Face Covering Policy

Benchmarks for Reopening

Mitigation Plan

2020 - 2021
Dear Girls Leadership Academy Families,

August 12, 2020

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 GLAZ 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 requested criteria for the return of in-person instruction. The most recent COVID-19 health guidelines indicate that Arizona is not currently ready to resume in-person or hybrid learning. We will continue to follow health data provided by the department of Health to inform our decisions about the possibility to return safely to in-person or hybrid model of instruction.

The health of our students and staff is our top priority. We are so grateful to be working with our students and families again. As we navigate this first week of school, here are a few reminders:

- Please maintain social distancing.
- Wear masks when required.
- Wash hands frequently.

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
Principal
Plan de aprendizaje y desarrollo de estudiantes

Plan de aprendizaje y desarrollo de estudiantes. La Administración de la Escuela busca mejorar la educación de los estudiantes a través de un enfoque dual en el aprendizaje y el desarrollo personal. Nos esforzamos por proporcionar una educación de calidad que prepare a los estudiantes para el futuro. Por lo tanto, hemos implementado un plan de aprendizaje y desarrollo personalizado para cada estudiante.

Aprendizaje y desarrollo personalizado

La Administración de la Escuela se compromete a proporcionar una educación de calidad para cada estudiante. Hemos implementado un plan de aprendizaje y desarrollo personalizado que se ajusta a las necesidades individuales de cada estudiante. Este enfoque dual en el aprendizaje y el desarrollo personalizado permite a los estudiantes alcanzar sus metas académicas y personales.

Plan de estudio y desarrollo personalizado

El plan de estudio y desarrollo personalizado permite a los estudiantes alcanzar sus metas académicas y personales. Los estudiantes pueden elegir los cursos que mejor se ajusten a sus intereses y habilidades. Además, el plan de estudio personalizado permite a los estudiantes participar activamente en su educación, lo que les ayuda a desarrollar habilidades de pensamiento crítico y resolución de problemas.

En resumen, el plan de aprendizaje y desarrollo personalizado es un enfoque dual en el aprendizaje y el desarrollo personalizado que se ajusta a las necesidades individuales de cada estudiante. Este enfoque permite a los estudiantes alcanzar sus metas académicas y personales, lo que les ayuda a desarrollar habilidades de pensamiento crítico y resolución de problemas.

Estudiantes de la Escuela Leadership Academy

12 de agosto de 2020
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**Scenarios**

- Scenario One: All students in Physical Buildings from the start of the school year
- Scenario Two: Some students in Physical Buildings and some Students Distance Learning from the school year

**Communications**

- Prepare Communications to Students
- Prepare Communications for Parents/Guardians
- Develop an Effective Communications Procedures
- Identify Small Groups and Keeping Them Together

**0.5**

- Support Coping and Resilience
- A School
- A Home
- A Community

**0.12**

- Share Training
- Back-up Training Plan
- Leave (Time Off) Policies and Excused Absence Policies
- Communication Systems
- Participation in Community Response Efforts
- Designated COVID-19 Point of Contact

**2020-2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy**

Grizzlies Leadership Academy of Arizona (GGLAZ) and LEA in the Document
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<th>Resources</th>
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2020 – 2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy

Gila Leadership Academy of Arizona (GILA2Z and LEA in the Document)
The experiences of other countries have indicated that reopening schools may be low risk in communities with low
infection. The experiences of other countries have indicated that reopening schools may be low risk in communities with low

The level of COVID-19 transmission in the community is an important factor in determining when it is safe to begin in-person

For reopening schools, GLAZZ will follow the guidance provided by both documents to make decisions about reopening.
Reopening Schools. GLAZZ will follow the guidance provided by both documents to make decisions about reopening.

The Roadmap for Reopening Schools, released in June 2020, provided GLAZZ the guidance necessary to create plans to reopen
The Roadmap for Reopening Schools, released in June 2020, provided GLAZZ the guidance necessary to create plans to reopen

Fidelity of the continuous operations of schools throughout Arizona:

• Meaningful teaching and learning for all students and staff
• The safety and well-being of all students, staff, and community

The guiding principles of the SCORE were to ensure:

Center for Control and Prevention (CDC) CDC.
Center for Control and Prevention (CDC) CDC.

