

Raintree Montessori School

Parent Handbook Amendments to School Year 2020-21

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OVERVIEW

After considerable planning and deliberation, Raintree Montessori School decided to reopen its campuses on June 1, 2020, for our toddler and primary students as well as for Camp Raintree students. Our decision to reopen the campuses recognized that (1) for Raintree families and staff, that risk was balanced against the educational, social, economic and other costs of remaining closed and (2) our school must reopen with many new health and safety protocols to do everything we could to responsibly mitigate that risk to the extent possible.

Because of the Coronavirus/COVID-19 pandemic, we are all living through some trying times. Please be assured that we at Raintree take the safety and health of our students, including your child, and our staff very seriously. In our preparations we were and continue to be in close contact with our local health department surveyors to determine best practice procedures that take into account our unique program and our large campus. From their guidance as well as from recommendations from the CDC and KDHE, we prepared the physical environments (classrooms and common areas), modified our daily routines to encourage more open space, researched and purchased the best cleaning materials for our environments, and collaborated with and trained staff on best practices with respect to minimizing exposure to COVID-19.

Planning and updating our procedures based on new recommendations has been a challenge to say the least, and we certainly know we are not alone! All businesses are trying to determine what they can do and when, and then are finding creative solutions to move forward. And as working parents, we know you are trying to determine your options with regard to returning to work.

This document explains the policies and procedures we are currently implementing and will continue to follow in the fall to mitigate COVID-19 related risks at school. This approach is built around intensive new health monitoring and screening procedures, as well as new classroom/ school day procedures designed to reduce the number of contacts during the school day through stable groups by not mixing classrooms. Nevertheless, we believe beginning the new school year with these new protocols represents an important first step in responsibly living with this virus, while continuing to have a rich and stimulating school year.

In summary, Raintree has concluded that opening the school year under these conditions is in the best interest of the community. We will also continue to research and learn from experts in the field. We will modify these protocols and policies based on current research and resulting best practices. You will be notified of these updates. The information in this document will provide clarity around the practices and procedures Raintree has established to minimize exposure to our community, but in no way warrants that COVID-19 or other communicable disease infection will not occur through participation in our programs.

Thank you,
The Raintree Administration

This document is not static. It will be modified based on current research and best practices.

SCHOOL HOURS

We are working on a tier model of stages we anticipate to fluctuate between. In Governor Kelly's Reopening Plan, the hope was the phases were a linear path towards opening our communities. We also hoped that our own summer re-opening would be a forward movement with our start of school at full enrollment and our traditional hours. Reflecting on the last two weeks, it is vividly apparent that that is not to be. We now expect we may oscillate between plans.

Our Tentative Plan for Opening in August*:

Toddler/Primary Communities

Program Hours: 7:30 AM - 4:30 PM

Arrival: 7:30 - 8:30 AM

Departure: 3:30 PM for children who have siblings in the elementary and 4:15 PM for all other toddler and primary children

Elementary/Erdkinder Classes

Program Hours: 8:30 AM - 3:45 PM, may add early AM (7:30 - 8:15 AM)

Arrival: 8:15 - 8:30 AM, or 7:30 for early AM

Departure: 3:45 PM

These modified hours will alleviate congestion in the parking lot during both drop-off and pick-up.

* As soon as we feel that we can comfortably add staff to our school population, we will add the traditional late afternoon hours to our toddler and primary programs. We will also add the option of late afternoon for our elementary and erdkinder students.

PARENT CONTACT/COMMUNICATION

Each guide has a school email address for parent communications. Guides will respond to emails within 24 hours during the week. Guides do not respond to phone messages during the day. Time-sensitive contact with guides can be facilitated by calling the main office 785.843.6800 and/or emailing kelli@raintreemontessori.org or nikki@raintreemontessori.org

School Year Events

Due to restrictions in place to mitigate the spread of COVID-19, we will modify our calendar to reflect the current conditions. While events may be on our school calendar, we will determine if they will be able to be held at all, in-person with an altered format, or conducted online. We may incorporate *virtual* orientations, parent nights or parent-teacher conferences, for example.

PHYSICAL DISTANCING STRATEGIES AND GROUPINGS

Toddler and Primary

Raintree does not expect that young children will distance themselves from other children or adults while at school. Young children learn by engaging with their environment, which includes the other people in it. They require and thrive in environments where they feel nurtured and supported. Our staff are sensitive to this and will balance hygiene with the mental health and well-being of our students. Again we are fortunate to have large classrooms in which to work and play. That said, we will employ the following strategies for limiting the spread of COVID-19 in our communities:

- Our classrooms will be “stable groups.” Stable means that the same children and their consistent teachers (the lead, the assistant, and the break person) are in the same group each day. Having stable groups further mitigates exposure of new germs.
- Initially, these groups may be lower in size.
- Children shall not change from one group to another.
- Groups shall not mix with each other. This includes the outdoor spaces. Classes will be alternating areas of our campus where they will play during that time.
- Note: Children will be returning to their previous classrooms unless a previous arrangement has been made.
- Each child will have a designated work table and floor space so that children can be spaced as far from each other as possible while engaged in activities at school.
- The physical distance between children will be increased in daily work locations, group gatherings, meals, and snacks.
- As weather permits, the children will be spending as much time as possible in the out-of-doors gardening, working on the decks/patio, playing in different areas of the campus, and possibly swimming on warm days.
- At nap time, children’s nap time cots or rest time rugs will be spaced out as much as possible, with alternating head to toe arrangements to reduce the distance between children.
- **Facial Coverings:** Primary students will be required to wear a mask while they are inside and at drop-off and pick-up. It seems quite likely that wearing a mask is a health recommendation that will be with us for some time and the sooner we simply make it part of our normal routine, the easier it will be. Our primary staff will also wear masks while inside, as well as drop-off and pick-up as they do now.

Please understand that the optimal words when introducing mask-wearing to young children are “invite, encourage, and practice.” Children are invited to wear their mask, they are encouraged to wear it, sometimes even by friends. The children will learn why and when it is important to wear them. And we will simply practice. Raintree will have extra masks if and when needed.

As you know, Grace and Courtesy is how we give lessons on living and working peacefully in a community. Learning what we can do to help each other stay safe and healthy during this time can be taught beautifully in a Montessori community. As our county requires mask-wearing in public, having children practice in their classroom communities, can only help them understand the importance and the how-to of wearing a face covering.

