



MISSOURI SCHOOL BOARDS' ASSOCIATION'S
CENTER FOR EDUCATION SAFETY

PANDEMIC
RECOVERY
CONSIDERATIONS:
Re-Entry and Reopening
of Schools



Note:

The intent of this document is to create a template to guide local discussion regarding reopening schools and is not a “one size, fits all” document. The document provides examples of protocols schools could implement, if feasible, during a “phased-in approach” to bringing students and staff back to school. The material in the document is not required by law to be implemented and is evolving as new information and recommendations are issued by federal and state agencies. LEAs need to work with their local health departments and local stakeholders to ensure that their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

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PANDEMIC RECOVERY CONSIDERATIONS: Re-entry and Reopening of Schools

INTRODUCTION

Procedures outlined within this document are intended to provide Missouri public, charter (local education agencies or LEAs), and private schools guidance in preparing for and conducting an effective recovery and successful re-entry into regular education services. 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 added to. 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.

It is important to remember your recovery plan is only effective through a collaborative effort by all community stakeholders. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event. The Missouri School Boards' Association Center for Education Safety will revise and update this document as needed. Additional information can be found in the attached resource page.

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 procedures listed. 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.

Additional information and sample forms are included in the Appendices attached to this document, including a Sample Health Protocol in Schools (*Appendix A*), Social Distancing in the School Environment (*Appendix B*) and Physical Education, Physical Activity, and Sports (*Appendix C*) and refer to guidance the Missouri State High School Activities Association (MSHSAA) has issued for summer contact. Contact the MSHSAA office with any further questions relating to sports and activities during the summer.

GOVERNANCE

(School Board or Governance Board and Administrative Staff)

The LEA governance board will work with appropriate stakeholders to focus on the immediate needs to open school but also provide long-term planning in case the district needs to adjust its methods of instruction due to COVID-19. The governance board and administrative staff should create written action plans that are grounded in the LEA's mission and strategic plan goals. (See for example Bellwether Education Partners, "[COVID-19 Strategic Planning Toolkit for Education and Nonprofit Leaders](#)") Action items include:

- Revise the 2020-21 school calendar and build in contingencies.
 - Consider an alternative calendar where the start date is delayed.
 - Consider alternative calendars in case the **School Building Closure/Distance Learning Plan** or the **Alternatives to School Building Closure Plan** are implemented.
- Adopt a resolution suspending policies that conflict with statutory waivers or extensions granted by the Governor. (See Appendix D-MSBA's "[Resolution on Suspending Policy to Align with COVID-19 Emergency Legislation and Waivers](#)")
- Approve a School Building Closure/Distance Learning Plan and an Alternatives to School Building Closure Plan developed by LEA staff. (See [Academic](#))
- Review and revise the LEA's technology plan and examine what steps can be taken by the governance board and in the community to expand the number of students with reliable home internet access. (See [Fiscal](#))
- Review and/or revise the LEA's facilities plan based on recommendations from the superintendent to minimize risk of infection. (See [Physical Plant](#))
- Review and/or revise the budget. (See [Fiscal](#))
 - Determine how federal COVID-19 funding and other state or federal grants should be spent.
 - Ensure appropriate resources are allocated to facilitate the **School Building Closure/Distance Learning Plan** and the **Alternatives to School Building Closure Plan** developed by district staff.
- Review and/or revise the LEA's professional development plan based on recommendations from the Human Resources Department. (See [Human Resources](#))
- Review the LEA's relevant staff leave policies for clarity and to minimize absenteeism while still encouraging employees to remain home if they are ill.
- Review student attendance policies to provide more flexibility and remove punitive measures for absences when there is an outbreak of a contagious disease.

GOVERNANCE

(School Board or Governance Board and Administrative Staff)

- Review facility use policies.
 - Determine whether LEA facilities should be available for purposes other than student education or should be restricted to specific locations.
 - Determine if facilities should be used for polling places for elections.
 - Verify that contracts for facility usage include language that allows the district to cancel if necessary due to health concerns.
- Review the process for deciding whether the school will open as normal, use the **Alternatives to School Building Closure Plan**, or implement the **School Building Closure/Distance Learning Plan** and the process for toggling between these strategies as necessary.
 - Work with local health department to determine triggers for school building opening, closure or implementing additional precautions like excluding the public from the building. Please note that there may be local outbreaks where local schools should close, but the state will not act to close all schools. In those situations, the decision to close schools will have to be made by the LEA and the local health department.
 - Determine whether the governance board or the administrative staff will make the decisions.
 - Determine whether the governance board or the health department will make the final decision and how it will be communicated to the public. (Note that the health department has the legal authority to close school buildings if it chooses to exercise that authority.)
- Ensure that an emergency planning team is in place and update the LEA's emergency operations plan, after a thorough and ongoing evaluation of the LEA's response to the 2020 pandemic closure. (*See Appendix E for information on emergency operations planning and Appendix F-Post-Recovery Evaluation/Assessment*)
- Develop a plan and expectations for more frequent meetings and communication between the governing board and the administrative staff when there is an outbreak of communicable disease.
- Develop a plan for conducting governance board meetings if social distancing is required or there is a stay-put order in effect that complies with the Missouri Open Meetings and Records Act (Sunshine Law).
- Approve an alternative command structure, with recommendations by the superintendent, if the superintendent or other key administrative employees are unable to work.
- If the LEA's facilities might be used as a hospital or for other emergency reasons, create and approve a plan with the relevant agency.
- Work with the communications department to keep constituents, stakeholders and the media aware of the LEA's planning efforts. A clear, calm and proactive governance response by the governance board can help assure the community and prevent anxiety. (*See Communications*)

COMMUNICATIONS

Effective and ongoing communication is a critical component before, during and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families and the community to safely re-engage in the education process. It is recommended that schools follow the RPIE model (Research, Planning, Implementation and Evaluation) for their communication efforts.

□ **Develop an effective communications procedure:**

- **Who:** Identify who (or what department) will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
- **What:** Determine central and supporting messages.
 - *The central message must always be tied to student safety*
- **When:** Determine when information will be shared.
 - Prior to the schedule for releasing information is determined, all school employees will work with their supervisors who will in turn work with the primary district communication point of contact to vet and send information.
- **How:** Determine which communication tools will be most effective in reaching primary audiences.
 - Understand that individuals receive and react to information in a variety of ways.
 - It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
 - Keep all information in a central clearinghouse (website) with clear links.
 - Determine primary means to release information
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
 - Develop a regularly updated FAQ site
 - Use communication methods that reach families where English is not the language primarily spoken in the home.
 - Use communications methods that accommodate persons with hearing and visual impairment.
 - Work with community agencies, local government, Chamber of Commerce, health-related groups (including hospitals/clinics), and higher education to provide consistent and factual messaging that reaches a broad audience.
 - All communication regarding COVID-19 should be carefully designed to counter discrimination against or stigmatizing any person.

- Create a method for parents/students and employees to contact the LEA outside regular business hours when they have symptoms of or have been exposed to COVID-19.

COMMUNICATIONS

- Prepare communications to parents/guardians. Examples:
 - Information to parents notifying of school start date. (*See Appendix G- Sample Letters to Parents*).
 - Information on the health and safety measures the LEA is taking to ensure students can return to school buildings safely.
 - Health protocols: The LEA will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
 - The expectations of parents and students if the **School Building Closure/Distance Learning Plan** or the **Alternatives to School Building Closure Plan** is implemented.
 - Basic information on COVID-19 and measures families can take to stay safe when not at school. (*See the Missouri Department of Health and Senior Services (MDH) [COVID-19 Fact Sheet](#)*)
 - Clear direction in student handbooks on when to keep a student home and the process for notifying the school.
 - The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations. (*See [167.637, RSMo.](#), applicable to public schools) and the MDH [information on immunizations.](#)*)
 - Information on trauma-informed practices. (*See [161.1050, RSMo.](#) (applicable to public schools) and DESE's [Missouri Model for Trauma-Informed Schools: Parent and Caregiver Resource Guide](#)*)
 - Helping children cope with stress and tragedies. (*See the National Association of School Psychologists, [Helping Children Cope with Changes Resulting from COVID-19](#)*)
 - Availability of community resources. Examples:
 - Mental health resources
 - Food security
 - Medical/dental providers
 - Health insurance
 - Economic aid
 - Housing assistance

COMMUNICATIONS

- Prepare communications to students:
 - Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes. (See MDH [posters on coughs and hand washing](#) and Appendix H.)
 - Public schools must ensure child abuse and neglect posters are in a public area of the school and in each student restroom. (See [160.975, RSMo.](#) and the Missouri Department of Social Services (MDSS) [elementary school and secondary school posters](#))
 - Provide students information on suicide prevention hotline(s). Examples:
 - [The National Suicide Prevention Lifeline](#)
 - The Crisis Text Line MOSAFE 741741
 - Provide students information on the Missouri school safety tip line: [Courage2Report](#)
- Prepare communications to the public
 - Post reminders at entryways not to enter the school if experiencing signs of illness.
 - Provide information on district exclusion rules on the district's webpage and in other communications.

PHYSICAL PLANT

- Inspect all buildings to determine readiness for re-entry and obtain other legal and appropriate safety inspections. Examples:
 - Fire code/safety inspections of all occupied buildings
 - Health department inspections of all cafeterias
 - HVAC/air quality inspections
 - Water quality inspections for drinking fountains and bathrooms that have not been used recently.
- Thoroughly ventilate, clean and then disinfect all buildings, desks, equipment and other surfaces prior to students returning, using CDC and OSHA guidelines.
- Create a time schedule for effectively cleaning and disinfecting buildings once students return. Note: Use products that are less likely to trigger asthma attacks.
 - Clean and disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily.
 - Create a plan to increase frequency during flu season and if there are increased incidents of COVID-19 exposure in the area or in the school community.
- Thoroughly ventilate, clean and disinfect all buses and other district vehicles. (*See Appendix I-Student Transportation Considerations*).
- Inventory buildings to improve prevention measures. Examples:
 - Ensure there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes.
 - Determine if the LEA has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
 - Determine if there is a need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building offices.
 - Determine if sneeze guards are required in the cafeteria.
 - Are there improvements that can be made to air quality to minimize transmission?
 - Are there surfaces that are not easily cleaned that should be recovered or replaced to minimize infection?
 - Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch), how frequently they are replenished and where they are stored.

NURSE/HEALTH PERSONNEL

- Inventory and request necessary supplies for the health room and other building use.

Examples:

- PPE (gloves, masks, gowns)
- Touch-free thermometers
- Sanitizers/cleanser, hand soap, tissues
- Goal: All staff and students are provided an effective mask or cloth face covering that is the appropriate size.
- Minimally masks are available for:
 - Health room staff
 - Any employee working with a medically fragile child
 - Any person exhibiting symptoms

- Review health office/facility to minimize infection. Examples:

- Provide a separate room for students/staff who might have COVID-19 or other communicable disease and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
- Determine if an area separate from the nurse's office is necessary to care for students that need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children.
- Ensure furniture and other surfaces can be easily disinfected.
- Ensure trash cans and other receptacles are no-touch.
- Examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.

- Explore telehealth options for district, staff and family use. (See [Missouri Telehealth Network](#))

- Communicate with families.

- Review immunization records.
 - Notify all parents of students who are not immunized or have a legal exemption on file that the student will not be allowed to attend school until those immunizations have been completed or the first dose of an ongoing immunization is received. (See [MDH immunization for school resources](#))
 - Notify all parents of students who have a legal exemption on file that the student may be excluded from school if there is an incident of a disease for which they are not immunized in the school community.
- Contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples:
 - Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
 - Revise medication schedules to minimize the number of students in the nurse's office at one time.
- Prepare lists of medical/dental resources to share with families.
- Prepare information on MOHealthNet eligibility to provide to families.

NURSE/HEALTH PERSONNEL

- Prepare to provide daily health reports to the superintendent or central office.
- Communicate with state and local health departments.
 - Verify where staff and students can be tested for COVID-19.
 - Obtain current information and tools that help student, families and staff self-screen for COVID-19 illness.
 - Notify the health department when student or staff absences drop below predetermined threshold (*See Appendix J- Example-Pandemic/Outbreak Report*).



ACADEMIC

The LEA will coordinate with appropriate stakeholders to provide rigorous academic services for all students. Action items may include:

- Create a timeline for progress reports to be submitted for each student, class, grade level and building detailing which standards for the grade level were taught and which were not.
- Create and establish procedures for educator teams to meet and address student learning needs for both in-person and online instruction.
- Create a technology support team that is available to support technology issues of students, parents, and staff when teaching and learning remotely.
- Review student schedules to provide:
 - Additional time for student academic intervention and enrichment.
 - Additional time for handwashing, sanitizing desks, and other good hygiene practices.
 - Additional time for passing/transition periods and rest room usage
- Adjust the LEA assessment plans and assessment calendars for the 2020-21 school year.
 - Which assessments are necessary to determine retention and current mastery levels?
 - Which assessments need to be delayed or eliminated until the relevant standards are taught?
- Once student retention and mastery have been assessed, create a timeline, providing opportunity for teacher collaboration, for teachers to submit a plan to the principal outlining assessment results and recommending instructional grouping per subject area.
- Create a plan to provide supplemental instruction and progress monitoring as needed to support grade level academic achievement.
- Special education services (public school districts):
 - Have IEP teams review and update Individualized Education Plans for special education students and address educational and health services if a) a doctor determines it is not safe for the student to attend school, b) the School Building Closure/Distance Learning Plan is implemented, or c) the Alternatives to Closing School Building Plan is implemented.
 - Plan to deliver required compensatory services.
 - Research options for providing services to students through telehealth or other virtual options. (See *Appendix K - Considerations for Missouri School Districts to Utilize Telepractice for Re-Entry*)
- Students with disabilities that have a 504 plan (public school districts): Have 504 teams review and update 504 plans and address educational and health services if the School Building Closure/Distance Learning Plan is implemented or the Alternatives to Closing School Plan is implemented.
- Enrollment of students:
 - Students cannot attend school until they have received all required immunizations, unless covered under a legal exemption. (See MDH [immunization for school resources](#))

ACADEMIC

- Work with the local health department to include a questionnaire prior to the enrollment of transfer students to determine if a student is transferring from a hot spot or has recently visited a hot spot and has been exposed to the virus and determine when students need to self-quarantine prior to beginning school.
- Review and prioritize school supply lists before they are publicized to ensure that they are sensitive to the economic circumstances of the community.
- Verify or obtain appropriate authorized use agreements for LEA technology and wi-fi access.
- Have parents review and revise emergency contact lists, recommending the inclusion of persons who are not in the high-risk category for COVID-19.
- Teach healthy habits at all grade levels:
 - Educate students on viruses and the signs of illness,utilizing school and community nurses, when available, and incorporating professional development for the staff in order to assist in efforts.
 - Build in time throughout the day for routine hand washing by both students and employees.
 - Require students to wash their desks/workspaces at least once a day.
 - Prohibit sharing of pencils and pens and other school supplies.
 - Teach students how to wear masks or cloth face coverings and when to use them.
 - Re-teach appropriate social skills encouraging minimal physical contact.
- Buildings report student attendance to central office daily to determine trends.
 - When students or staff notify the school they are going to be absent due to illness, request (do not require) a description of symptoms to determine if absence may be related to COVID-19.
 - Train/Remind staff regarding privacy protection of students and staff. Encourage teachers to create class norms encouraging students to respect privacy.
- Create an alternative method of instruction plan (**School Building Closure/Distance Learning Plan**) for instruction of students in case of school closure.
 - Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services.
 - Public schools provide the plan to DESE for approval by June 15. (See [171.033, RSMo.](#), applicable to public schools.) Include information the district has collected from students and families on household internet access and computer access.
 - Test the plan.
 - Safely send and receive resources between school and home during COVID-19. (See *Appendix L Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19*)
- Create an **Alternatives to School Building Closure Plan** to provide essential academic services in school buildings while minimizing exposure and avoiding a school closure, and test the plan. Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services. (See *Appendix B Social Distancing in the School Environment*)

SOCIAL AND EMOTIONAL HEALTH

The LEA will coordinate with appropriate stakeholders to assess and assist in the psychological and emotional recovery of staff and students. Action items include:

- Establish and train a crisis management team or activate the LEA crisis management teams to address psychological and emotional concerns in conjunction with the local mental health services, including post-traumatic stress syndrome counseling.
 - Establish or review and update the crisis response procedure. (See *Appendix M-Example-Critical Incident Protocol Document and Appendix N-Handling Crises From Virtual Platforms*)
 - Conduct ongoing behavior/mental health monitoring and assessment for the school community. (See *Appendix O-Example – Mental Health Services Screening Form*)
 - Select locations appropriate to confidentially administer psychological and emotional aid.
 - Prepare and revise lists of professional mental health services, particularly those willing to provide services via telehealth.
 - Develop a process for screening students for mental health or trauma and ensure that appropriate district staff are trained to implement the process.
 - Review what actions to take when a student screens positive for a mental health crisis.
- All communications and services provided to students and parents need to be closely evaluated with a trauma-informed lens. (See [161.1050, RSMo.](#) DESE's [Trauma-Informed Schools Initiative](#) and resources from the Missouri Department of Mental Health (DMH) on [trauma-informed care](#).)
- Review the LEA's suicide awareness and prevention policy and ensure an appropriate number of staff have been trained to respond to an incident and screen high-risk students. (See [170.048, RSMo.](#), applicable to public schools)
- Review the LEA's antibullying policy. (See [170.775, RSMo.](#), applicable to public schools)
- Before school begins, contact all families of enrolled students by phone or face-to-face if possible, to determine if there are concerns about returning, verify contact information, immunization, education received since closure, and access to internet and computers. (See *Appendix P- Family Contact Checklist*)
- Contact law enforcement, juvenile office and the Children's Division to ensure the LEA has the most recent information on active cases with enrolled students.
- **Plan for emotional closure:** For nearly all LEAs, there was no opportunity for traditional "closure." (See *Appendix Q - Plan Ahead to Support the Transition-back of Students, Family and Staff*) Classes were discontinued except for distance learning, athletic seasons ended abruptly (or never started), and milestone activities were canceled. Districts should provide opportunities for both staff and students to recognize the end of the school year. Examples include:
 - Contact all students who graduated in 2020 to discuss the student's plans and determine if the district can assist in seamlessly transitioning to the post-secondary plan.
 - Provide opportunities for students and staff to re-enter the building and retrieve personal items and return books and district equipment, observing appropriate social distancing.

SOCIAL AND EMOTIONAL HEALTH

- Provide social opportunities for staff to hold events that would allow for recognition, celebration and simple reconnections. Such events may be school employee-centric, or they could include the entire school family (students, parents, etc.) (All gatherings must meet prescribed protocol.)
- Host milestone events if possible, including:
 - Late graduation ceremonies
 - Transition ceremonies for students moving from elementary to middle to high schools.
 - Prom or similar social functions
- Plan re-engaging activities.
 - Before school starts, provide activities to get parents and students comfortable in the school building.
 - Example: Back-to-School Bootcamp -- approximately three weeks before the first day of school, develop a program that would include running buses, allowing students who are transitioning to a new building to visit the school, a time to meet teachers and building staff, and other orientation-type activities.
 - Goal: Face-to-face contact with all students prior to the beginning of school.
 - Issue: Be mindful that the economic health of the family may have changed.
 - Review school supply lists to ensure only necessary supplies are included.
 - Review enrollment process to minimize requests for additional expenditures.
 - Provide families multiple opportunities to apply for the free and reduced-lunch program.
- If there has been a loss of a student, staff member or a member of the school community:
 - Carefully plan appropriate messaging to the school community and an opportunity for recognition and grief.
 - Contact the community mental health center for grief resources. (*See Appendix R-Mental Health Services for Grieving*)
 - Ensure that there are counselors available to students and staff.

