



"A Culture of High Expectations and Excellence!"

**Hazelwood School District
Return to In-Person and Pandemic Plan
2021-2022 School Year**

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Introduction

Executive Summary:

The following Return to In-Person and Pandemic Plan was developed with the goal to prevent, prepare, mitigate and respond to a potential pandemic threat most effectively and efficiently. Through this plan, the Hazelwood School District hopes to limit the number of illnesses and preserve the continuity of essential school functions, minimize educational and social disruption, and minimize economic and academic losses. This plan was developed with guidance from the St. Louis County Department of Public Health (STLCO) as well as the Center for Disease Control (CDC), the Missouri School Boards' Association (MSBA), the World Health Organization (WHO), and the Missouri Department of Health and Senior Services (DHSS). If a pandemic illness affects our community, it is vital that this plan address the health issues and the continuing educational needs, the psychological needs, and the return to school of students and staff. The content of this plan includes a brief background of Coronavirus Disease of 2019 (COVID-19), possible challenges and planning assumptions based on current public health information, school district governance, and the distribution of responsibilities. Each departmental area is separated into four stages: Planning and Alert Period, Transition to Virtual Learning, Planning for Return to School, and Return to School. These stages are correlated to the phases of a pandemic designated by the CDC and WHO. However, we revised these phases to reflect activities within the school community. The continuance of including all four stages is to maintain operational plans if needed in the future.

Those engaged in pandemic planning realize the ever-changing scenarios that may occur; therefore, this document is a working document and will be updated as pandemic events continue to develop and the implications of the pandemic on the educational environment continue to be learned. Implementation of this plan should be guided by what is feasible, practical, acceptable, and tailored to the community's needs. In addition to a pandemic, portions of this plan may be utilized for other forced school closures. We will continue to collaborate with varied internal and community stakeholders to update and revise this plan multiple times per year, including at the start of each semester.

Background:

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. As a result, it begins to cause severe illness and then spreads easily person-to-person worldwide.

Historically, the 20th century saw four pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide

- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide
- 2009 H1N1 influenza pandemic caused 60.8 million cases and about 12,469 US deaths. Additionally, the CDC estimated that 151,700-575,400 people worldwide died from the H1N1 virus infection during the first year the virus circulated.

In 2020, COVID-19 emerged and rapidly evolved as a new strain of coronavirus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and the common cold. COVID-19 was first detected in Wuhan City, Hubei Province, China, and has now been detected internationally. Symptoms of COVID-19 most commonly include fever, chills, fatigue, body aches, dry cough, headaches, and shortness of breath. Less common symptoms include loss of smell or taste, sore throat, runny nose, diarrhea, and nasal congestion. Since current global circumstances have determined this to be the newest pandemic, we utilize this document to express direct guidance to the current COVID-19 pandemic.

Health experts believe that the effects of a potential pandemic can be lessened with careful planning by everyone, including schools. The CDC and WHO have designated several phases of a pandemic, and this pandemic plan will correlate in conjunction with these phases:

1. The **Planning Period (Prevention)** is a time when no new pandemics have been identified.
2. The **Alert Period** occurs when a new pandemic virus is infecting humans. Still, no sustained human-to-human spread has occurred, or small or larger clusters of limited human-to-human spread.
3. The **Pandemic Period (Response)** is when there is evidence of global sustained human-to-human transmission in the general population. This is referred to as the periods of *Transition to Virtual Learning* and *Planning for Return to School*.
4. The **Transition Phase (Recovery)** is when there is a reduction in global risk, low pandemic activity, and progression towards recovery. This is referred to as the periods of *Planning for Return to School* and *Return to School*.

Challenges:

Survival studies have documented that Influenza A and B can survive under the right

conditions on hard, non-porous surfaces for approximately 24-48 hours and cloth, paper, or tissue for 8-12 hours.

According to the WHO, researchers are currently trying to determine the viability and survival time for the COVID-19 coronavirus. Ongoing studies indicate COVID-19 may survive on surfaces for many hours or days (3-72 hours depending on the type of surface material exposed). Still, low-level disinfectants are effective in removing and killing these viruses. The incubation period is between 2-14 days, but most commonly, about five days.

Some people may remain asymptomatic but are still able to spread COVID-19. Given that persons may be carriers of COVID-19 without their knowledge, public health measures must be followed to slow the spread regardless of symptoms.

Characteristics:

The following characteristics are expected during a pandemic:

There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Through measures such as border closures and travel restrictions, countries might delay the virus's arrival but cannot stop it.

Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. As a result, infection and illness rates soar.
- A substantial percentage of the world's population will require some form of medical care.
- Nations are unlikely to have the staff, facilities, equipment, and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, primarily determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations, and the effectiveness of preventive measures.
- Temporary medical sites for testing and triage will be utilized and manned by emergency medical teams.
- Past pandemics have spread globally in two and sometimes three waves.

Medical Supplies Will Be Inadequate

- The need for a vaccine is likely to exceed the supply.
- The need for antiviral drugs is likely to be inadequate early in a pandemic.

- Supply chains that were once dependable may be disrupted and drained.
- A pandemic can create a shortage of hospital beds, ventilators, testing kits, and other supplies. Surge capacity at non-traditional sites such as schools may be designed to cope with demand.

Mental Health Supports Will be Inadequate

- Groups within the school community will be disproportionately affected (immigrant and refugee families, families in transition, families experiencing unemployment of low income, under and uninsured families, individuals from ethnic groups who have higher mortality and morbidity rates).
- Substance abuse, child abuse, and domestic violence are likely to rise. However, state reporting of abuses risks decreasing due to the reduced channels of reporters.
- The strain of extended periods of isolation will overwhelm the coping skills of many.
- Suicide attempts and suicide completions are likely to rise.
- The school community is likely to suffer personal, family losses through death and physical diminishment related to COVID-19. Unfortunately, the standard community support mechanisms will not be available to assist with grieving.
- There is likely to be an interruption and reduction of mental health services once received through school channels.

There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses, and cancellations of events could significantly impact communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.
- Layoffs of workers and extended business closures will increase the unemployment rate and decrease incoming tax dollars to public businesses.

Planning Assumptions:

Planning assumptions are based on what is known or believed to happen in the event of an influenza pandemic. Beliefs about coronavirus infections and other non-influenza virus pandemics are not entirely understood, but assumptions about pandemic influenza can help to guide planning for other novel pandemic viruses. Given the difficulty associated with estimating timing or impact, pandemic planning is based on the assumptions about viral epidemiology and human susceptibility, including:

- Delays in the availability of vaccines and shortages of antiviral drugs are likely, particularly early in the pandemic. Therefore, it is unlikely that a vaccine for COVID-19 will be available for widespread use within the next 12 months. Until then, COVID-19 will remain

in circulation.

