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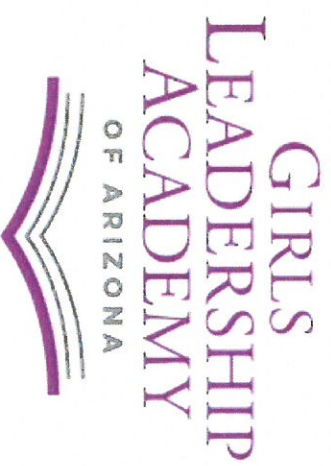
GIRLS LEADERSHIP ACADEMY OF AZ

2020 – 2021

Mitigation Plan

Benchmarks for Reopening

Face Covering Policy



August 12, 2020

Dear Girls Leadership Academy Families,

We have had a great start to the new school year. We are so happy to see our students returning virtually while Distance Learning! The GLAAZ staff is committed to providing continued support as we troubleshoot the various challenges that our non-traditional learning environment may pose. We are so grateful to be working with our students and families again. As we are nearing our third week of school, here are a few reminders:

Distance Learning: At this time, GLAAZ will continue to provide instruction for all students through Distance Learning. We will continue to utilize Distance Learning until at least September 4, 2020. The Arizona Department of Health has released criteria for the return of in-person instruction. The most recent COVID19 health data indicates that Arizona is not currently ready to resume in-person or hybrid learning. We will continue to review health data provided by the department of health to inform our decisions about the possibility to return safely to in-person or a hybrid model of instruction.

Free On-Site Learning, Support & Services: Beginning on Monday, August 17 (in accordance with Governor Ducey's executive order), GLAAZ will offer on-site learning support. If you would like for your student to begin attending school, space will be provided for your student. Please call (602) 288-4518 to request more information or email vsaeenz@glaz.org to inform us that your student will be on-site beginning 8/17/2020.

Dedication to Accommodating our GLAAZ Students and Families: If we are able to transition to an in-person or hybrid model, we will still provide distance learning for students that prefer to continue in virtual format. We understand our families have varying comfort levels about returning to in-person instruction and we are dedicated to supporting our families and their decisions.

Meal Distribution: As a reminder, Grab and Go meals are available every Monday and Wednesday from 7:30 am-10:30 am. Please pick up meals at the back entrance to the Café.

Distance Learning Plan & Mitigation Plan: GLAAZ's Distance Learning Plan, Mitigation Plan, and Face Covering Policy have been posted on www.glaz.org. Contact us with any questions or to request more information.

We appreciate your continued support and patience as we navigate the school year together. We hope that you all continue to stay safe and healthy.

Sincerely,

Dawn Woods

12 de Agosto de 2020



Estimadas familias de Girls Leadership Academy:

Hemos tenido un gran comienzo para el nuevo año escolar. ¡Estamos muy felices de ver a nuestros estudiantes regresar virtualmente mientras hay aprendizaje a distancia! El personal de GLAAZ se compromete a brindar apoyo continuo mientras solucionamos los diversos desafíos que puede plantear nuestro entorno de aprendizaje no tradicional. Estamos muy agradecidos de trabajar nuevamente con nuestros estudiantes y familias. A medida que nos acercamos a nuestra tercera semana de clases, aquí hay algunos recordatorios:

Aprendizaje a Distancia: en este momento, GLAAZ continuará brindando instrucción a todos los estudiantes a través del aprendizaje a distancia. Continuaremos utilizando el aprendizaje a distancia hasta al menos el 4 de septiembre de 2020. El Departamento de Salud de Arizona ha publicado los criterios para el regreso de la instrucción en persona. Los datos de salud de COVID19 más recientes indican que Arizona no está actualmente listo para reanudar el aprendizaje en persona o híbrido. Continuaremos revisando los datos de salud proporcionados por el departamento de salud para informar nuestras decisiones sobre la posibilidad de regresar de manera segura a un modelo de instrucción en persona o híbrido.

Servicios Gratuitos de Aprendizaje y Apoyo en el Lugar: a partir del lunes 17 de agosto (de acuerdo con la orden ejecutiva del gobernador Ducey), GLAAZ ofrecerá apoyo al aprendizaje en el lugar. Si desea que su hijo comience a asistir a la escuela, se le proporcionará un espacio. Llame al (602) 288-4518 para solicitar más información o un correo electrónico a vsaez@glaz.org para informarnos que su estudiante estará en el lugar a partir del 17 de agosto de 2020.

Dedicación para acomodar a nuestros estudiantes y familias de GLAAZ: Si podemos hacer la transición a un modelo en persona o híbrido, seguiremos brindando educación a distancia para los estudiantes que prefieren continuar en este formato virtual. Entendemos que nuestras familias tienen diferentes niveles de comodidad para regresar a la instrucción en persona y estamos dedicados a apoyar a nuestras familias y sus decisiones.

Distribución de comidas: como recordatorio, las comidas para llevar están disponibles todos los lunes y miércoles de 7:30 am a 10:30 am. Recoja las comidas en la entrada atras de la cafetería.