Health Services (ADHS) and in the development of guidelines to support the safe reopening of school buildings that aligned with
Health Services (ADHS) and in the development of guidelines to support the safe reopening of school buildings that aligned with

The group consists of representatives from stakeholder’s groups. SCORE partnered with the Arizona Department of
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year. The Arizona Department of Education (ADE) Superintendents’ Committee on Reopening (SCORE) was formed through a formal
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agencies (LEAs)’ schools, and universities began preparing to reopen schools for in-person instruction for the 2020-2021 school
agencies (LEAs)’ schools, and universities began preparing to reopen schools for in-person instruction for the 2020-2021 school

year. After the early closure of schools during the 2019-2020 school year in response to the COVID-19 pandemic, local education
year. After the early closure of schools during the 2019-2020 school year in response to the COVID-19 pandemic, local education

• And facilitates physical activity
• And facilitates physical activity

• Addresses nutrition needs
• Addresses nutrition needs

• Creates a safe environment for learning
• Creates a safe environment for learning

• Supports the development of social and emotional skills
• Supports the development of social and emotional skills

• Provides educational instruction
• Provides educational instruction

environment helps with the following:
environment helps with the following:

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
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

Introduction:
Introduction:
environment possible.
evolve, and more scientific evidence becomes available. GLAZZ will make the necessary changes to ensure the safest learning

Reopening schools is complicated, as is providing helpful guidance for a virus we are still learning about. GLAZZ's decisions will be

Reopening schools begins meeting benchmarks, GLAZZ will follow the health protocols set forth in the Roadmap for Reopening Schools.

GLAZZ began distance learning at the beginning of their academic calendar on August 3, 2020. The benchmarks included here are:

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GLAZZ began distance learning at the beginning of their academic calendar on August 3, 2020. The benchmarks included here are:
Community spread is equally important in determining when it is safe to reopen schools. The second is the level of spread occurring within the community, or the "zone." Both CLA AZ's mitigation plan as well as degree of mitigation plan or the "zone." CLA AZ's plan outlines strategies the school will implement to reduce the spread of COVID-19 among students and staff.

There are two key components to determining CLA AZ for in-person instruction. First is the creation and implementation of the ADHS further defines community spread levels with the thresholds outlined below. These benchmarks and thresholds indicate the

<table>
<thead>
<tr>
<th>Scenario 1: All Students Distance Learning When Appropriate</th>
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</thead>
<tbody>
<tr>
<td>Moderate Community Spread: Sustained transmission with high likelihood of confirmed exposure within community</td>
</tr>
<tr>
<td>Hybrid Learning (e.g., some students in physical buildings and some students distance learning)</td>
</tr>
<tr>
<td>No evidence of exposure in large community settings</td>
</tr>
<tr>
<td>Minimal Community Spread: Evidence of isolated cases or limited community transmission, case investigations underway</td>
</tr>
<tr>
<td>In-person, teacher-led instruction</td>
</tr>
<tr>
<td>All students in physical buildings</td>
</tr>
</tbody>
</table>

The scenarios:

- Reopening decisions:
- Reopening schools to help school leaders, educators, students, and families understand how the metrics should influence school reopenings;
- Reopening school, safe reopening;
- The benchmarks align with the level of learning scenarios outlined in the Roadmap for needed clarity on schools' safe reopening;
- The benchmarks are the level of the learning scenarios outlined in the Roadmap for

Benchmark Recommendations

2020 - 2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy / Benchmarks for Arizona (CLA AZ and LEA in the document)
<table>
<thead>
<tr>
<th>Substantial</th>
<th>Moderate</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;10% cases/100,000</td>
<td>10-100 cases/100,000</td>
<td>&gt;100 cases/100,000</td>
</tr>
<tr>
<td>5-10%</td>
<td>5-10%</td>
<td>2-5%</td>
</tr>
</tbody>
</table>

COVID-like illness: Percentage of hospital visits due to COVID-like illness that are attributable to COVID-19.

Benchmark Goal: Two weeks

Percent Positively Bellow (week)

>10% cases/100,000 (not including the current case/100,000)

Substantial Community Spread: Large scale, controlled community transmission, including community settings (e.g., schools, workplaces).

Moderate Community Spread: Spurred transmission with high likelihood of exposure within community settings and evidence of exposure in large community setting.

Minimal Community Spread: Evidence of isolated cases or limited community transmission, case investigations underway.

