

Martin Luther King Remembrance

January 14, 2022 at 10:00 a.m.

Each classroom will be doing an activity in remembrance of Dr. Martin Luther King and why we remember him each year in the month of January.

Supershot will also be here with Covid vaccines on this day for scholars and families. (parent permission required)

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Important Dates to Remember and mark your calendar:
January

- 3 First Day of Second Semester
- 12 2-Hr. Delay (Teacher PD)
- 14 Super Shot here 9:15 a.m. For second shot of Covid Vaccine and Booster Shots
- 17 Martin Luther King Day
No School

February

- 4 Parent/Teacher Conferences
- 16 Young People's Concert
Grades 3-5
10:00 a.m.
Embassy Theatre

3 Girls Basketball/ Cheer Practice 3:20-5:00	4 Boys Basketball Practice 3:20-5:00	5 Girls Basketball/ Cheer Practice 3:20-5:00	6 Boys Basketball Game (H) vs. St. Louis Academy 5:30	7 NO PRACTICE
10 Boys Basketball Game at Park Christian 6:00	11 Boys Basketball Practice 3:20-5:00	12 Boys Basketball (H) vs. Woodland 5:30 Girls Basketball at Woodland 5:30	13 NO PRACTICE	14 NO PRACTICE
17 NO SCHOOL	18 Boys Basketball Practice 3:20-5:00	19 Girls Basketball/ Cheer Practice 3:20-5:00	20 Girls Basketball at home vs. St. Vincent 5:30	21 NO PRACTICE
24 TBD	25 TBD	26 TBD	27 TBD	28 NO PRACTICE



Martin Luther King Day is a federal holiday held on the third Monday of January. It celebrates the life and achievements of Martin Luther King Jr., an influential American civil rights leader. He is most well-known for his campaigns to end racial segregation on public transport and for racial equality in the United States. It is a day to promote equal rights for all Americans, regardless of their background.

Our school will be closed on Monday, January 17th to honor Dr. King. Regular school hours will be held on Tuesday, January 18th.

2nd COVID VACCINE SCHEDULED JANUARY 14

Super Shot nurses will return to Timothy L. Johnson on January 14th to administer the second Covid vaccine for students who received their first one on December 10th. A signed Consent Form must be returned by January 5th for students to receive the second vaccine.

They will also administer Booster vaccine for anyone with a signed Consent Form.

PARENT TEACHER CONFERENCES

On February 4th, we will be having our next Parent/ Teacher Conference day. Please watch for information to come home to schedule to speak with your child's teacher.

WELCOME BACK

We hope you had a wonderful holiday season and are now ready to start the second semester of school rested and ready to learn.

Lots of exciting things are planned for the semester and we are excited to have you all back with us.

REMEMBER

If your child is in need of a warm coat, hats or gloves for the upcoming winter season, please do not hesitate to call Mrs. Traylor, Elementary Case Manager, at 260-467-8722 for assistance.

2-HR DELAY

There is a 2-hr. PD Teacher delay scheduled for Wednesday, January 12th. School will begin at 10:30.