FISCAL

The LEA will coordinate with appropriate stakeholders to enact sound fiscal practices and stewardship of taxpayer dollars. Action items include:

- **Conduct a full inventory of equipment and other assets.**
 - Verify which students and families have district assets in their possession (computers, books) and remind them to return district property at the beginning of school and arrange for recovery if student is not returning.
 - Verify which staff members have assets in their possession and remind them to return them at the beginning of the school year or immediately.
- **Procure necessary health and safety supplies.**
 - Personal protection equipment (PPE)
 - Supplies for health rooms such as thermometers.
 - Cleaning supplies, including supplies that are effective against COVID-19 and are better for students with asthma or chemical sensitivities.
 - Soap, paper towels, tissue, toilet paper, hand sanitizer, antibacterial wipes, etc.
- **Review and revise the LEA's technology plan.**
 - Base plan on survey results regarding student home access to reliable internet and computers. (See *Social and Emotional Health* and *Appendix P-Family Contact Checklist*)
 - Procure hardware, software, licenses, learning management systems to improve virtual instruction under the School Building Closure/Distance Learning Plan. (See *Academic*)
 - Evaluate whether more IT staff is necessary or additional training is required to facilitate distance learning.
 - Work with government and business partners to expand the number of students with reliable internet access outside the school building, even if the problem cannot be completely resolved.



FISCAL

- Examine vendor contracts
 - Restructure current contracts if possible, and make sure new contracts address contingencies of the **School Building Closure/Distance Learning Plan** and the **Alternatives to School Building Closure Plan**.
 - Require proof of emergency plan from crucial vendors to prevent or minimize disruption in services to students.
 - Ensure contracts require proper hygiene protocols for service providers or products entering the building.
- **Warning: Carefully vet new purchases independently and thoroughly.** There will be many vendors using the current crisis to increase sales. Make sure the products are a good fit for the district's instructional plan and that these products are competitively procured even if the district is not required to do so.
- Apply for emergency relief funding when applicable.
- Assess, approve and track expenditures related to recovery. Maintain documentation of COVID-related expenses and keep current on rules for the expenditure of federal funds.
- If the LEA has active construction projects, expect an impact on the project from disruption of the economy and labor markets. Proactively work with design professionals and contractors and communicate any changes to the public.

HUMAN RESOURCES

- Ensure information on the COVID-19 federal leave is posted in all the buildings. (See the U.S. Department of Labor’s [*Employee Rights poster, available in multiple languages*](#))
- Review and revise staff contracts and employment documents for the 2020-21 school year to anticipate implementation of the **School Building Closure/Distance Learning Plan** and the **Alternatives to School Building Closure Plan**.
 - Eliminate the use of employment contracts when not required by law.
 - When possible, include clauses that allow for termination if there is financial stress, lack of enrollment or a school closure.
- Consider employing more nurses, health care aides, and full-time substitute employees.
- Review wages offered and salary schedules with the following considerations:
 - Currently the unemployment benefits being offered are high and it might be more attractive for people to stay on unemployment than apply for a job with the school district.
 - There may be an increased need for substitute employees in all positions. Salaries may need to be adjusted to attract more substitute employees.
- Review district benefits in light of the pandemic. Examples:
 - Are there health service options covered under the district’s insurance if the traditional doctor’s offices are not available such as clinics or telehealth services?
 - Given the number of people unemployed, there will likely be more employees looking to add family members to district health insurance.
 - If the district offers short-term disability benefits, would a COVID-19 illness qualify for benefits?
 - The district should work with benefit providers to increase communication to employees on the insurance options available, how to enroll family members who may have lost their jobs, the fact that immunizations are covered and the locations where they can be obtained, and the availability of alternative health service options.
- **Contact all staff.**
 - Verify contact information.
 - Verify health and safety of employee and family.
 - Communicate return-to-work plan.
- **Contact the LEA’s Employee Assistance Program (EAP) or health insurance provider and inform staff of available mental health resources.**
- **Provide convenient access to immunization for all staff or information on how immunizations can be obtained.**
- **Review schedules to provide adequate time for hand washing.**
- **Determine safety protocols for employees and provide appropriate gear for those with repeated interaction with the public (plexiglass barriers, gloves, etc.).**

HUMAN RESOURCES

- Provide relevant professional development before the end of the 2019-20 school year or prior to school re-opening. Examples:
 - Training on symptoms of COVID-19, prevention techniques, and LEA procedures relevant to the staff member to prevent and minimize exposure.
 - Universal precautions when in contact with bodily fluids
 - Signs of mental health stress in co-workers and protocols.
 - Signs of mental health stress in students and protocols.
 - Training in trauma-informed practices.
 - Mandated reporter obligations.
 - Training on the LEA's suicide prevention policy.
 - Training on the LEA's anti-bullying policy.
 - Information on economic impact of COVID-19 on the community and the families of the students (sensitivity training).
 - How to identify deficits in learning and how to respond.
 - Individual staff member's responsibilities if shut down occurs during the school year.
 - Effective remote learning techniques.
 - How to use the technology the district provides for effective remote learning.
 - Cybersecurity.
 - Maintaining professional boundaries with students and electronic communication.
 - Train custodial staff on effective methods of cleaning and disinfecting work and play areas and the time schedules for cleaning.
- Plan for delivery of education/health and safety services in case of reduced staff due to illness.
 - Cross train employees so that more than one employee is familiar with the essential job duties.
 - If feasible, recruit more substitute employees.
 - If feasible, employ full-time substitute employees that can be trained and assigned to assist in a variety of positions if needed.
- Plan for increase of educational services to provide compensatory services to special education students and to assist challenged students to re-engage in school.
 - Increase substitute employees.
- Track hours of COVID-19-related activities and absences for funding/grant purposes.
- Examine processes for tracking staff attendance and plan for a daily report of attendance to the central office.
- Planning for future school closure planning and alternatives to school closure.
 - Review and revise staff leave policies and handbooks for clarity and application during a school closure due to communicable disease.
 - Reassess job descriptions for duties during future school closure. (*Appendix S-Example from Kirkwood School District*)
 - Create return-to-work protocols for situations where healthcare providers are overbooked or unavailable.
 - Create and test emergency communication protocol with staff.

Contributions

This document is a synthesis of several resources, which are included in Appendix U. The Missouri School Boards' Association's Center for Education Safety is particularly grateful for the consultation provided by:

The Department of Elementary and Secondary Education
The Missouri Department of Health and Senior Services
Missouri School Counselor Association
Missouri School Public Relations Association
The Show-Me School-Based Health Alliance of MO

APPENDICES



Sample Health Protocol for Schools

Last updated 4/30/20

Note: This document is provided to LEAs as an example of a health protocol an LEA could adopt. These standards are not required by law and are evolving as new information and recommendations come from the Centers for Disease Control (CDC). LEAs need to work with the local health departments to ensure that LEA protocols align with the most current scientific knowledge. LEAs also need to work with their stakeholders to adopt protocol that is consistent with community expectations.

It is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program.

State statute gives public school districts the authority to exclude students who have a contagious disease such as COVID-19 or who are liable to transmit the disease after having been exposed to it. See [167.191, RSMo.](#) Other LEAs should adopt similar policies if they have not already. In addition, the local health department has the authority to exclude students from school and may order students and others to isolate or quarantine. [19 CSR 20-20.05.](#) LEAs are encouraged to work closely with their local health departments.

Exclusion from School

Students and employees will be excluded from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 based on [CDC Guidance](#) that is not otherwise explained:

- a) A fever of 100° F or greater
- b) Cough
- c) Shortness of breath or difficulty breathing
- d) Chills
- e) Repeated shaking with chills
- f) Muscle pain
- g) Headache
- h) Sore throat
- i) New loss of taste or smell.

Screening

Some businesses and employers have implemented screening protocols for anyone that enters their buildings i.e. taking temperatures, asking questions or otherwise examining people who appear healthy and asymptomatic. The current CDC guidelines do not require screening of all students or employees for COVID-19 prior to entering a school building. LEAs are strongly encouraged to communicate information to parents and employees about the symptoms of COVID-19 and require them to self-screen prior to coming to school. Students and employees exhibiting symptoms of COVID-19 without other obvious explanations are prohibited from coming to school, and if they do come to school, they will be sent home immediately.

Temperature-Based Screening

Using temperature checks for screening purposes is controversial. First, most LEAs do not have enough staff and equipment to screen temperatures as students and staff are entering the building and there is a shortage of accurate thermometers and other medical devices to conduct the screenings. Further, many people with COVID-19 are asymptomatic or never have a fever. Even if an LEA has the resources to screen temperatures, these efforts will not eliminate the risk in the building and may give a false sense of security to those entering the building.

That said, these screening measures also display that the LEA is “serious” about infection control and may discourage parents from sending students to school when they are not feeling well. Each LEA needs to determine if this method of screening is worth the expense independently. LEAs may consider other options such as requiring employees to take their own temperatures and report them to a supervisor prior to coming to school each day and requesting that parents and students do the same.

Medical Inquiries

Given the nature of the pandemic, an LEA will make additional medical inquiries of staff and students than they otherwise would have. Please note that federal law typically limits the type of medical inquiries that can be made but given the nature of the pandemic more leeway has been given by federal agencies in this circumstance.

If a parent tells the LEA that a student is ill, the LEA may ask the parent whether the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the LEA will inquire as to whether the employee is experiencing any COVID-19 symptoms. The LEA may take the temperature of students, employees and visitors to school property on a random basis or in situations where there is reason to believe that the person may be ill. If someone is sneezing or coughing, he or she may be excluded to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. If a person is obviously ill the LEA may make additional inquiries and may exclude the person from school property.

Wearing Masks and other Personal Protective Equipment (PPE)

Some employees may be required to wear PPE when directed to do so by the LEA protocol or the employee’s supervisor. In addition, persons who are coughing or sneezing due to reasons other than potential COVID-19 infections (allergies, etc.) may be asked to wear a mask or other PPE while on school property to minimize dissemination of bodily fluids and may be asked to leave. Any person is welcome to wear a mask or PPE in the school building unless it inhibits the person’s ability to perform his or her job, inhibits a student’s ability to participate in the educational process or is disruptive to the educational environment.

Return to School After Exclusion

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are:

1. **Untested.** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
 - a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. At least seven (7) calendar days have passed since your symptoms first appeared.
2. **Tested.** Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
 - a. They no longer have a fever (without the use medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. They have received two negative tests in a row, at least 24 hours apart.
3. **Tested with no symptoms.** Persons who have not had symptoms but test positive for COVID-19 may return when they have gone seven (7) calendar days without symptoms and have been released by a health care provider.

Students may also return if they are approved to do so in writing by the student's health care provider.

Siblings or Other Students in the Household

If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.

Self-Quarantine

If a student or employee has recently had close contact with a person with COVID-19 symptoms or diagnosed with COVID-19 or has recently traveled from somewhere considered to be a "hot spot" by the CDC, the LEA may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days.

LEA Response to Exclusion from School or Self-Quarantine

As soon as the LEA becomes aware of a student or employee that may have COVID-19 or that has been excluded from school or recommended to self-quarantine, the custodial staff will be informed so that all desks, lockers and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

Separation While in School

Each school must have a room or space separate from the nurse's office where students or employees who may have COVID-19 or another communicable disease will wait to be evaluated or for pickup. Students will be given a mask to wear. Only essential staff and students assigned to the room may enter, all will sign in so that there is a record of the persons who entered the room, and the room will be disinfected several times throughout the day. Strict social distancing is required, and staff must wear appropriate PPE. Students who are ill will be walked out of the building to their parents.

Care Rooms for Students with Physical Needs

Each school will designate a location separate from the nurse's office for the care of students with special care needs such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask.

Confirmed Case of COVID-19 In the School Building

When there is confirmation that a person infected with COVID-19 was in a school building, the LEA will contact the local health department immediately. Unless extenuating circumstances exist, the LEA will close the school building for a minimum of 2-5 days and work with the local health department to assess factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should re-open.

The LEA will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the LEA and the local health department to trace contacts with the individual. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the health department.

While the school building is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity was to take place in the building or another location, including extracurricular activities, before and after-school programs, and field trips. Parents/students and employees will be encouraged to stay at home until more information is provided by the LEA or the health department.

Social Distancing in the School Environment

Note: This document uses the term “social distancing” to mean physical separation of a minimum of 6 feet. Some professionals prefer to use the term “physical distancing” as it more accurately focuses on separating people regardless of whether they are socializing. Some are also concerned that the term “social distancing” implies that there should be social separation as well as physical separation, which could be harmful to a person’s health and mental health. This document uses the term “social distancing” because it is the term currently used by the Centers for Disease Control (CDC) and introducing new terminology could cause confusion. That said, readers should clearly understand that there are many methods for people to remain socially and emotionally connected while still practicing “social distancing,” and these methods are particularly important as schools re-open.

The following are examples of measures that LEAs can take to increase social distancing while still maintaining face-to-face instruction on the school campus. Some of these suggestions can and should be implemented in all schools, regardless of whether a state or local social distancing order is in effect. Some should be considered in the district’s Alternative to School Closure Plan. Some may not be feasible for every LEA. These are examples, not requirements, and it is up to each LEA to determine what will work given the resources available.

Once the LEA creates its protocols, it needs to make them widely accessible to parents, students and the public. The LEA should consider putting them in staff/student handbooks and posting them on the district’s website. The LEA should also note that the rules may evolve as they are implemented, and more information is obtained about COVID-19.

Credit: This document relies heavily on materials developed from the following documents:

- Centers for Disease Control, “Interim Guidance for Child Care Programs”
- Centers for Disease Control, “Interim Guidance for Administrators of US K-12 Schools and Child Care Programs”
- North Carolina Department of Health and Human Services, “Interim Coronavirus Disease 2019 (COVID-19) Guidance for Child Care Settings,” updated April 13, 2020.
- San Diego County Office of Education, “COVID-19 Planning Assumptions”
- Van Vleck Independent School District, “COVID-19 Return to School Plan,” completed April 1, 2020

Review the entire education program for alternatives that meet the educational needs of all students:

- Schedule grade levels to attend school on alternate days to minimize the number of students in the building and give students take-home meals. Alternatively, schedule half of each class to attend school on alternate days.
- Schedule some of the grade levels to attend in the morning and some to attend in the afternoon.

- Consider year-round schooling with alternating breaks to minimize the numbers of students in the building at any time.
- Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.
- Offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.
- Lengthen the instructional day to allow for fewer students in courses such as band, choir, and orchestra, during recess and in the cafeteria.
- If the LEA is large and has multiple buildings, consider only closing the buildings closest to area outbreaks.

Review course sizes, structure and classrooms to decrease infection:

- Reorganize P.E., choir, band, orchestra, and other large classes to allow for smaller classes, social distancing and other precautions.
- Revise assemblies, library time and use of the media center to allow for social distancing (See Appendix T for Missouri School Re-Entry-Library Media Services).
- Alternate recess to minimize the number of students on the playground, require social distancing, and allow time to disinfect equipment in between classes.
- Increase space between students during in-person instruction.
- Move classes outdoors.
- Rearrange desks to increase space in between students (Goal: 6 feet).
- Face desks in the same direction.
- Require students to remain seated in the classroom and assign seats.
- Minimize class sizes.
- Revise activities that combine classes or grade levels.
- Revise or minimize students traveling to different buildings to receive services.
- Revise or minimize employees from traveling between buildings.
- Consider broadcasting in-class instruction to multiple rooms to allow students to spread out.
- Implement a home-room stay where the teachers rotate, as opposed to the students.
- Only allow supervisors and staff who are required for instruction to be in the classrooms.
- Prohibit students from sharing items like pencils and pens.
- Ensure adequate art supplies or educational tools to minimize sharing. When sharing is necessary, minimize the numbers of students having contact and teach disinfecting techniques.
- Discourage the use of attendance awards or perfect attendance incentives for students.

Revise activities that bring large numbers of students and the public together:

- Before- and after-school programs.
- Extracurricular activities, sports practices.
- Performances or games.
- Recess.
- Plan alternative activities for graduation and other milestone activities.

Review transportation procedures to minimize exposure (See also Appendix I, Student Transportation Considerations):

- Run multiple routes to minimize the numbers of students on the bus at any one time.
- Stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.

- Create more bus stops to minimize the number of students waiting together.
- Encourage parents to transport their students when they can minimize the number of students on the bus.
- Encourage students to walk or bike to school.

Review nutrition services procedures to minimize exposure:

- Prevent people from self-serving food items.
- Napkins and silverware are provided directly by staff, not for individuals to grab.
- Engineering controls such as sneeze guards are in place in the cafeteria.
- Require students to eat with classmates in the lunchroom and not mingle with other classes.
- Plan to serve high-risk students separately from other students.
- Put tape marks on the floor six feet apart to promote social distancing while waiting in line.
- Prohibit or limit food-sharing activities.

Take measures to decrease students congregating in one location:

- Assign students to use different entrances.
- Stagger drop-off and pick-up processes.
- Stagger times students are in the cafeteria or have students eat at their desks in the classroom.
- Stagger times that classes are released.
- Require students to stay in an assigned section of the school yard or playground as opposed to mingling with other classes.
- Schedule restroom breaks to avoid overcrowding.
- Make hallways or entrances one-way.
- Rearrange furniture to avoid clustering in common areas.
- In locations where students line up, tape marks are put on the floor to indicate the appropriate social distancing.

Take measures to decrease employees congregating in one location:

- Close the staff/teacher's lounge.
- Encourage virtual meetings.
- Encourage employees who can effectively work from home to do so.
- Rearrange workstations to ensure they are separated by six feet.

Adopt hygiene measures:

- All persons are required to wash hands when they come to school and every hour.
- Place hand hygiene stations at the entrances of the building.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Require all persons to wash hands after blowing noses, coughing or sneezing or when in contact with bodily fluids.
- Encourage classes and employees create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Disinfect door handles, light switches, stair railings and other frequently touched surfaces every hour.

- Disinfect bathrooms and other common areas frequently with posted schedules where workers sign off the time when the work has been completed.
- Make sure that disinfectant and related supplies are available to all employees close to their workstations.
- Ensure that there are adequate sinks, soap and paper products for all classes or other sanitizing stations.
- Effective hand sanitizer is made available to all persons working or learning in the building.
- Post signs at all entrances informing all who enter that they must: a) Not enter if they have a cough or fever; b) maintain a minimum of six-foot distance from one another; c) not shake hands or engage in any unnecessary physical contact.
- Post signs in bathrooms with directions on how to effectively wash hands.
- Employee handbooks and student handbooks include information on how to recognize the signs of infection and directives not to come to school if sick.
- Remove items from the classroom or hallways that are frequently touched but are not easily cleaned such as fabric.
- Designate a separate care room that is frequently disinfected for students that require diapering or services such as suctioning or feeding tubes to minimize student exposure.
- Install physical barriers in reception areas and workspaces where the environment does not accommodate social distancing.

Take measures so that persons exposed can be more easily traced:

- Use assigned seating for each class.
- Use sign-in sheets for in-person meetings to document attendees.
- Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, and the locations in the building they travel to.

Minimize or eliminate the need for people to be in the building other than necessary employees and students:

- Cancel public use of school facilities.
- Restrict vendor access to the school to times when students are not present.
- Revise parent visits or minimize visits and require them to occur only in the school office.
- Restrict the number of people in the school building that are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.
- Post maximum occupancy numbers on doors.
- Only allow employees that are required for student instruction and student services to be in the building during school hours.