Other ways you can help your child:

- Talk to the children about how Covid is spread, and why wearing a mask can prevent us from getting sick.
- Acknowledge that wearing a mask is uncomfortable, but to protect yourself and others, sometimes you need to sacrifice a little bit to help the community be safe. This is an act of kindness and consideration.
- Talk about if someone is sick and cannot come to school, how sad it will be, and how much we will miss that child. Explain that there is no medicine and vaccine to stop the virus right now. To prevent the scenario above from happening, we need to wear a mask.
- Use photos from other schools/ classrooms to show children that other children of their age can keep the mask on, so we believe that they are capable of wearing a mask.
- Involve your child in picking out cloth masks or making them together. Pick out fun fabrics!
- Encourage children to remind their family members to wear masks. Though they are little, they can have impact on adults' behavior.

In the classroom we:

- Say, we are going to practice wearing masks in the classroom. Though the children may not be able to keep masks on in the beginning, they will eventually establish the habit.
- When inviting a child to a lesson, we invite the receiver to wear a mask. Saying, "I am kind to you. I wear a mask when I sit next to you. Could you do the same for me?" All the children put masks on after hearing my request. If others want to observe the lesson, we ask them to wear a mask before they come to watch.
- Utilize children's nature: they like to work together. Set up the rule that you can work with your friends as long as you have a mask on.
- Have several child-sized masks stored in the classroom with different patterns or colors. When a child forgets to bring a mask, make it so excited that s/he gets to choose the pattern/colors. But at the same time, talk about masks are expensive. The child needs to treat it nicely, and we can only provide him/her one mask a day. Establish the concept in children's minds: Masks are precious and important.

Our toddler and primary staff are also experimenting with different options such as face shields and facial coverings with a clear window allowing the child to see the teacher's mouth. This is especially useful during languages lessons.

We ask that parents wear masks when outside of their vehicles and anywhere on the Raintree campus.

Resources:

- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- <https://www.pnas.org/content/early/2020/06/10/2009637117>

Elementary/Erdkinder

The elementary and erdkinder staff will be educating students on the need to physically distance from each other during the day. That said, we recognize that no matter the measures taken, children will find it difficult to continually be mindful of their distance from their peers. In light of this, we will employ the following strategies for limiting the spread of COVID-19 in our communities:

- Classroom groups will be stable groups. Stable means that the same children and their teachers do not mix with other children in other classrooms. Having stable groups further mitigates exposure of new germs.
- Groups shall not mix with each other. This includes the outdoor play spaces. Classes will be alternating areas of our campus where they will play during that time.
- In the case of staff illness, designated elementary/erdkinder substitutes will be used, when feasible.
- Our large classrooms allow for physical distancing between children. We will also use our outdoor environments as a continuation of the classroom whenever possible.
- Lunch will be eaten outside on the patios and decks when possible.
- **Facial Coverings (Updated 9/8/2020):** Elementary and erdkinder children will be required to wear a mask at Raintree while they are inside and at drop-off and pick-up. All our staff wear masks while inside, as well as at drop-off and pick-up. Children and staff will not be required to wear masks while eating or playing outside. We encourage you to shop now. Sometimes shipping takes some time. We want to make sure that you find several your child is comfortable wearing. Raintree will have extra masks if and when needed. Please be cognizant of the types of masks that are recommended. Gaiters and bandanas provide little to no protection.

Is there an intention to maintain social distancing within the stable groups?

Yes, there will be intention to remain physically distanced. In Montessori we use Grace and Courtesy to give lessons on working together, on dealing with conflict, on addressing social issues, etc. These lessons will now include talking about COVID, how viruses spread, the safety protocols we have put in place including the importance of physically distancing, wearing masks, hand washing, disinfecting, etc. Our goal is to normalize these new habits so that children feel safe and comfortable, and these simply become the new routines that

are now part of our day. If you were to observe in a primary class this summer, you might be surprised how quickly the children have adapted and are happy with their new routines. In primary and elementary students will also have assigned places to work and keep their materials.

Is there a modification to the mask policy in light of the Governor's order that masks should be worn outdoors when unable to maintain six feet? What mechanisms will be used for compliance?

We have found that it works best to have the children wear their masks when walking outside because it is unrealistic to walk in a line six feet apart. We have hung clotheslines and are using clothespins for children to hang their masks when they can play physically distanced. Our staff will ask children/students to put on their mask when they notice that they are not distancing outside. (Over the summer we have observed children recognizing this for themselves and have gone independently to retrieve their mask.) Having masks outside has the added benefit of airing out and using the heat/sun from the day to help "clean" them. We also have the children masked during pick-up and drop-off as even though they are waiting outside, the time within six feet of each other will be longer than an "incidental moment."

Erdkinder will wear masks when attending outdoor class time.

Compliance will be through education and reminders.

HEALTH AND HYGIENE PROTOCOLS

Many have said that we are all in this together, and this is just as true here at Raintree as it is anywhere else. There are important roles for all of us to play to protect our community, our families, and ourselves. We expect our families to be informed with updates regarding COVID-19 and following best practice on how to reduce risk of exposure. Information from the CDC can be found at:

[CDC - Caring for Children](#)

[CDC - Household Checklist](#)

Home

We expect all families to practice all the recommendations of our federal, state, and local health departments to reduce the spread of COVID-19, including good hygiene practices such as proper hand washing, and in public, social distancing and facial coverings. Remember the decisions we all make outside of Raintree greatly impacts our school community's health.

We ask that families avoid unnecessary travel. If a student's family does travel, it may be required that the student quarantines for 14 days after returning to Kansas, if the location is an area of high contagion levels of COVID-19 as reported by KDHE.

See CDC's "Checklist on Planning for In-Person Classes" at the end of this document.

Arrival

(Updated 9/8/2020) Staff and students will be screened daily before admittance for signs and symptoms of illness. This will include taking temperatures of staff and children upon arrival and at mid-day. (These will be recorded per KDHE.) Parents will also answer the following questions each morning. (See FAQ below to understand how answers are handled.)

At this time questions include:

- Has there been travel within the last 14 days in a state, country or gathering identified as a hot spot for COVID-19?
- Has there been an exposure to someone either diagnosed or awaiting test results with COVID-19, either household or non-household contact?
- Is the individual or anyone in the home showing signs of illness or who have the following: fever greater than 100.4 degrees (F), new or atypical cough, new or atypical shortness of breath/difficulty breathing, sudden loss of taste or smell, other signs of illness (headache, sore throat, general aches and pains, fatigue, weakness, extreme exhaustion)?

Who will be excluded from Raintree based on the health screenings? **(Updated 9/8/2020)**

We will follow the guidelines below:

Individuals with history of COVID-19 exposure (including travel within the last 14 days in a state, country, or gathering identified as a hot spot for COVID-19). These locations are updated periodically on the KDHE web site. We update our questions accordingly. So that you may prepare, for these travel questions, here is a link: <https://www.coronavirus.kdheks.gov/175/Travel-Exposure-Related-Isolation-Quaran>. At the bottom of the web page, you will find a table regarding the details of the above locations and specific dates of travel.

