

ROADMAP FOR REOPENING

AUGUST 2020

OWENS ELEMENTARY SCHOOL DISTRICT

Part 1: Guiding Principles

Introduction

The COVID-19 pandemic presents the most serious public health crisis the world has experienced in generations. Looking forward to the 2020-21 school year and beyond, OESD is committed to doing everything it can to reopen our campuses because we believe doing so is in the best interest of our students. And yet, we recognize that Owens Elementary needs to find a pathway for reopening its campuses safely with the health and wellbeing of our entire community in mind.

Roadmap for Reopening is guided by the assumption that a vaccine will not be available for 12-18 months, which means OESD needs to be able to respond quickly to circumstances in its own school community as well as to conditions in the state of Arizona. Even as we plan to reopen our campuses in August, we know we may need to close them again with very little advance warning. This means OESD must be prepared to toggle between different learning models designed to fit a variety of circumstances and drivers.

This Roadmap is guided by five principles:

1. Act with fidelity to OESD's Mission and Goals by prioritizing quality education for all students that provides continuity of learning and that is engaging and rigorous regardless of the instructional model they are served in during the school year.
2. Prefer in-person learning over Distance learning whenever it is safe to do so.
3. Prioritize student and staff health, safety, and wellbeing.
4. Promote hygiene and health-related policies that are research based, clearly communicated, effectively implemented, and enforced.
5. Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and flexible when facing changing health circumstances.

Through this Roadmap, we hope to shape positive learning experiences within a challenging new context. OESD would like to thank its students for their resilience, adaptability, and spirit; its families for their support, patience, and understanding; and its staff for their courage, professionalism, and dedication. The 2020-21 school year promises to be an especially challenging one for all of us, but we are confident that we can weather these challenges together. We will continue to operate under the guidance of the public health officials, Arizona Department of Education (ADE), and other governmental agencies.

Rights and Responsibilities within the OESD Community

Rights — Every student, teacher, or staff member should be known, valued, and cared for. This fundamental right accompanies membership in OESD’s school community. It implies we all have a right to expect both emotional and physical safety. During the COVID-19 pandemic, this means members of our community can reasonably expect a heightened level of concern for their health and wellbeing. While it is possible that students, teachers, or staff members will be exposed to COVID-19 in the course of their work or studies, everyone is entitled to expect that reasonable effort and reasonable precaution will be taken to prevent this from happening.

Responsibilities — Our Commitment also implies that members of our community should Know, Value, and Care for others. Our interactions with others (friends and strangers, students and adults) should be self-aware, respectful, and courteous. During the COVID-19 pandemic, this means complying willingly with rules and policies designed to keep our community safe and healthy. We must be thinking of others, appreciating that their risk tolerance might be lower than ours, and adjusting our behavior with sensitivity and respect. Respecting policies and expectations, even when inconvenient to ourselves is non-negotiable. In some communities, measures taken to prevent COVID-19 infection have ignited conflicts between the liberty of individuals and perceptions of the common good. We expect our community to openly accept the following guidelines:

- **All** members of our community and visitors to our campus (when allowed) follow guidelines regarding wearing masks, wash and disinfect their hands frequently, and mind physical distancing norms;
- **All** members of our community and visitors to our campus respectfully interact with each other in and out of the classroom, and take responsibility for maintaining a healthy environment;
- **All** parents and bus riders comply with bus drivers/monitors’ requests to follow rules on our buses;
- **All** members of our community and visitors to our campus follow self-screening guidelines for symptoms of illness and refrain from coming to campus when symptomatic; and
- **All** members of our community and visitors to our campus comply with self-quarantine rules regarding exposure to COVID-19.

Part 2: Learning Models

Introduction

OESD does not believe Distance learning is a satisfactory long-term substitute for families who have not chosen to learn in this setting. However, Distance learning is a necessary mode for learning when health and safety conditions leave no other option. Accordingly, OESD has developed four different learning models to increase the likelihood that it will be positioned to reopen its campuses at the earliest opportunity.

In short, OESD believes learning should be an active, contextualized, and constructive process for students that allows them to grow academically, socially, and emotionally. We believe that learners construct knowledge through experience and social mediation and that the essential purpose of school is to provide supportive environments rich in engagement, social interaction, and feedback. Relationships play an essential role in every student's school experience; these connections make us human. Accordingly, OESD is highly motivated to open its campuses to provide students with opportunities to learn through in-person environments whenever it is safe to do so.

