



# 2020 Vision: The Meadows Pandemic Response Plan



# A Letter From Your Head of School

2020 has thus far been a difficult year for all of us, and we have been forced to learn some valuable lessons about the interconnected nature of our community health, about the pervasive experience of inequality present in so many of our communities, and about our very human need for social interaction and contact. One of the greatest lessons of the year for us, however, has been that the in-person educational experience offered on Scholar Lane is central to a Meadows education. While technological advances have proven groundbreaking in allowing us to continue an approximation of the classroom experience, nothing can replace the experience of learning in a classroom alongside like-minded students with a dedicated and talented teacher.

For this reason, The Meadows School is committed to returning to campus in August, either in full capacity, or in a modified way dependent upon public health and governmental guidelines. Short of a mandated shutdown, TMS will reopen on time in August. Our top priority in returning to campus will be the health and safety of our students, staff, and families. With that in mind, school leaders are dealing with a fluid, shifting public health situation that has required us to remain agile, to monitor emerging data, and to develop models so that we can respond with the right educational model at the right moment in order to protect the classroom experience for our students.

In order to provide you with clarity and insight into our plans for the school year, we are sharing our 2020 Vision, a document that lays out what you might expect when we return to campus for the 2020-21 school year. This document is divided into three sections:

- Section 1: Implications for the Teaching and Learning Experience
- Section 2: Implications for Health and Wellbeing
- Section 3: Implications for School Finances and Operations

Since school was closed in March, The Meadows has been navigating immediate challenges of providing the very best remote education we could while at the same time attempting to plan for all future realities. I have compared the experience to designing and building a jet while it is in flight. Now that the 2019-20 school year is over, we have set our sights firmly on the future. We are confident that whatever realities we face, we will respond with clarity and determination. We hope this document illustrates our plans and provides you with similar confidence.

In late June, I will be calling a town hall to field questions regarding our plans.

Thank you for your support of The Meadows School and our ongoing pursuit of excellence.



Jeremy Gregersen  
Head of School



# 2020 Vision: Section 1

---

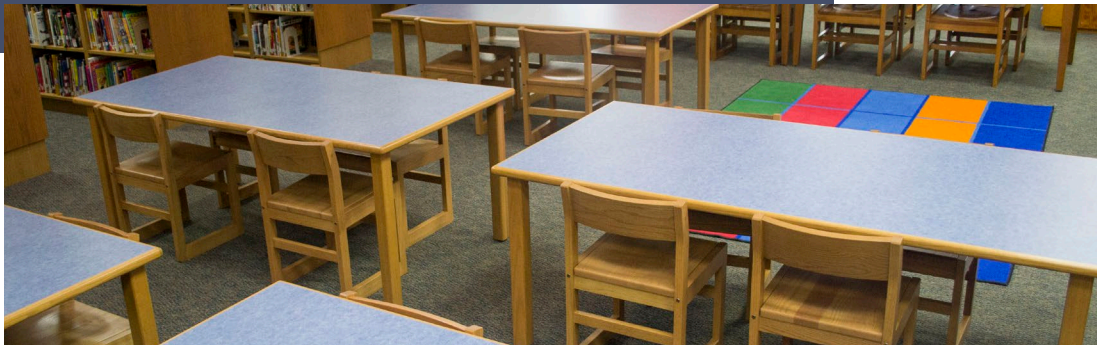
Implications for the  
Teaching & Learning  
Experience



# Assumptions

The school must begin planning for the 20-21 school year by acknowledging certain assumptions based on research and data from scientists, the medical and public health community, and government officials. As realities change, the following assumptions may be adjusted accordingly:

- Until a vaccine is widely available, COVID-19 will continue to impact communities and require a response.
- Several waves of infection may be likely.
- Physical distancing measures will continue to be a reality.
- Testing, both for the novel coronavirus and for antibodies, is likely to become more readily available.
- Students of different ages have differing abilities to respond well to distance learning.
- The Meadows School will continue to prioritize in-person educational experiences wherever possible.



