



## HTeM Vision Statement

### **Who are we as a school?**

High Tech Elementary Mesa is a project based learning community established along the design principles of equity, personalization, authentic work and collaboration. Every member of our community is a learner and together we collectively marvel at and study the world around us. We believe that to teach someone is to care for them, to take the time to see who they really are, and to guide them in line with that knowledge. Teaching and learning at Mesa are pivoted on self actualization. We aim to create an environment where our young ones develop positive identities in relation to the world around them and where teachers and other education practitioners feel empowered and equipped to provide optimal support for our growing learners. Given that we at Elementary Mesa cater to the youngest members of our High Tech High collective, we are committed to providing this segment of our population with a solid foundation in reading and writing, as well as a firm sense of the mathematics, science and artistic concepts that are integrated in our projects. We are proud to emphasize, again and again, that at High Tech Elementary Mesa, each child will emerge as a serious reader, writer, thinker, and problem solver.

### **What do we want our learning approach to say about us?**

- We are responsive to the varying experiences that students and families are going through, and provide SEL check-ins and teaching language to support our community.
- We are safe and use the guidance of the CDC to prioritize the safety of students and staff.
- We design experiences for students to practice the reading, writing, science, and math skills that can be implemented despite the distance between learners.
- We believe that learning is social, and we will teach appropriate social distancing and social communication about learning.
- We are iterative and integrate feedback from caregivers, students and staff, so that the learning of students can support their needs.

## Planning and Implementation Timeline

**March 12th:** No all staff PD, instead we will:

- Share Phase 4 Teacher Checklist
- Look at survey data
- Connect teachers w/ support staff

**March 17th:** Mocha with Monique @5pm

- "Supporting Your Child with Returning to In-Person School" w/ Eva + Ashley (School Psych and Mental Health Clinician)

**March 19th:** Send out HTeM Family Connection Meeting (MK)

**April 5th:** Staff Day

- Covid-19 on site Training

**April 5th-9th:** Staff's first week on site

- Family Empathy Interviews w/ teachers
- Classroom set up for Phase 4
- Students only have asynchronous work + MM
- Virtual Orientation? *Date TBD*

**April 12th-16th:** Students first week on site

Students' first week on site is listed below.

- K/3: April 12 (M)
  - On Monday, April 12th we will invite our youngest learners, Kindergarteners on campus. The intent is to support our kindergarteners with the school environment and routine.
  - We also will invite our 3rd graders, as they are familiar with our school environment, but have not interacted with the learning space while implementing COVID-19 safety protocols.
  - By inviting two grades to return to HTeM simultaneously, we will be able to observe and respond to having more students on campus, but have time to adjust routines, if needed before the other two grades return.

1/2: April 19 (M)

- On Monday, April 19th we will invite our First and Second Grade learners to campus. At this time, 100% of hybrid learners will access on campus learning.

**April 24th:** HTeM Welcome Reception- At this welcome reception, we will greet our new families who will be attending in the 2021-2022 school year.

## On Campus Hybrid + Off Campus Hybrid

On Campus Hybrid: Students will be physically on campus for two consecutive days. Either- Monday and Tuesday or Thursday and Friday. Learning will take place on HTeM campus for two days.

Off Campus Hybrid: Students will be learning off campus for two consecutive days. Either- Monday and Tuesday or Thursday and Friday. Learning will take place off campus.

Stable Groups: Within each grade there will be four stable groups. Stable groups/Cohorts will be no more than 16 people, students and staff.

On Campus Hybrid Learning Content: When students are on campus, learning will, to the best of the teacher's abilities, be screen-free. Our priority will be on planning interactive learning opportunities. Math, Literacy, and project time will happen daily. Daily there will be a morning meeting to build a classroom community, connection and social emotional check-in. The in-person lessons will build the foundation for the independent assignments that will be completed during the off campus days. The hope is that the distance learning lessons will build off of learning experiences that students engage with when they are on-campus

On Campus Hybrid Learning Locations: Learning will take place in a combination of outside and inside. When students are learning indoors- the doors, and windows will stay open. There will also be designated seats with materials allotted to individual students. .

Off Campus Hybrid Learning Content: When students are engaging with their off campus hybrid days, assignments will be posted on the teacher's learning platforms, or will be given assignments when they are in-person. There is a possibility that some assignments will be via technology.

Wednesdays: Weekly, Wednesday there will be no students on campus. This day is for cleaning, staff meetings, and team planning. However, there will be a whole class 30 minute meeting that includes all students from the Hybrid and Distance Learning groups. The time and link will be communicated via classroom teachers.

