

Distance Learning Handbook

A Guide to At-home Learning for Montessori Families



Schools that inspire

DEARBORN HEIGHTS MONTESSORI CENTER
PLYMOUTH-CANTON MONTESSORI SCHOOL
LIVONIA MONTESSORI SCHOOL

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The child is not an empty being who owes whatever he knows to us who have filled him up with it. No, the child is the builder of man. There is no man existing who has not been formed by the child he once was.

Dr. Maria Montessori

Learning from a Montessori Perspective

“Our aim is not merely to make the child understand, and still less to force him to memorize, but to so touch his imagination as to enthuse him to his innermost core.”

Maria Montessori

As we embark on this adventure of Distance Learning, our goal is to help create a Montessori-based framework that will serve students and support families as we all adapt to a different daily routine. We hope that our students’ activities during this time will be enjoyable, thoughtful, challenging, and rewarding.

These are the same goals we have for students while they are at school, but replicating a Montessori classroom at home isn’t possible. Instead, we plan to work in collaboration with families to nurture the culture of learning that is unique to Montessori. We will provide resources and activities that match the developmental needs of the children, in the hope that the “Ah-ha!” moments that are so frequent in the classroom will continue to occur at home.

Maintaining the School-Home Connection

The Montessori Method is all about *process*. While completion of work (*product*) is important, especially in the elementary and middle grades, the difference is in the approach to learning. Learning is most effective when it is within a greater context. When subjects and concepts are connected, often through the use of stories, we establish meaning, and foster curiosity and motivation in the children. We want the children to feel connected to their learning, not to simply complete assignments while they are at home.

We will work with families to facilitate activities that foster exploration and discovery on the part of the children. In this way, they assume responsibility for their own learning, and experience the joy of mastering a new task.

It is important to us that we remain connected during the time of distance learning. This will take place in a variety of ways, but you can depend on ongoing communication among teachers, families, and children.

Distance learning is new to all of us, so we will be discovering together what works in this new arena. Our teachers are sharing ideas among themselves, tapping into online and community resources, and training on useful platforms. Our aim is to maintain the best Montessori program possible with the tools available to us. This handbook will provide guidance to families, and outline how staff and administration will offer support throughout these extraordinary times.

The Prepared Environment at Home

The “prepared environment” is another term for a Montessori classroom, in which materials are thoughtfully chosen and arranged to promote the children’s development. Your home can also be “prepared” in ways that support independence, provide meaningful tasks for children to accomplish, and supplement learning.

For toddler and preschool children, your home and neighborhood are the learning environment. For Extended Day, elementary, and Middle School students it will also be important to establish a quiet space to work, along with expectations and routines for completing specific assignments from teachers.

Consider discussing distance learning with your child, and include him or her in some of the decision-making by:

- Asking where to set up the workspace.
- Making a schedule together that works for your family.
- Gathering ideas for activities and projects.
- Organizing materials.

Older students will receive instructions from teachers as to how to access, hand in, and receive feedback on assigned work, and it will be important for them to maintain planned routines.

The challenges of distance learning can be approached as opportunities to be flexible, creative, and responsible in new ways, and we are here to help!



Education is the work of self-organization by which man adapts himself to the conditions of life.

Maria Montessori

Practical Life at Home

Practical Life (sometimes known as Everyday Living) is an important element of the Montessori curriculum. It is part of every classroom, and can be easily implemented at home. On the surface these activities help students to develop useful skills, but they also have underlying goals with lifetime benefits. Practical Life activities:

- Foster order and sequence
- Develop concentration
- Foster independence
- Foster the development of fine motor control
- Provide opportunities for planning and carrying out tasks
- Provide practice in grace and courtesy (please, thank you, how to interrupt, etc.)
- Develop habits of personal care—including the all-important handwashing, nose-blowing, and covering of coughs and sneezes

Practical life tasks provide children with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision-making, organization, problem-solving, impulse control, collaboration, and communication. These skills form the foundation of a child's academic learning.

