ROADMAP FOR REOPENING SCHOOLS

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THANK YOU

This document was created with the input of education stakeholders across Arizona, including school leaders, teachers, health professionals, and students. 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:

Technology Sub-Committee
Students Sub-Committee
Teachers Sub-Committee
Families Sub-Committee
Leaders Sub-Committee
Strategic Planning Sub-Committee
School Finance Sub-Committee
Health Sub-Committee
Student Advisory
Full list of names and acknowledgements available on the original document

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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.

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. This guide will be revised and updated regularly as more data and resources become available.

WHAT THIS ROADMAP IS

- A guidance document
- Based on evidence and expertise
- Comprised of the essential actions designed to spur thinking, planning, and prioritization
- Part of a continuum of school decision making
- A fluid document that will change and grow based on local trends and statewide data

WHAT THIS ROADMAP IS *NOT*

- Legal advice
- Based on opinion or ideology
- An exhaustive list of every action that a district or school leader will need to return to school
- A distance learning playbook or school closure guidance
- The final word on how LEAs and schools will manage the next phases of COVID-19
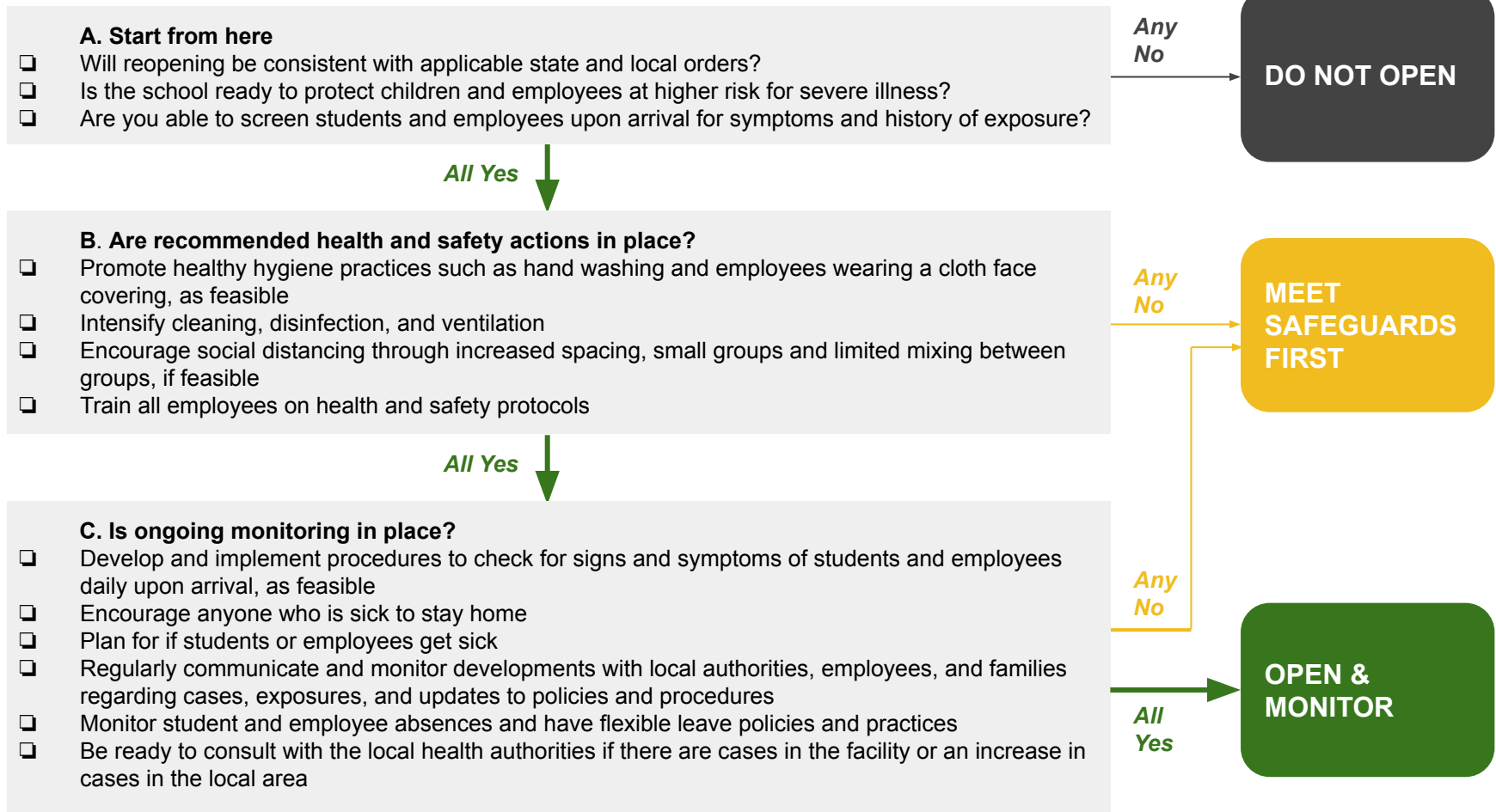
DECIDING WHETHER TO RE-OPEN

