program director, and the staff persons in that cohort, giving specifics such as the student's name and date of the first onset of symptom/s.
- 2) The Head of School:
 - a) contacts the Lake and Geauga County health departments to report the case
 - b) sends out *general notification letter* to parents and staff informing that a positive diagnosis has occurred at a specific campus.
 - c) sends out more detailed *letter of possible contact* to those who may have been within less than 6' of the diagnosed person two days prior to the onset of their symptom/s, requesting they come get their children in that cohort and stay home for 14 days to monitor for symptoms.

COVID-19 Exposure

If we are notified of COVID-19 diagnosis or positive test result by a parent or staff member, we are obligated to report all relevant information to the local health department and to seek their direction. Families will be notified confidentially via email of any known COVID-19 exposures. The local health department will initiate contact tracing.

Licensed health professionals will advise families on appropriate next steps and evaluate if COVID-19 testing is warranted (see Post-Illness Return Procedure). We will follow CDC guidelines for cleaning the classroom or school following a COVID-19 diagnosis in the community.

If a student has been identified as having been in close contact with someone outside the classroom community who is diagnosed with COVID-19, parents will be required to notify the school and the student to self-quarantine for 14 days. Close contact means being closer than 6 feet apart for more than 15 minutes.

If a student travels to or through a government designated high-risk region, parents will be required to notify the school and the student to self-quarantine for 14 days (see Quarantine Due to Travel).

Quarantine and Isolation

Definitions:

Quarantine: Separates and restricts the movement of people who were exposed to or tested positive for COVID-19 to see if they become sick.

Isolation: Separates sick people with symptoms of illness from those who are well until they can leave campus.

Quarantine Due to Exposure

In the case of a COVID-19 diagnosis, individuals who have been within 6 feet for at least fifteen minutes two days prior or less to the positive individual's onset of symptoms are required to self-quarantine for a period of 14 days to monitor for symptoms.

Should an individual be diagnosed with COVID-19, the other cohorts of any family members **would not need to quarantine**. However, any individuals who had been within 6 feet for at least fifteen minutes two days prior or less to the positive individual's onset of symptoms would still need to self-quarantine for 14 days.

Quarantine Due to Travel

Individuals who travel to a state or region designated by the Ohio governor as a COVID-19 high-risk/red or yellow state are required to self-quarantine for a period of 14 days to see if they become sick. (See Community Responsibility Pledge in Transparent Classroom.)

Quarantine Due to Symptoms

Individuals who are experiencing COVID-19 symptoms (see COVID-19 Symptoms) are required to self-quarantine and be free of symptoms for 24 hours after their last symptom without the assistance of medication before returning to school.

Quarantine Due to Positive COVID-19 Test

See Post-Illness Return Procedure.

Remote Learning During Quarantine

In the case that a student is unable to attend school due to a 14-day quarantine or an immunocompromised household member, the family may elect to contact their child's guide to determine the level-appropriate Quarantine Engagement Offering:

Young Child Community (YCC)

YCC guides can offer a package of personalized materials available for the child to use over the period of quarantine. Caregivers will also receive weekly phone calls from guides, in addition to Zoom meetings with the child outside of school hours when possible.

Children's House

Children's House guides will offer a package of personalized printed materials for the child every two weeks of quarantine, as well as one phone call to parents for check-in and support every week of quarantine. The quarantined child will be invited to a 10-minute video interaction with the members of their cohort 2-3 times per week during the school day.

Elementary

Children at the elementary level will receive a daily check-in and/or live lesson via Zoom or another video conferencing platform. Staff will also be available to go over children's work and makes comments or edits via email. Children will also have the opportunity to participate in some whole-class presentations.

Huntsburg Campus

See New Program Design Contingencies, Scenario 3: Fully Remote Learning Design

Post-Illness Return Procedure

Students and staff who have a diagnosis of COVID-19 can return to school when the following criteria are met:

- At least 14 days have passed from the onset of symptoms **AND**
- The student is symptom free and feeling well for at least 24 hours without medication.

Respiratory Etiquette

Face Coverings

The administration reserves the right to determine the allowable forms of face coverings. Allowable face coverings include:

- Administration-approved face shields
- N95 masks
- Cloth masks that cover the nose and mouth
- Gaiters – Gaiters that will be considered by the school include the following qualities:
 - Fitted correctly to stay on the face without needing to be constantly adjusted
 - Cotton, not polyester, double layer with filter pocket
 - A folded cotton square or folded Kleenex tissue are acceptable filters

Individuals using a gaiter should receive instruction for how to fold the gaiter before pulling it off over the face.

Note: Gaiter sources that appear to be effective per the above criteria are listed in the Resources section at the end of this document.

All staff are required to wear a face covering during operational hours with the exception of eating and drinking or when outside with a distance of six feet or more from others (see Physical Distancing, Spacing).

Face coverings will not need to be worn outside as long six feet of distance or greater is able to be maintained. Teachers will remove a mask outside when giving a language-based lesson but no less than six feet distanced. Students may be invited to remove masks outside when in language-based lessons but no less than six feet distanced.

As our group sizes and environments make it possible, the Children's House programs will implement the recommendations from the Ohio Children's Hospital Association and the Ohio Chapter of the American Academy of Pediatrics, and the CDC, for all children to wear face coverings indoors with the exception of nap, snack, lunch, and water breaks. While outdoors, all students in Children's House through Grade 12 will wear a face covering if closer than six feet to another person (see Respiratory Etiquette, Singing and Aerobic Exercise). Students and staff at the Huntsburg Campus who are more than six feet apart in designated, approved, well-ventilated spaces may also be present without a face covering.

We will cultivate a culture of wearing face coverings where students feel they have choice and control within the limits of safety. Students will have opportunities to take advantage of the outdoors should they feel overheated or in need of some deep breathing without a face covering. Students will receive lessons on how to step outdoors for this purpose, independently and when they feel they need to do so (also see Exceptions for Sensory or Medical Needs).

Students will receive lessons on how to properly wear a face covering so it is comfortable and safely covers their nose and mouth, as well as how to remove their face covering in a sanitary manner.

Students should always keep an extra face covering at school and may change to a fresh one during the day.

Exceptions for Sensory or Medical Needs

In accordance with the Ohio governor's mandate, the following situations are exempt from the school's mask requirement:

- Children under the age of 2 years
- Any child unable to remove the face covering without assistance
- A child with significant behavioral or psychological issues undergoing treatment that is exacerbated specifically by the use of facial covering
- A child living with severe autism or with extreme developmental delay who may become agitated or anxious wearing a mask
- A child with facial deformity that causes airway obstruction

The administration and/or guides will develop a plan for such needs on a case-by-case basis. Parents should contact the administration or the program guide to determine if a sensory or medical exemption plan can be implemented.

Face Coverings in the Boarding Program

The boarding program will be considered akin to any large family. Students and staff will not be required to wear face coverings on campus outside of school hours (see Physical Distancing, Spacing).

Covering Sneezes and Coughs

Students will be supported in following proper practices such as covering your mouth and nose when coughing or sneezing, using tissues and throwing them away after one use, and washing hands or using hand sanitizer every time they touch their mouth or nose. Students will receive specific grace and courtesy lessons and intentional practice of these procedures at all levels.

Singing and Aerobic Exercise

Students and staff will reserve singing and performing aerobic exercises for outdoor spaces only. Children in the Children's House community will not wear face coverings while doing strenuous activity or exercise.

Hygiene and Handwashing

All students must exercise proper hand washing techniques. Hand washing for 20 seconds with soap and water or use of hand sanitizer will be expected when entering a building, changing environments, after using the bathroom, and before and after eating. At all levels, grace and courtesy lessons on length and procedure for handwashing will be provided in a direct manner. Hand sanitizing stations will also be located throughout both campuses.

Physical Distancing

Spacing

Younger students (YCC and Children's House) and associated staff will reduce the amount of contact per the Ohio Department of Education (ODE) Early Childhood pandemic rules (see Small Cohort Learning).

Older students (Early Elementary through Upper School) and associated staff will aim to maintain a minimum of a six-foot distance from one another while indoors as recommended by the CDC, and will also maintain at least a three-foot distance when outdoors (see Face Coverings) or with the presence of a plastic partition. During lessons, older students and staff will wear a face covering and maintain a minimum of a three-foot distance. Students will receive level-appropriate grace and courtesy lessons on how to determine these distances.