## Challenges

Making decisions impacting so many based on an extraordinarily fluid public health environment is a major challenge for any school or organization. With that in mind, the School has attempted to address the following challenges with the understanding that further challenges and complexities are likely to arise:

- The Meadows School is a highly complex organization, serving the various needs of students from 3 years old to 18 years old.
- Monitoring the health and wellbeing of over 1,000 on-campus community members on a daily basis.
- Addressing the possibility of needing to contact trace, should a member of the community become infected.
- Welcoming as many students as possible to campus safely.
- Some of our educational experiences are likely to continue to occur in a distance learning format, in spite of our commitment to on-campus experiences.

# 2020 Vision Means Adopting the Right Model at the Right Time

Considering the stated assumptions, confronting the identified challenges, and monitoring public health data in real-time, The Meadows School has designed a variety of models that may be deployed school-wide, or according to the needs of specific academic divisions or programs. The right model for the moment will depend largely on the medical realities of our community that are largely unpredictable and on governmental guidelines that we have not yet received. Each model is outlined below.

## Model 1: Regular Schedule

Of course, providing as normal a schedule as possible is our first goal. As guidelines from the state as well as the CDC continue to change, we will take the steps necessary to keep our students and faculty safe.

*See Section 2: Implications for Health and Wellbeing for more.*

## Model 2: Cohort Schedule

Based in the science of contact tracing, a cohort schedule will allow us to greatly limit contact between students while continuing to provide in-class educational experiences. In this model, students would stay in one group for the majority of the school day with the teachers moving from class to class. We also have plans to keep students physically separated in classes while maintaining our standard class sizes across most divisions.

## Model 3: Half on, Half off Campus

While we are fortunate to have small class sizes throughout our school, if we are mandated to keep students' desks separated by the present standard of six feet, having all students in their regular assigned classes may be difficult. To make in-class learning possible, we may have to divide classes in half, allowing 50% of the students to attend in-person classes on certain days or weeks, while welcoming the remaining students to online experiences. This would also limit the number of students in the buildings, which would allow for greater movement from class to class while providing for social distancing in the halls. The School is investing in technologies that will make this model as seamless as possible for students asked to distance learn.

## Model 4: Online

While our students and teachers made an admirable transition to online learning in the spring, the situation required us to make the transition without much preparation. We have been able to look at the best online practices so that if we are mandated to close school, we can return to online learning much better prepared. If this is the case, we will prioritize clarity of scheduling and uniformity between classes at the grade level. Regardless, we are committed to meeting and exceeding expectations based on experience, feedback, and research.

# Preparation for Teachers and Families

In order to ensure that faculty and staff are prepared for any reality we may face, the School has developed a robust and aggressive professional development plan for the summer. This includes training in providing top-flight online and blended learning experiences, training in appropriate online learning management systems, and adherence to health and safety protocols. In addition, we plan to provide learning opportunities and support for parents and families, so that in the event of a partial or full school shutdown, families have the support they need to in turn support the learning of students engaged remotely.

## Technological Support & Investment

While we are committed to the in-person academic experience, we do understand that if and when we are forced to turn to remote education we need to be able to provide the very best possible experience for our students. The School has prioritized investment in technology, infrastructure, and support that will also benefit the live academic experience. These investments include the following:

- Hiring a tech consultant to advise school leaders on how best to proceed.
- Replacing aging laptops and adding other devices for in-class and remote use.
- An evaluation of our current wifi network and plans for an upgrade.
- Expanding internet bandwidth to support necessary streaming of classes.
- Adoption of in-class camera systems to aid in remote content delivery.
- Professional development experiences for every staff member on campus.
- Hiring a videographer to aid in the production of educational videos and online materials.
- Investment in learning platforms like upgraded Zoom accounts, Canvas learning management system, and others.