SHOULD THE SCHOOL REOPEN?

The guidelines, Schools Decision Tree, provided from CDC are intended to assist administrators in making reopening 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.

A. Start from here
- ❏ Will reopening be consistent with applicable state and local orders?
- ❏ 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?

Any No → **DO NOT OPEN**

All Yes ↓

B. Are recommended health and safety actions in place?
- ❏ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ❏ Intensify cleaning, disinfection, and ventilation
- ❏ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ❏ Train all employees on health and safety protocols

Any No → **MEET SAFEGUARDS FIRST**

All Yes ↓

C. Is ongoing monitoring in place?
- ❏ Develop and implement procedures to check for signs and symptoms of students and employees daily 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 → **OPEN & MONITOR**
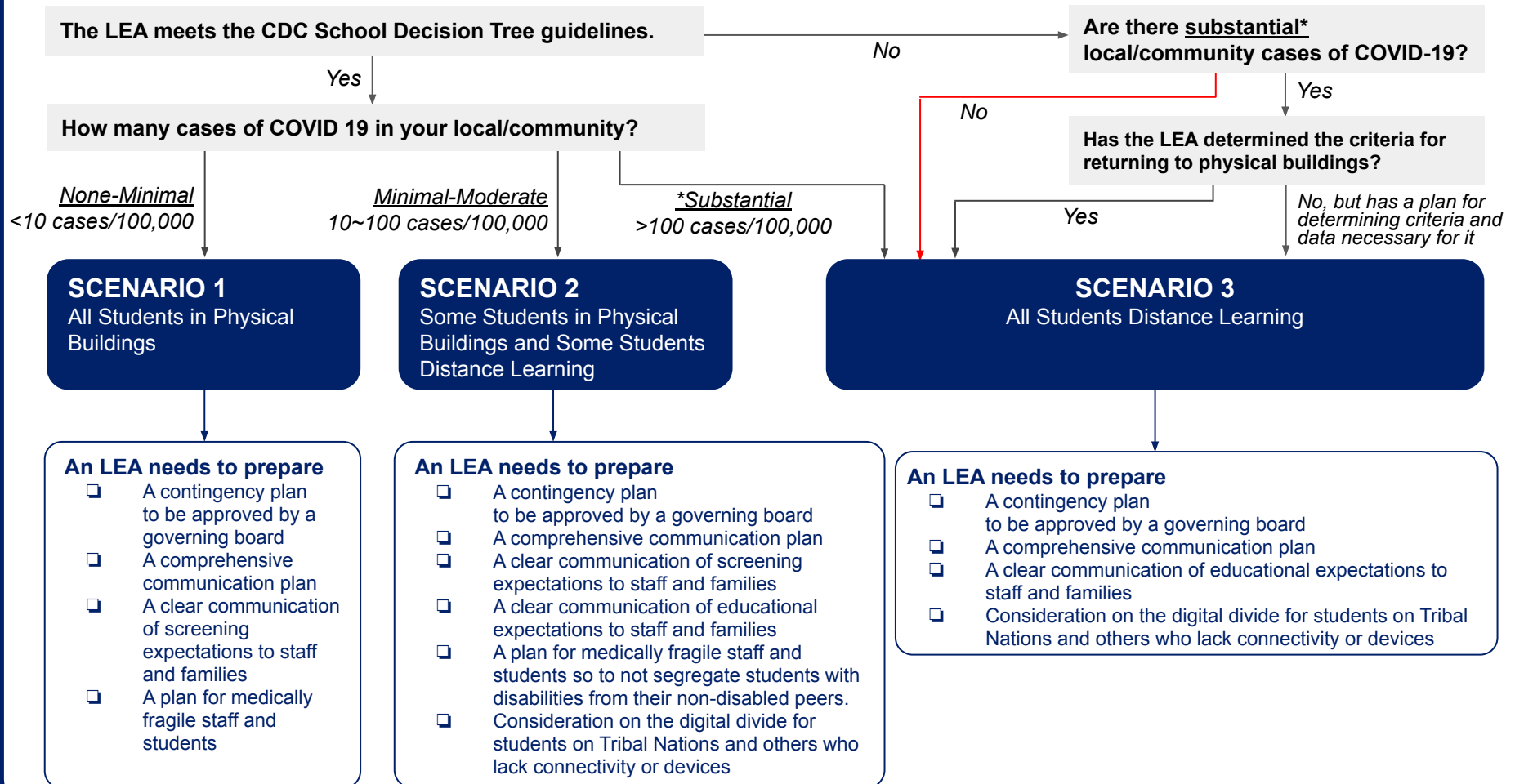
All Yes → **OPEN & MONITOR**