The CDC defines community spread as follows:

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2020-2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy

Girls Leadership Academy of Arizona (GLAZ and LEA in the Document)
<table>
<thead>
<tr>
<th>Services</th>
<th>Substantial</th>
<th>Moderate</th>
<th>Minimal</th>
<th>No to Low</th>
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</thead>
<tbody>
<tr>
<td>Virtual</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hybrid</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Traditional</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Community</td>
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<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Close</th>
<th>Spaced</th>
<th>Field Trips</th>
<th>Close</th>
<th>Spaced</th>
<th>Face</th>
<th>Cloth</th>
<th>Physical Health</th>
<th>Symptom</th>
<th>Monitor</th>
<th>Cleaning (building)</th>
<th>Ventilation</th>
<th>Respiratory</th>
<th>Hygiene</th>
<th>Delivery</th>
<th>Model</th>
<th>Community</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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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).

The following table combines levels of community spread with the mitigation strategies outlined in the roadmap to reopen schools.

- Community spread levels and GLAZ

---

**Community spread levels:**
- Immediate - Immediate distance learning based on emergency closures as defined by state and local health departments
- Virtual - All students in virtual learning with on-site support services
- Hybrid - Some students in physical buildings and some students distance learning
- Traditional - All students in physical buildings

---

**Mitigation levels:**
- Low
- Middle
- High

---

**Person Learning:**
- Students distance learning
- Some students in physical buildings
- All three benchmarks fall within the moderate or minimal category

---

**Face Covering Policy:**
- 2020 - 2021 Mitigation Plan
- GLAZ and LEAs in the document
Educate students and staff that cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

- Educate students and staff that cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment (PPE), and medical grade PPE is preferred in order to sufficiently promote the health and wellbeing of all students.

- Educate students and staff that cloth face coverings should be washed regularly, depending on frequency of use. A washing machine can provide an effective way to wash and disinfect cloth face coverings.
Building during arrival, lunch time and dismissal.

- Provide physical guides such as tape on floors, direction signs and other guides for creating one-way routes in to, out of and exit.

- Closeы monitoring the communal use shared spaces such as the cafeteria, and other use and clean and disinfect between uses.

Communal Spaces

- Ensure smaller class sizes do not segregate students with disabilities from their non-disabled peers or change a student's special education placement.

- Students will participate in-person instruction Monday and Tuesday and the other 50% will be in classroom on Thursday and Friday. All students will participate in-person instruction on Wednesdays.

- Ensuring faculty and staff follow a similar pattern as the students.

- Ensure faculty and staff wear masks, maintain social distance when learning on Wednesdays.

- During hybrid learning, decrease class sizes by 50% to allow for more physical space between students in classroom setting. 50% of the hybrid space will be split.

- Smaller Class Size

- Art in bands and at other times.

- Individually to maintain at least six feet apart (eating, recreation, etc).

- In small physical spaces, such as science labs, art rooms, etc.

- In areas where it is difficult to follow CDC guidelines on maintaining social distancing.

- Assigned seating to help each student spread if a student test environment.

- According to the CDC recommendations on social distancing.

- Provide seating/tables to allow for physical distancing.

- GLAZ will provide the following modified classroom layouts when in-person hybrid learning begins.

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

- Provide students with face masks as mitigation strategy to be worn at all times on campus.

- Work to provide physical distancing between students to the extent possible.

- GLAZ will work to provide physical distancing between students to the extent possible.

Physical Distancing

Mitigation Strategies

2020 - 2021 Mitigation Plan / Benchmarks for Reopening Policy / Face Covering Policy

GLAZ Leadership Academy of Arizona (GLAZ and LA in the Document)
Ensuring Food Service staff are required to follow standard operating procedures that ensure safe and efficient handling of all food service.

- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, GLAZ will ensure that all non-disposable items are sanitized in a dishwasher.
- GLAZ will ensure the safety of children with food allergies.
- GLAZ will provide individually plated or grab and go meals in classrooms if use of the communal cafeteria is deemed unsafe.
- GLAZ will establish protocols for when cloth masks are removed to consume food (e.g., proper storage).
- Multiples days of meals to take home with them by the end of the school day.
- Beginning with Hybrid instruction, students who are in-person for classes will be provided breakfast and lunch on campus and will receive days of meals (breakfast and lunch) on Monday and 2 days of meals (breakfast and lunch) on Wednesday.

As of August 3, 2020 – GLAZ will provide Curb and Go meals for all students requesting them. Students or their parents can pick up meals from GLAZ.

Food Service
Proper handwashing techniques, or alternatives to handwashing if possible:

- Consider any additional schooling and support measures that may be necessary to assist students who have physical or emotional disabilities with immediate handwashing with soap and water for at least 20 seconds.

- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands washed.

- Install additional hand sanitizer stations throughout the campus.

- Children who can safely use hand sanitizer:
  - Using paper towels to dry hands, turn sink handles off and opening doors, then safely discarding the paper towels.
  - Using soap and water, scrubbing for 20 seconds, and rinsing

Monitoring to ensure adherence among students and staff, including hand washing include:

- Teach and reinforce handwashing with soap and water for at least 20 seconds at regular intervals throughout the day and increase:
  - Hand hygiene and respiratory etiquette.

- Use ADS criterion to inform the decisions with regard to when employees and students should return to work.

- Encourage and support staff and students who have recently had close contact with a person with COVID-19 to also stay home and monitor.

- Consider other students who are immunocompromised or disabled, or have family members who are immunocompromised or disabled.

- Reduce or eliminate extraordinary disciplinary action as students have already experienced significant lack of services, educational opportunities, and emotional distress at school closures.

- Discourage perfect attendance awards, not assessing schools based on absences, and offering virtual learning and learning options.

- Develop policies that encourage sick employees and students to stay at home without fear of reprisal and ensure employers, employees, and students feel safe and families are aware of these policies.

- Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.

- Educate staff and families about when they/thier children should stay home and when they can return to school.

**GLAZ Will:**
included and receive the same important information as is communicated to all families.

Ensure that messages are communicated in multiple modalities to ensure that students and families without internet connectivity are

- Language is not English, and to individuals with hearing or vision impairment.
- Ensure signs and messaging are provided in accessible formats to successfully communicate information to individuals whose primary

- Provide messaging in both English and Spanish when posting signs and sending messages.
- Use consistent messaging throughout the school and all platforms.

3. On school websites, in emails, and on school social media accounts,

- Include messaging (e.g., videos) about behaviors that prevent the spread of COVID-19 when communicating with parents and families, such

- Power School and Blackboard messaging and social media.
- Share regular information on COVID-19 with students and families in a variety of platforms including but not limited to AVD classes.

- Stop the spread of germs, such as by properly washing hands and properly wearing a cloth face covering.
- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to

- GLAZ will:

Signage and Messages

- Health service providers, vendors, service providers, parents, etc.
- Identify staff who will need cloth face coverings or PPE based on the additional risk of physical contact due to their positions, including

- Schools and non-school-related facilities, including school buses, buses, portable learning facilities, and other school-related facilities.

- Hands-Free sanitzer
- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff

- GLAZ will:

Adequate Supplies

2020-2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy

Girls Leadership Academy of Arizona (GLAZ) and LEA in the Document)
Encourage staff and students to bring their own water to minimize use and refilling of water fountains.

- Reduce (e.g., sink faucets, drinking fountains, decorative fountains) the use to ensure there are no prolonged facility shutdowns.

- Minimize the risk of Legionnaires’ disease and other diseases associated with water by ensuring that all water systems are monitored and maintained.

**Water Systems**

- Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms). In children using an oxygen ventilator, it is especially important to prevent 
  - Theertainty.
- Continually air quality will be maintained by cleaning all HVAC units and changing air filters as scheduled.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example, by opening windows.

**Ventilation**

- Avoid sharing electronic devices, toys, books, and other items that are difficult to clean or disinfect.
- Discourage sharing of items that are difficult to clean or disinfect.

**Shared Objects & Spaces**

- Ensure that there is adequate ventilation when using these products to prevent students or staff from inhaling toxic fumes.
- Ensure that cleaning products are not being used near students and staff.
- Use products that meet the EPA’s criteria.
- Use soap and water or alcohol-based hand sanitizers for cleaning and disinfecting hands.
- Ensure safety and proper use and storage of cleaning and disinfecting products, including sealing products securely away from children.
- Develop a schedule for increased routine cleaning and disinfection.
- Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, desks) within the school at least daily or between uses as much as possible.

**Cleaning and Disinfection**

**Maintaining Healthy Environments (CDC Considerations for Schools)**

- 2020-2021 Mitigation Plan / Benchmarks for Reopening Policy / Face Covering Policy
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Limit mixing between groups if possible.

Ensure that students and staff groupings are as static as possible.

California will:

1. Identify small groups and keep them together (contingency)

- Face coverings

- "Get together" players, families, coaches, and communities

- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit

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Gatherings, Visits on Campus, Field Trips

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Regulatory Awareness

Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Provide students with protective equipment (PPE) to medically flag self and/or students to be utilized instead of cloth face coverings in situations where they are in physical school buildings.

Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).

Maintaining Healthy Operations (CDC Considerations for Schools)

2020-2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy

Girls Leadership Academy of Arizona (GLAZ) and LEA in the Document
policies:

- Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.
- Ensure Outreach for sick family members.
- Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or if co-workers leave the school.
- Leave policies should be flexible and not punish people for taking time off and should allow sick employees to stay home and away from someone who is sick.
- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for

GLAZ Will:

- Leave (Time Off) (Policies and Absence)

language is not English, and to individuals with hearing or vision impairment.

Ensure signs and messaging are provided in alternative forms to successfully communicate information to individuals whose primary

communication with staff and families. If there is an exposure at school:

- Communicate in writing to staff and families 14 days after exposure,
- Communicate via phone (emergency)

Notifying schools, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (14 days).

School closure is the preparation for when someone is sick, sick leave (12-1a), or someone is exposed to COVID-19 within the last 14 days in

- Communicate with applicable law and privacy policies. Having staff and families self-report to the school if they or their student have
- Pull systems in place for.

GLAZ Will:

- Communications

Consider partnering with local authorities in broader COVID-19 community response efforts.

GLAZ Will:

Participation in Community Response Efforts

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

Designated COVID-19 point of contact

2020-2021 Mitigation Plan / Benchmarks for Responding / Free Copying Policy

GLASS Leadership Academy of Arizona (GLAZ) and LEA in the Document)
Ensure that the same policies are followed in the Florence Crittenton Services of AZ Agency.

GLAZAZ will:

**Sharing Policies**

Screening children and CDC’s General Business FAQs for screening staff.

May use examples of screening methods in CDC’s supplemental guidance for Child Care Programs that Remain Open as a guide for screening.

Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

- Conduct daily health checks (i.e., symptom checking, temperature screening, health screening) of staff and students.

**Recognize Signs and Symptoms**

Conduct training virtually or ensure that physical distancing is maintained during training.

Train staff on all safety protocols.

GLAZAZ will:

**Staff Training**

Create Team Teachers to provide consistency in instruction if absenteeism occurs.

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

GLAZAZ will:

**Back-up Planning Plan**

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

2020-2021 Reopening Plan / Benchmarks for Reopening / Face Covering Policy / Girls Leadership Academy of Arizona (GLAZAZ and LEA in the Document)
Focus on Mental Health

GLAZ WII: Support Coping and Resilience

- Provide resources for community mental health.
- Encourage students to take breaks from watching the news, reading, or listening to news stories about COVID-19, including social media.
- Encourage staff and students to take breaks from watching news, reading, or listening to news stories about COVID-19.

At School

- Provide families with resources for community mental health.
- Encourage and support families on identifying the indicators that signal staff and students are struggling from anxiety, depression, or lack of

At Home

- Provide families with resources for community mental health.
- Encourage and support families on identifying the indicators that signal staff and students are struggling from anxiety, depression, or lack of

the mental health of the entire school community.

When school reopen, mental health concerns can be identified and supported both at home and at school. GLAZ will address the importance of

It is critical for GLAZ to focus on the mental health and well-being of staff and students. Student's social-emotional well-being will be assessed

2020-2021 Mitigation Plan / Benchmark for Reopening / Face Covering Policy

Gila Leadership Academy of Arizona (GLAZ) and LCA in the Document


Ensure staff are comfortable with resources through both the national Crisis Response Network and Arizona's Crisis Response Network.

Provide their school counselor and student support staff to support staff and students.

Ensure staff are educated on the signs and symptoms of anxiety and depression.

Encourage staff and students to talk with people they trust about their concerns and how they are feeling.

Promote self and students eating healthily, exercising, getting sleep, and finding time to unwind.

They are feeling overwhelmed or distressed.

GLAZ WIL:
Leave the building, go home and contact their health care provider.
- 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
  - Gloves and eye protection (goggles or face shield), if they are in direct contact with the sick individual.
  - Ensure self-isolation to the area of the sick individual will use appropriate personal protective equipment (PPE) including surgical mask.
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- If a student or staff member is sick, they should self-isolate at home for at least 6 days effective from the first day of symptoms.

Isolate Those Who Are Sick
G.I.A.Z.

Collaborate with families to provide resources to find the best ways for multi-generational families to isolate to prevent further spread of disease.
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Advise Staff and Families of Sick Students of Home Isolation Criteria
G.I.A.Z.