In an emergency, staff will assist students without regard for physical distancing but will still otherwise maintain safe protocol.

The Boarding Community at the Huntsburg Campus will have rules around safety and proximity.

Small Cohort Learning

Until further notice from local and state health officials, students at all levels will follow a small cohort learning model to facilitate physical distancing. The YCCs will have a maximum of six children in a class and the Children's House communities will have reduced class sizes.

The size of Elementary, Middle School, and Upper School cohorts is determined by the number of students that classroom spaces can accommodate while maintaining the recommended minimum six-foot distance indoors.

Personal Items

All students will have their personal items (lunchboxes, coats, etc.) stored in such a way that they do not touch those of other staff or students. Students must also have a pair of shoes that are only worn at school to minimize potential virus spread from home.

School-Provided Transportation

The Inter-Campus Bus

The driver of the inter-campus bus will wear an N95 mask. Passengers must also wear a face covering at all times. Bus windows will remain open at all times to allow for airflow as the weather allows. Students will present their daily screening questionnaire prior to boarding the bus. Temperature checks will also be conducted prior to boarding the bus. A hand sanitizing station will be located at the front of the bus. Designated student seating will be in place to ensure physical distancing guidelines are followed. The bus will be sanitized twice daily.

Suburban Commuter Van

We are treating Hershey's suburban commuter van as a family van. The same protocol will be used as the intercampus bus with the exception of physical distancing.

Facilities Safety

Signage

Signage regarding symptoms of COVID-19, proper handwashing, respiratory etiquette and how to properly wear a face covering will be placed throughout the school.

Visitors

Visitors will be restricted to those that are essential or who are permitted through the Admissions Department for the purpose of possible enrollment. All visitors will be required to wear a face covering, complete a health screening attestation form indicating that they are illness/symptom free, and have their temperatures taken upon arrival.

Cleaning/Disinfecting

All disinfectants used by the school are approved by the CDC for fighting COVID-19 and meets EPA standards for child safety. Adequate supplies will be provided for proper hand hygiene

(soap, paper towels, hand sanitizer, disinfecting wipes and spray). Pump hand sanitizer will be provided as needed for use by staff and students.

Each learning environment will have a cleaning and disinfecting checklist listing high-touch areas of the space (doorknobs, light switches, sink faucets, etc.). These areas will be deep cleaned each evening in addition to being sanitized periodically throughout the day by staff.

Items that are not easily sanitized, such as books, will be set aside for 72 hours between use by different students.

In the event of a positive COVID-19 case within the Hershey community, a deep sanitizing of specific spaces will take place 24 hours after notification in accordance with CDC guidelines.

Additional measures by level include:

Young Child Community

In the YCC, cleaning will be done by a staff person. Materials will be sanitized between uses. Anything that has a bodily fluid on it will be removed from the children's access until it can be cleaned.

Children's House

Each child in the Children's House will have their own assigned workspace which will be sanitized by a staff person. Anything that has a bodily fluid on it will be removed from the children's access until it can be cleaned. Bathrooms will be cleaned throughout the day.

Children will place materials on a designated "cleaning table" after each use, and a staff person will sanitize the material before placing it back on the shelf for use by the next child. Each child will have their own age-appropriate basic supplies (chalk, pencil, scissors, etc.) which will be kept in a labeled container at their assigned workspace. Assigned workspaces will consist of a table and work rug. Children's workspaces will be distanced from one another. Each child will have a separate and spaced hook or hanger for a coat and lunchbox and a separate bin for extra clothes.

Elementary

At the Elementary level, students will use the same workspace for one full week. With adult supervision, students will wipe down their own workspaces with disinfecting wipes during each transition throughout the day. A deep clean of these areas will also be done by staff at the end of each day. Bathroom toilets and sinks will be cleaned by staff regularly throughout the day.

To allow for work on the floor, each child will have their own yoga mat provided by the school. Children will wipe these down at the end of each day under the supervision of an adult.

Children will place materials on a designated "cleaning table" after each use, and a staff person will sanitize the material before placing it back on the shelf for use by the next child. Children will also have personal sets of school supplies available at their seat rather than sharing resources communally.

Middle and Upper School

Hand sanitizer stations will be placed at all building entrances as well as in the middle of hallways. All tables and chairs in the classrooms will be cleaned by the students at the end of each class and by the guides at the end of the day. Staff will sanitize all surfaces in bathrooms at lunch and at the end of the day. Paper towel dispensers have replaced electric hand dryers in the Upper School.

New Program Design Contingencies

The historic strength of Hershey's caring, connected, and supportive community is part of the foundation that will sustain us through this time. While our connections may look somewhat different in the coming year, we look forward to expanding opportunities for groups and individuals to find both formal and informal connection points.

Many opportunities for student connections are built into the three contingency plans. Additionally, our faculty are committed to finding ways to safely connect students to each other across classes and levels as we have always done, while still pursuing academic mastery. We will rely on technology and other communication options to make these types of connections possible for students as well as for families and other community members.

More details will be shared with the Hershey community as we enhance existing programs and build new ones. Some examples of this include:

- Continued student mentoring, groups, and project/activity-based work – fostering both formal and informal connections
- Faculty and staff program to connect groups of employees to continue cross-level interactions that provide valuable benefits for the entire community.
- Opportunities to connect parents with Hershey staff to foster meaningful connections, collaborative planning and initiatives, and overall partnership that elevates the whole community.

Contingency Scenarios

It is at the discretion of the school to determine which of the following scenarios to activate based on the conditions of COVID-19 and government direction.

SCENARIO 1	SCENARIO 2	SCENARIO 3
ON CAMPUS IN SMALL COHORTS	ON CAMPUS WITH REMOTE LEARNING	REFINED REMOTE LEARNING
Students will attend Hershey campuses for in-person learning while adhering to governmental health and safety standards. Students will be assigned to small, fixed cohorts. This design allows for virus spikes and temporary quarantine periods. Safety protocol is implemented, including temperature checks and other new personnel and medical policies.	Students will learn both in school and remotely for periods of time. Blended learning will occur in fixed cohorts, safely distanced, and fully contained with no mixing between cohorts. Cohorts at some levels will be staggering on different days, or times of day, with simultaneous learning going on remotely when they are not on campus. When a COVID-19 case is diagnosed in a cohort, the entire cohort goes to remote learning during the 14-day quarantine period.	Students will learn remotely for an extended period due to governmental health regulations and/or recommendations due to virus outbreak. Teachers implement refined remote learning designs. Full transition of academic routines, schedules and collaborative activities will be planned for remote learning in concert with new program models that bring about improved clarity, structure, consistency, and connections.

Scenario 1: On Campus Learning in Small Cohorts

Parent-Infant

Program details to come.

Young Child Community

Staffing and Group Size

In this scenario, each YCC classroom will have a guide, an assistant, and 4-6 children. Guides will be Luisa Mendez, Danielle Brassard, and Tierney Dewan-Saperstein.

Operating Hours

Each YCC classroom will offer both a mornings-only program (8:30 a.m. – 12:00 p.m.) and a school day program (8:30 a.m. – 3:30 p.m.). Two communities will have the option to attend four days a week or five days a week. A third community will be operating four days a week. Children will be placed in the classroom that best meets their family's scheduling needs. Cohort assignments will be determined in the first week of August.

The ability for staff to collaborate and sanitize will be key in this scenario. To allow time for these meetings as well as the extra, end of week cleaning, **aftercare will not be available on Fridays.**

Morning Care and Aftercare

Options for morning care, aftercare, or both will be available for children who have signed up for these services as of July 1, 2020. The community operating four days a week will not offer morning or aftercare.

Morning care will operate from 7:30 a.m. – 8:30 a.m. Aftercare will operate from 3:30 p.m. – 4:40 p.m. except on Fridays.

Arrival and Dismissal

Arrival for YCC will take place from 8:30 a.m. – 8:45 a.m. Children will arrive at the classroom garden door with a waiting parent maintaining six-feet distancing. Classroom staff will conduct health screenings at the garden door before entry to the classroom. Children will also be dismissed from their classroom garden door.