Examples of Practical Life activities for various age levels include:

- Setting a table, washing dishes, or loading the dishwasher
- Watering plants
- Tidying or organizing a room or play space, making a bed
- Folding and putting away clothing, matching pairs of socks
- Planning an outing
- Taking care of pets
- Preparing a snack or meal
- Helping with shopping lists or budgeting
- Repairing a bicycle
- Planting or helping with a garden



Practical life is engaging for children of all ages, when tasks are designed according to their level of skill and independence. A job chart or list of family projects can help guide your child's interests. Participation in practical life work fosters a sense of responsibility and satisfaction. Children feel that they are valuable, contributing members of the family—and they are!

As children get older, practical life activities lead naturally to service, in the form of volunteer and community work. For adolescents, these experiences are the foundation of their sense of self—their feeling of belonging, their place in the world, and their contributions to the greater good.

The Uninterrupted Work Cycle

In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. Every effort should be made to mirror this at home. Create a daily routine that works for your family, but that allows for quiet, uninterrupted work time in a space designated for that purpose. This will lead to greater concentration and enhanced ability to problem-solve on the part of the child. Montessori learning is child-centered, rather than teacher-directed, and the framework of large unstructured time blocks supports this concept.

“Owning” Work and Sharing Learning

Montessori students take a more active role than students in traditional classrooms in choosing, planning, and sharing their work with others. Students from kindergarten through Middle School have a task list of some kind (goal sheet, planner, etc.). They exercise at least partial choice in what goes on the list, and how and when items on the list are accomplished.

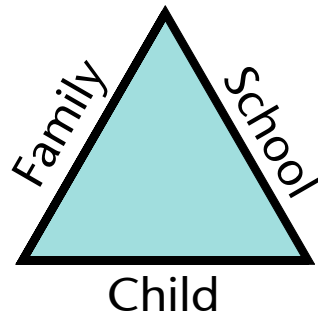
When introducing new lessons and assigning work, teachers take into consideration both the developmental level of the child and his or her interests. Montessori’s dictate to “follow the child” is important here, because a child who is already interested in the work is much more likely to be motivated and attentive to the task at hand. Some elements in lesson planning that contribute to self-direction and independence on the child’s part are:

- Choice
- Participation in planning and organizing tasks
- Discussions with the child
- Finding good resources
- Sharing of knowledge

The more children are involved in developing their activities, and the more their curiosity is piqued through their studies, the more they can achieve. Teachers will be making suggestions and offering guidance for the children’s work at home, and we encourage you to share in return.



In a Montessori school, it is a regular occurrence for elementary and Middle School students to present their work or projects to the class. This essential part of the learning process requires sound mastery of content to be able to describe, explain, and express thoughts clearly to an audience of peers. You can replicate this process at home by listening as your child presents his or her work to you and family members. One of the skills our Middle School alumni comment on when they come back to visit is their comfort speaking in front of a group. This begins early in Montessori, and we hope you will facilitate the process with your children.



Belonging to the Community—Our Montessori “Family”

Being in a Montessori school is often described by students as being part of a big family. It’s a safe place to be, physically and socially, where every student is valued. Belonging to a community also means that there is accountability in our relationships with others. Respect and care for self, others, and the environment (the classroom, the school, and the world at large) are taught and practiced every day.

Parents and extended family are also part of our community, and we have always worked in partnership to best serve the children. The extraordinary circumstances in which we now find ourselves will both test and expand the relationships that have already been established, and place more responsibility on everyone. Teachers are working many hours to transform and communicate their curricula, parents are adapting to the demands of distance learning, and the children are adjusting in multiple ways, both personally and academically. Every single person is coping with a new routine and an altered lifestyle. Your children may ask questions and have fears about the COVID-19 coronavirus. The resource section at the back of this handbook lists two excellent articles that address talking with your children about the virus.

Our view: In challenges we see opportunity. The three sides of our equilateral partnership triangle are strong, and everyone will be working together to ensure that our students reach their fullest potential, despite unprecedented obstacles. We are committed to every child’s physical, spiritual, social, and academic well-being, and will do our best to meet their needs.