## Our Commitments: On-Campus Space for Learning & Remote Accessibility

The plans laid out on the following pages include some situations where we will be forced to provide remote learning. Again, the School is committed to staying open and welcoming students to campus as allowed by state and public health officials. However, if we are forced to turn to remote learning for a percentage of our population in order to limit the number of individuals in our buildings, we are committed to providing a space on our campus for students whose parents need to work. We are fortunate to have 40 acres of space and a number of large spaces—gyms and common areas—where we can effectively distance students who cannot be in class, but who for various reason cannot remain at home.

By the same token, the School understands that some students may not be able to attend in-person classes because of their own health, or because of an at-risk family member. We are committed to continuing to provide the highest quality Meadows education possible to those students who cannot attend in-person classes.



# Beginning School

The Meadows Beginning School is licensed as a child care facility and thus deemed an essential service by the State of Nevada. This designation allows the Beginning School to operate under COVID-19 guidelines as established by the Department of Health and Human Services Nevada Division of Public and Behavioral Health (DPBH.) This means that the Beginning School is likely to be allowed to operate even if other buildings on campus are closed to students. For this reason, and because we understand the difficulty of delivering a top-flight educational experience to preschool children remotely, our expectation is to remain in operation for as many students as possible even under quarantine conditions.



Still, the Beginning School is planning a standardized approach to delivering its academic program for in-person attendance, distance learning, and the hybrid models mentioned when necessary. Parents can expect daily assignments and lesson outlines to be posted on Seesaw, with the ability to access these through the myMeadows parent portal as well. Specials and enrichment programs will be included. Interaction with teachers and classmates for students unable to attend school will be a vital component of the student experience. This will include the ability to submit items for teacher feedback online. Parents will receive the necessary instruction from the School in order to guide our youngest students during periods of at-home learning. Additionally, the Beginning School intends to make learning materials available for students to take home where possible.



## Lower School

As is the case with Beginning School students, we understand the difficulty in providing a Meadows-quality online experience to Lower School students. For this reason, we will be prioritizing plans which keep as many elementary students and teachers on campus as possible. However, in the event of a shutdown, teachers are being trained in appropriate distance learning technologies. All teachers will be using myMeadows to communicate grades and assignments. In addition, grades kindergarten through 2 will utilize Seesaw and grades 3 through 5 will employ Google Classroom to more easily facilitate communication with students and parents. We are excited about the ways in which these platforms will allow students to engage, create,

reflect, and share with their teachers and classmates both in-person and remotely. In the event of a mandated move to remote learning, the entirety of the lower school program, including specials, will be provided. Moreover, a school-wide schedule of classes will be maintained and made available to students and parents.

Before and after school programs, including Meadows After-school Programs (MAPS) classes, will be addressed as the regulations and requirements from state health officials become more clear. The School intends to work with families as much as possible to ensure a safe and enriching environment outside of school hours.





## Middle School

While middle school aged children are better suited than their younger counterparts to turning to remote education if necessary, we still believe that what is best for the middle school is to have students on campus as much as possible. Therefore, we will be prioritizing models which allow for social distancing while also keeping as many students on campus as possible. In order to prepare for the possibility of a shutdown, all teachers will be further trained in Google Classroom so that any pivot to remote learning is as seamless as possible.

House activities, club meetings, assemblies, and advisory programming may present unique challenges, but we are planning to provide as full an experience as guidelines allow.

## Upper School

Upper school presents perhaps the greatest challenge in terms of keeping students socially distanced while accommodating our goal of providing as much in-person education as possible. Not only does the upper school serve over 250 students daily, students have widely divergent schedules based on their strengths and planned courses of study. Therefore, the cohort model, will be largely unworkable. We are therefore looking at various versions of the hybrid model, allowing some students to be on campus while others learn remotely. The positive side of this approach is that upper school students are the best suited to being able to manage online learning, particularly if they return to campus every few days or every other week.

As with middle school, upper school clubs, assemblies, and advisory might need to be moved to online platforms in order to deliver the best possible experience for these vital programs.





