



CONSIDERATIONS FOR TEACHERS IN
REOPENING SCHOOLS
JUNE 2020



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INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, and 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 TEACHERS

LEAs must engage in a collaborative process in planning the upcoming school year to intentionally establish cooperation and trust, inviting administrative and school board officials as well as teachers, counselors and health professionals, support and classified staff, parents and students, to join a stakeholder group to consider all aspects of health and safety along with the teacher guidance below.

Teachers: Professional Expectations of Staff and Contract Protection	
Do Now:	<ul style="list-style-type: none"> ● Utilize resources for staff* self-care, including resiliency strategies. ● Take steps to ensure that staff is not held responsible for providing the resources to keep themselves and students safe, and all materials can be provided. ● Involve all staff and communicate early and often about how school leaders are planning to return to school next year. Assess the comfort and ability of individual staff members to return in the “Scenario” scenarios identified below to help inform return strategies. ● Prepare options for staff who fall into health-risk categories and consider implications. ● Consider how mandated reporting is impacted, especially in context of distance learning. ● Explicitly communicate educator rights regarding sick leave and health care.
Before the start of the school year:	<ul style="list-style-type: none"> ● Set clear expectations of work hours for distance learning instruction, and for material necessity and facility changes in preparedness for physical instruction. ● Communicate supports and job requirements for staff who fall into high-risk health categories. Share expectations regarding evaluations and job duties. ● Access training and clear protocol for how mandated reporting is impacted, especially in context of distance learning. ● Consider the workload of distance learning versus in person education. Be careful not to overburden or compromise any individual or educator role with unrealistic expectations or demands. ● Participate in development of emergency communications protocol to ensure consistent communication between families and educational community members in the event of disruption to the learning environment that adheres to data and device use and privacy concern.



<p>Throughout the school year:</p>	<ul style="list-style-type: none"> • Meet with the school community to align expectations around instruction and learning for the upcoming school year, with students’ academic and social-emotional health at the forefront. Explicitly acknowledge equity and address the needs of the most vulnerable students as a priority. • Advocate for and participate in mental health supports via on-going wellness assessments of staff and students. 			
	<p>Scenario 1: All Students in Physical Buildings</p>	<p>Scenario 2: Some Students in Physical Buildings with Some Distance Learning</p>	<p>Scenario 3: All Students Distance Learning</p>	<p>Scenario 4: Intermittent Distance Learning (Emergency School Closure)</p>
<p>Health and Wellbeing</p>	<p>Understand and participate in identified processes for reporting health concerns and identified symptoms for students and staff.</p> <p>Adhere to and follow best practice in allowing social norms, including sanitation in high-touch areas, monitoring hallway movement, physical distancing and cloth-based face coverings.</p>	<p>Advocate for a process for students and staff to report symptoms, visit the nurse and/or go home, and transition to distance learning.</p> <p>Advocate and adhere to flexible expectations in reporting to work for attendance and duty completion for students and staff.</p>	<p>Advocate for a policy for how staff and students should report health affected ability to complete work.</p> <p>Advocate and adhere to flexible expectations in reporting to work for attendance and duty completion for students and staff.</p>	<p>Clearly communicate bounds for student and staff health monitoring and reporting health conditions, as well as expectations for duty completion and response to messaging.</p> <p>Other recommendations follow those made for Scenario 3.</p>
<p>Communication</p>	<p>Support an established communication structure within schools and individual buildings for routine communications.</p>	<p>Support a unified communication structure within schools as well as between learning environments for routine communications.</p>	<p>Support a unified communication structure as a learning team for routine communications.</p>	<p>In preparation, establish tools like Remind groups, email lists, or Google Classrooms where communication can be established prior to moving to this learning format,</p>