Toddlers (18 months-3 years)

It is surprising to notice that even from the earliest age, man finds the greatest satisfaction in being independent. The exalting feeling of being sufficient to oneself comes as a revelation.

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Children may be expected to:

- Enjoy family life with developmentally appropriate contributions

Parents are invited to:

- Be mindful and respectful toward the growing self-esteem and sense of independence your child is developing.
- Allow your child to do things for him- or herself. You will be amazed at how capable they are.
- Help your child only with the part of a task he or she can't manage alone.
- Slow down. Allow plenty of time for children to accomplish and repeat tasks.
- Talk often with your child, using proper language (no baby talk). Ask questions, share concerns or observations, build vocabulary by naming objects and activities.
- Be consistent. There is comfort in routines. Establish sequences for the day and stick to them.
- Limit or eliminate screen time. Substitute active play for devices.
- Include your child in household chores.
- Go outdoors. Let your child explore nature firsthand. Develop tolerance for dirt and bugs.
- Provide opportunities for gross motor development—play outdoors, and visit parks.
- **Don't expect perfection.** This is the beginning of a journey with many steps along the way.
- Read books together, every day. This is the single best precursor to reading competence.
- Enjoy and appreciate time with your child.

Toddler teachers will:

- Initiate individual support and communication based on each child's needs.
- Provide support (as required) regarding toilet learning, sleeping habits, fine and gross motor activities.
- Share the current class routine and suggest ideas for setting up a daily routine at home.
- Share guidelines and suggestions for screen time.
- Share suggestions for activities for fine/gross motor skills, providing pictures/videos/materials for parent viewing.
- Provide suggestions for books and songs to support language acquisition.
- Provide videos of teachers singing and performing hand actions to well-loved class songs.
- Share suggestions for practical life activities at home—recipes, food prep, chores, clothing, etc.
- Be responsive to parent questions within 24 hours, and available to offer guidance and tips for activities, or any other element of support for your child's development.

Some ideas to get you started:

<u>Area of Development</u>	<u>Activity</u>
Gross motor skills	Going for a walk (taking time, walking slowly)
Fine motor skills	Cutting, pasting, sewing cards
Food preparation	Spreading butter, slicing fruits, pouring milk, making pizza
Literacy	Reading to and listening to your child

Preschool-Kindergarten (3-6 years)

Children may be expected to:

- Enjoy family life with developmentally appropriate contributions.
- Participate in teacher-generated activities, as developmentally appropriate.

Parents are invited to:

- Be aware of your child’s stress or worries during this time of adjustment.
- Watch for and read communications from your child’s teachers.
- Initiate communication with teachers when you have questions, ideas, or concerns.
- Support your child’s independence in daily life. Do not do something for a child that he or she is capable of doing without help. Allow children to show you their capabilities. You may be surprised!
- Allow your child to choose “work” from a selection of appropriate activities. Children at this age learn best with concrete, hands-on materials.
- Allow enough time for your child to accomplish and repeat an activity. At this stage children are motivated by the process, rather than the product, and are building concentration through repetition.
- Refrain from interrupting or commenting when a child is concentrating.
- Establish daily routines and expectations. Consistency and order facilitate exploration and discovery.
- Limit screen time. Substitute interactive or creative play for devices and television.
- Go outdoors. Allow your child to experience and explore the natural world.
- Provide opportunities for daily physical activity.
- Promote language development by conversing with your child. Answer a question with a question: “What do you think?”
- Read to your child every day. This is the single best precursor to future reading competence.

3-6 Teachers will:

- Initiate individual communication based on student needs.
- Give guidance in setting up a daily routine.
- Make suggestions for appropriate house chores.
- Offer guidelines and suggestions for screen time.
- Provide both general and individualized suggestions for activities to develop fine and gross motor skills, language, and numeracy.
- Communicate with parents in a consistent fashion, replying to emails within 24 hours.

