


**GESTÃO ESCOLAR NA AMAZÔNIA PARAENSE: À LUZ DA LEGISLAÇÃO EMERGENTE NA PANDEMIA DA COVID-19 (2020-2021)****SCHOOL MANAGEMENT IN THE AMAZON OF PARÁ: IN LIGHT OF EMERGING LEGISLATION IN THE COVID-19 PANDEMIC (2020-2021)****GESTIÓN ESCOLAR EN LA AMAZONIA DE PARA: A LA LUZ DE LA LEGISLACIÓN EMERGENTE EN LA PANDEMIA DE COVID-19 (2020-2021)** <https://doi.org/10.56238/sevened2025.021-051>**Reginaldo do Socorro Martins da Silva<sup>1</sup>, Izete Magno Correa<sup>2</sup> and Ney Cristina Monteiro de Oliveira<sup>3</sup>****RESUMO**

O presente artigo analisa a atuação da gestão escolar, à luz da legislação emergente na pandemia da COVID-19(2020-2021), no difícil processo de reorganização das escolas básicas na Amazônia paraense, considerando os ordenamentos jurídicos emanados das esferas Federal, Estadual e Municipal, que impactaram diretamente nas ações desenvolvidas por gestores e coordenadores pedagógicos. Trata-se de uma pesquisa qualitativa, realizada por meio de revisão da bibliografia, considerando autores como Fraiman (2020), Marin (2014), Oliveira (2010) e Paro (2010), além de análise documental efetuada a partir da legislação publicada em 2020 e 2021, permitindo vislumbrar as condições impostas pelo arsenal legislativo que orientou a continuidade dos serviços educacionais em unidades escolares de educação básica em tempos pandêmicos, gerando uma série de transtornos e desafios impostos ao trabalho desses profissionais que se viram diante da necessidade de tomar decisões e realizar ações que considerassem o trabalho pedagógico e as novas possibilidades de ensino e aprendizagem viabilizados pelas aulas remotas, a higiene e desinfecção dos espaços, além da preocupação com vida das pessoas, de seus familiares e da comunidade em geral.

**Palavras-chave:** Gestão Escolar. Legislação. Pandemia da COVID-19.**ABSTRACT**

This article analyzes the performance of school management, in light of the legislation emerging in the COVID-19 pandemic (2020-2021), in the difficult process of reorganizing

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basic schools in the Amazon region of Pará, considering the legal systems issued by the Federal, State and Municipal spheres, which directly impacted the actions developed by managers and pedagogical coordinators. This is a qualitative study, carried out through a review of the bibliography, considering authors such as Fraiman (2020), Marin (2014), Oliveira (2010) and Paro (2010), in addition to a documentary analysis carried out based on the legislation published in 2020 and 2021, allowing us to glimpse the conditions imposed by the legislative arsenal that guided the continuity of educational services in basic education schools during the pandemic, generating a series of disruptions and challenges imposed on the work of these professionals who found themselves faced with the need to make decisions and carry out actions that considered the pedagogical work and the new possibilities of teaching and learning made possible by remote classes, the hygiene and disinfection of spaces, in addition to the concern for the lives of people, their families and the community in general.

**Keywords:** School Management. Legislation. COVID-19 Pandemic.

## RESUMEN

Este artículo analiza la actuación de la gestión escolar, a la luz de la legislación emergente de la pandemia de COVID-19 (2020-2021), en el difícil proceso de reorganización de las escuelas básicas de la región amazónica de Pará, considerando los ordenamientos jurídicos emitidos por los ámbitos Federal, Estadual y Municipal, que impactaron directamente en las acciones desarrolladas por los gestores y coordinadores pedagógicos. Se trata de un estudio cualitativo, realizado mediante una revisión bibliográfica, considerando autores como Fraiman (2020), Marin (2014), Oliveira (2010) y Paro (2010), además de un análisis documental basado en la legislación publicada en 2020 y 2021. Este estudio permite vislumbrar las condiciones impuestas por el arsenal legislativo que orientó la continuidad de los servicios educativos en las escuelas de educación básica durante la pandemia, generando una serie de interrupciones y desafíos en el trabajo de estos profesionales, quienes se vieron ante la necesidad de tomar decisiones y ejecutar acciones que consideraran la labor pedagógica y las nuevas posibilidades de enseñanza y aprendizaje posibilitadas por las clases a distancia, la higiene y desinfección de espacios, además de la preocupación por la vida de las personas, sus familias y la comunidad en general.