- The novel virus will have the ability to spread rapidly worldwide.
- Suppose the pandemic is characterized by severe disease. In that case, it will have the potential to disrupt national and community infrastructures (including health care, transportation, commerce, utilities, and public safety) due to widespread illness, absenteeism, and death among workers and their families, as well as concern about ongoing exposure to the virus.
- Not all jurisdictions will experience clusters of the disease simultaneously; however, near-simultaneous clusters likely will occur in many communities across the United States, thereby limiting the ability of any jurisdiction to support or assist other jurisdictions.
- During a pandemic, infection in a localized area can last about six to eight weeks or longer. Therefore, at least two pandemic waves will occur. Following the pandemic, the newly circulating virus is likely to become a regularly occurring seasonal influenza. In COVID-19, public health authorities expect the second wave of infections in the fall or winter of 2020-21. There is a high probability that this could coincide with flu season.
- The number of hospitalizations and deaths will depend on the severity of the disease and the success of steps to mitigate its transmission. Deaths from COVID-19 are possible while the virus remains in circulation.
- Risk groups for severe and fatal infections cannot be predicted with certainty. However, children and staff with significant health conditions will be especially vulnerable during this time.
- Information during a pandemic will be fluid and ever-evolving.
- The more people a student or staff member interacts with, the longer that interaction, the higher the risk of exposure and spread.

If an individual within a school building tests positive for COVID-19, schools must work with their local health department but could expect some of these parameters to be put in place:

- Identify who the individual was in contact with, within a 6-foot space, for at least 15 minutes. If specific contacts cannot be identified, quarantine everyone in the same room, bus, or other areas. Schools will need to keep room/bus logs or photos to assist with contact tracing. By having a seating chart, bus seating charts, or photos, the number of students required to be quarantined can be minimized.
- The St. Louis County Health Department suggests that if over 5% of the student body in a building or district test positive any day, 4% test positive over two days in a row, or 3% test positive for three days in a row, then that building or district closes for ten days (percentages may change when better scientific data becomes available).
- Schools need to ensure a space to isolate a sick student or staff member until the individual can leave the building.
- If a person diagnosed with COVID-19 is determined to have been in the building and

poses a risk to the staff or students, a school may close for 1-2 days for cleaning and disinfection of that building or exposed area if unable to clean during the nighttime closing.

Mitigation Strategies:

Following local health department guidelines and recommendations, Hazelwood utilizes universal mitigation strategies outlined below and discussed in depth throughout this document. Additionally, with respect to the health and safety policies, the Hazelwood School District ensures appropriate accommodations for children with disabilities that align with students' Individualized Education Plans and 504 Plans.

1. *Universal and correct wearing of masks:* Face masks are required to be correctly worn at all times.
2. *Physical distancing:* All schools and district buildings have developed plans to ensure social distancing occurs to the greatest extent possible.
3. *Handwashing and respiratory etiquette:* Individuals are asked to wash and sanitize their hands as frequently as possible throughout the day. When sinks are not available, hand sanitizing stations are public throughout the district. In addition, students will be required to wash their hands for at least twenty seconds at scheduled times, and always before eating, after using the restroom, and after coughing or sneezing.
4. *Cleaning and maintaining healthy facilities:* Shared areas are sanitized frequently by custodial staff. Additionally, sanitizing materials are available in shared spaces for individuals to sanitize after use and reduce the risk of transmission.
5. *Contact tracing:* In conjunction with the local health department, the Hazelwood School District has developed a comprehensive system for contact tracing. Contact tracing teams undergo standardized training consistent with CDC guidelines and are in place at all school and district buildings.
6. *Screenings:* All Hazelwood employees and visitors are asked to complete and submit daily health screenings before coming on-site. If employees have symptoms attributed to COVID-19, they are asked not to go on-site. In addition, families are asked to similarly conduct daily screenings at home to ensure students have no symptoms before coming to school.
7. *Vaccination:* Vaccination is the best tool available to protect ourselves and those under the age of current FDA and CDC vaccine authorization that cannot be vaccinated. As such, Hazelwood stands in support of the strong recommendation to be vaccinated. Vaccine and testing resources are continually updated on the district website.

Essential Functions and Personnel:

The following groups of individuals will have specific roles delegated to them during the plan activation. Those groups include Administration/Principals, Board of Education/Superintendent, and Leadership Team.

Each essential staff person will have a 3-tier backup if the individual cannot assume responsibilities and decision-making capacity of their role. General obligations, along with specific delegated tasks to particular groups, can be found in the appendices. In addition, other district employees may be asked to provide backup support services as needed to continue the day-to-day operation and functions of the Hazelwood School District.

Hazelwood staff should become familiar with the duties and responsibilities that pertain to their specific position in the district. In addition, all aspects of the school day and related school activities, sports, summer school, community school, and other venues must be addressed. This plan requires a team effort from all departments to be implemented successfully.

Governance

The Hazelwood School District Board of Education will continue to focus on both the immediate and long-term needs of students, staff, and the community, as well as work, to re-open schools safely and provide long-term planning in case the district must adjust the method of instruction due to any closure of one or all school facilities. The Board of Education will regularly discuss and refine the school district reopening plans throughout the 2021-2022 school year.

Action items will include, but not be limited to:

- ✓ Adopt the school calendar and build in contingencies
- ✓ Consider an alternative calendar, including delay of start date if necessary
- ✓ Consider alternative calendars in case of school building/school district closure, and a virtual learning platform or alternative methods of instruction could be utilized.
- ✓ Adopt a resolution suspending policies that conflict with statutory waivers or extensions granted by the Governor (See Appendix A-MSBA's "Resolution on Suspending Policy to Align with COVID-19 Emergency Legislation and Waivers") or support guidance from DESE or other governing bodies
- ✓ Approve a School District Closure/Distance Learning Plan (See Instruction)
- ✓ Approve the technology plan and examine what steps can be taken by the Board of Education and the community to ensure equitable access with technology devices and reliable internet (See Technology)
- ✓ Approve the Facilities Plan based upon a recommendation from the Superintendent of Schools, CDC, WHO, and other federal, state, and local policies (See Finance and Facilities)
- ✓ Approve a revised budget (See Finance)
- ✓ Ensure appropriate resources are allocated to facilitate the plan
- ✓ Review and revise all staff leave policies (See Human Resources)
- ✓ Review all attendance policies to provide more flexibility and remove punitive measures for absences when there is an outbreak of contagious disease
- ✓ Approve the process for deciding when school will be open as usual and when the alternative method of instruction will be utilized, as well as when a hybrid model will be necessary to continue the operations of the district
- ✓ Work with the local health department to determine school building opening, closure, or implementing additional precautions like excluding the public from the building. In the case of an isolated outbreak or need for forced school closure, the district will make this decision with information and recommendations from the local health department and local authorities.
- ✓ Ensure that an emergency planning team is in place and updates are made to the districts Emergency Operations Plan

- ✓ Continue the plan for ongoing meetings and communications (including in-person and virtual based upon social distancing expectations) between the Board of Education and administration, including, but not limited to, School Board Meetings, Key Communicators, Hazelwood NEA, Staff Advisory.
- ✓ Approve an alternative structure of authority, with recommendations by the Superintendent of Schools, if the Superintendent or other key administrative employees are unable to work
- ✓ Approve a plan, if necessary, should the school district facilities need to be used as emergency facilities in conjunction with local authorities
- ✓ Work with the communications department to keep students, staff, community, stakeholders, and the media aware of planning efforts.
- ✓ Provide clear, calm, and proactive governance response to assure the community and prevent anxiety (See Communications)

Distribution of Administrative Responsibilities

Superintendent or Designee

Summary: See Executive Summary

Planning/Alert Period (if needed):

