



ROADMAP FOR REOPENING SCHOOLS

JUNE 2020



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MESSAGE FROM STATE SUPERINTENDENT OF SCHOOLS

Dear School Leaders,

I know that the past few months have been among the toughest of your careers. The last part of this school year was filled with unexpected circumstances that few of us could have imagined. Despite the challenges, we must recognize that Arizona's schools have risen to the occasion to support their students, staff, and families in the face of these uncertain and challenging times. I have never been prouder to be a part of Arizona's education community, and I am continually inspired by the work our schools have done during this emergency. While our coming school year will also look different from years past, and as the entire world grapples with the ongoing COVID-19 pandemic, I take heart knowing that our schools will continue to be bedrocks of support, comfort, and stability.

There are still many unknowns about the future of this virus and its impact on our state. Still, the Arizona Department of Education remains committed to providing the field with as much guidance, support, and clarity as possible.

With input from public health experts and education leaders across our state, we have developed Arizona's Roadmap for Reopening Schools. It provides a series of recommendations for how schools can approach the 2020-2021 school year and offers adaptable considerations to meet each community's unique needs. Given the fluidity of the public health situation, this will be a living document that will be updated based on the most current information. Please continue to reach out to the Arizona Department of Education with your questions, feedback, challenges, and success stories. We will continue to provide you with as much clear and timely support and guidance as possible. Together, we will get through this and make sure all our students and their families have what they need to succeed.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Hoffman".

Kathy Hoffman, MS, CCC-SLP
Superintendent of Public Instruction



INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, local educational agencies (LEAs), guidance in preparing for and conducting a successful re-entry into School Year 2020-2021. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended, or augmented. LEAs should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

Local contingency plans are only effective through a collaborative effort by all community stakeholders, as school communities move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. These guidelines are not designed to be prescriptive but seek to provide LEAs with parameters and options as they develop their own contingency plans using local health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners, and institutional best practices, and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the strategies included. Each LEA should use this document as a guide and consult with district or school counsel and all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

What This Roadmap Is...

| What it is... | What it is Not... |
|--|---|
| A guidance document | Not legal advice |
| Based on evidence and expertise | Not based on opinion or ideology |
| Comprised of the essential actions designed to spur thinking, planning, and prioritization | Not an exhaustive list of every action that a district or school leader will need to return to school |
| Part of a continuum of school decision making | Not a distance learning playbook or school closure guidance |
| A fluid document that will change and grow based on local trends and statewide data | Not the final word on how LEAs and schools will manage the next phases of COVID-19 |



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THANK YOU

Arizona would like to recognize all the statewide stakeholders who shared their valuable time and expertise in the development of this document. We also thank all those who served as an Advisory Group to review and provide thoughts and feedback.

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Strategic Planning

Being prepared for the start of the 2020-2021 school year includes contingency planning for the possibility of future emergency short-notice school closures. Such strategic planning begins with an evaluation of the response to 2019-2020 closure. Contingency planning must include a focus on the continuation of teaching and learning and all key functions of an LEA. This is a guidance document utilizing the framework of Continuity of Operations Planning intended to stimulate thought and planning and provide an immediate tool to help LEAs prepare for next year. A [Continuity of Operations Plan \(COOP\) template](#) and guidance will be available on the [ADE Emergency Preparedness](#) webpage in early June.

What Is a Continuity of Operations Plan?

A Continuity of Operations Plan (COOP) is a collaboratively developed document that describes how the essential services identified by the LEA/school will be delivered/continued should campus closures be required for any period of time. The goal of a COOP is to restore essential functions within a LEA within 12 hours of the COOP being activated, and to sustain restored essential functions until full operational status is achieved. A COOP also guides how to re-open or “reconstitute” operations (on-campus or partially on-campus) when it is safe and appropriate to do so.

Elements of a Strategic Plan for Closure / COOP

The following are the elements that should be present in the strategic plan for future school closures. Elements shown in bold are found in FEMA COOP [guidance documents](#). Additional considerations have been included to provide concrete guidance for leaders to be prepared for future closures:

- Review criteria for school closure (contained within this roadmap)
- Create delegations of authority
- Evaluate 2019-2020 school closure
- Identify/define essential functions and clarify each department’s role in carrying out the mission of LEA
- Identify alternate facilities and locations
- Create a plan for accessing and securing vital records
- Establish a plan for human resources management
- Establish a plan for reconstitution/return to campus or partial return to campus
- Establish plans for communications continuity
- Establish plans for decentralization of operations/ “devolution” (not covered in this document)
- Succession planning (not covered in this document)
- A test training and exercise program (not covered in this document)

Timely creation and implementation of a strategic plan is imperative.

Timeframe for Strategic Planning

Timely creation and implementation of the plan is imperative. LEAs have limited time to prepare a strategic plan for future school closure (including prior year evaluation and COOP development). As such, clear timelines for completion should be developed that allow for ample time to develop training for staff and families and develop associated communications.



Questions to consider when implementing the plan include:

- Based on the Spring 2020 experience, are modifications to LEA policies or procedures necessary to support operations during future closures?
- What training and review before and during the school year is necessary to ensure that departments are ready to effectively implement the COOP?
- What training and communication are necessary to prepare students and families for a sudden shift to remote/off-campus learning?
- What training and communication are necessary to prepare department personnel to operationalize the COOP should a sudden shift to remote/off-campus learning be necessary?
- What partnerships are necessary to implement the plan (i.e., Tribal Nations, youth and community organizations, etc.)?
- What assistive technology or other accessible hardware or software do we need to be ready to distribute to ensure students with disabilities will have equal access to remote learning?
- What can we do now to reduce the disparities in access to learning that will exist for vulnerable student populations if schools are forced to close?