Implementation (of CDC guidance) should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. Schools may still provide in-person instruction as determined by their local governing board.

WHICH SCHOOL SCENARIO SHOULD BE CONSIDERED?

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:

Start Here

The LEA meets the CDC School Decision Tree guidelines.

Are there substantial* local/community cases of COVID-19?

No

Yes →

How many cases of COVID 19 in your local/community?

No

Yes

Has the LEA determined the criteria for returning to physical buildings?

None-Minimal
<10 cases/100,000

Minimal-Moderate
10~100 cases/100,000

*Substantial
>100 cases/100,000

Yes

No, but has a plan for determining criteria and data necessary for it

SCENARIO 1
All Students in Physical Buildings

SCENARIO 2
Some Students in Physical Buildings and Some Students Distance Learning

SCENARIO 3
All Students Distance Learning

An LEA needs to prepare
- ❏ A contingency plan to be approved by a governing board
- ❏ A comprehensive communication plan
- ❏ A clear communication of screening expectations to staff and families
- ❏ A plan for medically fragile staff and students

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- ❏ A clear communication of screening expectations to staff and families
- ❏ A clear communication of educational expectations to staff and families
- ❏ A plan for medically fragile staff and students so to not segregate students with disabilities from their non-disabled peers.
- ❏ Consideration on the digital divide for students on Tribal Nations and others who lack connectivity or devices

An LEA needs to prepare
- ❏ A contingency plan to be approved by a governing board
- ❏ A comprehensive communication plan
- ❏ A clear communication of educational expectations to staff and families
- ❏ Consideration on the digital divide for students on Tribal Nations and others who lack connectivity or devices

COVID-19 CONTINUUM OF SCHOOL LEARNING SCENARIOS

LEA's and schools reopening plans include information for operating within all scenarios outlined in Arizona's Roadmap for Reopening Schools.

BENCHMARKS	SUBSTANTIAL	MODERATE	MINIMAL
CASES	>100 cases/100,000	10-100 cases/100,000	<10 cases/100,000
PERCENT POSITIVITY	>10%	5-10%	<5%
COVID LIKE ILLNESS	>10%	5-10%	<5%

SCENARIO 3
All students distance learning

Substantial Community Spread
Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)
One or more benchmarks in the "red" category
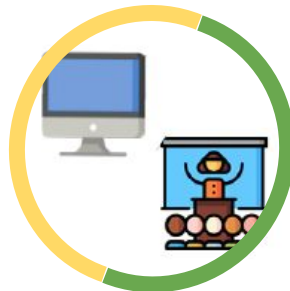
SCENARIO 2
Some students in physical buildings and some students distance learning

Moderate Community Spread
Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases
All three benchmarks in the "yellow" or "green" categories

SCENARIO 1
All students in physical school buildings

Minimal community spread
Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting
All three benchmarks in the "green" category