- ✓ Confirm the pandemic coordinator and team responsible for the continual plan development and coordination on implementation of the plan, including a return to school
- ✓ Inform the school board on the status of the Pandemic and Return to School Plan
- ✓ Delineate accountability/responsibility and provide resources for the key stakeholders engaged in the planning and executing of specific components of the Pandemic and Return to School Plan
- ✓ Identify essential functions, operations, and employees required to maintain school operations during a pandemic.
- ✓ Review the Hazelwood School District's Emergency Response Plan and infectious disease policies and procedures with district leadership
- ✓ Identify/review a chain of command of all key district positions
- ✓ Identify and recommend direct services or activities that will increase or decrease during a pandemic
- ✓ Review any legal implications with the school board attorney
- ✓ Identify which core educational services schools will be required to maintain during a virtual learning period
- ✓ Develop a communications plan/protocol for possible extended school closures with the Director of Communications and Public Relations
- ✓ Develop a plan for the closure of schools
- ✓ Consult and collaborate with local and state Department of Education and Department of Health officials as it relates to funding, student requirements, and school practices

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Identify procedures for communicating with the STLCO county and state leaders
- ✓ Develop a continuity of operations plan for essential central office functions
- ✓ Collaborate with the school district Chief Financial Officer, Assistant Superintendent of Human Resources Officer, and district administrators regarding school operations during periods of reductions in staff
- ✓ Collaborate with the district crisis team to review, update and respond to the Pandemic and Return to School Plan
- ✓ Activate the Pandemic and Return to School Plan

- ✓ Continue communications with community stakeholders
- ✓ Communicate with Missouri's Department of Elementary and Secondary Education (DESE)

Planning for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert period
- ✓ and Consult and collaborate with federal, local, and state Department of Education and DHSS officials in making pandemic response operational decisions [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)
- ✓ Deploy central office staff to assist at schools as needed
- ✓ Notify parents and employees about the effects of the pandemic outbreak
- ✓ Continue stakeholder meetings to gain input addressing concerns, needs, and district steps of action
- ✓ Communicate and collaborate with other local Superintendents to discuss return to school plans and processes [PANDEMIC RECOVERY CONSIDERATIONS:](#)
- ✓ Develop and refine protocols for students in quarantine to avoid learning interruptions

Return to School:

- Consult with local and state health, education, and government officials
- Announce the return to school process
- Facilitate school district debriefing/lessons learned by key stakeholders
- Participate in school system debriefing/lessons learned by key stakeholders
- Notify parents and employees about the return to school plan
- Authorize the release of information to the public and the media

Assistant Superintendents and Director of Curriculum and Instruction

Summary: The Student Services Department will continue to review the current staff in Student Services and their job descriptions to ensure that the work that needs to be completed could continue virtually. The department realized that social/emotional support would be critical during this unprecedented time and made plans to continue to provide these services virtually rather than in person for students and staff. Student Services offered support through email campaigns and personal check-ins for staff in the district to ensure they had the support and resources to help them cope with the Covid-19 pandemic.

Teachers continue to work with curriculum coordinators to develop virtual content guides to teach between virtual and in-person instruction seamlessly. Supplemental resources will be reviewed and purchased to enable teachers to teach the Hazelwood curriculum. Part of their work included professional learning opportunities for teachers during the summer months and during the school year. To offer extended learning opportunities throughout the year, schools will provide learning sessions for students at each school on select Saturdays, before school, after school, and virtually pending staff availability and parent interest. Applications for Alternative Methods for Instruction and Alternative Methods for Instruction-Extended were submitted to Missouri's Department of Elementary and Secondary Education (DESE) so that the District can claim in-seat attendance on virtual days in a blended model.

The Professional Development team reviewed the instructional and delivery needs of our teachers and parents. This review resulted in building summer learning opportunities that would continue into the new school year. As a result, the Professional Development Department has brought in Close and Critical Reading professional learning and building professional learning support for parents.

The high schools will develop a plan to support graduation and postsecondary attainment. A method for Reemergence of Athletics and Activities was developed to support pre-conditioning efforts for the summer. It will continue to be reviewed based on the viral transmission in the school community and recommendations from the local health department and MSHSAA. The School Safety department worked closely with many departments to support efforts across the District. The School Safety Department continued to provide around-the-clock service for our district to support various activities across the District.

An additional detailed summary of activities supporting this area is included in departmental sections that follow.

Planning/Alert Period (if needed):

- ✓ Identify essential functions, operations, and employees required to maintain student services operations during a pandemic
- ✓ Identify direct services or activities in all departments that will increase or decrease during a pandemic
- ✓ Plan for social/emotional supports that need to be activated for staff and students (Student Services)
- ✓ Identify direct services or activities in the curriculum and instruction department that will increase or decrease during a pandemic (Curriculum and Instruction)
- ✓ Plan for various learning platforms and curricular strategies for any virtual learning timeframe (Curriculum and Instruction)
- ✓ Review professional learning needs of staff and parents that will support student learning during this time of virtual learning (Curriculum and Instruction and Professional Development)
- ✓ Plan Professional Development for staff and parents to provide the new skills needed for virtual instruction (Curriculum and Instruction and Professional Development)
- ✓ Working with the Chief Information Officer, develop a plan to support student learning during a possible period of prolonged school closure (Curriculum and Instruction)

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Activate social/emotional supports plan (Student Services)
- ✓ Assist and approve process and scheduling of material distribution and staff closing of classrooms in coordination with other key district personnel
- ✓ Monitor implementation of virtual learning instruction and instructional platforms (Curriculum and Instruction)
- ✓ Plan and prepare for specialized assessment and instruction, such as gifted services, EL, Special education and early childhood, dual enrollment, North Technical High School, etc.
- ✓ Plan and prepare professional learning opportunities for staff and parents (Curriculum and Instruction and Professional Development)

Planning for Return to School:

- ✓ Continue applicable activities from planning and virtual learning periods
- ✓ Assist the Superintendent/designee as directed
- ✓ Assure the continuity of day to day operations of the school district
- ✓ Consider and engage continued socio/emotional support systems for students and staff (Student Services)

- ✓ Develop an instructional learning plan that supports high quality, face-to-face instruction (Curriculum and Instruction)
- ✓ Provide professional learning opportunities for staff and parents to equip them for all modes of learning (Curriculum and Instruction and Professional Development)
- ✓ Develop instructional learning plan that supports face-to-face instruction and virtual learning (Curriculum and Instruction)
- Develop a plan to determine the instructional level of students upon return to school
- Develop an instructional plan that supports all students, including specialized populations and services, remediation, and acceleration (Student Services, Curriculum and Instruction)
- ✓ Ensure the delivery of learning opportunities for students during a possible prolonged school closure (Curriculum and Instruction)
- ✓ Develop guidance for athletics/after school activities - Hazelwood School District COVID-19 Return to Athletics/Action Plan (Assistant Superintendent of High Schools)
- Determine final plans for specialized programming, including identification and assessment for gifted education, English Learners (EL), special education, and early childhood

Return to School:

- Participate in school system debriefing/lessons learned by key stakeholders
- Activate return to school plan
- Determine the equitable distribution of instructional resources based upon student need (Curriculum and Instruction)
- Continue providing professional learning opportunities for staff and parents, adding or completing professional development offerings.

Assistant Superintendents and Director of Human Resources

Summary: A detailed summary of activities supporting this area is included in departmental sections that follow.