Four Models for Learning

In anticipation of ongoing and evolving challenges associated with the COVID-19 pandemic, OESD has developed four models for learning. These models take into account a preference for in-person learning over Distance learning whenever it is safe to do so. The first model, which we call our Traditional Classroom Model, describes a traditional school experience where students attend school four days a week. If conditions demand that we close our campuses, OESD will refer our Distance Learning Model. More detail about each of these models follows below:

In-Person Learning Model: This is a traditional school experience with all students in the physical buildings to receive their instruction four days a week. The learning that happens off campus is mostly in the form of homework or projects. Preventative hygiene policies are implemented in combination with realistic physical distancing guidelines. This model is possible when the risk of exposure to the virus that causes COVID-19 is considered low enough that a greater student population on buses, in classrooms, and in other shared facilities is appropriate.

In-Person (A/B Schedule) Learning Model: This is a traditional school experience with 50% of the students (Group A) in the physical buildings two days per week (Mon/Wed) while (Group B) will physically in the buildings two day per week (Tues/Thur). When each group is not attending physically, they will be engaged in **Distance Learning** at home or off campus to receive their instruction.

Distance Learning Model: While this model may appear similar to that which was implemented in the final months of the 2019-20 school year (when all campuses were closed), it has been refined to include more measures of engagement for students and teachers alike. OESD has developed a Distance Learning Plan to support this model. The Distance Learning Model allows for learning to remain open through virtual educational experiences. Students attend school virtually through synchronous (real time) and asynchronous (self-paced) lessons, activities, and projects. Students collaborate online, but not with the same structure and frequency as an in-person school experience would allow. OESD has developed a Distance Learning Checklist for Teachers to provide consistent support for students who will learn remotely.

Online Virtual Learning Model: For those who have health concerns or are simply not comfortable returning to the In-Person Learning Model, students can enroll in our Online Virtual Learning Model **Odysseyware**. This model will allow students to complete their school work online at home with support of School District Staff in grades K-8. Students attend school virtually through asynchronous (self-paced) lessons, activities, and projects. Online collaboration is provided with the teacher based on progress monitoring and student success. Student participating in this model will only be allowed to transfer back to the Traditional Model on a semester basis. This model is not associated with the In-Person Learning Model outlined above.

OESD Distance Learning Expectations

OESD will be prioritizing quality education for all students that provides continuity of learning and that is engaging and rigorous.

Note: Distance instruction will look different than what occurred in 4th quarter of last school year.

Expectations while in this format would include:

- Parent orientation will be available regarding school procedures and expectations, individual classes, and technology.
- A combination of live classes that require attendance, recorded lessons by the teacher and independent learning will happen daily. Each class/teacher will have a consistent posted schedule and meeting times.
- Teachers will use a consistent set of instructional technology tools for instruction (Google Education Suite including Google Classroom and Google Meet, etc.).
- All content areas will be taught and assessed according to grade level standards.
- Daily classroom culture and relationship building activities will be provided.

- Specialists (i.e. special education teachers and related service providers) will design and provide specialized instruction based on the students' individualized education program (IEP).
- Assignments will be collected, given timely feedback, and posted weekly in Synergy (grade 3-8). K-2 teachers will provide regular updates on academic progress. Grades will be based on grade level standards, the quality of work, and the accuracy for which it is completed.
- The work assigned within each lesson will be self-paced, and students will be encouraged to continue working outside of the scheduled class time — as they would if the school was not closed.
- Weekly formative and quarterly summative assessments will be administered and analyzed for progress monitoring.
- Teachers will respond to all emails or parent/student communication within 24 hours during the regular school week.
- Teachers will have live virtual office hours available to all students who may have questions and/or comments regarding the online lessons and assignments.

SAFETY IMPLICATIONS OF EACH MODEL

As we navigate the uncertainties associated with COVID-19, OESD will need to be flexible in how it adjusts and responds to external health conditions and risks.

Significant medical advancements, access to testing, methods to treat and prevent associated illness, and antibody detection are needed. Until these are developed, external conditions and risk will continue to fluctuate. The following table provides a review of the safety implications of the four learning models.

