



CONSIDERATIONS FOR LEADERS IN  
REOPENING SCHOOLS  
JUNE 2020



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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.

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 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.

## 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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## CONSIDERATIONS FOR LEADERS

School Culture	Considerations Planning Resource: <a href="#">Forging a Path Forward-How to Design a Responsive Return Plan</a>	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> <li>Equity for ALL staff and students</li> <li>Create a welcoming school/LEA culture of safety, caring, learning, and high expectations.</li> <li>Create conditions in which ALL teachers can focus on teaching and all learning.</li> <li>Create conditions in which ALL students can learn and grow by gathering data that identifies the needs of all learners.</li> <li>Provide instructional opportunities as needed for all learners to be successful.</li> <li>Understand the need for social emotional and mental health support for students and staff.</li> </ol>	<ol style="list-style-type: none"> <li>Assess what you know about individual staff, family, and student impact due to virus. <a href="#">Child Trauma Toolkit Considerations for Supporting Student Staff Wellness When Reopening Schools</a></li> <li>Activate counselors to develop individual and group support for staff and students.</li> <li>Support plans for staff, family, and students for 20-21; assess needs for additional counseling staff.</li> <li>Plan, provide training, and implement trauma sensitive, SEL, whole child/well-rounded programming. <a href="#">CASEL Guide Trauma Sensitive Schools</a></li> <li>Be clear, direct, and empathetic when</li> </ol>	<ol style="list-style-type: none"> <li>Create consistent opportunities for teachers to be involved in shared decision making, and have an opportunity to contribute in meaningful relevant ways.</li> <li>Create an equitable environment for ALL students and staff to be successful.</li> <li>Create consistent opportunities for students to build school culture when they have the opportunity, and make sure students who are virtual all or most days have the chance to contribute in meaningful ways; create a sense of belonging, trust, and caring.</li> </ol>	<ol style="list-style-type: none"> <li>Create office hour and options for students to get help or talk to a teacher or other adult.</li> <li>Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction.</li> <li>Implement trauma sensitive, SEL, whole child programming. <a href="#">Trauma Informed Core Principles</a>  <a href="#">Trauma Informed Priorities</a>  <a href="#">Conscious Discipline Trauma Informed/SEL Resources</a> <a href="#">CASEL Core Competencies</a></li> </ol>	<ol style="list-style-type: none"> <li>Create an equitable environment for ALL students and staff to be successful.</li> <li>Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging of support. <a href="#">School Counselors Corona Virus Resources</a> <a href="#">AZ School Counselor Association</a></li> </ol>



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	<p>7. Develop a comprehensive communication plan for staff, families, and community.</p>	<p>describing how virus spreads and required precautions. <a href="#">Talking to Kids about Corona Virus</a></p> <p>6. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings.</p> <p>7. Survey older students to allow them to share where they think they have academic or social needs.</p> <p>8. Support extracurricular activities so that they can safely resume; determine guidelines and social distancing expectations.</p> <p>9. Create a communication outline describing the student support plan for various stakeholders. <a href="#">Communication Planning Guide</a></p>	<p><a href="#">High School Remote Learning</a> <a href="#">Culturally Relevant Instruction -Remote Learning</a></p>	<p>4. Review parent communication, and identify additional supports needed.</p> <p>5. Create consistent opportunities for students to build school culture in meaningful ways; create a sense of belonging, trust, and caring.</p> <p>6. Consider a whole school and individual classroom back-to-school virtual “open house” or “meet &amp; greet” for sharing mission, vision, and expectations, making sure that the messages are consistent, and that families and community members are engaged from the start.</p>	



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		<p>10. Activate counselors and social workers to develop individual and group support for staff and students.</p>		<p>7. Provide ways for administrators to be consistently “visible” to families and students in a virtual setting (i.e., weekly “Principal Talk” session or “mailbox” video, or weekly newsletter to respond to questions or concerns).</p> <p>8. Provide ways for teachers to consistently be “visible” or available to families to respond to questions or concerns.</p> <p>9. Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely.</p>	