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain the district and department during a pandemic period
- ✓ Identify district/school staffing or activities that will increase or decrease during a pandemic period
- ✓ Review and seek guidance from the public and county health departments, Department of Elementary and Secondary Education (DESE), and the school attorney regarding explicit instruction about staffing provisions and absenteeism
- ✓ Advise the Superintendent of payment of salary and staff expectations for Board of Education review in coordination with Chief Financial Officer
- ✓ Communicate modified work expectations to all district staff as it relates to closures
- ✓ Plan and provide processes for essential workers to receive and carry work letters as instructed by St. Louis County
- ✓ Determine and arrange ways to fill staffing deficits at all locations. Provide cross-training where needed
- ✓ Communicate unemployment information

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Review and communicate sick leave, sick leave bank, Family Medical Leave Act (FMLA), Workman's compensation, district medical leave policies, and any applicable emergency medical leave act (such as COVID-19 Medical Leave Option)
- ✓ Identify and communicate materials on grief, loss, and stress for district employees.
- ✓ Develop Frequently Asked Questions (FAQ) document regarding leave policies to disseminate district-wide on short notice
- ✓ Communicate information surrounding unemployment information
- ✓ Process any unemployment claims

Planning for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert periods
- ✓ Assist the Superintendent/designee as directed
- ✓ Continue to respond to staff concerns regarding sick leave, sick leave policy, and sick leave bank procedures

✓ Provide additional information and resources for Employee Assistance Program (EAP)/Personal Assistance Services (PAS)

Track and report the numbers of absences among district-wide staff to the Superintendent and Coordinator of Health Services

Return to School:

Continue to provide information regarding grief and psychological support for staff

Continue to monitor staff absences

Participate in school district debriefing/lessons learned by key stakeholders

Review and expand employee benefits to support emotional and mental health needs

Finalize unemployment claims

Monitor and process any COVID-19 leave of absence forms

Work with principals and directors to help them determine a plan for substitute needs

Determine stipend or time and effort needs for teachers to support tutorials and families

Chief Financial Officer/Assistant Superintendent - Finance & Facilities

Summary: The Chief Financial Officer/Assistant Superintendent - Finance & Facilities (CFO) has planned, coordinated, and implemented activities related to the reopening of school through collaboration with the operational departments and the instructional Assistant Superintendents and various Directors. This has been achieved through communication regarding the CARES Act, ESSER funds, the district budget, and other departmental activities. This included determining which typical finance and operations activities needed to continue, which required adjustment, and finally, which activities needed to be reviewed or revised to address safety or other needs due to COVID-19.

The activities related to the reopening of school for the Child Nutrition, Transportation, Accounting and Finance, Custodial, and Maintenance departments, which are the areas under the direct supervision of the CFO, are outlined in subsequent sections throughout this document. In addition to these items, the CFO coordinates the development of the alternate school bell times and alternate school calendar for 2021-2022 (Appendix A).

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain the facilities department during a pandemic period
- ✓ Identify essential duties and operations required to maintain the district financial and operations departments during a pandemic period.
- ✓ Advise the Superintendent of payment of salary and staff expectations for Board of Education review in coordination with Human Resources
- ✓ Identify district services that will increase or decrease during a pandemic period.
- ✓ Identify an alternative facility plan in the event of interruptions of essential services like sanitation, power, water, telephone.
- ✓ Coordinate with the health department regarding the use of district facilities during a pandemic
- ✓ Identify financial resources to support pandemic planning.

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Develop a plan to disseminate payroll to staff if schools are closed
- ✓ Establish a plan for cross-training all staff members on essential duties and operations in the department
- ✓ Determine the most efficient strategy for maintaining facilities, providing food services, and transporting students given the circumstances

- ✓ Collaborate with the Director of Transportation to develop a plan to provide bus services <https://stlcorona.com/dr-pages-messages/covid19-safe-operating-protocols/transportation-operating-protocols/>
- ✓ Determine a backup plan for possible fuel shortages, vendor delays, and essential functions such as banking impacts
- ✓ Explore additional vendor options to continue the flow of supply lines
- ✓ Collaborate with the Director of Maintenance and Director of Custodial Services to identify crucial duties and operations required during a virtual learning period
- ✓ Establish a staffing plan for building maintenance and provide cross-training as needed with the Director of Maintenance
- ✓ Ensure training of custodial staff on proper and preventative cleaning practices with the Director of Custodial Services
- ✓ Obtain the necessary additional janitorial cleaning supplies
- ✓ Ensure the finance department's continuation of the processing of essential duties such as payroll, grant reimbursements, accounts payable, vendor accounts, and payroll vendor accounts
- ✓ Determine if building renovation and construction projects need to be restricted, postponed, or terminated in compliance with county and public health recommendations <https://stlcorona.com/dr-pages-messages/covid19-safe-operating-protocols/construction-manufacturing-amp-repair-operating-protocols/>
- ✓ Determine if community use of facilities should be restricted

Planning for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert periods
- ✓ Assist the Superintendent/designee as directed
- ✓ Determine a plan for transportation during a blended learning return to school plan
- ✓ Assure the continuity of day to day operations of the school facilities [Coronavirus Disease 2019 \(COVID-19\) - Interim Guidance for Businesses and Employers](#)
- ✓ Review and continue Occupational Safety and Health Administration (OSHA) recommendations for workplace sanitization and exposure mitigation practices [Guidance on Preparing Workplaces for COVID-19](#)
- ✓ Review building and classroom space to determine appropriate numbers of people to stay within recommended guidelines
- ✓ Determine and recommend additional staffing if needed to meet the needs upon returning to school

Return to School:

- Convene/participate in school system debriefing/lessons learned by key stakeholders
- Activate plan for transportation during a blended learning return to school plan
- Plan for the recovery of any economic losses/issues, internally and externally

- ❑ Continue monitoring state and local regulatory agency policies related to a group gathering and facility usage to determine if events can be held and what/if community groups can share school facilities.

Chief Information Officer

Summary: A detailed summary of activities supporting this area is included in departmental sections that follow.

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain the technology department during a pandemic period
- ✓ Continue to Identify technology activities that will increase or decrease during a pandemic period
- ✓ Determine the most efficient strategy for delivering educational services given the circumstances of limited staff, limited facilities, or school closure
- ✓ Explore additional vendor options to continue the flow of materials and access to technology
- ✓ Advise Superintendent of available options for student wi-fi accessibility and continued supports that may be needed if transitioning to virtual learning (cell phones, repair of equipment) [4 strategies to keep tech support rolling through COVID-19 shutdowns](#)
- ✓ Determine the process for staff, students, and parents to gain technical assistance during virtual learning.
- ✓ Determine process from CDC recommendation for sanitization of Chromebooks [Cleaning and Disinfecting Your Facility](#)

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Continue review and revise processes for staff, students, and parents to gain technical assistance during virtual learning.
- ✓ Provide training and support for instructional personnel on the use of district instructional technology and the virtual learning options
- ✓ Stagger staffing and sites of service to comply with staff and student support needs while following public and county health recommendations
- ✓ Provide training and support for parents or students on the use of district instructional technology while using virtual learning through district helpline

Planning for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert periods
- ✓ Plan for technology resources needed and turn in upon return to school
- ✓ Advise Superintendent of available options for students to continue with Wi-Fi accessibility and supports that may be needed for return to in-person learning (additional cell phones and expansion/replacement of Chromebooks)

Return to School:

- Participate in school district debriefing/lessons learned by key stakeholders
- Collect all technology from students not needed for virtual learning
- Repair, update, and redistribute technology to new students

Director of Communications and Public Relations

Summary: A detailed summary of activities supporting this area is included in departmental sections that follow.