MRS. RETHLAKE'S SECOND GRADE CLASS SPECIAL DRESS FOR THE DAY

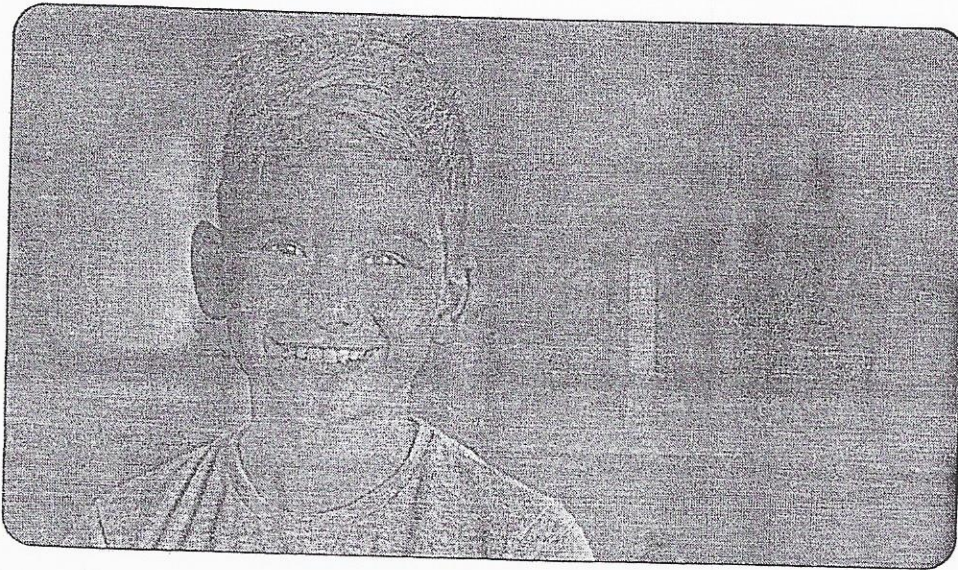
Mrs. Jene' Rethlake's 2nd Grade Class has been learning vocabulary words, and to celebrate their accomplishments, students recently dressed for class as their vocabulary word. What a fun day for students to dress as the word about which they were learning. This is some of the extra-special techniques Mrs. Rethlake uses to enhance students' learning.

Elementary School Parents

January 2022
Vol. 33, No. 5

Timothy L. Johnson Academy

make the difference!



Take time to review the first half of the school year

It's the beginning of a new calendar year—and nearly the halfway point in the school year. So it's a good time to take stock of your child's habits and make needed adjustments.

Talk with your child about how he thinks the school year is going. If the two of you set learning goals at the start of the year, review those goals now. Is he making progress? How can he make the rest of the school year even better?

Then, help your child make some resolutions. Here are four to consider:

1. **Recommit to routines.** Has your child's bedtime begun to slip? Are mornings more rushed? Is his regular study time now not quite so regular? Sleep and study routines make life easier—and help kids do better in school.
2. **Spend more time reading.** There is no skill that will help your child more in school. And reading ability, like other skills, gets better with practice. Encourage your child to read every day. Let him read about anything, from sports to his favorite movie characters.
3. **Limit recreational screen media.** Talk about ways to reduce the amount of time your child spends watching videos and shows, playing games and browsing online. Set and enforce daily limits.
4. **Have a positive mindset.** Positive thinking makes it easier for students to tackle challenges and ask for help. To promote positivity, help your child manage his stress, visualize a successful outcome and learn from his mistakes.

Improve school performance with breakfast



It takes a lot of energy for students to concentrate in class. So it's no surprise that kids

who start the school day without breakfast often lack focus.

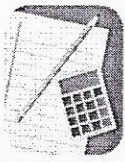
Studies consistently show that breakfast affects how well kids do in school. One study looked at how breakfast affected students' attendance and academic performance. They found that children who ate breakfast had:

- Better attendance.
- Fewer episodes of tardiness.
- Higher math scores.
- Improved concentration, alertness, comprehension, memory and learning.

Families don't always have enough time for a sit-down breakfast together. So make sure you have a few healthy grab-and-go options available. An apple and a piece of cheese will get your child off to a good start. So will a whole-grain bagel and cream cheese. In a pinch, even a piece of last night's pizza will do!

Source: K. Baildon, "Breakfast and the Brain: How Eating Breakfast Impacts School Performance," USDA National Institute of Food and Agriculture.

Three strategies can help your child learn how to plan ahead



Your child can't return her library book if she can't remember where she left it. She can't turn in an assignment if it's ... well, who knows exactly where it is?

Parents know that young children can have a very hard time planning ahead. Here are three reasons why—and what you can do about each.

Most kids:

1. **Have difficulty resisting the temptation to do something fun instead of something hard.** Make a simple rule: No TV or games until schoolwork is finished.
2. **Lack organization skills.** Show your child how to use a calendar to track assignments, test dates

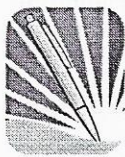
and activities. Establish a study space where school supplies and school papers “live.”

