

Wesley International Academy

Re-entry Planning Guide for
Teachers & Students
October 2020

Our Decision

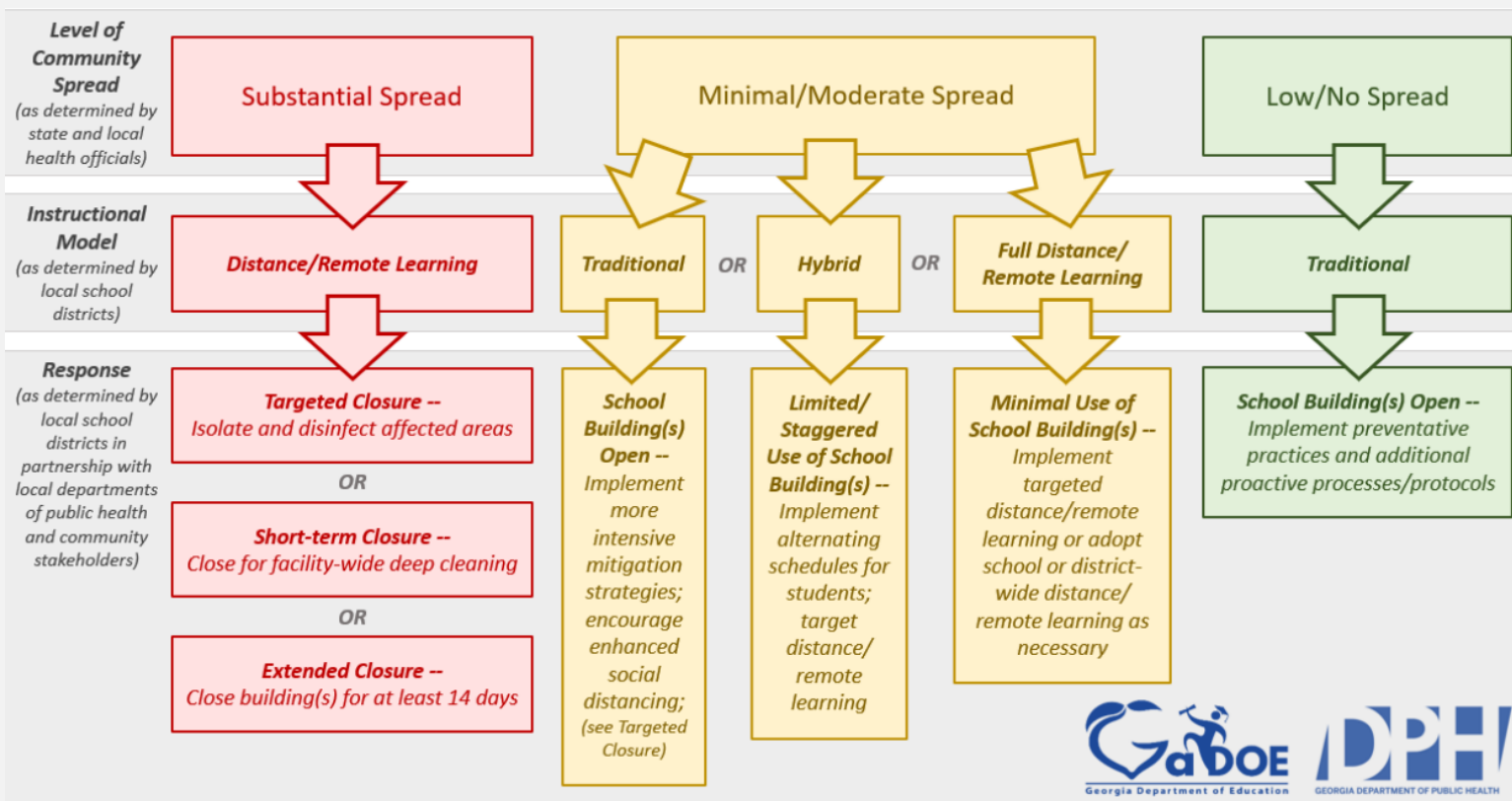
Wesley International Academy has a task force working daily to monitor and plan for the safety of our staff and students. This response team works to develop processes that prioritize the health and safety of our stakeholders and community. With the current state of public health, the Wesley International Academy Task Force relies on guidance and direction of the Center for Disease Control (CDC), Atlanta Public Schools, and legal team. We are building a comprehensive plan based on the unique needs of our staff and students. The goals of this re-entry plan are to prioritize health and safety and building learning options to ensure instructional continuity for our students.

The processes and strategies created in this plan provide transparency, flexibility and guidance for our staff and students. The Wesley leadership team is preparing for on campus school operations to gradually resume as we monitor the current state of this world pandemic. Specific decisions and plans will continue to be modified as we receive data and guidance from local authorities as well as the CDC.



School District Decision Tree

Georgia's Path to Recovery for K-12 Schools not only provides considerations for school leaders as they develop their own plans for restarting school this fall but provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above District Decision Tree provides a menu of instructional models and responses districts can adopt to ensure the continued success and safety of students and staff members.



Data and Metrics

CDC Indicators

- On September 15, CDC released indicators to help schools make dynamic decisions about in-person learning as local conditions evolve throughout the pandemic.
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>
- Wesley will couple local data from the Fulton County Department of Health about community spread with these indicators to help prepare, plan and respond to COVID-19.
- The CDC document includes core and secondary indicators to help local officials and school districts assess their risk for COVID-19 introductions into and spread within their schools.
- These indicators focus on the mutually dependent relationship between schools and their local communities.
- The measures do not set strict cutoffs for individual schools. They are used simply as guideposts for monitoring local conditions and adjusting models as needed.

What does that mean for Wesley International Academy?

- We will continue to monitor levels of community spread using data from the DPH to guide decision making.
- CDC guidance will continue to serve as the indicators to aid our preparation for the return to in person learning, implementing health and safety protocols, and school response to COVID-19 cases.

Data and Metrics

CDC Indicators

CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key mitigation strategies: <ul style="list-style-type: none"> Consistent and correct use of masks Social distancing to the largest extent possible Hand hygiene and respiratory etiquette Cleaning and disinfection Contact tracing in collaboration with local health department Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented all 5 strategies correctly and consistently	Implemented all 5 strategies correctly but inconsistently	Implemented 3-4 strategies correctly and consistently	Implemented 1-2 strategies correctly and consistently	Implemented no strategies
SECONDARY INDICATORS					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	<-10%	-10% to <-5%	-5% to <0%	0% to ≤ 10%	>10%
Percentage of hospital inpatient beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%

Percentage of intensive care unit beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%
Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19***	<5%	5% to <10%	10% to 15%	>15%	>15%
Existence of localized community/public setting COVID-19 outbreak****	No	No	Yes	Yes	Yes

*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

**Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and RT-PCR testing for surveillance purposes). Learn more on the [Calculating Severe Acute Respiratory Syndrome Coronavirus 2 \(SARS-CoV-2\) Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation webpage](#).

***Hospital beds and ICU beds occupied: These indicators are proxies for underlying community burden and the ability of the local healthcare system to support additional people with severe illness, including those with COVID-19. A community can be defined at the city, county or metro area level; federal analyses of hospital utilization rates within a community are typically conducted at the core-based statistical area (e.g., by metropolitan or micropolitan status).

**** Sudden increase in the number of COVID-19 cases in a localized community or geographic area as determined by the local and state health department.

Data and Metrics

DPH Data

COVID-19 Atlanta Reopening Dashboard – October 15, 2020

#ATLSTRONG

Current Status: **Phase 2**

Metrics are reported to public weekly. Next update is on 10/22.