### Notes:

- Distance Learning and In-Person Cohorts' learning will align throughout a 2-week cycle. See alignment schedules following Sample Distance Learning Schedules
- Distance learning will mainly be hands-on, social learning
- Teachers will prioritize "off screen" learning during the on-campus hybrid learning time.

## Schedule: On Campus-Hybrid

This sample schedule is with staggered arrival and dismissal times. This will allow time for safety protocols to be followed upon arrival and dismissal. Instructional minutes are aligned across all grade levels. A staggered lunch and snack/recess schedule allows for the maintenance of stable groups and proper supervision at these times.

	K	1	2	3		
8:00-8:15	Arrival/ Morning Meeting					
8:15-8:30	Instruction	Arrival/ Morning Meeting				
8:30-8:45		Instruction	Arrival/ Morning Meeting			
8:45-9:00		Instruction	Instruction	Arrival/ Morning Meeting		
9:00-9:15				Instruction		
9:15-9:35					Snack/ Recess	
9:30-9:50	Instruction	Snack/ Recess	Instruction	Instruction		
9:45-10:05		Instruction			Snack/ Recess	
10:00-10:20		Instruction			Instruction	Snack/ Recess
10:20-10:45						Instruction
10:45-11:15						
11:15-11:45	Play	Eat	Instruction	Instruction		
11:45-12:15	Instruction	Play			Eat	
12:15-12:45		Instruction			Instruction	Play
12:45-1:15			Instruction	Play		
1:15-1:45				Instruction		
1:45-2:00		Instruction	Instruction		Instruction	Instruction
2:00-2:30	Closing/ Dismissal					
2:30-2:45						
2:45-3:00		Closing/ Dismissal	Closing/ Dismissal	Closing/ Dismissal		
3:00-3:15						
3:15-3:30						

## Distance Learning

Families will have the option to choose full-time distance learning. This means that students will continue to participate in asynchronous and synchronous learning from their learning spaces off site. Once a family elects to stay in Distance Learning, this is their commitment for the remainder of the 20/21 school year.

**Notes:**

- Kindergarten Distance Learning = 180 minutes
- 1st through 3rd grade Distance Learning = 230 minutes
- Distance Learning and In-Person Cohorts' learning will align throughout a 2-week cycle. See alignment schedules following Sample Distance Learning Schedules
- Teachers can choose to do literacy or math small groups during the small group time, OR can choose two days of the week for one-on-one check-in's with students during that time.

Please see sample Distance Learning Schedules below:

### Kindergarten

## Daily Schedule for Distance Learning

### Monday/Tuesday, Thursday/Friday

**KEYS/ GROUP INFO:**

Students	Color/ Icon
Red Group	6-7 students per group
Orange Group	6 students per group
Green Group	6 students per group
Purple Group	6 students per group
Everyone!	
Live Lesson (Zoom)	
Seesaw work	
Epic	
ST Math	

## Daily Distance Kindergarten Schedule for Monday, Tuesday, Thursday, Friday

Time	Subject	Platform	Students	Independent Work
9:00-9:30am 30 min	<b>Whole Class: Morning Meeting</b>			
9:30-9:45am	Independent Time	At home		
9:45-10:00am 15 min	<b>Whole Class: Phonics/Fundations</b>			
10:00-10:30am	Independent Time	At home		<p><b>Between during Independent Time and from 10:00-1:00pm, when it's not your small group time, please complete the following every day:</b></p> <ul style="list-style-type: none"> <li>-Take movement breaks!</li> <li>-Eat snack and lunch!</li> <li>-Work on Seesaw, Epic &amp; ST Math</li> </ul>   
10:30-10:50am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
11:00-11:20am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
11:30-11:50am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
12:00-12:20pm	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
12:20-1:00pm	Independent Time	At home		
1:00-1:30pm 30 min	<b>Whole Class: Math</b>			

### **+ Daily Independent Work**

- 20 minutes Epic, RAZ or Independent Reading
- 20 minutes ST Math
- 20 minutes Seesaw work: Writing or PBL
- 25 minutes Free Choice: Movement/Mindfulness, Play, etc

**Total Synch time:** 1 hour 35 minutes

**Total Asynch time:** 1 hour 25 minutes

**Total time 3 hours (180 minutes)**

# Grades 1-3

## Daily Schedule for Distance Learning Monday, Tuesday, Thursday, Friday

### KEYS/ GROUP INFO:

Students	Color/ Icon
Red Group	6-7 students per group
Orange Group	6 students per group
Green Group	6 students per group
Purple Group	6 students per group
Everyone!	
Live Lesson (Zoom) Teacher's Zoom Room	
Seesaw work	
Epic or RAZ	
ST Math	
RAZ	