The LEA planning team may opt to include some or all of these elements. However, identifying and defining essential functions as part of the developed COOP is required.

Elements in Detail

Create Delegation of Authority

A Continuity of Operations Plan is activated by the district/school superintendent, with the authority of the respective governing board. Development of the COOP is led by the district/school superintendent or their designee. If led by a designee, the individual should have the authority and influence with the various departments/areas of operations covered by a COOP. The COOP may be part of the LEA/school Emergency Operations Plan (EOP) or a stand-alone document referenced in the EOP.

The person assigned with oversight of the COOP should have the authority to make decisions and assign tasks and projects as necessary to the cross-department team related to the COOP, call meetings, and develop a COOP for the LEA subject to approval of the superintendent and governing board. Department directors should be informed of their responsibility for completing each element of the COOP for their departments as outlined below.

Evaluate 2019-2020 School Closure

All LEAs have now had some practice in implementing an emergency plan in response to COVID-19. Completing a comprehensive review and assessment of what worked, what did not work, and what needs to be improved based on the LEA/school(s) experience during the Spring 2020 closure using an After-Action Report or some other performance evaluation tool, is critical to ensuring an improved response in the upcoming year.

Essential areas of operation recommended for review and assessment along with some recommended guiding questions for each are below. These same questions for review should be considered by department directors in crafting the COOP for their department.



- Communications (internal and external stakeholders) - applies to all categories below
 - Were all stakeholders continually and regularly updated?
 - Was there any confusion or reactive communication based on frequently asked questions that were not proactively addressed?
- Teaching and learning (including distance learning), special education, and related services
 - What was the intent of education during school closure, and how did it compare to a normal school year?
 - How will education be accelerated for vulnerable student populations (i.e., students experiencing homelessness, English learners, Native American students, students with disabilities)?
- Human resources and management of staffing (ensuring ongoing staff and human resources services)
 - How was staff morale during closure and did staff feel supported during this time?
- Finance and procurement
 - Were any essential functions of the department halted during state closure?
- Technology (computers and system support) and data/records security
 - How effective was technology deployed into teachers' and students' hands?
 - What resource gaps does the LEA have that prevented greater technology implementation?
 - What security features were implemented to protect student privacy?
 - What percentage of students were unable to or experienced significant challenges participating in online distance learning?
- Business services/finance (i.e., payroll)
- Facility use and maintenance (main buildings or alternative locations)
 - Did the LEA allow school facilities to be used for childcare for essential LEA personnel and/or healthcare workers and first-responders?
- Food services
 - How often did the LEA provide food service?
 - Were there procedures to ensure all students/families were reached?
- Transportation
 - How were drivers or buses used to support other essential functions during closure (i.e., use as WiFi hotspots, delivery of food/resources to McKinney Vento or other populations)?
- School-based medical and mental health services
 - Did the LEA work with partners to transfer services to alternative locations or virtually provide services?
- Mental and behavioral health services (including counselors and social workers)
 - How were services transferred or provided remotely for students, families, and employees?
 - How were positive, supportive messages conveyed?
 - Did these services reach the students most at need?
 - How do you know?

To ensure equity in the upcoming implementation of the COOP, consider:

- Whether or not you have included that the perspectives and experience of traditionally underrepresented and disproportionately impacted groups (i.e., low-income, ESS, ELs, PK-2) within the school system are reflected in this process.



- If the needs of all students within the school system will be appropriately served through the COOP.

Identify/Define Essential Functions and Clarify Each Department's Role in Meeting the Mission of LEA

A critical step in developing a COOP is identifying the LEA's essential functions, their associated key personnel and supporting critical systems/processes that must be sustained during closure. While all functions are important, each activity may not be an essential function that must be continued in a disruption.

Steps to identifying essential functions:

1. Identify departmental and campus functions.
2. Determine essential functions of each department. Essential functions have one or more of these attributes:
 - Has direct, immediate effect in preventing loss of life, personal injury, or loss of property
 - Is essential for teaching and maintaining the educational environment
 - Provides vital support to essential function(s) of another department
 - Is required by law
 - Must be continued under all circumstances
 - Cannot suffer a significant interruption
3. Prioritize these essential functions for each department and list in your COOP.
4. Identify staff responsible for performing essential functions by job title.
5. Identify staff that are not considered essential and what their roles will be during closure.

Examples of non-essential functions may include after-school activities, sporting events and field trips. Once the essential functions have been identified and addressed, the LEA should proceed to considering non-essential services that improve the function of the LEA. At that time, the LEA should consider if any non-essential services will be provided during the closure, such as professional development or childcare, for essential personnel and/or healthcare workers and first responders.

School closure affects virtually every aspect of school operations. As such, in considering the essential functions of each department, directors should continuously ask how their plans convey the mission and values of the LEA at large, and whether the changes to the proposed structure of their campus ensure that the LEA's mission will continue to be met.

Identify Alternate Facilities and Locations

Consider the following questions:

- Will any education that was formerly on site, or planned onsite events such as training, be scheduled in any other facilities?
- How will virtual meetings and formats be used to productively replace in-person communication?



Create a Plan for Accessing and Securing Vital Records

Consider the following questions:

- How will compliance with federal and state rules regarding the production of public records, and providing parents access to their student's educational records be maintained?
- How will the staffing plan impact your ability to quickly retrieve records?
- How will security of the records be maintained during a period of closure?