COVID-19 CONTINUUM OF SCHOOL LEARNING SCENARIOS *(Continued)*

SCENARIO 3
All students distance learning

Health Considerations
- Substantial community transmission
- School is not able to provide CDC recommended mitigation strategies

Educational Considerations
- All students have access to equitable distance learning with meaningful content aligned to grade-level standards
- Distance learning accommodates for the learning needs of special populations
- Students with the most need have access to additional strategic supports

Community Considerations
- Families and students have access to all necessary services

SCENARIO 2
Some students in physical buildings and some students distance learning

Health Considerations
- Minimal to moderate community transmission
- School is able to provide CDC recommended mitigation strategies

Educational Considerations
- Schools prioritize in-person learning for the students who will most benefit from a physical learning environment
- All students have access to equitable distance learning with meaningful content aligned to grade-level standards

Community Considerations
- Families and students have access to all necessary services

SCENARIO 1
All students in physical school buildings

Health Considerations
- None to minimal community transmission
- School is able to provide CDC recommended mitigation strategies

Educational Considerations
- Schools provide distance learning options for students and staff who are at most risk from COVID-19

Community Considerations
- Families and students have access to all necessary services

Minimal Community Spread: Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal settings
Moderate Community Spread: Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases
Substantial Community Spread: Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)

PREPARING FOR SCHOOL YEAR 2020-2021
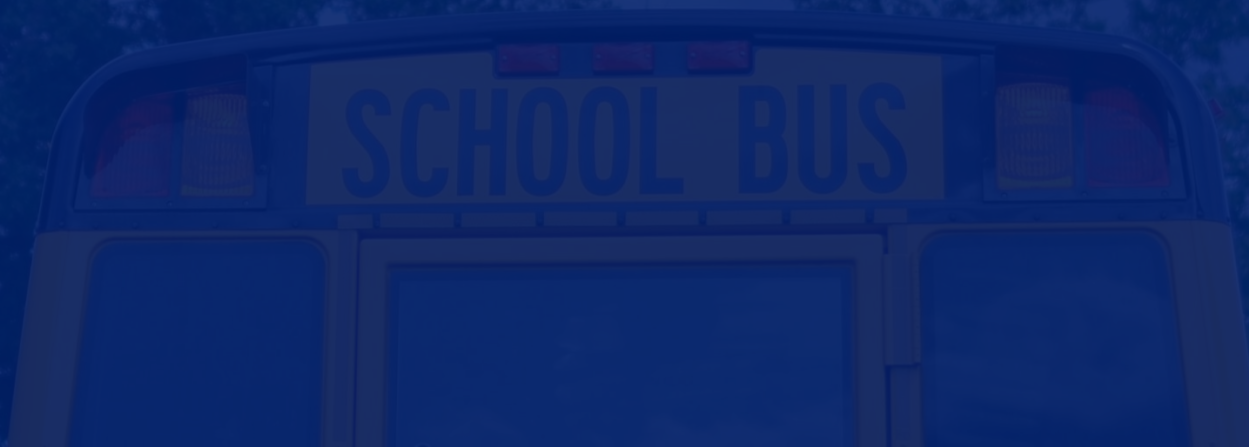
1. Health Protocols

a. **Screening**
b. **Physical Distancing**
c. **Promoting Behaviors That Reduce Spread**
d. **Maintaining Healthy Environments**
e. **Maintaining Healthy Operations**
f. **Focus on Mental Health**
g. **Preparing For When Someone Gets Sick**

a. SCREENING

CONTINUUM OF 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.

1st CONTINUUM	**2nd CONTINUUM**	**FINAL CONTINUUM**
HOME	**TRANSPORTATION**	**SCHOOL**
LEAs- Educate and support families on identifying the symptoms that indicate staff and students must stay at home. Families- Self-report* symptoms of illness (fever, new onset of cough, etc). *calling the school,or health-care provider, etc	LEAs- Use clearly visible signage to communicate the symptoms students should not have if traveling on a school bus.	LEA staff- 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

THINGS TO CONSIDER

- Additional risk: for the school staff assigned to the role of health screener
- Adequate PPE: for the school staff assigned to the role of health screener in consideration of the risk posed by the personal contact
- Potential liability: if health screeners err or are negligent in determining who may attend or who must not attend
- Threshold conditions in writing for excluding someone from campus: to ensure consistency so that health screeners are never operating on their own discretion
- Privacy laws: 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.
- Contact tracing protocol: when a student or staff member tests positive for or is exposed to covid 19
- Any screening policy should take into account students with disabilities and accommodations that may be needed in the screening process for those students.

b. 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
- Physical distancing on buses such as assigned seating for riders, the possibility of needing more buses, and alternative schedules to safely transport students.
- When physical distancing on buses is not possible, LEAs should consider cloth face masks and other mitigation strategies.
- 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.