**Palabras clave:** Gestión Escolar. Legislación. Pandemia de COVID-19.

## INTRODUCTION

The present study is the result of the authors' reflection on the educational contours and evidence from the experiences developed as managers in basic education schools, which in March 2020, by virtue of state decree No. 609, of 03/16/2020, had the suspension of face-to-face activities throughout the Education Network of the State of Pará, as a result of the confirmation of cases of infection by the new coronavirus (Sars-CoV-2) in Brazil, causing the COVID-19 pandemic in the following months.

Among other issues, the context of the pandemic brought to light social, economic, and political inequality throughout the country, making popular a range of words such as "quarantine, social isolation, social distancing, *lockdown*, and a series of other terms related to the health area, which suddenly became the center of all intellectual production, informational and social in all continents of the globe" (Santana, 2020, p. 45).

Particularly in the educational sphere, the pandemic physically isolated education professionals, students, and their families, so that "we began to live, on the one hand, with concerns related to the priority issue of physical and emotional health and, on the other hand, with the destabilization of educational issues caused by the sudden suspension of face-to-face classes" (Peres, 2020, p. 23), changes that led to the emergence of meeting the demands of the new regime of non-face-to-face classes remotely and in various formats (Pará, 2020b, Brazil, 2020g).

In the midst of the need to reorganize education and meet the new demands and challenges imposed by the new legal systems, a powerful opportunity has opened up to understand the response of educational units to the contextual delineations of this new reality (Pará, 2020a).

In this sense, the new normal imposed on the organization of the school, as a result of the COVID-19 pandemic and the imposition of the legal system, allowed a look from the new perspective to the performance of school management, represented here by managers and pedagogical coordinators, especially with regard to the conduct of the pedagogical, administrative, financial, relational and health dimensions, reflecting the complexity to develop proposals interconnected to the collective school/education project, evidencing a challenging scenario, characterized by innovation, guidance and conduction of activities by management, constituting enormous challenges for the management team, since according to the understanding of Tragtenberg (2018, p.189) by its very nature the school is a "complex organization".

In view of the impacts caused by the COVID-19 pandemic on Basic Education, more specifically in public schools, their professionals, students and families, instigated us to

investigate the new responsibilities assumed by these education professionals, aiming to analyze the performance of school management, in the light of the emerging legislation in the COVID-19 pandemic (2020-2021), in the difficult process of reorganization and restructuring in public schools of basic education in the Amazon Pará, whose methodology brings a qualitative approach based on (Chizzotti, 2010), since it emphasizes that qualitative research is distinguished by its interpretative and holistic nature due to the nature of the object of study that constitutes a social and contemporary fact of great relevance. The methodological procedures used follow qualitative aspects, as described below.

## METHODOLOGY

For the analysis of the object of study in question, a survey of the bibliography was carried out, as well as the organization and analysis of the main legal systems that emerged in this short period in which we were impacted by the effects of the COVID-19 pandemic, to verify the impacts caused in the performance of school management in relation to the actions decreed and practiced in schools in the period from March 2020 to June 2021, whose review was developed based on Content Analysis (Bardin, 2016), through the following categories of analysis: the reorganization of the school, the performance of school management and the legal systems.

It should be noted that, in the exploratory research stage, the documents were cataloged and organized in tables, according to the legal nature, main characteristics, instructions and sphere of power, being brought to the scope of this research as a way to highlight the number of regulations published in the period in question.

## DISCUSSION AND RESULTS

The pandemic caused changes in all spheres of society, directly affecting people's organization and the different ways of developing work activities. It was necessary to review priorities and values, since, in this context, "the world had to stop, adopt new dynamics and modes of production, and suspend the functioning of spaces that are essential for the development and formation of subjects, such as formal school spaces, centers of culture, leisure, and sports environments" (Santana, 2020, p. 43).

In the field of education, we saw even greater transformations when compared to other essential areas, and thus, the terms rupture, overcoming, resilience and continuity were the watchwords for governors, leaders, educators and school employees, both in the public and private school networks.