Individuals who have been placed into mandatory isolation or quarantine by Lawrence-Douglas County Public Health.

Individuals who have a fever or other signs of illness:

- fever greater than 100.4 degrees (F)
- new or atypical cough
- new or atypical shortness of breath or difficulty breathing
- sudden loss of smell or taste
- other signs of illness (headache, sore throat, general aches/pains, fatigue/weakness/extreme exhaustion)
- Children who are sick, with the typical reasons kids get sick (vomiting, rash, diarrhea, pink eye etc.) should be excluded as per our normal illness policy.

Current information about when individuals with symptoms consistent with COVID-19 should stay home is available on the COVID-19 Resource Microsite and on the CDC website at <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>.

What do I do if my child is absent?

Call 785-843-6800 and select the attendance line to leave a message.

Toddler/Primary

(Updated 9/8/2020) Another KDHE/CDC guideline is to limit the number of people in our common areas. At this time we ask that parents be masked and walk their child to the patio or deck of their child's classroom where they will be greeted by their teacher who will record the child's temperature and ask the parent the questions above. Parents should not leave until the answers have been screened by Raintree. Between the hours of 7:30-8:30 AM, the main gates will be propped open and we ask you to maintain social distance as you navigate the walkways. Parents/guardians who are self-quarantining due to close contact with a COVID-19 individual should NOT drop-off or pick-up.

Fast Health Checkers

(Updated 8/31/2020) Stationed outside the Phoenix (main) building will be staff who will serve to expedite the health screenings of our primary students during drop-off (7:30-8:30 AM). You will recognize these staff by the orange safety vests they will wear. They will ask the required health questions and take your child's temperature with an infrared thermometer. Should a child register a temperature higher than 100.4, they will be asked to step aside with the parent for a few minutes and then the temperature will be re-taken. If the temperature continues to register at ≥ 100.4 , they will not be allowed in school. Staff will record the child's temperature on a sticker which will be placed on your child. When you walk your child to their classroom deck or patio, your child's teacher will see that you have already completed the health screening and will welcome your child to class. The teacher will record the child's temperature and invite your child to wash their hands. When walking your child from your car to the building, it is critical you **use the crosswalks** to cross the parking lots.

Elementary/Erdkinder (Updated 8/17/2020)

Beginning at 7:30, students in the south elementary building (Kathy, Laura, Lisa) and the erdkinder will use **Lane 2** (west lane) and students in the north elementary building (Ann, Ben, Dayle, Joe) will use **Lane 1** (east lane). Cars in lane 1 will wrap around the first island and stop at the eastern pick up station where a greeter will do the morning health screening for your child. When complete the child will get out of the car and head to his/her designated outdoor spot or to his/her classroom. Cars in lane 2 will stop at the outdoor tent north of the elementary pool for their child's health screening and then follow the same procedure above. Children will use hand sanitizer from a dispenser outside their classroom door before entering the building. Once inside they will wash their hands.

Early AM will be held in each elementary classroom and students will not congregate with students from other classrooms. Please consider this before choosing the early AM option.

Drop-off Safety Procedures (Updated 8/31/2020)

- Have your colored card in window for drop-off. This will help our morning health checkers have a heads-up when logging your child's information.
- Drive slowly through the parking lots and **stop at all crosswalks.**
- Stay in your vehicle. (Parents or other guardian should wear a mask in the car.)
- Stay in designated lane.
- Follow arrows on parking lot signs.

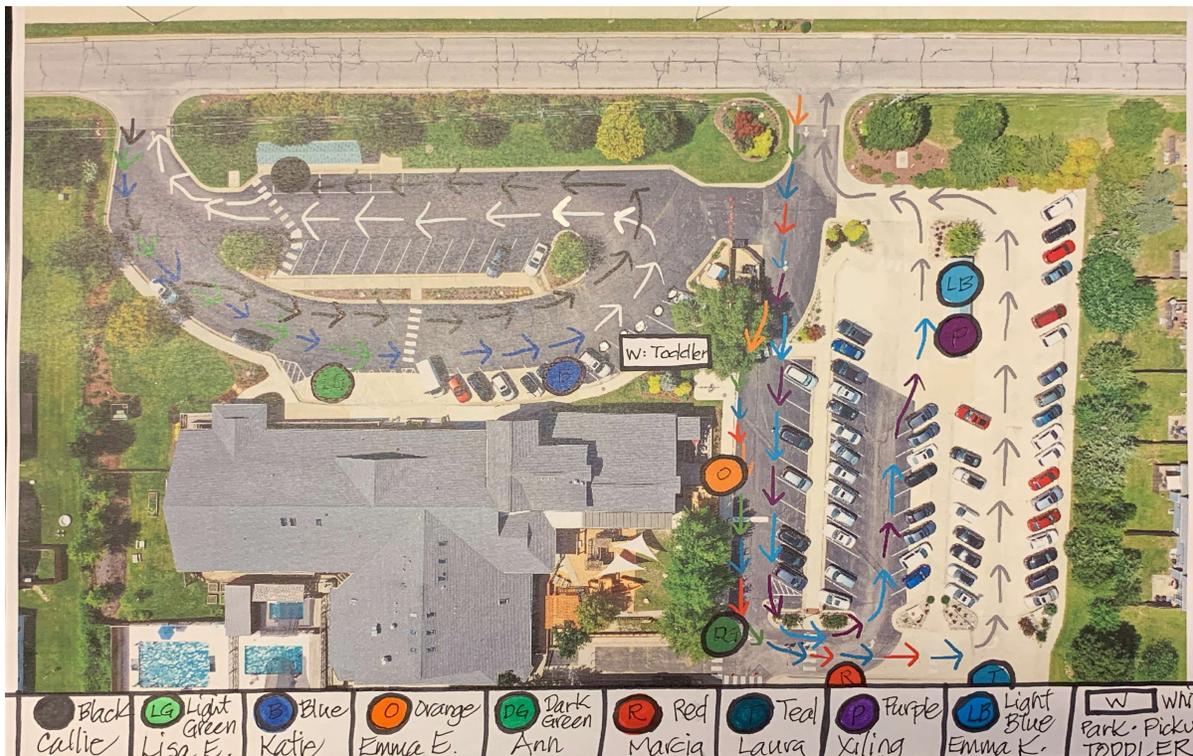
Appointments During the Day (Updated 8/31/2020)

Please schedule appointments at the beginning or the end of the day so that your child only has one transition to make during the day. Children leaving early for appointments will **not** be returning to school that day.