Plan de aprendizaje a distancia y plan de mitigación: plan de aprendizaje a distancia, el plan de mitigación y política de cubre bocas se han publicado el sitio www.glaz.org, contáctenos si tiene alguna pregunta o para solicitar más información.

Agradecemos su continuo apoyo y paciencia mientras navegamos juntos el año escolar. Esperamos que todos continúen estando seguros y saludables.

Atentamente, Dawn Woods

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Initial Reopening of Girls Leadership Academy

Introduction:

Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The school environment helps with the following:

- Provides education instruction;
- Supports the development of social and emotional skills;
- Creates a safe environment for learning;
- Addresses nutrition needs;
- And facilitates physical activity

After the early closure of schools during the 2019-2020 school year in response to the COVID-19 pandemic, local education agencies (LEAs), schools, and universities began preparing to reopen schools for in-person instruction for the 2020-2021 school year. The Arizona Department of Education (ADE) Superintendent's Committee on Reopening (SCoRe) was formed through a formal committee call. The group consists of representatives from stakeholder's groups. SCoRe partnered with the Arizona Department of Health Services (ADHS) and in the development of guidance to support the safe reopening of school buildings that aligned with Center for Control and Prevention (CDC) CDC.

Guiding Principles

The guiding principles of the SCoRe were to ensure:

- The safety and well-being of all students, staff, and community
- Meaningful teaching and learning for all students and staff
- Fidelity of the continued operations of schools throughout Arizona.

The Roadmap for Reopening Schools, released in June 2020, provided GLAAZ the guidance necessary to create plans to reopen while reducing the risk of transmission among students and staff. A second document, Benchmarks for Safely Returning to In-Person Instruction, was released by the Arizona Department of Health Services was designed to be used in conjunction with the Roadmap for Reopening Schools. GLAAZ will follow the guidance provide by both documents to make decisions about reopening.

The level of COVID-19 transmission in the community is an important factor in determining when it is safe to begin in-person instruction. The experiences of other countries have indicated that reopening schools may be low risk in communities with low

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transmission rates. Despite children having similar viral loads in their upper airways as adults, there appears to be a lower risk that children under 10 with COVID-19 will transmit to household members, compared to children 10 or older and adults. Both largescale epidemiological surveys and smaller analyses of household clusters suggest that younger children are less likely to infect the adults in their household with COVID than vice versa. Based on contact-tracing studies performed early in the epidemic, little evidence has been found of efficient transmission in school settings. While children, particularly those under 10, may not amplify transmission within the school setting, special attention will be given to prevent staff-to-staff transmission.

GLAAZ began distance learning at the beginning of their academic calendar on August 3, 2020. The benchmarks included herein will be used as a guide, in consultation with Local Health Departments, to determine when it is safe to return to in-person instruction. As communities begin meeting benchmarks, GLAAZ will follow the health protocols set forth in the Roadmap for Reopening Schools. Reopening schools is complicated, as is providing helpful guidance for a virus we are still learning about. GLAAZ's decisions will be specific to our community's needs and circumstances. As additional guidance becomes available, as our understanding of the virus evolves, and more scientific evidence becomes available GLAAZ will make the necessary changes to ensure the safest learning environment possible.

Benchmark Recommendations

The Arizona Department of Health Services (ADHS) released public health benchmarks that provide our school communities much-needed clarity on schools' safe reopening. The benchmarks align with the three of the learning scenarios outlined in the Roadmap for Reopening Schools to help school leaders, educators, students, and families understand how the metrics should influence school reopening decisions.

The scenarios are:

- **Scenario One: All Students in Physical Buildings**
 - In-person, teacher-led instruction
 - Minimal community spread: Evidence of isolated cases or limited community transmission, case investigations underway;
- **Scenario Two: Some Students in Physical Buildings and Some Students Distance Learning**
 - **Hybrid learning**
 - Moderate Community Spread: Sustained transmission with high likelihood or confirmed exposure within community settings and potential for rapid increase in cases
- **Scenario Three: All Students Distance Learning with the Option of Returning to Physical Buildings when Appropriate**
 - Distance learning with onsite support services
 - Substantial Community Spread: Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)

ADHS further defines community spread levels with the thresholds outlined below. These benchmarks and thresholds indicate the which scenario should be in place based on the spread of COVID19.

There are two key components to reopening GLAAZ for in-person instruction. First is the creation and implementation of the mitigation plan, or the "how". GLAAZ's plan outlines strategies the school will implement to reduce the spread of COVID-19 among students and staff upon reopening school buildings. This plan has been adopted, implemented, and posted on the GLAAZ website. The second is the level of spread occurring within the community, or the "when". Both GLAAZ's mitigation plan as well as degree of community spread are equally important in determining when it is safe to reopen GLAAZ.

The CDC defines community spread as follows:

- **Minimal community spread:** Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting
- **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, workplace)

ADHS further defines community spread levels with the thresholds outlined below. These benchmarks and thresholds indicate the which scenario should be in place based on the spread of COVID19 and are consistent with the national standards set by the Coronavirus Task Force.