Planning/Alert Period (if needed):

- ✓ Communicate with the Pandemic Planning Group to develop and annually revise the Pandemic and Return to School Plan
- ✓ Identify essential duties and operations required to maintain the department during a pandemic period
- ✓ Test Emergency Communications Plan and adjust as needed
- ✓ Communicate plan for the virtual learning environment
- ✓ Consider required supports from community partners
- ✓ Coordinate efforts with USPS, UPS, Fed-Ex, and other mail/package carrier businesses about modified drop off/pick up of mail and packages.
- ✓ Coordinate Print Shop operations and planning
- ✓ Develop a communications plan to keep staff, school, and community updated on pandemic and return to school planning.
- ✓ Develop an alert system for emergency communication with parents and staff
- ✓ Coordinate with Superintendent regarding communication to the public
- ✓ Communicate with existing community partners to extend collaborations needed to meet needs during the pandemic
- ✓ Collaborate with health services department to coordinate communications with partners for donated goods and services as offered
- ✓ Communicate with media outlets regarding efforts taken to follow CDC and public health department recommendations

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Review and update all media contact information
- ✓ Reach out to community partners as needed
- ✓ Activate communications plan to keep staff, school, and community updated
- ✓ Create a dedicated page on the website to post all pertinent information and update regularly, and publish this weblink through all communication channels
- ✓ Highlight positive news stories to engage families and communities

Planning for Return to School:

- ✓ Continue applicable activities from planning and virtual learning periods
- ✓ Assist the Superintendent/designee as directed

- ✓ Act in coordination with Superintendent as the Incident Command System contact person with the state and local authorities
- ☐ Communicate plan for return to school to all stakeholders. School instructional plans will be posted on the district website to be easily translated into multiple languages via the website's tools.
- ✓ Provide communication via all media outlets, including district website, social media and special eblast notifications

Return to School:

- ☐ Convene/Participate in school district debriefing/lessons learned by key stakeholders
- ☐ Communicate return to school
- ☐ Communicate and publicize plans for back to school activities and outreach
- ☐ Provide Frequently Asked Questions (FAQs) and videos related to school operations
- ☐ Continue to share positive news stories and recognition using all media outlets

Director of Federal Programs

Summary: Federally funded programs began planning for the virtual learning period by determining which activities would continue and which activities in school improvement plans needed to be put on hold, such as some external professional development opportunities. Schools looked at their plans individually and began to redesign them to include learning loss and support needed for students as we plan for In-Person instruction. Many plans include additional support for students in the area of social-emotional support and extended learning.

As CARES Act and ESSER funding sources are awarded, the district leadership team coordinated with the Director of Federal Programs to determine the best use of funds, including the need for technological devices, the need for additional staffing (nurses, custodians, social workers), the need for additional instructional supports (Jump Into Learning and extended learning opportunities)

Communication with the Department of Elementary and Secondary Education (DESE), Center for Disease Control (CDC), World Health Organization (WHO), and other public authorities recommendations were reviewed, included, and began to shape the plan. As a result, recommendations in the plan meet these requirements.

The CARES Act application was completed and submitted to DESE to access funding to support the Hazelwood School District. The CARES Act and ESSER funding sources will continue to be used to support the Hazelwood School District. In addition, work began on structures, specifically virtual structures, to support the learning and education of students with parents and community members. Plans to continue to provide professional development opportunities and parent engagement are emerging and planned for the upcoming school year in coordination with the district professional development team.

Support and resources for our Families in Transition (FIT) are in place to meet the unique needs of these students. They are being developed in coordination with the Director of Residency and Enrollment and Student Services.

Surveys were completed and information gained by students, staff, and parents to provide input regarding the reopening of schools. Ongoing conversations with stakeholders occur throughout the process of the development of the plan.

The Hazelwood School District Reopening and Pandemic Plan for the 2020-2021 school year was drafted, shared broadly with the Board of Education, parents/staff/students/community members through the district website and Hazelwood Board Docs, as well as a variety of public forums. This plan continues to be reviewed and updated regularly.

Planning/Alert Period (if needed):

- ✓ Monitor current funds available from all federally funded programs
- ✓ Monitor status of existing plans and consider adjustments
- ✓ Advise district leadership of DESE communications
- ✓ Identify strategies for school improvement that can be amended or adjusted in the school improvement plan
- ✓ Coordinate with the Federal Programs Specialist to plan for virtual parent involvement programming through Parent University
- ✓ Coordinate with the Families in Transition (FIT) Specialist to ensure the needs of our students experiencing homelessness are met to provide equitable services
- ✓ Communicate and coordinate services for our FIT tutors during the virtual timeframe
- ✓ Communicate and coordinate service for our nonpublic students during the virtual timeframe
- ✓ Communicate with home school communicators regarding virtual timeframe and expectations for services

Transition to Virtual Learning Environment (if needed):

- ✓ Identify activities that can be amended in the federal program's application
- ✓ Communicate waiver information as it becomes available
- ✓ Communicate relief funds information as it becomes available
- ✓ Amend federal grant applications to allow for flexibility of plans
- ✓ Communicate with schools and district regarding alternative actions that can be supported

<https://edtrust.org/resource/a-higher-education-equity-agenda-in-response-to-COVID-19/>

- ✓ Advise district leadership of DESE communications
- ✓ Coordinate with federal, state, and local education leaders
- ✓ Implement virtual parent involvement programming through Parent University
- ✓ Continue services for nonpublic students virtually
- ✓ Maintain logs of home school communicators during virtual time frames to ensure services for students

Planning for Return to School:

- ✓ Review federal relief funds and support the district with plans, applications, and funds management in coordination with the Chief Financial Officer and Leadership Team
- ✓ Continue planning for execution for relief funds application

- ✓ Consult with nonpublic schools to provide equitable services of relief funds
- ✓ Complete application for relief funds
- ✓ Develop and coordinate a plan for return to school of staff and students
- ✓ Develop and conduct a survey for parents, staff, and students to gain input on the plan
- ✓ Engage staff, parents, students in return to school planning
- ✓ Advise district leadership of DESE communications
- ✓ Communicate with state, federal, and local entities
- ✓ Develop a plan for relief funds and execute
- ✓ Determine crucial funding sources for expenditures related to the pandemic in coordination with Chief Financial Officer
- ✓ Work with key leadership staff members to devise strategies and communication regarding processes and procedures.
- ✓ Continue to coordinate with federal, state, and local education leaders
- ✓ Expand virtual parent involvement programming through Parent University to include tutorial services and academic content for students

Return to School:

- Consult with district and school officials to support staff, students, and community
- Continue DESE communication
- Manage federal relief funds, implementation, documentation, and reimbursement efforts
- Review and revise district and school plans as necessary to support In-Person Learning
- Coordinate with Federal Programs Specialist to provide a variety of parent involvement programming through Parent University
- Coordinate with the FIT Specialist regarding the needs of our students experiencing homelessness

Departmental and Building Level Responsibilities Athletics and After-School Activities Plan