Useful concepts:

- Children aged 3-6 thrive in environments that promote repetition, routine, and the mastery of purposeful movement.
- Allow your child to choose activities, and provide periods of time without distractions.
- The keys to a successful learning environment are order, access to hands-on materials, space to explore, and meaningful activity. “Work” and “play” are interchangeable terms—and are a natural part of life in this period of amazing growth and development.

Lower Elementary (6-9 years, Grades 1-3)

Students are expected to:

- Plan and organize work with guidance from parents.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on assigned tasks, and submit their best quality work.

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Collaborate with your child to set up a consistent routine and work schedule.
- Follow along with the teachers' suggested activities to maintain skills and concepts, and provide support where required.
- Be aware of the introduction of new materials and concepts.
- Provide opportunities for your child to share or present work to you.

Lower Elementary teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home, in order to maintain and move their learning forward.
- Communicate with parents in a consistent fashion, replying to emails within 24 hours.
- Offer parent education resources.
- Provide feedback to students.
- Collaborate with Specials staff (art, music, physical education, etc.) to provide activities and suggestions for specials classes. These will be included in Google Classroom feeds for each Montessori class.

Important Concepts:

- Respect each child's stage of development. Many lower elementary students are still working at a concrete (hands-on) level. They have not yet progressed developmentally to abstract work, and require the Montessori materials to complete some tasks. Teachers will guide you as to what approach makes sense for your child.
- Develop ideas that allow lower el students to build upon their interests. Some examples are projects, journals, creative writing, geometry constructions, practical life at home.



Upper Elementary (9-12 years, Grades 4-6)

Students will be expected to:

- Plan and organize work as independently as possible.
- Follow teachers' guidelines and expectations.
- Be their own advocate when assistance or further clarification is required.
- Communicate directly with teachers.

Parents are invited to:

- Collaborate with your child to create a "prepared environment" at home.
- Establish a routine and work schedule.
- Be aware of teachers' suggested activities to maintain skills and concepts, and provide support when appropriate.
- Provide opportunities for your child to share/present work to you.

Upper Elementary teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home.
- Communicate with parents in a consistent fashion, replying to emails within 24 hours.
- Provide feedback to students.
- Collaborate with Specials staff (art, music, physical education, etc.) to provide activities and suggestions for specials classes. These will be included in Google Classroom feeds for each Montessori class.

Important concepts:

- Respect your child's stage of development. Some students may still be at a concrete operational level, and require the Montessori materials to complete certain tasks.
- Generate ideas that allow children the opportunity to build upon their interests. These may include projects, journals, creative writing, or practical life at home. Ask your child for suggestions!
- Through Google Classroom, support the upper elementary students' need for group work. Working with a friend may be well-received as well.



Middle School (Grades 7 and 8)

Students are expected to:

- Use their time management and organization skills.
- Honor Middle School expectations for all work.
- Work solidly using the Remote Class Schedule as a guide.
- Honor due dates for assignments.

Parents are invited to:

- Check with your child each morning to plan schoolwork time and work space.
- Maintain daily conversations about work progress.
- Invite your child to assist in preparing a meal for the family once per week.
- Invite your child to contribute more than usual to household chores.

Middle School teachers will:

- Provide instruction via Google Classroom.
- Review assignments daily.
- Be available for meetings and conferences with students according to the Remote Class Schedule.
- Answer student or parent emails within 24 hours.

Important Concepts:

- In general, we expect Middle School students to take responsibility for completing their work within the timelines provided.
- This is an opportunity for parents and students to discuss topics of inquiry from their studies. Watching or reading the news together, and otherwise having adult-style conversations, is very important.
- While we don't expect parents to review assignments, please *do* support work completion.

Special Subjects

Special Subject teachers are collaborating with Montessori teachers to provide information and activities via each classroom's Google Classroom feed.

If education is always to be conceived along the same lines of a mere transmission of knowledge, there is little to be hoped for in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

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Resources for Families

Below is a selection of resources that we hope will be useful to you and your children. We will be posting additional articles and updates, as they become available, to our school websites. These can be accessed from the red bar at the top of each home page.