## Daily Sample Schedule for Monday, Tuesday, Thursday, Friday: 1st-3rd Grades

Time	Subject	Platform	Students	Independent Work
8:45-9:15am 30 min	<b>Whole Class: Morning Meeting</b>			
9:15-9:30am	Independent Time	At home		
9:30-10:00am 30 min	<b>Whole Class: Phonics/Fundations</b>			
10:00-10:15am	Independent Time	At home		<p>Between during Independent Time and from 10:00-1:00pm, when it's not your small group time, please complete the following every day:</p> <ul style="list-style-type: none"> <li>-Take movement breaks!</li> <li>-Eat snack and lunch!</li> <li>-Work on Seesaw, Reading and Math apps</li> </ul>    
10:15-10:40am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
10:50-11:15am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
11:25-11:50am	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
12:00-12:25pm	<b>Small Group: Literacy</b> Mon/Tues: Reading; Thurs/Fri: Writing			
12:25-1:00pm	Independent Time	At home		
1:00-1:30pm 30 min	<b>Whole Class: Math</b>			
1:30-2:00 30 min	<b>Whole Class: PBL</b>			

### + Daily Independent Work

- 20 minutes Epic, RAZ or Independent Reading
- 20 minutes ST Math or Zearn
- 20 minutes Seesaw work: Writing or PBL
- 25 minutes Free Choice: Movement/Mindfulness, Play, etc

**Total Synch time:** 2 hour 25 minutes (145 min)

**Total Asynch time:** 1 hour 25 minutes (85)

**Total time 230 minutes**

## Distance Learning & In-Person Learning: How the schedules can align to cover content

- *Wednesdays = Whole Class /All Kids Zoom Morning Meeting from home + Asynch & Independent Work for all Students*
- 4 lessons + 4 follow-up/extension lessons in a 2 week cycle.

Week A	Monday	Tuesday	Thursday	Friday
<b>Distance Learning Kids</b>	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1  Art (half of K/1 Th/F Group)	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2  Art (half of 2/3 Th/F Group)	<b>Follow-Up/Extension:</b> Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1 Art (half of 2/3 Th/F Group)	<b>Follow-Up/Extension:</b> Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2 Art (half of K/1 Th/F Group)
<b>In-Person Group 1</b>	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2	<b>Follow-Up/Extension:</b> Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1 Art (2/3 Th/F Group)	<b>Follow-Up/Extension:</b> Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2 Art (K/1 M/T Group)
<b>In-Person Group 2</b>	<b>Follow-Up/Extension:</b> Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3 Art (K/1 Th/F Group)	<b>Follow-Up/Extension:</b> Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4 Art (2/3 Th/F Group)	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2

Week B	Monday	Tuesday	Thursday	Friday
<b>Distance Learning Kids</b>	Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4	<b>Follow-Up/Extension:</b> Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	<b>Follow-Up/Extension:</b> Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4
<b>In-Person Group 1</b>	Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4	<b>Follow-Up/Extension:</b> Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	<b>Follow-Up/Extension:</b> Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4
<b>In-Person Group 2</b>	<b>Follow-Up/Extension:</b> Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	<b>Follow-Up/Extension:</b> Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2	Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4

*(then goes back to week A schedule)*

Week A	Monday	Tuesday	Thursday	Friday
<b>Distance Learning Kids</b>	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2	<b>Follow-Up/Extension:</b> Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	<b>Follow-Up/Extension:</b> Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2
<b>In-Person Group 1</b>	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2	<b>Follow-Up/Extension:</b> Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	<b>Follow-Up/Extension:</b> Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2
<b>In-Person Group 2</b>	<b>Follow-Up/Extension:</b> Phonics Lesson 3 Literacy Lesson 3 Math Lesson 3 PBL Lesson 3	<b>Follow-Up/Extension:</b> Phonics Lesson 4 Literacy Lesson 4 Math Lesson 4 PBL Lesson 4	Phonics Lesson 1 Literacy Lesson 1 Math Lesson 1 PBL Lesson 1	Phonics Lesson 2 Literacy Lesson 2 Math Lesson 2 PBL Lesson 2

## Arrival & Dismissal for On-Campus Hybrid

### Arrival

**For families that will drive onto campus:** All cars will enter using the HS parking lot entrance and use the outermost lane to wrap around the backside of the HS to drop off their child/ren in front of HTeM. Families will be given a placard to place on the front of their windshield. Parents will use curbside drop-off and are asked to stay in their vehicle. To minimize foot traffic, caregivers will stay in their cars. Students will have their temperature checked while in the car. Before arrival onto school campus, caregivers will ask students the screening questions and fill out QR code.