Summary: Activities and athletics have helped students become well-rounded individuals and provide opportunities for students to engage at different levels. To that end, the high school activity directors, athletic trainers, Coordinator of Health Services, high school principals, and assistant superintendent for high Schools have drafted the [Extra Curricular Reemergence Action Plan](#). This draft plan to phase in activities and athletics was designed to get students re-accumulated to sports and activities such as robotics, band, and other co-curricular activities. ***Participation in sports and/or activities is not a requirement and is voluntary.*** The plan is a fluid document and is updated as more information becomes available. We continue to work to ensure that the Missouri State High School Activities Association (MSHSAA), CDC, and St. Louis County Department of Public Health. The draft plan includes:

- Executive Summary
- Disclaimer
- Categories of Sport by Risk
- Definitions used by St. Louis County Public Health and by SSM/BJC/Mercy
- Definitions used by the National Federation of State High School Association and by Hazelwood School District
- Comparison of Sports Reemergence Guidelines
- Hazelwood School District Extra-Curricular Reemergence Action Plan (Summer 2020)
- Deciding to Re-Open
- Prior to Arriving
- Once on Campus
- Sport Participation
- Post Workout Procedures
- Reopening Phases
- Coach Trainings
- Weight Room Considerations
- Marching Band
- MSHSAA Information
- Anticipated Needs for Central, East, and West High Schools
- COVID -19 Monitoring Table
- Extra Gloves and Masks/Face coverings
- Hand Sanitizer
- Cleaning Supplies (Virex II)
- Directional Signage

- Appendices
- Returning to Sports After COVID-19 Diagnosis
- Cardiac Evaluation in Athletes with Prior COVID-19 Infection
- COVID-19 Athlete/Activity Screening
- Parent Permission and Waiver of Liability for Student Participation in HSD

Athletics/Activities

- Hazelwood Coaches/Sponsors Training Acknowledgement Checklist
- Information about COVID-19
- Examples of Frequently Used High School Football Conditioning Drills
- Example Application of 50/30/20/10
- F.I.T. Rule
- High School and NCAA Preseason Heat Acclimatization Guidelines
- Letter to Parents

Additionally, a process was developed to review and/or approve Student Work Permits.

The building administrator will identify volunteer services required for limited co-curricular and extracurricular activities, such as Robotics, band, and competitive athletics, in coordination with the Coordinator of Health Services. Building processes for these essential visitors will be developed by the building principal and comply with MSHSAA Bylaws.

Planning/Alert Period (if needed):

- ✓ Continual contact with Missouri State High School Activities Association (MSHSAA) and Activity Directors (ADs) regarding possible changes that may impact competitive sports
- ✓ Collaborate with custodial services to ensure sanitation procedures are best practice
- ✓ Alert superintendent of changes and recommendations from MSHSAA and CDC
- ✓ Communicate ADs of recommended changes and communicate with all stakeholders, including parents/guardians, students, officials

Transition to Virtual Learning Environment (if needed):

- ✓ Continue planning/alert period activities as needed
- ✓ Continue communication with coaches and players
- ✓ Communicate with students and the community regarding tryouts (virtually or face-to-face)
- ✓ Communicate with Superintendent about processes and procedures as it relates to neighboring schools during the pandemic
- ✓ Communicate with National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) for possible eligibility changes
- ✓ Host virtual Signing Day
- ✓ Communicate and post changes and celebratory events on the district/school website

- ✓ Continue to work with the Coordinator of Health Services regarding health and wellness regulations.
- ✓ Meet regularly with other Athletic Directors from other school districts to maintain levels of consistency of programming across the conference area
- ✓ Communicate worker permit requirements and process work permits

Planning for Return to School:

- ✓ Consult recommendations from CDC regulations [School Settings | COVID-19 Considerations for Youth Sports, https://www.cdc.gov/video/socialmedia/COVID-19-Stakeholder-Call-Youth-Sports.mp4](https://www.cdc.gov/video/socialmedia/COVID-19-Stakeholder-Call-Youth-Sports.mp4)
- ✓ Alter cleaning processes to ensure athletic equipment is appropriately cleaned and sanitized
- ✓ Adjust practice processes and procedures due to social distancing and social gathering guidelines [Missouri Youth Soccer Association](#)
- ✓ Recommend purchases for sanitation of equipment for locker rooms, weight rooms, storage to include, but not limited to, larger washers/dryers, hand sanitizer, electrostatic sanitizers
- ✓ Plan for modified spaces for marching band practices and rehearsals [MSHSAA Music Activities](#)
- ✓ Communicate and post changes and celebratory events on the district/school website
- ✓ Work with the Coordinator of Health Services regarding health and wellness regulations.
- ✓ Continue to meet regularly with other Athletic Directors from other school districts to maintain levels of consistency of programming across the conference area.
- ✓ Recommend increased personnel for student monitoring due to space limitation

Return to School:

- Consider and recommend adjustments for the concession stand and PTA involvement in activities
- Follow MHSAA guidelines for engagement in sports
- Review state and local transmission data to determine tournament schedules
- Increase sanitation of locker rooms for Physical Education (PE) classes during class changes
- Adjust transportation to ensure social distancing for game/activities
- Limit participants and fans in sporting events as determined by state and local health organizations
- Encourage small-group practice when feasible
- Alter cleaning processes
- Determine needs related to helmets, practice jerseys, in and pennies to mitigate germ exposures
- Recommend increased number of hydration equipment

- ❑ <https://www.mshsaa.org/>
- ❑ Adjust practice due to social distancing and social gathering guidelines
- ❑ Practices and games should be scheduled accordingly to decrease the number of individuals coming and going at the same time
- ❑ Recommend purchases for sanitation of equipment for locker rooms, weight rooms, storage, including but not limited to larger washers/dryers, hand sanitizer, electrostatic sanitizers. Consider closing off spaces such as locker rooms if it reduces close contact of students
- ❑ Modify areas for practices and rehearsals; utilize as much outdoor space as able
- ❑ Modify tryout schedules if impacted by the pandemic
- ❑ Activate training for all coaches, Activity Directors, and staff to ensure knowledge of processes and procedures
- ❑ Recommend increased personnel for student monitoring due to space limitation
- ❑ Follow sports and band guidance from [MSHSAA](#) and [NFHS](#)
- ❑ <https://stlcorona.com/sites/default/assets/pdfs/dph-orders/st-louis-county-youth-sports-guidlines-06022020-0.pdf>
- ❑ Provide orientation on the Hazelwood School District COVID-19 Return to Athletics/Action Plan [Plan for Extra Curricular Reemergence Action Plan](#)

Communications and Public Relations

Summary: The Communications and Public Relations Department will use Hazelwood School District communication channels to keep stakeholders informed throughout every stage of plan implementation. This includes any adjustments that need to be made based on new guidance from the Missouri Department of Elementary and Secondary Education, CDC, WHO, and St. Louis Department of Public Health. HSD communication channels include the district website, press releases, social media, interviews, informational videos, phone notifications, text messages, and emails. Additionally, a *Frequently Asked Questions* (FAQ) page, which will be updated throughout the year, has been added to the district website. Finally, the Department has created a Hazelwood School District: *Evolving Together* (COVID-19) and *Help Hazelwood Get Healthy* web page to serve as the hub for information.