3. **Have very little sense of time.** Often, they really do think that one day is enough time to finish that big project. Help your child break big projects down into smaller steps.

“Loving a child doesn't mean giving in to all his whims; to love him is to bring out the best in him, to teach him to love what is difficult.”

—Nadia Boulanger

Make the writing process easier by guiding your child's thinking



Ask any writer about the hardest part of writing and you're likely to hear the same answer: Getting started.

What's true for a seasoned writer is even more true for an elementary school child who's staring at a blank sheet of paper. What on earth will he write about? And how can he possibly fill all that white space? It can seem overwhelming.

You can help your child get off to a running start by asking questions and offering comments to guide his thinking. If your child is asked to write about a personal experience, for example, follow these three steps:

1. **Help your child make a list of his recent experiences:** the day he put up the tent in the backyard (and watched it fall down); the day he scored a goal in his soccer game;

the time he sprained his ankle; the day his baby sister arrived. Then, have him select one of the experiences to write about.

2. **Ask your child to tell you about the experience.** Telling a story is an effective way to remember the key points. Why were he and his dad putting up the tent? Where was the tent stored? Did they read the instructions? Your child can even draw pictures about what happened first, second and third.
3. **Have your child answer the basic newspaper reporter questions:** *who, what, when, where, why* and *how*. Answering these types of questions will help him collect all of the important details he needs for his writing.

Source: C. Fuller, *Teaching Your Child to Write—How Parents Can Encourage Writing Skills for Success in School, Work and Life*, Berkley Books.

Are you helping your child develop 'word power'?



Knowing just the right word to use can give an elementary schooler real power. A strong vocabulary improves your child's thinking and communication skills. And there is a clear connection between a strong vocabulary and academic success.

Answer *yes* or *no* to the questions below to see if you are expanding your child's word knowledge:

- ___ 1. Do you talk about words? When reading books together, discuss the meanings of unfamiliar words.
- ___ 2. Do you use new words for familiar ideas? “Let's tidy your room by *categorizing* your toys.”
- ___ 3. Do you play word games as a family, such as Scrabble?
- ___ 4. Do you pick a Word of the Day that family members try to use at least three times during that day?
- ___ 5. Does your child have a personal dictionary where he writes new words and their meanings?

How well are you doing?

More *yes* answers mean you are helping your child learn and use words. For *no* answers, try those ideas from the quiz.

Elementary School
Parents
make the difference!

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The Parent Institute, 1-800-756-5525,
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Make your family read-aloud time a success with these tips



Some parents stop reading aloud as soon as their children learn to read. But reading aloud can continue to be fun, and it builds reading skills, too.

To make your read-aloud time successful:

- **Do it every day.** When you read aloud with your child daily, you demonstrate that reading time is much too important to miss.
- **Pick a regular time.** When reading is already part of your daily routine, you won't have to think about trying to fit it into a hectic day. Choose a time when your child will be most receptive, such as after playing outside or before bed.
- **Read the book first—before you read it aloud.** Reading aloud is performing. You'll do a better job if you're familiar with what you're going to read. Previewing a book may also keep you from getting bogged down in a book that neither you nor your child enjoys.
- **Read books you like.** If you like a book, odds are your child will, too. Start by reading books you enjoyed as a child. Often, your enjoyment will be contagious!
- **Emphasize the first line.** The first line of any good story will grab the reader's attention. Your reading should make your child want to sit up and listen.
- **Use facial expressions.** Widen your eyes to show surprise. Squint a bit to show you're thinking.
- **Leave your child wanting more.** Stop your day's reading at a point where you are both eager to hear what happens next.

Q: My older daughter is in middle school. She is a good student and talented athlete—learning and sports have always come easily to her.

My younger daughter is in third grade and is quite different from her sister. She has some learning challenges and is not athletic at all. She has begun to compare herself to her older sister and always says, "I'm the failure in this family."

How can I help her realize that she isn't a failure and that we love her just the way she is?

Questions & Answers

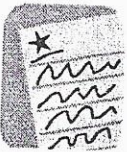
A: Younger siblings often feel like they're running to catch up. But with your love and support, your younger daughter can find ways to grow into her own special self—and improve her grades at the same time!