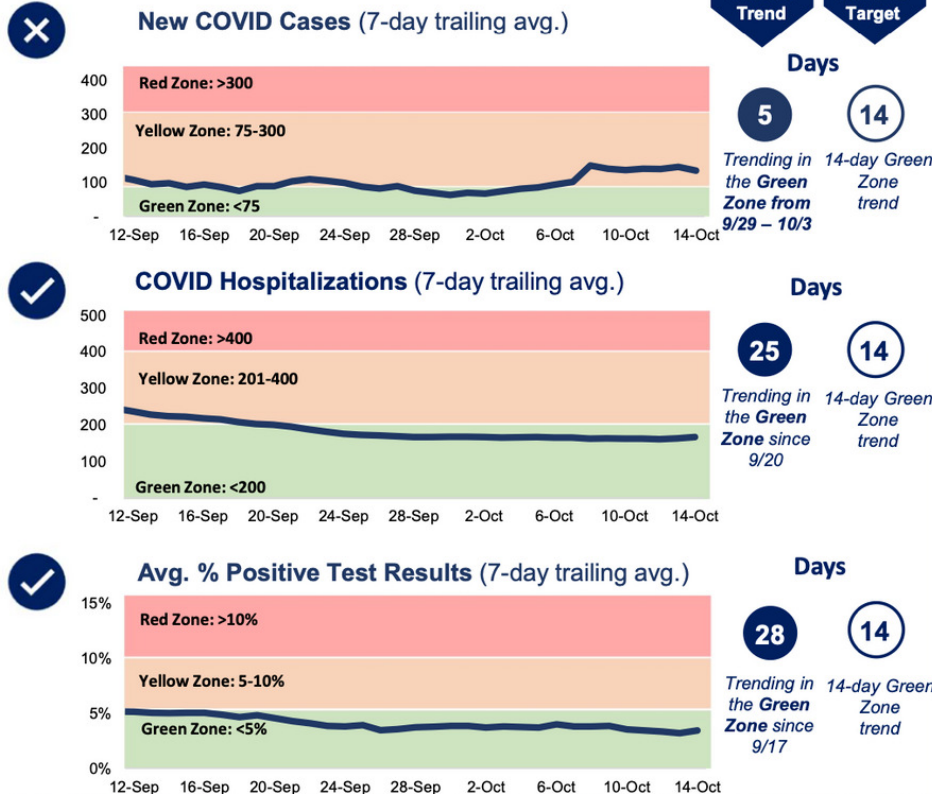
Guidance Phase 2

- Social distancing
- To-go and curbside pickups from restaurants and retail establishments
- **All persons are required to wear a mask or face covering over their nose and mouth**
- Small, private gatherings of no more than 10 people, with social distancing

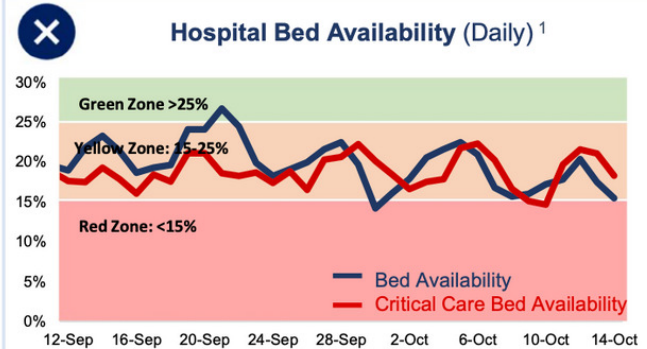
Focus areas for next seven days

- Monitoring current Yellow Zone trends in new cases, hospital capacity, and testing capacity.

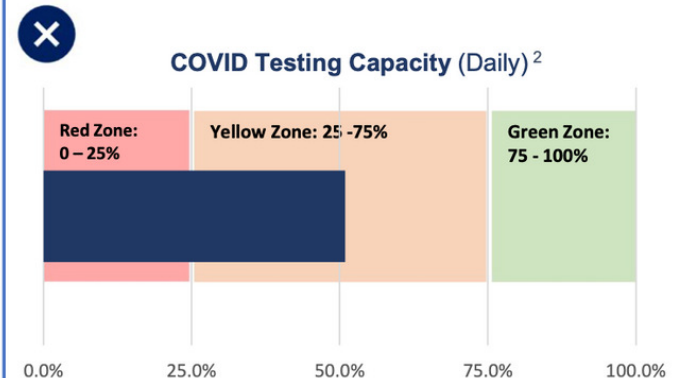
Disease Spread Indicators



Hospital Capacity Indicators



Testing Indicators



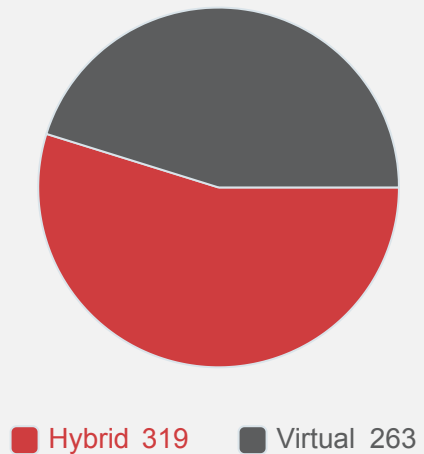
¹ Hospital Bed Availability has reduced due to the decreased demand for COVID beds. | ² Current COVID Testing Capacity metric reflects demand. Metric will be updated once further information becomes available from Fulton County.

Disclaimer: All data used herein is not owned or maintained by the City of Atlanta. Data has been sourced from Fulton County Board of Public Health (FCBOH) & Atlanta-Fulton County Emergency Management Agency (AFCEMA). Fulton County-wide data is used as a proxy for severity in the City of Atlanta jurisdiction. Data will be updated based on changes made by FCBOH and AFCEMA. The City of Atlanta does not claim responsibility for the accuracy of the source data.

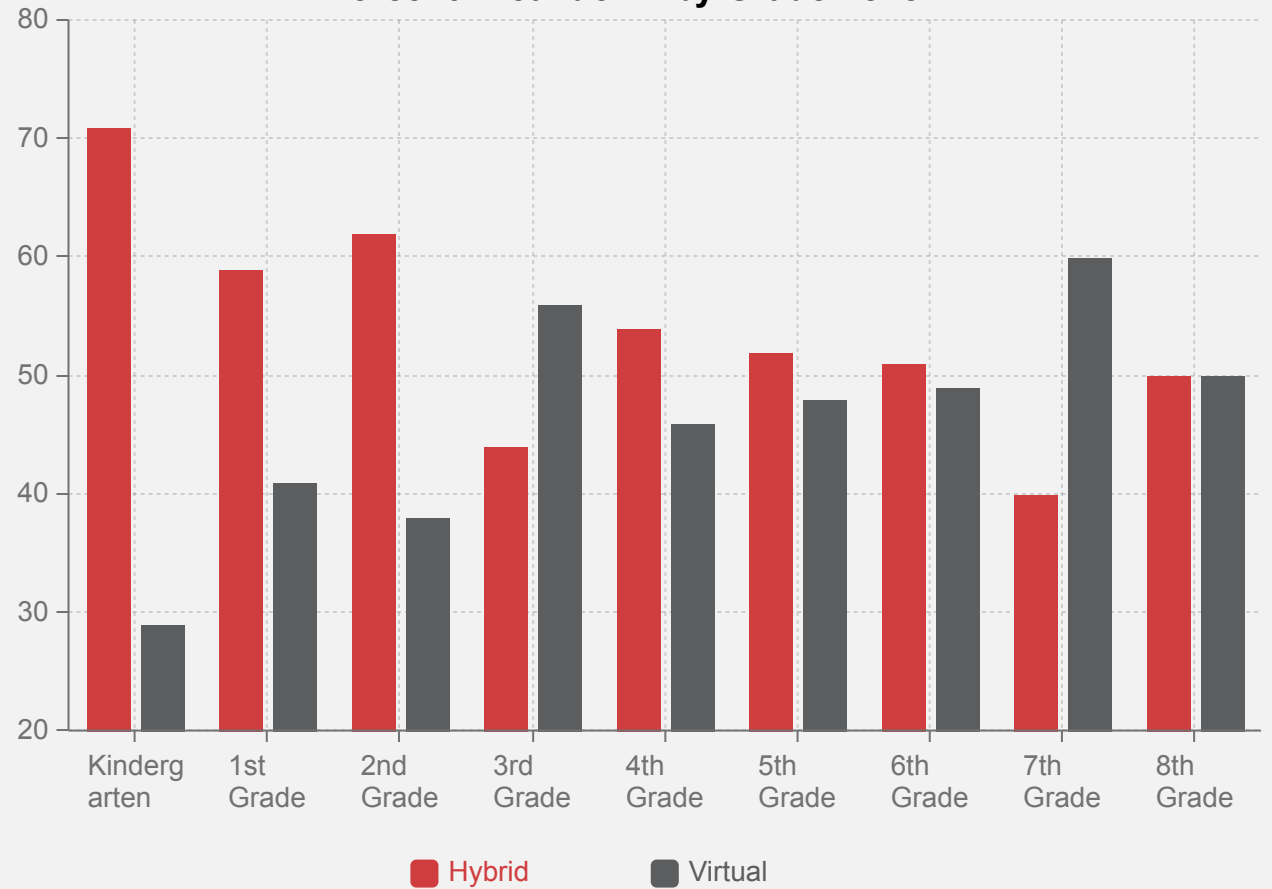
Family Intent to Return Data

Please indicate the instructional model your child will participate in when safe to do so.