CLASSROOM
- SMALLER CLASSROOM SIZE
  - Decrease class sizes when possible to allow for more physical space between students in classroom setting.
  - Limit mixing between groups if possible.
  - Ensure smaller class sizes do not segregate students with disabilities from their non-disabled peers or change a student's special education placement.
- MODIFIED LAYOUT
  - Space seating/desks: CDC guideline: 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.
- PHYSICAL BARRIERS
  - Install physical barriers: 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.

f. FOCUSING 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.

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).
- Post signages for local distress hotlines; national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

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.

b. PHYSICAL DISTANCING *(Continued)*

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.

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.
- National School Lunch and School Breakfast Programs participants: 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).
- Use flexible worksites (i.e., telework) and flexible work hours (i.e., staggered shifts) if possible 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.

WHEN PHYSICAL DISTANCING IS NOT POSSIBLE
- Implement 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

c. PROMOTING BEHAVIORS THAT REDUCE SPREAD

STAYING HOME WHEN APPROPRIATE
- Educate staff and families 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.
- 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
- Each and reinforce handwashing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.
- Hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer)if soap and water are not readily available.
- 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.
- 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.

c. PROMOTING BEHAVIORS THAT REDUCE SPREAD *(Continued)*

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.
- 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.
- They are not surgical masks, respirators, or other medical personal protective equipment.
- They 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.
- They 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.

c. PROMOTING BEHAVIORS THAT REDUCE SPREAD
(Continued)

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
- Use consistent messaging across all schools.
- Feeder schools when developing messaging, so that students are seeing the same messaging across families.
- The home language of students and families when posting signs and sending messages.
- Provide messages in alternative formats to successfully communicate information to individuals whose primary language is not English, and to individuals with hearing or vision impairment.
- Communicate 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.

d. MAINTAINING HEALTHY ENVIRONMENTS

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.

e. MAINTAINING HEALTHY OPERATIONS

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.

e. MAINTAINING HEALTHY OPERATIONS *(Continued)*

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.

e. MAINTAINING HEALTHY OPERATIONS *(Continued)*

STAFF TRAINING
- Train staff on all safety protocols.
- Conduct training virtually or ensure that physical distancing is maintained during training.

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

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.

g. PREPARING 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.

g. PREPARING FOR WHEN SOMEONE GETS SICK
(Continued)

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.

2. Communications

DEVELOPING PROCEDURES AND PROTOCOLS

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** (or which department) will issue information to audiences? Is there a clear central point of contact?
- **What** are the central and supporting messages? Is the central message tied to student safety?
- **When** will information will be shared? Have school employees been notified prior to releasing information?
- **How** will the information be reaching primary audiences?

QUESTIONS TO ASK TO DETERMINE THE MOST EFFECTIVE COMMUNICATION METHOD
- Is all vital information shared at one time to reduce confusion?
- Is all information in a central website?
- Are the communications accessible to families where English is not the primary language spoken at home?
- Are the communications accessible to persons with hearing and/or visual impairment?
- Are the communications accessible to communities without internet access?
- Is there consistent messaging across schools in an LEA, and across feeder schools?
- Do you have input from other stakeholders to provide consistent and factual messaging?
  - Tribal Nations and additional community groups, to ensure that communication is culturally sensitive and appropriate.
  - Community agencies
  - Local government
  - Chamber of Commerce
  - Health-related groups, including the local health department on appropriate safety protocols
  - Higher education

COMMUNICATION SHOULD INCLUDE:

FOR PARENTS/GUARDIANS
- Start dates for protocols and programs
- Information on the LEA's health and safety measures for studentS
- Clear expectations for parents and students during Emergency Distance Learning
- Clear direction on when to keep a student home, and the process for notifying the school
- Reminders on mandatory immunizations, and location information on where they can be obtained
- Information on trauma informed practices
- DHS Fact Sheet: Basic information on COVID-19 and measures families can take to stay safe when not at school
- Helping Children Cope with Changes Resulting from COVID-19: Information on helping children cope with stress and tragedies

TO STUDENTS IN SCHOOL FACILITIES
- Posters in all buildings on hand washing and covering coughs and sneezes
- Posters at entryways not to enter the school if experiencing signs of illness
- 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.