Dealing with Illness (See also Appendix A, Sample Health Protocol for Schools):

- Any person exhibiting signs of illness will be sent to the nurse immediately for evaluation.
- A separate room will be set up for any person who is exhibiting signs of COVID-19 to be cared for. Few people will be allowed in the room, and the room will be disinfected frequently. Students/staff will be walked out of the building from the room to persons driving them home. The names of all persons who enter the room will be documented.
- If possible and if adequate equipment is available, take regular temperature checks of students and staff. Use a touchless thermometer if possible. Do not use oral thermometers.
- Encourage parents and staff to bring their own thermometers and take the temperatures of their children or their own temperature before entering the building.



Missouri School Re-Entry – Physical Education, Physical Activity, and Sports

CDC's current guidance, updated in March 2020, is for the implementation of social distancing practices and provides a suggestion for how physical education classes may be modified to accommodate social distancing, which is included in the recommendations for modifications below. The CDC is currently developing the Re-entry Guidance for Physical Education and Physical Activity and asks that we continue to monitor the CDC website for latest updates -

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Fall re-entry considerations: All efforts should be to modify activities to avoid canceling Physical Education.

Physical Education can be modified like all other classes.

- Reorganize to allow for smaller classes and social distancing (Goal: 6 feet).
- Alternate schedule - minimize numbers of students in gymnasium, require social distancing (Goal: 6 feet).
- Teachers use controlled entrance and exits -meet students at classroom – utilizing outside entry door as much as possible to pick up and take to gym, fields, multipurpose rooms, etc.
- Schedule outdoor activities as much as possible with weather conditions being considered
- Use separate partitions in open spaces; utilize markings on gymnasium floor/wall/field (student section/work stations).
- Manage social distancing when moving students to gymnasium/field
- Students should be provided own equipment for class/prohibit equipment sharing.
- Disinfect equipment between classes.
- Students disinfect hands in and out of PE class (hand – sanitizing stations).
- Blended Learning/Flipped classroom for concepts and skills relating to each standard (utilizing technology platforms).
- Teachers have access to technology to broadcast instruction due to increased social distancing (ex. megaphone or microphone).
- Teachers have the ability to communicate for safety purposes (ex. walkie talkie).
- Self-Management - Individualized programs – multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal-setting, etc.).
- Games and sport activities that require close guarding and potential contact with another player should not be included. Provide lessons that include no contact activities and no or limited equipment (e.g. shadow tag, jumping rope, running, etc.). Workstation equipment set-up should consider strategies for social distancing throughout activity.
- All efforts should be made at every level to assist students in creating personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.

Locker Room

- Locker rooms would not be open to students. (Utilize hallway bathrooms if necessary.)
- Students should not be required to dress out. Students should wear clothing that is appropriate for weather conditions, allows for full movement and safe for participation when scheduled for PE.
- Showers should not be required for instructional PE.

Physical Activity

Protocols for Physical Education modification can be utilized to adapt activities such as before- and after-school programs, extracurricular activities, sports practices and recess.

- Alternate recess to minimize the numbers of students on the playground, require social distancing, and disinfect equipment between classes.
- Larger playground equipment that cannot be disinfected between uses should not be used until social distancing requirement can be eased.
- Classroom energizers/mindful minutes can be done in the classroom so that students can stay at or near their assigned desks.
- Provide regular classroom breaks for outdoor or hallway walking and movement activities.



Resolution on Suspending Policy to Align with COVID-19 Emergency Legislation and Waivers

Whereas, the Governor of Missouri has issued Executive Order 20-02 and subsequent orders declaring an emergency pursuant to §§ 44.100 *et seq.* relating to the COVID-19 pandemic (the “State of Emergency”), and the Governor, the State Board of Education, the Department of Elementary and Secondary Education and other state agencies have taken actions to suspend and/or modify requirements of statutes and regulations of Missouri in response to the State of Emergency declared therein, and

Whereas, Congress has enacted and continues to consider changes in federal law and federal education financing, which changes include discretionary statutory waivers from the U.S. Department of Education, the U.S. Department of Agriculture, and other departments of the government affecting education, as well as the exercise of administrative regulation waivers and discretion by the departments of the federal government, and

Whereas, the fluidity of the regulatory environment requires flexibility in the operations and policies of this school district to comply with changes in law, changes in the applicable regulations, and the ability to pursue best practices in local delivery of instruction and related school district services to the students, employees, and patrons of this school district, and

Whereas, many of the new laws or changes and modifications to existing laws are intended to be temporary, and

Whereas, flexibility, resourcefulness, innovation, and best practices are necessary for the response, implementation, and recovery from the State of Emergency,

NOW THEREFORE BE IT RESOLVED:

1. The district will implement the new federal Emergency Family and Medical Leave Expansion Act (EFMLA) and the Emergency Paid Sick Leave Act (EPSL), as enacted in the Families First Coronavirus Response Act, for all eligible employees.
2. All board policies and administrative procedures are hereby suspended to the extent that any policy or procedure of this school district conflicts with new state and federal laws enacted relating to the COVID-19 pandemic or the waiver, suspension or amendment of an existing law or regulation made by the federal government, the Missouri Governor or state agencies in relation to the COVID-19 pandemic.
3. The Board expects the superintendent to keep the Board informed of changes made pursuant to this resolution.

4. The Board reserves its authority over decisions relating to the school year calendar.
5. This resolution will continue until the state of emergency in Missouri ends, as declared by the Governor, or the Board revokes the resolution in whole or in part.

ADOPTED THIS THE _____ DAY OF APRIL, 2020

BOARD PRESIDENT

ATTEST:

SECRETARY OF THE BOARD OF EDUCATION



EMERGENCY OPERATIONS PLAN

Purpose

A comprehensive emergency operations plan (EOP) outlines procedures, roles and responsibilities critical to preventing emergencies, protecting lives, mitigating impact, promoting effective collaborative response and facilitating rapid recovery efforts. An effective EOP will focus on the five national preparedness mission areas: Prevention, Protection, Mitigation, Response and Recovery.

Preparation

There are six steps in planning and development recommended by the Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA).

1. Form a collaborative planning team.
 - a. Identify core planning team (key school personnel, representatives from local first responders, emergency management agencies, medical and mental health departments and/or providers, community leaders and other key stakeholders.
 - b. Form common framework, define roles and responsibilities and schedule meetings.
2. Understand the situation.
 - a. Identify threats and hazards, asses risk and prioritize.
 - b. Use assessment to tailor plan to the building level.
3. Determine goals and objectives.
 - a. Develop goals and objectives.
 - i. Recommended 3 or more goals for each threat and hazard.
 - ii. Recommended 3 or more objectives for each goal.
4. Plan development.
 - a. Identify courses of action to accomplish each objective.
 - i. Address what, who, when, where, why and how.
 - ii. Address before, during and after.
 - iii. Provide for access and function needs of entire community.
5. Plan preparation, review and approval.
 - a. Format, write, review, approve and share the plan.
 - b. Recommended traditional format
 - i. Basic Plan-overview of school's approach to emergency operations.
 - ii. Functional Annex-details functions applying to multiple threats/hazards.
 - iii. Threat and Hazard Specific Annex-specifies actions to address specific threat or hazard.

6. Plan implementation and maintenance.
 - a. Educate stakeholders on the plan and roles.
 - b. Exercise the plan.
 - i. Tabletop exercises, drills, functional exercises and full-scale exercises.
 - c. Review, revise and maintain.
 - i. Regular and reoccurring process.

Guidance in EOP planning and development can be obtained through REMS TA (<https://rems.ed.gov/>) or MSBA's Center for Education Safety (<https://www.mosba.org/ces/>).

EXAMPLE-EMERGENCY OPERATIONS PLAN STANDARD LAYOUT

The recommended format for an Emergency Operations Plan is outlined as follows:

Basic Plan

1. Introductory Material
 - a. Cover page
 - b. Promulgation document signature page
 - c. Approval and implementation page
 - d. Record of changes/Record of Distribution
 - e. Table of Contents
2. Purpose and Situation Overview
 - a. Purpose sets foundation for EOP. Brief synopsis statement of plan and annexes.
 - b. Situation overview explains why the plan is necessary.
3. Concept of Operations
 - a. Explains intent and gives an overall picture of how the school will protect students, staff and visitors.
4. Organization and Assignment of Responsibilities
 - a. Provides an overview of *broad* roles and responsibilities of school staff, families, guardians and community partners as well as organizational functions during all emergencies.
5. Direction, Control and Coordination
 - a. Plans the framework for all direction, control and coordination activities.
 - b. Explains the Incident Command Structure (ICS) used by the school; the relationship between school EOP and community; and who has control of resources needed to support the school EOP.
6. Information Collection, Analysis and Dissemination
 - a. Addresses the role of information in implementation of activities occurring before, during and after an emergency.

7. Training and Exercises
 - a. Describes critical training and exercises the school will use in support of the plan.
 - b. Establishes frequency of exercises to be conducted by school.
8. Administration, Finance and Logistics
 - a. Covers general support requirements and availability of services and support for all types of emergencies.
 - b. Covers general policies and identifies/references related policies and procedures that exist outside the plan.
9. Plan Development and Maintenance
 - a. Describes overall approach to planning and the assignment of plan development and maintenance responsibilities.
10. Authorities and References
 - a. Provides legal basis for emergency operations and activities.

Functional Annexes

1. Evacuation Annex
 - a. Courses of action to evacuate school buildings and grounds.
 - b. May include “reverse evacuation” procedures to move from outside buildings to inside.
2. Lockdown Annex
 - a. Courses of action to secure buildings and grounds during immediate threat in or around school.
 - b. Primary objective is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.
 - c. May include “levels” or variations of lockdown.
 - d. May include “lockout,” similar to lockdown but activities are still allowed indoors with external doors secured.
3. Shelter-in-Place Annex
 - a. Courses of action when students/staff are required to remain indoors for potential extended period of time. Used when it is safer inside building than outside.
4. Accounting for All Persons Annex
 - a. Courses of action for accounting for the whereabouts and well-being of students, staff and visitors.
 - b. Identifying those who may be missing.
5. Communications and Warning Annex
 - a. Communication and coordination (internal and external) during emergencies and disasters.
 - b. Communication of emergency protocols before emergency and communication after emergency.
6. Family Reunification Annex
 - a. Courses of action to ensure students will be reunited with families or guardians.

7. Continuity of Operations (COOP) Annex
 - a. Courses of action to ensure essential functions continue during an emergency and immediate aftermath.
8. Recovery Annex
 - a. Courses of action for recovering from an emergency.
 - b. Academic, physical, fiscal and psychological/emotional recovery.
9. Public Health, Medical and Mental Health Annex
 - a. Courses of action the school will implement to address emergency medical, public health and mental health counseling issues.
 - b. Intended to coordinate with appropriate external services and agencies.
10. Security Annex
 - a. Courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.
 - b. Includes efforts in coordination with law enforcement personnel.
 - c. May include physical security assessments.

Threat and Hazard Specific Annexes

Natural Hazards

- Earthquakes
- Tornados
- Lightning
- Severe wind
- Hurricanes
- Floods
- Wildfires
- Extreme temperatures
- Landslides or mudslides
- Tsunamis
- Volcanic eruptions
- Winter precipitation

Technological Hazards

- Explosions/accidental release of toxins (external)
- Accidental release of hazardous materials (internal)
- Hazardous materials release from highways/railroads
- Radiological releases from nuclear power stations
- Dam failure
- Power failure
- Water failure

Biological Hazards

- Infectious diseases (pandemic, epidemic, etc.)
- Contaminated food outbreaks
- Toxic materials present in laboratories

Adversarial, Incidental and Human-caused Threats

- Fire
- Active shooters
- Criminal threats or actions
- Gang violence
- Bomb threats
- Domestic violence and abuse
- Cyber attacks
- Dangerous animals
- Suicide
- Kidnapping, missing student
- Bus accident
- Riot/Student demonstration

SAMPLE TEMPLATE

Functional Annex – Public Health, Medical and Mental Health

Purpose

This annex describes procedures to address public health, emergency medical and mental health counseling issues. Processes described will be coordinated with appropriate representatives for public health, emergency medical services, mental health, law enforcement, fire department and emergency management.

Goals and Objectives

- ❖ Establish policies and procedures for appropriate response to public health, medical and mental health concerns.
 - Identify roles evaluating and responding to issues related to public health, emergency medical aid and mental health concerns.
 - Outline procedures for strategies in preparation, management, evaluation, response, notification and resolution.
 - Procure, prepare and stage aid supplies related to public health, medical first aid or mental health support.
 - Document training and experience as required of or retained by appropriate staff.
 - Establish memorandums or mutual aid agreements with external agencies and healthcare centers intended to support response and resolution of issues related to public health, emergency medical aid and mental health concerns.
 - Identify spaces or venues for potential quarantine.
- ❖ Effective response to address public health, emergency medical and mental health issues.
 - Identify issues related to public health, emergency medical or mental health concerns.
 - Evaluate concerns and initiate response by appropriately trained staff.
 - Coordinate with emergency services, medical or health centers and emergency management.
 - Notify school population of concerns as appropriate or if necessary.
 - Provide appropriate support to responding agencies.
 - Prepare appropriate venue for quarantine (if applicable).
- ❖ Provide post-emergency support for issues related to public health, medical or mental health concerns.
 - Coordinate with emergency services, medical or mental health centers and emergency management.
 - Address potential long-term support related to public health, medical or mental health issues.
 - Assess resources available and possible need to replenish.
 - Manage communication with media and social media outlets.
 - Activate appropriate Annex (Recovery, Evacuation, etc.) based on circumstances.

Responsibilities

Enter specific titles or roles and responsibilities as they relate to this annex at your specific school, building or facility. Select position for recommended responsibilities listed below (e.g. Principal, Administrator, EMC, ERT, Staff Member, Teacher, Counselor, Nurse, Other, etc.).

Before public health, medical or mental health concern

- Identify and evaluate issues related to public health, emergency medical aid and mental health concerns.
- Establish methods for identifying and evaluating potential issues related to public health, emergency medical aid and mental health concerns.
- Create a list of potential issues related to public health, emergency medical aid and mental health concerns.
- Identify and document the role and responsibility for each staff member expected to respond to issues related to public health, emergency medical aid and mental health concerns.
- Develop preparation procedures for public health, emergency medical aid and mental health concerns.
- Allocate, prepare and stage resources and supplies for potential public health concerns.
- Allocate, prepare and stage resources and supplies for potential emergency medical aid concerns.
- Acquire, prepare and stage resources and supplies for potential mental health concerns.
- Implement training mechanisms for staff in applicable response roles.
- Document and maintain lists of staff with appropriate experience and training related to public health, emergency medical aid and mental health concerns.
- Administrate memorandums of understanding (MOU), mutual aid agreements or other agreements with emergency services, medical and mental health centers and other applicable organizations.
- Select and prepare rooms, spaces or buildings to be used for potential quarantine venues.
- Procure, maintain and allocate resources necessary for prevention methods or procedures.
- Identify and establish technology for off-site (online) learning methods in the event of long-term school system closure.

During public health, medical or mental health concern

- Report concerns of potential public health, medical or mental health concerns.
- Identify and evaluate report of public health, medical or mental health concerns.
- Activate appropriate response personnel based on evaluation results.
- Notify emergency services and other appropriate agencies.
- Establish Emergency Operations Center (EOC), if necessary.
- Manage allocation of resources necessary for response.

- Determine if notification to school community is necessary and coordinate notification.
- Prepare quarantine venue(s) (if applicable).
- Evaluate safety and security of school population.
- Assess need for building or school-wide closures and reallocation of resources.
- Evaluate potential for long-term closure and resources necessary to accommodate those with identified needs.
- Notify parents or guardians.

After public health, medical or mental health concern

- Provide support resources for victims and responding staff.
- Assess status of event or concern.
- Coordinate with local, state and federal emergency and health agencies as appropriate to determine feasibility of return to normal operations.
- Evaluate capabilities and resources for return to facilities and/or operations.
 - Current status of all facilities/schools.
 - Number of days necessary to prepare for opening of facilities/schools.
 - Order in which schools/facilities will open.
 - Training necessary for staff in reopening, health and prevention procedures.
 - Adjustment of learning environment from alternative to standard (if applicable).
- Communicate to staff status of concern and provide directions for resuming normal operations.
- Identify and document staff available for immediate return upon reentry authorization.
- Provide returning staff with instructions for procedures.
- Manage communication with media and social media outlets.
- Inform parents and students of school operations using appropriate mechanisms.

SAMPLE TEMPLATE

Pandemic (Hazard and Threat Specific Annex)

Purpose

The purpose of this annex is to provide procedures intended to mitigate spread of pandemic disease and reduce impact to school and surrounding communities.

Scope

The annex outlines responsibilities for staff in the threat or event of a pandemic outbreak of disease that impacts the school community.

Goals and Objectives

- Prevention of pandemic disease within school community.
 - Policies and procedures for preventative measures and response processes.
 - Cooperative relationships with local medical and health services.
 - Education of students and staff on preventative and protective practices.
- Minimize exposure, illnesses and deaths.
 - Identification and confirmation of pandemic.
 - Effective mobilization of medical and health services.
 - Limit exposure to school community.
- Mitigation of impact to school community and educational operations.
 - Assessment of exposed facilities.
 - Organized return to normal educational operations.
 - Evaluation of impact.

Emergency Action Plan

A pandemic is a global disease outbreak for which there is little to no immunity. A virus or disease can spread quickly when students, staff or visitors are exposed outside the school so precautionary measures are necessary to reduce potential impact to the school community and educational operations.

A distinction should be made between an epidemic and a pandemic. An epidemic, according to the Centers for Disease Control (CDC), refers to an increase, often sudden, in number of cases of a disease above what is normally expected in the population of a community or geographical area. A pandemic, per CDC, refers to an epidemic that has spread over several countries or continents, usually affecting a large portion of the population.

Public health authorities have identified characteristics and challenges unique to a pandemic, including but not limited to:

- A global spread is considered inevitable when the pandemic virus emerges. Some pandemics have spread globally in two, and sometimes three, waves.

- Most people will have little or no immunity to a pandemic virus and a significant percentage of the population could require medical care.
- Death rates could be unpredictable due to the significant number of people who become infected, the virulence of the virus, and the characteristics and vulnerability of affected populations (elderly, those with chronic disease, and children).
- Medical supplies may be inadequate. Vaccine for the virus may not be available for months.
- Hospital beds and other supplies may be limited.
- Pandemics may cause economic and social disruption such as schools and businesses closing, travel bans, and canceling of community events.
- Care of sick family members and fear of exposure can result in significant absenteeism in the workforce.

Before Pandemic Event:

- Develop policies and procedures for preventative measures for all staff.
- Plan procedures for potential closure of facilities, buildings or entire school system.
- Create alternative education procedures that may be applied to those who may be exposed.
- Build team relationships with local medical and health centers to assist with prevention and response.
- Educate staff on symptom monitoring and appropriate methods of reporting identification of symptomatic concerns.
- Engineer response and containment procedures to address potential exposures.
- Identify and supply rooms for potential quarantine of exposed individuals.
- Develop processes for discreet release of ill students to parents or guardians.
- Draft procedures to accommodate for large numbers of absent students due to illness.
- Maintain supply of personal protective gear (masks, gloves, disinfectant, etc.) to reduce spread of disease.
- Educate students on proper personal hygiene (handwashing), illness containment practices (covering mouth and nose when sneezing) and social distancing.
- Stage disinfectant stations in strategic locations.
- Supply facilities with necessary provisions, such as food, cleaning supplies, necessary to sustain operation during potential lengthy quarantine.
- Identify and form agreements with companies to supply essential goods in event services are lost long-term.