Research consistently shows that a positive self-image is linked to higher school achievement. And the best way to help your child see herself as capable is to discover some areas where she can be successful. Success in one area truly does lead to success in another.

What are your child's interests? If her sister is an accomplished soccer player, maybe she should try a different sport. Or maybe she'd be happier playing an instrument or learning to cook. Help her find activities that are different from her sister's and that will give her an opportunity to shine on her own.

Point out the things your child does well. Whether it's her sense of style or her kindness to others, remind her that these are very important—and that you are just as proud of those achievements as you are of her sister's soccer goals.

Plan activities at home to boost your child's academic skills



Learning doesn't happen *only* in a school setting. You can reinforce your child's academic skills during after-school hours,

too. Here's how:

- **Have conversations with your child about everything—and really listen to what she has to say.**
- **Ask about what your child is doing in her classes.** Find out about her perspective on school.
- **Have your child teach you.** Ask her to explain something she is learning to you. Retelling the things she's learning reinforces them in her own mind.
- **Expose your child to new things.** Every meaningful experience your child has—from a visit to a construction site to a museum trip—has an impact on her learning. On your next outing, ask her how what she sees relates to what she is learning in school.
- **Help your child engage in critical thinking.** Discuss the similarities and differences between her classes.
- **Give your child meaningful responsibilities.** If you have a pet, ask her to help with its care. Teach her how to prepare simple meals, do laundry and other chores to help the family.
- **Respect your child's ability.** Let her use her knowledge and skills to help you. Ask for her advice when you are facing a problem at work.

It Matters: Building Character

Persistence is key to success in school and in life



It's wonderful for students to be talented and smart, but educators know it's just as important for them to

be persistent. At one time or another everyone faces a challenging task or a heartbreaking setback. The key is to remind children to keep trying until they are successful. Pushing forward—even when it's tough—is a key to success in school and in life.

To promote persistence in your elementary schooler:

- **Talk about it.** How has persistence already helped your child? Maybe she kept trying until she learned to ride a bike or play chess. What new challenge can she tackle now?
- **Break big goals into small parts.** If your child is determined to raise her grade in English, support her by discussing steps and helping her develop a reasonable plan.
- **Offer encouragement.** When your child is working on something challenging, say things like:
 - » *I know you can do this.*
 - » *I bet you'll figure it out.*
 - » *You're making great progress. Keep at it. You'll get it.*
 - » *It will get better. You'll get the hang of it.*
 - » *If it doesn't work that way, try another way.*
- **Focus on the process.** Sure, it feels great to see an A on a report card, but it also feels great to do well on a test after studying hard. Even better, it feels great to learn! Talk with your child about her accomplishments and what makes each of them worthwhile.

Focus on four areas as you help your child develop character

Your child may have been born with certain personality traits, but think of her character as a work in progress. In other words, the kind of person she'll eventually become is still being shaped. Teach her to:

1. **Be flexible.** Model compromise and negotiation by listening to the opinions of others. Encourage your child to do the same.
2. **Show empathy.** Teach your child to imagine how others might feel and to treat them with kindness. Make caring for others a priority in your family.
3. **Have self-control.** Tell your child that she can't control others, but she can control her choices, actions and reactions. Encourage her to always think before she acts.
4. **Take responsibility.** Let your child know that responsibilities are like promises. They are things she has to do—especially when others are counting on her.



Try these highly effective ways to teach your child respect



In today's society where disrespect is common, it can be challenging to raise respectful children. To encourage respect:

- **Be a good role model.** Respect, like most values, is *caught*, not *taught*. When your child sees you treating everyone with respect—from his teacher to the homeless person on the street—he'll learn that it's the proper way to behave.
- **Name it when you see it.** When you see other people behaving in respectful ways, make a positive comment. "Did you see how that man gave up his seat so that elderly woman could sit down? What a respectful thing to do." No lecture is necessary. Your child will get the message.
- **Praise it when your child demonstrates it.** "Cole, I felt very proud of you when you held the door for Mrs. Jones. I know she appreciated that respectful gesture."
- **Correct it.** If your child slips up, help him make a course correction. In private, say something like, "Remember what we said about how to greet guests?"
- **Report what you hear.** If a teacher or neighbor tells you that your child greeted her politely, let your child know how pleased you are with his respectful behavior.