OESD will make decisions about re-entry protocols based on the health and safety data and information available at the time. That data and information will include Governor Ducey's Executive Orders and other state and local health guidelines, guidance from the CDC, county level R-0 data from covidactnow.org, county level percentage of positive PCR tests from azdhs.gov, and overall community readiness.

Safety Measures

These guidelines will be followed when students and teachers return to schools for in-person learning. Please note that they may be updated as we receive additional information from Executive Orders, mandates, or guidance from state or national health and education officials.

Sick children - Parents are encouraged to keep their child(ren) at home when they feel ill. Please do not send children to school if they are not feeling well or if they have illness symptoms.

Hand Hygiene - Frequent hand washing encouraged with soap and water and hand sanitizer will be encouraged.

Screening - Teachers and staff will visually screen and administer temperature checks of students each morning and, as needed, send students to the nurse for further evaluation. Staff will be paired with another staff member for checking and recording their temperatures on a daily basis.

Face coverings - Face coverings will be required for all students, staff, and visitors based on the Governor's Executive Order when in classrooms or buildings and outdoors on campus when physical distancing is not possible. Face coverings must comply with the school dress code.

Drop off and pick up procedures - Parents/guardians are encourage to remain in their vehicles when possible and follow the mask and distancing requirement for visitors.

Visitors on Campus - No outside volunteers will be allowed on campus unless they are deemed essential by administration.

Students with Special Needs - The Special Services team will meet with families of students with unique health concerns and outline individual protocols.

Classrooms - Desks will be physically distanced when feasible and facing forward. Masks and/or face coverings will be required while indoors.

Playground Equipment - Allow no more than one class/grade level on the playground equipment at a time. Clean equipment and areas in between classes/cohorts.

Cafeteria - Pre-packaged, “grab and go” options will be available, lunch locations will be added to provide additional distancing, and will be administered one class/grade level/cohort at a time in the cafeteria. No sharing of food.

Events/Activities - School events will be modified or rescheduled; virtual events will be held when possible.

Social-Emotional Learning- Teachers and staff will be trained in SEL processes and will provide SEL lessons throughout the online and in-person learning.

Quarantine Protocols if Someone is Sick - We will follow all current state and county protocols in regards to an infected student or staff member.

Risk Level	SAFETY IMPLICATIONS
Substantial	<ul style="list-style-type: none"> ● External indicators support our confidence that physically closing our campuses is the best course of action. Indicators might include rising infection rates, a high degree of medical uncertainty, or infections within our own school community. ● Distance Learning will occur for all students, and there would be no on-campus experiences.
Moderate	<p>Depending on External health indicators, students may be learning In-Person and Remotely (A/B Schedule), or schools may be open but with extra safeguards in place to promote staff and student safety.</p> <p>An on-campus experience would include:</p> <ul style="list-style-type: none"> ● Distancing norms that are encouraged and adhered to as much as possible, but not possible in all situations (e.g. in smaller class sizes, limited number of students in the cafeteria, one-way hallways during transitions). ● Personal hygiene protocols that include encouraging frequent handwashing, wearing of masks, etc). ● Cleaning protocols in place to ensure thorough and safe building sanitation to meet the active use throughout the day. ● High-risk community members might be more vulnerable to exposure.
Minimal	<p>External indicators support our confidence in opening campuses to full capacity and usage including:</p> <ul style="list-style-type: none"> ● All students attending school at each campus. ● All riders on our buses. ● Full classrooms with students in a standard room. ● Active use of all campus spaces if safe for staff and students.

Risk Determines Learning Model

OESD will make decisions related to the selection of a learning model based on an assessment of risk. That is, if we assess risk as SUBSTANTIAL, our campuses will be closed and we will move to Distance Learning. If we assess risk as MINIMAL, we are confident that conditions are appropriate to reopen school entirely, welcoming all students back on campus concurrently with realistic safety precautions in place. If we assess risk as MODERATE level, methods for reducing campus density will be enacted. This could mean implementing the In-Person (A/B Schedule) Learning Model.