New loss of taste or smell
Congestion or runny nose
Muscle or body aches
Febrile
Cough
Nausea or vomiting
Fatigue
Diabetes
Chills
Shortness of breath or difficulty breathing

The following is the list of symptoms to expect:
- Fever (greater than or equal to 100.4 F or 38 C)
- Congestion or runny nose
- Muscle or body aches
- Febrile
- Cough
- Nausea or vomiting
- Fatigue
- Diaphoresis
- Shortness of breath or difficulty breathing

Symptoms include:
- Expect all students/parents, staff, and teachers to self-monitor for symptoms at home prior to leaving for school.

Responding to COVID-19 at GLAZ
G.I.A.Z.

Preparing for When Someone Gets Sick

Girls Leadership Academy of Arizona (GLAZ) and Lear in the Document
GLAZ will collaborate with local health officials to determine what other products should be notified and who will make notification.

Immediately upon notice of COVID-19, will maintain confidentiality in accordance with the Americans with Disabilities Act (ADA).

In accordance with state and local laws and regulations, school administrators will notify local health officials, staff, and families.

**Notify Health Officials and Close Contacts**

- Ensure site and correct use and storage of cleaning and disinfecting products, including storing products securely away from children.
- Will at least 72 hours before cleaning and disinfecting. If 72 hours is not feasible, will do so as soon as possible.
- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.

**GLAZ close and disinfect**

- Date of resolution of fever.
- Date of onset of symptoms.
- Date of last collection (if tested).

**Collect the following data for verification:**

- Discharge Human Resources Department.

**Require Test Result Before Releasing from Isolation:**

If a student or household member meets criteria for release from isolation will be up to the school administrator and does NOT require a provider's note and does NOT require repeat testing of a student.

Ensure the family's and staff's immediate release from isolation. DOES NOT require a provider's note and does NOT require repeat testing of a student.

- Enforce facility cleaning and disinfecting as needed.
- Ensure compliance with applicable law and the ADA.
- Work with the health department in determining what PPE and supplies should be available in school health offices.
- Identify an isolation room or area to separate anyone who has COVID-19 symptoms or test positive but does not have symptoms.
- Contact the individual exhibiting any serious symptoms, including difficulty getting enough air, change in alertness or responsiveness. Finish up the day.

**What to do when someone exhibits COVID-19 Symptoms**

- Ensure that the individual exhibit the symptoms at the time of school closure.
- Contact the individual exhibiting any serious symptoms, including difficulty getting enough air, change in alertness or responsiveness. Finish up the day.

2020-2021 Reopening Plan / Reopening / Face Covering Policy / Girls Leadership Academy of Arizona (GLAZ) and LEA in the Document
Coordinating with the Arizona Health Department and GLAZ's Mitigation Policy to determine if the need to quarantine a class, close a portion of the school, or close the school.

• Investigate or contact tracing.

Day period, when do not share a household, and are not identified as close contacts of each other in another setting during that case.

Outbreak an outbreak is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onset within a 14-day period.

Report any outbreaks of COVID-19 to the Arizona Health Department. Having more than one case a GLAZ would not constitute an outbreak.

GLAZ Will:

• Quarantine Classes or Closing School Buildings.

Consult the health department for guidance and support with implementing health considerations relative to COVID-19,

• Ensure communication systems and messaging are provided in alternative formats to successfully communicate information to individuals.

• CDC guidance if symptoms develop. Read the for Reopening schools - June 2020 - 2021 Arizona Department of Education.

Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and follow-up.

GLAZ Leadership Academy of Arizona (GLAZ and LEA in the document)
Provide information on helping children cope with stress and triggers (Helping Children Cope with Changes Resulting from COVID-19)

Provide information on trauma-informed practices

Emphasize the importance of mandatory immunizations and locations where they can be obtained.

Provide clear direction on when to keep a child at home and the process for notifying the school.

Provide basic information on COVID-19 and measures families can take to stay safe when not at school (DHS Fact Sheet).

Include the expectations of parents and students. If emergency distance learning is implemented,

Work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.

Provide information on the health and safety measures the school is taking to ensure students can return to school.

Provide information on notifying a state depart.
GLAZ will:

Provide Communications to the Public

Ensure consistent messaging to all stakeholders.

Pull up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes.

Prepare Communications to Students

2020-2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy
has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices.