**For families that will walk/ use public transit:** Families will use the sidewalk gate entrance on the corner of Mt. Alifan and Mt. Acadia to enter the school campus. A staff member will be there to greet them and do a full check in. If they are within a healthy temperature range (under 100°F), students will be invited to line up at their class outdoor line.

### Arrival steps are outlined below:

1. Prior to departing their living space, families and caregivers will fill out Covid-19 questionnaire via QR Code .
2. Families and Students arrive at HTeM curb.
3. Temperature check will happen for students, still in the car.
4. If they are within a healthy temperature range (under 100°F), students will be invited to exit the car and line up at their class outdoor line.
5. If students are not within a healthy temperature range or have any visible symptoms they will not be allowed to enter campus and will be notified by the office about a return date depending on the decision tree.
6. From exiting the car, students will walk to their outdoor class lines. They will be handed a personal sitting mat and sit down until their arrival window is over. From there the class will walk inside the school grounds to their classroom.
7. For students that arrive after 9:00am they will check-in at the front office with Ms. Paula.

COHORT ARRIVAL & DISMISSAL				
Arrival	Class	Location	Screening	Outdoor Class Line Support
8:00-8:15	Kindergarten	Front Curb of HTeM	Bethany/ Lisa	Kinder ACs
8:15-8:30	1st Grade	Front Curb of HTeM	Bethany/ Lisa	1st Grade AC's
8:30-8:45	2nd Grade	Front Curb of HTeM	Bethany/ Lisa	2nd grade AC's
8:45-9:00	3rd Grade	Front Curb of HTeM	Bethany/ Lisa	3rd grade AC's

**For students who are tardy:**

If students arrive after their suggested dropoff window, they will still be screened at the curb until 9:00am and a support staff will be called to walk them into the classroom. If a student arrives after 9:00am, they are considered tardy and they will call Ms. Paula, to be screened by our school site supervisor Ms. Paula.

**Dismissal:**

**For families that will drive onto campus:** To minimize foot traffic, dismissal will occur on the curb. Students will be walked out to the curb to wait at their outdoor class lines until their caregiver's car is identified. Caregivers will be provided with a placard to place on the front windshield to ease with this process. Staff will be monitoring identification of those listed on PowerSchool's approved pick-up list to ensure safety. Caregivers should be prepared to show identification.

**For families that will walk/ use public transit:** Families will use the sidewalk gate entrance on the corner of Mt. Alifan and Mt. Acadia. A staff member will be there to greet them and call out student names via walkie talkie. Students will be directed to walk over to their parents. Families will have floor markers to ensure that they stay socially-distanced. Caregivers should be prepared to show identification.

Dismissal steps are below:

1. Families arrive at HTeM curb by using the HS entrance off Mt. Acadia
2. Families will place pick-up placard in windshield
3. Staff will check names with PowerSchool approve pick up list
4. Staff will call out names via walkie talkie who is ready to be picked up
5. Students will be directed to their car
6. Families and students will exit on Mt. Alifan

**Multiple Children at HTeM:**

For Arrival: Families will drop off all their students at the earliest time. The older siblings will be directed to their classrooms, and check in with their teacher.

For Dismissal: Families will pick up their students at the earliest time for your student in the lowest grade level (ex- a family of a 3rd grader and Kindergartener will pick up both children at the Kindergarten dismissal time).

## Snack, Lunch & Recess for On-Campus Hybrid

Before students head out to lunch, they will wash their hands. Students will eat their lunches at their stable group's designated area on the lunch tables. Once students have finished eating they will raise their hand to go throw away their trash. Staff will have students sanitize their hands before going out to play. Students will be asked to put their mask on right away after finishing their food.

We will have 3 designated areas for recess so that groups do not mix.

- East playground
- West playground
- Back courtyard

One class in a grade level will be on the east playground, one class in a grade level will be on the west playground, and one class will be in our back courtyard with play equipment. The schedule will rotate between classes.

Our school lunch program will continue to provide lunches.

The HTH Food and Nutrition Department is committed to meeting the nutritional needs of each and every student during the 2020-21 school year. The department has developed, and will adhere to, the following measures to ensure the overall health and safety of students who rely on HTe Mesa's meal service. Food and Nutrition staff will follow safety guidelines set forth by the California Department of Public Health for handwashing, proper sanitation of work stations, physical distancing, and face coverings

### ON-CAMPUS MEALS:

- HTe Mesa will provide contact-free meal service to protect students and employees.
- All school meals are free until further notice.
- HTeM, HTMM and HTHM will coordinate to stagger meal times and pick up locations as feasible to minimize contact between stable groups and maximize physical distancing.