<b>Instructional Leadership</b>	Considerations Planning Resource: <a href="#">Forging a Path Forward-How to Design a Responsive Return Plan</a>	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> <li>1. Establish priorities - assessing needs for SEL, trauma, enrichment classes, and academics.</li> <li>2. Determine the non-negotiables.</li> <li>3. Create class schedules that support a well-rounded education.</li> <li>4. Create teacher collaboration, support and planning time in schedules.</li> <li>5. Provide coaching, observation, and feedback processes and expectations.</li> <li>6. Provide supportive technology to support uses, needs, and platforms; reflective to be proactive.</li> <li>7. Assess teachers' needs specific to distance learning and plan professional</li> </ol>	<ol style="list-style-type: none"> <li>1. Review spring academic plan and determine the results of student learning and potential gaps in learning (i.e., surveying teachers, families, and students, pre- or post-assessment).</li> <li>2. Explore and determine effective extended learning strategies such as looping teachers, additional tutoring, year-long school calendars, and asynchronous learning opportunities.</li> <li>3. Determine if additional time can be added to school year and/or school day.</li> <li>4. Ensure trauma sensitive environment.  <a href="#">Stress Spectrum Student Resilience Self-Assessment Planning Tool</a> </li> </ol>	<ol style="list-style-type: none"> <li>1. Establish priorities and schedules that support student and staff success.</li> <li>2. Prioritize student groups that could be brought back into buildings, with the following considerations:                             <ul style="list-style-type: none"> <li>• Younger student learning loss may be highest</li> <li>• High school juniors and seniors needs to support college prep and transition</li> <li>• Students learning English as a second language (ELs)</li> <li>• All students will benefit with teacher/student direct contact</li> </ul> </li> <li>3. Prioritize what can/should be taught in physical</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider how to plan lessons, work with curriculum providers on content, support other teachers, and provide professional development around distance learning for 2020-2021.</li> <li>2. Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments.</li> <li>3. Identify how teacher observations and coaching sessions will be conducted to provide feedback and support for teachers in a virtual setting.  <a href="#">Three Keys to Instructional Coaching in a Virtual Learning Environment/</a> </li> </ol>	<ol style="list-style-type: none"> <li>1. Create class schedules that support a well-rounded education.</li> <li>2. Define weekly plans for the year, and pacing guide for standards and curriculum that include checks for understanding and mastery of the objectives.</li> </ol>



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	learning to build capacity.	<p><a href="#">Coping in Hard Times A Trauma Informed Approach to Teaching</a></p> <p>5. Ensure SEL is embedded throughout instructional day and provides a well-rounded education for students.</p> <p><a href="#">CASEL 3 Signature Practices Leveraging the Power of Social Emotional Learning as You Prepare to Open Schools SEL and Trauma Sensitive Resources</a></p> <p>6. Prioritize a strong review and infusion of spring's focus standards and key skills in first several weeks of school.</p> <p>7. Determine assessment tool(s) to identify student gaps and target individual student needs, including screeners and formative measures.</p>	<p>classrooms compared to virtual learning.</p> <p>4. Determine best schedules for students on IEPs.</p>	<p>4. Develop plans for all students representing special populations (i.e., students with disabilities, English learners, gifted and exceptional students, etc.).</p> <p>5. Plan inclusion and pull-out structures for students with disabilities and English learners in need of additional support.</p> <p>6. Consider additional support for students with IEPs, face-to-face or virtual meetings with families and previous teacher, to make adjustments to the student's IEP.</p> <p>7. Co-planning with classroom teachers and special education teachers.</p>	





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		<p>8. Prioritize effective evidence-based Tier 1 instruction, high-quality instruction that meets the need of all learners; ensures maximizing and enhancing learning time by varying instructional strategies. <a href="#">Effective Instruction</a></p> <p>9. Provide or expand intervention time within school day to help fill learning gaps for individual students.</p> <p>10. Plan before, during, and after school tutoring programs.</p> <p>11. Create a communication outline describing the academic plan for various stakeholders.</p> <p>11. Set expectations for virtual programs and structures that will continue to be used or embedded into classroom lessons, which will make a</p>		<p>8. Determine support structures needed to supplement instruction for English learners (i.e., interpreters, software options, etc.).</p> <p>9. Plan for progress monitoring in a virtual setting for students.</p> <p>10. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective virtual learning.</p> <p>11. Support enrichment activities to fulfill a well-rounded education.</p> <p>12. Continue to offer regular access to classes that contribute to a students' social and emotional learning,</p>	



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		future transition easier, if needed. 12. Continue to offer regular access to classes that contribute to a students' social and emotional learning, and their well-rounded education (fine arts and physical education).		and their well-rounded education (fine arts and physical education).	



Staffing	Considerations Planning Resource: <a href="#">Forging a Path Forward-How to Design a Responsive Return Plan</a>	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> <li>1. Recruitment and retention plans for teacher, counselor, or nurse shortages</li> <li>2. New teacher support</li> <li>3. Professional development plan and calendar to support curriculum, and teachers' social and emotional health</li> <li>4. Clear, direct expectations on safety concerns and district policy to support a safe school environment</li> <li>5. Plan to support older or health compromised staff members.</li> <li>6. Define any new roles as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine staff who fall into health-risk categories and consider implications.</li> <li>2. Provide health training and protocols for staff by qualified registered nurses or healthcare professionals.</li> <li>3. Provide health and safety protocols and education for students.</li> <li>4. Provide professional learning to implement trauma sensitive, SEL, and whole child programming by professional school social workers or school counselors.</li> <li>5. Support staff offering before, during, and after school tutoring programs.</li> <li>6. Maintain regular communication with labor groups (teachers, custodial, secretarial, etc.) on job description</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine staff availability and capacity for both environments.</li> <li>2. Plan for additional virtual professional development and support for staff.</li> <li>3. Consider how to organize teacher leaders for shared lesson plans and support for 2020-2021.</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine professional development needs for teacher leaders and administrators regarding coaching, monitoring, and supporting teachers with virtual lesson plans, delivery, formative assessment (holding students accountable), and communication with families.</li> <li>2. Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities and other distance learning possibilities.</li> <li>3. Determine options for training and supporting substitute teachers when regular teachers are</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development plan and calendar to support curriculum and teachers' social and emotional health</li> </ol>



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		adjustments based on needs. 7. Educator SEL and self-care support <a href="#">Educator Resilience</a> <a href="#">Trauma Informed Self Care Self-Assessment</a> <a href="#">Self-Care for Staff</a>		ill or unable to support teaching from a remote setting.	