Helping Children Learn

Tips Families Can Use to Help Children Do Better in School



January 2022

Ask questions that help your child practice a variety of thinking skills

In order to master school subjects, students need to be able to think about the material in lots of different ways—sometimes at the same time. When you talk with your child about what he's learning, ask questions that encourage him to:



- **Recall** specific facts. "When did our state become a state?" or "How many continents are there?" Words that will help with this include *who*, *when*, *what*, *where* and even *list*.
- **Understand.** Ask your child to describe or explain what he knows about a topic. "Can you explain what happens in the water cycle?"
- **Apply** knowledge. Ask questions that let your child use what he's learned to think about new situations or predict outcomes. "If water evaporates in the sun, what do you think would happen to it in the oven?"
- **Analyze:** Talk about how things are organized. Many things can be divided into groups, for example. Have your child compare and contrast groups of things. "How are fish and humans different? How are they alike?"
- **Evaluate.** Ask your child to draw his own conclusions. "What do you think was most important to the American colonists? Why?"
- **Create.** Ask your child to design his own way to solve a problem. Use words such as *invent* and *what if*.

Source: "Revised Bloom's Taxonomy—Question Starters," College of Education, Illinois State University.



Emphasize the power of reading

Reading is a powerful skill. Understanding its many uses and connections to things in her life and in the world will help your child appreciate its value. Teach your child that reading gives her the power to:

- **Obtain needed information.** Have your child read a recipe to you as you cook. Read a manual aloud that explains how to put something together. Challenge her to read to find answers to questions, such as "How can I get a grass stain out of your shirt?"
- **Communicate.** Talk about the ways people use reading and writing to communicate with others—through signs, mail, email, texts and notes. Suggest that your child exchange letters with a friend. Have her make posters to promote a cause she cares about.
- **Enjoy herself.** Help your child plan a relaxing end-of-the-day reading routine. Then help her find books that will give her a good laugh or take her on an exciting adventure.

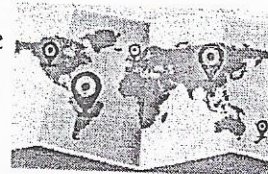
Make every minute count

Time management skills become more essential as students get older and have more homework. Help your child:

- **Stick to a regular study time** (but don't let schoolwork be the last thing he does before bed).
- **Prioritize assignments.** What's due first? Is he more efficient when he starts with the easiest or the toughest task?

Play Where in the World?

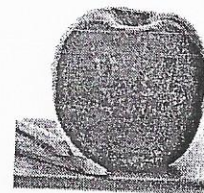
To have some fun with maps and make geography relevant for your child:



- **Look for labels** on things around your home to see where they were made. Cereal from Michigan? TV from Taiwan? Together, find the places on a map.
- **Locate the places** where her ancestors came from on the map. If possible, help your child learn about the routes family members traveled to get here. Where do relatives live now? Again, check the map.

Recommit to attendance

If your child misses just one day a week of school, he'll miss more than two years of class time before he graduates! Absent students also miss things they often can't make up, like discussions and demonstrations. To keep your child from missing out:



- **Track** your child's absences.
- **Take** appropriate health precautions to make sure your child stays well.
- **Don't let your child** miss school to catch up on sleep.
- **Seek help** for family struggles that make attendance a challenge. Ask the school counselor about resources.



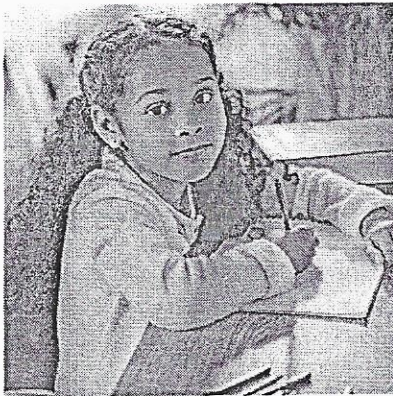
Q&A Perfectionism is hurting my child. What should I do?