Planning/Alert Period (if needed):

- ✓ Prepare for pending virtual learning experiences, and communicate with students, staff, and community regarding all information [Social Media Toolkit](#), [Public Health Media Library](#)
- ✓ Consult state local guidelines and recommendations regarding communication and planning [Coronavirus Disease 2019 \(COVID-19\) | CDC Online Newsroom](#)
- ✓ Develop templates for key messages: parent letters, school checklists, and press releases related to school outbreaks, closures, reopening, etc.
- ✓ Communicate daily regarding up-to-date information recommendations from CDC and district-specific information
- ✓ Create and maintain the Hazelwood School District: Evolving Together (COVID-19) and Help Hazelwood Get Healthy pages with information on all departments.
- ✓ Develop an information line to support the community with ongoing questions, answers, and resources
- ✓ Develop signage specific to health Public Service Announcement (PSA) due to Covid-19, but for staff and the community.
- ✓ Plan and prepare for virtual Board of Education meetings and Community Forums
- ✓ Develop and communicate the virtual process for joining and submitting public comments for Board of Education meetings and community and staff forums
- ✓ Coordinate with Parent Teacher Association (PTA) on forums, including the development of the virtual script
- ✓ Continue virtual High 5 process.
- ✓ Communicate with media outlets regarding efforts taken to follow CDC and public health department recommendations
- ✓ Create marquee communications and maintain electronic marquee community communications

- ✓ Participate in the Learning Center Safety Team to address ongoing concerns related to the pandemic crisis

Transition to Virtual Learning Environment (if needed):

- ✓ Create Public Service Announcements [Public Service Announcements \(PSAs\)](#)
Communicate the "Grab and Go" meal program
- ✓ Develop and publicize a FAQ page and provide pertinent information regarding virtual learning
- ✓ Coordinate, communicate and provide resources for virtual graduation, including videos/billboard/social media recognition.
- ✓ Coordinate with all departments to ensure Print Shop support
- ✓ Coordinate efforts with USPS, UPS, Fed-Ex, and other mail/package carrier businesses about modified drop off/pick up of mail and packages
- ✓ Continue the information line to support the community with ongoing questions, answers, and resources
- ✓ Refer questions to the appropriate personnel and department
- ✓ Facilitate virtual Board of Education meetings and Community Forums
- ✓ Obtain public comments for Board of Education meetings and community and staff forums
- ✓ Create marquee communications and maintain electronic marquee community communications
- ✓ Determine and alter funding sources for graduation billboards and student recognition
- ✓ Highlight senior scholarships
- ✓ Participate in the Learning Center Safety Team to address ongoing concerns related to the pandemic crisis
- ✓ Plan and coordinate programs that moved from face-to-face to virtual models, such as volunteer recognition and High 5
- ✓ Recognize staff appreciation days in a virtual manner

Planning for Return to School:

- ✓ Communicate and publish CDC resources [CDC Coronavirus Print Resources](#)
Determine guidelines for groups such as volunteers, PTA, and community partnerships and publicize expectations
- ✓ Continue the information line to support the community with ongoing questions, answers, and resources
- ✓ Refer questions to the appropriate personnel and department
- ✓ Facilitate and maintain virtual media platforms to support Board of Education meetings and Community Forums as needed
- ✓ Create marquee communications and maintain electronic marquee community communications

- ✓ Participate in the Learning Center Safety Team to address ongoing concerns related to the pandemic crisis
- ✓ Develop signage specific to processes and directional signage (arrows, process info, social distancing, etc.) with the print shop

Return to School:

- Continue the information line to support the community with ongoing questions and answers will enable and resources
- Refer questions to the appropriate personnel and department
- Communicate all departmental needs and information on the website concerning return to school information
- Create marquee communications and maintain electronic marquee community communications
- Participate in the Learning Center Safety Team to address return to school issues
- Plan and coordinate virtual events for back to school events
- Communicate changes in any existing plans and district processes such as the Student-Parent Handbook and Behavior Guide
- Continue to monitor and address all media outlets

Curriculum and Instruction

Summary:

Instructional Plan When Students Return to School in the Fall

Under the direction of the Curriculum and Instruction Department, teachers have been developing virtual content guides for each content area across grade levels should they be needed. These guides provide priority standards, pacing guides, and ways to instruct our current curriculum virtually. Additional virtual resources have been purchased to allow teachers to teach the Hazelwood School District curriculum virtually and/or in-person seamlessly. The virtual guides also include supports for special populations, including students with Individualized Education Plans (IEP) and English Learners.

Elementary teachers across the district are working with curriculum coordinators and assistant superintendents to develop an assessment plan best to meet the educational needs of students during the pandemic. This workgroup will review Missouri's Department of Elementary and Secondary Education's (DESE) recommendations from their Task Force for Learning Acceleration in the upcoming weeks.

The curriculum coordinators continue to provide professional development for teachers and curriculum coaches during the spring and summer months to develop and refine virtual components and training modules. The District uses the Curriculum Budget to fund this with additional funding coming from the CARES Act, professional development monies, and/or Title IV funds, pending available funds. Weekly updates are sent to all staff each week with information about what each workgroup is developing.

The District has purchased web cameras to increase the options significantly, and avenues teachers have available to teach students at home. Web cameras will provide all of our teachers with the ability to record themselves teaching and/or stream their instruction live to students on virtual days. The web cameras will also allow teachers to live stream and/or record what they project through their computers. In addition, the software provided with the web cameras allows teachers to edit their recordings.

Some possible scenarios of ways that the web cameras can enrich virtual instruction (if needed) are below:

1st Grade English Language Arts (ELA)

A 1st-grade teacher is teaching a Foundations lesson in person to students in the A group. Students in the B group, who are at home, log into their Chromebooks to join in at the time of the lesson. The lesson's objective is that students will produce and identify sounds and

syllables in spoken words. For the 30 minute lesson, students at home can follow along as the teacher teaches the lesson. Students in the class and at home will use the Foundations manipulatives throughout the lesson. Students at home can respond to the lesson, and teachers and peers will hear them and interact. Students at home will also see what the teacher is doing with the Foundations letter-sound cards, posters, and manipulatives. The teacher can also use Google Slides to show letters and words and can drag and manipulate letters and words on the slides. Students at home can write letters and words as required in the lesson and hold up what they wrote for the teacher to see and formatively assess.

Middle School Science

A middle school science class teacher demonstrates a lab for their B group of students who are in class. Students at home (A group) can log in and see the lab live. The teacher can also record the lab as they are demonstrating, so they can watch the recorded lab later if students choose. Students watching live will be able to ask questions of the teacher throughout the lesson. The teacher can assign a student in the classroom to monitor questions and read the questions to the teacher at designated times. “A Day” students at home will have a lab response sheet that they complete at home and turn in to the teacher when they return to cla4th-gradext day. “B-Day” students in the class complete the lab themselves. When “A Day” students return to school, they perform the lab in the classroom.

4th Grade Math

On an all virtual day, a 4th-grade teacher divides students into cooperative groups. The teacher shares Google Slide presentations through Google Classroom with each student group assigned to a slide. Each slide has 36 blocks; students need to show how many ways they can make an area out of the shapes on the slides. The students will be able to chat with each other through Google Slides and can manipulate the shapes on the slide. Students will record their discussions and results on the Google Slide. The teacher will then bring students back to discuss the students’ shapes and their thinking as a whole group (if available) to put students into groups to share their thinking. During the whole group discussion, the teacher will use the camera to show students the Google Slide results from each group. Results can also be graphed through Google Slides.