Arts and Crafts Activities

- Easy Peasy and Fun www.easypeasyandfun.com
- Left Brain Craft Brain www.leftbraincraftbrain.com

Selected Articles and Videos

All families:

<https://www.common sense media.org/blog/help-your-family-de-stress-during-coronavirus-uncertainty>

<https://www.common sense.org/education/articles/essential-digital-citizenship-lessons-for-the-coronavirus-pandemic>

Toddler/Preschool

PBS Kids <https://www.dptv.org/education/talking-to-your-kids-about-coronavirus/>

Fatherly blog games ideas

https://www.fatherly.com/play/activities/best-indoor-games-for-kids-and-families-coronavirus-quarantine/?utm_source=postup&utm_medium=email&utm_campaign=58945&recip_id=4159

Videos of authors and others reading children's books

<https://growingbookbybook.com/online-literacy-resources/?fbclid=IwAR0IJHYk1mNJkCd1Rq8SCtwxMgRwEaWTgC1A691bzjR1TiOLrI2F-ggYlX8>

Lower & Upper Elementary/ Middle School

<https://www.ahaparenting.com/blog/talking-with-children-about-the-corona-virus>

<https://www.kidpower.org/library/article/stay-safe-in-your-imagination/>

https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html?utm_medium=Email&utm_source=ExactTarget&utm_campaign=20200315_News_Mind_Shift_Newsletter&mc_key=00Qi000001cteWWEAY

Reference articles from our websites' Parent Resources pages (look under Parent Perks) addressing parents' emotional issues with kids at home:

“How to Love Unconditionally When You're Angry” AHA Parenting

“Creating Emotional Safety Around Tantrums and Crying” K.T. Korngold

“Guidelines for dealing with an Angry Child” Leah Davies

Joy, feeling one's own value, being appreciated and loved by others, feeling useful and capable of production, are all factors of enormous value to the human soul.

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A Big List of Podcasts for Little Kids

The New York Times online, March 17, 2020

By Lindsay Patterson

My son’s podcast addiction began when he was two, with “The Gingerbread Man.” He was hooked at first listen and asked to hear it constantly. Eventually, I could recite the entire story, produced by Stories Podcast, along with the host, copying her intonations for the different voices.

My son is now 6, and fortunately, his taste in podcasts has expanded. He has many favorite shows and asks for episodes by name. It’s not a coincidence that he’s a dedicated podcast listener. His dad and I co-host “Tumble Science Podcast for Kids,” which we began producing just a few months after he was born. From this perspective, I’ve seen (and heard) the space grow from a handful of audio experiments to a big buffet of listening choices.

That’s great news, because once kids get into podcasts, they really get into them. A new study from the podcast “Brains On!” and the Science Museum of Minnesota of kids 3 to 17 and adults age 18 and over has found that 73 percent of listeners have heard an episode more than once. The study found that kids’ podcasts are a shared listening experience for kids and parents. Podcasts become part of the family routine, with the car the most popular place to listen.

All you need is a fresh playlist of shows that both you and your little one enjoy. I put together this list of great shows for kids ages 2 through 6 and their caretakers. They are all available free on nearly any podcast app.

STORIES

“[Circle Round](#)” — Folk tales from around the world, told with the help of celebrity readers.

“[Stories Podcast](#)” — A combination of classic children’s stories and original tales.

“[Molly of Denali](#)” — An eight-episode serialized narrative, based on the PBS Kids series.

“[Story Pirates](#)” — Stories written by kids are woven into a narrative about a musical-theater company’s magical misadventures.

“[What If World](#)” — The improvisational storyteller Mr. Eric tells fantastic tales based on “What if?” questions submitted by listeners.

“[Girl Tales](#)” — Feminist fairy tales written and performed by playwrights and actors.

“[Calm Kids Podcast](#)” — Two sisters, Lucie and Charlotte (ages 11 and 8), share their original stories.

“[Aaron’s World](#)” — Aaron, a dinosaur lover, started this podcast when he was a kid to share dinosaur facts. It grew into a narrative adventure series that ran for five years.

EDUCATIONAL

“[But Why?](#)” — The public radio host Jane Lindholm helps answer kids’ most burning questions.