# Arts

We begin with the assumption that fine arts are not a luxury item to be discarded when times are tough. Indeed, the arts are a central part of a Meadows education and a central part of what makes our students and community so special. The pandemic has forced us to rethink every aspect of our curriculum and our methods of delivery, and the arts department is no different. Teachers have spent the summer compiling lists of necessities for arts classes to continue online if necessary, and to be able to deliver parts of their curricula remotely. We plan to provide robust and meaningful artistic experiences across the disciplines, and we look forward to the challenge of doing so.



# Athletics

As with the arts, we believe that athletic pursuits are more than just an after-school activity. Participation in interscholastic sports is a central component of our educational experience. The lessons learned on our fields and on our courts are necessary to the development of our student body. For this reason, the School is committed to continuing to provide top-flight athletic experiences within the limits allowed by local, state, and public health officials. We look forward to working in cooperation and coordination with the Nevada Interscholastic Athletic Association (NIAA) for our upper school athletics program, and with our various athletic conferences and fellow schools for our middle school program to deliver the best athletic experiences possible.

# Traditions & Special Events

Some of the most memorable experiences in a Meadows student's career may not occur on the stage, in the classroom, or on the playing fields. Events like our annual assemblies, Battle for the Bell activities, citizenship programs, and honor society inductions are important milestones in the life of the community, and we are committed to rethinking how we provide approximations of these events if we are forced to turn to remote learning or social distancing, making our traditional approach to them unfeasible.







## 2020 Vision: Section 2

---

Implications for  
Health & Well-Being



# Health, Safety, and Wellbeing

Safeguarding the health and safety of our students, families, and staff is of the utmost importance. The Meadows leadership team has sought the advice of medical professionals and researched guidelines provided by the WHO, the CDC, and others in developing safety protocols, but we still await firm guidelines from Nevada public health and government officials for reopening schools. Therefore, Section 1 protocols are evolving and will continue to be updated based on the most recent requirements and recommendations.

With that said, the School has imagined the work of protecting the community within the following categories:

- Safety of spaces and materials
- Monitoring and tracking of illness
- Maintaining physical distancing
- Personal hygiene and safety measures
- Reevaluation of policy
- Safeguarding social and emotional wellbeing



## Safety of Spaces and Materials

The Meadows School is establishing heightened deep-cleaning and disinfection protocols. Not only has every building been deep-cleaned and sanitized over the summer in advance of our return to campus in August, special care will be given to areas used during the summer by faculty, staff, and summer students. Once the school year begins, we will reevaluate and continually monitor our staffing, both in terms of the number of cleaning professionals we hire, and in terms of what time of day they are employed with the cleaning and disinfection of surfaces. Our protocols will also include the frequent deep cleaning of school vehicles and sanitization of classroom surfaces. We will also disable water fountains requiring touch and activate our existing touchless water fountains only and add further touchless fountains where necessary.

In addition, the School will follow CDC recommendations to:

- Clean, sanitize, and disinfect frequently touched surfaces multiple times per day.
- Avoid the use of items that are not easily cleaned, sanitized, or disinfected.
- Verify and maintain that all ventilation systems continue to operate properly.
- Ensure safe and correct application of disinfectants and keep products away from students.
- Install barriers and/or guides to encourage safe distancing.

Even now, the School has secured a reserve of soap, hand sanitizer, and necessary cleaning supplies to make sure the spaces available to students on campus are healthy and clean.

# Monitoring and Tracking of Illness

Screening and reporting illness within our community will be a significant factor in the School's ability to remain open in 2020 and beyond. Therefore, the School will implement daily screenings to determine the health and exposure of students and staff entering campus buildings. Depending on what is recommended, this may involve at-home or on-campus temperature and symptom checks and/or questionnaires.