Due to the scenario of the COVID-19 pandemic, a new public agenda was created for national education, being presented to society as an alternative to minimize and/or overcome the impacts resulting from the pandemic throughout the years 2020/2021. This occurred due to the problems of COVID-19 that were not immediately solved, and undeniably, this new and complex situation posed a challenge for education for some time to come (Fraiman, 2020), including for state and municipal governments.

However, throughout the history of Brazilian education, the marked influence of several factors – political, economic, ideological and natural – that directly interfered in the structure and functioning of basic school, in no way comparable to the advent of the COVID-19 pandemic, with regard to the characteristics and high power of dissemination that this disease has developed within societies around the world, attributing great centrality to the set of legislation, without respecting the economic, political, and financial issues of each region of Brazil for the conduct of the health crisis, since we have never had the interruption of face-to-face services offered by public and private schools so abruptly.

Thus, the scenario of school management in the COVID-19 pandemic required qualification for the exercise of different functions in school units, not just a merely bureaucratic function, but of action and articulation between knowledge, spaces and the intra and extra-school community, as set forth below.

## PARÁ SCHOOL MANAGEMENT AND THE CHALLENGES OF THE COVID-19 PANDEMIC

In the context of the pandemic, we understand that the continuity of educational services offered by public and private basic education schools has become a great challenge for all education professionals, however, the burden of responsibility was much greater on school managers due to the nature that characterizes their function. In Pará, as they are legally responsible for conducting the management and administration of the processes of the educational units, all the burden of decisions fell on them, thus showing that the school administration, guided by authoritarianism in its relations and by the absence of participation in the various sectors of the school and the community in its realization, it was not in line with the conception of democratic society that is intended to be achieved through social transformation (Paro, 2010, p. 242).

The culture of school organization, in different spaces and times, is an action that is evident as necessary to achieve educational objectives, with organizational culture being the basic element for the proposed referrals, especially in a period of exceptionality such as the COVID-19 pandemic. Thus, the organicity of practices, knowledge, school knowledge, the division of groups and classes and periodic dynamics, are some of the functions that

are incumbent on school management and organization, since "knowing them is fundamental for understanding micro, meso and macropolitics, as well as where and how to act" (Marin, 2014, p. 81).

In this sense, school management is the educational dimension that has repercussions on the way pedagogical proposals are structured, acting as a guiding axis of the different actions that are developed in the school environment. But according to Peres (2020, p. 23), the importance of the management function in the organization was highlighted, emphasizing that:

[...] the role of the school manager is evident "in the performance of his functions, however, when the scenario was already configured as apparently stable, in the face of concrete achievements in the school management process, this context changes radically with the new demands caused by the arrival of the pandemic in Brazil" [...].

In this way, these professionals were called upon to act in an intense arena, in which the demands of public agencies (councils and departments of education) were present, on the one hand, with regulations that did not cease and demanded results and improvements in educational indexes, on the other hand, the concern with students and the different ways to reach them, in addition to the constant concern with the transposition of face-to-face classes to classes in non-face-to-face environments (remote attendance), evidencing not only the unpreparedness/desperation of the management, but also of the faculty for the use of technological tools necessary for virtual classes and, in many cases, bowing to the absence of technological resources of students and their families (Peres, 2020, p. 24). Disregarding, therefore, that it is in school administrative praxis, "as transformative human action appropriate to educational objectives of the interests of the working classes, that the most appropriate forms of management will be found for each given situation and historical moment" (Paro, 2010, p. 244).

However, talking about school organization is different from organizing pedagogical work, since school organization is related to the "division of labor by the agents who are in the educational units" (Oliveira, 2010, p. 133). Thus, when discussing school organization, it is first necessary to think about how this internal work is divided by different agents with their specific functions, many of them defined by legal regulations and others created internally in the educational units. In Marin's understanding (2014, p. 67), the division of labor by school agents follows, in the first place, some regulations represented by a formal, legal, bureaucratic division *versus* other informal rules, which are the rules created by the schools themselves.



These authors help us to elucidate aspects of school organization and its relations for the organization of pedagogical work and school knowledge. There is even a formal legal regulation that defines teaching as a basic function of teachers in charge of teaching. In this sense, Marin (2014, p. 70) highlights important organizational aspects that can support pedagogical practices: "1) organization of spaces, places and territories; 2) organization of times; 3) organization of classes; 4) the teaching procedures and materials; 5) evaluation. Each of these aspects contains specificities and is directly linked to the function of school management".