Risk Level	External Considerations/Drivers
SUBSTANTIAL	<ul style="list-style-type: none">● State of Emergency or government request for schools to close● Guidance from CDC, Health Departments, and trusted authorities indicates a substantial risk● Infection rates locally are rising and/or remaining at concerning levels● Known infections within OESD community● OESD is not confident it can effectively mitigate risk and ensure safety
MODERATE	<ul style="list-style-type: none">● Guidance from CDC, Health Departments, and trusted authorities indicates moderate risk● Infection rates locally are confined and/or traceable● OESD has confidence in its ability to mitigate risk with enhanced measures.
MINIMAL	<ul style="list-style-type: none">● Government guidance allows reopening● Guidance from CDC, Health Departments, and trusted authorities indicate minimal risk● Infection rates locally are declining and traceable● OESD is confident in its ability to mitigate risk when school is fully open

COMPARISON OF LEARNING MODELS

CATEGORY	IN-PERSON LEARNING MODEL (Minimal Risk)	IN-PERSON (A/B Schedule) LEARNING MODEL (Moderate Risk)	DISTANCE LEARNING MODEL (Substantial Risk)
Campus Status	Campus is open	Campus may be closed for Distance Learning, or Campus is open with In-Person (A/B Schedule) Learning Model	Campus is entirely closed
Learning Environment	Mostly on campus	Either Distance Learning or it may be in-person and Distance Learning	In digital spaces through Google Classroom, physical packets, etc.

Teacher Communication	Mostly in-person and digital communication	Online for Distance, or in-person if schools are open.	Some audio and video recordings with real-time digital interactions
Collaboration amongst Students	Mostly in-person and real-time	Online for Distance, or in-person if schools are open.	Virtual collaboration only, with both real-time and asynchronous activities
Teacher Feedback	Combination of in-person feedback and digital feedback in multiple forms. Ongoing real-time and asynchronously	Digitally online for Distance, or in-person if schools are open.	Almost entirely digital feedback in multiple forms

Special Education Learning Considerations

OESD is committed to providing quality special education services for our students with an Individualized Education Program (IEP). During the current COVID-19 situation, we will continue to provide specially designed instruction and related services to our students as delineated within each student’s IEP. We have completed a Special Education Instructional Framework that aligns with In-Person and Distance Learning to ensure students with IEPs receive their special education services.

It should be noted that, if feasible, students with more significant needs may be offered and receive in-person instruction within each model. However, if the Governor mandates that districts across the state are closed, all students will receive instruction through Distance learning. As always, school teams will work with families, through the IEP team meeting process, to support the individual needs of students.

Risk Level	INSTRUCTIONAL FRAMEWORK
Substantial	<ul style="list-style-type: none">Students and Teachers will engage in Distance Learning.
Moderate	<ul style="list-style-type: none">If Distance Learning, students receive virtual specially designed instruction. Services for students with higher needs <i>may</i> include in-person and/or virtual instruction.
Minimal	<ul style="list-style-type: none">All Preschool-12th grade special education instruction and related services are provided on campus.

Part 3: Health & Safety

Introduction

The challenge of planning for the reopening of Owens Elementary School District's (OESD's) campuses started with the question: What would an average school day for a typical student look like in OESD's "new" normal? We had to imagine how students would board the bus in the morning; how they would walk through the campus to reach classrooms; how those classrooms would need modifications; where students would study music, art, and physical education; where they would eat lunch; what a visit to their counselors would look like; how recess might need to change; and how we would get them home safely. We quickly realized every policy, protocol, and practice would need to be reviewed with the goal of ensuring preventative hygiene or providing for physical distancing. Principles 3, 4, and 5, which are repeated again below, further informed this planning:

Principle 3: Prioritize student, faculty, and staff health, safety, and wellbeing.

Principle 4: Promote hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and enforced.

Principle 5: Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

OESD's approach to safety has four areas of focus:

- Physical Distancing & Reducing Density
- Preventive Hygiene & Health Screening
- Cleaning, Sanitizing, & Disinfecting
- Training, Communications, & Coordination.

Each of these critical areas helps shape our approach so that our policies and protocols provide the necessary conditions at the campuses to mitigate the risk of exposure to COVID-19. We identified these categories through ongoing study of the growing literature on COVID-19, such as how to reduce transmission risk of the virus, the role masks and effective hand-washing play in protection, and how to reduce and kill surface germs in a school setting. We also know that the best operations plan must be clear, flexible, and sustainable; therefore, our efforts only become operational when we can train, communicate, and coordinate these efforts effectively.