Create a Plan for Procurement Practices¹

Establish a Plan for Human Resources Management

Consider the following questions:

1. Which employees will be allowed or required to work from the school or other physical site?
2. For employees required to work from the school, what safety protocols will be in place, and are they suggested or mandatory?
3. How will employees be trained in safety protocols, and how will they be enforced?
4. Which employees will be allowed or required to work from their homes?
5. What virtual communication and management structures need to be in place to ensure continued productivity of all work staff, and what training in technology and management need to be provided to supervisors and rank and file employees?
6. How will non-essential employees be utilized?

Establish a Plan to Return to Campus (return to campus or partial return to campus)

Consider each of the essential functions and departments affected, the changes necessary under the COOP, and how to unwind those changes.

1. Under what criteria will you consider a return?
2. How will you ensure that a return to campus is not implemented too early? An early return followed by an immediate closure can have a significant detrimental impact on morale and productivity.
3. If non-essential staff were furloughed, how will you ensure the ongoing operations of their responsibilities in a brick and mortar setting upon return?

Establish Plans for Communications Continuity

In the case of closure for COVID-19, activation of the COOP should be based on predetermined criteria that has been well-communicated and is widely understood by staff, students, families and the community. Questions to consider include:

1. Have you effectively communicated to staff, students and the community the criteria that will determine closure and re-opening of campuses?
2. Have you effectively communicated to staff, students and the community what operations will look like during this period that the COOP is in place?

¹ https://www.azag.gov/sites/default/files/2020-03/COVID-19_Procurement_Informal_Opinion.pdf



SCHOOL FINANCE

In Arizona, budget calculations for public schools are based on student enrollment counts over the first 100 days of instruction, weighted based on the unique characteristics of the school and students. Full funding, or additional requirements to receive funding for student enrollment, is then based on the number of instructional days and hours a student spends in an academic course of study.

In preparation for the next school year, there have been growing concerns regarding public school budget stability due to potential shifts in student enrollment and attendance, and the ability to expand and offer learning opportunities in either or both a traditional brick and mortar setting or through a virtual platform.

Districts and charters are seeking innovative ways to meet students' academic needs, as well as the health and safety needs of all families, and create flexible instructional models appropriate for their community. School leaders are exploring various instructional models in which students could learn from home on a partial or full-time basis.

However, state statute currently does not fully accommodate the need to implement new and multiple types of instructional models, including for distance learning. There is currently only one pathway for schools to be funded for online instruction, through the Arizona Online Instruction (AOI) program. However, this model does not allow for a combination of online and in-person studies, all tied to a student's brick and mortar school community.

In order to continue education services to students in an uncertain and fluid environment caused by COVID-19, the following school finance issues must be addressed by state leaders for schools to remain operating:

- A budget floor to cover core costs
- A flexible and adaptable way to provide distance learning that is tied to a brick and mortar school
- Transportation route miles adjustment that allows for an increase in bus routes needed to accommodate fewer students on a bus at one time.

Considerations:

1. Limiting budgets from decreasing more than two percent (2%)
2. Allowing for students who participate in person or remotely within the first 10 days of school to count as enrolled for the first day of the school calendar
3. The ability to mark a student's absence as excused when related to issues of COVID concerns
4. Accommodate the ability of districts or schools to offer flexible and adaptable instructional models by linking funding calculations to those models in a similar manner as regular instruction.

Reasoning:

1. There could be major shifts in student enrollment as result of COVID-19 and family employment and health situations, leading to dips in ADM, that would make it unsustainable for schools to remain open and available to provide academic and meal services. This situation could be exacerbated for rural and small schools.



2. During SY2020-2021, there will likely be a need to accommodate health and social distance guidelines from CDC and state/county health officials.
3. For health and safety related purposes, all schools, whether traditional or charter, will need to plan flexible instructional models that provide for groups of students to learn remotely while also remaining connected to their school, teachers, and friends.
 - Flexible and adaptable instructional models may include remote learning of varying group sizes and length of time to accommodate changing conditions related to COVID-19.
 - Remote learning should carry the expectation of providing commensurate learning outcomes for students whose peers attend in person at school.
 - This flexibility could also reduce the need to close schools statewide or district-wide.

Next Steps:

To support school planning for SY20-21, Arizona Department of Education, the Arizona State Board of Education, and Arizona State lawmakers are advised to evaluate and consider adjustments to statutory rules and requirements regarding reporting attendance, timelines for determining average daily membership (ADM), and any other related issues tied to student enrollment and school financing.




Health Protocols

The guidelines provided in this section are intended to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials, and other partners, to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community. It is also important to note that schools may still provide in-person instruction as determined by their local governing board.

Implementation (of CDC guidance) should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.