Toileting

Limited toilets will be available in each YCC classroom for ease of cleaning. Toilets and sinks will be cleaned after each use by an adult. Soap will continue to be used for handwashing, and cloth towels for drying hands, which will be washed after each use. The adults will continue to offer handwashing lessons and observe and encourage a thorough and complete cleaning of hands after each use of the toilet, as well as throughout the day.

SCENARIO 1: ON-CAMPUS LEARNING

Nap

Naps will take place in the child's classroom as usual. We will continue to use our organic mattresses as well as our supply of sheets. Parents will provide the child's blanket. Blankets will be sent home for washing weekly and on an as needed basis.

Lunch and Snack

All meals, silverware, and water bottles will come from home – no meals will be prepared at school. Water bottles and silverware will be sent home daily for cleaning. Children will eat out of their containers for lunch and snacks. Containers will be put back into lunch boxes to be sent home. To continue to honor the developmental importance of community snack at this age, guides will provide parents with a schedule of what to pack their child for snack so children can eat the same items together each day.

Outdoor Time

Children will stay in their own classroom's yard for outdoor time, and daily walkabouts will be postponed. This may change as the children grow more accustomed to the new ways of being together. Each classroom will have a designated area for the development of gross motor skills indoors.

Communications

Communication with parents will be conducted through Transparent Classroom, email, phone, text, or other electronic platform.

Children's House

Staffing, Group Size, and Physical Environment

Children will be distributed between classes to allow for smaller class sizes and to facilitate more physical distancing. The Music Room will be prepared for use as an additional Children's House classroom space.

Guides and assistants will work only with children in their designated classroom. One-on-one lessons will be presented with increased spacing between adult and child when possible.

Classes will always remain separate and children will remain in their designated classroom and outdoor spaces. They will not travel to other indoor areas of school. Each classroom will always use the same bathroom and the same handwashing set up. Children and adults will keep a pair of indoor shoes at school to wear once they arrive. After putting on indoor shoes, children and adults will wash hands.

Designated outdoor spaces will be used for working outdoors as much as possible. Guides or assistants may also accompany a group of children on a walkabout to the woods for gross motor movement and nature observations. Weather-appropriate outdoor clothing will be needed each day.

Operating Hours

Children in the Children's House will participate in either a Morning Work Cycle program (8:30 a.m. – 11:45 a.m.) or a Montessori School Day program (8:30 a.m. – 3:20 p.m.) five days a week.

SCENARIO 1: ON-CAMPUS LEARNING

Morning Care and Aftercare

Morning care and aftercare blocks will be available for those who have made the school aware of their needs as of July 1, 2020. All care blocks will be provided in the child's classroom with others in their cohort. Morning care will run from 7:30 a.m. to 8:15 a.m. and aftercare will run from 3:20 p.m. to 4:40 p.m. except on Fridays. Children utilizing these services will arrive and be dismissed at the classroom's garden door with a waiting parent maintaining six-foot distancing.

The ability for staff to collaborate and sanitize will be key in this scenario. To allow time for these meetings as well as the extra, end of week cleaning, **aftercare will not be available on Fridays.**

Arrival and Dismissal

Families will be assigned to one of three or four time slots for arrival between 8:00 a.m. and 9:00 a.m. once cohorts have been determined.

Children without elementary siblings will arrive at the classroom garden door with a waiting parent maintaining six-foot distancing. Classroom staff will conduct health screenings at the garden door before entry to the classroom.

Children with elementary siblings will arrive through the front double doors with their sibling after completing a health screening.

Children will be dismissed to the front double doors once their name is called by walkie talkie – an adult will monitor hallway travel.

Toileting

Existing Children's House classrooms will use the bathrooms located in their classroom spaces. Children in the Music Room will use the child-sized toilets in the hallway bathrooms outside the room. Sanitizer dispensers will also be located outside of each bathroom. Staff will clean bathrooms throughout the day.

Nap

Rather than napping in a separate space with children who are not in their classroom group, children who need to nap will do so in a prepared area of their own classroom space. As usual, a designated mat and sheet will be provided for each napping child, and a blanket will come from home. Sheets and blankets will be washed at least once a week and additionally as needed. There will be no storage available for pillows.

Lunch and Snack

Children should bring their own lunch and a clearly labeled morning snack to school each day. Aftercare children should also pack an extra snack for the afternoon. No meals will be prepared at school. Each child will also bring their own silverware and water bottle, which will be sent home daily for cleaning. Water bottles will be refilled by adults only. Meals will take place outdoors when possible or at children's assigned indoor workspaces. Children will eat out of their containers for lunch and snack. While birthday recognitions will still take place, birthday treats are postponed.

Communications

Communication with parents will be conducted through email, phone, text, or other electronic platform.

SCENARIO 1: ON-CAMPUS LEARNING

Elementary

Arrival and Dismissal

Families will be assigned to one of three or four time slots for arrival between 8:00 a.m. and 9:00 a.m. once cohorts have been determined. Arrival will function largely as usual, with parents pulling up to the double doors in front of the building. Children will remain in their cars for staff to complete their health screening prior to being admitted into the building (see Staff and Student Health Screening Guidelines).

Younger siblings will arrive and dismiss with their elementary sibling through the double doors at the front of the building as usual. Upon entering the building, children will go immediately to their classroom or designated gym space to change their shoes. Once their shoes are changed, they will immediately wash their hands before beginning their morning work cycle.

Dismissal from school will occur from 3:20 p.m. to 3:40 p.m. and function largely as usual. Elementary children will dismiss by gathering their things and waiting in their designated classroom or gym space for their name to be called via walkie-talkie. Children who have had their names called will walk to the front double doors and out to their cars with the guidance of staff.

Morning Care and Aftercare

Morning care and aftercare blocks will be available for those who have made the school aware of their needs as of July 1, 2020. All care blocks will be provided in the child's classroom or designated gym space with others in their cohort. Morning care will run from 7:30 a.m. to 8:00 a.m. and aftercare will run from 3:20 p.m. to 4:40 p.m. except on Fridays.

The ability for staff to collaborate and sanitize will be key in this scenario. To allow time for these meetings as well as the extra, end of week cleaning, **aftercare will not be available on Fridays.**

In-Classroom and Project-Based Learning Rotation

Children in each classroom will be divided into two cohort groups. Cohorts will alternate 5 days of in-classroom learning and 5 days of project-based learning outside and in their own designated space in the gym. Deep cleaning will take place on the weekends between groups.

To keep a sense of cohesion between the two cohorts, lessons in this scenario will revolve around themes related to topics in the Elementary Albums, particularly the Great Stories. Cohorts will focus synchronously on the same learning themes.

Children will stay in their own classroom spaces for specials, with the specialists coming to them for lessons. Lessons will take place outdoors as often as possible.

In-Classroom Learning Weeks

In-classroom weeks will function as similarly to a typical school day as possible, and include lessons with materials children cannot use during outdoor, project-based education. Children's days will consist of independent and physically-distanced collaborative follow-up work interspersed with lessons.

SCENARIO 1: ON-CAMPUS LEARNING

Project-Based Learning Weeks

Project-based learning weeks will be facilitated by full-time classroom assistants, including Cheryl McGovern, Outdoor and Physical Education Coordinator. Guides will also be present for some lessons and for daily whole-cohort meetings.

The academic focus of these weeks will include the hands-on application of concepts from work done during in-classroom time. For example, during an in-classroom learning week children may receive lessons such as area, leaf types, fractions, measurement, and drawing to scale. Then, during their project-based rotation those children may deepen their practice of those skills through related experiential work such as measuring and drawing a scale map of a school garden, finding its area, and recording the leaf types they see there. Other topics that could naturally incorporate both in-classroom lessons and the key areas of math, language, and geometry may include soil-studies, Ohio forest and pond ecology, meteorology, astronomy, geology, indigenous North American studies, History of Ohio pioneers, structural physics, botany, and zoology, among others.

See pages 20 and 21 for Example Project-Based Learning Schedule.

