



CONSIDERATIONS FOR FAMILIES IN
REOPENING SCHOOLS
JUNE 2020



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INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, local educational agencies (LEAs), guidance in preparing for and conducting a successful re-entry into School Year 2020-2021. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended, or augmented. LEAs should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners, and institutional best practices, and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the strategies included. Each LEA should use this document as a guide and consult with all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

THANK YOU

Arizona would like to recognize all the statewide stakeholders who shared their valuable time and expertise in the development of this document. We also thank all those who served as an Advisory Group to review and provide thoughts and feedback.

Families Sub-Committee

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CONSIDERATIONS FOR FAMILIES

Communication	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Assess current outreach and communication efforts with families (gap analysis). Ensure modes of communication from school to family and family to school. Include families as stakeholders in planning communication. 2. Identify supports needed for improving communication with families. 3. Identify alternative forms of communicating with families (radio or apps), and be sure to include communication to Tribal organizations and Tribal Education Departments. 4. Include all district staff in communications sent to families. 5. Consider developing a dedicated family page or hotline, including translations into all languages spoken in the district. 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Develop and deliver a clear plan for families outlining family and student expectations for a hybrid model. 3. Prioritize communication of food distribution policies that include pickup locations and times, possible delivery options, as well as access to meals for household members over 18. 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Communicate to family's virtual office hours of teachers and support staff. 3. Prioritize communication of food distribution policies that include pickup locations and times, possible delivery options, as well as access to meals for household members over 18. 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Communicate to family's virtual office hours of teachers and support staff. 3. Prioritize communication of food distribution policies that include pickup locations and times, possible delivery options, as well as access to meals for household members over 18.



Communication	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<p>6. Provide opportunities for parent involvement in students’ learning and academic progress.</p> <p>7. Prioritize communication of health and safety protocols, assessment, supports, and next steps.</p> <p>8. Prioritize communication of food distribution policies in classroom or communal setting.</p> <p>9. Prioritize communication regarding technology access; ensure all students have access.</p> <p>10. Limit communication to the essentials so that families are not overwhelmed with information.</p> <p>11. Ensure messages 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.</p> <p>Leading by Convening Model</p>			



Variety of Family Situations-References-Equitable Services	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Develop a plan for surveying families and allow them to share what they feel their greatest needs/concerns are (i.e., technology access, meals, childcare, family work schedules, feeder schools, etc.). 2. Establish a team to create an actionable plan for addressing topics/concerns that families identified. 3. Encourage the creation of a family advisory council and/or support group across age bands and provide the platform (physical or virtual) for them to convene. 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Provide training for families on the devices and school platform. Consider a parent “tech support” hotline in multiple languages. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Develop an “every child, every day” plan so that each child has direct adult contact every day, in the event of another shut down.



Variety of Family Situations-References-Meal Services	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Allow families to apply for free and reduced lunch multiple times throughout the year. 2. Meal delivery message that aligns with USDA, CACFP, and NSLP. 3. Consider being a meal access point for those receiving meals not associated with NLSP. 4. Consider forging codified partnerships with local and community organizations offering meal services to families. AZ Food Banks Network, Farmers Food to You, Baylor Emergency Meals. • Stay up to date on SNAP program funding and opportunities, communicate opportunities to parents, and stay aware of how it may impact FRL. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1



Variety of Family Situations-References-Childcare	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Consider developing one clear message across programs (community childcare, Quality First, Head Start) regarding criteria for being open. Jointly share this message with families. 2. Communicate to families the conditions for how childcare and before/after school care will be offered on campuses moving forward. 3. Connect families to child-serving agencies such as Quality First, DES Childcare Administration, DHS Childcare regarding childcare availability, quality, cost, accessibility, funding assistance, etc. 4. Assess what the childcare needs would be of families (including staff) based on the four scenarios. Keep in mind that some families may rely on older siblings for childcare and this could impact their learning. 5. Consider inviting local child serving agencies to a 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1



Variety of Family Situations-References-Childcare	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	family event to discuss available childcare, childcare assistance options, scholarships, etc. with families.			



Variety of Family Situations- References- Diverse Family Needs	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Consider connecting families to Adult Education providers regarding meeting parents goals of ESL and GED so that they feel more empowered supporting their child’s educational needs. 2. Offer PACT (parent and child together) training opportunities for parents to learn alongside their child in the classroom. 3. Create family connections to programs such as Love and Logic and Common Sense Parenting to support behavior/discipline concerns that families may have. 4. Provide information on how to talk with children about COVID 5. If available, leverage your district and or community’s family resource centers to aid in supporting families. First Things First Family Resource Centers 6. Educate families on how to best support their child 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Connections to existing digital platforms to support access to books, resources to support learning. 3. Support parents and help them feel comfortable with new ideas for parent-child interaction at school, home, or in the community. Include hands on activities for follow-on learning at home 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1



Variety of Family Situations- References- Diverse Family Needs	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	both socially, emotionally, and academically. Ensure that supports are in place for families on navigating the standards , content, and curricula relative to their child's grade.			



Social Emotional and Mental Health	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Ensure that families have access to resources or a district team with an emphasis on health and wellness. 2. Ensure community crisis response contact information/hotline numbers are readily accessible to staff, families and students when outside of school hours. 3. Develop and provide supports for families around talking with their children about COVID and what to expect (SAMHSA). 4. Provide family tools on social-emotional learning and emotional literacy. 5. Provide resources to families on fostering resilience and diminishing trauma. 6. Invite families to join in PD opportunities being offered to staff related to social emotional development and trauma. 7. Consider implementing a home visiting model for visiting and supporting 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Institute district teleservices to check in with families to assess what their needs may be and offer supports. 	<ol style="list-style-type: none"> 1. All considerations in columns 1, 2, and 3 2. Share resources with parents for community health and mental health community resources and services that offer a telehealth component. 2. School counselors should perform check ins for families, prioritizing those families deemed at-risk or most-in-need. 	<ol style="list-style-type: none"> 1. All considerations in columns 1, 2, and 3



Social Emotional and Mental Health	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<p>families in order to share information, resources, etc. This could include a virtual “home2home model.”</p> <p>Strong Families AZ</p> <p>Healthy Families Arizona</p>			



Health	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<ol style="list-style-type: none"> 1. Ensure that families review their student’s health plans prior to the start of the year. 2. Ensure that you are sharing medical and dental resources within the community with families. 3. Provide families with resources and information about comprehensive wrap around services being offered within the state. 4. Provide families with information related to recommended practices on prevention, physical distancing, and proper use of face coverings. 5. Share resources with families on educating children about wearing face coverings. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in columns 1, 2, and 3 2. Develop a dedicated hotline for families to access information. Emphasize this information during the year, before an emergency arises.