Benchmarks	Minimal	Moderate	Substantial
Cases Benchmark Goal: Two weeks below 100 cases per 100,000 (not including the current week)	<10 cases/100,000	10-100 cases/100,000	>100 cases/100,000
Percent Positively Benchmark Goal: Two weeks with percent positivity below 7% (not including the current week)	<5%	5-10%	>10%
COVID-like illness Benchmark Goal: Two weeks with hospital visits due to COVID-like illness below 10%	<5%	5-10%	>10%

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The ADHS recommends county-specific public health benchmarks fall within the moderate or minimal spread category in all three benchmarks for two weeks in order to provide Hybrid learning (some students in physical buildings and some students distance learning). Specifically, ADHS recommends the following benchmarks be met prior to offering any in-person learning:

Community Spread Levels and GLAAZ

- Traditional - All students in physical buildings
- Hybrid - Some students in physical buildings and some students distance learning
- Virtual - All students distance learning with onsite support services
- Intermittent - Intermittent distance learning based on emergency closures as defined by state and local health departments

The following table combines levels of community spread with the mitigation strategies outlined in the Roadmap to Reopen Schools. This is not a comprehensive list and LEAs should consult the roadmap to ensure their plans include the strategies that will best protect the students, staff, and teachers within their school(s).

Community Spread Level	Delivery Model	Hand Hygiene & Respiratory Etiquette	Enhanced Cleaning	Proper Ventilation (buildings and Buses)	Monitor Absentees	Symptom Screening	Physical Distancing (6 feet)	Cloth Face Coverings	Cohorting	Field Trips & Large Gatherings Canceled	Communal Spaces Closed
No to Minimal	Traditional	X	X	X	X						
Minimal to Moderate	Hybrid	X	X	X	X	X	X	X	X	X	X
Substantial	Virtual w/ onsite support services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Face Covering Policy

GLAAZ will:

- Institute a face covering policy that is based on CDC guidelines and supported by Arizona Department of Education and the Arizona Department of Health Services.
- Face Covering Policy as of 8/1/2020 until further notice:
 - All students and visitors are required to wear face masks that covering their mouth and nose (cloth, surgical, N-95 masks are all acceptable) the entire time they are on campus unless they are eating.
 - All staff are required to wear face masks that cover their mouth and nose (cloth are acceptable unless otherwise stated) the entire time they are on campus unless they are eating or in their classroom alone.
 - All staff will be required to wear surgical masks that cover their mouth and nose during periods of agency lockdowns the entire time they are on campus unless they are eating or in their classroom alone. Staff will abide by this requirement until such time as the agency lockdown is lifted.
 - Ensure that bandanas and neck gaiters are not worn due to the lack of evidence that they mitigate the spread COVID-19.
 - Any student who refuses to comply with safety protocols including the face covering policy, adopted for in-person learning, may be assigned to online learning. Pursuant to A.R.S. 15-841(F).
- To the extent possible, provide students and staff with approved face coverings during the time they are at GLAAZ.
- Teach and reinforce use of cloth face coverings.
- Ensure face coverings are worn by staff and students at all times, as feasible, especially in times when physical distancing is difficult.
- Frequently reminded Individuals will be not to touch the face covering and to wash their hands frequently.
- Provide information 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.
- Ensure cloth face coverings are not placed on:
 - 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
- Educate students and staff that cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
- Educate students and staff that cloth face coverings should be washed routinely depending on frequency of use. A washing machine should suffice in adequately cleaning cloth face coverings. In the case that families do not have access to washing GLAAZ can provide an alternative in order to equitably promote the health and wellness of all students.
- Educate students and staff that cloth face coverings are not medical grade Personal Protective Equipment (PPE), and medical grade PPE is 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.
- Educate students and staff that cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment

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Mitigation Strategies

Physical Distancing

Limiting the physical interactions of students is one way to mitigate exposure to infectious disease.

GLAAZ will:

- Work to provide physical distance between students to the extent possible.
- Provide students cloth face masks as a mitigation strategy to be worn at all times on campus.

Modified Layouts

GLAAZ will work to provide the following modified classroom layouts when in-person hybrid learning begins.

- 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.
- Install physical barriers, such as sneeze guards, partitions, desk guards on each student desk and 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

Smaller Class Size

GLAAZ will:

- During hybrid learning, decrease class sizes by 50% to allow for more physical space between students in classroom setting, 50% of the students will participate in In-Person instruction Monday and Thursday and the other 50% will be in classroom on Tuesday and Friday. All students will distance learn on Wednesdays.
- Ensure Faculty and staff will follow a similar pattern as the students.
- Ensure smaller class sizes do not segregate students with disabilities from their non-disabled peers or change a student's special education placement.

Communal Spaces

GLAAZ will

- Closely monitor the communal use shared spaces such as the cafeteria, and stagger use and clean and disinfect between uses.
- Provide physical guides, such as tape on floors, direction signage and other guides for creating "one way routes" in to enter and exit building during arrival, lunch time and dismissal.