During Pandemic Event:

- Confirm positive identification of symptomatic concerns.
- Initiate containment and quarantine procedures to isolate exposed individuals from school community.
- Coordinate with local medical and health center professionals for assistance with situation.

- Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).
- Implement “social distancing” rules for gatherings, classrooms and movement through buildings.
- Make accommodations for those who are considered high risk or have functional or emotional needs.
- Evaluate situation and determine if school closing is necessary to reduce spread of illness.
- Communicate with parents/guardians of exposed students and initiate process of release.
- Activate alternative education procedures for those in containment or released to parents/guardians.
- Make appropriate announcements to school community and parents/guardians.

After Pandemic Event:

- Monitor local, state and federal emergency management notices and alerts to determine feasibility of return to facilities and operations.
- Coordinate with local health officials for guidance in return procedures.
- Document and track students and staff who were absent due to illness or are known to have suffered from illness.
- Evaluate exposed facilities for potential need of professional disinfecting/decontamination.
- Coordinate cleaning and disinfecting of facilities (if applicable).
- Replenish cleaning and hygiene supplies.
- Implement procedures to monitor and maintain continued contamination prevention.
- Coordinate emotional and psychological support for those returning and in need of additional services.
- Activate Functional Annexes: Recovery, Continuity of Operations if applicable.
- Evaluate response operations and need for improvement.



POST-RECOVERY EVALUATION/ASSESSMENT

A thorough evaluation is necessary for planning purposes. The following questions are provided to assist districts in evaluating the 2019-20 school closure year to prepare for any future closures.

PHYSICAL PLANT

- Were there unexpected costs associated with buildings upon reopening?
- Did the buildings remain secure when not in use?
- What services were the buildings used for?
- Did the use of the buildings for services work well?
- Were there enough cleaning supplies for all buildings and buses?
- Were there contractual agreements being prepared or signed just before closing that needed to be addressed? Is the project essential or should the needs be re-evaluated?
- Is funding still available?
- Are there unfinished projects (i.e. remodeling) that need to be completed?
- Are continued precautions necessary (due to recent event)?
- Is the primary contractor prepared to proceed on those unfinished or planned-for projects?

FISCAL

- Do you have documentation for potential reimbursements?
 - Have you reviewed the guidelines for reimbursements?
- What costs were expended in excess of what was budgeted?
- What donations were received during the closure period?
- Was business technology available remotely to essential staff during closure?
- Was the processing of bills/payments able to continue during the closure?
- Were there agreements in place that had to be suspended?
 - Is the role of the School Resource Officer defined during closure?
- Was there a cost to the suspension of the agreements?
- How many staff were laid off or not paid during the closure?
 - Did FMLA apply?
 - Were any employees eligible for Workers' Compensation?
 - Are benefits extended or suspended?
- Are there mechanisms in place to sustain costs for supportive care for students?
- Assess the process for providing food to students in need.
 - Was the process sufficient or in need of improvement?
 - What were the challenges in supply?
 - Were delivery resources available and supported?
 - Were there contingency plans and were those plans effective?

ACADEMIC

- Are there changes needed to our closing and opening procedures?
- Did the school's remote electronic learning tools work?
- Are there electronic learning tools that worked better?
- How many students were unable to use remote electronic learning tools?
- Did the school have learning devices to send home with students?
- What is the cost of remote learning tools?
- How many students/families did not have internet?
- Did we have teachers that struggled with using electronic remote learning tools?
- How many hours of instruction were lost?
- Will there be continued integration of technology into daily learning?
- Can a long-term remote learning environment be supported?
- Is funding available to acquire necessary supporting technology/equipment?
- Does the school technology infrastructure need to be updated/replaced?
- Would devices be acquired for every student?
- Was internet service enough for remote learning needs? Were supplemental materials needed?
- Is there a way to provide internet service to all students?
- Can disruptions in internet service be avoided or overcome?

PSYCHOLOGICAL AND EMOTIONAL

- Address concerns for continued psychological or emotional support.
 - Was there a plan in place for continued monitoring of students engaged in mental health care?
 - Who was responsible for monitoring children and families?
 - How many students/families were referred to mental health services during the closure period?
 - How many were referred and were unable to receive mental health services and why?

STUDENT/STAFF PHYSICAL RECOVERY

- Evaluate process of screening and testing.
 - Were external resources (Health Dept., Health Center, etc.) readily available to provide testing?
 - Was the screening process effective?
 - Were facilities/areas designated for screening sufficient?
 - Was enough staff available?
 - Were there any concerns with privacy or intrusions?
 - Are there reports of parental or guardian complaints?
 - Were students comfortable with process?
 - Could staff have processed screening more effectively and with further discretion?

SAMPLE LETTER TO PARENTS: School Reopens

(Use this letter to inform parents when schools are re-opened.)

Dear Parents,

The _____ health officials have stated it is now safe to reopen schools. Our school will open on _____. At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the virus. Health officials say that pandemic virus outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again. We will continue to provide you with the most vital and up-to-date information as soon as possible.

Because the virus can still be spread person-to-person, please keep children who are sick at home. Don't send them to school. Here are some tips for helping those sick with the virus:

Keep the sick person as comfortable as possible. Rest is important.

For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).

Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.

Keep tissues and a trash bag within reach of the sick person.

Be sure everyone in your home washes their hands frequently.

Keep the people who are sick with the virus away from the people who are not sick.

We are looking forward to seeing your children again. Please remain alert for any news media updates and periodically check the school district's website for updates or other pertinent information.

In the near future, we will provide you more information about how school days and schoolwork missed during the school closure will be made up. We will also send you a revised school year calendar as soon as possible.

If your child has any physical or mental health needs because of the virus outbreak, please let your child's school counselor know as soon as possible.

This document has been modified from documents created by the Georgia Department of Education.

SAMPLE LETTER TO PARENTS: Schools Closed

(Use this letter to inform parents of school closing.)

Dear Parents,

The _____ health officials have recommended that _____ school(s) in _____ to close immediately. This order is because of the pandemic virus situation.

_____ school(s) is/are immediately closed until further notice and children should stay home. The school(s) may be closed for several days or weeks to reduce contact among children and stop the spread of the virus. We know this is a hard time for our community and our hearts go out to those who are ill.

We will remain in contact with you to update the status of the school(s). You may wish to check our school district webpage for updated information and tune to local news stations for more details about our plans to continue education and possibly reopen the school(s).

We know that it may be hard to get a doctor's appointment, go to a clinic or get treated in a hospital emergency room. Here are some tips for helping those who are sick with the virus:

Keep the sick person as comfortable as possible. Rest is important.

For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).

Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.

Keep tissues and a trash bag within reach of the sick person.

Be sure everyone in your home washes their hands frequently.

Keep the people who are sick with the virus away from the people who are not sick.

For more information, call your healthcare provider or the local health department (insert number) and check the CDC website.

We will contact you as soon as we have information about classes or school reopening, and we will also inform the local news media.

We encourage all parents to encourage their children to read whatever textbooks are available at home, to read other material at home, to practice computations and writing, and access instructional programs on the internet, network, public, and/or access channels.

This document has been modified from documents created by the Georgia Department of Education.

SAMPLE LETTER TO PARENTS and STAFF: Case in Nearby County

(Use this letter to inform parents that a virus is in Missouri and is in a nearby county but not in your school district.)

Dear Parents/Guardians/Staff:

I hope you have taken time to carefully review the letter from me that was distributed to all students and staff regarding the virus and which is now posted on our website. As of this writing, there have been no confirmed cases of this virus in _____ County. However, there has been a confirmed case in _____ County.

At this time, local public health officials tell us that students can continue to safely attend classes and schools will remain open. The spread of the virus will be monitored closely in the coming days and we will follow recommendations of public health officials in response to any changes in the status of the virus which could affect our schools and community.

In the event there are confirmed cases in _____ County, we will work with public health officials to carefully evaluate necessary actions. If school closings become necessary, we will inform our community immediately using our website, our education channel, and the media.

Based on the circumstances, schools may be closed for days or weeks. Parents should begin now making plans for childcare in the event it is needed. We will inform you of our plans to continue education in some form [**school may want to attach instructions for education continuity**]

Please continue to implement the following measures to protect against the virus:

Staying home from work or school and limiting contact with others when you are sick

Covering your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.

Frequently washing your hands with soap and water or an alcohol-based hand sanitizer

Avoiding touching your eyes, nose and mouth. Germs spread this way.

Avoiding close contact with those who are ill.

Up-to-date health information can be obtained at the CDC website.

This document has been modified from documents created by the Georgia Department of Education.

Handwashing and Infection Prevention Campaign Materials

Free copies of some literature are available from the Missouri Department of Health and Senior Services (DHSS) warehouse.

Items can be ordered using the **order form** at <http://health.mo.gov/living/families/handwashing/pdf/LiteratureOrder.pdf>.

Literature numbers to be used for ordering literature are listed under each item below.

Wash Your Hands (flyer/poster) [English](#), [Spanish](#), [Bosnian](#), English laminated, 8½”x11”



This flyer/poster provides brief instructions on proper handwashing. It is appropriate for use with all audiences to encourage good handwashing habits at all times. Display the poster in all restrooms

English laminated #297
Spanish #238
Bosnian #1267

and food-preparation areas, use as a handout in awareness displays/activities or attach to newsletters/bulletins. **The Bosnian and Spanish versions are only available in electronic format.**

Cover Your Cough/Clean Your Hands (flyer/poster) [English/Spanish](#), 8½”x11”



Good health habits like covering your cough and washing your hands can help prevent respiratory illnesses such as the flu. This flyer/poster provides brief instructions on the proper etiquette for covering your cough and handwashing. It is appropriate for all audiences. It is two-sided with English on one side and Spanish on the other. A CDC version of this poster can be found at <http://www.cdc.gov/flu/protect/covercough.htm>.

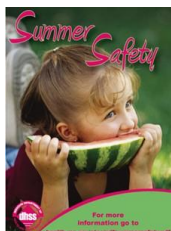
English/Spanish #1031

Stay home if you are sick! (flyer/poster) [English](#), [Spanish](#), and [Bosnian](#), 8½”x11” and 11”x14”



English #1034 8½”x11”
#1030 11”x14”

This flyer/poster promotes staying home when sick. It is intended for all worksites and particularly clinical and residential care settings. It could be posted in employee break areas, made available as a handout for community awareness displays/activities, and handed out during employee orientations. The English version is available in two sizes. **The Spanish and Bosnian versions are only available in electronic format.**



Public Health Message E-cards

E-cards are electronic postcards that send public health messages in the click of a button. All you need is an e-mail address (or a group contact list) to send a personalized health message directly to cell phones or personal computers. They can be found on the DHSS website at <https://health.mo.gov/ecard/index.php>

Tackle the Flu (flu prevention program)

<https://health.mo.gov/living/healthcondiseases/communicable/inf/luenza/tacklethefluform.php>



Flu Season promotional materials including **Bookmarks** (#661), **Coloring page** (#691), **Stickers** (#671), **Tip Card** (#670), **Window Cling** (#1142) and posters

School Poster 8½”x11” #672
Chronic Disease Poster 8½”x11” #676

Health Care Worker Poster #1141
Minority Health Poster #698
Senior Poster #679
Pregnant Poster #675

Dirty Hands Spread Disease Wash Them! (magnet) English, 2”x 3½”



English #952

This magnet promotes handwashing. It can be placed on refrigerators, on stall doors in public restrooms, on metal cabinets in food preparation areas and in offices on metal file cabinets. It can also be given as a promotional item in awareness campaigns.

The STOP DISEASE Method of HANDWASHING (flyer/poster) English, 8½”x11”



This flyer/poster provides brief instructions on proper handwashing. It is appropriate for use with all audiences to encourage good handwashing habits at all times. It can be displayed in all restrooms and food-preparation areas, used as a handout in awareness displays/activities, or attached to newsletters/ bulletins. It is only available in electronic format.

<https://health.mo.gov/living/families/handwashing/pdf/StopDisease.pdf>



Information on the prevention of the spread of the COVID-19 virus, including [Leaving your Home](#), [Caring for your Hands](#), [Environmental Cleaning](#), as well as recommendations for [Food Service facilities](#) and [Child Care providers](#) is available on the DHSS Communicable Diseases page:

<https://health.mo.gov/living/healthcondiseases/communicable/novel-coronavirus/>



Student Transportation Considerations

The school bus is often the student's first point of contact with the school in the morning and the last point of contact in the evening. Thus, LEAs should pay particular attention to protocols used in student transportation to minimize the spread of the COVID-19 virus and protect both students and employees.

The following is an example of considerations and protocols that LEA could put in place during the COVID-19 pandemic. These precautions are not required by law and may not be feasible for some LEA, but should be considered. LEAs need to work with their local health departments to ensure the protocols align with the most current guidance and recommendations from the CDC and the [National Association for Pupil Transportation \(NAPT\)](#).

Communication

LEAs should emphasize to parents and students prior to re-opening schools that the LEA has thoroughly disinfected all buses and student transportation vehicles. Parents will want to know more about what you have done in the 'down-time' to ensure the cleanliness and readiness of the school buses on which their children will be riding. In addition, the LEA should communicate to parents and students that student transportation vehicles are included in the district's COVID-19 plans and what role that students and parents will play in ensuring safety and minimizing infection while utilizing LEA transportation services.

Preparation and Cleaning

- Inspect all buses and transport vehicles for cleanliness and safety.
 - Vehicle safety inspections are current.
 - Scheduled service and preventative maintenance is completed or still on schedule to be completed.
 - Cab/passenger areas are thoroughly swept and clear of dirt, litter or loose material.
- Inventory, collect, and purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected more frequently and thoroughly than previous years. Use products recommended by the CDC, local health departments and/or risk management professionals. Some of these products are listed on the following website from the U.S. Environmental Protection Agency (EPA) <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>
- Conduct worksite hazard assessments to identify COVID-19 prevention strategies, such as appropriate use of cloth face coverings or personal protective equipment (PPE), and follow the prevention strategies.
 - Determine if PPE will be used while driving routes.
 - Provide appropriate PPE for cleaning, disinfecting, and sanitizing.
 - Determine if physical barriers between the driver and passengers entering and riding the bus are feasible.

- Thoroughly clean and disinfect all buses and transport vehicles.
 - Clean and disinfect all commonly touched surfaces within the entry, passenger and driver's areas of the bus or transport vehicle.
 - Keep doors and windows open while cleaning.
 - Wipe heat and air conditioner vents.
 - Refer to the CDC for additional information: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>.
 - Clean and disinfect buses before, between, and after routes, trips or extensive driving events and at the end of the day.
 - Wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tests positive for COVID-19 or exhibited symptoms of COVID-19. If 24 hours is not feasible, wait as long as possible. Affected buses can be used immediately after cleaning and disinfection.
 - Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them.
 - Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. Ensure Material Safety Data is available for all chemical products used in the process.

Modifications to Transportation

- When feasible, assign drivers to a single bus and a specific route and take other measures to minimize the number of drivers who use a vehicle.
- When feasible, assign students to a single bus. When necessary, exchange drivers as opposed to loading students onto a different vehicle.
- Limit students to one route and prohibit practices such as being picked up and dropped off in different locations, using different routes.
- Consider restricting routes between areas experiencing different levels of disease transmission.
- Stagger drop-off and pick-up processes and locations.
- Consider staggering bus route times to align with staggered school start times.
- Reduce the numbers of students on the bus at any given time:
 - Encourage parents who can do so to transport their students to and from school and activities.
 - Encourage students to walk to school. Work with the community to provide appropriate crossing guards and work with parents in neighborhoods surrounding the school building to provide supervision for students walking to school.
 - Encourage students to ride their bicycles to school by providing bicycle racks and locks.
 - Consider minimizing the district's transportation zone and not providing transportation to students that live within three and a half miles from the school building. See [167.231, RSMo.](#)
 - Consider adding additional routes.
 - Arrange to transport medically fragile students in separate vehicles or pay parents or staff members to transport students separately.
- Apply the most current social distancing guidelines.
 - Consider closing every other row of seats.
 - Consider only allowing one child to a seat.
 - Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles.
 - Use volunteers or bus aides to enforce social distancing.
 - Encourage parents/guardians to monitor social distancing at bus stops. Prior to the first day of school, encourage parents to add chalk marks or tape at the bus stop in six-foot intervals to teach students the appropriate distancing techniques.

- Ensure ventilation systems operate properly while students are on the bus and increase circulation of outdoor air as much as possible by opening windows, using fans, or other methods. However, do not open windows if they pose a safety risk to passengers or employees, or other vulnerable individuals such as students with asthma.
- Consider PPE, such as masks or cloth face covers, for passengers.
- Prohibit eating or drinking (unless medically required) or chewing gum on the bus.
- Consider installing hand sanitizer stations inside buses or provide drivers and passengers with access to alcohol-based hand sanitizers containing at least 60% alcohol on the bus.
- Consider reserving a specific seat for a medically fragile child that is not used for any other student during the day, with special precautions for disinfecting, or have the LEA arrange for separate transportation for that student.

Transportation Employees

- Review and update the list of available drivers and verify qualifications (driver's license, medical statements, annual training, etc.). Communicate status update requirements as needed.
- Prepare a list of drivers for respective routes and other school related functions.
- Create a list of available substitute drivers with appropriate qualifications. Anticipate the need for additional substitute drivers in the next school year.
- Cross-train drivers on routes to ensure that more than one employee is prepared to drive a route if there are unexpected absences.
- Encourage all drivers to obtain or update immunizations.

Training

Ensure drivers and maintenance/cleaning staff are properly trained in the use of the tools and products as related to cleaning of buses and other transportation vehicles. See [162.065, RSMo.](#) (Eight hours of annual training required.) Examples of training topics should minimally include:

- Correct information about COVID-19, how it spreads, symptoms, and risk of exposure.
- Appropriate protocols for coughs and sneezes for employees and students so that employees can model appropriate behavior and correct students.
- Who to contact if a student or the driver exhibits symptoms of COVID-19.
- The requirement that personal protective equipment (PPE) is worn (disposable masks, gloves, clothing, etc.), how to wear them correctly and maintain and dispose of the equipment.
- The appropriate methods for cleaning buses, including opening doors and windows for effective circulation and to avoid extensive exposure to cleaning fumes.
- The location of and how to use eye wash stations in the case of chemical contact with eyes.
- The hygiene expectations of staff.
- Techniques for minimizing exposure such as:
 - Using gloves when handling and disposing of trash
 - Avoiding touching surfaces often touched by passengers
 - Universal precautions when handling bodily fluids.

Transportation Management or Routing Departments

- Follow social distancing guidelines of six feet of separation. (*See Social Distancing in the School Environment-Appendix B.*)
- Rearrange workstations to ensure they are separated by six feet.
- Consider placing barriers between workstations if they cannot be separated by six feet.
- Provide cleaning supplies to clean surfaces before, during, and after the workday.
- Provide sanitizing stations and effective hand sanitizer to employees.
- Assess the need for, and supply, PPE if warranted.



EXAMPLE-Outbreak/Pandemic Report

School Year	
School	
Address	
Contact Person	Phone Number () -
City	County

Number of school buildings in your school district _____

Number of schools affected by this outbreak _____

Total enrollment of district (approx.) _____

Total enrollment of schools affected by outbreak (approx.) _____

The date on which this outbreak apparently began ___/___/___

	Date	# Normally Absent	# Absent this Outbreak
Day one of outbreak	___/___/___	_____	_____
Day two of outbreak	___/___/___	_____	_____
Day three of outbreak	___/___/___	_____	_____
Day four of outbreak	___/___/___	_____	_____
Day five of outbreak	___/___/___	_____	_____

Please list the major symptoms being reported by students or staff:

1. _____
2. _____
3. _____
4. _____

Please check the grade level most affected by the outbreak

- Preschool
 Elementary
 Middle School
 High School
 Staff

Please send this Outbreak Report to:
 Your Local Health Department
 The School Nurse and School Office Designee

Considerations for Missouri School Districts to Utilize Telepractice for Re-Entry

Telepractice is the application of telecommunications technology for the delivery of behavioral counseling, speech-language therapy, occupational therapy, or physical therapy services at a distance by linking a licensed provider directly to a student for assessment, supervision, intervention, and/or consultation. Telepractice is an approved way to deliver services to students in the state of Missouri.