In the event that a student or staff member is diagnosed with COVID-19, The Meadows School will adhere to CDC recommended protocols to:

- Identify an isolated area (separate from clinics) for anyone who exhibits COVID-like symptoms during hours of operation, ensure that students are not left without adult supervision, and establish a plan to transport home.
- Notify local health officials, staff, and families immediately of any possible case of COVID-19 while maintaining privacy and confidentiality.
- Close off areas used by any sick person and not use them until they have been disinfected. Advise infected and/or exposed students and/or staff members not to return until they have met the current CDC criteria for home isolation.
- Inform anyone exposed to a person diagnosed with COVID-19 to stay home and monitor for symptoms, and to follow CDC guidance if symptoms develop.
- Defer to local health officials to determine a course of action and potential closure of school, campus, or building.

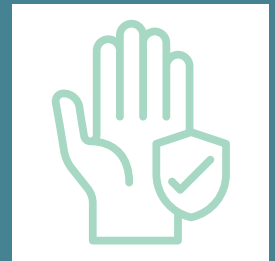
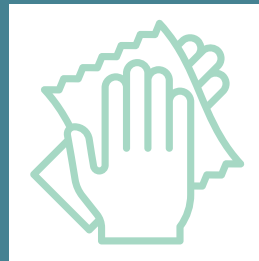
## Maintaining Physical Distancing

As indicated in Section 1 of this document, it is our assumption that until a vaccine is developed and made widely available we will be asked to maintain social distancing to the degree possible.

We understand that schools, by design, are less than perfectly conducive to physical distancing procedures. Moreover, we believe that in-person school experiences are superior to strictly online experiences. However, The Meadows will do its utmost to adhere to guidelines to maintain a safe learning environment. According to the CDC, "keeping space between you and others is one of the best tools we have to avoid being exposed to the virus." In order to practice physical distancing, the CDC recommends:

- Stay at least 6 feet from other people.
- Do not gather in large groups (lunch, recess, assemblies, meetings, and dances may be reimaged.)
- Rearrange furniture and seating spaces to maximize space between students.
- Follow visual aids in lobbies, hallways, and stairwells that reflect traffic flow (one-way systems.)
- Avoid communal supplies.
- Use touchless water fountains only.
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times.





## Personal Hygiene and Safety Measures

Reinforced through ongoing training and signs throughout campus, hygiene practices (coughing/sneezing etiquette, handwashing, wiping down tables, desks, chairs, and equipment) will be promoted consistently throughout the school day.

Upon entering and exiting each building, students and staff will be required to utilize sanitizing stations provided by the School. In addition, upon entering and exiting classrooms and other spaces, students and faculty/staff members will be required to use hand sanitizer. Before and after recess, lunch, and other outside activities, all TMS community members will be required to wash their hands upon entering any building. Recommended by the CDC, "handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the restroom; before eating; and after blowing nose, coughing, or sneezing."

While the Meadows custodial team will deep clean spaces after hours as well as wipe down door handles and hard surfaces during the day, students will partner with faculty/staff to prioritize regular cleaning practices for desks, equipment, writing utensils, and other classroom materials. Physical Education equipment will either be provided per cohort, or sanitized between uses.

As we have seen as the pandemic has developed, face coverings or masks have become ubiquitous. "The CDC advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others." Therefore, while final determinations have not been made, parents should assume the likelihood of required masks inside school buildings. At minimum, the CDC recommends face coverings when physical distancing is not possible. Therefore, The Meadows will provide face coverings for staff members, while students will be expected to provide and wear their CDC-recommended face covering on campus each day. Parents of younger children are asked to practice the wearing of masks so that, in the event that guidelines require it in August, children are ready to learn while wearing a face covering.

Food service from the Corral will be a challenge. The School is working with its food-service management team to develop contingency plans for the delivery of meals to classrooms or other areas where social distancing is possible. Moreover, the School is working to develop strict kitchen protocols in advance of the opening of school in August to ensure food safety and appropriate precautions. If school leaders do not feel comfortable with the level of hygiene and food safety precautions possible, food service may be suspended for the duration of the pandemic.