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Food Service

GLAAZ will:

- As of August 3, 2020 – GLAAZ will provide Grab and Go meals for all students requesting them. Students or their parents can pick up 2 days of meals (Breakfast and Lunch) on Monday and 3 days of meals (breakfast and lunches) on Wednesday.
- Beginning with Hybrid Instruction, students who are In-Person for classes will be provided breakfast and lunch on campus and will receive multiple days of meals to take home with them by the end of the school day.
- GLAAZ will establish protocols for when cloth masks are removed to consume food (i.e., proper storage).
- GLAAZ will provide individually plated or Grab and Go meals in classrooms if the use of the communal cafeteria is deemed unsafe. GLAAZ will ensure the safety of children with food allergies.
- Use disposable food service items (i.e., utensils, dishes). If disposable items are not feasible or desirable, GLAAZ will ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Ensure all Food Service staff wash their hands after removing their gloves or after directly handling used food service items.
- Ensure Food Service staff are required to have standard operating procedures that ensure safe and effective handling of all food service-related equipment. These procedures will be reviewed, updated and staff will be retrained, as needed.

Promoting Behaviors that Reduce Spread (CDC Considerations for Schools)

Staying Home when Appropriate

GLAAZ will:

- 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.
- 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.
- Ensure and support staff and students to stay home if they have tested positive for or are showing COVID-19 symptoms.
- Ensure and support staff and students who have recently had close contact with a person with COVID-19 to also stay home and monitor their health.
- Use ADHS criteria to inform the decisions with regards to when employees and students should return to work.

Hand Hygiene and Respiratory Etiquette

GLAAZ will:

- Teach and reinforce handwashing with soap and water for at least 20 seconds at regular intervals throughout the day and increase monitoring to ensure adherence among students and staff. Instructions for hand washing include:
 - Using soap and water, scrubbing for 20 seconds, and rinsing
 - Using Paper towels to dry hands, turn sink handles off and opening doors, then safely discarding the paper towels.
- Ensure that 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).
- Install additional hands free sanitizer stations throughout the campus.
- 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.

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Adequate Supplies

GLAAZ will:

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and students), paper towels, tissues, disinfectant wipes or cleaning products, cloth face coverings (as feasible), Hands-Free sanitizer stations 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, para-educators, etc.

Signage and Messages

GLAAZ will:

- 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.
- Share regular information on COVID-19 with students and families in a variety of platforms including but not limited to AVID Classes, Power School and Blackboard messaging and social media.
- 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.
- Use consistent messaging throughout the school and all platforms.
- Provide messaging in both English and Spanish 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 family

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Maintaining Healthy Environments (CDC Considerations for Schools)

Cleaning and Disinfection

GLAAZ will:

- Clean and disinfect frequently touched surfaces (i.e., door handles, sink handles, desks) within the school at least daily or between use as much as possible.
- 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.
- Ensure that cleaning products are not being used near students and staff.
- Ensure that there is adequate ventilation when using these products to prevent students or staff from inhaling toxic fumes.

Shared Objects & Spaces

GLAAZ will:

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each student'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 students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

Ventilation

GLAAZ will:

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.
- Continued air quality will be maintained by cleaning all HVAC unit coils and changing air filters as scheduled.
- 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

GLAAZ will:

- 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.
- Encourage staff and students to bring their own water to minimize use and touching of water fountains.

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Maintaining Healthy Operations (CDC Considerations for Schools)

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

GLAAZ will:

- Work closely with staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions or disabilities) to limit their exposure risk.
- Offer options for students at higher risk of severe illness that limit their exposure risk (i.e., virtual learning opportunities).
- Provide Personal Protective Equipment (PPE) to medically fragile staff and/or students to be utilized instead of cloth face coverings in cases where they 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

GLAAZ will:

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

Gatherings, Visitors on Campus, Field Trips

GLAAZ will:

- 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).
- All visitors and volunteers will be required to wear cloth masks and must follow all posted safety protocols
- All visitors or parents/guardians are required to report to the front office and not go beyond unless it is for the safety or well-being of their child.
- 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)

GLAAZ will:

- Ensure that student and staff groupings are as static as possible.
- Limit mixing between groups if possible.

Designated COVID-19 Point of Contact

GLAAZ will:

- Designate a staff person to be responsible for responding to COVID-19 concerns (i.e., CAO, Human Resources representative).
- Ensure all school staff and families know who this person is and how to contact them.

Participation in Community Response Efforts

GLAAZ will:

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

Communication Systems

GLAAZ with:

- Put systems in place for:
 - Consistency 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-19external 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

GLAAZ will:

- 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.

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- GLAAZ will consult with counsel to ensure planned procedures comply with applicable laws, including the FLSA and the ADA.

Back-up Staffing Plan

GLAAZ will:

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- Create Team Teachers to provide consistency in instruction if absenteeism occurs.