		School communities should be able to provide, for both staff and students, support for data use as well as devices.	School communities should be able to provide, for both staff and students, support for data use as well as devices.	where work can be transitioned seamlessly. Other recommendations follow those made for Scenario 3.
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Teachers: Curriculum Planning (Including for Distance Learning Instruction) and Technology	
Do Now:	<ul style="list-style-type: none"> ● Plan restorative supports and access professional learning offerings around SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning, inclusion and appropriate use of digital and online learning tools and systems, and Culturally Responsive Education. ● Engage in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, with emphasis on student technology navigational skills, to ensure continuity of instruction during future potential closures in the school year 2020-2021, should it materialize. ● Develop a plan for assessing students' learning upon return that includes multiple forms of assessment (i.e., diagnostics, formative assessments, student work, conferences, advisories, parent feedback). ● Utilize intervention programs and services that are available to students when they return to school, through the district and on the school level, and identify any gaps. ● Identify the most vulnerable students to recognize and prioritize their needs. ● Provide input on tools and materials to support instruction, including forms of software and learning programs, that were conditionally free during previous school closure. ● Communicate with administration regarding educator's needs for access to technology.
Before the start of the school year:	<ul style="list-style-type: none"> ● Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines. ● Collaborate on curriculum planning and assessing student academic and social emotional wellbeing when they return to school. ● Create feedback loops with parents and families about students' academic and social emotional health and wellbeing, through use of distance learning conferences and/or surveys to parents about their student's experience and learning while out of school. ● Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district. ● Request any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs. ● Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and distance learning models. ● Collaborate in determining expectations for differentiated instruction and rigor in hybrid and distance learning models.



<p>Throughout the school year:</p>	<ul style="list-style-type: none"> • Monitor and adjust curriculum, assessment plans, tools, and materials to support instruction. • Survey students and families on continued access to instructional technologies and tools. • Instruct and maintain good practice in digital citizenship for all students and staff. • Prepare students to work in and between different modalities of instruction; students and staff should be familiar with online learning management systems and tools and ready to adapt to necessary changes. 			
	<p>Scenario 1: All Students in Physical Buildings</p>	<p>Scenario 2: Some Students in Physical Buildings with Some Distance Learning</p>	<p>Scenario 3: All Students Distance Learning</p>	<p>Scenario 4: Intermittent Distance Learning (Emergency School Closure)</p>
<p>District Technology Support</p>	<p>Familiarize access points to technology and instructional materials for students and staff.</p>	<p>Advocate for allocation of resources to create “tech support” infrastructure to help in transitioning and maintaining online platforms.</p>	<p>Same as Scenario 2</p>	<p>Same as Scenarios 2 and 3</p>
<p>Accountability</p>	<p>Establish grade-level and school-wide consistencies of materials and learning formats to enhance family understanding of instructional calendars and resources.</p>	<p>Implement models for clear, concise, and consistent lesson planning, assessment, and scheduling (daily online schedules versus daily in person schedules).</p>	<p>Implement models for clear, concise, and consistent lesson planning, assessment, and scheduling.</p>	<p>Same as Scenario 3</p>
<p>Special Populations</p>	<p>Consider best practice for resuming classroom teaching and learning for special populations; engage in conversation about sensitivities and needs</p>	<p>Same as Scenario 1, with additional attention to:</p> <ul style="list-style-type: none"> • Hybrid/flipped classroom teaching and learning concerns for special populations 	<p>Adhere to expectations and seek training on learning opportunities through a lens of:</p> <ul style="list-style-type: none"> • Teaching and learning for special populations • Engagement tools 	<p>Same as Scenario 3 with additional concern over timely and well communicated strategies to support self-contained and behavioral support classrooms.</p>



	<p>in respect to individualized student plans and needs.</p>	<p>Prioritize the needs of special population students when making decisions about time and content of online versus in person learning.</p>	<ul style="list-style-type: none"> ● 1:1, small group, whole class learning ● Synchronous versus asynchronous ● Equity versus equality 	
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Teachers: Professional Development and Teacher Recruitment, Retention, Training of New Teachers				
Do Now:	<ul style="list-style-type: none"> • Communicate concern over possible health risks in school environments. • Communicate skills and interests in different modalities of instruction (i.e., online, hybrid, etc.). • Explore professional development options as staff job responsibilities shift in response to alternative learning environments. 			
Before the start of the school year:	<ul style="list-style-type: none"> • Ensure readiness of extended substitute plans and consider how classrooms might fluidly continue lessons when a staff member becomes ill. • Advocate for technology training and professional development for continuing staff in the areas of hybrid and remote instruction. • Advocate for the training of mentor teachers to support new teachers and staff. • Refresh knowledge of signs of child abuse and neglect. Participate in training of mandatory reporting in digital platforms. 			
Throughout the school year:	<ul style="list-style-type: none"> • Familiarize yourself with resources for staff comfort and health and resources to cope with loss and grief. • Participate in hybrid and remote instruction professional development. 			
	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Buildings with Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Special Populations	Provide PD on best practice for resuming classroom teaching and learning for special populations; engage in conversation about sensitivities and needs in respect to individualized student plans and needs	Same as Scenario 1, with additional attention to: <ul style="list-style-type: none"> • Hybrid/flipped classroom teaching and learning concerns for special populations Prioritize the needs of special population students when making decisions	Adhere to expectations and seek training on learning opportunities through a lens of: <ul style="list-style-type: none"> • Teaching and learning for special populations • Engagement tools • 1:1, small group, whole class learning • Synchronous 	Same as Scenario 3 with additional concern over timely and well communicated strategies to support self-contained and behavioral support classrooms.