TO THE PUBLIC
- Post reminders at entryways not to enter the school if experiencing signs of illness.

3. Technology

EMPHASIS ON CONNECTIVITY WITH AWARENESS OF CHANGING NEED

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

MOBILE DEVICE MANAGEMENT, INSTRUCTIONAL, AND COMMUNICATION PLATFORMS
- To the extent possible, provide uniform platforms based on standards necessary for virtual work, teaching/learning and communication.
- Provide language services to ensure effective communications with students, parents in their home languages, including learning tools.
- Create a plan for parents with limited English proficiency to meaningfully participate in their child's education and provide opportunity for questions and feedback (e.g., 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 promoting active / continuous learning and active engagement
  - Flexibility for specific areas of instruction for all students (Early Learners, Exceptional & Physical Education, etc.)

EMPHASIS ON CONNECTIVITY WITH AWARENESS OF CHANGING NEEDS *(Continued)*

- Security procedures and protocols as students transition to online tests and graded assignments.
- Consider a plan that provides flexible means of accessing professional learning resources and support for staff.
  To the extent possible, monitor, manage, and secure all employee and student mobile devices (laptops, tablets, etc.)

STUDENT/FAMILY SUPPORT AND PRIVACY & SECURITY CONSIDERATIONS
- To the extent possible, 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.
- 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.
- Consider ways to implement technical assistance for parents who do not have technical language or skills to navigate a device or learning software platform.
- Ensure 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
- SETDA
- District Launch Packet
- Building Technology Infrastructure
- Funding Digital Learning
- CDC Activities and Initiatives
- REMS Guide on "Cybersecurity Considerations for K-12 Schools and School Districts"
- Learning Keeps Going

CONSIDERING SCHOOL COMMUNITY MEMBERS

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
Identifying Gaps in Mastery and Learning
Identifying Critical Standards
Data and Assessment
Strategies
Planning and Delivery
Student Agency
Interventions
Grading
Communication with Parents
Communication with Students
Technology Training for Students
Medically Fragile Students
Students with Disabilities
English Learners

TRAUMA-SENSITIVE TEACHING
Strategies
Identifying Students in Need
Classroom Routines and Procedures
Addressing Specific Needs
Communication with School and LEA
Resources for Educators, Students, and Families

SOCIAL EMOTIONAL LEARNING
Strategies at the School Level
Strategies for Students
Identifying Students in Need
General Resources
Resources for Teachers
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.

PROFESSIONAL EXPECTATIONS OF STAFF AND CONTRACT PROTECTION
Health and Wellbeing
Communication

CURRICULUM PLANNING (INCLUDING FOR DISTANCE INSTRUCTION) AND TECHNOLOGY
District Technology Support
Accountability

PROFESSIONAL DEVELOPMENT AND TEACHER RECRUITMENT, RETENTION, TRAINING OF NEW TEACHERS
Special Populations
Parent, Family, and Community Engagement and Communication

TRAUMA-SENSITIVE PRACTICES AND SOCIAL-EMOTIONAL LEARNING
Crisis and Response
Training and Development

CONSIDERATIONS FOR FAMILIES AND LEADERS

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 Families document and The Considerations for Leaders document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

FOR FAMILIES

COMMUNICATION

VARIETY OF FAMILY SITUATIONS
Equitable services
Meal services
Childcare
Diverse family needs

SOCIAL EMOTIONAL HEALTH

HEALTH

FOR LEADERS

SCHOOL CULTURE

INSTRUCTIONAL LEADERSHIP

STAFFING

OPERATIONS

CONSIDERATIONS FOR ARTS, PHYSICAL EDUCATION, AND ATHLETICS

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.

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.