However, in the socio-educational context, as a result of the COVID-19 pandemic, other concerns enter the school agenda, as concerns related to physical and emotional health began to coexist, as well as the "destabilization of educational issues, caused by the sudden suspension of face-to-face classes and the proposition of classes in virtual environments or under other forms of remote service (Pará, 2020a; BRAZIL, 2020d)". Imposing on school management, to innovate to deal with all issues of pedagogical, administrative, financial, people, school structure and more recently the illness of professionals, students and families, and the credibility of the teaching and learning process is also required, despite all the adversities arising from the pandemic scenario, making evident the unpreparedness of the secretariat and, at the same time, the accountability of management for actions in schools, demonstrating the prevalence of hierarchical relations of command and submission.

In this sense, everything fell on the management team, and the actions were aligned according to the managerial paradigm, which excels, among other issues, in the flexible forms of management and decentralization of functions, since the school management also managed the anxieties and fears of teachers who, by transforming their face-to-face classrooms into non-face-to-face and/or virtual, were surprised by the use of technological resources to record remote classes - the ones they had - or even to use new tools and ways of teaching, starting to live with the insecurity of developing a virtual and differentiated methodological proposal that met the objectives expressed in the teaching plans and in the Pedagogical Projects, and at the same time, to the interests and needs of the students, and thus conflicts were inevitable, and inertia was the result of denial, lack of dialogue between those involved, in addition to the inability of everyone to deal with the calamity, a process that was aggravated by the absence of leaders capable of mobilizing joint efforts to face the situation, resulting in the proof that everyone lost; Thus, the imbalance deepened.

In addition, the immediacy in the transposition of education, without the proper training and/or qualification, and also the coexistence with the constant expectation of

return, to social life, as well as the adaptation of the school structure to the "new normal" until face-to-face classes resumed, with several actions being thought of for basic education, both for public and private institutions, emphasizing that private schools returned to face-to-face classes in September 2020 throughout the State of Pará and the public network only restarted at the end of 2021, causing a series of pedagogical, administrative, financial, human resources, physical and mental health problems, as well as the identity and autonomy of the professionals in question.

In addition, for the return to occur, there was the direct participation of school managers and pedagogical coordinators, highlighting the plan to serve students under the remote regime; the organization of the physical space with attention to health protocols; the training and preparation of teachers and other employees; the readjustment of the school calendar; the possibility of gradual return and work with a reduced percentage of students per classroom, whether in the rotation system or not (but only in the private system), the removal of professionals from the risk group; the need to organize social distancing rules; the intensification of the actions of the hygiene and health protocols required by the health agencies, aiming to minimize possible risks of contamination and early detection of symptoms of COVID-19; the incentive to the anti-COVID-19 vaccination campaign, among other issues.

As Paro (2010, p. 201) points out, management was permanently placed between two sources of pressure: on the one hand, teachers, school staff in general, students and parents, demanding measures that would provide better working conditions and promote improvement in teaching; on the other, the State, not satisfying such claims, and before which the management should be responsible for complying, within the school, with the laws, regulations and determinations emanating from it, even preventing the actions of the former from representing any threats to the dominant interests.

Thus, it was found that the administrative, pedagogical, people, health and hygiene challenges were numerous in the face of the performance of school management. To manage them, it was necessary to develop new skills arising from interactions and new knowledge, which allowed an internal reorganization to deal with the global problem, which would enable the participation of the management team in the development of essential actions for the school units, which were capable of responding to the new reality, as guaranteed in the legislation that was created in the period established below.



## SCHOOL MANAGEMENT AND EMERGING LEGISLATION IN THE COVID-19 PANDEMIC (2020-2021)

In view of the public health emergency in the country, in mid-March 2020, several legal documents such as laws, decrees, resolutions and technical notes were instituted, establishing actions related to public health, measures to cope with and reduce the risks of spread and contagion of the coronavirus (COVID-19).

In the State of Pará, among other measures, the decrees dealt with the suspension of classes for an indefinite period, in public and private schools, at all levels (Pará, 2020a, 2020d). These measures greatly impacted the school year, determining a new order that generated new forms of organization – administrative, pedagogical, infrastructure and people – reaching all segments of the school community. This occurred due to the abrupt stoppage of face-to-face activities, as a result of social distancing, requiring decision-making to be quick and, at the same time, cautious and coherent.