Q: When my fourth grader makes a mistake, you'd think the world was ending. She's really very capable, but I can't make her see that. How can I help her stop being so hard on herself?

A: Many children fear mistakes. They see each mistake as proof that they're not good enough. Not only does this damage their self-esteem, it takes away their courage to try new things.

To address your child's perfectionism:

- **Make it clear that no one is perfect**, and you don't expect her to be. Pay more attention to what your child does right than what she does wrong, and avoid comparing her to anyone else.
- **Establish a family ritual** that whenever family members give themselves a put-down which focuses on a weakness, they must give themselves two "put-ups" which focus on their strengths.
- **Talk about mistakes.** Begin by mentioning a mistake you made. Describe what you did, how you felt, and how others reacted. Kids need to learn that most people don't take much notice of someone else's errors.
- **Expand the discussion** to include exploring solutions: "Here's what I can do so that I don't make this same mistake again" Emphasize that mistakes are a normal and correctable part of the learning process.



Parent Quiz

Are you raising a self-reliant learner?

Every child asks for help with schoolwork once in a while. But if your child asks every day, he may need to work on self-reliance. Are you encouraging your child try to solve problems independently? Answer *yes* or *no* below:

- ___ **1. Do you say** that you think your child can figure things out if he tries?
- ___ **2. Do you ask** questions rather than offering easy answers? "What did you learn about that in class?"
- ___ **3. Do you help** him think about ways to break problems down into smaller pieces?
- ___ **4. Do you remind** your child of times he has stuck with a problem and solved it?
- ___ **5. Do you congratulate** your child when he solves a

problem, even if it's not the way you would have done it?

How well are you doing?

More yes answers mean you are helping your child become an independent learner. For each no, try that idea.

"Start where you are. Use what you have. Do what you can."

—Arthur Ashe

Resolve to make the most of family reading time

Your child is more likely to see himself as a reader if everyone around him is reading, too. To make this a great year for family reading, resolve to:

- **Review favorite** books or stories from the past year. Have everyone choose a few favorites and talk about what they liked about them.
- **Up your game.** How much time does your family spend reading together? Could you add another hour each week?
- **Branch out.** In addition to books, your family can read plays, poetry, newspapers, cookbooks, catalogs and circulars—anything and everything!



Keep screens in their place

Recreational screen media may have a place in your child's life, but it shouldn't be in her bedroom. Research shows that kids with screen devices in their rooms spend less time reading, do less well in school and are more likely to be obese. Limit recreational screen use to areas where you can supervise.

Source: D. Gentile and others, "Bedroom media: One risk factor for development," *Developmental Psychology*.

Hit restart on goal-setting

If your child set some goals earlier in the school year but didn't really follow through, January is the perfect time to start again. To make this the year your child meets her goals, encourage her to:

- **Talk about her goals** with others. This builds commitment.
- **Plan in detail** what she'll do to meet her goals. Help her choose realistic steps.
- **Cheer herself on!** Positive self-talk is a proven motivator.

Helping Children Learn®

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Timothy L.
**Johnson
Academy**

REOPENING SAFELY

Timothy L. Johnson Academy
COVID-19 Safety Policies

Reopening schools safely for our teachers, scholars, and families for the new school year is our top priority. We have a strong commitment to our families and community to continue to improve the lives of children through quality education in a safe and nurturing environment.

Our school reopening plans have been developed using state and national health guidance. The goal of our plan is to provide clear policies and protocols to reopen safely. As with every COVID response plan right now, this information is fluid and will change as necessary based on guidance from the state, Center for Disease Control (CDC), and considerations to our families and our staff.

Network Safety Policies

Temperature Check Kiosks
Temperature check kiosks & touchless scans for employees, families, & scholars before entry.

Face Masks/Shields Recommended
We highly recommend that anyone entering the school building wear a face mask to prevent the spread of disease.