- For toddler/primary, if arriving after 8:30 because of an appointment, please call 785.843.6800 when you arrive and one of our office staff will greet you and your child outside the front doors. Our office staff will administer the health screening and they will escort your child to their classroom.
- For elementary/erdkinder, if arriving after 8:30, please call 785.843.6800 when you arrive and one of our office staff will greet you and your child outside the front doors. Our office staff will administer the health screening and will escort your child to their elementary classroom.
- For all, if picking up your child before 3:30, please call 785.843.6800 before 10:00 AM. Your toddler or primary child can be ready for you outside their classroom on the deck or patio with their teacher. Please call the main office a few minutes before you arrive and we will have your elementary child meet you at the health check tent north of the pool. Your erdkinder child can meet you in the front of the Phoenix building.

Departure

Toddler and Primary Departure Map



Toddler

Six parking spaces in front of the Phoenix building on east side are designated for toddler parents to park and walk their child to their classroom and to park and pick-up at end of day.

Primary (Updated 8/17/2020)

Each class has a pick-up location at day's end which is color coded in the illustration below. Each primary class has a colored flag to indicate their pick-up location. This color matches the paper that your child's teacher gave you to be placed in your car. Please put this paper on your dashboard to expedite the process.

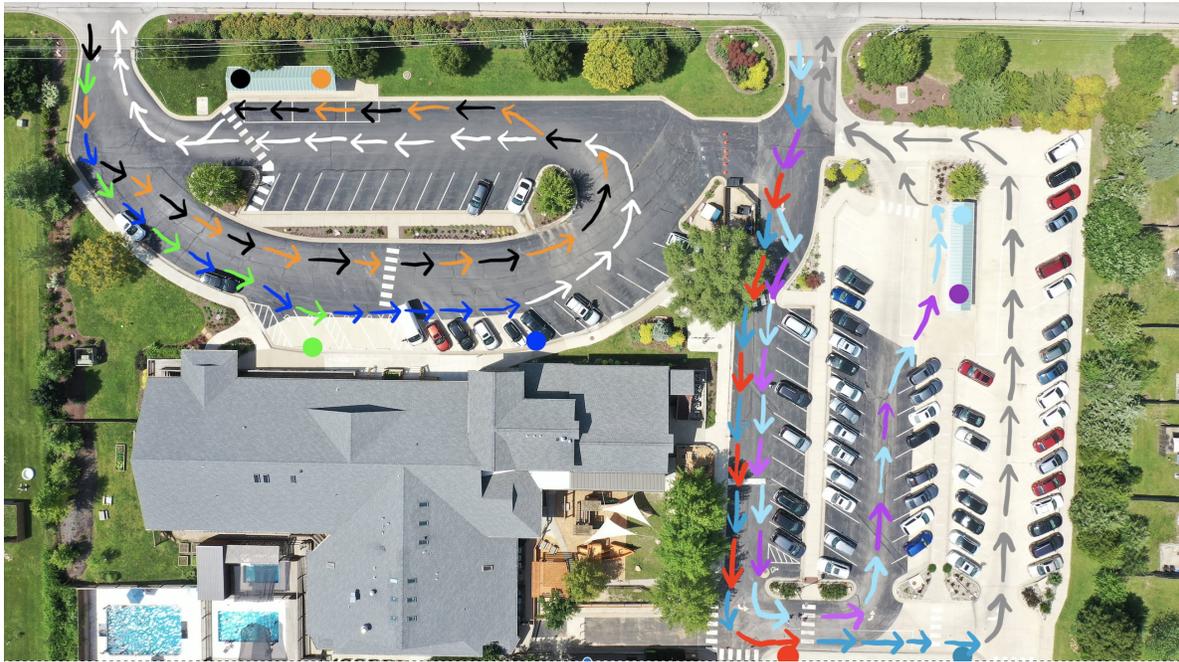
Pick-up Safety Procedures:

- Drive slowly through parking lot and stop at crosswalks.
- Stay in designated lane.
- Teacher will escort your child to car and open the door.
- Parents or other guardian should wear a mask in the car.
- If your child is unable to fasten their seatbelt, please try to buckle child in without getting out of car.

- Follow arrows on map completely. For example, if your child’s class is RED, you will need to wait in lane 2 until you reach your child’s pick-up zone. You will need to proceed through the TEAL zone before exiting the eastern-most lane.

As a group finishes loading, the color of the arrow representing that group turns to gray or white as the cars exit the campus.

Elementary/Erdkinder Departure Map



Black: Erdkinder **Orange:** Lisa R. **Light Green:** Ben **Blue:** Ann
Light Blue: Dayle **Purple:** Joe **Teal:** Laura **Red:** Kathy

Elementary/Erdkinder (Updated 8/17/2020)

Each class has a pick-up location at day’s end which is color coded in the illustration above. Each class has a colored flag to indicate their pick-up location. This color matches the paper that your child’s teacher gave you to be placed in your car. Please put this paper on your dashboard to expedite the process.

Siblings (Updated 8/31/2020):

- If you have multiple elementary/erdkinder children, you may pick them up at your youngest child's pick up location.
- If you have children in both primary and elementary, you have two options.
 - Option 1: You may arrive at 3:30 and pick up your primary child from their individual classroom entrance, return to your car, and get in line to pick up your elementary/erdkinder child at the 3:45 time.

- Option 2: Pick up your elementary child at 3:45 and return at 4:15 to pick up your primary child.
- Note: As we work to maintain stable groups, elementary children may not be on the primary playground.

Pick-up Safety Procedures:

- Drive slowly through parking lot and stop at crosswalks.
- Stay in designated lane.
- Teacher will escort your child to car.
- Follow arrows on map completely. For example, if your child's class is RED, you will need to wait in lane 1 until you reach your child's pick-up zone. You will need to proceed through the TEAL zone before exiting the eastern-most lane.
- Please do not park in the lot, instead use the pick up lanes.

As a group finishes loading, the color of the arrow representing that group turns to gray or white as the cars exit the campus.

Healthy Hand Hygiene

Washing hands can keep you healthy and prevent the spread of infections from one person to the next. Children and staff will be washing their hands at a minimum upon arrival, between activities, before and after eating, after using the toilet or helping a child use the toilet, after coming in contact with bodily fluids, and after swimming and outside time. Don't worry! Our staff are experts when it comes to making hand washing fun!

Follow Five Steps to Wash Your Hands the Right Way

(<https://www.cdc.gov/handwashing/when-how-handwashing.html>)

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Use Hand Sanitizer for Adults When You Can't Use Soap and Water

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. Sanitizers can quickly reduce the number of germs on hands in many situations.

How to Use Hand Sanitizer

1. Apply the gel product to the palm of one hand (read the label to learn the correct amount).

2. Rub your hands together.
3. Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

CLEANING AND DISINFECTING

To ensure our common environments are clean and sanitized, staff and grounds crew will routinely clean, sanitize, and disinfect surfaces that are frequently touched, i.e. door handles, countertops, sink handles, bathrooms, etc.