Staff Training

GLAAZ will:

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

Recognize Signs and Symptoms

GLAAZ will:

- Conduct daily health checks (i.e., symptom checking, temperature screening, health screening) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. GLAAZ 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

GLAAZ will:

Ensure that the same policies are followed in the Florence Crittenton Services of AZ Agency.

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Focus on Mental Health

It is critical for GLAAZ to focus on the mental health and well-being of staff and students. Student's social-emotional well-being will be assessed when school reopens. Mental health concerns can be identified and supported both at home and at school. GLAAZ will consider the importance of the mental health of its entire school community.

At Home

GLAAZ will:

- Educate and support families on identifying the indicators that signal staff and students are suffering from anxiety, depression, or lack of coping strategies.
- Provide families with resources and contact information for community mental health resources.

At School

GLAAZ will:

- 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.
- Provide resources and contact information for community mental health resources.

Support Coping and Resilience

GLAAZ will:

- Encourage staff 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 staff and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage staff 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
- Provide their school counselor and Student Support Staff to support staff and students.
- Ensure staff are familiar with resources through both the national Crisis Response Network and Arizona's Crisis Response Network (CRN).
- Post, in prominent places, signage for local distress hotlines; national distress hotline: 1-800- 985-5990, or text TalkWithUs to 66746

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Preparing for When Someone Gets Sick

Responding to COVID-19 at GLAAZ

GLAAZ will:

- Emphasize the importance of staying home when sick.
 - Expect all students/parents, staff, and teachers to self-monitor for symptoms at home prior to leaving for school.
- Symptoms include:

Subjective chills	Sore throat	Shortness of breath or difficulty breathing
Cough	Nausea or vomiting	Fatigue
Muscle or body aches	Congestion or runny nose	Fever (greater than or equal to 100.4 F or 38 C)
Headache	Diarrhea	New loss of taste or smell

COVID-19 symptoms may present differently in children than in adults. For example, children are less likely than adults to have fever with COVID-19 and more likely to present with non-respiratory symptoms such as nausea and diarrhea. It is important to recognize many common illnesses have similar symptoms. In an abundance of caution, any person experiencing symptoms should remain home.

Advise Staff and Families of Sick Students of Home Isolation Criteria

GLAAZ will:

- Ensure that sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
- Collaborate with families to provide resources to find the best ways for multi-generational families will isolate to prevent further spread of disease

Isolate Those Who Are Sick

GLAAZ will:

- Make sure that staff members 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 the student or staff member with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school.
- Ensure the student or staff who are separated have a face covering on, as tolerated. If a separate room is not available, the sick student or staff member will be placed in a location where they can be at least 6 feet away from others.
- Ensure staff tending to the care of the sick individual will use appropriate personal protective equipment (PPE) including surgical mask, gloves and eye protection (goggles or face shield). If they are in direct contact with the sick individual.
- Call the emergency contact for the student, to be picked up from school as soon as possible, ideally within 1 hour. Staff will be asked to leave the building, go home and contact their health care provider.

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- ***Call 911 if the individual is exhibiting any serious symptoms, including difficulty getting enough air, change in alertness or responsiveness, bluish lips or face.***
- Identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms.
- Work with the health department in determining what PPE and supplies should be available in school health offices.
- Ensure planned procedures comply with applicable privacy law and the ADA.

What to do When Someone on Site has COVID-19 Symptoms

GLAAZ will:

- Send students or staff members home if illness is suspected and encourage the collection of backup emergency contacts. Any of the symptoms listed above that are not related to an already diagnosed condition or illness (as known by the school healthcare personnel) could be COVID-19. All household members of someone confirmed or suspected to have COVID-19 should not physically attend school and quarantine at home for 14 days. Keep in mind, this applies to siblings who attend GLAAZ or at another school (age dependent).
- Ensure families understand that if a student or household contact become sick, GLAAZ must be notified. If a sick student's household contact is in school, GLAAZ will be notified and the household contact will be isolated until they can be removed from the school as soon as possible, even if not displaying symptoms.
- Educate the families and staff that release from isolation **DOES NOT** require a provider's note and **DOES NOT** require repeat testing or a negative test. Verifying that a student or staff member meets criteria for release from isolation will be up to the school administration and districts Human Resources Department.
- Collect the following dates for verification:
 - Date of test collection (if tested)
 - Date of onset of symptoms; and
 - Date of resolution of fever.

Clean and Disinfect

GLAAZ will:

- 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

GLAAZ will:

- In accordance with state and local laws and regulations, school administrators will 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.
- GLAAZ will confer with local health officials to determine what other entities should be notified and who will make notification.

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- 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. Roadmap for Reopening Schools- June 2020 - 2021 Arizona Department of Education.
- 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.
- Consult the health department for guidance and support with implementing health considerations related to COVID-19.

Quarantining Classes or Closing School Buildings

GLAAZ will:

- Report any outbreaks of COVID-19 to the Arizona Health Department. Having more than one case a GLAAZ would not constitute an outbreak. An outbreak is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who do not share a household, and are not identified as close contacts of each other in another setting during standard case investigation or contact tracing.
- Coordinate with the Arizona Health Department and GLAAZ's Mitigation Policy to determine the need to quarantine a class, close a portion of the school, or close the school.