Should you consider opening? ([Schools Decision Tree](#)- CDC)


| Yes | No | Considerations |
|--|----|---|
| | | Will reopening be consistent with applicable state and local orders? <ul style="list-style-type: none"> Orders may come from the Governor’s Office², Tribal Nations, Arizona Department of Health Services, Local Health Departments |
| | | Is the school ready to protect children and employees at higher risk for severe illness? |
| | | Are you able to screen students and employees, upon arrival, for symptoms and history of exposure?* <ul style="list-style-type: none"> Per CDC guidance³, daily health checks/screenings are recommended when feasible and can include: <ul style="list-style-type: none"> visual symptom checks, which may include temperature checks if temperature checks can be done safely. verbal/written confirmation from parent that student is symptom-free *Please note that temperature checks are not required, and that fever is just one of many symptoms that may be screened for. |
|  Any No Responses- Consider Not Opening Physical Buildings | | |

² <https://azgovernor.gov/executive-orders>


³ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>



Are recommended health and safety actions in place? ([Schools Decision Tree](#)- CDC)

| Yes | No | Considerations |
|--|----|---|
| | | Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible |
| | | Intensify cleaning, disinfection, and ventilation |
| | | Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible |
| | | Train all employees on health and safety protocols |
|  Any No Responses- Consider Meeting Safeguards First | | |

Is ongoing monitoring in place? ([Schools Decision Tree](#)- CDC)

| Yes | No | |
|--|----|---|
| | | Develop and implement procedures to check daily for signs and symptoms of students and employees upon arrival, as feasible |
| | | Encourage anyone who is sick to stay home |
| | | Plan for if students or employees get sick |
| | | Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures |
| | | Monitor student and employee absences and have flexible leave policies and practices |
| | | Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area |
|  Any No Responses- Consider Meeting Safeguards First | | |

CDC recommends that schools wait to reopen physical buildings until all answers in the charts above are marked yes. Implementation (of CDC guidance) should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.



Screening

When considering the ability to screen students and employees upon arrival for symptoms and history of exposure, LEAs can consider a continuum in order to ensure that staff and students do not come to school when ill. Through clearly communicating symptoms, which when evident, indicate that staff and students should stay home, LEAs can screen for illness before students enter the school building.

- LEAs should consider the additional risk to school staff assigned to the role of health screener.
- LEAs should consider the potential liability if health screeners err or are negligent in determining who may attend or who must not attend.
- It is critical that LEAs establish in writing, the threshold conditions for excluding someone from campus, to ensure consistency so that health screeners are never operating on their own discretion.
- Health checks and screenings may trigger privacy laws including FERPA, HIPAA and the ADA. LEAs should consult with their counsel to ensure compliance with all applicable state and federal statutory requirements.
- Staff conducting health screenings will need adequate PPE in consideration of the risk posed by the personal contact.
- LEAs should consider the need for a contact tracing protocol when a student or staff member tests positive for or is exposed to COVID 19.

Continuum of Screening:



HOME is the first point on the screening continuum. LEAs should educate and support families on identifying the symptoms that indicate staff and students must stay at home. Families should be encouraged to self-report symptoms of illness, which could include fever, new onset of cough, etc. Self-reporting mechanisms could include calling the school, calling health-care provider, etc.



TRANSPORTATION is the second point on the screening continuum. LEAs should use clearly visible signage to communicate the symptoms students should not have if traveling on a school bus.



SCHOOL is the final point on the screening continuum. LEA staff should visually check for symptoms (which may include temperature checks) and/or confirm with families that students are COVID-19 symptom-free. *Follow up with healthcare professional.



Physical Distancing

Limiting the physical interactions of students is one way to mitigate exposure to infectious disease. LEAs should consider their ability to physically distance students to the extent possible. When it is not feasible to provide sufficient physical distance, LEAs should consider cloth face masks as a mitigation strategy. The Center for Disease Control (CDC) recommends wearing cloth face coverings in settings where physical distancing measures are difficult to maintain. (["Use of Cloth Face Coverings to Help Slow the Spread of COVID-19"](#))

Transportation Considerations:

- LEAs should also consider methods for physical distancing on buses, which could include assigned seating for riders, and the possibility of needing more buses or alternative schedules to safely transport students.
- When physical distancing on buses is not possible, LEAs should consider cloth face masks and other mitigation strategies.

Strategies: ([CDC Considerations for Schools](#))

Modified Layouts

- Space seating/desks to allow for physical distancing. CDC recommends at least six feet apart when feasible.
- Assigned seating to help track virus spread if a student/staff tests positive for COVID-19.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Create distance between children on school buses (i.e., seat children by one child per row, skip rows) when possible.
- Physical barriers
 - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (i.e., reception desks).
 - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (i.e., guides for creating "one way routes" in hallways).
 - Modified layouts should consider preschool center-based designs into consideration, where appropriate.
- Any screening policy should take into account students with disabilities and accommodations that may be needed in the screening process for those students.

Create Smaller Class Sizes When Possible

- Consider decreasing class sizes when possible to allow for more physical space between students in classroom setting.
- Limit mixing between groups if possible.
- LEAs should ensure smaller class sizes do not segregate students with disabilities from their non-disabled peers or change a student's special education placement.

Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put into place other protocols, to limit contact between cohorts and direct contact with parents as much as possible.



- Particularly, consider staggered schedules for staff and students with disabilities or who are medically fragile.
- When possible, use flexible worksites (i.e., telework) and flexible work hours (i.e., staggered shifts) to help establish policies and practices for physical distancing (maintaining distance of approximately six feet) between employees and others, especially if physical distancing is recommended by state and local health authorities.

Communal Spaces

- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least six feet apart.
- Partner with existing mental health providers to offer a variety of counseling services outside of school buildings.

Food Service

- Connect with food service leaders to plan for modifications in the meal service areas, where meals may be consumed, and to menus that will provide optimal nutrition benefits to students.
- Serve individually plated or home-packed meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies](#).
- For those participating in the National School Lunch and School Breakfast Programs, adopt processes that align with federal requirements, and consider the availability of and access to meals if school is not in session or if implementing distance learning.
- Use disposable food service items (i.e., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should [wash their hands](#) after removing their gloves or after directly handling used food service items.
 - Food service staff are required to have standard operating procedures that ensure safe and effective handling of all food service-related equipment. These procedures should be reviewed, and staff retrained, as needed.
- If food is offered at any event, including classroom celebrations, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the [safety of children with food allergies](#).
- Consider establishing protocols for when cloth masks are removed to consume food (i.e., proper storage).