Learning should be thoughtfully and take into account considerations of disability-focused learning needs.

has a plan for medically fragile staff and students to not aggregate students with disabilities from their non-disabled peers. Distance learning should be thoughtfully and take into account considerations of disability-focused learning needs.

has a plan for medically fragile staff and students to not aggregate students with disabilities from their non-disabled peers. Distance learning should be thoughtfully and take into account considerations of disability-focused learning needs.

has a governing board approved contingency plan.

has a comprehensive communication plan

GLEAZ may opt to consider Scenario Two:

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

They have a plan for medically fragile staff and students.

They have a comprehensive screening and communication plan.

They have a governing board approved contingency plan.

They have a comprehensive screening and communication plan.

There are minimal to moderate local community cases of COVID-19.

The LEA meets the CDC school decision guide guidelines.

GLEAZ may opt to consider Scenario One:

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

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.

Students are intentionally in person and using distance learning based on guidance from local and health state departments.

All students are using distance learning based on guidance from the state of the year, with the option of returning to physical buildings when appropriate.

Some students start the school year attending in person while some are using distance learning.

All students start the school year attending school in person.

If scenarios above come from the National Institute for Excellence in Teaching and are intended to be used by GLEAZ, we design the school.

Scenarios

2020-2021 Mitigation Plan / benchmarks for reopening / Face covering policy
Scenario Three: All Students Distance Learning from the Start of the School Year, With the Option of 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

Reporting Distance Learning to Ade

- Has a plan for determining the criteria for this scenario
- All considerations from Scenario Three

GLAAZ may opt to consider Scenario Four if:

- There is a comprehensive communication plan
- Has a governing board approved emergency distance learning plan
- Is not able to meet CDC school decision Tree guidelines

When Applicable

GLAAZ may opt to consider Scenario Three if:

- Has a governing board approved emergency distance learning plan
- Is not able to meet CDC school decision Tree guidelines

Scenario Four: Intermittent Distance Learning Throughout the School Year Based on Emergency Closures as Defined by Local and State Health Departments
continuous learning across subject areas

Sustain learning opportunities by creating and delivering digital content that promotes active learning, active engagement, and

Provide frequent and timely access to student progress

Include registration and tracking of student progress

Provide instruction with blended learning models

Incorporate learning management systems that:

This may include a combination of live interaction, from an interpreter, with interpreted content, and high-quality translation apps.

Create a plan for parents and guardians with limited English proficiency to meaningfully participate in their child’s education, assist

Increase parent involvement in their home environments, including learning tools, platforms, and instructions.

Take the necessary steps to provide language services to ensure schools, teachers, and other school staff communicate effectively with both

To the extent possible, provide uniform platforms based on common standards necessary for virtual work, teaching and learning and

**GLAZ** will:

Mobile Device Management, Instructional and Communication Platforms

Provide specific accommodations for logistical issues affecting students.

Focus on technical and administrative systems, as well as for the collection and dispersal of conduct equipment, while also providing

Consider student and teacher familiarity with devices and provide appropriate training or skill to ensure navigation of tools.

Work with ADCs, school E-Rate coordinators to address connectivity issues.

Address immediate connectivity issues.

Make budget adjustments, develop a technical plan of leverage federal funding related to COVID-19 to purchase computer devices and

Will access and Wi-Fi access (such as hotspots) necessary to provide consistent internet with adequate speeds.

Provide students with individual computers or tablets to use computers within video classrooms and each household

Industry partners to ensure complete development of computers for students and teachers.

Consider leveraging community resources, working with nonprofit, city/counties, state, tribal, and government or community organizations, and business and

Consider all students at one time with multiple children who need access to a single computing device to complete schoolwork.

For our specific emphasis on the student/teacher interaction and connectedness, connectivity at home for students, and possible

**GLAZ** will:

Comprising Access to Connectivity

Special importance and consideration will be dedicated for students with specific emphasis on connectivity, computing devices, and management

Technology

2020 – 2021 Mitigation Plan / Benchmarks for Reopening Policy / Face Covering Policy

Girls Leadership Academy of Arizona (GLAZ and Lea in the Document)
Create signage, visuals, and markings to communicate student expectations.

- Develop clear daily cleaning protocols, determine appropriate cleaning products, and determine implications for staff.
- Institutionalize technology classrooms, and office spaces.
- To the extent possible, follow physical distancing guidelines, disinfecting/sanitizing, and/or non-sharing of devices and equipment for all.