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

GLAAZ will:

- Identify who, will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
- Determine central and supporting messages. The central message will always be tied to student safety.
- Determine when information will be shared. Prior to the schedule for releasing information is determined, all school employees will be notified.
- Determine which communication tools will be the most effective in reaching primary audiences.
- Ensure that all vital information is shared (to the extent possible) 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

GLAAZ will:

- Provide information notifying of start date.
- Provide information on the health and safety measures the school is taking to ensure students can return to school.
- Work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
- Include the expectations of parents and students if Emergency Distance Learning is implemented.
- Provide basic information on COVID-19 and measures families can take to stay safe when not at school (DHS fact sheet).
- Provide clear direction on when to keep a student home and the process for notifying the school.
- Emphasize the importance of mandatory immunizations and locations where they can be obtained.
- Provide information on trauma informed practices
- Provide information on helping children cope with stress and tragedies (Helping Children Cope with Changes Resulting from COVID-19)

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Prepare Communications to Students

GLAAZ will:

- Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes.
- Ensure consistent messaging to all stakeholders.

Provide Communications to the Public

GLAAZ will:

- Post reminders at entryways not to enter the school if experiencing signs of illness.
- Ensure that communication is culturally sensitive and appropriate.
- Ensure the considerations of families for whom English is not the primary language spoken at home.

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Scenarios

The scenarios below come from the National Institute for Excellence in Teaching and are intended to be used by GLAAZ as we design the school reopening 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

GLAAZ will work diligently to 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.

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

GLAAZ 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

GLAAZ may opt to consider *Scenario Two* if:

- meets the CDC School Decision Tree guidelines
- there are minimal to moderate local/community cases of COVID-19
- has a governing board approved contingency plan
- has a comprehensive communication plan
- has clearly communicated screening expectations to staff and families
- has clearly communicated educational expectations to staff and families
- 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
- 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

GLAAZ may opt to consider *Scenario Three* if:

- is not able to meet CDC School Decision Tree guidelines
- are substantial local/community cases of COVID-19
- has a governing board approved Emergency Distance Learning Plan
- has a comprehensive communication plan
- has clearly communicated educational expectations to staff and families
- has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices
- 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

GLAAZ may opt to consider *Scenario Four* if:

- all considerations from *Scenario Three*
- has a plan for determining the criteria for this scenario

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.

GLAAZ will:

- Refer to the *Arizona Emergency Distance Learning Guidance*
- Complete the Emergency Distance Learning notification template.
- Email the completed template to Arizona State Board for Charter Schools.

Technology

Special importance and consideration will be identified for students with 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

GLAAZ will:

- 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.
- 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, 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.
- 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.
- Make budget adjustments, develop a financial plan or leverage federal funding related to COVID19, to purchase computer devices and address internet connectivity issues.
- Work with ADE's State E-Rate Coordinator to problem solve connectivity issues.
- Consider student and teacher familiarity with device and provide appropriate support or staff to ensure navigation of features.
- 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

GLAAZ will:

- To the extent possible, provide uniform platforms based on common standards necessary for virtual work, teaching and learning and communication for teachers, staff, parents, and students.
- 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.
- 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.)
- Incorporate Learning Management Systems that:
 - Provide integration with blended learning models
 - Include registration and tracking of student progress
 - Provide 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

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- Provide 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.)
- Provide security procedures and protocols as student's transition to online tests and graded assignments
- Provides flexible means of accessing professional learning resources and support for staff (i.e., include synchronous and asynchronous professional learning)
- Utilize Mobile Device Management that:
 - To the extent possible, monitor, manage, and secure all employee and student mobile devices (i.e., laptops, tablets, etc.)

Student/Family Support, Privacy and Security Considerations

GLAAZ will:

- 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 occurs 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.
- Maintain student privacy and security for safety, while complying with LEA policies, state and federal laws.

Computer Labs and Carts

GLAAZ will:

- 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.

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Considerations for Students

<https://files.constantcontact.com/cbebf4e101/f1e76003-681e-44e7-94cc-0114fb01562f.pdf>

In preparing for School Year 2020-2021, GLAAZ will 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

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- Social Emotional Learning: General Resources
- Social Emotional Learning: Resources for Teachers
- Social Emotional Learning: Resources for Parents

Considerations for the Arts, Physical Education, and Athletics

Considerations for the Arts and Physical Education

In preparing for School Year 2020-2021, GLAAZ will 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.

<https://www.azed.gov/artseducation/files/2020/07/FINAL-Arts-Physical-Education-Reentry-A-Disciplined-Approach-to-Active-Creative-Learning.pdf>

Considerations for Athletics

In preparing for School Year 2020-2021, GLAAZ will 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.