- Telepractice can be used in conjunction with a school district’s in-person staff or by itself. School districts may consider contracting with telepractice vendors to help support:
 - *Make-up time for missed services
 - *Grade-level screenings
 - *Evaluations
 - *Medically fragile students unable to return
 - *Assistance with caseload management
 - *Regular therapy services
- Students can receive telepractice in a school setting or in their own home.
- Generally, the school and caregiver need a reliable internet connection, computer or tablet with video camera options and speakers.
- Students of all ages have experience with screen-based technology and are comfortable interacting in this manner.
- Telepractice services delivered in the home setting, will provide caregivers assisting with facilitation of the therapy session, benefits from coaching, cueing and use of therapy strategies resulting in improved student progress.
- All IDEA responsibilities of licensed providers, eligible to provide telepractice, can be conducted by a tele-therapist including, but not limited to, assessments, which can be administered utilizing instruments validated for on-line administration, development of an IEP, and attending conferences via internet.

If entering into a contract for telepractice, districts should be discerning about the teletherapy vendor with whom they enter a contract. Not all vendors are equal and considerations beyond the lowest hourly or subscription cost are important. For more telepractice considerations, visit: <https://dese.mo.gov/sites/default/files/se-compliance-telepractice-considerations-2020.pdf>

Can Telepractice sessions be billed to Medicaid? Yes. With the passage of SB 579 in 2016 schools became authorized to receive reimbursement for services delivered via telepractice. As stated in the MISSOURI STATE PLAN: REGULATION VIII: PERSONNEL STANDARDS “Telepractice is a service delivery model using technology to deliver professional services at a distance by linking professional to student or professional to professional for assessment, intervention, and/or consultation. Utilization of telepractice is governed by the Missouri professional licensing boards and by the policy, procedures, and practices for each profession (i.e. The American Speech-Language-Hearing Association, The American Occupational Therapy Association, The American Psychological Association, etc.)” Telepractice/Teletherapy is a service delivery model which is determined by the district and services provided via telepractice are billable to Medicaid (provided all business rules have been met) and the therapist is acting within their scope of practice.

Additional resources:

<https://revisor.mo.gov/main/OneSection.aspx?section=191.1145>

<https://revisor.mo.gov/main/OneSection.aspx?section=208.675&bid=33367>



Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19

Note: This document is NOT a substitute for nursing judgment and does not dictate an exclusive course of action. State and district laws and policies should be followed. This guidance is based on current research available at the time of publication: 3/31/2020

School nurses are essential healthcare providers in the community working on the frontlines of the COVID19 pandemic in schools. School systems are transitioning to an online or virtual format. Populations of students without internet access or home electronic devices exist and provide a challenge for instruction. Students living in poverty with limited access to healthcare and adequate nutrition are often the same students lacking the ability to receive online instruction due to limited resources. In order to address the educational needs of this population, school systems are sending home backpacks, instructional materials, including electronic devices, paper documents, food supplies, student medication, and other items based on the needs of the population.

Students with chronic diseases may need the medications and procedure supplies that were used at school sent home, such as for G-tube feeding, catherization, as well as supplies for diabetes management, asthma care, severe allergies. This list is not considered comprehensive and should be based on individual student needs. Diapers and wipes have been in short supply in the community. Families may need these supplies from school for their students with special health needs.

Guidance by the school nurse to the school community is needed to reduce the likelihood of disease transmission.

Decisions regarding the transfer of materials between school and home are based on evidence on the transmission of COVID19.

(Refer to CDC's *Coronavirus (COVID-19) How to Protect Yourself* at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>)

- 1) According to the CDC, the primary route is person to person in close contact (within 6 feet)
 - a. When an infected person coughs or sneezes, respiratory secretions or droplets carry the virus
- 2) Based on research in the *New England Journal of Medicine*, the coronavirus is stable for several hours to several days on surfaces including two to three days for plastic and twenty-four hours for cardboard (Van Doremalen et al., 2020).

Sending resources from schools to families:

- 1) Prepare materials to be sent home.
 - a. The location for material preparation should be cleaned and disinfected according to EPA guidelines with adequate space, light and ventilation for staff.
<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>
 - b. Establish a screening procedure for staff assisting with the material preparation.
 - a. Staff preparing the materials should:
 1. Be symptom free, without a fever, cough, or shortness of breath. (Fever is 100.4+)
 2. Wash their hands with soap and water for 20 seconds or use 70% alcohol hand sanitizer prior to preparing materials.
 3. Staff preparing the materials should not have been recently exposed to another person with the COVID19, including a family member in isolation.
 - b. Staff should be trained by the school nurse on infection control basics, social distancing, hand washing, and use of gloves/facemasks if needed for preparation and delivery of materials.
 - c. Paper documents can be placed in large envelopes. Use envelopes that have a tie or use tape/labels to secure. Do not use envelopes that require moisture to secure.
 - d. Plastics, including electronic devices should be disinfected according to manufacturer recommendations.
 - e. Backpacks or cloth bags should be new or laundered if used.
 - f. Materials should be prepared at least 24 hours in advance for paper materials, and 72 hours in advance for plastic materials.
 - g. Medications and other health supplies may be returned to families at parent/guardian request.
 - a. School nurses need to document in accordance with legal requirements/medication policy.

1. For example, the date, time, number of pills, tablets, or items returned to whom, and verified by another person if required.
- 2) Options for sending materials: pick-up site at school location(s), dropping off at student homes, or mailing directly to students.
 - a. For onsite pick up, consider community needs including transportation options of families, community bus routes, and walkable routes.
 - a. Focusing on Title 1 Schools as community hubs will reach families living in poverty.
 - b. If nutrition programs are occurring within the school system, consider partnering with these locations for instructional material pick-up.
 - c. Use family drop off lanes outside at schools and have families place the student name on the windshield for easy identification.
 - d. Create walking zones outside of school for in person pick up with tables to maintain 6 ft distance between staff and families. Use cones, chalk, or tape to direct families and assist them in keeping the required distance apart.
 - e. Instruct families that have an ill family member not to attend. Families can notify the school and send a replacement such as a neighbor or friend.
 1. A signed note by parent/guardian is suggested for permission.
 - f. Schedule pick-up times to spread out the number of people present at any given time to less than 10 persons.
 - g. Medications should be picked up at school sites by adult family member.
 1. A signed note by parent/guardian is suggested for permission.
 - b. Drop off procedures using school bus routes is an option for school systems, especially in rural or tribal areas that cover large geographic areas. Social distancing of 6 ft must be maintained with no direct contact.
 - a. Bus drivers or other staff may assist with material drop off, including food items at the curb in front of the student's home.
 - b. Teachers or other staff may drop off items at student homes, with previous notification.
 1. Safety of staff should be considered.
 2. Use of gloves is recommended if available.
 3. Staff should have access to hand sanitizer to use before and after each drop off location.

4. Materials should be left on a porch, driveway, or entryway for apartments/condos.
- c. Mailing materials through the USPS or others is an option to consider.
 - a. It is possible that the costs of mailing materials may be recouped through state or federal resources due to the emergency status of the pandemic.
 1. Follow school system policy for mailing materials.

Returning materials from families back to school:

1. If nutrition programs are occurring within the school system, consider partnering with these locations for return of instructional materials.
2. Use family drop off lanes at outside of schools and have families place the returned items in a bin with a teacher or grade level on the bin for easy identification.
3. Use return bins with wheels and lids to secure prior to moving into the school lobby or another central location.
4. Create walking zones outside of school for in person drop-off with tables to maintain 6 ft distance between staff and families. Use cones, chalk, or tape to direct families.
5. Instruct families that have an ill family member not participate, notify school and send a replacement such as a neighbor or friend.
6. Schedule pick-up times to spread out the number of people present at any given time to less than 10 persons.
7. Clean and disinfect tables and other equipment used in the drop off.
8. Allow materials to sit for 24 hours before they are accessed by staff if paper materials, and 72 hours for electronic devices.
 - a. Staff should use gloves for moving the materials to an interior location.
 - b. Staff should be trained by the school nurse on procedure(s) to clean and disinfect items meeting this requirement.
 - c. Custodial staff are resources for safe and effective cleaning materials effective against COVID-19.



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EXAMPLE-CRITICAL INCIDENT PROTOCOL
(This example originated from the Kansas City School District.)

Critical Intervention & Stress Management Team

The **Critical Intervention & Stress Management Team (CISM)** team (or other similarly named team that functions in the same manner) consists of designated trained mental health providers who respond to individuals or groups of school staff, students and support workers reported to be suffering from stress after a critical incident. CISM team members provide pre-incident education and post-incident defusing and debriefing. The standard CISM team consists of:

- One or more “student intervention” social workers, case workers, and clinically trained/licensed school counselors.
- Approximately 10 individuals as a pool with 4-5 individuals being available to respond to an incident at any given time.
- Managed by the local Director of Mental Health Services or other licensed mental health care manager.

Examples of critical incidents include but are not limited to:

Student/staff/family deaths	Suicides	Mass causality incidents
Community violence	Natural disasters	Violence in school

A CISM incident takes priority over all other responsibilities. Designated CISM team members must respond except for rare extenuating circumstances. Designated alternate members must be available for response in the absence of others.

CISM Notification Procedure

1. Should an incident occur as noted above and no CISM team members are on-site at the time of the incident, the school administrator must contact the designated team manager within 24 hours or less of the incident using the following contact information:

Name	Title	Email	Office Phone	Mobile Phone

2. The team manager must acknowledge receipt of the notification of the critical incident and the CISM team response request. The manager will relay a message to the CISM team member assigned to the school, building or facility in question.

The social worker assigned to the area will be considered the “Team Lead” and will provide direction to the CISM team for that incident unless another CISM team member is based at the location of the incident. Team management will dispatch other team members as needed and/or depending the on situation.

3. The assigned CISM Team Lead will contact the school administrator or assigned school contact to assess and determine the next steps. The CISM Team Lead will go to the location of the incident for assessment to determine the appropriate action.
4. The CISM Team Lead will determine appropriate steps to manage the situation in conjunction with team management and determine whether to dispatch the CISM team members or report the situation “under control.”
 - a. If the CISM team is needed, the CISM Team Lead must notify management.
 - b. The CISM Team Lead notifies team management to facilitate scheduling arrangements and appropriate actions.
 - c. The CISM Team Lead will set up a Command Center at the location of the incident where the CISM Team can debrief and meet for continued team updates.
5. Team management will contact the other CISM team members to be dispatched to the location of the critical incident.
6. The CISM Team Lead at that location ensures that all CISM team members included in the debriefing/intervention are provided any information needed, including any incident reports or relevant information.
 - a. The CISM Team Lead conducts the debriefing and post-debriefing meetings, and completes all written reports, employee referrals and other necessary follow-up.
 - b. Upon conclusion of any CISM incident, the CISM Team Lead ensures all sensitive materials are accounted for and properly stored and appropriate documentation is completed.
7. The CISM team members will debrief together after the incident to ensure the entire team understands the plan and all CISM team members can emotionally process the event. The CISM Team Lead will request team management be present at the debriefing if deemed necessary.

Participation in CISM Debriefings/Interventions:

1. All CISM team members should attend initial debriefing sessions. Staff and students directly involved in the incident will be interviewed or asked to participate in the meetings. Other students or staff indirectly impacted may be asked to join if deemed appropriate by the CISM team members.
 - a. The CISM Team Lead, in conjunction with management, will determine appropriate actions and logistics of the debriefing/intervention depending on the incident and participants.
 - i. Large groups may be split into smaller groups or sections to provide the best care and support.
 - ii. Meetings should be conducted in discrete settings to protect privacy.
 - b. Building administration personnel should be present unless considered unnecessary.
 - c. Separate meetings can be offered to supervisors or other staff/students for information purposes.
2. Staff who were involved in an incident are strongly encouraged to participate, but it is not mandated.

CISM Team Members

1. Team members are required to complete an initial CISM training program provided by team management or an external organization.

2. Team members are responsible for notifying their building supervisors of CISM activities (providing as much notice as possible) in order to minimize the disruption of work and to allow special arrangements.
3. Team members must not divulge any confidential information obtained in the course of conducting a debriefing unless the participant has agreed (in written authorization) that specific information may be shared.
 - a. Note: CISM team members are mandated to report child abuse/neglect and suicidal/homicidal behaviors.
4. Team members must complete a CISM “Team Report” form each time they participate in a CISM program (e.g., defusing, debriefing). One form should be completed for each incident. (*See form at end of this protocol document.*)
5. Team members must be available for debriefings and acknowledge that a CISM incident takes priority.

Administration

All leadership, including building administrators, executive leadership, and executive directors within the school district, schools, buildings and facilities are responsible for a sufficient understanding of the CISM protocol. Administrators should recognize situations appropriate for a debriefing so they can initiate and support the process. Administrators are responsible for contacting CISM team management for CISM support or assign a designee in their buildings to act as liaison.

CISM Team Management Responsibilities

1. Assists in scheduling debriefings and coordinates the dispatch of the CISM team.
2. Schedules training programs and coordinates with external agencies to provide training if necessary.
3. Works with administration to provide policy direction to the team, solicit department support, and select new team members.
4. Maintain data on all CISM responses.
5. Serves as the primary contact for CISM incidents.

Administrative/Post-Incident Debriefing

1. Team management must ensure post-incident debriefing is conducted for administrators. The meeting should include coordination and feedback about the incident as soon as possible. Examples of topics may include but are not limited to:
 - a. Debriefing the Superintendent and/or Public Information Officer (PIO).
 - b. Reviewing actions of CISM team members during the incident.
 - c. Reviewing the incident's impact on staff and students.
 - d. Review of corrective actions taken and still needed.
 - e. Creating plans for improvement to avoid another incident.

Note: In cases where the affected staff are on days off or away from the worksite (including leave due to the incident), this is handled by executive school or building administration.

2. All team members will reconvene after the incident to ensure members understand the plan and can emotionally process the event.
3. The Team Lead will contact the building administrator of the location of the incident at least 1-2 weeks post-CISM event to ensure no other services or interventions are needed.
 - a. Note: The CISM team is not an ongoing therapeutic intervention for specific staff or students. If more intensive services are needed, CISM team members will recommend appropriate services.

CISM TEAM REPORT

Date of Event: _____

Date Notified of Event: _____

Date of Debriefing/Intervention: _____

CISM Team Lead: _____

School(s) involved in incident:

CISM Team Members Present:

1.

2.

3.

4.

5.

Provide a brief description of the event/incident (use back if needed):

Number of individuals involved in debriefing:

School Staff: _____ Students: _____ Family Members/Community Partners: _____

Actions Taken by CISM Team (Check all that apply):

Defusing Incident Debriefing One-on-One Counseling Session

Consultation Counseling Session (Group) Large Group Meeting

Referral to Outside Agency Other (Please note)

Include additional information on action steps taken (Noting post-debriefing plan): _____

CISM Team Lead Signature/Date: _____

Date Team Lead will follow-up w/Building Administrator (within 2 weeks post-incident): _____

Please document follow-up actions taken within 2 weeks after incident / debriefing - Use back if needed.

Send form to CISM Management



HANDLING CRISES FROM VIRTUAL PLATFORMS

As we've all learned from recent circumstances, the possibility of schools being out for extended periods of time is a new reality. It's a reality that must be incorporated into our crisis response procedures for students and staff. Missouri School Counselor Association (MSCA) has drafted some tips and pointers for this new section in your crisis manual.

Pre-Planning

- Having a school team for this planning is essential. With the administration as the lead, key teachers, counseling staff, school nurse, school psychologist/social worker, school resource officer, head custodian and possibly someone from food service would be valuable members for this team.
- The school team should address equity and access issues of the students and come up with a plan for work completion and grading.
- Discuss with your administrator how to ensure the security of student records, and how those records should be accessed
- With your administrator, develop a list for continuity of operations that includes who the primary and backup individuals are for the responsibilities outlined in your planning
- Have discussions with your administrator and crisis team to identify resources and responsibilities for keeping students and parents informed
 - Prepare handouts, announcements, etc. ahead of time to have ready
- Create a calendar of meetings for the faculty with the administration so updates/check-ins can be shared. Specific dates are not necessary; something as simple as "Mondays are faculty meetings; Tuesdays are meetings with the counseling department; Wednesdays are team meetings", etc. can help create continuity of communication and forward motion.
- Discuss with your administrator the expectations of the counseling department. Clearly define the scope and function of your role in concrete terms.
 - Develop alternative plans in the event of illness and/or changes in leadership/staff
- Identify with administration the ways the counseling program can assist in the transition to virtual learning.
 - Prepare handouts, resources and other information ahead of time to have ready
- Review your district's social media policies.
 - If your district requires specific procedures for talking with students from a virtual platform in the event of a shut-down, discuss how to get those procedures enacted with appropriate stakeholders and when the best time would be to do so
- Get training on virtual counseling (webinars, online courses, MSCA or ASCA presentations).
- Make a list of items that you want to bring home for your school counselor activities (i.e. DFS referral information, suicide ideation paperwork, referral/resource list, phone number of emergency personnel, ASCA Code of Ethics, your building's Crisis Manual).

- Most of these can be prepared and gathered ahead of time. Put them in a folder or packet where you can just “grab and go.”
- Prepare lessons that students can do from home both with or without the internet. This is a good time to utilize Missouri Connections and/or have students work on their ICAPs.
 - Prepare these ahead of time and have them ready
- Include information about how and when to contact you with the lessons so everyone knows how to reach you in case of need. (e-mail, text messaging, phone, virtual platform)
 - This information can be readied ahead of any event
- Secondary and Multilevel school counselors: discuss how senior grades, graduation, prom, awards night, testing will be handled
- Discuss with your administrator how IEPs and 504s will be handled, in consultation with Special Education (i.e. how meetings will be held, who leads, how interventions/accommodations will be handled)
 - Add any documents to your packet of items to be taken home
- Put important forms and documents into electronic formats with which the staff is familiar so people who need them can get easy access (i.e. meeting forms, forms for student issues such as suicide, abuse, etc.).
 - Consider creating a list or spreadsheet of all electronic documents/forms with details about who can and should access what (include their role, as well as name). Share this list with your administrator or supervisor.
- Put copies of all-important forms, manuals, information on a flash drive as a back-up.
- Identify the district/building guidelines on student contact and devise a plan for connecting with students based upon those guidelines that values available methods and honors counselors’ private information.