When Physical Distancing is Not Possible

In cases where physical distancing will not be possible, LEAs will want to consider implementing other mitigation strategies, such as cloth face masks, hand washing, and sanitization.

This will be especially pertinent for bus aides, paraprofessionals working with students with disabilities, or in any case where physical contact is required.



Promoting Behaviors that Reduce Spread ([CDC Considerations for Schools](#))

Staying Home when Appropriate

- Educate staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
- Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Discourage perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
- Reduce or eliminate exclusionary disciplinary action as students have already experienced significant lack of services, educational opportunities, and isolation during school closure.
- LEAs should consider that students and staff who are immunocompromised or disabled, or have family members who are immunocompromised or disabled, may not feel safe attending school in person.
- [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
- Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
- [ADHS criteria](#) can help inform when employees and students should return to work:

Hand Hygiene and Respiratory Etiquette

- Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands washed immediately with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Consider any additional staff or supply resource that may be necessary to assist students who have physical or emotional disabilities with proper handwashing techniques, or alternatives to handwashing if practical.

Cloth Face Coverings

- Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
- Provide families with instructions on how to wear, sanitize, and properly maintain cloth face coverings.



- Note: [Cloth face coverings](#) should not be placed on:
 - Children younger than two years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
 - [Students with certain disabilities or health conditions](#)
- [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- Cloth face coverings should be washed routinely depending on frequency of use. A washing machine should suffice in adequately cleaning cloth face coverings. LEAs should consider that not all families have access to washing machines and should have alternatives in place in order to equitably promote the health and wellness of all students.
- Cloth face coverings are not medical grade Personal Protective Equipment (PPE), and medical grade PPE should be utilized instead of cloth face coverings in cases where medical care is being provided to a patient with COVID-19 symptoms in a school setting.
- LEAs will want to determine policies and procedures regarding cloth face coverings and will want to clearly communicate these with students and families.
 - This could include protocols for acquiring cloth face coverings.

Adequate Supplies

- Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Identify staff who will need cloth face coverings or PPE based on the additional risk of physical contact due to their positions, including health service providers, related services providers, paraeducators, bus drivers, etc.

Signs and Messages

- Post [signs](#) in highly visible locations (i.e., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs, such as by [properly washing hands](#) and [properly wearing a cloth face covering](#).
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
- Include messages (i.e., [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families, such as on school websites, in emails, and on school [social media accounts](#).
- Find free CDC print and digital resources on CDC's [communication resources](#) main page.
- Some ADHS Resources
 - [Stop the Spread of Germs](#)
 - [Know the Symptoms of COVID-19](#)
- LEAs should use consistent messaging across all schools.
- Consider feeder schools when developing messaging, so that students are seeing the same messaging across families.
- Consider the home language of students and families when posting signs and sending messages.



- Ensure signs and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English, and to individuals with hearing or vision impairment.
- Ensure that messages are communicated in multiple modalities to ensure that students and families without internet connectivity are included and receive the same important information as is communicated to all families.



Maintaining Healthy Environments ([CDC Considerations for Schools](#))

Cleaning and Disinfection

- [Clean and disinfect](#) frequently touched surfaces (i.e., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (i.e., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- If transport vehicles (i.e., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (i.e., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
- Develop a schedule for increased, routine cleaning, and disinfection.
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children. Use products that meet the [EPA disinfection criteria](#).
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (i.e., assigning each student their own art supplies, equipment), or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (i.e., risk of falling, triggering asthma symptoms) to children using the facility.

Water Systems

- To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (i.e., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized. Encourage staff and students to bring their own water to minimize use and touching of water fountains.



Maintaining Healthy Operations ([CDC Considerations for Schools](#))

Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

- Offer options for staff at [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions or disabilities) that limit their exposure risk (i.e., telework, modified job responsibilities that limit exposure risk).
- Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (i.e., virtual learning opportunities).
- Personal Protective Equipment (PPE) should be utilized instead of cloth face coverings in cases where medically fragile staff or students are in physical school buildings.
- Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.

Regulatory Awareness

- Be aware of local, tribal, or state regulatory agency restrictions related to group gatherings to determine if events can be held.

Gatherings, Visitors, Field Trips

- Pursue virtual group events, gatherings, or meetings, if possible, and promote physical distancing of at least six feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible, especially with individuals who are not from the local geographic area (i.e., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

Identifying Small Groups and Keeping Them Together (Cohorting)

- Ensure that student and staff groupings are as static as possible by having the same group of children stay together and with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups if possible.

Designated COVID-19 Point of Contact

- Designate a staff person to be responsible for responding to COVID-19 concerns (i.e., school nurse). All school staff and families should know who this person is and how to contact them.

Participation in Community Response Efforts

- Consider participating with local authorities in broader COVID-19 community response efforts (i.e., sitting on community response committees).



Communication Systems

- Put systems in place for:
 - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#)[external icon](#) (see “Notify Health Officials and Close Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
 - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (i.e., limited hours of operation).
 - Communicating with staff and families if there is an exposure at school.
- Ensure signs and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English, and to individuals with hearing or vision impairment.