Classroom and Materials

- Materials that cannot be cleaned and sanitized will not be used.
- Materials will be cleaned and sanitized between each use by the students, when applicable, and repeated by the adults.
- Sanitizing materials, equipment, and classroom furniture will be done with aqueous ozone.
- Materials that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions will be set aside until they are cleaned by hand. These materials will be sanitized prior to use by the next person.
- Machine washable cloth materials will be used by one individual at a time and will be laundered before being used by another child.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered high risk for transmission and do not need additional cleaning or disinfection procedures.
- Bathrooms will be cleaned and disinfected regularly throughout the day, at a minimum bathrooms should be cleaned and disinfected three times per day.

What is aqueous ozone that is being used to clean throughout the day?

The patented SAO dispenser infuses cold tap water with ozone to create safe, high-performing stabilized aqueous ozone (SAO).

<https://www.tersano.com/> (Updated 5/29/2020)

Specifications:

- Tersano_lotusPRO_HowItWorks
- PathogenSummarySheet
- lotus-ozone.pdf norovirus

Benefits of SAO:

- Eliminates germs, odors, stains, mold, and mildew.
- Quickly kills viruses and bacteria including E.coli, Salmonella, MRSA and more. *
- Safe and effective with no toxins, carcinogens, or chemical residue.

- Converts safely back to tap water and oxygen.

**Kills 99.999% of Escherichia Coli and Staphylococcus Aureus within a 60-second contact time.*

Child's Bedding

Each child's bedding is kept separate and stored in individually labeled bins. Cots and mats are labeled for each child. Bedding is sent home weekly.

SIGNS OF ILLNESS

(Updated 9/8/2020) We will notify parents if a child becomes ill during the day. The sick child will be kept in a designated alternate location until the parent or guardian can arrive in order to lower transmission risk with other children. We ask that you pick up your child within the hour. CDC is requiring that a child sent home with symptoms may not return to their school until they are fever-free for 72 hours without the use of fever-reducing medications to ensure no other symptoms appear.

Possible COVID-19 exposure will be communicated to public health officials and they will instruct us with next steps.

What will be done should an individual with COVID-19 have been at Raintree?

(Updated 9/8/2020)

Raintree will follow the following guidelines:

- Immediately notify the local health department if someone who is infected (child, staff or resident of family child care home) has been in the facility. The local health department will help determine a course of action for the facility. Students or staff placed in mandatory isolation or quarantine will be expected to complete the requirements of isolation or quarantine.
- Follow the instructions of local public health officials to determine when children and staff who are well/not sick but are sharing a home with someone with a case of COVID-19 should return to the facility.
- Work with local public health officials to communicate about a possible COVID19 exposure. Communication to parents of children in care and to staff members should align with the facility's emergency preparedness plan. When communicating information, it is critical to maintain the confidentiality of any ill child or staff member.
- Understand that the length (duration), criteria, and public health objective of child care facility closures may be re-assessed and changed as the situation evolves. Licensees should follow the advice of KDHE and local public health officials.

Vulnerable / High-Risk Groups

Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. To protect those at higher risk, it's important that everyone practices healthy hygiene behaviors.

Monitoring Absenteeism

Raintree Montessori School administrative staff will monitor absenteeism among children. Any unusual patterns will be considered when evaluating the need for temporary or long-term building or campus closure. Decisions about extending closure will be made in consultation with the Lawrence Douglas County Health Department.

FOOD PREPARATION AND SERVING

At this time staff will plate the lunches for the children while wearing a mask and gloves. Staff will ensure children wash hands prior to and immediately after eating. We will have the children spread out to eat while still allowing for conversation. When it is nice we may enjoy eating outside.

Food serving and preparation equipment, including those items used in individual practical life lessons for children, must be washed and then sanitized in the campus sanitizing dishwasher between uses.

POOLS

If the weather is hot, we may take advantage of our pools for a few weeks in the school year. Regardless of the State's mass gathering size with regard to the current Re-opening Phase, we will continue to only have one stable group swim at a time.

GENERAL PREPAREDNESS AND PLANNING

Raintree Montessori School has and will continue to collaborate, share information, and review plans with local health officials to help protect the whole school community. School plans are designed to complement other community mitigation strategies to protect high-risk populations and the healthcare system, and minimize disruption to teaching and learning.

This document was compiled using the COVID-19 guidelines and recommendations for schools and childcare programs published by the CDC, Kansas Department of Health and Environment, and the Lawrence Douglas County Health Department. Raintree operating procedures meet or exceed the minimum standards of care and will be updated as new information or additional guidelines are made available.

[CDC Guidance for Child Care Programs that Remain Open](#)

Elementary/Erdkinder Tiered Model for Re-opening (Updated 8/17/2020)

Recently a group was formed called School Unified Command. Their mission is to create guidelines for schools during the pandemic. For more information, go to: <https://douglascountyks.org/depts/administration/county-news/2020/07/27/douglas-county-develops-education-unified-command>. Currently they are creating a tiered model to guide schools for possible closures and modifications to fully in-person learning. This will be based primarily on local community spread. We will update you as we know more on how these recommendations will affect our current opening strategies.

LEARNING FROM HOME

Elementary/Erdkinder

You have our commitment that we will try our best to stay open unless it is unsafe to do so, thereby reducing the need for additional childcare. There may be a few scenarios where children or some children would need to learn from home. In these situations, children will be supported at home with a more cohesive and robust distance plan than the spring, which will be generally standardized across classrooms of the same level. A Learning from Home parent handbook will be given to all elementary and erdkinder students containing:

- information on the preparation of the home environment,
- the technology/platforms used, with proper protocols and etiquette expected of students,
- the communication path between student and teacher and between parent and teacher,
- how work is delivered, turned in, and how feedback is given to students and to parents,
- how we will foster socialization between students, and
- the schedule of the day and week (group lessons, meetings, individual conferences, etc.).

Possible at-home learning scenarios:

1. Raintree (Fully) Online Distance Learning Plan

We know some families have health concerns and may still be uneasy about returning to school. At this time we are implementing a fully online distance learning plan for these families for the fall semester. In December, we will assess need and interest to determine whether the online plan will continue into the spring semester.

2. Mandated stay-at-home order, closure greater than two weeks (Updated 8/17/2020)

In the event that state or local government requires the closure or the administration feels the risk of holding in-person classes is beyond the measures we are taking to mitigate risk, families will be notified and our campus will be closed. All elementary and erdkinder students will be supported by the Learning from Home plan.