Procedures for the School Counselor

- Prepare your website/social media accounts and communicate pertinent information to your stakeholders. It may be helpful to create a stand-alone document with this information that can easily be shared/posted on multiple platforms and easily referenced (e.g., in a shared Google drive, via social media from you and your school administrator). This information should include:
 - Emergency procedures, including a clear directive to call 911 if there is an emergency
 - Emergency phone numbers and other resources, including child abuse and neglect hotline information
 - The hours you will be working
 - How people may reach you
 - Any activities you will be providing
 - Any activities you typically offer that will not be provided remotely (redirect to appropriate contact if applicable)
 - Any restrictions that stakeholders should know about (i.e. district policy on contact using virtual platforms)
- Investigate how you might deliver the school counseling program electronically to help alleviate worries and fears (work together with all the counselors and administrators in the school district):
 - Check-ins with vulnerable students via live-stream or texting or email
 - Work with your administrator and other school personnel to determine how vulnerable students will be identified and monitored, including when/how you’ll be contacted and by whom; this may be part of a

- building- or school-level system to have regular check-ins with all students, monitor “absences,” etc.
 - Teaching coping skills using posted videos and other information on websites, social media, Youtube, etc.
 - To the extent possible, post vetted and public resources on your website where they can be accessed by a variety of stakeholder on an as-needed basis
 - Supporting school staff with their own self-care and/or how they can best supports students and their families
 - Staff may need additional resources and coaching around social-emotional learning and/or identifying vulnerable young people who need further supports
 - Offer to host/participate in teacher virtual meetings and/or do weekly teacher check-ins
 - Help students transition to online or livestream format.
 - Giving study techniques and tips on social media or websites
 - Reach out to students who have special identified learning needs-work with the special education department
 - Assist families to access free internet services (be available via phone **specific hours** for those who do not have internet)
 - Provide additional ideas and resources to parents/caregivers about how they can best support their students in distance learning; consider offering relevant information and resources for parents/caregivers on coping with distance-learning, managing stress, etc.
 - Being available via text, phone, or email for students who have questions about grades, college/career issues (financial aid, A+, letters of recommendation, scholarships, ICAPs, etc....)
 - Promoting the use of MoConnections or other such tools that the school uses to help them focus on the future.
- Take your folder of information home!
- Take care of yourself
 - You cannot be available 24/7. Make sure it is clear when you are available. Set specific office hours and honor them, as much as is possible.
 - Have an up-front conversation with your administrator (and other counselors in your building/district, if applicable) about how you should address concerns about exceeding your defined workload. If possible, schedule a regular check-in with your administrator to discuss your workload and opportunities for improvement.
 - Exercise every day (take walks, stretch, lift weights, etc...). Get outdoors if you can.
 - Practice good coping skills. Don't overindulge (food, alcohol, tobacco, social media, video games, TV etc..).
 - Get enough sleep.
 - Connect with friends and family (call or video chat).
 - Be creative (whatever that is for you: crafts, photography, dance, music-singing or a musical instrument, etc.)
 - Pray, meditate, or get in touch with your spiritual side.

Protocol for Online Meetings

Online meetings can be efficient and effective ways to communicate with various audiences and to conduct business. In some cases, counseling sessions can also be conducted online. If you are using an online meeting platform for any reason, be sure to follow these important steps:

1. Get definitive instructions and expectations from your district/administration regarding online meetings of any type with students, staff, parents, and others. Make sure you are clear about expectations, limitations, accountability and liability.
2. Consult your board policies and ask your teachers' association representatives about best practices for online meetings, your responsibilities and your liability.
3. For online meetings of any type, seriously consider having another educator in the meeting with you. If the meeting is with a student, it's very important to have the parent present, if at all possible. It's critical to have someone from your staff present who can attest to what happened, what was said/not said during the meeting.
4. You might consider asking students to have a parent at home if/when you connect with them virtually. This could be especially important if there is an emergency situation with the student, such as suicidal ideation.
5. Do NOT post pictures of students anywhere without the express approval of your administration!
6. Send communication to students through their parents'/guardians' email or through Google Classroom. Always blind copy yourself so you have a record of what has been sent.
7. Be extra cautious with what you write and say virtually. It's impossible to know who has access to this information.
8. Whenever you are on a virtual platform, make sure you are professionally dressed. Expect the same from the person(s) you are interacting with. If someone, especially a student, is not dressed appropriately, end the meeting immediately. Tell the student you will contact them later in the day and that you expect they will be dressed appropriately. Let your administrator know what happened and document the situation in your notes.

How To Handle A Potentially Suicidal Student

NOTE: Missouri state statute [170.048, RSMo.](#) requires all public school districts to have a suicide awareness and prevention policy. You are required to follow that policy. Please make sure the following language does not conflict with the policy requirements.

If you are **currently working with a student** who appears to be experiencing a suicidal crisis **begin at Step 1.**

If you are **informed of a student** who may be having a suicidal crisis by another member of the school community, **proceed to Step 2.**

Step 1: If a student you are working with appears to be having a suicidal crisis use active listening to:

- Establish a trusting relationship with the student
- Decrease the intensity of the student's emotions

- Ask about the student's current state of mind, if he/she has a plan, if he/she has a way to carry the plan out, and when (date, time) the student intends to carry out the plan

Step 2: Inform parents/families

If you are in direct contact with the student in crisis maintain video/voice contact with the student while this contact is made, if possible. For example, you might ask the student to bring the phone/laptop to the parent/guardian/another adult, if the parent/guardian/another adult is in the same place as the student.

If the parent/guardian is NOT in the same place as the student:

- **For the safety of the student, talk with another adult who is currently with the student:**
 - Share the information you have with the adult
 - Tell the adult you are calling 911 for a wellness check at the address they are currently at
 - Ask the adult to stay with the student until emergency responders are with the student
 - Contact the parent/guardian to let them know where the student is at and that you have called 911 and asked for a wellness check

If the parent/guardian is WITH the student:

- Share the information you have with parent/guardian
- Tell the parent/guardian to stay with the child until the 911 Emergency Responders/Crisis Team arrives for an assessment
- Verify the address and phone number the student is currently at
- **Call 911 (if you believe the student is in imminent danger or you are unsure. Call the crisis line if you do not believe the student is in imminent danger, but does require an evaluation: 866-495-6735)**
- Notify 911 or Crisis Line of your concerns regarding the student. Have as much of the following information as possible available from your Student Management System or parent/guardian:
 - Student's name
 - Student's birthdate
 - Name(s) of parent/guardian who has custody
 - Phone numbers and addresses of parent/guardian(s) who have custody
 - Address and phone number(s) of people student is currently with

If the parent/guardian is not available, the risk to the student is high, and/or the student is alone:

- Verify the address the student is at and the phone number
- **Call 911 and ask for a wellness check at the address the student is currently at**
- Stay on the line with the student as long as possible, or until emergency responders arrive. (If you have a second phone available, contact 911 with one phone while keeping the student on the first phone)
- Give parent/guardian contact information and addresses to emergency responders

- Continue to try and contact family members regarding concerns

Step 3: Document information received, decisions made and actions taken

- **Document the statements you received from the student, family, other adult, Crisis Line and/or 911 dispatcher and first responders. Also document the time you talked with the student, called parents/guardians, called 911 or Crisis Line, contacted administrator and/or school counselor.**
- Contact your administrator to alert him/her regarding concerns and actions taken
- Notify the school counselor your building so they can follow up with the student and family:

If you have concerns about any student, the student is not in imminent danger, and you aren't sure how to proceed, please call your administrator or one of the counselors. If the counselor for your building isn't available, please contact another counselor on the list.

Adapted from: ASCA FAQ's Virtual School Counseling Ethics, March 25, 2020
<https://www.schoolcounselor.org/school-counselors/legal-ethical/faqs-virtual-school-counseling-ethics>

Handling a Death of Student or Staff Member

- Follow the protocol you have for a death under normal conditions
 - Family contact
 - Sharing of information with students/staff
 - Family wishes for remembrance
- Confer with your Crisis Team members via Zoom or in whatever format you feel is best
- Notify relevant individuals, such as specific teachers, parents, students
 - Consider extending whatever system you've established for checking-in with vulnerable students to individuals affected by the death, including students, families, and school personnel
- Provide students, parents and staff members with any restrictions that may be in place due to the event.
- Share your office hours and the hours of others on your team who would be appropriate to provide counseling and support; think about extending those hours for a set period of time
- Discuss having virtual opportunities for grief sharing; perhaps include grief specialists from the community
- Discuss if/how to honor the individual, the means, the timing, and how to notify people
- Provide information from various community resources
- Debrief with fellow Crisis Team members and do frequent check-ins with one another

Returning to "Normal" Schooling

- Before transitioning back to business-as-usual, talk with your crisis team (and others as needed) about any potential implications of school resuming for vulnerable/impacted individuals in the school community (including students and all adults), keeping in mind how circumstances may have affected "typical" grief processes and how much experiences may vary from person to person.

- Consider opportunities for informal events to help re-orient the entire school community to business-as usual
 - School counselors and members of the crisis team can make plans to be highly visible in the hallways and entrances to school and classrooms; stop in to greet teachers and staff members
 - Consider/plan ideas for classroom meetings for teachers to use in the first few days back to school
- Participate in planning meetings to fully prepare school staff for student re-entry based on current circumstances (i.e. teachers could easily become overwhelmed when trying to meet students where they are after long periods of absence with inconsistent access to learning during the absence - be mindful of how other factors, such as SES, may exacerbate those differences)
- Work with your school administrator and other school counselors to develop a plan to acknowledge and address the trauma individuals (students and staff) may have experienced or been exposed to (i.e., prolonged periods of isolation, depression, social anxiety, grief). Be prepared to address a possible spike in reports of child abuse and neglect.
 - Make a list of students for whom you have high concern; make checking in with them a priority once school resumes
- Call a meeting of your crisis team to discuss what worked in the plan and what needs to be adjusted
- Talk with your administrator about having debriefing meetings with teachers/teams of teachers to discuss the successes and challenges they felt during the time the virtual platform had to be used
- If school is closed for the remainder of the school year, it's possible that some staff members may not be returning in the fall; this makes saying goodbye an issue. Consider putting together a video of brief messages from those staff members and/or a booklet of written messages from staff members who may be leaving. This could be highly valuable to students and staff alike.
- Go back through the Pre-Planning section of this document to see what needs to be put in place before a lengthy cancellation might become another reality

EMERGENCY NUMBERS

If you are experiencing an emergency, please contact the appropriate services listed below:

Emergency: 911

Missouri Statewide Child Abuse and Neglect Hotline: 1-800-392-3738

Suicide Prevention: 1-800-273-TALK (8255) [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org)

Trevor Hotline for LGBTQ Youth: 1-866-488-7386 [thetrevorproject.org](https://www.thetrevorproject.org)

Sexual Abuse: 1-800-656-HOPE (4673) [rainn.org](https://www.rainn.org)

Child Sex Trafficking Text: BEFREE to 888-383-7888

Behavioral Health Response: 1-314-469-4908 24-hour mental health crisis hotline

Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: [samhsa.gov/find-help/national-helpline](https://www.samhsa.gov/find-help/national-helpline)



EXAMPLE-MENTAL HEALTH SERVICES SCREENING FORM

Name of Staff / Your Role: _____ Date: _____

School / Contact #: _____

Student Name: _____ Age: _____ DOB: _____

Guardian Name / Contact #: _____

Primary Address: _____

Was a consent / release of information signed by the guardian provided with referral? ___ Yes ___ No

(If no, please consult with guardian to obtain information and to obtain written consent before referral is submitted) This is a voluntary referral. Guardian can choose to not receive mental health services and can seek out services with any provider.

Is student currently receiving mental health services? ___ Yes ___ No; If yes, what agency? _____

Does the student have an IEP? ___ Yes ___ No Does student have a 504 Plan? ___ Yes ___ No

Please check if this applies to current situation: (If yes, please seek out crisis services ASAP) Call 888-279-8616 and follow school protocol for crisis situations.

Imminent risk of harm to self or others *(please specify/explain): Has intent, plan and the means to act out intent – actively suicidal or homicidal (Complete Brief Suicide Screening)*

Please check all that Apply/Reasons for Referral:

Attendance percentage: ___ Repeated tardiness or truancy Extreme mobility Chronic Suspensions

Academics: Retention Low achievement - chronic Recent change in performance

Social / Emotional: No friends Being bullied Bullying peers Cries alot Sad/Withdrawn

Worries/Anxious Anger outbursts Overt defiance Self-harm threats or behaviors Social isolation

Recent/history of psychiatric hospitalizations Suicidal talk/writings Substance use Frequent Discipline Referrals

Homicidal threats Committed criminal acts

Home Environment: Family member incarcerated Basic needs not met Victim of abuse or witness of abuse

Placed out of home Medical illness/issues Pregnant or a parent Death of someone close to them

Mental illness in the home Substance use in the home

Please list any other concerns or reason for referral:

Please list interventions/referrals (i.e. Juvenile office/Children’s Division) that have been explored to address concerns:

THIS SECTION TO BE FILLED OUT BY SCHOOL’S MENTAL HEALTH TEAM

Date referral to school contact: _____ Initials: _____ Date Sent to MH Agency: _____ Initials: _____

Date of contact with guardian/parent: _____

Follow-up/Action taken:

INSTRUCTIONS:

1. Complete the **entire** form before submitting – be sure to include your name / role and contact information / and the date referral was submitted
 - a. Incomplete forms will only delay the referral process
2. Please ensure that a consent/release of information is attached **and** is signed by the guardian
 - a. The referral **cannot** be processed without a signed consent/release
 - b. **Parent/guardian has the right to not seek services. This is a voluntary referral.** Parent/ Guardian can seek out mental health supports or services at any provider they choose. They are **not required** to seek out services at the local community mental health provider.
3. If the student is at **imminent risk** of harming self or others, follow school/district policy
 - a. Completing this referral is to access **outpatient mental health services only**, and **is not** for crisis situations
4. Please ensure that you are as detailed as possible in your reason for referral and the targeted behavior, including what has already been explored.
5. Once referral is completed, please provide to your school’s assigned Social Worker or Behavioral Interventionist or OSI team member.



Family Contact Checklist

This sample form is to be used by school personnel who call or meet with parents/guardians prior to re-entry.

Student: _____

Parent/Guardian who was contacted: _____

- Verify address.
- Verify contact information.
- Verify emergency contacts or persons to contact in case of student illness.
- If immunizations are due, remind that the student cannot attend unless there are immunizations on file or an appropriate exemption.
- What impact has the pandemic had on the family?
 - Illness
 - Death
 - Economic
 - Other
- Are the parents/guardians employed?
 - Yes, _____
 - Medical service provider?
 - First responder?
 - Unemployed
- What educational activities has the student been engaged in since school was last in session?
- Is there access to reliable internet in the home?
- Is there access to a reliable computer in the home?
- Does the family have any specific needs that the district might be able to assist?
- Are there any concerns regarding the student returning to school?
- Verify possession of district property and remind them to return.

- Computers/Technology
- Books
- Instruments
- Uniforms

Follow-Up Contact by/for:

- Free and Reduced-Lunch Eligibility
- Nurse
- Homeless Coordinator
- Counselor
- Other:

Addressing Barriers to Learning

Vol. 25, #2

... the Center's quarterly e-journal*

Plan Ahead to Support the Transition-back of Students, Families, and Staff

When schools reopen, the transition-back will be challenging. We devote the following to highlighting essential transition-back supports.

Supports for Transitions: What's Involved?

Students, their families, and school staff have experienced a difficult set of transitions during the Coronavirus crisis. Upon returning to school, these core stakeholders will once again be confronted with the many transitions that occur every day at school and throughout the year.

One major transitional concern has always been initial entry or reentry into a school. In that context, most schools take steps to ease the start of a school year. These include (a) introductory and welcoming strategies (e.g., welcoming receptions, orientations, and related resources), (b) provision of some social, emotional, and academic supports, and (c) accommodations for special populations.

While usual transition concerns will be present when schools re-open, it is anticipated that the unique circumstances surrounding this return to school will be particularly difficult for some. Everyone, (students, families, staff) will have experienced considerable stress, some will have been ill, some will be grieving for a relative or friend who died. And transition-back stressors are likely to exacerbate other factors that interfere with school adjustment and thus with learning and teaching. It is predictable that schools will see an increased number of learning, behavior, and emotional problems.

Transition-back to school may be relatively easy for some, but care-filled transition supports will be essential for others. Below we highlight three foci for planning. Resources related to each are offered in Exhibit 1.

Welcoming, Immediate Social and Academic Support, and Outreach

The importance of accommodating individual differences is a given. While many students will be returning to their former schools, some will be entering a new school. Many will be more than pleased to return to school, many others will not. Some will be “stressed-out.” And, special assistance and even outreach always is indicated for some subgroups (e.g., those with learning problems and special education IEPs, homeless youth, those in foster care, immigrants, those who previously were chronic truants, dropouts).

A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing supports.

Also in this issue: >Re-opening Schools with a Sense of Exciting Renewal: Generating Hope
>Re-engaging the Disconnected in Instructional Activity
>Addressing Grief and Loss

With respect to student/learning supports, transition-back planning involves strategies that establish supportive social and academic connections and actively engage students at school. Examples include matching-up peer buddies, providing immediate tutoring to those who need it, orchestrating entrance into ongoing groups and activities, and personalizing instruction.

Of course, not all students will show up when schools re-open. With all the challenges involved, it will be tempting to put off attending to these students. However, at a minimum, planning should include regular outreach and re-engagement strategies.

And, as painful as it is, there needs to be some recognition with respect to those who will not be returning (e.g., those who succumbed to the disease, those who graduated or moved away).

Rapid Identification of Students who aren't Successfully Adjusting at School

The first weeks back are a critical period in the transition process. Before schools closed, many already were addressing traumatized students. When schools re-open, students, as well as families and staff, who are having trouble recovering from recent events will have difficulty readjusting to school. For example, besides those with lingering anxiety reactions, there will be individuals grieving someone who died and more than a few who experienced domestic violence and abuse.

As school gets underway, teachers who monitor how well their students readjust to school can readily identify those who are having difficulty. Similarly, administrators can monitor and identify staff who are having adjustment problems.

To address school readjustment concerns, transition planning focuses on preparing school staff to implement early warning and response procedures that

- quickly identify any student, family, or staff having adjustment problems
- provide personalized supports to aid those with minor adjustment problems
- initiate specialized assistance and referrals when necessary for those who have major adjustment problems.

Daily Transitions During the First Weeks

Many schools will once again have significant problems with tardies, bullying, substance abuse, and other forms of out-of-classroom behavior that contribute to poor student performance and a negative school climate. Unstructured times at school can be dangerous, especially for vulnerable students.

Planning to prevent problems and encourage proactive behavior during daily transitions focused on before school, moving from class to class, breaks, lunch, and after school. The emphasis is on (a) ensuring positive supervision and safety and social supports, (b) providing attractive, well-designed and structured recreational, enrichment, and academic support activities, and (c) using problems that arise as teachable moments.

Attractive before school activities brings students to the campus early and reduces tardies. Those offered at lunch can reduce the incidence of harassment and other negative interactions. After school programs provide positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have problems learning.

When problems arise during daily transitions, those monitoring the situation have natural opportunities for helping students enhance social-emotional and moral development. For all students, daily transitions can be used as personalized, teachable moments to enhance learning and development. And, as feasible, follow-ups can be implemented to deepen knowledge, skills, and attitudes.

Exhibit 1

Some Resources to Aid in Planning Transition-Back

Coalescing assistance from family, friends, peers, and community can enhance school capacity to handle transition-back concerns. The following are a few online aids.

> *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
<http://smhp.psych.ucla.edu/welcomeguide.htm>

> *Addressing School Adjustment Problems* <http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>

> *Students and Anxiety Problems* <http://smhp.psych.ucla.edu/pdfdocs/anxiety.pdf>

> *School Engagement, Disengagement, Learning Supports, & School Climate*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter11.pdf>

> *Engaging and Re-engaging Students and Families*
<http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf>

For a guiding framework, see

> *Support for Transitions*, see <http://smhp.psych.ucla.edu/pdfdocs/book/ch5trans.pdf>

For more specific examples of ways to enhance Supports for Transitions, see

> *Self-Study Survey* <http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf>

The Center's online clearinghouse Quick Finds provide links to other useful resources; see

> *Supports for Transitions* http://smhp.psych.ucla.edu/qf/p2101_01.htm

> *Motivation, Engagement, Re-engagement* <http://smhp.psych.ucla.edu/qf/motiv.htm>

The following books have been developed by the Center to provide an in depth presentation of the Center's work related to school improvement and addressing barriers to learning and teaching; they can be freely accessed online.