Leave (Time Off) Policies and Excused Absence Policies

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
- Examine and revise policies for leave, telework, and employee compensation.
- Leave policies should be flexible and not punish people for taking time off and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness. CDC’s [criteria to discontinue home isolation and quarantine](#) can inform these policies.
- LEAs should consult with counsel to ensure planned procedures comply with applicable laws, including the FLSA and the ADA.

Back-up Staffing Plan

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.

Staff Training

- Train staff on all safety protocols.
- Conduct training virtually or ensure that [physical distancing](#) is maintained during training.

Recognize Signs and Symptoms

- If feasible, conduct daily health checks (i.e., [symptom checking](#), which could include temperature screening) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC’s [General Business FAQs](#) for screening staff.



Sharing Facilities

- Encourage any organizations that share or use the school facilities to also follow these considerations.

Focus on Mental Health

It is critical for LEAs to focus on the mental health and well-being of staff and students. Mental health concerns can be identified and supported both at home and at school, and it is important for LEAs to consider the mental health of its entire school community.



HOME

LEAs should educate and support families on identifying the indicators that signal staff and students are suffering from anxiety, depression, or lack of coping strategies. Families should be provided with resources and contact information for community mental health resources.



SCHOOL

LEAs should ensure that all staff is trained on identifying the indicators that signal staff and students are suffering from anxiety, depression or lack of coping strategies. Staff should be provided with resources and contact information for community mental health resources.

[National Association of School Psychologists Resources Related to COVID-19.](#)

Support Coping and Resilience

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Ensure staff are educated on the signs and symptoms of anxiety and depression
- LEAs should leverage their school counselors and social workers to support staff and students.⁴
- Ensure staff are familiar with resources through both the national [Crisis Response Network](#) and [Arizona's Crisis Response Network](#) (CRN).
- Consider posting signages for [local distress hotlines](#); national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

⁴ <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources>



Preparing for When Someone Gets Sick ([CDC Considerations for Schools](#))

Schools may consider implementing several strategies to prepare for when someone gets sick.

Advise Staff and Families of Sick Students of Home Isolation Criteria

- Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- Collaborate with Tribal Nations to determine the best ways for multi-generational families will isolate to prevent further spread of disease.

Isolate Those Who are Sick

- Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
 - LEAs should work with their local health department in determining what PPE and supplies should be available in school health offices.
 - LEAs who do not have site-based school nurses, should work with their local health department to determine protocols for caring for students who are sick.
- LEAs should consult with counsel to ensure planned procedures comply with applicable privacy law and the ADA.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\) external icon](#).
 - LEAs should confer with local health officials to determine what other entities/LEAs should be notified and who will make notification.
- Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.



- Ensure communication systems and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English and individuals with hearing or vision impairment.

LEAs that do not have medical staff onsite, should consult their local health departments for guidance and support with implementing health considerations related to COVID-19.



Communications

Effective and ongoing communications is a critical component before, during, and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families, and the community to safely re-engage in the education process.

- **Develop an Effective Communications Procedure**
 - Who: Identify who, or which department, will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
 - What: Determine central and supporting messages. The central message must always be tied to student safety.
 - When: Determine when information will be shared. Prior to the schedule for releasing information is determined, all school employees will be notified.
 - How: Determine which communication tools will be the most effective in reaching primary audiences.
 - Understand that individuals receive and react to information in a variety of ways.
 - It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
 - Keep all information in a central clearinghouse/website.
 - Use communication strategies that reach families where English is not the language primarily spoken in the home.
 - Use communication methods that accommodate persons with hearing and/or visual impairment.
 - Work with community agencies, local government, Chamber of Commerce, health-related groups, and higher education to provide consistent and factual messaging.
 - Use multiple modalities for message dissemination to ensure that communities without internet access receive all communication.
- **Prepare Communications for Parents/Guardians:**
 - Information notifying of start date.
 - Information on the health and safety measures the LEA is taking to ensure students can return to school.
 - Health Protocols: The LEA will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
 - The expectations of parents and students if Emergency Distance Learning is implemented.
 - Basic information on COVID-19 and measures families can take to stay safe when not at school (DHS fact sheet).
 - Clear direction in the student handbooks on when to keep a student home and the process for notifying the school.
 - The importance of mandatory immunizations and locations where they can be obtained.
 - Information on trauma informed practices
 - Information on helping children cope with stress and tragedies (Helping Children Cope with Changes Resulting from COVID-19)



- Partner with Tribal Nations and additional community groups to ensure that communication is culturally sensitive and appropriate.

- **Prepare Communications to Students:**
 - Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes.
 - Ensure consistent messaging across schools in an LEA.
 - Collaborate with feeder schools when developing messaging to ensure that students in the same family are receiving the same messaging.

- **Provide Communications to the Public:**
 - Post reminders at entryways not to enter the school if experiencing signs of illness.
 - Partner with Tribal Nations and additional community groups to ensure that communication is culturally sensitive and appropriate.
 - Be sure to consider families for whom English is not the primary language spoken at home.



Scenarios

The scenarios below come from the [National Institute for Excellence in Teaching](#) and are intended to be used as a guide for leaders as they design their plan for 2020-21. While this is not comprehensive, it captures key points of consideration as well as guiding questions for four different scenarios anticipated to be possible in the fall:

- All students start the school year attending school in person
- Some students start the school year attending in person while some are using distance learning
- All students are using distance learning from the start of the year, with the option of returning to physical buildings when appropriate
- Students are intermittently in person and using distance learning based on guidance from local and health state departments

LEAs are encouraged to always follow local health guidelines and the requirements outlined by state and local official as they make their decisions. After those are incorporated, this resource can serve as a helpful tool to ensure students and teachers are safe and have equitable and effective opportunities to learn. Leaders may also want to consult resources like [AEI's Blueprint for Back to School](#), which informed these scenarios.