In this sense, the scenario of school management in the COVID-19 pandemic required qualification for the exercise of different functions in school units, not just a merely bureaucratic function, but of action and articulation between knowledge, spaces and the intra and extra-school community.

In order to promote this transition in an adequate and safe way, the State Council of Education (CEE-PA) together with the State Department of Education (SEDUC-PA), made an analysis of the panorama in all its singularities, closely following the discussions at the national, regional and local levels, through participation, direct or indirect, in working groups formed by members of the Public Prosecutor's Office of the State of Pará (MPPA), the Attorney General's Office of the State of Pará (PGE-PA), the Public Prosecutor's Office of Labor (MPT), the Brazilian Bar Association (OAB-PA), the Union of Private Educational Establishments of the State of Pará (SINEPE-PA), the Union of Workers in Public Education of the State of Pará (SINTEPP), Union of Teachers of the Private Education Network of the State of Pará (SINPRO-PA) and other representatives of organized civil society who, based on the new legal systems, began to jointly define the actions and measures to confront COVID-19 for the continuity of educational activities in the teaching networks of Basic Education in Pará (Pará, 2020f, Pará, 2020g, Pará, 2021a, Brazil, 2020e).

Unveiling the control of the central bodies and superimposing managerial management on democratic management, with few elements that corroborated the true meaning of humanizing, liberating and participatory education. In the documents, no evidence was found of guidelines that could assist the management team in conducting actions in a decentralized manner, with financial investments and with the cooperation of

federated entities, in order to contribute to the reduction of inequalities that were multiplied in the COVID-19 pandemic. Thus, the pandemic certainly caused the possibility of rethinking current teaching models, "the structural models of schools, management practices, the teaching and learning process and, in this context, the way families interacted with the teaching and learning process of their children" (Peres, 2020, p. 29).

This set of regulations that constituted the new legal system and supported the actions of managers and pedagogical coordinators in the reorganization of basic schools in the Pará Amazon, reached an astonishing legislative arsenal, in about fifteen months, these being laws, decrees, resolutions, opinions, ordinances, circular letters, precedents, provisional measures, circulars, clarification notes, technical notes, plans, planning, recommendations, among others, that were added to the list of official legislation that regulates education throughout the country, highlighting the Federal Constitution of 1988 (Brasil, 2012), the Law of Guidelines and Bases of National Education - Law No. 9,394/1996 (Brasil, 2017), the Statute of the Child and Adolescent - Law No. 8,069/1990 (Brasil, 1990a), which directly affected the form of organization and functioning of basic schools throughout the state of Pará. In addition to guiding the performance of school management, considering the nature and sphere of power (2020-2021), as established in Table 01:

**Table 01 – Legal System in Times of COVID-19 (2020-2021)**

| DOCUMENT              | MUNICIPAL | STATE | FEDERAL | TOTAL |
|-----------------------|-----------|-------|---------|-------|
| Law                   | -         | 01    | 03      | 04    |
| Provisional measure   | -         | -     | 02      | 02    |
| Decree                | 06        | 04    | 04      | 14    |
| Resolution            | -         | 06    | 01      | 07    |
| Seem                  | -         | -     | 03      | 03    |
| Technical note        | -         | 05    | 01      | 06    |
| Plan/Planning         | -         | 05    | -       | 05    |
| Recommendation        | -         | 01    | -       | 01    |
| Circular Letter       | -         | 02    | 01      | 03    |
| Concierge             | -         | -     | 15      | 15    |
| Curriculum document   | -         | 01    | -       | 01    |
| Note of clarification | -         | 01    | -       | 01    |
| Manual                | 01        | -     | -       | 01    |
| TOTAL                 | 07        | 26    | 30      | 63    |

Source: Prepared by the authors based on official documents from the municipal, state, and federal governments (2022).

Based on the data presented in chart 01, we observed a range of documents emanating from the three spheres of public power in a short period, which extended from March 2020 to June 2021. In total, there were 63 normative documents that directly

influenced the reorganization of the school and that were presented to the school management, on the condition that what was determined be enforced.

During the analyses, we observed that the content of the documents that made up the new legal system acted to limit the actions of the management team and other school professionals, highlighting that the function of the *decrees*, regardless of the sphere of power, usually dealt with imposing situations, bringing the character of immediate compliance, thus characterizing an order to be complied with: "order or resolution emanating from a higher authority or institution, whose function is to regulate people's conduct, that is, it is the normative imposition incorporated into a legal formula" (Silva, 2018, p. 1).