In this scenario we will support our students with our Learning from Home plan. Here is a description of what that would look like:

1. This will be a continuation of their class lessons, personal work, and projects. Students will continue the work that they are doing at school at home. This will not be a separate program.
2. Teachers will check in with students several times a week for giving new lessons and having conferences. They will also be in touch with parents as needed.
3. There will be an expectation of work. Work will be assigned, collected, and returned.
4. There will be a centralized online location for all assignments, resources, and communication.
5. Raintree will provide printed materials and concrete materials may be checked out as needed.

A handbook will be shared at the your child's orientation.

3. Quarantine plan (short-term plan)

If a classroom is closed for short periods as in the possible case of a quarantine, every effort will be made to send individualized, concrete materials and work with each child, in addition to supporting them with the Learning from Home plan. The same description above applies here.

TUITION AND FEE AMENDMENT

Toddler and Primary

Because our toddler and primary programs are licensed through the Kansas Department of Health and Environment and we have our health protocols in place, we will be able to continue to operate these programs in the event of a Stay-at-Home Mandate. Therefore we are adding the following amendments:

- During the months that we feel we cannot provide care from 4:30-5:30 safely, you will receive a credit of \$24/month until we determine it is safe for us to offer those hours.
- In the event that we are mandated to only offer care to essential workers, those families not attending Raintree will not be charged tuition until Raintree is open to all families. Because our teachers' focus will need to be at school, we will only be able to provide resources and activities on our web site. Once we are allowed to provide care for your child, your tuition charges will resume regardless if your child attends.
- In the unlikely event that local child care centers must close and we are prohibited to provide care for your child, you will not be charged tuition during that time. Once we are allowed to provide care for your child, your tuition charges will resume regardless if your child attends. This does not apply in the event that a classroom closes due to exposure.
- If a classroom should have to close due to exposure, tuition charges still apply.

Elementary/Erdkinder

- **Mandated stay-at-home order, closure greater than two weeks**

1. In the event of a mandate that we are only able to provide in-person classes for children in small groups in combination with Learning from Home, tuition charges will remain the same.
2. In the event that state or local government requires the closure or the administration feels the risk of holding in-person classes is beyond the measures we are taking to mitigate risk, families will be notified and our campus will be closed. Our Learning from Home program will begin. There will be a 15% discount on tuition because Raintree is not able to provide technology equipment.

- **Quarantine plan (short-term plan)**

If a classroom should have to close due to COVID-19 exposure for a short period of time, tuition charges will remain the same.

ACKNOWLEDGEMENT OF RISK

By your child's attendance at Raintree, we assume you have read, understand, and will abide by the Raintree School Year Handbook Amendments 2020-21 (in addition to our regular Raintree Parent Handbook). You also acknowledge that despite all Raintree's efforts to prevent any exposure to COVID-19 to Raintree's students and staff, they, of course, cannot guarantee that your child will not be exposed, whether at Raintree or elsewhere.

RAINTREE (FULLY) ONLINE DISTANCE LEARNING PLAN

July 21, 2020

Dear Parent,

Thank you for your patience as we have worked toward a solution for the coming year at Raintree.

As you are aware, Governor Kelly issued a directive for schools to delay their start until after Labor Day. We are still waiting to see how this affects our in-person start at Raintree for elementary and erdkinder.

Summer camp began in June with a series of safeguards in place. These safeguards have been practiced and refined as summer camp has progressed. The procedures that are now in place include staggered drop-off, health screenings before leaving the car at drop-off, a sterile campus with no visitors, insulated pods of children that do not mingle, periodic temperature checks, masks, repeated hand washing (one of the 6th years did an ad-hoc study and found the students in her class averaged 20 hand washings a day!), and modified pick-up processes. To further insulate and protect the children, other procedures will be enacted in the fall. However, we recognize that some families may feel uncomfortable returning to Raintree in-person.

We fully appreciate that and have been considering the best way to help support you while remaining physically distanced. Dr. Montessori noted, “truly there is an urgent need today of reforming the methods of instruction and education” (Montessori, *The Discovery of the Child*, p. 20). Those words ring clear and true today, perhaps more than ever. To that end, one of the things that we will offer in the fall is an online learning option (dependent on interest and enrollment) for elementary and erdkinder students.

Elementary

We want to be absolutely clear, if this option comes to fruition it will be much more rigid than the spring and more closely aligned with the normal Raintree school day. It will certainly align with the academic expectations for a normal school year. It will be offered as a single classroom experience, taught by a teacher (or teachers, should enrollment warrant multiple cohorts) who is solely dedicated to the online learning model we will outline below. At this point, we are anticipating assigning a single elementary guide to teaching the students who prefer to learn from a distance.

Dr. Montessori said that “the first thing required of a teacher is that he be rightly disposed for his task” (Montessori, *The Secret of Childhood*, p. 149). Following consultation with the elementary staff we feel that Eric Matthews would be the ideal candidate to lead this endeavor. He is rightly disposed for this task; as you may be aware, Eric has several degrees in education, including a PhD. Prior to joining Raintree, he taught at several major universities for more than 20 years, a large percentage of that time was teaching online courses. He is a certified online instructor and course developer. More importantly, he is a fully trained Montessori Elementary Guide at both the lower and upper elementary levels. It is our belief that he will be able to successfully integrate Montessori philosophy and practice into an online learning environment.

So, what will that environment look like? It will not be a traditional Raintree classroom. It will be based on best-practice for the Montessori Method and Montessori Theory. It will not be something the children can do alone. It will require support from the parents or a responsible adult. It will require a commitment, of both time and resources, to be successful. It will be fully supported by Raintree, you will be fully supported by Raintree, and your child/ren will be fully supported by Raintree.

The full-time online class will be a stand-alone group, not unlike any of the lower or upper elementary rooms we physically house on our campus. Full-time online students, both lower and upper elementary, will take all instruction from Eric (or additional teachers, should the enrollment necessitate additional classes). He will oversee synchronous lessons, real-time class meetings, stories, read-aloud, work, follow-ups, presentations, and all the other things you would expect your children to complete during a “normal” day at Raintree.

Opting for the online option will require a commitment for the entire fall session. You must either opt for an in-person classroom or an online classroom for your children, they will not be allowed to interchange between the two. You will be allowed to return to your original classroom or join the online classroom (should it continue into the spring) in January. The

spring session will be evaluated no later than the first week of December and a determination will be made at that time whether to continue the online class or discontinue it.

We have attached an outline of the requirements for the online option. We ask that you review it carefully and consider what the best option is for your family and your child/ren. Please let us know, no later than Friday, July 24, if you would like to be enrolled in the online classroom or if you would like to attend Raintree in person.