		about time and content of online versus in-person learning	versus asynchronous <ul style="list-style-type: none"> Equity versus equality 	
Parent, Family, and Community Engagement and Communication	Determine expectations and provide training and guidance on: regular two-way communication for students/families and the teacher/ school/LEA using both distance learning and in person tools and protocols.	Determine expectations and provide training on: <ul style="list-style-type: none"> Regular two-way communication for students/families and the teacher/school/ LEA using both distance learning and in person tools and protocols Regular communication among students, families and peers using distance learning and in person tools 	Determine expectations and provide training on: <ul style="list-style-type: none"> regular two-way communication for students/families and the teacher/school/ LEA Regular communication among students, families, and peers using distance learning and in person tools 	Determine tools and expectations and provide guidance on: <ul style="list-style-type: none"> Appropriate and effective modes of communication Mandated reporting guidance Regular contact of students known to be part of high-risk populations



Teachers: Trauma-Sensitive Practice and Social-Emotional Learning	
Do Now:	<ul style="list-style-type: none"> ● Advocate for and participate on a crisis response team focused on student and staff mental health and wellness. ● Advocate for expanded mental health programs offered to all staff members. ● Strengthen intervention programming and social-emotional supports by working closely with intervention specialists, guidance counselors, and school social workers and psychologists. ● Review practices associated with telehealth and remote check-ins for best practice and compliance.
Before the start of the school year:	<ul style="list-style-type: none"> ● Understand and access newly available resources for student and staff mental health and wellness support, especially including those for diverse populations. ● Communicate with parents, via a variety of channels, return to school transition information. ● Prioritize social-emotional learning practices, especially in developing relationships with new students. ● Share best practice for trauma-sensitive teaching practices, and how it has developed to accommodate changes in learning environments. ● Participate in professional development for staff around trauma-sensitive teaching in light of the current crisis.
Throughout the school year:	<ul style="list-style-type: none"> ● Continuously support mental health and resiliency of students and staff. ● Encourage schools to implement a mental health screening for all students and staff. ● Participate in creating restorative practice for students who are struggling. ● Normalize sharing of feelings through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences. ● Advocate for the expansion of Suicide Prevention training. ● Integrate best practices in Social Emotional Learning, Culturally Responsive Education and Trauma-Sensitive practice to ensure high quality instruction and ongoing support for all students. ● Be aware of student social emotional and overall wellbeing, as mental health needs may continue past the start of the school year.



	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Buildings with Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Crisis and Response	Implement a guidance for crisis response that is specific to grief and loss from pandemic, reintegration guidance, and referral/screening strategies for educators.	Same as Scenario 1 with additional consideration for distance learning formats. Invite school crisis and counseling teams to join remote instruction.	Same as Scenario 2	Same as Scenarios 2 and 3
Training and Development	Participate in age appropriate co-regulation strategies and webinars to reinforce knowledge of identification of symptoms of traumatic stress and mental health challenges that are commonly mis-identified as behaviors in the classrooms.	Advocate for Professional Development in creating lessons that prioritize social emotional support in person. Participate in training for how to prevent, respond to, and avoid cyber bullying in digital environments.	Participate in training in recognizing and responding to crisis and trauma in a distance learning format. Participate in training for how to prevent, respond to, and avoid cyber bullying in digital environments.	Same as Scenario 3.

**“Staff” includes school leaders, faculty, and support staff. The roles and contributions to the school community of counselors, school psychologists, nurses and health aides, paraprofessionals, school resource officers, social workers, and special education aides are vital to the ongoing operation of an educational community.

^“Vulnerable students” include students with disabilities, English learners, students who are homeless or live in temporary housing, migrant students, and students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2 due to a death or job loss in their family.