SCENARIO 1: ON-CAMPUS LEARNING

Example Project-Based Learning Schedule*

*Note: Timing for specialist lessons will vary between cohorts.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 9:15 Setting into the Day	Arrival ----- Movement activities (Bal-A-Vis-X, jump rope, yoga, stretching, etc.) ----- Completing journal prompt	Arrival ----- Movement activities (Bal-A-Vis-X, jump rope, yoga, stretching, etc.) ----- Completing journal prompt	Arrival ----- Movement activities (Bal-A-Vis-X, jump rope, yoga, stretching, etc.) ----- Completing journal prompt	Arrival ----- Movement activities (Bal-A-Vis-X, jump rope, yoga, stretching, etc.) ----- Completing journal prompt	Arrival ----- Movement activities (Bal-A-Vis-X, jump rope, yoga, stretching, etc.) ----- Completing journal prompt
9:15 – 11:30 Foundational Academic Skills and Follow-Up	Follow-up work, inside or outside, from in-class lessons, particularly in the areas of: <ul style="list-style-type: none"> Math Geometry Art Language History Independent research ----- Snack (optional) ----- Continued work on previous outdoor and Natural Science projects, or other follow-up	Follow-up work, inside or outside, from in-class and project-based lessons, particularly in the areas of: <ul style="list-style-type: none"> Math Geometry Art Language History Independent research ----- Snack (optional) ----- Continued work on previous outdoor and Natural Science projects, or other follow-up	Follow-up work, inside or outside, from in-class and project-based lessons, particularly in the areas of: <ul style="list-style-type: none"> Math Geometry Art Language History Independent research ----- Snack (optional) ----- Continued work on previous outdoor and Natural Science projects, or other follow-up	Follow-up work, inside or outside, from in-class and project-based lessons, particularly in the areas of: <ul style="list-style-type: none"> Math Geometry Art Language History Independent research ----- Snack (optional) ----- Continued work on previous outdoor and Natural Science projects, or other follow-up	Follow-up work, inside or outside, from in-class and project-based lessons, particularly in the areas of: <ul style="list-style-type: none"> Math Geometry Art Language History Independent research ----- Snack (optional) ----- Continued work on previous outdoor and Natural Science projects, or other follow-up
11:30 – 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Recess	Recess	Recess	Recess	Recess
1:00 - 1:15 Cohort Meetings with Guide	Whole cohort check-in, lesson, or story with classroom guide	Whole cohort check-in with classroom guide	Whole cohort check-in, lesson, or story with classroom guide	Whole cohort check-in with classroom guide	Whole cohort Community Meeting with lead assistant
1:15-1:30 Lesson Period	Follow up from story or lesson with guide OR Project-based lesson with lead assistant	Natural Science lesson Outdoor and Physical Education Coordinator	Follow up from story or lesson with guide OR Project-based lesson with lead assistant	Spanish lesson with specialist	

SCENARIO 1: ON-CAMPUS LEARNING

Active Project Time	1:30-3:00	Continued follow-up from lesson with guide OR Outdoor project in connection with lesson from lead assistant	Outdoor project following up from Natural Science lesson	Continued follow-up from lesson with guide OR Outdoor project in connection with lesson from lead assistant OR Continued work with previous outdoor or Natural Science projects	Spanish follow-up or project ----- Continued work on previous outdoor and Natural Science projects, or other follow-up	Project-based lesson with lead assistant ----- Outdoor project in connection with lesson from lead assistant ----- Friday Presentations (children share best work from the week)
	3:00-3:15	Reading aloud with lead assistant outside (weather permitting)	Reading aloud with lead assistant outside (weather permitting)	Reading aloud with lead assistant outside (weather permitting)	Reading aloud with lead assistant outside (weather permitting)	
Winding Down for the Day						

Physical Environment

In-Classroom Learning Environment

Children will have the option of sitting on yoga mats on the floor with a chowki or kneeling desk, or at a table space. Each child will have their own yoga mat which will be wiped clean each day. Guides will have a “lesson area” with designated places for children to sit six feet apart and in a semi-circle around the guide during lessons. In addition to supplies provided by the school, guides will send families a school supplies list. Children will bring personal sets of school supplies, which will be available at their seat rather than sharing resources communally. Cubbies and drawers will not be used. Children will keep supplies with them in a personal, provided pouch. Each child will have their own locker which will be deep cleaned by staff at the end of each week.

Whenever possible, children will be encouraged to use their classroom patio and other outdoor spaces for both academic and movement activities. Each classroom will have a section of the woods or playground designated to them for their in-classroom learning cohort’s recess space.

A bathroom will be assigned to each classroom. Only one stall and one sink will be available in each bathroom to allow for certainty of cleaning.

Children who use support services will use the support offices in the library as usual, with support staff either safely meeting with them in person (see Health and Safety Guidelines & Protocols) or via Zoom with provided materials.

SCENARIO 1: ON-CAMPUS LEARNING

Project-Based Learning Environment

The gym will be divided to accommodate one designated space per project-based learning cohort. Each division will be transformed into a prepared environment for children to take a break from the outdoors and complete lessons and follow-up work during bad weather.

Workspaces in the gym will always be designated six feet apart. These workspaces may either be on the floor with their yoga mat and a clipboard, or at a table. Children will also have their own storage spaces for outdoor clothing, lunches, etc. in their gym division. Each child will keep key items for the day—such as a clipboard, face covering, and water bottle—in a backpack either with them or at their workspace in the gym. Children will reuse the same basic school supplies for project-based learning as they did during in-classroom learning. At the end of each week, a staff person will move personal pouches and supplies to the environment the child will use the following week.

Each class will have a section of the woods and playground designated to them for their project-based cohorts. Classes will rotate their use of academic resources such as the pond.

Children who receive support services will meet with support staff, either safely in person (see Health and Safety Guidelines & Protocols) or via Zoom with provided materials in a prepared space.

Clothing

Although the gym will be available whenever cohorts need to avail of it, a goal of the project-based learning weeks will be to spend as much time outdoors in nature as is safely possible. Children should expect to be outside even on chilly, windy, or drizzling days. Dressing in layers with the appropriate outdoor clothing will be key. Parents are strongly encouraged to closely follow the school supplies list for outdoor clothing.

Lunch and Snack

Children should bring their own lunch and snack to school each day – no meals will be prepared at school. All food should be ready to eat as the microwave will not be available. A thermos is recommended if a child prefers a warm meal at lunch. Each child will also bring their own silverware and water bottle, which will be sent home daily for cleaning. All disposables will also be sent home in the child's lunchbox. Water bottles will be filled by adults only. Meals will take place outdoors when possible or at children's assigned classroom or gym workspaces. Children will eat out of their containers for lunch and snack. While birthday recognitions will still take place, birthday treats are postponed.

All Huntsburg Campus

All students in the Adolescent Community at the Huntsburg campus have the option of choosing either in-person or remote learning. We offer the remote learning choice for blocks of a quarter at a time and if you are interested in this option, please reach out to [Judy Kline-Venaleck](#).

SCENARIO 1: ON-CAMPUS LEARNING

Arrival and Dismissal

Both Middle and Upper School students (respectively) will be grouped in cohorts. Each cohort of students will enter and leave their designated classroom space from their own exterior classroom doors or from their respective level floor. Parents may pull up to the respective doors to submit health screening clearance and drop off students.

- Middle School 7th Year Cohort: Enters in main entrance of Community Center
- Middle School 8th Year Cohort: Enters through front door of Farmhouse
- Middle School 9th Year: Enters through downstairs rear entrance of Community Center
- Upper School cohort entrances are to be determined.

Morning and Aftercare

Students arriving by car are to arrive no earlier than 8:30 a.m. to their respective entrances. No morning care or aftercare for adolescents can be offered by Hershey at this time. However, if a student needs to arrive earlier on occasion, advance notice (24 hours) is needed by contacting the office.

Bus, Drop Off and Student Parking

Bus

We encourage parents to drive children to school and student drivers to drive themselves when possible. This is the safest option. However, we recognize family's needs and assure you that we will provide transportation with the best safety measures possible for students traveling to the Huntsburg campus.

Car

Parents will pull up and drop off at the respective entrances for their child.

Student Drivers

Students will park in the parking area to the west of the Upper School along the main drive.

Meals

The on-campus kitchen will be operational as this component is an important aspect of the program. Lunch will be prepared and packaged by the Nutrition and Kitchen Manager for delivery to cohorts eating outdoors or in their designated classroom spaces. Students will eat outside whenever possible. All students will be asked to bring their own water bottle. Drinking fountains will not be available.