“[Earth Rangers](#)” — A sound-rich dive into nature and animal science, guided by Ranger Emma.

“[Wow in the World](#)” — Guy Raz and Mindy Thomas, radio and podcast stars, serve up science news with a dose of fun.

“[Smash Boom Best](#)” — This debate show pits two awesome things against each other, encouraging listeners to choose their own winner.

“[Animal Sound Safari](#)” — This Australian podcast travels in a Magic School Bus-style “safari mobile” to discover animals around the world.

“[Pants on Fire](#)” — Kids are challenged to “spot the liar” on this game show, co-hosted by a robot.

MEDITATION

“[Soundwalks](#)” — Each short episode is a guided meditation through beautiful soundscapes.

“[Bedtime Explorers](#)” — Settle down for the night with stories of magical expeditions. “[Peace Out](#)” — This calming podcast teaches meditation and self-regulation through stories.

MUSIC

“[Ear Snacks](#)” — The children’s musicians Andrew & Polly explore different themes through songs and interviews.

“[Noodle Loaf](#)” — A clever interactive music podcast that features echo songs, musical challenges and a kids’ choir that anyone can join.

“[The Music Box](#)” — Each episode is a lesson about a musical concept featuring interactive activities.

“[Classical Kids Storytime](#)” — A sneaky way to introduce your kids to classical music, with the help of children’s stories like Hansel and Gretel.

“[Spare the Rock, Spoil the Child](#)” — A weekly hourlong show that will introduce the family to the best in kids’ music.

There’s a lot more out there, and much more to come. So how can you help your young children keep their podcast playlist fresh and expanding?

The best way to discover new shows is through the shows that you already love. Often, podcasts will swap episodes, collaborate on special features or sponsor ads on each others’ shows. This allows young kids to participate in discovering new shows. Apple Podcasts also features a curated collection called “Shows for Kids,” which is updated periodically.

If you listen on your own app, I recommend making a unique playlist for your kids so you can always find their favorite shows quickly.

But as with podcasts for adults, word of mouth is still the tried and true discovery method. Ask your parent friends if they’ve heard about podcasts for kids, share your favorites and discover new shows together. ♥

Many of the podcasts on the lists above and below are appropriate for older children and even adults.

[Brains On!](#) (science)

[The Big Life Kids Podcast](#) (stories about real life heroes, intended to foster personal growth)

[Imagine This](#) (a catalog of science topics)

[Forever Ago](#) (history)

[Good Night Stories for Rebel Girls](#) (stories of extraordinary women from past and present)

[Myths and Legends](#) (tales from many cultures)

[The Past and the Curious: A History Podcast for Kids and Families](#)

[Reading Bug Adventures](#) (original stories with music, created by a bookstore in Northern CA)

[Tumble](#) (stories about science discoveries)

[Fierce Girls](#) (stories about accomplished Australian girls)

[The Purple Rocket Podcast](#) (storytelling for ages 5-12; begin with Episode 1.)

[Short and Curly](#) (ethics questions for kids and parents)

[Story Time](#) (bedtime stories)

[Classic Kids](#) (from ABC Kids, classical music for children)

[The Alien Adventures of Finn Caspian](#) (serialized science fiction)

[The Unexplainable Disappearance of Mars Patel](#) (serial mystery for ages 8-12)

CORONAVIRUS DISEASE 2019 (COVID-19)



The Michigan Department of Health and Human Services (MDHHS) is working closely with healthcare providers, local public health departments, and the Centers for Disease Control and Prevention (CDC) to actively monitor any potential cases of Coronavirus Disease 2019 (COVID-19) in Michigan. MDHHS will update information as it becomes available at: Michigan.gov/Coronavirus.

What is COVID-19?

COVID-19 is a virus strain that has only spread in people since December 2019. Health experts are concerned because little is known about this new virus and it has the potential to cause severe illness and pneumonia.

How does COVID-19 spread?