In the set of municipal decrees of Belém do Pará during the COVID-19 pandemic, we can observe these imperative characteristics in the following summaries:

Decree No. 95,955, of March 18, 2020, declared the emergency situation within the Municipality of Belém to prevent the coronavirus pandemic declared by the World Health Organization – WHO and provides other measures. Determines the suspension of classes in the municipal school network for 15 days. (Belém, 2020a).  
Decree No. 96. 340, of May 25, 2020, provided for controlled social distancing measures, aimed at preventing and combating the COVID-19 pandemic, in cooperation with the State of Pará. (Belém, 2020b).  
Decree No. 96,378/2020, of June 10, 2020, which established a specific health protocol – for the return of face-to-face classes in educational establishments in general. (Belém, 2020c).

From the characteristics of these normative texts, it can be inferred that school management is obligatory to comply, because, as Silva (2018, p. 3) points out, "the legal rules should (should) be applied completely and absolutely. It is an all or nothing and, if it is valid, in any case, it must be applied".

In the same direction as the municipal decrees, the state decrees also brought the imperative content on the organization and operation of basic schools. As we can see, the

State Decree No. 800, of May 31, 2020, republished on July 14 and July 31, establishes the RETOMAPARÁ Project, which provided for the safe economic and social resumption, within the State of Pará, through the application of controlled distancing measures and specific protocols for the gradual reopening and operation of segments of economic and social activities, repealing State Decree No. 729, of May 5, 2020, and State Decree No. 777, of May 23, 2020. (Pará, 2020d).

The summary of the aforementioned decree exposes the way in which the impositions were emanated and complied with in an absolute way by the community in general and, in particular, by the schools, in an oscillatory movement, a "back and forth", between restrictions and flexibility.

In relation to the laws that emerged in the same period, it was no different, as they were drafted by the Legislative Branch in an extraordinary manner and with immediate application, being sanctioned by the federal or state Executive Branch, with their content falling abruptly, as a mandatory character for all those affected by their effects.

During the historical period of the study (March/20 to June/21), four laws were sanctioned, one state and three federal, which presented regulations that directly affected the organization of schools, namely:

Law No. 13,979 of February 6, 2020, which provided for measures to address the public health emergency of international importance resulting from the coronavirus responsible for the 2019 outbreak. (Brazil, 2020a).  
 Law No. 9,065/2020, of May 26, 2020, which provided for the reduction in the value of tuition fees pertinent to the provision of educational services in the private network within the State of Pará, while the measures to combat the COVID-19 pandemic last. (Pará, 2020c).  
 Law No. 14,040, of August 18, 2020, which established exceptional educational standards to be adopted during the state of public calamity recognized by Legislative Decree No. 6, of March 20, 2020; and amends Law No. 11,947, of June 16, 2009. (Brazil, 2020d).

According to the summaries of the aforementioned laws, the injunctive nature for the immediate compliance with their contents and determinations is perceived, due to the exceptional situation of the context of the COVID-19 pandemic, even creating embarrassment in the enactment of certain texts of laws between the spheres of power (federal and state), even causing some questions before the Federal Supreme Court (STF).

Of the set of legal documents enacted during the COVID-19 pandemic, we believe that the resolutions, consisting of norms and guidelines, were the ones that best helped the school management of the private education network in the process of reorganizing schools in this period of exceptionality, while the public networks had to bear the abandonment and absence of the State in the face of effective actions in schools. In our understanding, the Resolutions of Pará that had the greatest influence on the process of reformulation of the management of the Education System of the State of Pará, due to their content, in the chronological order of the facts, were:

CEE-PA Resolution No. 102, of March 19, 2020, which established the special regime for non-face-to-face classes within the entire State Education System of the State of Pará, essentially defining the maintenance of pedagogical activities without the presence of students and teachers in school dependencies, including educational units of the state and municipal public and private networks, that are part of the state education system, under the terms of Resolution No. 485/209. (Pará, 2020b).  
 CNE/CP Resolution No. 2, of December 10, 2020, which established National Guidelines for the implementation of the provisions of Law No. 14,040, of August 18, 2020, which established exceptional educational standards to be adopted by public, private, community, and confessional education systems, institutions, and school networks, during the state of calamity recognized by Legislative Decree No. 6, of March 20, 2020. (Brazil, 2020f).