If two cohorts or more require a quarantine period due to exposure to a positive case of COVID-19, then the kitchen will be shut down for precautionary measures and students will bring their own lunches from home. Reheating food on campus will not be offered.

Physical Environment

The Huntsburg Campus has the unique advantage of having approximately 100 acres of outdoor space. Students will have optimal opportunities to conduct academics, study, eat, conduct practical work and socialize outdoors (such as sitting on blankets outdoors at a minimum of 6 feet apart) whenever possible. Although students will remain with their cohorts throughout the day, there will be opportunities for physically distanced social opportunities (such as picnics outdoors with other cohorts). Essential work on the land and in the woodshop will continue to promote practical work explorations, with enhanced safety and physical distancing measures in place.

SCENARIO 1: ON-CAMPUS LEARNING

The Huntsburg kitchen will continue to provide meals for students during this time. The kitchen abides by the Geauga Health District guidelines and is inspected on a regular basis. Guidelines implemented by the health district, especially those detailing COVID-19 guidelines, will be implemented.

Boarding

The opening of the Residential Community is postponed until the second semester at which time the status of COVID-19 will be reviewed to determine when it may reopen. (see Scenario 3 – Remote Learning)

Middle School

Cohorts

Middle School students will be designated to one of three cohorts by grade level during this time. We will be utilizing outdoor space as much as possible for regular class time, meals, etc. To minimize chance of exposure, guides will move between cohorts to provide lessons rather than students physically moving between classes. Students will continue to work on the farm and woodshop with other members of their cohort.

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:25	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30 – 10:25	7 th Years: PW 8 th Years: PE 9 th Years: Art	7 th Years: OW 8 th Years: OW 9 th Yrs: WL	7 th Years: Music 8 th Years: PW 9 th Years: PE	7 th Years: SEL 8 th Years: OW 9 th Yrs: WL	7 th Years: PE 8 th Years: Drama 9 th Years: PW
10:30 – 11:25	7 th Years: WL 8 th Years: PE/OW 9 th Years: Health	7 th Years: Writing 8 th Years: WL 9 th Years: Health	7 th Years: WL 8 th Years: Writing 9 th Years: PE/OW	7 th Years: Writing 8 th Years: WL 9 th Years: SEL	7 th Years: PE/OW 8 th Years: Writing 9 th Years: WL
11:30 – 12:25	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: SEL 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry
12:30 – 12:55	7 th Yrs: Lunch 8 th Yrs: Lunch 9 th Yrs: Lunch	7 th Yrs: Lunch 8 th Yrs: Lunch 9 th Yrs: Lunch	7 th Yrs: Lunch 8 th Yrs: Lunch 9 th Yrs: Lunch	7 th Yrs: Lunch 8 th Yrs: Lunch 9 th Yrs: Lunch	7 th Yrs: Lunch 8 th Yrs: Lunch 9 th Yrs: Lunch
1:00 - 1:25	7 th Years: FT 8 th Years: FT 9 th Years: FT	7 th Years: FT 8 th Years: FT 9 th Years: FT	7 th Years: FT 8 th Years: FT 9 th Years: FT	7 th Years: FT 8 th Years: FT 9 th Years: FT	7 th Years: FT 8 th Years: FT 9 th Years: FT
1:30 to 2:25	Occ/Hum	7 th and 8 th - Seminar 9 th - Writing	Occ/Hum	Book Group	Occ/Hum
2:30 to 3:15		Open Work		7 th & 9 th - OW 8 th Years: Algebra	
3:15 - 3:25	Cleaning Zone	Cleaning Zone	Cleaning Zone	Cleaning Zone	Cleaning Zone
3:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

PW = Practical Work

OW = Open Work

CE = Creative Expression

PE = Physical Expression

FT = Free Time

SCENARIO 1: ON-CAMPUS LEARNING

Physical Environment

Each cohort will have one of the below sections of campus as their own designated area:

- Community Room and upper floor of the Community Center
- West Classroom and bottom floor of the Community Center
- Farmhouse Studio and first floor of the Farmhouse

Tables and desks will be arranged for proper physical distancing in rooms. Certain classrooms that are small in square footage, will be designated as individual study areas. Students will have optimal opportunities to conduct academics, study, eat, conduct practical work, and socialize outdoors (such as sitting on blankets outdoors at a minimum of six feet apart), whenever possible.

Upper School

Cohorts

Upper School students will be designated to one of three cohorts – two of which will have a combination of 10th and 11th grade students and one will be Senior cohort. To minimize chance of exposure, guides will move between cohorts to provide lessons rather than students physically moving between classes. Students will continue to work on the farm and woodshop (community work) with other members of their cohort.

Schedule

Example 10th/11th Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Arrival Begins	Arrival Begins	Arrival Begins	Arrival Begins	Arrival Begins
8:50 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting 8:50-9:30
9:00 AM	Humanities 9:00-11:45	ELA 9:00-10:15	Humanities 9:00-11:45	Business 9:00-10:00	
9:15 AM					
9:30 AM					
9:45 AM					
10:00 AM					Humanities 9:30-11:45
10:15 AM	Break 10:15-10:30	Break 10:15-10:30	Break 10:15-10:30	Community Work 10:00-11:45 (Lunch Duty from 10-1)	Break 10:30-10:45
10:30 AM	Humanities	Health 10:30-11:30	Humanities		
10:45 AM					
11:00 AM					
11:15 AM					
11:30 AM					Humanities
11:45 AM					
12:00 PM	Break 11:45-12:45pm				
12:15 PM					
12:30 PM					
12:45 PM	Algebra 2 12:45-2:00	Open Work	Algebra 2 12:45-2:00	Open Work	Algebra 2 12:45-2:00
1:00 PM					
1:15 PM					
1:30 PM					
1:45 PM					
2:00 PM	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15
2:15 PM	World Language 2:15-3:30	World Language 2:15-3:30	CE 2:15-3:30	ELA 2:15-3:30	World Language 2:15-3:30
2:30 PM					
2:45 PM					
3:00 PM					
3:15 PM					
3:30 PM	Cleaning 3:30-3:45				
3:45 PM					

SCENARIO 1: ON-CAMPUS LEARNING

Example Senior Schedule: Tuesday and Thursday may be optional for remote instruction

Seniors with Remote Option Tuesdays and Thursdays					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Arrival Begins		Arrival Begins		Arrival Begins
8:50 AM	Morning Meeting		Morning Meeting		Community Meeting (8:50-9:30)
9:00 AM	Calculus & FST 9:00-10:15 (Community Rm & Art Rm)		Calculus & FST 9:00-10:15 (Community Rm & Art Rm)		Calculus & FST 10:45-11:45 (Comm Rm and Art Rm)
9:15 AM					
9:30 AM					
9:45 AM					
10:00 AM					
10:15 AM	Break 10:15-10:30		Break 10:15-10:30		
10:30 AM	ELA 4 10:30-11:45 (Community Rm)		CE10:30-11:45 (1:15)		Break 10:30-10:45
10:45 AM					ELA 4 10:45-11:45 (Community Rm)
11:00 AM					
11:15 AM					
11:30 AM					
11:45 AM	Break 11:45-12:45pm				
12:00 PM					
12:15 PM					
12:30 PM					
12:45 PM					
1:00 PM	World History 12:45-2:00 (Community Rm)	World Language 12:45-2:00 (1:15)	World Language 12:45-2:00 (Cafe)	World History 12:45-2:00	World History 12:45-2:00 (Community Rm)
1:15 PM					
1:30 PM					
1:45 PM					
2:00 PM	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15
2:15 PM	Physics/Ad. EnviSci 2:15-3:30 (Art Rm)	Senior Seminar 2:15-3:30	ELA 4 2:15-3:30 (Community Rm)	Physics/Ad. EnviSci 2:15-3:30	Physics/Ad. EnviSci 2:15-3:30 (Art Rm)
2:30 PM					
2:45 PM					
3:00 PM					
3:15 PM					
3:30 PM	Cleaning 3:30-3:45 (1:15)				
3:45 PM					

Physical Environment

Each cohort will have one of the below sections of the Upper School Building as their own designated area:

- Upper Floor (Science Lecture Room, Science Lab, Math Room)
- Upper Floor (Community Room, Cafe)
- Lower Floor (Humanities Room, Research Room, Language Arts Room)

Students will have optimal opportunities to conduct academics, study, eat, conduct practical work and socialize outdoors (such as sitting on blankets outdoors at a minimum of 6 feet apart), whenever possible.