# Reevaluation of Policy

In looking at the transition to an unprecedented 2020-21 school year, The Meadows School is evaluating security measures and restrictions on campus. In order to control our school environments in extremely dynamic health conditions, movement on and off School campus will have to be reshaped. Drop off and pickup of young children will change, parent volunteerism may be limited or eliminated temporarily, and parent teacher conferences may be moved online. Moreover, the School will be reexamining field trips and class excursions with the health and safety of community members in mind. External visitors to campus, including vendors, substitute teachers, college representatives, and others will need to be vetted and made subject to strict protocols.

## Safeguarding Social and Emotional Wellbeing

Meadows Counseling Services are equipped to create a community of care, responding to and supporting students' needs throughout distance learning, the summer, and as we begin the 2020-21 school year. Nurturing students' wellbeing is as important to their overall success as academic growth and achievement. Our approach to supporting students throughout the pandemic is holistic; we will continue to provide a wide variety of support, programming, and resources to students, families, and teachers to help students find balance and develop self-confidence, healthy decision making, and resiliency. Our counselors are prepared to shift and adapt crisis prevention and preparedness practices in any of the four proposed models listed in Section 1. Meadows Counseling Services follow the American School Counseling Association's recommendations for Mindsets and Behaviors for Student Success which are more essential than ever in light of the uncertainty of the times.

Moving forward, Meadows Counseling Services will continue to provide one-on-one, family, and classroom supports in Models 1-4. In all divisions, counselors are collaborating with School leadership to enhance students' emotional vocabulary and skills for responding to and regulating emotions. Counselors will provide training to teachers and advisors in Social Emotional Learning ideology and mindfulness-based stress reduction techniques, using data driven methods from the Institute for Social Emotional Learning ([www.instituteforsel.net](http://www.instituteforsel.net)) and the core principles from Yale's Center for Emotional Intelligence ([www.ycei.org](http://www.ycei.org)). For Model 1, counselors will continue the important work done while school is in normal session, providing in-person, one-on-one and family check-ins and support, and providing referrals to outside care providers as needed. In Models 2 and 3, counselors will be hyper-vigilant about students who may need more tools for academic success and social connection, acting as a liaison between and among parents, teachers, coaches, and division directors. In the event that we move fully online, or Model 4, counselors will turn to the system of virtual counseling sessions, classroom lessons, and faculty support that we employed in March-May 2020, but with an even more robust set of plans to ensure that every student is contacted by a caring member of the School staff on a regular basis.

Learning and developing academically and socially against the backdrop of a global pandemic can be stressful and isolating, and students can experience challenges in a number of different ways. Some students feel anxious, disconnected, confused, and overwhelmed and may need help dealing with feelings or problems that seem beyond their control. Our school counselors help students identify effective strategies to cope with difficult situations and achieve their goals. Helping students thrive during and despite obstacles is the very core of school counseling services.







# 2020 Vision: Section 3

---

Implications for  
School Finances & Operations

# Enrollment

The greatest driver for the security of The Meadows School budget is our enrollment. Over the course of the past five years, the school has been fortunate to remain nearly fully enrolled from grades PreK-12. The addition of the Sher Wing to the Carolyn G. Goodman Beginning School served to further bolster that enrollment, and last year saw the first-ever freshman class of more than 70 students.

By all accounts, the coming year looks even stronger than last, as we project to add over 70 freshmen to the Upper School once again. Moreover, demand for Middle School enrollment, coupled with the macroeconomic uncertainty that will likely persist for 12-18 months, have prompted the Board of Trustees to approve a temporary expansion of the Middle School, where the cap next year will be increased to 63 students in sixth, seventh, and eighth grades. Our admission efforts continue apace, with the addition of a virtual tour, offering admissions testing online, and personal Zoom discussions and interviews with school leaders.