Family Intent To Return



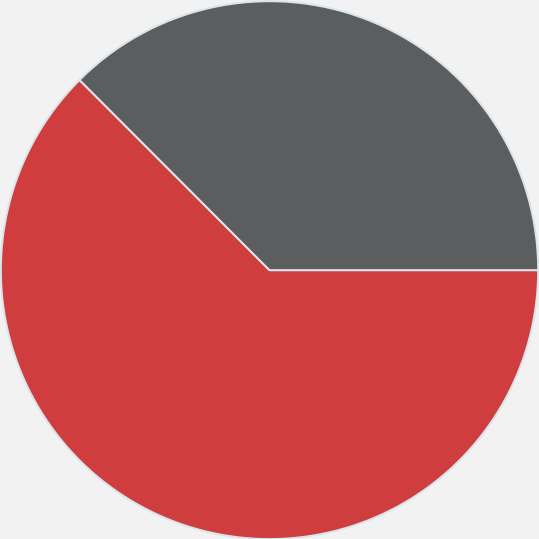
Percent Breakdown by Grade Level



Teacher Intent to Return Data

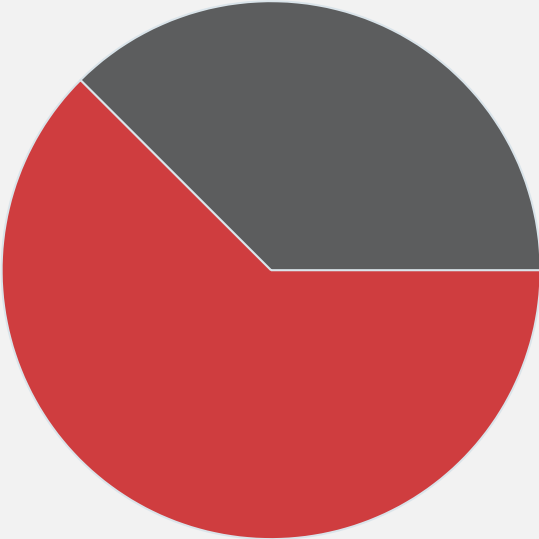
Please indicate whether you will be able to return to work on a hybrid schedule when safe to do so.

PYP Teaching Staff



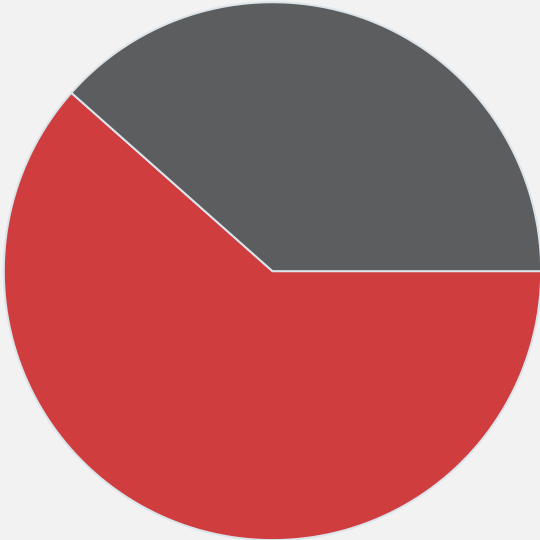
Yes 20 No 12

MYP Teaching Staff



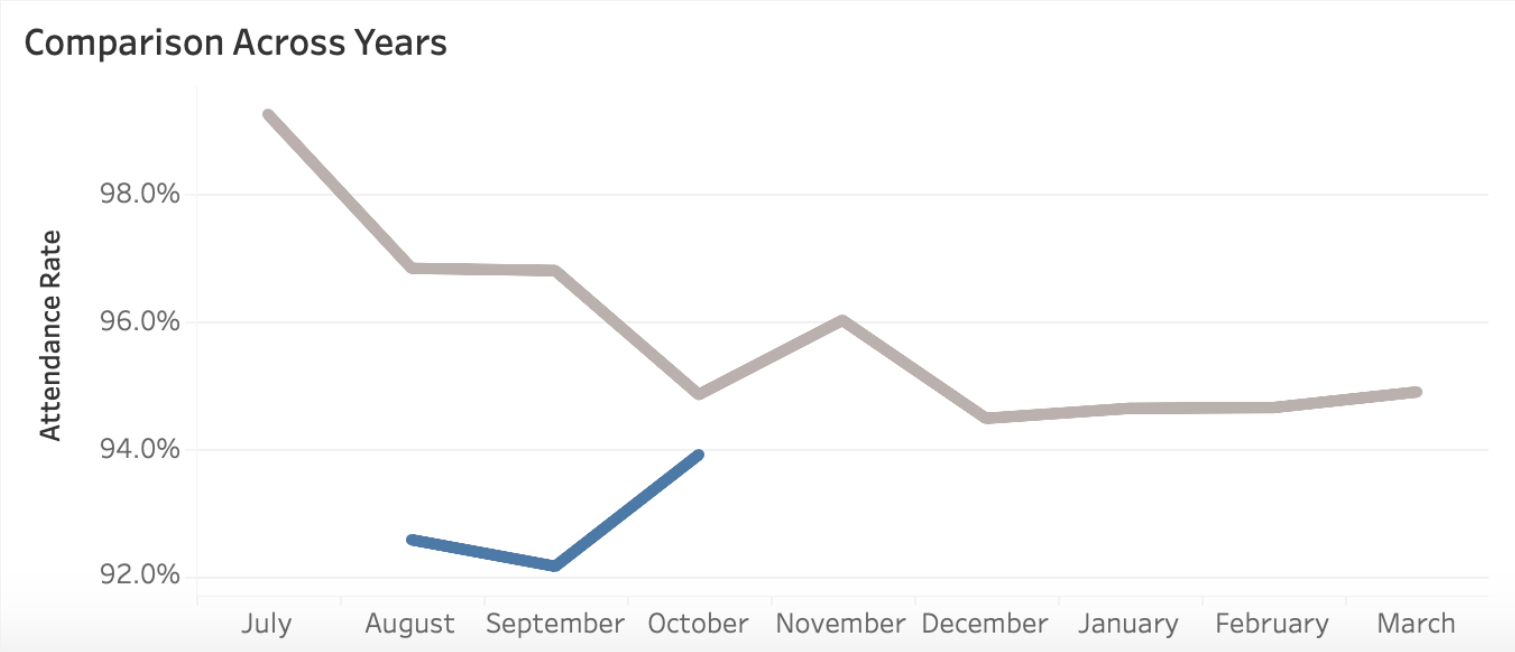
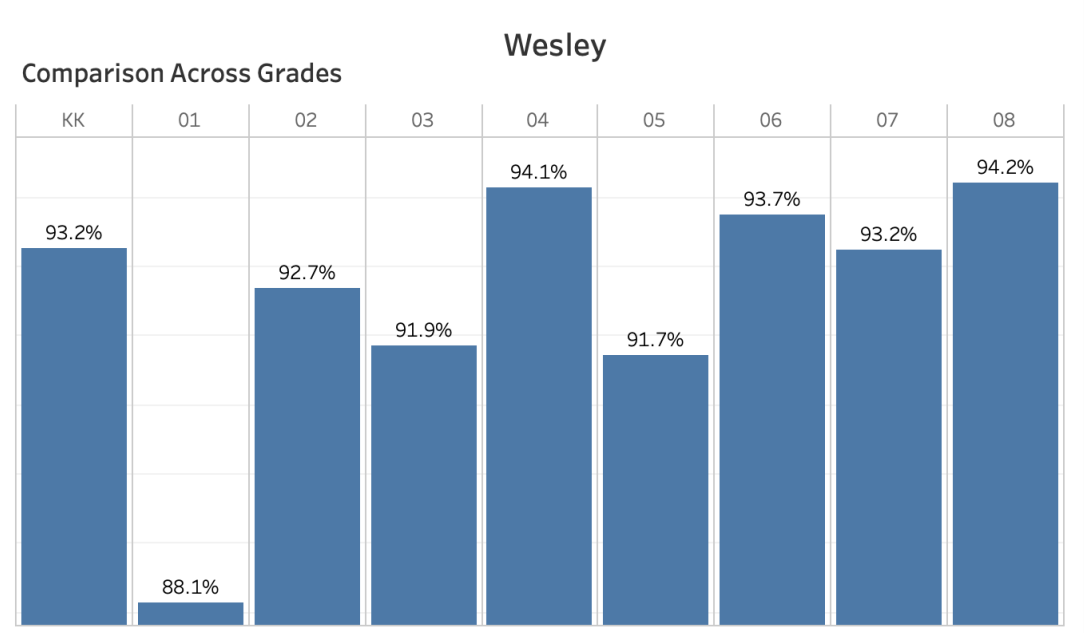
Yes 10 No 6

Support Staff



Yes 8 No 5

Attendance Data



Proposed Instructional Models

When evaluating proposed instructional models, Wesley International focused on four main components: Equitable Access to Learning, Social Emotional Support, Engagement, and Staff Safety

Option A: A/B Week Hybrid Monday - Thursday

Grade Levels	Staff Return Date	Student Return Date
K - 1	11/2	11/16
2 - 3	11/30	12/14
4 - 5	1/4	1/19
6-8	1/19	Pod Options begin 2/1

*Evaluation Period: October 26th

Option B: A/B Week Hybrid Monday - Thursday

Grade Levels	Staff Return Date	Student Return Date
K - 1	11/2	1/4
2 - 3	11/16	1/19
4 - 5	11/30	2/1
6-8	12/14	Pod Options begin 2/22

*Evaluation Period: October 26th

Proposed Instructional Models

When evaluating proposed instructional models, Wesley International focused on four main components: Equitable Access to Learning, Social Emotional Support, Engagement, and Staff Safety

Option C: A/B Week Hybrid Monday - Thursday

Grade Levels	Staff Return Date	Student Return Date
K - 1	11/2	11/16
6-8	11/16	Pod Options begin 12/7
2-3	11/30	12/14
4-5	1/4	1/19

*Evaluation Period: October 26th

Option D: A/B Week Hybrid Monday - Thursday

Grade Levels	Staff Return Date	Student Return Date
K - 1	11/2	11/16
6	11/9	11/16
2,3,7	11/30	12/14
4,5,8	1/4	1/19

*Evaluation Period: October 26th

Proposed Instructional Models

When evaluating proposed instructional models, Wesley International focused on four main components: Equitable Access to Learning, Social Emotional Support, Engagement, and Staff Safety

Option E: A/B Week Hybrid Monday - Thursday

Grade Levels	Staff Return Date	Student Return Date
K, 1, 6	1/4	1/11
2,3,7	1/19	1/25
4,5,8	2/1	2/8

*Evaluation Period: December 21st

Proposed Instructional Models: PYP Hybrid Details

As stated, parents will be given the **choice of model based on the needs of their children** as well as their comfortability. There are pros and cons to each model. However it is important to note that the models were created to ensure **instructional continuity, staff workload balance, intensive face to face instruction.** Although one could **never quantify face to face instruction to virtual instruction**, please note the comparisons between the two models.

PYP Virtual Model

- The model was constructed with a continuous cycle 30 minutes of instruction followed by 15 minute break. This was intended to **accommodate for the excessive use of screen time, especially in our younger learners.**
- Teachers have been trained to use the individual time for a brief mini lesson (10 minutes) followed by a guided practice (20 minute) activity.
- Small group and differentiated instruction limited to a 30 minute time block
- This model works best for **independent learners** who are equipped for self paced learning or families who are **not comfortable with a return to in person learning.**
- Students receive 640 minutes of live instruction every two weeks.

PYP Hybrid Model

- The model was constructed to provide face to face instruction on a weekly rotating basis (A/B week) that **mirrored the schedule of a normal school day.**
- Instead of subject specific blocks, teachers use **transdisciplinary learning blocks** that integrate all subject areas through the use of direct and **small group instruction** through out the entire day.
- This model works best for students **needing more explicit face to face instruction** or families who are **comfortable with a return to in person learning.**
- Students will receive approximately 765 minutes of live instruction every two weeks.

Proposed Instructional Models: PYP Hybrid Details

Wesley administration has made a conscious effort to make sure our PYP teachers are not tasked teach both online and hybrid at the same time or what we call a **concurrent model**. We have been closely examining neighboring school districts who have implement this model and reflected on the following:

Considerations

- **Feedback from Teachers:** In our September Staff Reopening Survey majority of responses focused on building safety concerns and **concurrent teaching model concerns**.
- **Teacher Burn Out:** On average, our teachers **spend 10 hours planning** outside of classroom. This simply includes research, reviewing and revisiting resources. This doesn't account for other duties such as grading, professional learning, and student planning meetings.
- **Parent Stressors:** In a concurrent model, teachers will not be able to stop live instruction to assist with opening of documents, clicking of links, etc. This **stoppage of instruction will lead to loss of instructional minutes** for all students regardless of the model. Parents will find they will need to help our younger learners more-so now than in our current virtual environment.
- **Instructional Delivery:** A concurrent model is not **age appropriate** for our most vulnerable learners. Teachers are not lecturers. They deliver ten minutes of direct instruction and then move to more **hands-on, centered based activities**.
- **Divided Attention:** Teachers are not tied to a desk. Their **use of proximity** is an important teaching strategy.
- **Staffing:** Concurrent models will **still require students to change teachers**. If a teacher has underlying health concerns and cannot return to work, a different teacher will need to supervise the children in the building.

For further reading:

Links to articles

Proposed Instructional Models: PYP Hybrid Details

For further reading:

Altavena, L., Richards, E., & Ripsens, Skylar. (2020). A class of 100? COVID-19 overwhelming some teachers with huge virtual classes. USA Today

Beisha, K. (2020). Teaching in-person and virtual students at once? It's an instructional nightmare, some educators say. Chalkbeat.org

Davis, S.S. & Hurtubise, L. (2015). Challenges of teaching live and distance audiences simultaneously. The Journal of the American Osteopathic Association, 115. 199-200

Lavalley, A. (2020). Valparaiso teachers say simultaneous instruction of students in person and online isn't working. Post-Tribune.

Miles, Jessica, (2020). Education Minnesota: Teachers are stressed and overwhelmed teaching during a pandemic. <https://kstp.com/news/education-minnesota-teachers-are-stressed-and-overwhelmed-teaching-during-pandemic-/5892820/>

Proposed Instructional Models: Hybrid

We are offering parent choice in our proposed instructional models. Parents who wish to stay in a virtual learning environment will have the opportunity to do so. However, please note that teacher assignments may change based on staff availability.

Wesley International Academy At Home: Sample Hybrid Instructional Schedule

Kindergarten	
Time	Content Area
8:00 AM – 8:05 AM	Announcements
8:05 AM – 8:45 AM	Extended/Independent Practice Math
8:45 AM – 9:00 AM	Break
9:00 AM – 9:45 AM	Extended/Independent Practice Reading
9:45 AM – 10:15: AM	Chinese
10:15 AM – 10:30 AM	Break
10:30 AM – 11:00 AM	Connections
11:00 AM – 11:15 AM	Break
11:15 AM - 11:45 AM	Extended/Independent Practice Science
11:45 AM – 12:15 PM	Lunch
12:15 PM – 1:00 PM	Extended/Independent Practice ELA
1:00 PM - 1:15 PM	Break
1:15 PM - 2:00 PM	Extended/Independent Practice Social Studies
2:30 PM – 3:00PM	Check in with WIA Teacher

	Live Interactive Virtual Instruction
	Independent Practice

Wesley International Academy In school : Sample Hybrid Instructional Schedule

Kindergarten	
Time	Content Area
8:00 AM – 8:15 AM	Morning Meeting
8:15 AM – 9:30 AM	Math
9:30 AM – 9:45AM	Break
9:45 AM – 10:15: AM	Chinese
10:15 AM – 10:30 AM	Break
10:30 AM – 11:00 AM	Connections
11:00 AM – 12:00 PM	Lunch/Recess
12:00 PM-1:15 PM	Trans Block 1
1:15 PM - 2:30 PM	Trans Block 2
2:30 PM – 3:00PM	Carpool Dismissal

	Live Interactive Virtual Instruction
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Proposed Instructional Models: Complete Virtual

We are offering parent choice in our proposed instructional models. Parents who wish to stay in a virtual learning environment will have the opportunity to do so. However, please note that teacher assignments may change based on staff availability.

Wesley International Academy Distance Learning Instructional Schedule

	Live Interactive Virtual Instruction
	Independent Practice

Kindergarten	
Time	Content Area
8:00 AM – 8:15 AM	Morning Meeting
8:15 AM – 8:45 AM	Math 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
8:45 AM – 9:00 AM	Break
9:00 AM - 9:30 AM	Literacy Block 1 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
9:30 AM - 9:45 AM	Break
9:45 AM - 10:15 AM	Chinese
10:15 AM - 10:30 AM	Break
10:30 AM – 11:00 AM	Connections
11:00 AM – 11:15 AM	Break
11:15 AM - 11:45 AM	Literacy Block 2 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
11:45 AM – 12:15 PM	Lunch
12:15 PM - 12:45 PM	Science 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
12:45 PM - 1:00 PM	Break
1:00 PM – 1:30 PM	Social Studies 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
1:30 PM - 2:00 PM	Office Hours
2:00 PM – 2:30 PM	Student Check-In Contact 3-4 students a day (How are they doing?)

Proposed MYP Instructional Models: Hybrid versus Pod

We are offering parent choice in our proposed instructional models. Parents who wish to stay in a virtual learning environment will have the opportunity to do so. However, please note that homeroom assignments may change based on staff availability.

MYP is considering two options for student return. The first option, pod learning, allows for students to engage in virtual learning with support from Wesley staff. Depending on interest, students will participate in a school-based pod weekly or every other week. **In the pod model, the goal is to support virtual learning by providing students with a safe and structured environment from which to log on.** The second option, hybrid learning, allows for students to engage in live on-site instruction every other week depending on staff availability and parent-interest. **In the hybrid model, the goal is to provide face-to-face instruction for those families who wish to return to school in a more traditional environment.** The schedule remains the same in both scenarios as indicated by the sample schedule below:

Sixth Grade (Full Virtual)				
Time	Watson's HR	Pressley's HR	Drumgoole's HR	Jenkins' HR
8:00 AM – 8:05 AM	Homeroom Announcements			
8:05 AM – 8:50 AM	Math	Social Studies	Science	ELA
9:00 AM – 9:50 AM	ELA	Science	Social Studies	Math
10:00 AM - 10:50 AM	Social Studies	Math	ELA	Science
11:00 AM – 11:50	Science	ELA	Math	Social Studies
11:50 AM – 12:20 PM	Lunch Break			
12:20 PM – 1:10 PM	Chinese (Tan)	Q1: Drama (Eves) Q2: PE (Bruton) Q3: Art (Jones) Q4: Health (Bruton)	Q1: PE (Bruton) Q2: Drama (Eves) Q3: Health (Bruton) Q4: Art (Jones)	Chinese (Quin)
1:20 PM - 2:10 PM	Q1: Art (Jones) Q2: Health (Bruton) Q3:PE (Bruton) Q4: Drama (Eves)	Chinese (Tan)	Chinese (Quin)	Q1: Health (Bruton) Q2: Art (Jones) Q3: Drama (Eves) Q4: PE (Bruton)
2:10 PM – 2:30 PM	Office Hours	Office Hours	Office Hours	Office Hours

MYP Instructional Model: Return to School

Based on staff availability data, MYP will execute a model that includes features of pod learning and hybrid learning in a manner that allows for student and staff flexibility. Ultimately the structure of each class will be determined by staff availability due to the nature of MYP only having one teacher per subject area per grade.

+Teachers who are able to return to the building will conduct live instruction from their classroom. Students who choose to engage virtually will be in the same class at the same time as those who are physically at school. All classes will be live-streamed. Each cohort will be divided into two groups. Group 1 will attend school when Group 2 is participating from home and vice versa. Any student who wishes to stay home will participate virtually every week.

+Teachers who are not able to return to the building will conduct instruction virtually from home. Each cohort will be divided into two groups of students who will come into the building on alternating week. Since the teacher will be teaching from home, an assigned staff member will be assigned to support students who are physically in the building.

+If a grade level has three teachers who are able to teach from the building and three who are not, a student who chooses they hybrid model would have a schedule as follows:

Time	Subject	Mode
8:00-8:05	Homeroom	Teacher in person
8:05-8:55	ELA	Teacher in person
9:00-9:50	Math	Teacher virtual with classroom support
10-10:50	Connections	Teacher virtual with classroom support
11-11:50	Chinese	Teacher in person
11:50-12:10	Lunch	Teacher in person
12:10-1:00	Science	Teacher virtual with classroom support
1:10-2:00	Social Studies	Teacher virtual with classroom support
2:00-2:30	Independent Work/ Carpool	Teacher in person

Intent to Return to In-Person Learning

We are offering parent choice in our proposed instructional models. Parents who wish to stay in a virtual learning environment will have the opportunity to do so. ***However, please note that teacher assignments may change based on staff availability.*** Please see below for timelines regarding declaration of intent to return:

All Wesley families should submit a declaration of intent to return by the requested date.

- All families should complete for each student
- Communication and the link will be sent out electronically via email, Class Dojo, and school website.
- Letters will be submitted electronically.

The data is critically important because it drives decision for capacity and planning for in person learning.

- Staffing
- Class and School Planning

Option A:

K-1: October 12- October 19
2-3: November 9 – November 13
4 -5 : December 14 – December 18
6-8: January 11 – January 15

Option B:

K-1: December 14 – December 18
2-3: December 21 – December 30
4 -5 : January 11 - 15
6-8: February 1 – February 5

Option C:

K-1: October 12- October 19
2-3: November 9 – November 13
4 -5 : December 14 – December 18
6-8: November 2-6

Option D:

K,1,6: October 12- October 19
2,3,7: November 9 – November 13
4,5,8 : December 14 – December 18

Things to Do Upon Reopening

We will closely monitor the community transmission through the Department of Health along with the CDC Indicators for Schools. If it is determined it is not safe for a return to learning, we will not open the building for face to face instruction.

However, it is important that we establish some anticipated dates of return in order to ensure proper planning and notification.

The following is a list of items that must be accomplished prior to opening our doors to students once it deemed safe to return:

- Ensure proper notice to our staff (Childcare needs, barriers, etc.)
- Re-schedule students into appropriate instructional models of choice
- Identify cohorts based on special education needs, families with multiple siblings and students with other special enrollments such as GATE, EIP, ESOL, Speech/Language, etc.
- Update Student Information System, Infinite Campus, with change of homerooms to ensure proper funding
- Re-enroll students in the appropriate Google Classroom
- Update rosters on various platforms to ensure teachers have access to current data
- Identify parents through use of teacher phone call, email, etc.
- Allow teachers time to realign Class Dojo, email list serves and other modes of communication.

Health Services and Facilities

Safety Protocols

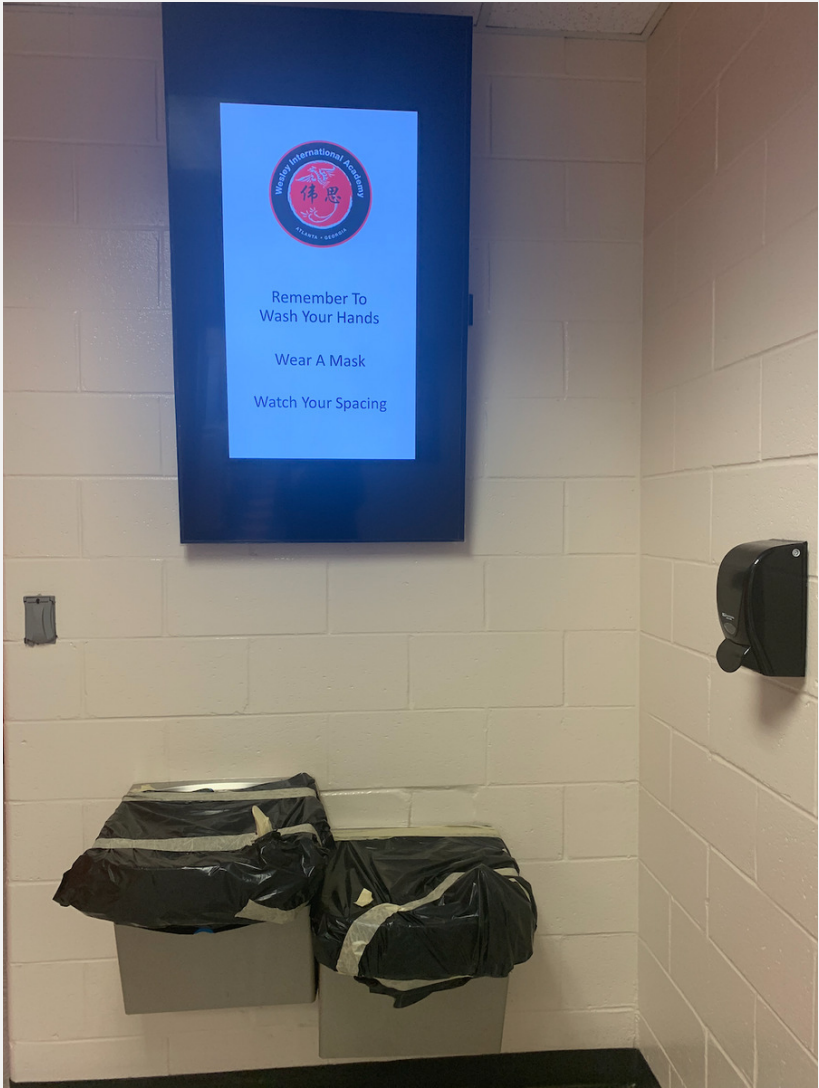
- Wesley International will **require the uses of masks** and other personal protective equipment for students and employees when in school buildings and at recess.
- Wesley international **procured personal protective equipment** for students and employees to use when in buildings if needed. This includes masks, hand sanitizer, and non-contact thermometers.
- **Public Health signage** will be used throughout the facilities for reminders on health practices, protocols and hygiene. Signage will also indicate the flow of traffic patterns as **hallways will be one way** to protect against crowding.
- Students assigned specific **entrance and exit points**.
- **Regular screening** for symptoms and ongoing self monitoring.
- **Temperature checks** will also be used as a screen process when entering buildings as well as additional safety measures such as self-assessments.
- **Nurse** located in auditorium for better air ventilation.

Classroom Safety Protocols for Social Distancing

- Students and staff will **wear masks** while in the classroom and at recess.
- Signage will be posted on floors and walls to ensure the students and employees remain six feet apart when waiting to enter the building, standing in line for elevators, walking in hallways, etc.
- **Adjustments will be made to seating and desks**, when necessary, to allow for employees to maintain a six-foot distance when completing work.
- **In person class size will be reduced** and adjustments to seating/desks will be made in support of social distancing practices when feasible.
- **Students will not be transitioning** between classrooms. Students will remain in classroom for dismissal.
- Only **one class at a time at designated recess areas**.

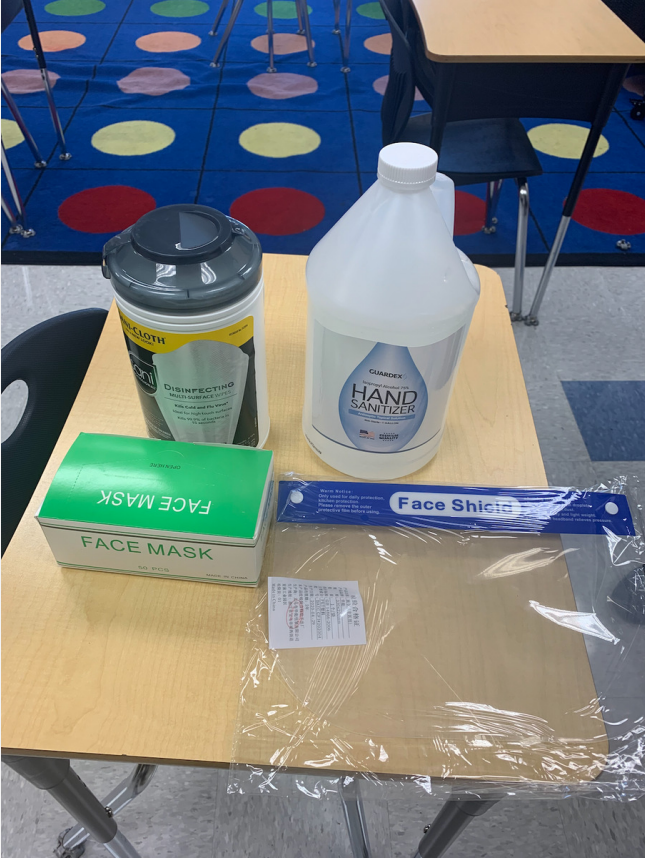
Health Services and Facilities

Safety Protocols



Health Services and Facilities

Safety Protocols



Health Services and Facilities

School Closing Protocol

When a student, teacher, or staff member tests positive for COVID-19 and has exposed others at the school, classrooms and office areas may need to close temporarily as students, teachers, and staff isolate, and the area is cleaned. In consultation with the local public health department, the school district may also decide whether school closure is warranted, including the length of time closure may be necessary.

In the event of an identified positive case of COVID-19, all close contacts (as identified by case investigation in collaboration with health services) must be advised to quarantine until 14 days after last contact with the identified individual.

If a close contact becomes ill and is diagnosed with COVID-19, they must remain excluded for their isolation period and until told they are no longer contagious (following the guidelines from the CDC and local departments of public health).

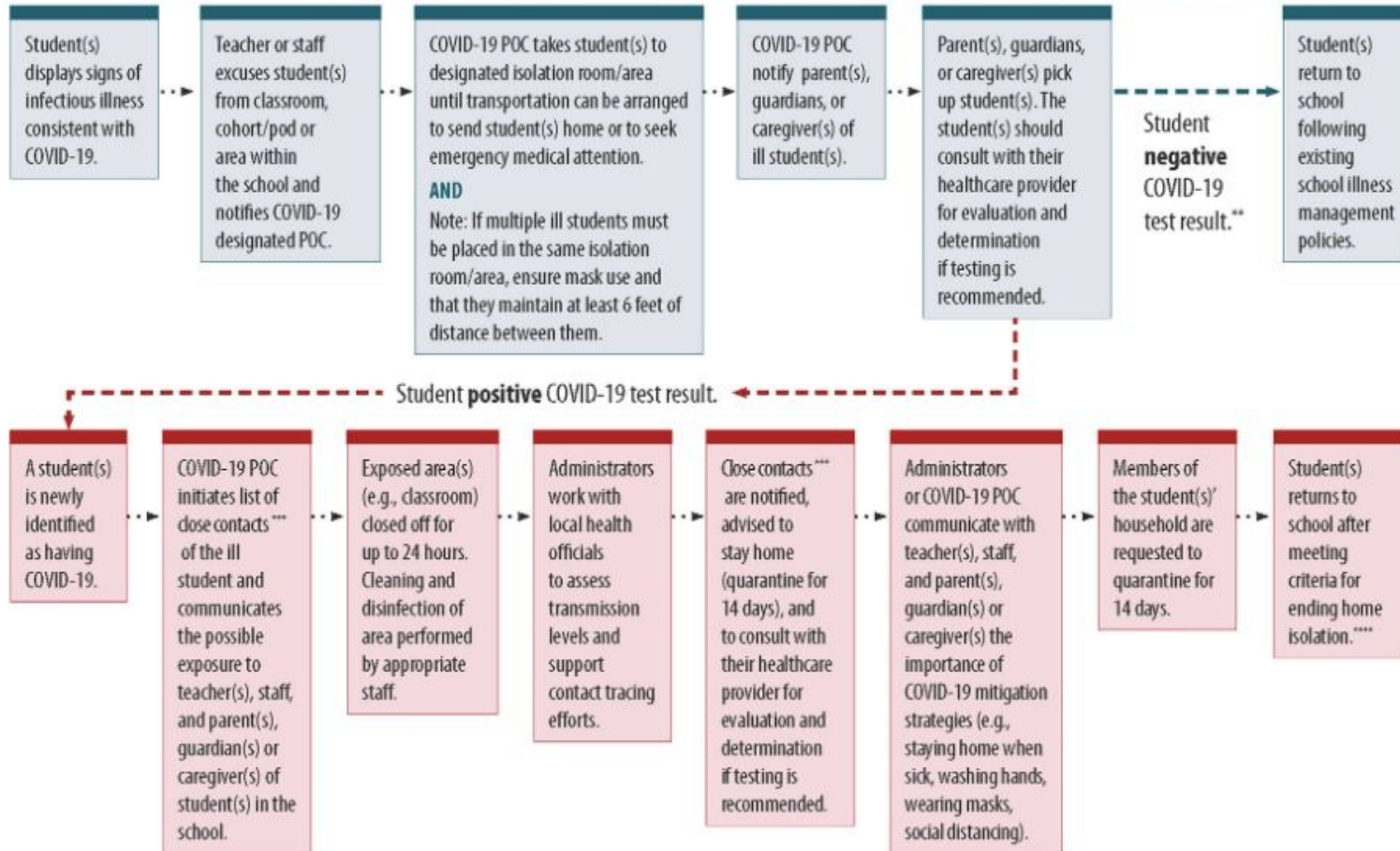
In regards to an actual outbreak, the Georgia Department of Public Health has stated: "A COVID-19 outbreak in a school setting is defined as: Two or more laboratory confirmed COVID-19 cases among students or staff with illness onsets within a 14-day period, who are epidemiologically linked (e.g., have a common exposure or have been in contact with each other), do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing."

If an outbreak is confirmed, schools closures will be implemented for the timeframe designated by local public health officials.

Health Services and Facilities

School Closing Protocol

WHAT TO DO IF A STUDENT BECOMES SICK AT SCHOOL OR REPORTS A NEW COVID-19 DIAGNOSIS*



OS 31W48 August 21, 2021 11:08

Note: COVID-19 POC = the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such as a nurse)

* Scenario based on geographic area with community transmission of SARS-COV-2 the virus that causes COVID-19.

** With no known close contact

*** Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.

**** Student can end home isolation after meeting all of the following three criteria: at least 10 days since symptoms appeared, at least 24 hours with no fever-reducing medication, and symptoms have improved.

cdc.gov/coronavirus

Health Services and Facilities

Contact Tracing Protocol

COVID - 19 is a reportable disease and confirmed cases are reported by a laboratory or health care provider. Wesley will be working with APS and public health officials to ensure appropriate contact tracing measures are implemented.

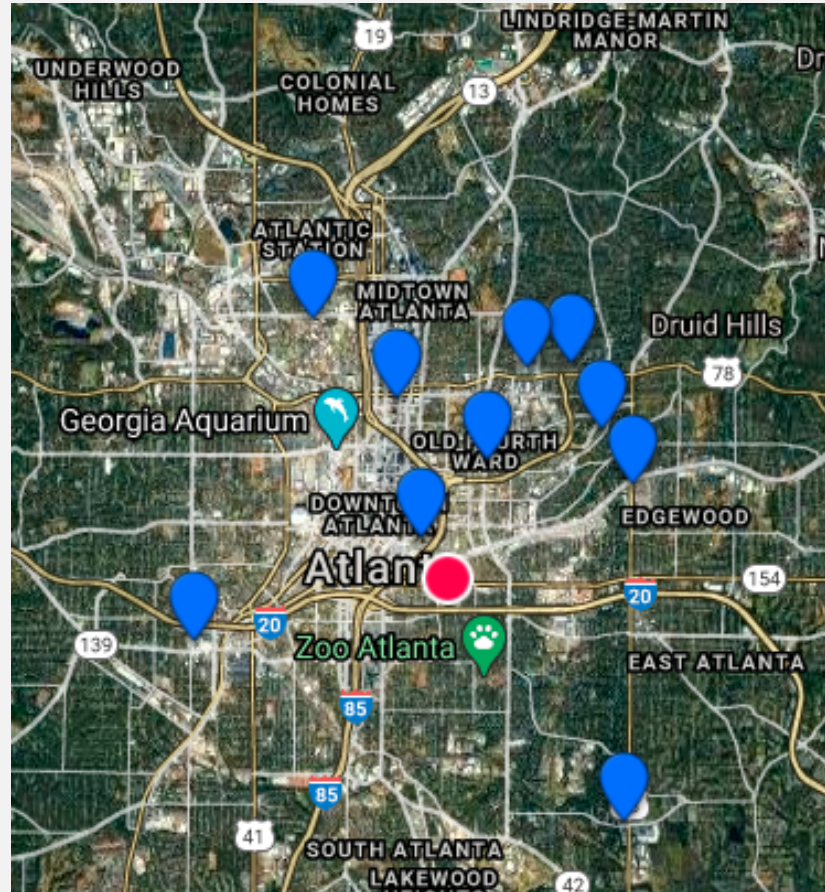
The school will maintain communication with local boards of health for surveillance and tracking of self-reported cases to the school as applicable.

All surveillance and case investigation efforts will be in collaboration with local and state public health officials to ensure the safety of students and staff. Centers for Disease Control and Prevention (CDC), Georgia Department of Health (DPH), Georgia Department of Education (GADOE), local Board of Health (BOH - Fulton and DeKalb) will serve as resources to develop and revise school health guidance.

Contact tracing will be implemented based on Georgia Department of Public Health (DPH) and local Boards of Health (Fulton and DeKalb) Guidelines for reportable diseases.

Health Services and Facilities

Free Testing Sites



For a list of Covid-19 testing sites near Wesley, please click here:
<https://dph.georgia.gov/covidtesting>

Health Services and Facilities

Facilities and Cleaning Protocols

- Improved **routine cleaning** and disinfecting of facilities will occur each and every day.
- All facilities will be **deep cleaned** when students and staff are not present in the building (**Friday**).
- **Hand sanitizer stations** will be installed throughout the building.
- Visitor protocols will include the allowance of only one person to check in/out at a time in the front office.
- **Plexiglass** partitions will be installed in the front office.
- Water fountains will be offline. Students must bring their own **water bottle** to school.
- Day custodians will conduct high touch common area wipe dose cycles daily.
- **Additional custodial staff** implemented during the day.
- **Night Crew** will clean the building nightly.
- Custodians will **monitor hand soap and paper towel stocks** throughout the day.
- **Air filters** changed monthly.

Operations and Human Resources

Meal Services

- School will continue to distribute meals. Meal distribution details forthcoming.
- Meals for students who opt to return to in person learning will be **provided in the classrooms**. Wesley will not use the cafeteria at this time.

Staffing and Human Resources

Feel Sick? Stay Home

If you are not feeling well, please stay home. If you are around others and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

Wesley will follow all guidelines of the Families First Coronavirus Act (FFRCA) regarding paid leave for sick employees.

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>

- Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19.
- Take your temperature if symptoms develop.
- Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen. ▪ Follow CDC guidance if symptoms develop.

Staffing and Human Resources

Staff Unable to Report to Work

Staff who are unable to report to work in person may be eligible for Virtual Teaching/telework, emergency paid leave, and sick leave based on Federal law and local policy. Wesley will align with APS and the CDC for guidelines for reopening and we hope to provide consistency in practice and documentation for recordkeeping purposes.