Scenario 2: Small Cohorts On Campus Alternating with Remote Learning Cohorts

Young Child Community

As the inconsistent schedule of a blended learning model is not relevant to children in the Young Child Community. Should the school need to move to such a model, the YCC will become remote-only (see Scenario 3).

Children's House

As the inconsistent schedule of a blended learning model is not relevant to children in the Children's House Community. Should the school need to move to such a model, the Children's House will become remote-only (see Scenario 3). Staff, please note if many staff and students are absent for an extended period of time, we may combine some cohorts and reduce the number of classrooms operating.

Elementary

The elementary blended model is only relevant in the case of prolonged extreme weather.

Schedule

Children in each classroom will be divided into two cohorts. Cohorts will alternate 5 days of in-person learning and 5 days of remote learning. Deep cleaning will take place on the weekends between groups.

To keep a sense of cohesion between the two cohorts, lessons in this scenario will revolve around themes related to topics in the Elementary Albums, particularly the Great Stories. Though in different modes of learning, cohorts will focus synchronously on the same learning themes.

Remote Weeks

On remote learning weeks, children will participate in 1-2 live lessons each day with their guide as well as their in-person learning peers via a video conferencing platform such as Microsoft Teams or Zoom. Guides will also select recorded video lessons for children to access through Teams. Follow-up work will be expected from both lesson formats. Suggested follow-up work will emphasize off-screen and outdoor activities. To help facilitate this, children will receive prepared take-home materials as needed to practice lessons. Children will also receive lessons on how to work on follow-up collaboratively over video calls with others in their remote learning cohort.

Times and subject matter of lessons will be posted daily on Teams. Children will receive lessons on how to use a planner or work journal to keep track of their lessons and how they are practicing them. Guides will go over this planner or journal with the child during their individual meetings on in-person learning weeks.

Specials will take place as live video lessons with the remote learning cohort, recorded video lessons, or a combination of both.

Support services will take place over a video conferencing platform.

SCENARIO 2: ON-CAMPUS w/ REMOTE LEARNING

In-Person Weeks

In-person weeks will function as similarly to a typical school day as possible and include lessons with materials children cannot use during remote learning. Children's days will consist of independent and physically-distanced collaborative follow up work interspersed with lessons. Individual meetings will also occur during in-person weeks.

Operating Hours

Same as Scenario 1.

Arrival and Dismissal

Same as Scenario 1.

Morning Care and Aftercare

Same as Scenario 1.

Attendance

Attendance will be taken as usual for in-person learners. Remote learners at home ***must*** attend all scheduled live lessons to be considered in attendance. Children will be marked as absent if they are not in attendance for a lesson.

Communications

Same as Scenario 3.

Physical Environment

Same as Scenario 1.

Lunch and Snack

Same as Scenario 1.

All Huntsburg Campus

Scenario 2 would function largely the same as Scenario 1 for students at the Huntsburg Campus, with the exception that guides video conference into cohorts for lessons, rather than physically moving from one cohort to another. See Scenario 1: All Students On Campus Small Cohort Learning Design.

All students in the Adolescent Community at the Huntsburg campus have the option of choosing either in-person or remote learning. We offer the remote learning choice for blocks of a quarter at a time. If you are interested in this option, please reach out to [Judy Kline-Venaleck](#).

Scenario 3: Fully Remote Learning Design

Young Child Community

Lessons and Check-ins

YCC guides and assistants will offer a 10-minute daily Zoom check-in for children to provide interaction and enrichment. An online platform will also house recorded songs, stories, and ideas with which children can engage.

Communication with Parents

Parent communications will take place through an online platform such as Transparent Classroom or Google Classroom. YCC guides will support parents as they work with their children at home through posts and messaging via a designated Facebook page for this level. Guides will also select and offer parents a rotation of developmentally specific materials for their child to use at home which will be available for pick up by the family at school.

Children's House

Schedule

Children will have the opportunity to participate in daily whole class meetings to sing, read, and share stories with each other and their guide. These meetings will occur via a video conferencing platform such as Zoom. One-on-one check-in meetings will be available as needed.

Children will also receive scheduled, live, small group lessons with their guide via video conferencing 2-3 times per week. Recorded lessons will be provided on a private platform which families can access at any time. Lessons will consist of developmentally and individually tailored subject matter children can practice at home. Home Learning Kits will provide children with materials that are either printable, constructed by the guides, or borrowed from the classroom and available for pick up from school. Curriculum areas include language, math, art, practical life, culture, and sensorial exploration.

See page 30 for Children's House Remote Learning Schedule.

SCENARIO 3: REMOTE LEARNING

Children's House Remote Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20	Class gathering (all)	Class gathering (all)	Class gathering (all)	Class gathering (all)	Class gathering (all)
9:20 - 11:00	Small group lesson for 3-year olds ----- Small group lesson for 4-year olds ----- Independent work choices: Work with Home Learning Kits View pre-recorded lessons Engage in practical life & art activities Other learning & exploration	Small group lesson for 3-year olds ----- Small group lesson for 4-year olds ----- Independent work choices: Work with Home Learning Kits View pre-recorded lessons Engage in practical life & art activities Other learning & exploration	Small group lesson for 3-year olds ----- Small group lesson for 4-year olds ----- Independent work choices: Work with Home Learning Kits View pre-recorded lessons Engage in practical life & art activities Other learning & exploration	Small group lesson for 3-year olds ----- Small group lesson for 4-year olds ----- Independent work choices: Work with Home Learning Kits View pre-recorded lessons Engage in practical life & art activities Other learning & exploration	Small group lesson for 3-year olds ----- Small group lesson for 4-year olds ----- Independent work choices: Work with Home Learning Kits View pre-recorded lessons Engage in practical life & art activities Other learning & exploration
11:00 - 1:00	Lunch & outdoors	Lunch & outdoors	Lunch & outdoors	Lunch & outdoors	Lunch & outdoors
1:00 - 2:00	Small group lessons for 5-6-year olds	Small group lessons for 5-6-year olds	Small group lessons for 5-6-year olds	Small group lessons for 5-6-year olds	Small group lessons for 5-6-year olds
2:00 - 3:00	Office hours for parent or child support	Office hours for parent or child support	Office hours for parent or child support	Office hours for parent or child support	Teacher prep

Attendance

Attendance will be recorded at the daily whole-class meetings and at the live small group video lessons.

Communication with Parents

Communication with parents will be conducted through email, phone, text, or another electronic platform.

SCENARIO 3: REMOTE LEARNING

Guides will offer office hours to support parents and children. This may take the form of helping to create a daily schedule for school activities that meets the needs of their family, as well as crafting a designated workspace within their home, creating expectations for schoolwork, and supporting their child's independence and learning while at home. Parents will be supported as they work with their children at home through posts and messaging via a designated Facebook page for this level. Guides will also host Zoom meetings once a month to allow parents to receive support on these topics and more.

Elementary

Schedule

Children will have whole class check in meetings twice each school day - first in the morning (8:30 a.m.) to announce times for lessons, and once in the afternoon (1:00 p.m.) to share their completed work from the morning.

Children will attend small group lessons via Microsoft Teams or Zoom at least 1-2 times a day. Guides will also select recorded video lessons for children to access through Teams. Follow-up work will be expected from both lesson formats. Suggested follow-up work will emphasize off-screen and outdoor activities. To help facilitate this, children will receive prepared take-home materials as needed to practice lessons. Children will also receive lessons on how to work on follow-up collaboratively over video calls with others in their class.

Times and subject matter of lessons will be posted daily on Teams. Children will receive lessons on how to use a planner or work journal to keep track of their lessons and how they are practicing them. Guides will go over this planner or journal remotely with the child during their individual meetings every other week, with guides meeting with roughly two children each day.

Specials and support services will also take place as live video lessons.

Guides and/or assistants will be available to children and families from 8:30 a.m. – 12:15 p.m. and 1:00 p.m. – 1:30 p.m. Time between 1:30 p.m. and 3:45 p.m. will be spent making new recorded lessons, preparing for live lessons, and meeting as an Elementary team.