Raintree Montessori Full-Time Online Learning Option

In constructing this guide, we have reviewed the guidelines and policies of a wide range of Montessori schools from around the country and around the world. We have correlated those findings with the Montessori Pedagogical Guidelines for Learning at Home During COVID-19 that were compiled by the Montessori Collaborative Teacher Support Task Group in April 2020. An online endeavor, like every endeavor at Raintree, is framed within the guidance and wisdom of Maria Montessori. It often seems like she had a crystal ball, certainly her words 75 years ago are still relevant. She stated, "It is necessary that the human personality should be prepared for the unforeseen, not only for the conditions that can be anticipated by prudence and foresight...For success in life depends in every case on self-confidence and the knowledge of one's own capacity and many-sided powers of adaptation" (Montessori, From Childhood to Adolescence, Appendix A). This outline is not a comprehensive step-by-step guide to how the online program will be run; rather, it is a broad overview of the approach, support, resources, and commitment electing to pursue the online learning model will require.

Much hinges on how many people are interested in the online learning option. So, please let us know if this is something that you are willing to commit to after you have had the opportunity to review and reflect on these points:

1. You must have stable internet access and a computer or tablet.
2. You agree that the online option will be run by session and that the initial session will last from the beginning of school until the December winter break. If you opt for the online session you may transfer back into a seated classroom in January, but not before.
3. You understand that a decision will be made regarding a spring online session no later than the first week of December. If a spring online session is warranted, you will be required to renew this agreement.
4. You understand the online social experience will not be equivalent to an in-person classroom experience, but it will be comparable.
5. Raintree acknowledges online learning and electronic devices are antithetical to Montessori philosophy, but electronic device usage must be weighed against the benefit of social interaction and the academic achievement that results from live teacher-led lessons. However, the academic outcomes will be the similar. In order to facilitate positive academic outcomes,
 1. You must be willing to let your child access a computer, tablet, or other internet enabled device in order to participate in synchronous (live) meetings and lessons.

2. You must be willing to let your child access a computer, tablet, or other internet enabled device in order to send and receive email messages. This is expected to be fully monitored by the adult/s. However, it should be something the children can also access as needed. The email address SHOULD NOT be the one you use for Hubbli communications. The email address must be one from @gmail.com to facilitate the sharing of resources through Google Drive. We recommend setting up a unique email for each child participating. You may use a pseudonym but that must be shared with Raintree; for example (this is not a viable email address, don't try to contact it), EMRT2020Online@gmail.com.
3. You must be willing to let your child access a computer, tablet, or other internet enabled device in order to review supplemental materials including YouTube, museum websites, and other educational sites or programs that are age-appropriate for children.
6. You agree to provide a dedicated space for the child/ren to use as their school space.
7. Raintree recognizes that The Montessori Method relies on concrete materials, manipulatives, and interaction between the child, peers, and the adult guide. You will not be required to purchase any excess materials, print anything out, or provide any materials for this exercise beyond normal household supplies (for instance, water, cups, glasses, etc). However, you must be willing to come to Raintree and pick up packets that will include manipulatives, handouts, supplies, and other materials at least every 2 weeks or more frequently as necessary.
8. You must be willing to facilitate, as necessary, your child/ren accessing synchronous meetings and lessons with the guide and classmates using such programs and services as Raintree deems satisfactory (e.g. Zoom).
9. You agree to support the guide in reinforcing academic and behavioral expectations.
10. You agree to attend an orientation meeting to discuss the online experience, this document, and expectations for the child, the adult, the guide, and Raintree.
11. You agree to personally (remotely) meet, at a minimum, every 2 weeks with the guide to discuss your child/ren's progress.

In return for your understanding and agreement of these conditions for the online learning program, Raintree agrees to:

1. Provide a fully trained elementary guide to oversee your child/ren's experience.
2. Facilitate communication between the child/ren's "homeroom" teacher/s and the online guide to make transitioning into and out of the online environment seamless.
3. Provide all necessary normal school supplies the child would receive in a seated classroom, to the child. Shared classroom (scissors, stapler, glue, etc...) supplies will be available to borrow, as needed.
4. Provide unique materials suited for and required by the weekly lessons.
5. Provide printed Montessori materials comparable to the concrete materials the children would use in a seated classroom such as checkerboard, bead bars, etc. for use in practice, follow-up, and exploration.

6. Provide access to Raintree services in the same manner as any other family attending the school (including library services for the child).

The guide agrees to:

1. Provide weekly synchronous (live) lessons and presentations commensurate with the number, scope, and practice of lessons and presentations the child would receive in seated classes.
2. Provide assessment and feedback on lessons, follow-up work, reports, and projects in the manner of the child/ren's "homeroom" guide/assistant.
3. Offer lessons and presentations framed within the Montessori Method and Montessori Theory, adapted for a remote learning environment.
4. Provide supplemental asynchronous resources (e.g. YouTube, museum sites) for use in exploration, research, and discovery.
5. Be available at regularly scheduled standing times for "drop-in" questions *on a daily basis*.
6. Be available for ad hoc meetings and conferences with the parent/s and child/ren, as needed.
7. Communicate frequently with your child/ren's "homeroom" teacher to keep them abreast of your child's progress.
8. Provide age-appropriate (varying by "grade-level") read-alouds for your child/ren.
9. Hold weekly class meetings.
10. Hold weekly individual conferences with the children.
11. Maintain records of the child's progress and sequence of lessons/presentations.
12. Hold parent information and support group meetings.
13. Offer parent support and share information and resources with parents.
14. Maintain structure of the online learning experience in keeping with Montessori Theory and the Montessori Method.
15. Maintain discipline and govern expectations in online meetings and conferences, equivalent to the behavioral and academic expectations in a seated classroom.

The child should:

1. Be engaged with the guide, classmates, and material.
2. Maintain behavioral and academic expectations as they would in a seated classroom.
3. Be present for synchronous class meetings, lessons, and presentations, as they would in a seated class.
4. Contribute to the community as they would in a seated classroom.
5. Maintain a general schedule as they would in a seated classroom, especially the three-hour work period in the morning.

So, how will a typical week look? While the exact schedule isn't set, you can expect:

1. Each child to have an individual or small group (if a group project or work is taking place) conference with the teacher.

2. Daily read-aloud.
3. Weekly class meeting.
4. Weekly art project.
5. Weekly asynchronous exploration of supplemental enrichment activities (art museums, history museums, cultural fairs, music, etc.).
6. At least 3 synchronous live presentations or lessons.
7. The opportunity (at their request) to do reports or class presentations in a live class meeting.
8. Follow-up assignments.
9. Handwriting work/practice.
10. Spelling work/practice
11. Vocabulary work/practice.
12. 6th Math (as applicable).
13. Daily writing/journaling exercises.
14. Dedicated time for synchronous socialization.
15. Follow-up work that will require they have access to an outdoor environment (weather permitting).