AIA Recommended Guidance for Returning to Athletic Activity

<http://aiaonline.org/files/17051/aia-recommended-guidelines-for-return-to-activity.pdf>

Considerations for Teachers

<https://files.constantcontact.com/cbebf4e101/38d62153-976b-42ff-b319-3366c99b7a2e.pdf>

In preparing for School Year 2020-2021, GLAAZ will 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

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- Accountability

Teachers: Professional Development and Recruitment, Retention, Training of New Teachers and Returning 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

<https://files.constantcontact.com/cbebf4e101/b9f3f42e-85d3-4197-9916-2027b58420ec.pdf>

In preparing for School Year 2020-2021, GLAAZ will 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, GLAAZ will 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

How to Safely Wear and Take Off a Cloth Face Covering

Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2



USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water



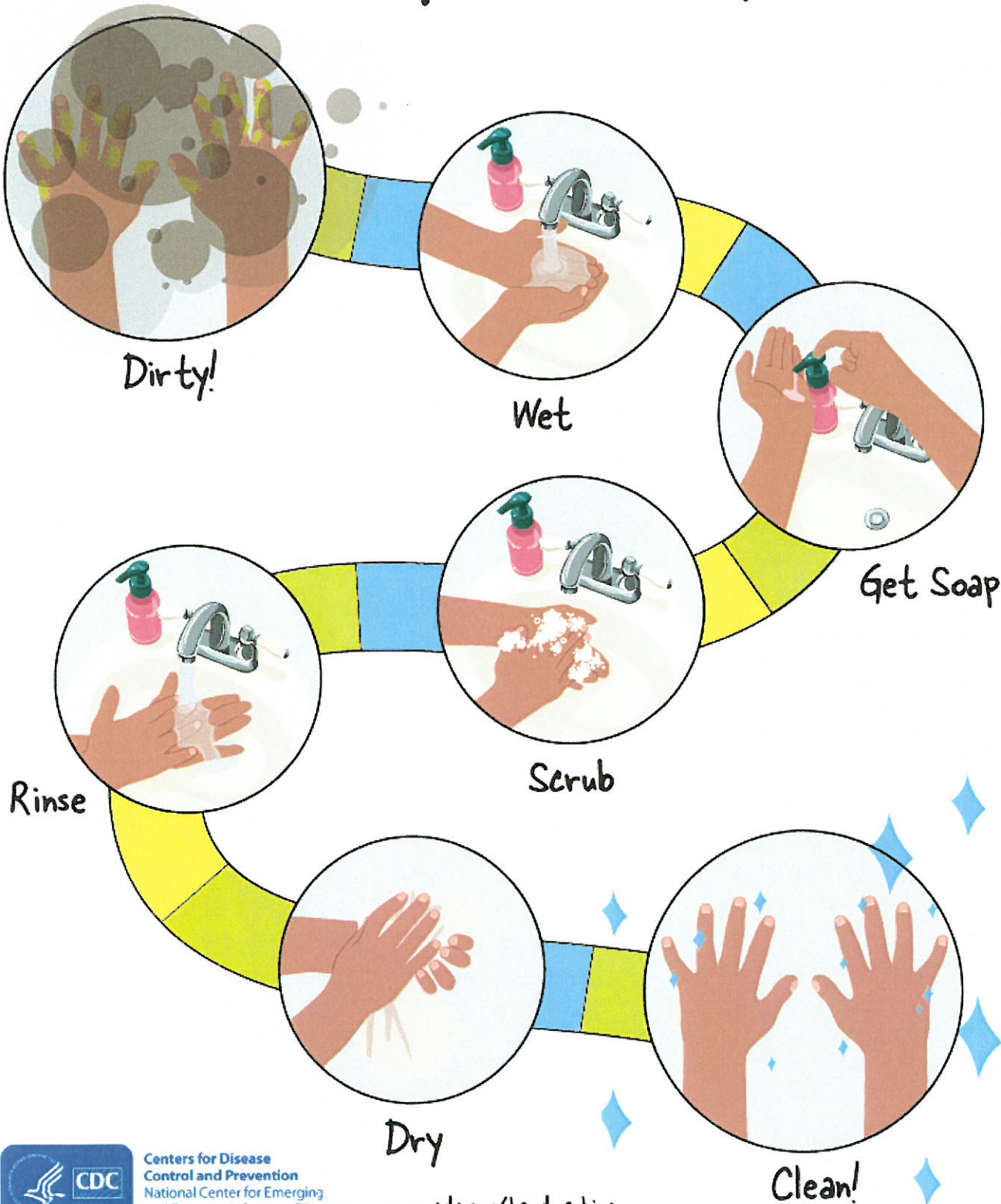
CS16488A 07/06/2020

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see:

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Wash Your Hands!



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Centers for Disease
Control and Prevention
National Center for Emerging
and Zoonotic Infectious Diseases

www.cdc.gov/handwashing

CS267057-A

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Avoid large gatherings and people who are sick.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.