See page 32 for Elementary Remote Learning Schedule

SCENARIO 3: REMOTE LEARNING

Elementary Remote Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Whole Class Zoom meeting (announcements, including *schedule for small group lessons or individual check-ins) *Schedule will also be posted on Microsoft Teams Introduce journal prompt	Whole Class Zoom meeting (announcements, including *schedule for small group lessons or individual check-ins) *Schedule will also be posted on Microsoft Teams Introduce journal prompt	Whole Class Zoom meeting (announcements, including *schedule for small group lessons or individual check-ins) *Schedule will also be posted on Microsoft Teams Introduce journal prompt	Whole Class Zoom meeting (announcements, including *schedule for small group lessons or individual check-ins) *Schedule will also be posted on Microsoft Teams Introduce journal prompt	Whole Class Zoom meeting (announcements, including *schedule for small group lessons or individual check-ins) *Schedule will also be posted on Microsoft Teams Introduce journal prompt
8:45 - 11:30	Completing journal prompt Live small group lessons with mixed ages Follow-up work time from live lessons (indoors and outdoors) Individual check-ins for some students View pre-recorded lessons	Completing journal prompt Live small group lessons with mixed ages Follow-up work time from live lessons (indoors and outdoors) Individual check-ins for some students View pre-recorded lessons	Completing journal prompt Live small group lessons with mixed ages Follow-up work time from live lessons (indoors and outdoors) Individual check-ins for some students View pre-recorded lessons	Completing journal prompt Live small group lessons with mixed ages Follow-up work time from live lessons (indoors and outdoors) Individual check-ins for some students View pre-recorded lessons	Completing journal prompt Live small group lessons with mixed ages Follow-up work time from live lessons (indoors and outdoors) Individual check-ins for some students View pre-recorded lessons
11:30 - 12:30	Lunch & outdoor time	Lunch & outdoor time	Lunch & outdoor time	Lunch & outdoor time	Lunch & outdoor time
12:30 - 1:00	Follow-up work from prerecorded lessons (indoors and outdoors) Individual check-ins for some students	Follow-up work from prerecorded lessons (indoors and outdoors) Individual check-ins for some students	Follow-up work from prerecorded lessons (indoors and outdoors) Individual check-ins for some students	Follow-up work from prerecorded lessons (indoors and outdoors) Individual check-ins for some students	Whole class presentations (students present best work from the week)
1:00	Whole Class Zoom Students share work of the day with guide	Whole Class Zoom Students share work of the day with guide	Whole Class Zoom Students share work of the day with guide	Whole Class Zoom Students share work of the day with guide	
1:30-3:45	Lesson Preparation and Elementary Team meetings Independent choices: • Continued follow-up work • View pre-recorded lessons • Engage in art activities • Participate in household chores • Other learning & exploration	Lesson Preparation and Elementary Team meetings Independent choices: • Continued follow-up work • View pre-recorded lessons • Engage in art activities • Participate in household chores • Other learning & exploration	Lesson Preparation and Elementary Team meetings Independent choices: • Continued follow-up work • View pre-recorded lessons • Engage in art activities • Participate in household chores • Other learning & exploration	Lesson Preparation and Elementary Team meetings Independent choices: • Continued follow-up work • View pre-recorded lessons • Engage in art activities • Participate in household chores • Other learning & exploration	Lesson Preparation and Elementary Team meetings Independent choices: • Continued follow-up work • View pre-recorded lessons • Engage in art activities • Participate in household chores • Other learning & exploration

SCENARIO 3: REMOTE LEARNING

Attendance

Children must attend one whole class meeting to be considered in attendance. Attendance will also be taken at the start of lessons.

Communications

With Children

At the conclusion of a lesson, guides will suggest options for follow-up work to the children with the expectation they either choose one of the suggestions or create their own idea. Immediately after the lesson children are asked to begin working on their choice. Practice and progress will be tracked for all learners through individual meetings to review follow-up work and planners/work journals.

With Parents

At the start of a remote learning scenario, guides will host an orientation meeting for parents. Topics covered will include how to use key technology, expectations for their child as they work at home, durations of work, frequency of breaks, how to incorporate movement into a remote learning schedule, how to guide a child as they work, logical consequences, as well as how their child will use their planner/work journal. Parents will also have the opportunity to attend a monthly parent Zoom meeting to receive support from the Elementary guides for any challenges.

All Huntsburg Campus

All students in the Adolescent Community at the Huntsburg campus have the option of choosing either in-person or remote learning. We offer the remote learning choice for blocks of a quarter at a time. If you are interested in this option, please reach out to [Judy Kline-Venaleck](#).

Schedule

Students will continue to rely on Microsoft Teams to communicate with their guides and teachers. Each class/project will have its own Team and that is where assignments will be posted and collected. Adults will use videoconferencing to conduct live lessons and recorded lessons will be posted on the respective Team for students to view at their convenience. Attendance will be taken before each class. A parent collaboration tool will also be set up for any correspondence, questions, etc. Some improved highlights include:

- Individual student check-ins
- Larger work cycle time for projects
- Structured and scheduled physical and creative expression projects
- Structured time for academic and social connections
- Writing workshops, book groups and seminars
- Hands-on, practical work on the farm (in small groups and with safety measures in place)
- Technology improvements, such as Docu-cameras and Owls
- Enhanced structuring and scheduling of assignments and classes
- Less screen time

SCENARIO 3: REMOTE LEARNING

Middle School Fully Remote Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 - 9:55	8 th Years: PE 9 th Years: CE	9 th Years: Span/Man	7 th Years: CE 9 th Years: PE	7 th Years: SEL 9 th Yrs: WL	7 th Years: PE 8 th Years: CE
10:00 - 10:55	7 th Years: WL 9 th Years: Health	7 th Years: Writing 8 th Years: WL 9 th Years: Health	7 th Years: WL 8 th Years: Writing	7 th Years: Writing 8 th Years: WL 9 th SEL	8 th Years: Writing 9 th Years: WL
11:00 - 11:55	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: SEL 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: SEL 9 th Yrs: Geometry	7 th Yrs: Pre-Algebra 8 th Yrs: Algebra 9 th Yrs: Geometry
12:00 - 12:30	Lunch/Free Time/Open Work				Lunch/Free Time/Open Work
12:30 - 12:55					
1:00 - 1:25					7 th Years: Seminar 8 th Years: Seminar 9 th Years: Seminar
1:30 to 2:25	Occ/Hum	9 th - Writing	Occ/Hum	Book Group	Occ/Hum
2:30 to 3:25				8 th Yrs: Algebra	

CE = Creative Expression

PE = Physical Expression

Upper School Fully Remote Schedule

Example 10th/11th Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Arrival Begins	Arrival Begins	Arrival Begins	Arrival Begins	Arrival Begins
8:50 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting 8:50-9:30
9:00 AM	Humanities 9:00-11:45	ELA 9:00-10:15	Humanities 9:00-11:45	Business 9:00-10:00	
9:15 AM					
9:30 AM					
9:45 AM					
10:00 AM					Humanities 9:30-11:45
10:15 AM	Break 10:15-10:30	Break 10:15-10:30	Break 10:15-10:30		
10:30 AM	Humanities	Health 10:30-11:30	Humanities		Break 10:30-10:45
10:45 AM					
11:00 AM					
11:15 AM					
11:30 AM					Humanities
11:45 AM	Break 11:45-12:45pm				
12:00 PM					
12:15 PM					
12:30 PM					
12:45 PM	Algebra 2 12:45-2:00	Open Work	Algebra 2 12:45-2:00	Open Work	Algebra 2 12:45-2:00
1:00 PM					
1:15 PM					
1:30 PM					
1:45 PM					
2:00 PM	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15	Break 2:00-2:15
2:15 PM	World Language 2:15-3:30	World Language 2:15-3:30	CE 2:15-3:30	ELA 2:15-3:30	World Language 2:15-3:30
2:30 PM					
2:45 PM					
3:00 PM					
3:15 PM	Cleaning 3:30-3:45				
3:30 PM					
3:45 PM					

SCENARIO 3: REMOTE LEARNING

Example Senior Schedule:

Senior Year Schedule will remain the same as Scenarios 1 and 2 (see above sections).