Checklist: Planning for In-Person Classes

Actions to take and points to consider	Notes
<p>Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school.</p> <p>Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches.</p> <p>If your child has had close contact to a COVID-19 case, they should not go to school. Follow guidance on what to do when someone has known exposure.</p>	
<p>Identify your school point person(s) to contact if your child gets sick.</p>	<p><i>Name of school point person(s):</i></p> <p><i>Contact information:</i></p>
<p>Be familiar with local COVID-19 testing sites in the event you or your child develops symptoms. These may include sites with free testing available.</p>	<p><i>My local testing options:</i></p>
<p>Make sure your child is up-to-date with all recommended vaccines, including for flu. All school-aged children should get an influenza flu vaccine every season, with rare exceptions. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness.</p>	<p><i>Date of flu vaccination:</i></p>
<p>Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. Make hand washing fun and explain to your child why it's important.</p>	
<p>Be familiar with how your school will make water available during the day. Consider packing a water bottle.</p>	
<p>Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) cloth face covering) and things to do when you return home (like washing hands immediately and washing worn cloth face coverings).</p>	



<p>Talk to your child about precautions to take at school. Children may be advised to:</p> <ul style="list-style-type: none"> ◦ Wash and sanitize their hands more often. ◦ Keep physical distance from other students. ◦ Wear a cloth face covering. ◦ Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books. ◦ Use hand sanitizer (that contains at least 60% alcohol.) Make sure you're using a safe product. FDA recalled products that contain toxic methanol. Monitor how they feel and tell an adult if they are not feeling well. 	
<p>Develop a plan as a family to protect household members who are at increased risk for severe illness.</p>	
<p>Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school. If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person.</p>	
<p>Be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.</p>	
<p>Plan for possible school closures or periods of quarantine. If transmission is increasing in your community or if multiple children or staff test positive for COVID-19, the school building might close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period. You may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine.</p>	
<p>Plan for transportation:</p> <ul style="list-style-type: none"> ◦ If your child rides a bus, plan for your child to wear a cloth face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules. ◦ If carpooling, plan on every child in the carpool and the driver wearing cloth face coverings for the entire trip. If your school uses the cohort model, consider finding families within your child's group/cohort at school to be part of the carpool. 	
<p>If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue.</p>	
<p>If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue.</p>	
<p>If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue.</p>	

If your school uses a cohorting model, consider limiting your child's in-person out-of-school interactions to children in the same cohort or to activities where physical distancing can be maintained.	
Reinforce the concept of physical distancing with your child.	
Talk to your school administrators and teachers about their plans for physical education and physical activity (e.g., recess). <i>Safer options include being outdoors when possible, reducing the number of people in an indoor space, and encouraging students to stay at least 6 ft apart.</i>	
Ask how your school plans to help ensure that students are following practices to reduce the spread of COVID-19.	

Cloth Face Coverings

If your school is requiring or encouraging cloth face coverings

Actions to take and points to consider	Notes
Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that <ul style="list-style-type: none"> ◦ Fit snugly but comfortably against the side of the face ◦ Completely cover the nose and mouth ◦ Are secured with ties or ear loops ◦ Include multiple layers of fabric ◦ Allow for breathing without restriction ◦ Can be washed and machine dried without damage or change to shape 	
Label your child's cloth face coverings clearly in a permanent marker so that they are not confused with those of other children.	
Practice with your child putting on and taking off cloth face coverings without touching the cloth.	
Explain the importance of wearing a cloth face covering and how it protects other people from getting sick.	
Consider talking to your child about other people who may not be able to wear cloth face coverings for medical reasons (e.g., asthma).	
As a family, model wearing cloth face coverings, especially when you are in situations where physical distancing is difficult to maintain or impossible.	
If you have a young child, help build their comfort wearing a cloth face covering and become comfortable seeing others in face covers. <ul style="list-style-type: none"> ◦ Praise your child for wearing a cloth face covering correctly. ◦ Put a cloth face covering on stuffed animals. ◦ Draw a cloth face covering on a favorite book character. ◦ Show images of other children wearing cloth face coverings. ◦ Allow your child to choose their cloth face covering that meets any dress requirements your school may have. ◦ Suggestions from the American Academy of Pediatrics 	

Consider providing your child with a container (e.g., labeled resealable bag) to bring to school to store their cloth face coverings when not wearing it (e.g., when eating).

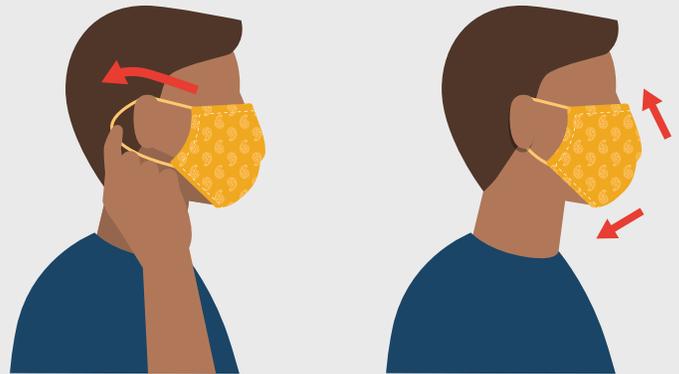
Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider	Notes
Talk with your child about how school will look different (e.g., desks far apart from each other, teachers maintaining physical distance, possibility of staying in the classroom for lunch).	
Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.	
Anticipate behavior changes in your child. Watch for changes like excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating, which may be signs of your child struggling with stress and anxiety .	
Try to attend school activities and meetings. Schools may offer more of these virtually. As a parent, staying informed and connected may reduce your feelings of anxiety and provide a way for you to express any concerns you may have about your child's school.	
Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
Check if your school has any systems in place to identify and provide mental health services to students in need of support. If so, identify a point of contact for these services at your school.	<p><i>Name of school point person:</i></p> <p><i>Contact information:</i></p>
Check if your school has a plan to help students adjust to being back in school. Students might need help adjusting to how COVID-19 has disrupted their daily life. Support may include school counseling and psychological services (including grief counseling), social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.	
Check if your school will provide training for students in mindfulness, incorporating SEL into classroom curriculum (either virtually or in-person), or support a child's ability to cope with stress and anxiety. If not, consider asking about ways to add this to your child's at-home learning.	
<p>You can be a role model for your child by practicing self-care:</p> <ul style="list-style-type: none"> ◦ Take breaks ◦ Get plenty of sleep ◦ Exercise ◦ Eat well ◦ Stay socially connected 	

How to wear cloth face coverings

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



WEAR A FACE COVERING TO PROTECT OTHERS

- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect