

Wesley International Academy

Re-entry Planning Guide for
Teachers & Students
January 2021



Our Decision

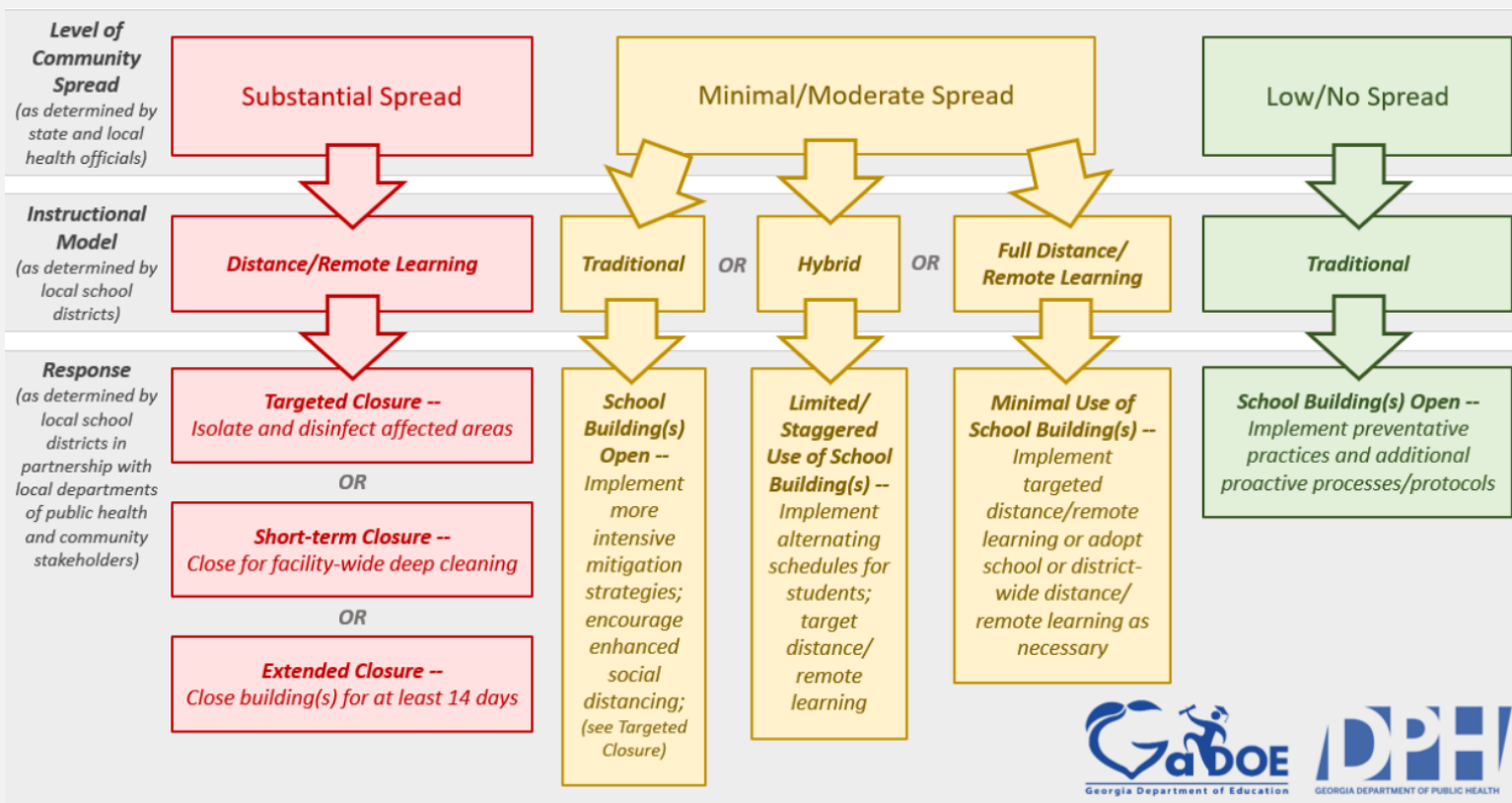
Wesley International Academy has a task force working daily to monitor and plan for the safety of our staff and students. This response team works to develop processes that prioritize the health and safety of our stakeholders and community. With the current state of public health, the Wesley International 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

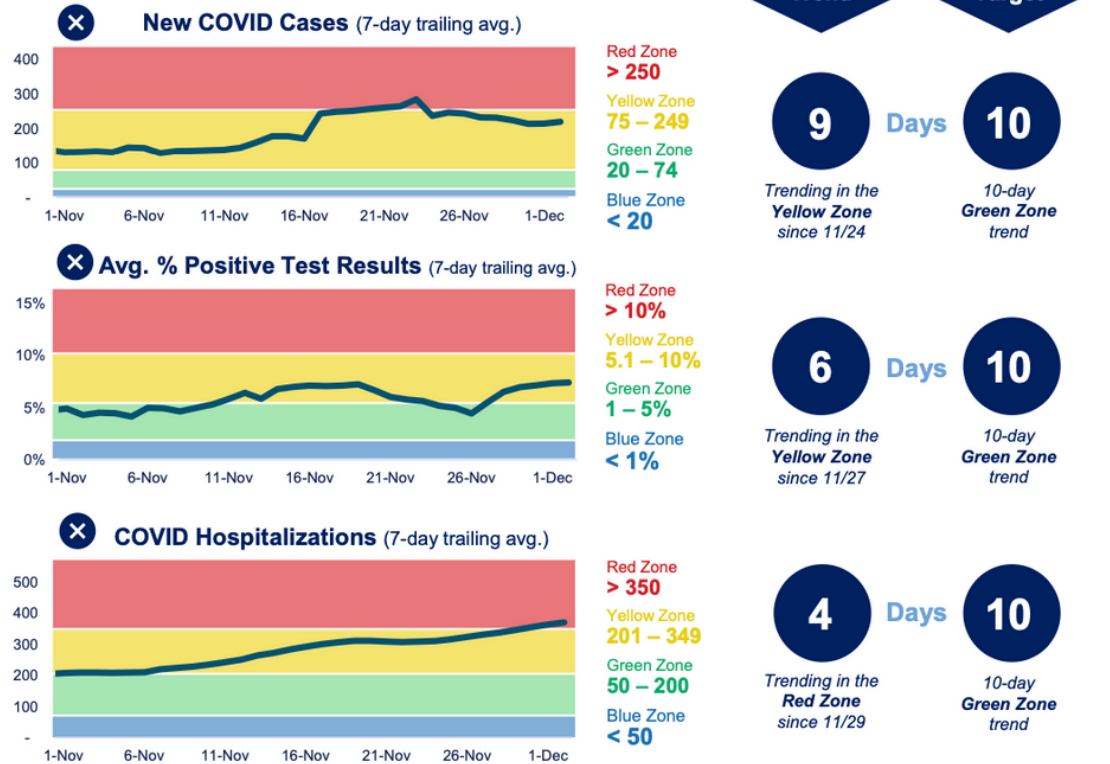
DPH Data

COVID-19 Atlanta Reopening Dashboard – December 3, 2020

Current Status: **Phase 2** Metrics are reported to public weekly. Next update is on 12/10.

Focus areas for next seven days: Monitoring current Yellow Zone trends in new cases and percent positive tests and Red Zone trend in hospitalizations.

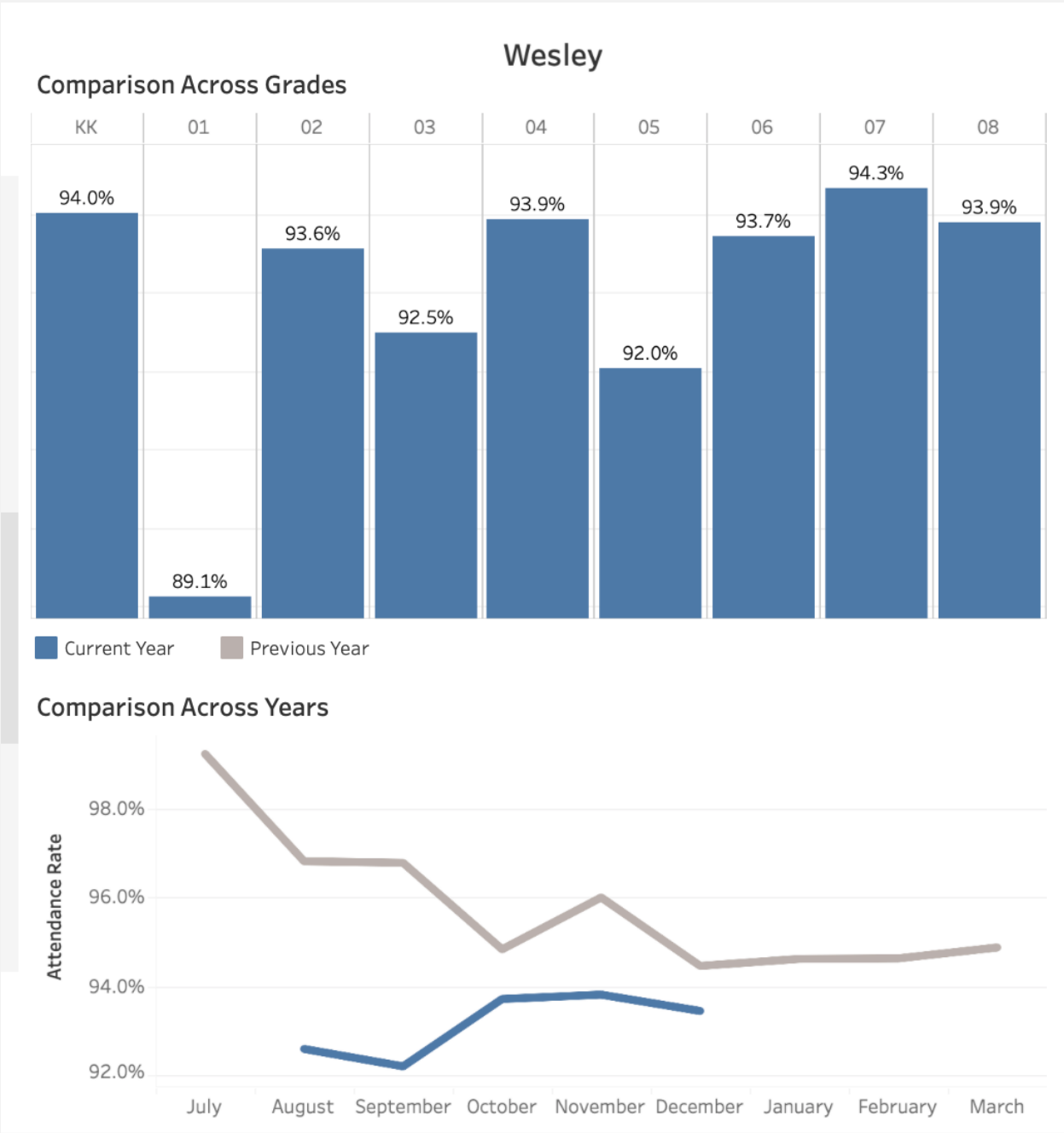
Gatekeeping Metrics: Disease Spread Indicators



Monitored Indicators

Hospital Bed Availability 14.0% Daily Pre-COVID Average 22.5%	Testing Capacity (Daily) 13,000 Tests per day County Standards >2,857 Tests per day
CCU Bed Availability 14.9% Daily Pre-COVID Average 25%	Contact Tracing Unavailable* County Standards 161 Contact Tracers <small>* contact tracing data are not currently available through the local and state public health departments</small>

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

Monday - Thursday

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

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

Intent to Returns

Staff: December 14-18

Families: December 21 - January 6

School Capacity for In-Person Learning

Schools with 50% or greater return for in-person instruction will ***have flexibility to modify the instructional model.***

- Flexibility is required to implement the COVID-19 mitigation strategies and safety protocols
- Parents should anticipate the ***likelihood of hybrid schedules*** for schools with a return for in-person capacity greater than 50% of homerooms available.

Wesley will reference the district's **Atlanta Capacity Dashboard Tool:**

- The tool features the following components:
- Classroom Layout Generator Tool
- Classroom Capacity Model
- District Summary
- Cluster Summary
- Capacity Detail

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 servs and other modes of communication.

Proposed Instructional Models: PYP 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 1,860 minutes of live instruction every two weeks.

PYP Model

- The model was constructed to provide face to face instruction. **Hybrid model will be implemented if above 50% capacity of homerooms available.**
- 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 1,800 minutes of live instruction every two weeks.

Proposed Instructional Models: PYP 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.

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

In the event capacity is above 50% per homerooms available, PYP will implement the following hybrid schedule.

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

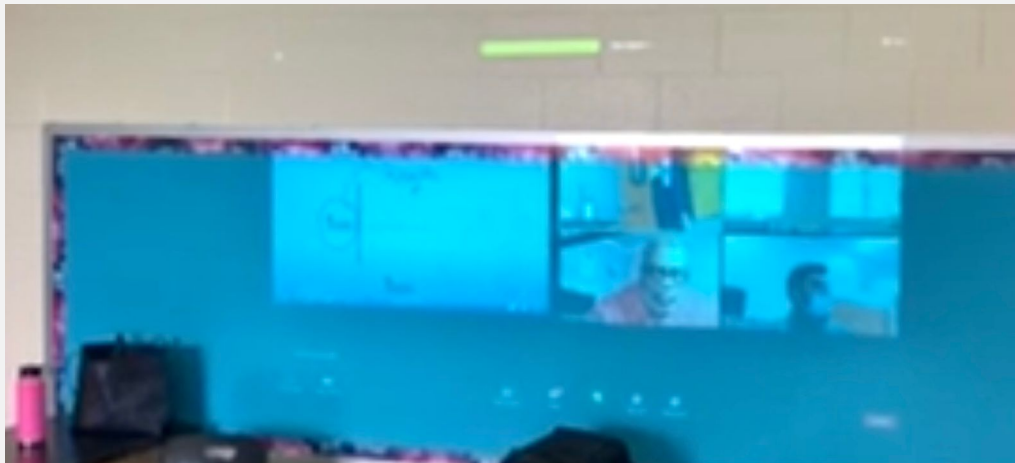
Kindergarten	
Time	Content Area
8:00 AM – 8:15 AM	Morning Meeting
8:15 AM – 8:45 AM	Math 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
8:45 AM – 9:00 AM	Break
9:00 AM - 9:30 AM	Literacy Block 1 10 Minutes: Mini-Lesson 20 Minutes: Guided Practice and Formative Assessment
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 Return to School Model

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 as will those who opt to send their students physically back to school. So long as interest in returning to the school building does not exceed 50% of homerooms available, students will be allowed to attend every day if they choose to do so. There will be no change to a student's schedule or homeroom teacher.

All classrooms will be set up:

- +To ensure maximum social distance between students
- +To be equipped with technology to support virtual streaming and live instruction. This includes equipping all rooms with wide angle video cameras (polycom sound bar) and table-top projectors.
- +To allow teachers to rotate while students will remain in the same classroom for the duration of the day.



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..

+Teachers who are not able to return to the building will conduct instruction virtually from home. . 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 to return to school 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

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 if 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

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.
- **Scheduled** bathroom breaks and bathroom cleaning

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.

Health Services and Facilities

Safety Protocols

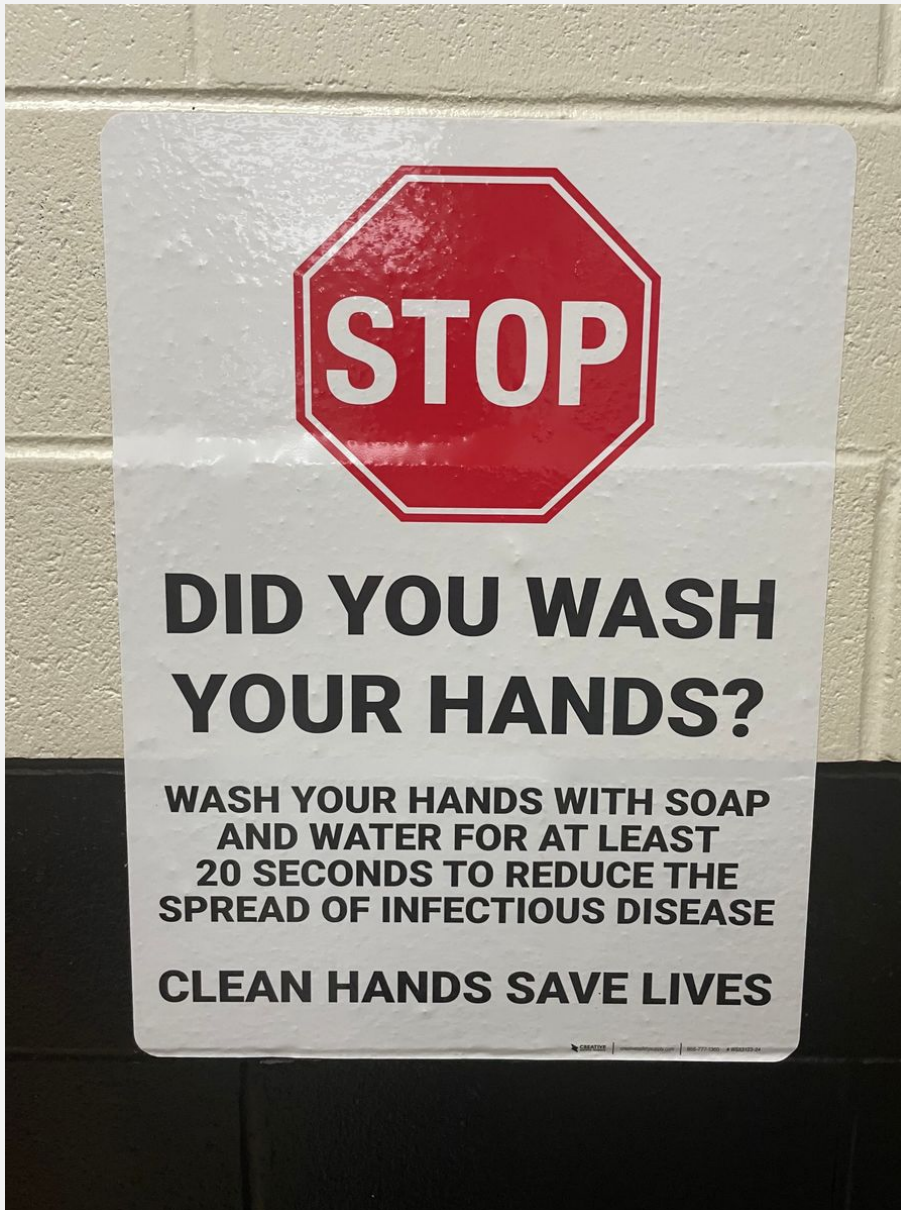


Health Services and Facilities

Safety Protocols

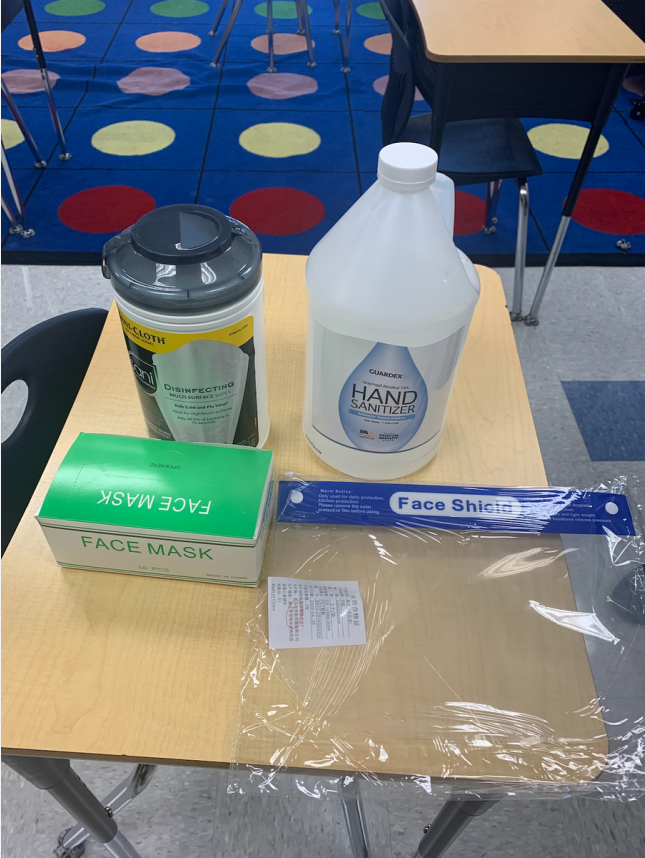


Health Services and Facilities Safety Protocols



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

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

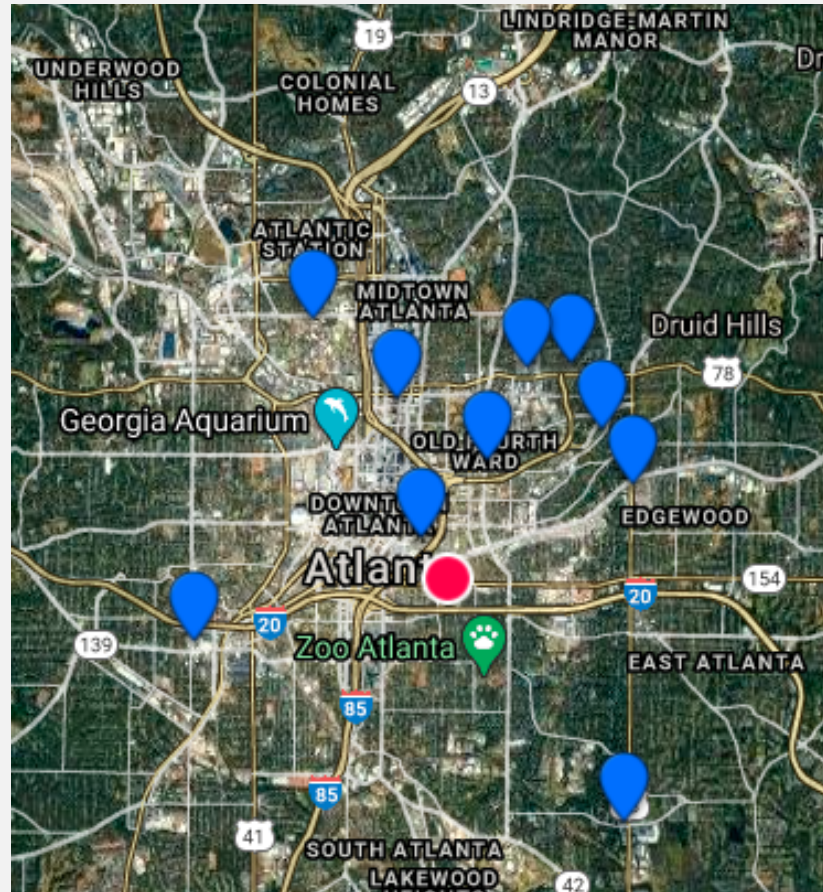
COVID-19 Testing

In collaboration with public health officials, community partners, local universities and healthcare organizations, APS is developing a comprehensive COVID-19 testing strategy. Testing will be made available for the following:

- Students, teachers, and staff with symptoms identified through health screening protocols
- Students, teachers, and staff who have had contact with someone with COVID-19 in the school or workplace
- All students, faculty, and staff with possible exposure in the context of outbreak settings

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>

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

- December 10: Special Called Board Meeting
- December 14-18: Staff Intent to Return Forms
- December 21-January 1: Semester Break
- December 21 - January 6: Family Intent to Return Forms
- January 11: Capacity Announcement
- January 19 - January 21: Family Notification
- January 19: K,1,6 Staff Returns
- January 25: K,1,6 Students Return and 2,3,8 Staff Returns
- February 1: 2,3,8 Students Return and 4,5,7 Staff Returns
- February 8: 4,5,7 Students Return
- February 15: Winter Break