Health experts are still learning the details about how this new coronavirus spreads. The virus is thought to spread mainly from person-to-person:

- Between people who are in close contact (within about 6 feet) with an ill person, and
- Through respiratory droplets produced when an infected person coughs or sneezes.
- It also may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it, then touching their mouth, nose or eyes.

What are the symptoms of COVID-19?

People who have been diagnosed with COVID-19 have reported symptoms that may appear in as few as two days or as long as 14 days after exposure to the virus:



Fever



Cough



Difficulty Breathing

Michigan.gov/Coronavirus

Who is at risk for COVID-19?

Certain people are at higher risk of becoming sicker or seriously ill with COVID-19 including:

- Older adults.
- People with serious chronic medical conditions such as heart disease, diabetes, and lung disease.

It is important to remember that stigma and discrimination occur when people associate an infectious disease, with a population or nationality. COVID-19 does not target people from specific populations, ethnicities, or racial backgrounds.

How can I protect myself from getting COVID-19?

If you have plans to travel, follow the CDC's guidance: [CDC.gov/Travel](https://www.cdc.gov/travel).

Right now, there are no additional precautions recommended for the general public. Steps you can take to prevent spread of flu and the common cold will also help prevent COVID-19:



Wash your hands often with soap and water. If not available, use hand sanitizer.



Avoid touching your eyes, nose or mouth with unwashed hands.



Cover your mouth and nose with a tissue when coughing.



Avoid contact with people who are sick.



Stay home if you are sick, and contact your healthcare provider.

How is COVID-19 treated?

There are no medications specifically approved for coronavirus. People infected with COVID-19 should receive supportive care to help relieve symptoms. For severe cases, treatment should include care to support vital organ functions.

COVID-19 Information Updates:

Centers for Disease Control and Prevention: [CDC.gov/Coronavirus](https://www.cdc.gov/Coronavirus)

Michigan Department of Health and Human Services: [Michigan.gov/Coronavirus](https://www.michigan.gov/Coronavirus)

Thank you to Public Health - Seattle & King County for significant contributions to this document

Frequently Asked Questions

When and how can I reach my child's teacher?

Email remains the best way to contact a teacher. If you wish to speak to a teacher, please use email to set up a time for a phone call.

When can I expect a response?

In most cases, you can expect a response to emails within 24 hours, excluding weekends and planned school breaks.

How much communication can I expect from the school?

Administrators will communicate with you directly should there be any updates on the COVID-19 situation that might have a direct impact on school operations. The frequency and method of communication from your child's teacher will vary depending on each program.

Can teachers work with individual students online?

Teachers will be connecting with families and students on a class level, and also sharing suggestions, feedback, and expectations on an individualized or small group basis where necessary. Some video conferencing may be utilized for our older students through Google Meet.

How much technology will be used?

This will vary greatly depending on the age of the students. Teachers will share information with families via email, and use Google Classroom to manage work assignments. Staff may utilize online video conferencing through Google Meet in certain circumstances. Your classroom teachers will share more information with you in the coming days. They, like you, are still discovering what will work best for their students.

How will the school keep me informed on the closure?

All closure updates and plans to reopen will be communicated via email (Constant Contact), and posted on Facebook and the school's website.

Will we get a reimbursement of tuition fees?

Our schools are operating in accordance with recommendations made by State government officials. Staff are being paid, and teachers continue to work both onsite and remotely to support families and offer the best education services we can under these challenging circumstances. At this writing, there will be no reimbursement of tuition fees offered. We hope this closure is of short duration and that we will reopen as planned on April 6.

What support will be provided to children whose parents both work full-time?

We feel it would be a violation of the State mandate regarding social distancing to provide on-site child care during this time. We understand that a sudden school closure is a hardship for all. If any family finds themselves in an emergency situation or in truly exceptional circumstances, please contact us. We may be able to help or connect you with other families who would be willing to do so.

If you have further questions or concerns, please contact your school office:

Dearborn Heights Montessori Center	313-359-3000
Plymouth-Canton Montessori School	734-459-1550
Livonia Montessori School	248-474-4764

We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.

Maria Montessori



Thank you to the Montessori School of Tokyo for providing a model for this resource.