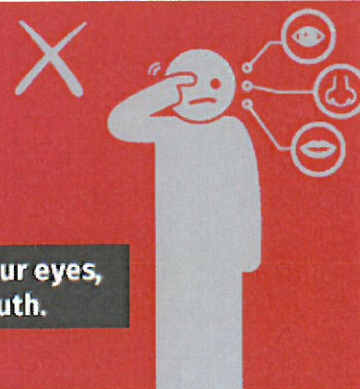
Clean and disinfect frequently touched objects and surfaces.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



Avoid touching your eyes, nose, and mouth.



ARIZONA DEPARTMENT
OF HEALTH SERVICES

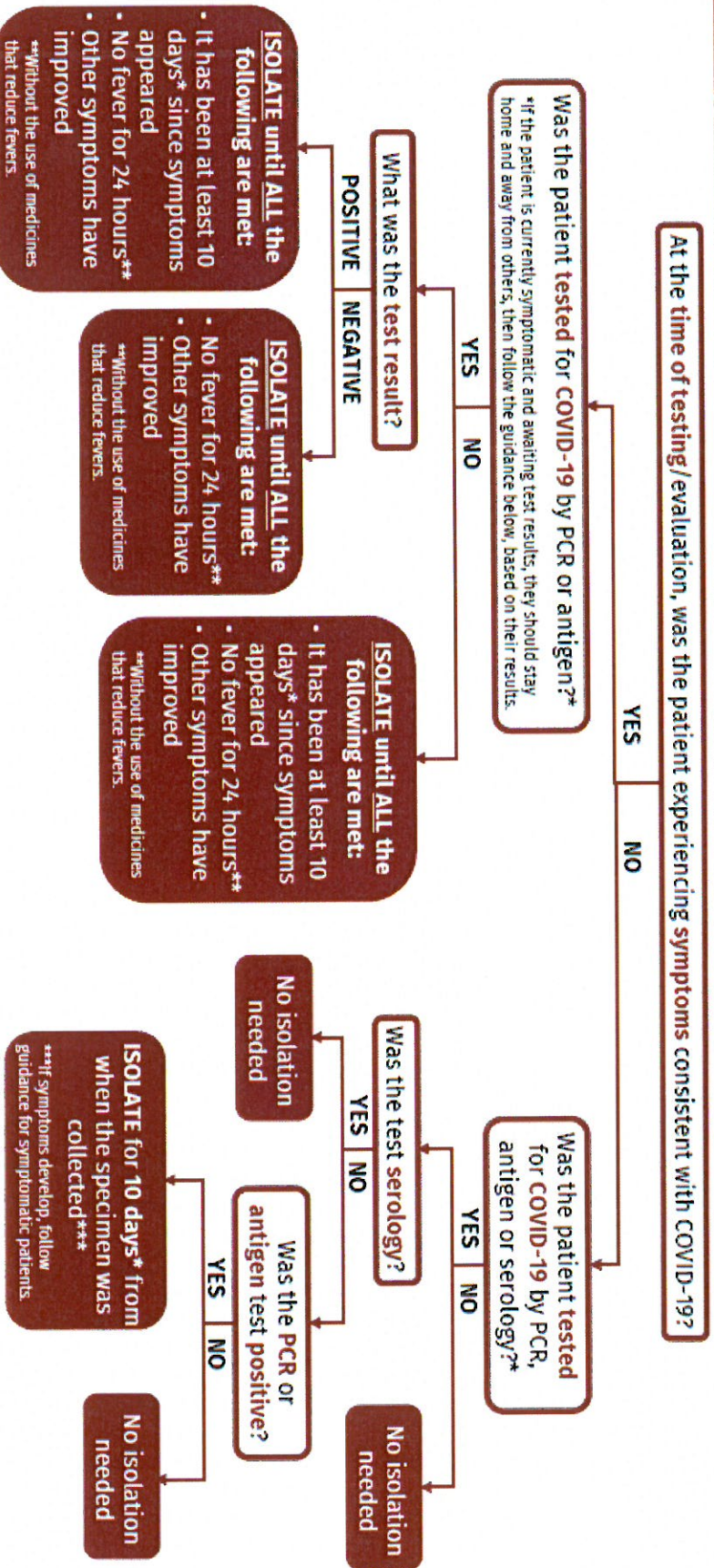
For more information: azhealth.gov/covid19



WASH YOUR HANDS
after using the toilet _____



Arizona COVID-19 Guidance 'Release from Isolation' Flow Chart



*A person who had **severe/critical illness** or is **severely immunocompromised** should:

If symptomatic, stay home away from others or under isolation precautions until:

At least **20 days** have passed since symptoms first appeared; AND

At least 24 hours have passed since last fever without the use of medicine that reduces fevers; AND

Other symptoms have improved.

If asymptomatic, stay home away from others or under isolation precautions until:

At least **20 days** have passed since specimen collection of the first positive COVID-19 PCR/antigen testing while asymptomatic. If symptoms develop, follow guidance for symptomatic and tested positive for COVID-19.

Outside of these criteria above, **extension of isolation is not routinely recommended** if an individual is retested **within 3 months** of onset of symptoms or date of first positive test while asymptomatic.