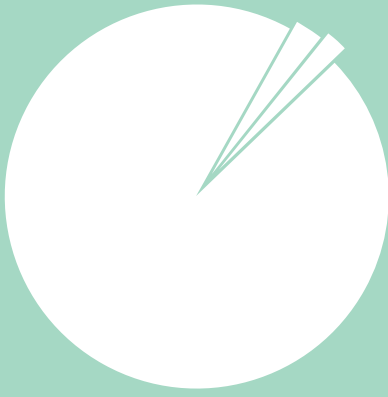
All told, The Meadows School enrollment is projected to be up from 2019-20, indicating the School's ongoing strength as a leader in independent school education in the Las Vegas valley.



Freshman Fun Day 2019



## Revenue



The majority of the School's revenue is generated from tuition, with just 2.7% coming from Annual Fund and 2.1% generated in non-tuition revenue. The Meadows, being a relatively young school, does not have the benefit of a significant endowment from which to draw. This makes the enrollment numbers shared in the enrollment section even more encouraging.

## Expenses

The greatest expense in the School's budget each year is far and away our investment in top-flight faculty and staff, with over 62% percent of our budget going to personnel costs. In addition, over 23% of the budget goes directly to support student programs and experiences from Beginning School to Upper School. We continue to work to keep our administrative costs as low as possible in order to invest every cent possible into teaching and learning. All told, the school maintains a very healthy balance sheet, which is even more critical during times of uncertainty.



# COVID-19: The Meadows Financial Response

Given the solid foundation illustrated above, the School has sustained strong relationships with vendors and banking partners, and since the onset of the pandemic has implemented numerous cost management procedures to ensure financial and operational stability. These procedures include:

- Reducing costs to manage for the possibility of a downturn in enrollment.
- Negotiating with vendors while maintaining essential services for students and families.
- Deferring certain maintenance projects unrelated to health and safety.
- Leveraging the Federal Government's CARES Act Program.

In addition, the School consistently conducts organizational audits and budgetary reforecasts in order to maintain a disciplined approach to spending and to keep abreast of approaching risks and opportunities.

## Tuition: 2020 and Beyond

On April 10th, the Board of Trustees announced a \$2,500 tuition credit for every returning full-time student for the 2020-21 school year. In addition, students already receiving financial assistance and half-day students in Beginning School will receive a prorated credit. As an indication of our unwavering support of our families and the Board's desire to retain every eligible family during these unprecedented times, this credit represented over a potential \$1,700,000 investment in our community and school. However, we have seen this commitment reduced by the generosity of those families who committed all or a portion of their credit to the Meadows Community Relief Fund.

The School started the Meadows Community Relief Fund as a further support of our Meadows Family in order to provide tuition relief for those hardest hit by the economic fallout of the pandemic. To date, this fund has generated over \$201,000, largely from families donating their tuition credit back to the school to help their fellow TMS families.

Looking to the future, the Board of Trustees is committed to continuing to support our community. While the investment of over \$1.7 million represents a serious sacrifice for our school, the Board continues to meet on a regular basis through the summer to keep abreast of changing realities. Trustees are in ongoing discussions regarding various scenarios, up to and including discussions surrounding plans in response to further school closures. Future tuition levels will be set with a sensitivity and understanding of the economic conditions in our region.

**\$2,500**  
Tuition Credit  
per Student

**\$1.7 Million**  
Tuition  
Investment

**\$201,000**  
Raised for  
Relief Fund





## Fundraising

While the School is committed to continuing to raise funds in order to deliver on its mission, we understand that the pandemic has put some families in a difficult financial position. Therefore, our fundraising efforts over the course of the summer months will be solely dedicated to continuing to grow the Meadows Community Relief Fund. Indeed, many families have already donated or pledged to donate funds to help their fellow mustangs. In September, we plan to pivot our fundraising efforts and launch our yearly Annual Fund campaign to support the School and its programs. Our hope and expectation is that we will continue to grow our number of Annual Fund supporters as clarity around our on-campus educational offerings increases.





THE MEADOWS SCHOOL

[themeadowsschool.org](http://themeadowsschool.org)