Other Programs and Events

Celebrations

The school will continually consider ways to adapt traditional events pending the conditions of COVID-19.

Going Outs and Field Trips

We recognize the developmental importance of going outs to the elementary level. Guides will support children in their ability to do this independently with their family.

Calendars

2020-21 Concord Campus Calendar

NOTE: We are continually monitoring the latest COVID-19 developments and will adjust the calendar as needed. Should the school need to extend Winter Break, the school year will be extended into June.

August 26	Wednesday	Classes Begin
September 7	Monday	Labor Day – No School
October 9	Friday	Professional Day – No School (Huntsburg Campus in Session)
November 5	Thursday	Conference Day – No School (Huntsburg Campus in Session)
November 6	Friday	Conference Day – No School (Huntsburg Campus in Session)
November 25	Wednesday	Thanksgiving Break Begins – No School
November 30	Monday	School Resumes
December 18	Friday	Early Dismissal – No After Care
December 21	Monday	Winter Break Begins – No School
January 4	Monday	Professional Day – No School
January 5	Tuesday	School Resumes
January 18	Monday	Dr. Martin Luther King, Jr. Day – No School
February 12	Friday	Records Day – No School
February 15	Monday	Presidents' Day – No School
March 4	Thursday	Conference Day – No School (Huntsburg Campus in Session)
March 5	Friday	Conference Day – No School (Huntsburg Campus in Session)
March 29	Monday	Spring Break Begins – No School
April 5	Monday	School Resumes
May 31	Monday	Memorial Day - No School
June 4	Friday	Last Day of School - Early Dismissal – No After Care

CALENDAR SUBJECT TO CHANGE

2020-21 Huntsburg Campus Calendar

NOTE: We are continually monitoring the latest COVID-19 developments and will adjust the calendar as needed. Should the school need to extend Winter Break, the school year will be extended into June.

US/MS	August 26	Wednesday	Classes begin
US/MS	September 7	Monday	Labor Day – NO SCHOOL
US/MS	October 23-26	Friday-Mon	Mid-Semester Break – NO SCHOOL
US/MS	November 24	Tuesday	Thanksgiving Break begins after 4:00 pm
US/MS	November 25-27	Wed-Friday	Thanksgiving Break – NO SCHOOL
US/MS	November 30	Monday	Classes resume
US/MS	December 18	Friday	Winter Break begins after 4:00 pm
US/MS	Dec 21 - Jan 4	Mon-Mon	Winter Break -- NO SCHOOL
US/MS	January 4	Monday	Boarding Students arrive; dorms open at 12:00 pm
US/MS	January 5	Tuesday	Classes resume
US/MS	January 18	Monday	Martin Luther King Jr. Day – NO SCHOOL
US/MS	February 12	Friday	Conference Day – NO SCHOOL
US/MS	February 15	Monday	Presidents' Day – NO SCHOOL
MS/US	March 12	Friday	Professional Development Day for Faculty – NO SCHOOL
US/MS	March 26	Friday	Spring Break begins after 4:00 pm
US/MS	March 27	Saturday	Dorms close 12:00 noon
US/MS	March 29 - April 9	2 Weeks	Spring Break -- NO SCHOOL
US/MS	April 11	Sunday	Boarding Students return; dorms open 12:00 noon
US/MS	April 12	Monday	Classes resume
US/MS	Week of May 24	Monday-Fri	Class Trips (to be determined)
US/MS	May 31	Monday	Memorial Day – NO SCHOOL
US/MS	June 4	Friday	LAST DAY OF SCHOOL

Financial Funding and Support

Working to maintain the entire Hershey Montessori School community during this pandemic crisis has been our priority. The impact has affected the entire community in ways none of us imagined and it has been and continues to be our work to anticipate and respond to these unforeseen changes. The Board of Directors made adjustments to the 2020-2021 budget to create a plan that responds to the impact COVID-19 has had on our community with the desire to keep the Hershey community as whole as possible for the 2020-2021 school year while maintaining prudent financial stewardship.

Financial Aid

In addition to our annual financial aid budget, the Board of Directors has approved funding to address the acute economic hardship some families are feeling at this time. The uncertainty around expected income and ability to pay tuition is a key driver in many families' decision-making process to remain at Hershey Montessori School. It is central to our mission and values to support these families who have supported the school through the years.

Tuition and Fees (2020-2021)

Our revised budget considers the continuum of possibilities with varying degrees of in-person and remote learning. Even in the best-case scenario, we recognize that in-person learning will look different than in previous years due to health and safety restrictions. Our Finance Office has worked hard to restructure the school's financial obligations and limitations and is able to pass this savings on in the form of credits for all families at all levels. These credits will be reflected as a reduction in tuition for families not already receiving a financial aid award.

We are watching the daily health conditions in Northeastern Ohio and are fully prepared to offer remote learning options with increased technologies, applied parent and student feedback, and additional support systems in place for families. Given that remote learning will happen differently to accommodate the developmental needs of different age groups, we are offering adjusted tuition levels for remote learning.

See Tuition Schedule on page 39.

Tuition Schedule

Level	Annual Tuition	Monthly COVID Credit %	Monthly Remote Tuition with COVID Credit (for necessary close greater than 30 days)	
Parent Infant	\$650		\$50/month	
YCC				
YCC Morning	\$8,490	70%	\$250/month	
YCC 4 School Day	\$10,200	75%	\$250/month	
YCC 5 School Day	\$12,840	80%	\$250/month	
5 Morning/Preschool	\$8,310	70%	\$250/month	
5 Morning/ Kindergarten	N/A			
5 School Days	\$10,880	65%	\$380/month	
Early Elementary	\$11,510	60%	\$460/month	
Upper Elementary	\$11,750	50%	\$580/month	
Middle School	\$17,030	25%	\$1280/month	Includes elected remote participation (minimum quarterly)
Upper School	\$22,480	25%	\$1690/month	Includes elected remote participation (minimum quarterly)

NOTE: After the first week of school, (September 4, 2020), should you choose to withdraw your child from Hershey for any reason, you are contractually obliged to pay the entire year's tuition due. All tuition must be paid by June 30, 2021.

Advancement & Fundraising

Philanthropy will play a critical role at Hershey Montessori School, serving as both an important source of revenue for the school and also as a way to create connections among our community. Hershey cares about our community, Hershey cares about diversity, and Hershey cares about the future of the school. Supporting Financial Aid will be a priority for Hershey in 2020-2021.

Philanthropy at Hershey will focus on keeping the community together. While being sensitive to the impact of COVID-19 on many families, opportunities to connect and support our community in big and small ways will help to ensure a bright future for Hershey Montessori School and the community in the coming years.

Giving to the Annual Fund is your vote for Hershey, no matter the size of the donation. We also recognize the difference that you make in giving your time and talent.

Events will be considered individually as health regulations allow. We are looking at virtual and/or small group celebrations. These events will give our families a chance to connect in a meaningful way. Now more than ever we need to keep our community together and maintain our commitment to socioeconomic diversity at Hershey Montessori School.

Conclusion

Hershey Montessori School is a strong community, committed to providing an optimal learning environment for students, faculty and staff, and parents. Through our collective work to keep our diverse community whole, safe and healthy, and to strengthen remote teaching and learning, Hershey will not only survive during these times, but thrive. We will leverage the strength of the community and the school's 42-year history to strengthen our partnerships and commitment to educating resilient innovators, change-makers, thinkers and problem-solvers to re-imagine a more inclusive and equitable society.

Helpful Resources

[Ohio Department of Education](#)

[Lake County General Health District](#) (LCGHD)

[Geauga County Health District](#) (GPH Ohio)

[Ohio Department of Health](#) (ODH)

Centers for Disease Control (CDC)

[How to protect yourself from COVID-19 and what to do if you are sick](#)

[International Travel](#)

[State to State Travel](#)

Gaiter options and resources:

[Gaiters for kids](#)

[Two-layer cotton jersey gaiters for little kids](#)

[Gaiters with filter, fun kid patterns](#)

[Big kids' gaiter option with filter](#)

[Teen/adult gaiter with filter pocket](#)

[Teen/adult gaiter with filter pocket option 2](#)

[Daily COVID-19 Screening Questionnaire](#)