Category 1: Physical Distancing & Reducing Density

Infectious disease experts have promoted physical distancing as an essential strategy in the containment of COVID-19. OESD recognizes that to effectively reduce the risk of infection, it must implement effective physical distancing policies. Student density will be as follows according to the different learning models.

Risk Level	Distancing	Density	Learning Model
Substantial	School closes for all campuses		Distance Learning
Moderate	6 feet in classrooms wherever possible and as feasible during transitions	If allowable and practical, density will be limited, but health and education mandates may not allow for limited density.	Distance Learning or In-Person (A/B Schedule)
Minimal	All students back on campus and distancing encouraged	Full capacity, all students in attendance	In-person Model

Student density and physical distancing procedures will be implemented wherever feasible through modifications in classroom layouts, movement through hallways, lunchroom layouts and procedures, playground usage, and car pick up and drop off procedures. Other factors such as the age of the students and furniture in the classroom also influence decisions around distancing. Student density, therefore, will remain a fundamental mitigation factor we continue to rely on for decision-making, as we face the new realities of the 2020-21 school year.

Category 2: Preventive Hygiene & Health Screenings

Another essential category recommended by health care professionals involves health screenings and preventive hygiene which includes hand-washing, use of face coverings, and minimizing the sharing of belongings. Coupled with physical distancing, these are the most effective strategies in containing COVID-19. Our goal is to prevent symptomatic children and adults from boarding the buses or entering our campus.

Student families will play a critical role in the health screenings of students. Please refer to the charts below for guidelines.

Face Coverings:

Learning Model and Risk	In-Person (Minimal Risk)	Distance Learning or In-Person (Moderate Risk)	Distance Learning (Substantial Risk)
Face Covering Requirement	Face coverings will be recommended or required based on health and safety recommendations in real time when physical distancing is not possible.*	Face coverings will be recommended or required based on health and safety recommendations in real time when physical distancing is not possible.*	N/A

*Decisions regarding face coverings will be monitored and adjusted in accordance with health department, state, local, and CDC guidance.

NOTE: Due to the possible dense occupancy of the bus, by default, students who ride the bus will be required to wear face coverings. Students must be able to properly manage wearing their face coverings. (Exceptions will be provided for students who have medical documentation of difficulty breathing with a mask or who cannot remove the mask on their own.)

Health Screenings:

	In-Person (Minimal Risk)	Distance Learning or In-Person (Moderate Risk)	Distance (Substantial Risk)
Parent Responsibility	Temperature checks and symptom screenings prior to the morning drive, bus ride, or walk to campus. Keep students at home if symptoms are detected.	Follow Minimal or Substantial, depending on if school is Distance or In-Person.	Monitor student health at home.
School Responsibility	Temperature Checks & Visual screening of symptoms. Students with symptoms will be referred to the Health Office for further assessment.	Follow Minimal or Substantial, depending on if school is Distance or In-Person.	N/A

Category 3: Cleaning, Sanitizing, and Disinfecting

The third category in OESD's operational strategy to prevent the spread of COVID-19 has been to ensure our cleaning protocols follow guidelines established by the CDC. These guidelines encourage institutions to consider the important differences between cleaning, sanitizing, and disinfecting, and recommend the best chemicals to use and how to apply them. OESD's plan includes frequent cleaning of high touch areas, daily sanitation measures, and deep cleanings as needed. We will continue to use the CDC guidelines, along with other occupational and environmental recommendations, to learn the safest and most current practices in school facilities.

Category 4: Training, Communication, & Coordination

OESD's operations plan will only be successful if it has clear expectations set out for its community, a structure that is sustainable, and the flexibility to adapt to changing realities. The first step is targeting communication to the community on how to protect ourselves and others by informing everyone about what guidelines must be followed. In addition to existing communications channels, we will implement hygiene-related signage in key areas such as the main access points to campus, buses, cafeteria, bathrooms, and common areas on campus.

Once communication mechanisms are in place, more detailed instruction and training will be implemented throughout the community, prior to and at the start of our campus reopening. Our cleaning staff has been trained on new measures of reducing and eliminating germs, and our teachers and staff will be trained in sanitizing classroom space and shared objects. Additionally, our students will be trained in maintaining physical distance and upholding personal health hygiene. Everyone will have a role to play and will be an integral part of school safety.