GLAZ Will:

1. Computer labs and carts
   - Maintain student privacy and security for safety, while complying with LEA policies, state and federal laws.
   - Consider ways to implement technical assistance for parents who do not have technical language or skills to navigate a device or learning.
   - Consider a plan when technology is unavailable as possible by ensuring robust lines of communication between schools, families, educators, and leaders who continuously identify and share areas of success and need.
   - Consider ways to provide technology for students families and staff with special needs or language barriers.

GLAZ Will:

2. Student/Family Support, Privacy, and Security Considerations
   - To the extent possible, monitor, manage, and secure all employee and student mobile devices (i.e., laptops, tablets, etc.)
   - Utilize Mobile Device Management (MDM) professional learning.
   - Provide security procedures and protocols as students transition to online finals and graded assignments.
   - Provide access to Sinclair's English Language Learners, English as a Second Language, English language learners, and English language learners.

GLAZ and LEA in the Document:

2020 - 2021 Mitigation Plan / Benchmarks for Reopening / Face Covering Policy
Social Emotional Learning

- Identifying Students in Need
- Social Emotional Learning: Strategies for Students and Families
- Social Emotional Learning: Strategies at the School Level

Trauma-Sensitive Teaching: Reaching: Resources for Educators, Students, and Families

- Trauma-Sensitive Teaching: Communication with School and L.E.A.
- Trauma-Sensitive Teaching: Addressing Special Needs
- Trauma-Sensitive Teaching: Classroom Routines and Procedures
- Trauma-Sensitive Teaching: Identifying Students in Need

Student Learning: English Language Learners

- Student Learning: Students with Disabilities
- Student Learning: English Learners
- Student Learning: Technology
- Student Learning: Communication with Parents

Student Learning: English

- Student Learning: Literacy
- Student Learning: Science
- Student Learning: Math
- Student Learning: Social Studies

Student Learning: Interdisciplinary

- Student Learning: Student Agency
- Student Learning: Planning and Delivery
- Student Learning: Strategies
- Student Learning: Data and Assessment
- Student Learning: Identifying Critical Standards
- Student Learning: Identifying Gaps in Mastery and Learning

Considerations for Students

2020 – 2021 Mitigation Plan / Benchmarks for Reopening

GILA Leadership Academy of Arizona (GLAZ and L.E.A. in the Document)
District Technology Support

Teachers: Curriculum Planning (Including for Distance Instruction) and Technology Communication
  Health and Wellbeing

Teachers: Professional Expectations of Staff and Contracted Personnel

Topics for considerations include:
- Details each and provides multiple additional resources.
- Outlines these considerations.

For School Year 2020-2021, GLAZW will consider guidance for teachers based on the scenario being implemented. The list below

Considerations for Teachers


AFLA Recommended Guidance for Response to Athlete Activity

Resources:
- Guidelines for Return to Activity found on ADP's COVID-19 Guidance and Suggestions web page details each and provides multiple additional resources.

For School Year 2020-2021, GLAZW will consider guidance for implementing the arts and physical education. The AFLA Recommended Guidance for Response to Athlete Activity provides multiple resources.

Considerations for the Arts, Physical Education, and Athletics

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

2020-2021 mitigation plan: benchmarks for responding / face covering policy / Girls Leadership Academy of Arizona (GLAZW and LEA in the document)
TOPICS FOR CONSIDERATION INCLUDE:

- Health
- Social Emotional Health
- Variety of Family Situations: Reference-Diverse Family Needs
- Variety of Family Situations: Reference-Custodial Care
- Variety of Family Situations: Reference-Medical Services
- Variety of Family Situations: Reference-Equitable Services
- Communication

TOPICS FOR CONSIDERATION INCLUDE:

- Training and Development
- Crisis and Response
- Teacher: Trauma-Sensitive Practices and Social-Emotional Learning
- Parent: Family, and Community Engagement, and Communication
- Special Populations
- Accountability

Considerations for Families

Operations
Sharing
Institutional Leadership
School Culture

Considerations for Leaders
How to Safely Wear and Take Off a Cloth Face Covering

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

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

For instructions on making a cloth face covering, see: cdc.gov/coronavirus
Wash Your Hands!

Dirty!

Wet

Get Soap

Rinse

Scrub

Dry

Clean!

www.cdc.gov/handwashing
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.
- 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.

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

For more information: azhealth.gov/covid19
1,000,000,000,000 germs can live in one gram of poop
(That's the weight of a paper clip!)

WASH YOUR HANDS after using the toilet