Listed below are scenarios that employees maybe experiencing that would approve them for Virtual Teaching and working. The employee will need to provide documentation for any of the following:

- The employee must quarantine to follow federal, state government order or the advice of a health care provider.
- The employee must quarantine because he/she is experiencing Covid-19 symptoms and seeking a medical diagnosis.
- The employee is unable to work because they need to care for a family member that has to be quarantine agreed by Federal, state and local government guidelines or advice from a health care provider.
- The employee is unable to work because of a need to care for a child under 18 years of age whose school or childcare is closed or unavailable for reason related to COVID.
- The employee is considered at high risk for COVID-19 infection by CDC guidelines.
- The employee must care for an individual in their household who is considered at high risk for COVID per CDC guidelines.

For some people, seeking leave may be a more appropriate solution than a Virtual Teaching or work arrangement. The Executive Director, Principals and HR will take an employee's request to opt out of in-person work and, based on their reason, determine whether they best qualify for virtual work, paid leave, or some other ADA accommodation. In the unlikely event that someone does not have a legitimate reason, or they refuse to provide documentation then they would be required to report for in-person work.

Communications

Strategies

- Provide information to stakeholders regarding the next phases of reopening for Wesley International Academy
- Engage parents and stakeholders with surveys to provide data for opening models
- Engage parents in the survey process to provide their intent to return to face to face instruction
- Meeting with teams to discuss and assess level of comfort returning to school.
- Updating the website with information regarding the school reopening plan.

Important Dates

- September 10: Reconvening of Wesley Task Force
- September 24: Staff and Parent Survey Released
- September 24: Task Force Meeting
- October 5: Team Lead Meeting
- October 6: Board Meeting
- October 8: Task Force Meeting
- October 12: Intent to Return Surveys Sent

FAQs

Practicing Prevention

How will Wesley minimize the spread of Covid -19 inside the building? Will the building be cleaned at additional times given these circumstances?

One of the main reasons why Wesley is ending its day earlier is to include additional time for cleaning and sanitizing. Our cleaning crew will come in two hours earlier to begin cleaning each night. This will include a wipe-down of all surfaces and student areas. On Thursday evening at the conclusion of students' school week, deep cleaning will ensue.

Will my child be required to wear a mask? Will masks be available if my child forgets his or her mask?

Wearing a mask will be required. Students will need to supply their own masks as the school will only have a few extras on hand

Will teachers be required to wear masks?

Teachers will be required to wear masks at all times in the building when they are in the presence of students and other teachers. Teachers will also be required to wear a face-shield which Wesley will provide.

Will there be designated times for students to wash their hands and/or apply hand sanitizer?

Students will be reminded to apply hand sanitizer at designated times throughout the day. All classrooms will be equipped with hand sanitizer to facilitate routine disinfecting.

FAQs

Practicing Prevention

How will classrooms be organized to maintain social distancing between students?

Students will be seated at least 6 feet apart in all areas of the classroom when feasible. This includes times when students may be seated at a desk or on the carpet. When students are engaged in group work, social distancing guidelines will remain in place.

Will there be visual cues throughout the building to remind students and teachers of social distancing?

Arrows will be pictured on the school floors to illustrate the flow of traffic. Most stairwells and hallways will be one way in order to maintain social distancing. In addition, Wesley will use tape to cordon off individual student areas. Multiple signage throughout the building will remind students to sanitize their hands, and maintain distance, as well.

Will my child be reminded of social distancing expectations each day? What if s/he forgets or does not follow these guidelines?

Students will be reminded of expectations daily--both during the morning announcements and by their teachers. If a student forgets or does not follow such expectations, he or she will be gently redirected accordingly.

FAQs

Communication

If I suspect my child may have Covid or if s/he is ill, whom should I speak with?

If your child is absent due to illness, please email your child's homeroom teacher. S/he will forward your email to the appropriate academy-level administrator and the nurse who will then communicate with local health officials. Wesley will participate in contact-tracing activities to mitigate the spread of Covid within the Wesley community and beyond.

If there is a child in my child's class who is diagnosed with Covid or displaying symptoms, will I be notified.

Parents will be notified of suspected cases but will not be given identifying information of the student with a confirmed or suspected case. Wesley will maintain the confidentiality of all students during this time.

If I am unsure as to whether my child is displaying symptoms, should I still communicate with the school?

Yes, by all means please let your child's teacher know your concerns even if you are unsure. This will only benefit the greater community as we work to keep everyone safe and healthy.

I just received a call from the school stating that my child has a fever. Do I have to pick them up immediately?

Yes. If you receive a call from the school requesting that you pick up your child you must do so immediately. We cannot have children who are sick or have symptoms in the building. In order to account for this scenario, sick children will be sequestered in a separate part of the building to mitigate the spread of germs.

How will I know if school will be closed after a child comes down with Covid?

Once a decision has been made, Wesley will quickly disseminate this information to all parents via email blast and class dojo. In the event that the building must close, you will be notified of the anticipated reopening date as well.

FAQs

Entering & Exiting School Buildings

How will social distancing be maintained upon entering and exiting the building?

Students will enter the building through three locations and proceed directly to the classroom. Students in grades K-3 will enter the building through the cafeteria, students in grades 4-5 will enter the building through the gym and students in grades 6-8 will enter the building through the auditorium

How will you ensure that students who enter the building do not have a fever or other symptoms related to Covid-19?

During carpool, all students will have their temperature taken by a staff member. Students whose temperature exceeds 100.4 degrees will not be allowed inside the building. In these situations, students will be required to go directly home.

Will my child leave his/her classroom during the day to attend specials, connections, etc?

Given these uncertain times, all students will remain in the classroom for the duration of the entire day. For MYP students, teachers will transition to each homeroom for their designated subject time. No students will be transitioning from class to class at any point during the school day.

Will visitors be allowed in the school building? If so, how will Wesley ensure that they are not sick?

Wesley will limit the number of visitors inside the building each day. Upon entering the building, visitors will need to sign up ahead of time on-line. This will allow us to stagger the number of visitors inside the main office. All visitors will be subject to a temperature check upon arrival

FAQs

Entering & Exiting School Buildings

Will parents be allowed to volunteer in the classroom?

Parent will only be able to volunteer virtually. We encourage parents to reach out to their teachers to see how they can best volunteer virtually.

How will students be dismissed at the end of the day?

Wesley will continue to use carpool.com to facilitate dismissal. However, all students will be dismissed from the classroom instead of a central location. This will help ensure social distancing and limit the number of students in large spaces. Staff will be located throughout the building to assist with carpool and remind children of social distancing guidelines.

Will parents be allowed to walk their child to class or enter the building upon arrival?

In order to minimize the amount of outside germs inside the building, parents will not be allowed to enter the building during drop off. Younger students and those new to Wesley will be escorted to their classroom by a staff member.

FAQs

Serving Meals

Will my child still be able to receive lunch at school?

Wesley will still provide lunch free of charge to all students.

Will students be allowed to eat in the cafeteria and socialize with their friends?

Students who chose to eat school lunch will have their lunch delivered to their classroom. All students will eat lunch in the classroom. Upon conclusion of lunch, custodial staff will come around to each classroom to collect trash and food waste.

How will Wesley ensure that students do not share food or come in close contact with others while eating?

All students will eat lunch in the classroom and social distancing will be maintained at all times. Students will be prohibited from sharing food with one another under all circumstances.

Will I be allowed to drop off lunch for my child?

If your child forgets his or her lunch, you will be permitted to drop it off in emergency situations only. Please make sure that this is something you do sparingly as we will not allow this to happen frequently. Please be advised that we will not allow deliveries such as uber eats due to the increased risk of transmission

FAQs

After School Activities

Will Wesley offer after-school activities?

Wesley will not offer any after school activities due to the risk of spreading infection between student groups. This will allow us to begin the cleaning process earlier in the afternoon and ensure that multiple student groups do not use the same area.

Does this include sports? Will my child be able to participate on a fall team?

Yes, this includes sports. At this point, Wesley will not offer any athletic programming. We will revisit our athletic programs in November and make a decision about what this will look like for the spring.