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	<ol style="list-style-type: none"> <li>1. Schedule effect on classroom sanitation and transportation implications.</li> <li>2. Cleaning and sanitizing protocols for teachers, students, and other staff members</li> <li>3. Extracurricular activities protocols for meetings and practices</li> <li>4. Class sizes based on room capacity and social distancing</li> <li>5. Playground restrictions and sanitation protocols</li> <li>6. Transportation protocols for sanitation and maximum capacity following social distance guidelines</li> <li>7. Meal distribution based on sanitation, social distancing, and accessibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Review buildings, space options, and reconfigure layouts to consider the following Department of Health guidelines that may include:                             <ul style="list-style-type: none"> <li>• Students sitting six feet apart</li> <li>• All students facing one direction</li> <li>• Gathering places marked off and/or reconfigured for social distancing</li> <li>• No equipment/supplies sharing (i.e., books, art supplies, sports equipment, musical instruments)</li> </ul> </li> <li>2. Plan for daily student schedules that limit and/or monitor student movement, including:                             <ul style="list-style-type: none"> <li>• Meals in classrooms, lunchroom rotations to support social distancing guidelines</li> <li>• Halls and restrooms monitored to limit occupancy</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule and create extracurricular activities protocols.</li> <li>2. Determine schedule options to best fit student needs, logistics, and planning including:                             <ul style="list-style-type: none"> <li>• Determining specific schedules for certain days of the week</li> <li>• Allowing students to access virtual learning at a time that works best for the student</li> <li>• Having some students virtual and other students in buildings with rotating weekly schedules</li> <li>• Having students come to building for specified days and activities (i.e., tests, unit introductions, arts, physical education, labs,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review successes and challenges from this spring and identify needs; assign leaders to address each need.</li> <li>2. Solidify food service processes, device distribution, delivery sites, and plans for communication.</li> <li>3. Plan for additional device and connectivity access; inventory devices, refine check-out and dissemination systems.</li> <li>4. Determine platform and tools needed for virtual work, teaching, and learning.</li> <li>5. Schedule ongoing staff training on platform and tools.</li> <li>6. Plan for staff, family, and student help desk and/or hotline, and additional</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop policies and procedures that clarify expectations if shifts must occur quickly, including:                             <ul style="list-style-type: none"> <li>• What students take home with them daily</li> <li>• Student/teacher communication protocol</li> </ul> </li> <li>2. Consider planning to have at least one day each week as virtual learning to prepare and practice transitioning between virtual and in person instruction.</li> </ol>



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		<ul style="list-style-type: none"> <li>• Teachers rotate to classes and students stay in small groups</li> <li>• Movement in hallways in one direction</li> <li>• Support protocols for any medically fragile students</li> <li>• Recess or outside activity protocols and rules</li> <li>• All fine arts, career and technical education, sports, and student activity programming, and how social distancing measures will be implemented</li> <li>• Procedures for assessing students' health, and need for possible quarantine placement for evaluation</li> </ul> <p>3. Consider transportation safety and social distancing measures on buses and bus routes (may require additional buses and</p>	<p>and hands on skill training for CTE, etc.)</p> <p>3. Determine best schedules for students on IEPs.</p> <p>4. Determine fair and equitable attendance policies.</p>	<p>staffing for virtual needs.</p> <p>7. Define logistical expectations, including attendance expectations and time on schooling, by grade level for students and all teachers.</p> <p>8. Determine security procedures and honor code protocols as students transition to online tests and graded assignments.</p> <p>9. Review and strengthen parent communications; identify additional virtual supports based on student needs.</p>	



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		<p>bus drivers or staggering drivers to run multiple routes)</p> <ol style="list-style-type: none"> <li>4. Develop clear daily cleaning protocols and determine implications for number of staff and type of cleaning products needed in common areas (chairs, tables, doorknobs, “hot spots,” etc.).</li> <li>5. Determine visitor and outside provider policies and protocols.</li> <li>6. Encourage staff and students to stay home when sick, and determine virus exposure self-reporting procedures for staff, families, and students including sick leave options and non-punitive practices for missed student work.</li> <li>7. Create signage, visuals, and markings to communicate student expectations.</li> </ol>			



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		<ul style="list-style-type: none"> <li>8. Create a communication outline describing the student support plan for various stakeholders.</li> <li>9. Communicate to families, staff, and students regarding expectations for reopening and new routines being practiced in school.</li> <li>10. Update strategic and annual district and campus plans to reflect adjustments; consider the staffing model that will help you be most effective academically while still prioritizing student and teacher health.</li> </ul>			