> *Improving School Improvement*
http://smhp.psych.ucla.edu/improving_school_improvement.html

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*
http://smhp.psych.ucla.edu/improving_school_improvement.html

Concluding Comments

Schools must begin now to enhance plans for addressing the variety of initial transition concerns that will confront students, their families, and staff when schools re-open. Planners need to consider:

- How will everyone, staff, students, and families, be welcomed, oriented, and positively connected to the school?
- What outreach will be made to those students and families who were expected but did not return?
- How will staff minimize problems during daily transition times (e.g., before school, during breaks, lunch, after school)?
- How will the school provide supports for those not adjusting well?

What lies ahead will benefit from an approach to providing transition supports that is embedded in a unified, comprehensive, and equitable system of learning supports. Appropriately planned and implemented such a system can play a critical role in the emergence of a positive school climate. Our Center's research and development delineates such a system as encompassing classrooms and schoolwide interventions, coordination among families of schools, and collaboration with community resources. Given tight budgets, the framework stresses ways to redeploy existing school resources and weave whatever the community can add to fill gaps. See discussion at <http://smhp.psych.ucla.edu/newinitiative.html>

Below is an excerpt from a recent commentary on planning ahead for school re-openings written by Doug Fisher, Nancy Frey, & Dominique Smith

Planning Ahead to Welcome Students Back to School After COVID-19

<https://corwin.us13.list-manage.com/track/click?u=2ab0a4c270f799f978478f203&id=991f71057d&e=a84ec0d3f4>

We're one week into the stay home order and we have no idea when it will end. We are worried about our families, our students, our colleagues, our friends... We know that the world will never be the same and yet we hope that there are some good things that come from this awful situation. We desperately miss this place called school and the regular routines that it provides us all. We long for the normalcy of the phone waking us up early, the traffic on the way there, the sleepy teenagers eager to talk with us ...

To keep sane, we decided to start planning the return to school. We decided to keep updating this as the situation evolves, but it helped us get through another day of news stories to talk about what we needed to do to ensure that our school was ready, when the time came, to welcome students and staff back. ... What we can do, now, in addition to developing online experiences, is to plan for the return to school.

Deep clean.

It probably goes without saying, but the building needs to be cleaned. We want staff, students, and families to know that we have taken every precaution to clean the place that we will re-inhabit.

Welcome those who come.

We plan to ensure that teachers say every student's name every period. We plan to have a welcome ceremony, but not one that is too celebratory as there are people who have been lost. But we also recognize that people will need a chance to re-connect and re-establish bonds. We need to re-build the culture of the school and develop intentional plans to do so.

Recognize who is not here.

This is really hard to write, but some of the people who left school on the last day we were all together will not return when we re-open. There are a range of reasons, including seniors who graduated but did not get to say goodbye other than virtually (and we will be planning a ceremony for them when we are told it is safe to do so). There are also probably going to be staff who decide not to return out of fear or personal reasons. There will probably be people who are no longer with us, having succumbed to this disease. And there are students whose lives changed while we were away and they are not able to attend any more because they have moved away, are in jail, or worse. As painful as this is, we think it's worth the time when we return to recognize who is not here with us anymore.

Address the trauma that we have all experienced.

We're told it's better to talk about it than keep it in, so we plan to do that. We plan to engage our professional counseling staff in individual and group sessions to help us all, students and staff alike, process this experience. It's already been traumatic, and it's only been a week. ... we're told that the suicide rate has already increased. Yes, we're going to need to mobilize a lot of resources to start the healing process.

Commit to learn something every day.

We are educators and there is a reason we do what we do; we care deeply about learning. As we return, some of the learning will need to be social and emotional and some may need to be behavioral. We suspect that students will return with new habits and some of them may be problematic. ... our students may need to re-learn some of their classroom behaviors. And we commit to ensuring that we all learn something every day. ...

Schools are a major foundation of our society and our communities need us. On that first day back, whenever it is (but hopefully soon), we want to be ready. We want to have thought through the re-entry plans that our students, faculty, and staff need to thrive.

Re-opening Schools with a Sense of Exciting Renewal: Generating Hope

School re-openings provide the opportunity to start with a “clean slate” and an agenda for renewal. With all the discussion about school climate in mind, this is the time to revisit school improvement planning to see how well it encompasses an exhilarating agenda for renewal.

Renewal begins with planning events to kick-off the re-opening. In such planning, it is critical to work against pressures to primarily cover the many bureaucratic things that “need to be understood” (e.g., procedures, regulations, requirements, rules). Such messages generate a perception of “more of the same;” this counters feelings of renewal and hope about a new beginning.

Creating an optimistic mood and a sense of excitement requires welcoming and supportive participatory activities that highlight

- how much all the stakeholders are valued and the critical role they play
- an exciting agenda for renewal
- plans for making renewal a reality
- new opportunities for stakeholder participation and taking on leadership roles

Making it Happen

Our Center stresses that school renewal is a time for transforming student/learning supports. A key to planning and developing renewed student/learning supports is establishment of a *Learning Supports Leadership Team* (see <http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>). Under the leadership of this team, planning and implementation work groups are established. For the emphasis on renewal, this involves

(1) a “Kick-off” Planning Work Group to

- create a variety of attractive ways to present and publicize what makes the coming year so special (e.g., a colorful handout, a feature on the website, a news release, email announcements, a brief video, etc.)
- plan several participatory kick-off events, including
 - >keynote presentations by the leadership that focus on renewal and hope, followed immediately by small discussion groups focused on (a) ways each stakeholder can play a role in making renewal a reality and (b) clarifying what personnel and other stakeholders indicate they will need in order to take on a meaningful role
 - >welcoming events for teachers and staff, families, students, community members (including volunteers) – with buddy and mentor systems set up to support newcomers until they are functioning effectively (Note: Welcoming events are not information sessions; they are meant to be celebratory and relationship-building – the capstone for the series of welcoming events might be a communal picnic open to all stakeholders.)
 - >first day and first week welcoming and transition supports for all students

(2) a *Renewal Facilitation Work Group* to develop an implementation action plan for

- each kick-off activity
- each of the welcoming activities
- substantive orientations and support for newcomers (e.g., teachers, staff, families, students, volunteers)
- newcomer induction and transition supports
- building capacity and ongoing support and care related to the renewal agenda
- mobilizing and sustaining stakeholder engagement to move forward with the renewal agenda
- identifying and correcting any problems that arise early in the renewal process
- celebrating the work and publicizing outcomes

Re-engaging the Disconnected in Instructional Activity

Many folks helping youngsters at home and online with their school lessons have experienced students who are not engaged, and some who are actively disengaged. Some of these young people are reacting to current events, but some are repeating behavior they manifested in school.

Engaging students is a constant motivational concern; re-engaging disconnected students is a major motivational *problem*. Most teachers tell us they usually have received at least a bit of preparation for the former, but have had almost no professional development for addressing the latter. And we imagine those trying to help at home are often at a loss when youngsters act disinterested in doing school work.

One motivational interpretation of student disengagement is that the youngster perceives the activities as threats to feelings of competence, autonomy, and/or relatedness to significant others. Under such circumstances, individuals (especially those with learning, behavior, and emotional problems) can be expected to react by trying to protect themselves from the unpleasant thoughts and feelings associated with activities where they do poorly and experience negative interpersonal interactions, including being controlled by others. Not surprisingly, over time they tend to develop strong motivational dispositions to avoid such activities.

A youngster may *proactively* disconnect (e.g., to pursue some preferable, desired activities). Or the disconnection may be *reactive* – a protective form of coping stemming from motivation to avoid and protest against situations in which s/he feels unable to perform and/or is coerced to participate (e.g., instruction that is too challenging; activities that seriously limit options; activities where those providing instruction are over-controlling). The underlying motivational differences have profound implications for successful re-engagement.

Options, Decision Making, and Engagement

Decreasing negative attitudes and behaviors is no easy task. Personalized strategies are necessary. Research suggests that providing students with options and involving them in decision making are key facets of addressing the problem of engagement. For example, numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behavior. Similarly, researchers report that student participation in goal setting leads to more positive outcomes (e.g., higher commitment to a goal and increased performance).

One difficulty in reversing conditions that produce disconnection is that too few currently available options may be appealing and some may even be eliciting strong avoidance tendencies. The emphasis for school work that engages and maintains engagement is on

- expanding the range of curricular and instructional options (content and processes)
- enhancing opportunities for the student to make personal and active decisions
- accommodating a wider range of individual differences (e.g., matching a student's motivation and capabilities, widening limits on behavior).

Given a good range of options, the importance of involving students in decision making cannot be overstated. Those who have the opportunity to make decisions among valued and feasible options tend to be committed to following through. In contrast, those not involved in decision making may manifest little commitment. And if individuals feel coerced, besides not following through, they may react with hostility.

Personalized Strategies for Re-engagement

Some disconnected students are at a point where the most fundamental decision they have to make is whether they want to participate or not. Before such students will re-engage, they have to perceive the learning environment as positively different – and quite a bit so – from the one in which they have come to dislike. This raises the question of how far adults are willing to go to re-engage such students since it usually requires temporarily putting aside standard practices and proceeding with a set of intensely personalized strategies.

Those willing to make major changes in order to re-engage students need to begin by entering into a *dialogue* with the youngster. The discussion is a starting point for (a) understanding the motivational underpinnings of the disconnection, (b) formulating a personalized plan for re-engaging the youngster, and (c) continuing to modify the plan when necessary.

Dialogue for Personalized Re-engagement

The aim of the dialogue is to

Talk openly with (not talk at) the youngster to clarify reasons for the disengagement.

Reframe learning activities – exploring changes that help the student (a) view instructional activity and those guiding the work as supportive (rather than controlling) and (b) perceive content, outcomes, and activity options as personally valuable and obtainable. Examples include eliminating threatening evaluative measures; reframing content and processes to convey purpose in terms of real life needs and experiences; enhancing expectations of personal benefits.

Renegotiate involvement in learning activities – developing new and mutual agreements that will be evolved over time. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options (including valued enrichment opportunities), enhancing expectations of positive outcomes, and engaging the youngster in meaningful, ongoing decision making. Arriving at and maintaining an effective mutual agreement involves assisting the youngster in sampling what is proposed and ensuring provision for reevaluating and modifying decisions as perceptions shift.

Reestablish and maintain an appropriate instructional relationship – ensuring that ongoing interactions are designed to create a sense of trust, open communication, and provide personalized support and direction.

Maintaining Re-engagement and Preventing Recidivism

As school improvement enhances the focus on addressing barriers to learning and teaching, the practices will help maintain re-engagement and prevent relapses. Special attention must be given to

- minimizing threats to feelings of competence, self-determination, and relatedness to valued others
- maximizing such feelings (included here is an emphasis on a school taking steps to enhance its image as a welcoming, caring, safe, and just institution)
- providing a wide range of potentially interesting options and including students in decision making
- guiding and supporting motivated learning and providing opportunities for continued application and generalization (e.g., ways in which students can pursue additional, self-directed learning or can arrange for additional academic and social supports and guidance)
- ensuring a range of enrichment opportunities
- providing continuous information on learning and performance in ways that highlight accomplishments and strengths
- implementing special assistance as needed.

A Cautionary Note

Rather than addressing the reasons for disengagement, the focus often turns to managing the associated behavior problems. This tends to lead to overrelying on social control strategies. Such strategies can temporarily suppress negative behaviors but are not usually effective in re-engaging a youngster in learning. And, without re-engagement, unwanted behavior will very likely reappear. (For more on this, see Chapters 4-6 in *Improving School Improvement* – http://smhp.psych.ucla.edu/improving_school_improvement.html .)

Addressing Grief and Loss

At this time and when schools re-open, we all must be prepared to respond to those who are experiencing grief and loss. The death rate is staggering. Physical isolation creates a sense of loss with respect to interactions with friends and family.

Many useful “what to do” resources are available. Ideas culled from various sources are offered below. Links to more on this topic are in the Center’s Quick Find on *Grief and Bereavement* http://smhp.psych.ucla.edu/qf/p3003_01.htm

Stages of Grieving

Grieving disrupts normal functioning, but it need not be a long lasting problem. “Working through” grief can help restore emotional health. Although grief stages may not occur in the following order, they are described as follows:

- *Shock* – usually the first reaction – often experienced as numbness or physical pain and withdrawal.
- *Denial* – acting as if no loss has occurred
- *Depression* – feeling pain, despair, emptiness – may not be accompanied by an emotional release such as crying
- *Guilt* – self-blame for not having expressed more caring or belief the loss was his/her fault
- *Anxiety* – panic reactions as reality sets in
- *Aggression* – toward those who might have prevented the loss and sometimes toward the lost object (may have trouble acknowledging anger toward the object of loss, but expressing such anger is seen as helping recovery)
- *Reintegration* – loss is accepted (although there may be periods of relapse).

Helping Others Deal with Loss

One of the most difficult losses is the death of someone who was loved. As in all loss situations, those grieving need to perceive they are in a safe place to think about and express loss. To this end, anyone trying to help needs to:

- (1) Recognize loss; encourage talking about what happened and how they feel. ("Tell me what happened." "I'm so sorry.")
- (2) Tell others who are in contact with the person grieving what happened and do so without hiding your own feelings. Directly relate the facts. Let them know how you feel. ("It hurts to know your grandmother died.")

- (3) Allow others to express their reactions and then validate the emotions that emerge at each grief stage. Offer time for them to share feelings and facilitate the process with warmth and understanding. Validate the feelings expressed – even if they seem harsh. (There will be expressions of anger, fear, guilt, and so forth. Some will even indicate relief that what happened to someone else didn't happen to them. Others may find it hard to express anything.) All need to be told it is O.K. to cry.
- (4) Answer questions directly and sensitively. Relate the facts of an event as best you can. In discussing death, recognize its finality – don't compare it with sleeping (that can lead to sleep problems).
- (5) When school is in session, be sure that students and staff are prepared for what to say and how to act. It is critical that they not shy away from someone who is grieving ("Glad you're here, sorry about your brother." "When you feel like it, let's talk about it.").
- (6) Helpers need to also take care of themselves – especially if the loss is one for them as well.

Helping the Bereaved Return to School

Individuals experiencing loss sometimes don't want to return to school. There are many reasons for this. Plans should address what to do to maximize return after a loss.

- *Outreach*. A home visit can help assess needs and how to address them. A step-by-step plan can be made with the individual's family.
- *Special support and accommodations at school*. Steps need to be in place to inform teachers and other staff about plans and specific ways to help a student or colleague readjust. Supports include connecting the person to special friends and counselors who will be especially supportive. Ensuring that everyone understands grief reactions and is ready to be appropriately responsive. Adding support around classroom learning activities and job functions to help if someone is having trouble focusing.
- *Counseling to help the person through the stages of grief*. In general, the individual needs to have prompt and accurate information about what happened, honest answers to questions, an opportunity to work through the grief, and lots of good support.

Are you looking forward to going back to school?



I am, but I'm not sure that my teacher is looking forward to my return!

With schools closed, we feel a great press to do whatever we can for children and adolescents. As always, we are especially concerned about those who have been deprived of equity of opportunity for far too long. The crisis has starkly and poignantly underscored so many inequities.

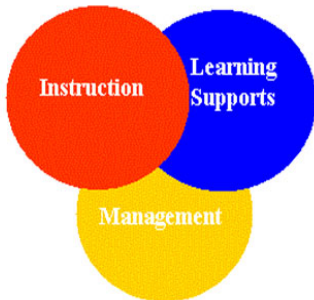
We are thankful to hear about how many folks are striving to do something about current problems and disparities. And thanks are due to those who are looking ahead and advocating for changes in school policy and practice that will enhance equity of opportunity for success at school and beyond.

As our Center continues to move forward, we are always seeking ways to be more helpful as we pursue our mission. Let us know your suggestions and thoughts, and please share what you are doing. Send to Ltaylor@ucla.edu.

We plan to come out of this crisis better and stronger, and we hope the same for you.

Best wishes to all and be well,

Howard, Linda, Perry, and the many colleagues and students who contribute to the Center's work



Want resources? Need technical assistance? Coaching?
Use our website: <http://smhp.psych.ucla.edu>

Or contact us – E-mail: Ltaylor@ucla.edu or Ph: (310) 825-3634

Not receiving our monthly electronic newsletter (ENEWS)?
Or our weekly Community of Practice Interchange?
Send requests to Ltaylor@ucla.edu

Hope is being able to see that there is light despite all of the darkness.
Desmond Tutu

Crises present challenges and opportunities.
Cope well and pursue the opportunities.

The Center for Mental Health in Schools operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA.

Center Staff:
Howard Adelman, Co-Director
Linda Taylor, Co-Director
Perry Nelson, Coordinator
... and a host of students

Mental Health Services for Grieving

When there is a death in the school community, LEAs should be ready to provide support for students and employees that are grieving.

The Missouri Department of Mental Health, Division of Behavioral Health provides access to mental health services through 25 service areas around the state, each serving specific counties. These Community Mental Health Centers and/or affiliates provide grief counseling. A listing of the Community Mental Health Centers can be found at <https://dmh.mo.gov/mental-illness/help/community-mental-health-centers>. LEAs should work with these centers to ensure that grief counselors are available for students or staff members.

In addition, here are some suggestions from the American School Counselor Association (ASCA): (<https://www.schoolcounselor.org/>):

- Notify Teachers and Staff First: Meet before school with teachers and staff to discuss what is known about the death. This gives teachers an opportunity to ask any questions they wish and to prepare themselves before they see their students in class. If a teacher does not feel able to talk to his/her students about the death, a member of the crisis team should be available to step in or assist with the notification.
- Notify Students Face-to-Face with Familiar Staff: If a teacher has died, consider having a teacher from the same or lower grade level who is familiar with the deceased teacher's students, or a teacher from the school crisis team who is more comfortable dealing with the situation, notify that class. Consider having this teacher remain with the class over the next couple days and have a substitute cover for the class that is less directly impacted.
- Prepare a Statement for Students: Adults often struggle with what to say. With a prepared statement, teachers can give the same information to all students simultaneously. This should be done in small, naturally occurring groups such as homeroom or first period classes. Every effort should be made to ensure that all students are present at the time this information is shared. Include information about the availability of mental health and support services and how students may access those services. Avoid use of public address systems or large assemblies to make such announcements.
- Prepare a Statement for Parents: Draft a letter to be sent home with students for parents to notify them about the death and what services are being offered to students and families. Assure parents that crisis teams have been mobilized and support services are available.
- Work with the mental health team to determine how the school community would like to honor the individual who is deceased.

Additional mental health resources can be found in the Resource Appendix of this document.