## Special Education Support for On-Campus Hybrid & Distance Learning

Students will still continue to receive special education services in accordance with their offer of Free Appropriate Public Education (FAPE) per the Individualized Education Plan (IEP) contingency plan. Education Specialists will connect with each family based on 504 or IEP team decisions. Speech and Language (SLP) and Occupational Therapy (OT) services will be rendered via zoom. If student's opt for on-campus hybrid, services for SLP and OT will be rendered via zoom. If there are any changes to make, we will amend via an IEP meeting. Annual and Triennial meetings will still be scheduled so meet by their due dates.

Specialized Academic Instruction (SAI) : Services out of the classroom will be rendered in a virtual format, unless the student has demonstrated difficulty accessing learning in this format. Guidance about in-classroom SAI is still being decided by the Special Education Charter Management Office (SPED CMO) team and are consulting with SELPA (Special Education Local Plan Area) and Ed code. Students with 1:1's will still have access to this service in the classroom for the days that they are on-campus hybrid learning.

Speech and Language Services: Services will be rendered in a virtual format, unless the student has demonstrated difficulty accessing learning in this format.

Occupational Therapy: Services will be rendered in a virtual format, unless the student has demonstrated difficulty accessing learning in this format.

Other Services: Will be implemented per Emergency Contingency plan on IEP.

Testing for Initial referrals, and Triennial evaluations: Will be scheduled with IEP team members's schedules and administered in-person following COVID-19 safety protocols.

Student Support Team: Will continue to work with general education teachers and parents to meet and support students with interventions, if needed. Team will continue to follow child-find guidance from CDE.

## Outdoor Classrooms for On-Campus Hybrid

### Materials Needed:

#### *Student Materials*

- Yoga mat (foam square)
- Hard surface/portable desk
- Quart ziploc bag → Pencil, dry erase marker, flair tip pen, coloring materials (crayons/markers?)
- Other materials: canvas bag, Notebook, folder, clipboard, dry erase board

#### *Teacher materials:*

- Easel, chart paper, markers, dry erase markers
- Wagon
- Chair

## Cleaning for On-Campus Hybrid

- After dismissal, teachers will clean tables , chairs, technology and common spaces. When the classroom is clear, Marissa, facilities staff, will clean all other areas such as door knobs, sinks, handles and floors. The classrooms will be sprayed down on Tuesday evenings and Friday evenings before the next group comes.
- If a student is sick during the day, we will remove the class to another space. Marissa will spray and disinfect the classroom and the sick students' work area.

## Health and Safety for On-Campus Hybrid

### **In the classroom:**

Students will wash/sanitize their hands whenever entering or exiting a new space (i.e., leaving for recess, exploratory, etc.). Students will social distance (4-6 feet apart).

### **Restrooms:**

Students entering the restrooms will first check to see if there are any available stalls. If there are no available stalls, they will wait outside of the restroom until a student leaves before they enter. There are floor markers to designate where to stand when waiting. Staff will continuously monitor hallways and restrooms to support.

## Contingency Plans & Decision Tree

### Decision Tree:

If a child is showing symptoms at school, they will go to the isolation area located outside of the main office. We will take the student's temperature and call home.

A. In this event the class will go to an alternate location to work for the remainder of the day.

1. Notify Marissa to spray and sanitize the students' work area and classroom
2. Give parent guidelines and directives on when student may return to school
  - a. If a student chooses *not* to do a PCR test they will need to stay home for at least 10 days from their symptom onset, symptoms are improved & 24 hours fever free without medication
  - b. If a student tests positive for Covid-19 they may return to school 10 days after symptom onset, symptoms are improved & 24 hours fever free without medication
  - c. If a student is ill but has a negative PCR test they may return after being 24 hours fever free, 24 hours with symptoms improving and a negative PCR test provided to the front office
  - d. If a parent indicates that a student has a chronic pre-existing condition, a doctor's not specifically stating diagnosis and symptoms will be required
  - e. If a family member tests positive, students will need to be quarantined. Dates will be reviewed independently according to the decision tree.

## Staffing

Academic Coaches will continue to support in a variety of ways. ACs will be trained with the latest safety procedures. They will receive support and guidance from Education Specialists if they are working with students with IEP's or 504's.

If parents have specific questions about academics- parents will continue to be encouraged to reach out to their grade level teacher.