Sanitizing Stations & Room Sanitation
E- Mist Infection Control System for sanitation after each class & school day.

The school will take the temperature of scholars, employees, and vendors before they may enter school property every day. If a child is sneezing or coughing, he or she may be excluded to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. If a scholar is obviously ill, the school may make additional inquiries. To ensure everyone's safety, parents may be called to pick-up the scholar. If a scholar or staff member is exposed to COVID-19 as confirmed through testing, we will notify any families or staff that may be impacted. Scholars or staff may be asked to quarantine. If a scholar is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other scholars living in the same household will be questioned and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.

Masking Policy

We highly recommended all staff wear masks. All unvaccinated staff are **REQUIRED** to wear masks. Staff members must also pass a temperature screening before entering the building.

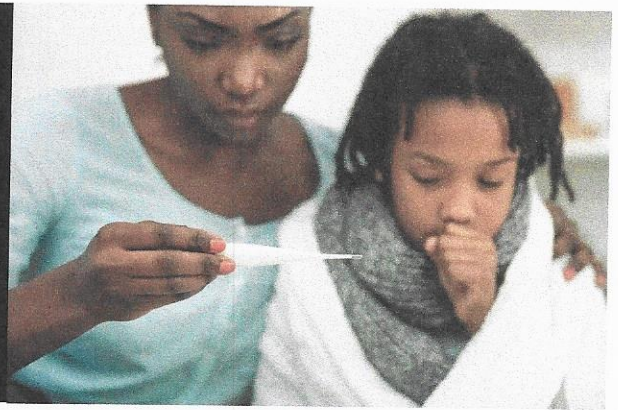
All scholars will be required to wear masks. They must also pass a temperature screening before they can attend classes.



What To Do If Your Child is Sick

The school recommends that parents take their scholar's temperature prior to coming to school and verify that the scholar has not exhibited any COVID-19 symptoms. In addition, scholars will have their temperature checked before attending class.

Scholars and employees exhibiting symptoms of COVID-19 without other obvious explanations are prohibited from coming to school, and if they do come to school, they will be sent home immediately. Scholars and families should be familiar with the symptoms of COVID-19 based on CDC Guidance:



Know the Symptoms



Fever or Chills



Cough, Shortness of breath or difficulty breathing



Fatigue, Muscle or body aches, Headache



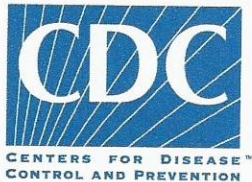
New loss of taste or smell



Sore throat, Congestion or runny nose



Nausea or vomiting, Diarrhea



Currently, the Centers for Disease Control and Prevention recommends that people with an infectious illness such as the flu remain at home until at least 24 hours after they are free of fever (100 degrees F or 37.8 degrees C) or signs of a fever without the use of fever-reducing medications.

Visit [cdc.gov](https://www.cdc.gov) for more information on how to recognize symptoms.

If an employee calls in sick or appears ill, the school will inquire as to whether the employee is experiencing any COVID-19 symptoms. Employees exhibiting symptoms of COVID-19 without other obvious explanations are prohibited from coming to school, and if they do come to school, they will be sent home immediately.

Additional Safety Guidelines

We will ensure a clean school, including the regular cleaning of objects and areas that are frequently used, such as bathrooms, conference rooms, door handles, and railings. E-Mist Infection Control System will sanitize after every class and at the end of each day.

Water fountains will be closed and scholars will be allowed to bring labeled water bottles. Hand sanitizer stations will be placed in areas where soap and water are not readily available, and we will be modifying common areas in our building to increase the ability for physical distancing. Masks will be worn by all staff and scholars. No visitors will be allowed in the school building.

Additionally, employees are required by the school to participate in various health and safety trainings in an effort to mitigate the risk of spreading an infectious disease. Training will be issued throughout the year given the fluid nature of the pandemic.



Get Support from Our Help Team

**PLA has a help center available to
parents in need of technical support.**



888.655.0777



HelpDesk@PhalenAcademies.org

To contact our campus directly,
please call 260.441.8727.