Other Specific Areas of Enhanced Protections

Visitors and Volunteers

Non-essential visitors and volunteers will be restricted from campus including alumni, family visitors, and guest speakers. All visitors must be approved by the front office prior to arrival. This will include alumni, family visitors, and guest speakers. Essential visitors will need to access entry through our main offices and may have their temperature checked.

Cafeteria Food Services

Providing breakfast and lunch to students is an integral part of a student's educational day. Due to the challenges of COVID-19, OESD would continue to provide healthy breakfast and lunch meals and keep students/staff safe through the following goals:

1. Developing schedules to reduce the number of children in the cafeteria per lunch period as well as ensuring the proper spacing between seats.
2. Changing procedures to maximize the safety of students and staff.
3. Focusing on sanitization prior, during, and after students entering the cafeteria.

Breakfast and lunch opportunities will also be available for students engaging in Distance learning. Designated meal pickup location will be determined and communicated to parents.

Health Office

Our health office staff are focused on and committed to providing high standards of prevention and response protocols to keep our students and staff safe and healthy on campus. As infection control, virus prevention, and health education professionals, our health office staff will continue to play a key role in guiding our schools' reopening efforts. Minor first aid needs will be handled by the classroom teacher as much as possible. The following health screening will be administered by the Health Office once a student has been referred by a staff member:

1. Temperature Checks (Secondary Screening)
2. fever of 100.4 degrees or higher, or chills;
3. shortness of breath or difficulty breathing;
4. muscle aches;
5. sore throat;
6. headache;
7. fatigue;
8. congestion or runny nose;
9. cough;
10. vomiting;
11. diarrhea; or
12. new loss of taste or smell.

Students Health Screenings

At School

Upon arrival at school, each student will proceed directly to the student's first period or regular classroom.

Wellness Check: A staff member, wearing appropriate PPE, will visually check each student and take temperatures with a non-contact thermometer after taking attendance. Any student with visible symptoms of runny nose, cough, shortness of breath, or vomiting, or one who has a fever at or above 100.4 degrees, will be taken to the health office. Parents may be contacted for pick-up with the following exceptions:

- If the student has a runny nose and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.

- If the student has health information on file that confirms a diagnosis of asthma or other respiratory condition and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.

Return to School

- Students that have been sent home with COVID-19 symptoms must remain out of school until there is NO fever for 3 days (without fever reducing medication) and Other symptoms do not exist.

Part 4: Other Campus Considerations

Introduction

OESD understands the importance of many other considerations such as returning to interscholastic sports, extracurricular activities, after school clubs, social-emotional support, technology support, and attendance requirements. We will return to participation in a phased approach maintaining safety guidelines from the National Federation of High School Sports (NFHS), Center for Disease Control (CDC), Arizona Department of Education (ADE), and Arizona Interscholastic Association (AIA). Guidelines are subject to change and will be updated when new information and recommendations become available.

Technology Considerations

Each school will provide devices for students to use as allowed by their current availability. The Information Technology (IT) Department will provide support for technology hardware, software, and distance learning.

Parents are asked to contact the school's office for help with technology.

We have varying procedures for each risk level.

- During the minimal risk model, teachers will ensure that proper cleaning procedures are taken for Tablets or Computers used throughout the school day. IT will loan out devices to parents who opt for long term Online Virtual learning for their children. For the moderate risk level, students may check out Tablets or Computers from their respective school locations before their alternate schedule begins. The Tablet or Computer will be returned when the student returns to school.
- For substantial risk, students will retain the device throughout the time school is closed, and families will be responsible for reporting issues, damages, and defects to the device. All parents must have a Technology Device Checkout Agreement signed and on file before a device can be loaned. Insurance is strongly recommended and protects families from accidental damage to the devices loaned. In addition, when possible, OESD may assist families having difficulty accessing the Internet. Solutions for this challenge will be evaluated on a case by case situation.
- For moderate risk, protocols for either minimal or substantial risk will be followed, depending on whether learning is taking place in-person or remotely.

Attendance Considerations

Research shows that attendance at school is directly linked with academic success. Plans for supporting student attendance include recruiting volunteers to assist families, contacting families with a history of chronic absenteeism before school starts, identifying and providing solutions to barriers for attending school, and assisting families through mediation if necessary. In addition, support staff will assist with implementation of Distance learning attendance requirements. Schools will not provide good attendance incentives during this time as students must stay home if they exhibit symptoms of COVID-19.