Kirkwood School District

KSD Learns Online: Updated March 19

Roles and Responsibilities	
District Office	<ul style="list-style-type: none"> ● Create, distribute, and coordinate the plan for KSD Learns Online ● Support staff, students, and families in shifting to an online learning environment ● Facilitate regular communication with educators, families, and the community ● Assist educators in implementation of the learning and support plan ● Review, coordinate, and share resources in support of student and teacher wellness
Technology Department	<ul style="list-style-type: none"> ● Monitor and support student/family/staff needs for devices and Internet access ● Support staff, students, and families in shifting to an online learning environment ● Facilitate technology support (LiveChat Help Desk) to students, families, and staff ● Provide written/video support to assist faculty with use of district identified resources ● Assist with alternate phone arrangements if necessary (forwarding, etc.)
Principals	<ul style="list-style-type: none"> ● Support staff, students, and families in shifting to an online learning environment ● Facilitate regular communication with school-based educators and families ● Help educators in implementation of learning and support plan ● Monitor communication among teachers and their students
K-12 Core Classroom Teachers	<ul style="list-style-type: none"> ● Use Schoology to share learning, activities, and assignments, collect and grade appropriate assignments (documentation of learning), and provide feedback to students ● Use Schoology, Zoom, and/or email to communicate with students/families about learning ● Be online and available to and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use district curricula and resources (i.e. Schoology, Zoom, K-5 Curricular Matrix) to design and deliver instruction to students ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
K-5 Specials 6-8 Encore 9-12 Elective Teachers	<ul style="list-style-type: none"> ● Use Schoology to share learning, activities, and assignments, collect and grade appropriate assignments (documentation of learning), and provide feedback to students ● Use Schoology, Zoom, and/or email to communicate with students/families about learning ● Be online and available to and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use district curricula and resources (i.e. Schoology, Zoom, K-5 Curricular Matrix) to design and deliver instruction to students ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
Specialists, Intervention Providers	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use Schoology and/or Zoom to record lessons/provide intervention instruction, as appropriate ● Schedule real-time conferences with students to assess progress and offer assistance on work assigned by other teachers ● Use Schoology, Zoom, and/or email to communicate with families about student learning ● Provide differentiation assistance to teachers, collaborating online and/or via Zoom
Gifted Specialists	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use Schoology and/or Zoom to record lessons and provide instruction, as appropriate ● Schedule real-time conferences with students to assess progress and offer assistance on work assigned by other teachers ● Provide differentiation assistance to teachers, collaborating online and/or via Zoom ● Schedule proactive calls or check-ins with students who you know may need support ● Review, coordinate, and share social-emotional learning resources for teachers and families

<p>K-12 Special Educators</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use Schoology and/or Zoom to record lessons/provide intervention instruction, as appropriate ● Use phone or Zoom to communicate with families about student learning, calling each student/family on your caseload at least once per week ● Provide differentiation assistance to teachers, collaborating online and/or via Zoom ● Consider use of real-time conferences with students to assess progress and offer assistance on work assigned by other teachers (will vary by grade level and IEP) ● Consider recording videos for families to assist with at-home supports ● Adhere to additional guidance provided by your area coordinator
<p>Library Media Specialists</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Review, coordinate, and share learning resources for students, teachers, and families ● Use district curricula and resources (i.e. Schoology, Zoom, K-5 Curricular Matrix) to design and deliver instruction to students ● Schedule conferences with students who need resources to complete assigned work ● Provide planning and design assistance to teachers, collaborating online and/or via Zoom ● Coordinate with building/district technology specialists to assist students, teachers, and families with technology resources and needs ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>Counselors</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Use Schoology and/or Zoom to record and provide guidance lessons, as appropriate ● Coordinate with social workers, scheduling proactive “mental health” checks with identified high-need students (call home and check on these students at least once) ● Coordinate with social workers, scheduling proactive “family” checks with families in need ● Serve as a resource for families and liaison to support students/families in crisis ● Work on student schedules for next year (9-12) ● Provide supports for students seeking information about ACT and college (9-12)
<p>Social Workers</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Serve as a resource for families and liaison to support students/families in crisis ● Coordinate with counselors, scheduling proactive “mental health” checks with identified high-need students (call home and check on these students at least once) ● Coordinate with counselors, scheduling proactive “family” checks with families in need
<p>Educational Support Counselors</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours) ● Serve as a resource for families and liaison to support students/families in crisis ● Coordinate with counselors, scheduling proactive “mental health” checks with identified high-need students (call home and check on these students at least once) ● Coordinate with counselors, scheduling proactive “family” checks with families in need ● Additional guidance may be provided by BJC Behavioral Health
<p>SEL Coaches</p>	<ul style="list-style-type: none"> ● Be online and available to students between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Serve as a resource for teachers, students, and families ● Schedule proactive calls or check-ins with students who you know may need support ● Review, coordinate, and share social-emotional learning resources for teachers and families ● Consider recording videos to assist parents who may be supporting difficult behaviors at home

<p>ELL Teachers</p>	<ul style="list-style-type: none"> ● Be online and available to students and families between 10:00-2:00 (office hours), in addition to checking Schoology and email at least once each evening ● Serve as a resource for teachers, students, and families ● Provide differentiation assistance to teachers, collaborating online and/or via Zoom ● Schedule proactive calls or check-ins with students and their families ● Review, coordinate, and share resources for families, actively monitoring ListServes
<p>Early Childhood</p>	<ul style="list-style-type: none"> ● Work as a general education teaching team to create three learning activities daily, in each of the following categories: literacy/language, science/math, social/emotional, and music/movement (motor) ● Communicate with families regarding your team’s “office hour” availability and the best/most appropriate method for parent access/communication. ● Provide families with designed learning ideas/supports on a daily basis ● Be available to families during established office hours to respond to parent questions
<p>Early Childhood Special Education</p>	<ul style="list-style-type: none"> ● Evaluate goals for each individual student to determine if it is best to provide activities for families to practice/generalize skills OR provide a plan for alternative services ● Communicate to families the team’s recommendation in each area and allow parents the final decision as to which option they prefer ● If necessary, offer alternative services consistent with home school requirements ● If staff recommend activities to practice or generalize skills, create individual activities or learning for the family (i.e. video instruction on eliciting language during snack, learning stories for responding to ‘unexpected’ targeted to outside of school activities) ● Attend staffing meetings and appropriate IEP meetings, to be held by phone or via Zoom
<p>C&I Facilitators</p>	<ul style="list-style-type: none"> ● Support educators in implementation of the learning and support plan ● Provide written/video training and support to assist staff and students/families with use of district identified resources ● Coordinate with building and district staff to assist students, teachers, and families with technology resources and needs ● Review, coordinate, and share learning resources for students, teachers, and families ● Provide planning and design assistance to teachers, collaborating online and/or via Zoom ● Provide differentiation assistance to teachers, collaborating online and/or via Zoom ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Review, coordinate, and share resources in support of student and teacher wellness
<p>School Secretaries & Office Personnel</p>	<ul style="list-style-type: none"> ● Retrieve and respond to phone calls ● Respond to email inquiries ● Maintain purchasing/budget responsibilities ● Provide support to school/department/administrator ● Maintain student/department/school records
<p>Nurses</p>	<ul style="list-style-type: none"> ● Schedule proactive checks with families of students with chronic health concerns and those of identified high-need students (call home and check on these students at least weekly) ● Work with school counselors and social workers to identify and coordinate resources for families in need of support ● Maintain student health records, including online enrollment verification ● Provide family support by responding to district emails/phone calls ● Communicate regularly with district lead nurse to monitor/support district wellness needs
<p>Teaching Assistants & Walking Counselors</p>	<ul style="list-style-type: none"> ● Communicate with building principals about greatest needs for support ● Use Schoology and/or Zoom to provide online assistance to students, as appropriate ● Support teacher planning and/or instructional needs, as coordinated by principals or department chairs
<p>Maintenance & Custodial Staff</p>	<ul style="list-style-type: none"> ● Conduct building walk-throughs and PMs, as scheduled by Director of Facilities/Manager ● Fulfill deep-cleaning responsibilities, as scheduled by Custodial Manager ● Communicate regularly with supervisors about cleaning/maintenance needs

Athletic Coaches	<ul style="list-style-type: none"> • Provide at-home workout options to student-athletes • Assist student-athletes with college applications and recruitment, in accordance with NCAA guidelines • Communicate regularly with student-athletes (check-in calls)
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For questions about...	Go to or contact
technology support	KSD LiveChat Help Desk, building technology specialist
using Schoology with students	Schoology Help Center or use Schoology to message Nick Strecker, Jessica Vehlewald, Bryan Painter, or facilitators
using Zoom with students or colleagues	Zoom Help Center , Bryan Painter, Ginger Cayce
curriculum and/or instructional issues	facilitators, Liz Grana, Bryan Painter
digital learning resources	library/media specialists, facilitators
concerns about a students' social-emotional wellness	counselors, social workers, ESCs, and/or principals
concerns about students' food insecurities	counselors, social workers, ESCs, Shonda Ambers-Phillips
special education or interventions	case managers, area coordinators, Matt Bailey
other issues related to online learning	your school principal or assistant principal

Key Reminders Regarding Staff-Student Communication & Mandated Reporting

Online teaching and learning is a new process for our staff. Nevertheless, the same policies regarding boundaries and communication apply. Below are listed several key reminders from policy [GBH: Staff/Student Relations](#).

- Staff members will only communicate with students electronically for educational purposes between the hours of 6:00am and 10:00pm
- Staff members must use district-provided devices, accounts and forms of communication
 - Blackboard (texting feature)
 - Schoology
 - District email
 - Zoom account linked to district email, with video recorded and archived appropriately
- Before using a communication platform not on this list, please note it must be (1) not currently available in a district-approved program or app, (2) approved by your principal, and (3) accessed via your district email account
- All staff members are mandated reporters. even while working remotely. It is your responsibility to report concerns if you suspect child abuse or neglect. The [Children's Division](#) contact number is 1-800-392-3738. For more information on the definitions of abuse and neglect, you can review the guideline [here](#) beginning on page 10.

Continue scrolling for Student and Parent/Guardian Roles & Responsibilities

Student Roles and Responsibilities

- Follow appropriate online “netiquette” expectations, outlined in the [Digital Citizenship Contract for Students](#)
- Stay informed by checking your Schoology account and district email daily, as appropriate
- Establish your learning routine and prepare a space where you can work effectively and successfully. This should include having a quiet space in your home where you can participate in video conversations with others, for live lessons or two-way communication with teachers.
- Prepare a daily schedule, **keeping in mind that all teachers will be online and readily accessible from 10:00-2:00 each day, at a minimum.** Plan your learning schedule to include roughly the hours you would normally be in school and/or doing homework.
- Be an active learner, proactively communicating with teachers if you need additional support or may not be able to meet assigned deadlines
- Whenever possible, create balance in your day so that you’re not sitting and/or online for hours at a time
- If you’re going to participate in a Zoom video session, please dress appropriately for school and make sure there is nothing behind you that you don’t want others to see. When using Schoology, only submit audio/video files that are appropriate.
- Engage in all learning with academic honesty and integrity. Do not falsify information about yourself or impersonate others online.
- Ask questions, be persistent, and work to solve problems that may occur. Nothing about this experience is normal, so we must be patient and accept there will be challenges and missteps along the way. Be kind to your teachers and your family members. Don’t be afraid to tell others when you’re frustrated or upset, but know that you can’t simply give up, either. We will be better when we support each other.

For questions about...	Contact
a course, assignment, or resource	the teacher who assigned the work
a technology related problem or issue	the KSD LiveChat Help Desk
a personal, academic, or social-emotional concern	your school or grade level counselor/social worker
other issues related to online learning	your school principal or assistant principal

Continue scrolling for Parent/Guardian Roles & Responsibilities

Parent/Guardian Roles and Responsibilities

- Help your child prepare a space for effective learning. When your student's learning space is separate from the bedroom and distanced from a television or gaming area, it sets the expectation and tone that the space is for work and not play. In addition, learning in shared areas allows parents/guardians to readily support students, as needed, while also monitoring online activity. This may not always be possible, but it's worth considering.
- Establish routines and expectations for at-home learning, then do your best to hold all family members accountable for meeting these. You may consider beginning and ending your day with a check-in.
- Assist your child in creating a daily schedule, **keeping in mind that all teachers will be online and readily accessible from 10:00-2:00 each day, at a minimum.** Your student's learning schedule should include roughly the hours normally committed to school and/or doing homework.
- Establish active time for movement/physical exercise and quiet time for reflection, away from technology
- Review appropriate online "netiquette" expectations with your student. These are outlined in the [Digital Citizenship Contract for Students](#).
- Ensure that your child has necessary learning materials and tools, recognizing that not all tasks/assignments will be completed online.
- Stay actively informed and engaged by regularly checking your email and Schoology account, the latter of which (if linked to a student account) will give you access to assignments, student work, and communication/feedback from teachers. Some teachers may also create groups in Schoology, sharing additional information this way.
- Proactively communicate with school staff if there are academic or technology concerns/needs.
- Remain mindful of your child's stress and/or social-emotional wellness, recognizing that varied levels of worry/anxiety are likely in this unprecedented time. Even if students seem excited about online learning at first, the novelty will likely subside as many students mourn the loss of "normal" school experiences. These losses will be especially difficult for fifth/eighth graders and seniors, who may worry about missing key events or experiences in the coming months. Never hesitate to reach out to building resources if there are needs.

For questions about...	Contact
a course, assignment, or resource	the teacher who assigned the work
a technology related problem or issue	the KSD LiveChat Help Desk
a personal, academic, or social-emotional concern	your school or grade level counselor/social worker
other issues related to online learning	your school principal or assistant principal



Missouri School Re-Entry -- Library Media Services

Fall re-entry considerations: All efforts should be made to modify activities to avoid eliminating library media services and library classes.

Important data from research studies spanning the last three decades (Lance & Kachel, 2018) report that school libraries and librarians are vital to student achievement, and that high-quality, adequately staffed school libraries contribute to students' lives far beyond graduation.

Library services can be modified like all other classes.

- Sanitizing between classes and patrons as recommended by the CDC
- Students will apply hand sanitizer upon entering the library
- Quarantine returned library books for 72 hours and sanitize before returning to the circulating collection as recommended by ALA
- Reorganizing library classes for social distancing, including the option of the librarian visiting the classroom for library lessons
- Split up classrooms during special release times to allow for student distancing
- Stagger times students visit the library and limit the number of students in the library checking out books at one time
- Suspending open library time before and after school, as well as during lunch, or other times where a large number of students would gather in the library
- Suspend use of computer labs or sanitize after each use
- Suspend use of self-checkout stations
- Suspend use of all non-book items (i.e. maker materials) or sanitize after each use
- Suspend interlibrary loans between schools
- Remove all items from library that cannot be sanitized (i.e. stuffed animals or puppets)
- Reposition or remove furniture, where possible, to social distancing standards

Library lessons are academic as they promote literacy, focus on research skills, foster inquiry, and model good digital citizenship skills. With an increased reliance on digital learning, librarians are more important than ever to support students and staff as we navigate online learning.

Librarians also provide crucial behind-the-scenes support to teachers by curating resources for lessons, collaborating on planning projects, and supporting them in using technology tools.

References

[Best Practices From the Northeast Document Conservation Center](#)
[CDC Environmental Cleaning and Disinfection Recommendations](#)



RESOURCES

Planning

COVID-19 Federal and State Resources for Schools Portal

<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJFHH>

DHSS Overview of Missouri School Policies

<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJFHF>

FEMA Continuity Plan Template & Instructions for Non-Federal Entities and Community-Based Organizations

https://www.fema.gov/media-library-data/1536859210230-a1cc6e2fbae089261fccf7f8ee1693a8/non_federal_continuity_plan_template_508_083118.pdf

Implementing Safety Practices for Critical Infrastructure Workers Exposed to COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>

Missouri Department of Health and Senior Services (DHSS) State Pandemic Plan

<https://health.mo.gov/emergencies/panflu/pdf/panfluplan.pdf>

SEMA Disaster Recovery Framework

<https://sema.dps.mo.gov/recover/documents/MissouriDisasterRecoveryFrameworkBasePlan.pdf>

U.S. DOE COVID-19 Information and Resources for Schools and School Personnel

<https://www.ed.gov/coronavirus>

Physical, Psychological & Behavioral Health

National Association of School Psychologists Health Crisis Resources

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources>

Missouri Primary Care Association (MPCA)

<https://www.mo-pca.org/our-members>

American School Counselor Association (ASCA)

<https://www.schoolcounselor.org/>

Missouri School Counselor Association

<http://moschoolcounselor.org/>

Missouri Department of Mental Health-Community Health Centers

<https://dmh.mo.gov/mental-illness/help/community-mental-health-centers>

Missouri Department of Mental Health-Suicide Prevention

<https://dmh.mo.gov/mental-illness/suicide/prevention>

National Association of School Nurses

<https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>

Missouri Foundation for Health

<https://mffh.org/>

Coalition to Support Grieving Students

<https://grievingstudents.org/>

American Academy of Pediatrics

www.healthychildren.org

American Academy of Pediatrics-Novel Coronavirus

<https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx>

Physical Plant/Facilities

CDC Cleaning Guidelines

<https://www.cdc.gov/flu/school/cleaning.htm>

CDC Recommendations for Cleaning and Disinfecting Facilities

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

USDA Food Service Guidelines in Response to COVID-19

<https://www.fns.usda.gov/disaster/pandemic/covid-19>

Association of Physical Plant Administrators (APPA) COVID-19 Resources & Guidelines

<https://www.appa.org/covid19-resources-and-guidelines/>

National Association for Pupil Transportation

<https://www.napt.org/>

Communications

Missouri School Public Relations Association

<https://mo07000634.schoolwires.net/>

Managing Emergency Communications, Alerts, and Warnings /Notifications

<https://rems.ed.gov/ResourcesAlertsCommAndWarnings.aspx>

CDC Crisis and Emergency Risk Communication

<https://emergency.cdc.gov/cerc/resources/index.asp>

Guidance

Missouri School Boards' Association Center for Education Safety

<https://www.mosba.org/ces/>

Missouri School Boards' Association Resources for COVID-19 Pandemic

<https://www.mosba.org/2020/04/05/msba-resources-for-the-covid-19-pandemic-2/>

<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJFHD>

National Education Association's *School Crisis Guide*

<http://www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf>

Georgia School Pandemic Guide

https://www.gadoe.org/schoolsafetyclimate/Documents/Georgia%20DOE%20Information%20for%20Pandemic%20Planning_March%202020.pdf

U.S. Equal Employment Opportunity Commission

https://www.eeoc.gov/facts/pandemic_flu.html

https://www.eeoc.gov/eeoc/newsroom/wysk/wysk_ada_rehabilitaion_act_coronavirus.cfm

Funding/Reimbursement

Public Assistance Application Considerations for Missouri Schools: DR-4490

<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJFLJ>

CARES Act

<https://oese.ed.gov/offices/Education-Stabilization-Fund/>

<https://dese.mo.gov/sites/default/files/Guidance-CARES-Act.pdf>

State & Federal Agencies

Missouri Department of Elementary and Secondary Education (DESE)

<https://dese.mo.gov/>

Missouri Department of Health and Senior Services (DHSS)

<https://health.mo.gov/>

Missouri Department of Mental Health (DMH)

<https://dmh.mo.gov/>

Missouri Department of Social Services (DSS)-Missouri Services Navigator

<https://mo.servicesnavigator.org>

Missouri State Emergency Management Agency (SEMA)

<https://sema.dps.mo.gov/>

Readiness & Emergency Management for Schools Technical Assistance Center (REMS TA)

<https://rems.ed.gov/>

U.S. Centers for Disease Control (CDC)

<https://www.cdc.gov/>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

High SARS-CoV-2 Attack Rate Following Exposure at a Choir Practice-Skagit County, Washington, March 2020

https://www.cdc.gov/mmwr/volumes/69/wr/mm6919e6.htm?s_cid=mm6919e6_e&deliveryName=USCDC_921-DM28169

U.S. Department of Homeland Security (DHS)

<https://www.dhs.gov/>

U.S. Federal Emergency Management Agency (FEMA)

<https://www.fema.gov/>

U.S. Department of Homeland Security-School Safety

<https://www.schoolsafety.gov>

U.S. Department of Education

<https://www.ed.gov/coronavirus>

PANDEMIC RECOVERY CONSIDERATIONS:
Re-entry and Reopening of Schools

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