Scenario One: All Students in Physical Buildings from the Start of the School Year

An LEA may opt to consider *Scenario One* if:

- ✓ The LEA meets the [CDC School Decision Tree](#) guidelines
- ✓ there are none to minimal local/community cases of COVID-19
- ✓ they have a governing board approved contingency plan
- ✓ they have a comprehensive communication plan
- ✓ they have clearly communicated screening expectations to staff and families
- ✓ they have a plan for medically fragile staff and students

Scenario Two: Some Students in Physical Buildings and Some Students Distance Learning from the Start of the School Year

An LEA may opt to consider *Scenario Two* if:

- ✓ the LEA meets the [CDC School Decision Tree](#) guidelines
- ✓ there are minimal to moderate local/community cases of COVID-19
- ✓ the LEA has a governing board approved contingency plan
- ✓ the LEA has a comprehensive communication plan
- ✓ the LEA has clearly communicated screening expectations to staff and families
- ✓ the LEA has clearly communicated educational expectations to staff and families
- ✓ the LEA has a plan for medically fragile staff and students so to not segregate students with disabilities from their non-disabled peers. Distance learning should be thoughtful and take into account considerations of disability-related learning needs
- ✓ the LEA has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices

Scenario Three: All Students Distance Learning from the Start of the School Year, with the Option of Returning to Physical Buildings when Appropriate

An LEA may opt to consider *Scenario Three* if:

- ✓ the LEA is not able to meet [CDC School Decision Tree](#) guidelines
- ✓ there are substantial local/community cases of COVID-19



- ✓ the LEA has a governing board approved Emergency Distance Learning Plan
- ✓ the LEA has a comprehensive communication plan
- ✓ the LEA has clearly communicated educational expectations to staff and families
- ✓ the LEA has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices
- ✓ the LEA has determined the criteria for returning to physical buildings

Scenario Four: Intermittent Distance Learning throughout the School Year Based on Emergency Closures as Defined by Local and State Health Departments

An LEA may opt to consider *Scenario Four* if:

- ✓ All considerations from Scenario Three
- ✓ the LEA has a plan for determining criteria and data necessary to return to physical school buildings

Reporting Distance Learning to ADE

Scenarios Three and Four assume some level of universal distance learning. When an LEA has determined one of these scenarios to be the most appropriate instructional model, they should:

- Refer to the [Arizona Emergency Distance Learning Guidance](#)
- Complete the Emergency Distance Learning notification template.
- Email the completed template to EmergencyDL@azed.gov



Technology

LEAs should place specific emphasis on connectivity, computing devices, and management and instructional platforms while bearing in mind that supports, approaches and resources may evolve as information or needs change.

Computing Devices & Connectivity

- LEAs should assess students' at-home access and plan for additional device and connectivity access as needed. In particular, work to procure access for, with specific emphasis, on the students/staff with limited or no connectivity.
- LEAs should consider that some students are in a home with multiple children who need access to a single computing device to complete schoolwork.
- LEAs should consider leveraging community resources, working with non-profits, city/county/state/tribal governments or consortiums, and business and industry partners to secure computer devices/connectivity for students and teachers.
- To the extent possible, LEAs should provide students with individual computers or tablets with accessories sufficient to participate in video classrooms and each household with the hardware and WiFi access (such as hotspots) necessary to provide consistent internet with adequate speeds.
- To the extent possible, LEAs should make budget adjustments, develop a financial plan or leverage federal funding related to COVID19, to purchase computer devices and address internet connectivity issues.
 - LEAs should work with [ADE's State E-Rate Coordinator](#) to problem solve connectivity issues.
 - LEAs should consider working with countywide consortia to utilize cost-effective solutions for connectivity.
- To the extent possible, LEAs should consider student and teacher familiarity with device and provide appropriate support or staff to ensure navigation of features.
- To the extent possible, LEAs should refine their checkout and dissemination systems, as well as for the collection and dispersal of donated equipment, while also providing specific accommodations for logistical issues affecting student/staff.

Mobile Device Management, Instructional, and Communication Platforms

- To the extent possible, LEAs should provide uniform platforms based on common standards necessary for virtual work, teaching and learning and communication for teachers, staff, parents, and students.
- LEAs should take the necessary steps to provide language services to ensure schools, teachers, and other staff communicate effectively with both students and parents in their home languages, including learning tools, platforms, and instructions.
- LEAs should create a plan for parents and guardians with limited English proficiency to meaningfully participate in their child's education, assist students in completing and understanding assignments, and provide opportunity for questions and feedback in the stakeholder processes. (This may include a combination of live interpretation from an interpreter, written interpretation, and high-quality translation apps.)
- Learning Management Systems Considerations:
 - Integration with blended learning models
 - Registration and tracking of student progress
 - Parental/Guardian access to monitor progress



- Sustain learning opportunities by curating and delivering digital content that promotes active learning, active engagement, and continuous learning across subject areas
- Flexibility for specific areas of instruction for all students (i.e., Early Learners, Exceptional Education, Physical Education, English Learners, Gifted Education, Career & Technical Education, Fine Arts, etc.)
- Security procedures and protocols as students transition to online tests and graded assignments
- LEAs should consider a plan that provides flexible means of accessing professional learning resources and support for staff (i.e., include synchronous and asynchronous professional learning)
- Mobile Device Management Considerations:
 - To the extent possible, monitor, manage, and secure all employee and student mobile devices (i.e., laptops, tablets, etc.)