CEE-PA Resolution No. 020, of January 18, 2021, which provided for the Guidelines for the reorganization of the 2020/2021 school calendars in the State Education System of Pará. (Pará, 2021).

At the federal level, we also highlight the importance of the Opinions issued by the National Council of Education (CNE), which aimed to guide school management in the reorganization of basic schools throughout the country:

CNE/CP Opinion No. 5/2020, of April 28, 2020, which dealt with the reorganization of the School Calendar and the possibility of calculating non-face-to-face activities for the purpose of complying with the minimum annual workload, due to the COVID-19 Pandemic. (Brazil, 2020b).

CNE/CP Opinion No. 11/2020, approved on June 16, 2020, which provided for educational guidelines for the Realization of Face-to-Face and Non-Face-to-Face Classes and Pedagogical Activities in the context of the COVID-19 pandemic. (Brazil, 2020c).

Thus, it can be inferred from the contents of the syllabi of the resolutions and the highlighted opinions the important elements that helped and guided the management of basic schools in Pará, public and private, in the process of reorganizing school units at a time of so many uncertainties, with emphasis on the guidelines on the special regime of non-face-to-face classes; the authorizing acts for the operation of school units; the evaluation criteria for the period; the guidelines established for the reorganization of school calendars, as well as the state guidelines on the organization of educational provision for the 2020 and 2021 school years, among others.

## CONCLUSION

In view of the context presented here, it is important to make some considerations about the impacts that the COVID-19 pandemic crisis has caused, directly or indirectly, in the entire educational segment, especially in the performance of school management.

In this sense, the new legal system of the COVID-19 pandemic period was made up of a huge variety of documents, which in a unique way in the history of the country, changed the entire form of school organization already established via laws, decrees, opinions, ordinances, technical standards, guidelines, recommendations, clarifications, plans, manuals, among others that played the role of school "management organizers", sometimes vetoing, sometimes making actions in the school space more flexible.

All acts and actions related to education are based on current legislation, and the Law of Guidelines and Bases of National Education – LDBEN/Law No. 9.394/96 – specifically governs education and, as a law, under normal conditions, is mandatory. However, in the context of the pandemic, a state of exception, of abnormality, was

established, many were the questions and challenges that were posed to the management teams and to the legislation in force at the time, as we have never lived a moment in which many developments have presented themselves, challenging the federated entities to review and propose new norms, of an exceptional nature, providing for practical deliberations on the progress of the 2020 and 2021 school years (Brazil, 2020d, Brazil, 2020e, Brazil, 2020f, Brazil, 2020h).

As of March 2020, a set of new documents proliferated, which were intended to guide in facing the COVID-19 pandemic and enable the reorganization of schools to continue educational activities. At various times, managers and pedagogical coordinators had to deal with the imposition of the restrictive measures provided for in the documents, thus determining possibilities for new forms of school organization.

In this way, legal certainty, a fundamental principle of Law, began to operate under the bias of the peculiarity of the moment lived, since the changes began to occur due to the contagion rate of the virus, obeying the criteria studied by infectologists, no longer obeying, only, the goals of the teaching-learning process of each educational stage. However, in parallel, they should also promote the maintenance of the exercise of social and individual rights such as access to education and free economic initiative. Thus, the management teams were left with the challenge of complying with legal determinations and dialoguing with public agents, their legislative and judicial bodies - more specifically private schools - and with families and school communities that depended on their administration, since public schools were responsible for doing what was possible, evidencing the contempt for the health crisis, as well as Brazilian education, failing to provide the means to guarantee the right to learning of the less favored.

Thus, the professionals who managed to survive the proliferation of the virus, witnessed a dreadful historical moment that undermined the lives of millions of Brazilians, full of legal regulations loaded with inconsistencies and impositions brought by the legislation, which generated a series of inconveniences and challenges imposed on the work of managers and pedagogical coordinators who found themselves in the eye of the hurricane, In view of the need to make decisions and carry out actions that considered the pedagogical work and the new possibilities of teaching-learning, as well as the feasibility of remote classes, the physical structure of schools considering the hygiene and disinfection of spaces, in addition to the concern for the lives of people, their families and the community in general, whose primary task was the commitment to safeguarding a fundamental right: the right to education.



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