Student/Family Support and Privacy and Security Considerations:

- To the extent possible, LEAs should provide multiple opportunities for support including office hours, helplines or help desks taking into consideration those students, families and staff with special needs or language barriers.
- LEAs should consider a plan where iterative improvement occur as efficiently as possible by ensuring robust lines of communication between students, families, educators, and leaders who continuously identify and share areas of success and need.
- LEAs should consider ways to implement technical assistance for parents who do not have technical language or skills to navigate a device or learning software platform.
- LEAs should have the ability to maintain student privacy and security for safety, while complying with LEA policies, state and federal laws.

Computer Labs and Carts

- To the extent possible, follow physical distancing guidelines, disinfecting/sanitizing and/or non-sharing of devices and equipment for all instructional technology classrooms/labs and office spaces.
- Develop [clear daily cleaning protocols](#), determine appropriate cleaning products, and determine implications for staff.
- Create signage, visuals, and markings to communicate student expectations.

Technology Links

Addressing COVID-19 Online Learning Challenges: <https://tinyurl.com/y8x65jce>

SETDA: <https://www.setda.org/priorities/equity-of-access/digital-equity/programs/>

District Launch Packet: <https://tech.ed.gov/open/LEAs/launch/>

Building Technology Infrastructure: <https://tech.ed.gov/infrastructure/>

Funding Digital Learning: <https://tech.ed.gov/funding/>

CDC Activities and Initiatives: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

REMS Guide on “Cybersecurity Considerations for K-12 Schools and School Districts”:

https://rems.ed.gov/docs/Cybersecurity_K-12_Fact_Sheet_508C.PDF

<https://www.learningkeepsgoing.org>



CONSIDERATIONS FOR THE SCHOOL COMMUNITY

Considerations for Students

In preparing for School Year 2020-2021, LEAs will need to consider supports for students based on the scenario being implemented. The list below outlines these considerations. The [Considerations for Students](#) document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

Topics for consideration include:

- **Student Learning**
 - Student Learning: Identifying Gaps in Mastery and Learning
 - Student Learning: Identifying Critical Standards
 - Student Learning: Data and Assessment
 - Student Learning: Strategies
 - Student Learning: Planning and Delivery
 - Student Learning: Student Agency
 - Student Learning: Interventions
 - Student Learning: Grading
 - Student Learning: Communication with Parents
 - Student Learning: Communication with Students
 - Student Learning: Technology Training for Students
 - Student Learning: Medically Fragile Students
 - Student Learning: Students with Disabilities
 - Student Learning: English Learners
- **Trauma-Sensitive Teaching**
 - Trauma-Sensitive Teaching: Strategies
 - Trauma-Sensitive Teaching: Identifying Students in Need
 - Trauma-Sensitive Teaching: Classroom Routines and Procedures
 - Trauma-Sensitive Teaching: Addressing Specific Needs
 - Trauma-Sensitive Teaching: Communication with School and LEA
 - Trauma-Sensitive Teaching: Resources for Educators, Students, and Families
- **Social Emotional Learning**
 - Social Emotional Learning: Strategies at the School Level
 - Social Emotional Learning: Strategies for Students
 - Social Emotional Learning: Identifying Students in Need
 - Social Emotional Learning: General Resources
 - Social Emotional Learning: Resources for Teachers
 - Social Emotional Learning: Resources for Parents



Considerations for Teachers

In preparing for School Year 2020-2021, LEAs will need to consider supports for teachers based on the scenario being implemented. The list below outlines these considerations. The [Considerations for Teachers](#) document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

Topics for consideration include:

- **Teachers: Professional Expectations of Staff and Contract Protection**
 - Health and Wellbeing
 - Communication
- **Teachers: Curriculum Planning (including for distance instruction) and Technology**
 - District Technology Support
 - Accountability
- **Teachers: Professional Development and Teacher Recruitment, Retention, Training of New Teachers**
 - Special Populations
 - Parent, Family, and Community Engagement and Communication
- **Teachers: Trauma-Sensitive Practices and Social-Emotional Learning**
 - Crisis and Response
 - Training and Development

Considerations for Families

In preparing for School Year 2020-2021, LEAs will need to consider supports for families based on the Scenario being implemented. The list below outlines these considerations. The [Considerations for Families](#) document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

Topics for consideration include:

- **Communication**
- **Variety of Family Situations-References-Equitable Services**
- **Variety of Family Situations-References-Meal Services**
- **Variety of Family Situations-References-Childcare**
- **Variety of Family Situations-References-Diverse Family Needs**
- **Social Emotional Health**
- **Health**

Considerations for Leaders

In preparing for School Year 2020-2021, LEAs will need to consider supports for leaders based on the Scenario being implemented. The list below outlines these considerations. The [Considerations for Leaders](#) document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.



Topics for consideration include:

- **School Culture**
- **Instructional Leadership**
- **Staffing**
- **Operations**

Considerations for the Arts, Physical Education, and Athletics

Considerations for the Arts and Physical Education

In preparing for School Year 2020-2021, LEAs will need to consider guidance for implementing the arts and physical education. The [Arizona Arts and Physical Education Re-Entry Guidance](#) found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

Considerations for Athletics

In preparing for School Year 2020-2021, LEAs will need to consider guidance for implementing the arts and physical education. The [AIA Recommended Guidelines for Return to Activity](#) found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.