High School Social Studies

A high school social studies teacher creates jigsaw groups of students for a Government class. Each group (A day and B day) is charged with developing a bill they would like to pass. A day students on their in-class day present their bill for discussion. Students at home view the discussion and fill out an advanced organizer provided by the teacher critiquing the bill. The next day, the B day, students are in class to present and discuss their bills. A day

students complete the advanced organizer at home. On the all virtual day, the class can meet through Google Meets to debate each bill.

3rd Grade ELA

In a 3rd-grade reading class, the teacher films themselves with the B day students in class, modeling a reading comprehension strategy and working through the Gradual Release Model. Students in the A day group log in to watch the lesson. The teacher first models the skill, and then the class does the “We do it together.” Students in class and students watching all participate in the “We do it together.” When students are ready to move to the “I do it alone” stage, students at home leave the Google Meet for a certain amount of time while they work independently. Students in the classroom do independent work in the classroom. Students at home come back to the Google Meet once they have practiced the strategy for a whole class debrief and discussion. The teacher builds in protocols for the discussion to engage all students.

4th Grade Math

In a 4th-grade math class, the teacher is face-to-face with A Day students, teaching a lesson on representing multiplication situations with arrays. The teacher is recording the lesson using the camera and will introduce making arrays with the whole class group by finding all array combinations for a number (e.g., 12). Next, students work in pairs to find all possible arrays for a related pair of numbers (e.g., 15 and 45 or 16 and 64). After about 20 minutes, students will discuss their methods and findings as a whole class group. The class will finish with daily practice of ongoing review of previously learned content. When they get home, they may review their recorded lesson for refreshers. B Day students are encouraged, but not required, to watch the A Day lesson live. However, B Day students are required to watch the A Day lesson before their face-to-face class. This process will serve as a primer for their face-to-face lesson taught the next day.

Professional Development Opportunities for Web Cameras and Virtual Learning Components

To ensure that teachers have access to training for the various new platforms, applications, and equipment being purchased to support virtual learning as well as for instructional methods for teaching virtually, the Curriculum and Instruction Department is offering a conference-style workshop for teachers that will span two weeks between July 27, 2020, and August 7, 2020. Teachers will be able to choose which workshops they would like to attend. In addition, they may select any number of workshops or days that they attend workshops. For example, a teacher may choose to attend workshops every day from 8:00 AM until 3:00 PM for the week of July 27th, but not to attend anything the week of August 3rd. Teachers will be paid through professional development funds for attending workshops.

Some workshops will involve teachers working on an “assignment” then returning to the workshop to debrief; a set maximum amount of hours that a teacher can be paid for each workshop will be designated. For example, because technology training often calls for ‘hands-on’ involvement from its participants, participants in a technology workshop may watch a webinar, practice a technology-based activity, complete an “assignment,” and then return to the webinar to debrief and answer questions about the activity. The schedule and registration information was communicated to teachers and administrators on July 17, 2020.

All workshops will be offered virtually and recorded. Recorded webinars will be available to all teachers to access at any time, including in the evening hours. Furthermore, the menu of options will be offered beyond the conference weeks. Buildings wishing to bring specific training to their teachers during the year can request that the appropriate coordinator present training in their building.

Workshop options include, but are not limited to:

Methods for Teaching Virtually in all Content Areas

- Web Cameras – Clear Touch Cameras: Capture
- Class Discussions via Google Meet
- Small Groups with Google Meets
- Google Forms - Do Nows, Formative Assessments, and exit slips
- Interactive Google Slides
- Aristotle
- Share to Classroom and other extensions for Google Classroom.
- Google Jamboard
- Google Certification Level 1
- Snow.Live Software - Make your virtual teaching life easier with Snow.Live software.
- Poll Software
- Promethean Training - ActivInspire Software - Learn how to use your Promethean Board to its fullest potential with ActivInspire software

English Language Arts

- Writing and the Writing Project in StudySync
- StudySync Embedded Assessments
- Achieve3000 Platform Overview
- myView Platform Overview
- Unpacking ELA Standards - Elementary
- Reading Comprehension Strategies
- Question Formulation Technique (QFT)
- Vocabulary Instruction
- Write to Learn

- Reading Across the Content Area
- Achieve3000 Training
- Achieve3000 and Data
- Achieve3000 EL and Struggling Reader Supports
- Achieve3000 and Close Reading
- Achieve3000 - Before, During, and After Reading Strategies
- Reading Specialists
- Lesson Planning with the Pacing Guide (K-2)
- myView Day 1 - KG, 2nd, 4th
- myView Day 1 - 1st, 3rd, 5th
- myView Day 1 - KG, 2nd, 4th
- myView Day 2 - 1st, 3rd, 5th
- myView Day 3 - Intervention (K-2)
- myView Day 3 - Intervention (3-5)
- Digital Theatre+

Math

- Edcite
- Kami (Document Editor)
- Redbird Mathematics
- WebAssign
- MyMathLab
- MathXL
- IPEVO (Document Cameras)

Science

- Gizmos
- MySci
- Amplify Science

Career Technical Education (CTE)

- iCEV Online Training

Extended Learning Opportunities throughout the Year

To offer extended learning opportunities throughout the year, schools will provide learning sessions for students at each school on select Saturdays, before school, after school, and virtually. These opportunities will be targeted for students who are behind in skills and for students who would benefit from enrichment activities. Individual schools will select their

dates **based on staff availability and student/parent interest**. Teachers will be paid time and effort or an extra duty stipend to provide additional tutoring to students and/or support families outside of their contractual day.

The Curriculum and Instruction Department has worked collaboratively with teachers to develop Diversity, Equity, and Inclusion revisions to courses beginning this fall. In addition, the Curriculum and Instruction Department has offered a summer institute with live, interactive virtual sessions to provide teachers a jumpstart on becoming familiar with and learning how to implement these Diversity, Equity, and Inclusion revisions effectively.

As all students return to on-site instruction, schools will offer additional academic and social-emotional supports to combat learning loss and enhance acceleration. In addition to in-school interventions and enrichment opportunities, schools will host robust extended learning opportunities, including before-school learning, after-school programs, and Saturday schools. Students and families can continue to reach out for help via the nightly Homework Hotline. Teachers will provide differentiated supports for special populations, including students with Individualized Education Plans (IEP) and English Learners. HSD will not offer a hybrid or virtual school model. However, the state-run Missouri Course Access Program (MOCA) is a virtual school option that families can pursue.

Hazelwood will continue to address the academic needs of students during any interruptions of in-person instruction. If a student qualifies for homebound instruction due to a COVID quarantine per local or county health official guidelines, the student will participate in Hazelwood's Alternative Methods of Instruction (AMI) plan on an individual student basis. The student will be expected to log into Google Classroom daily and complete daily work assignments. Parents/guardians should monitor student assignments and the turning in of assignments. Parents/guardians should contact their student's teachers with any questions they may have regarding assignments. If parents/guardians cannot contact the teacher and need immediate assistance, they should contact the building principal. Completed assignments should be submitted on the AMI day or the next day of attendance. This individualized Alternative Methods of Instruction (AMI) plan may only be utilized for homebound students in COVID-19 quarantine when school is otherwise in session.

Instructional Plan For Gifted Education Instruction

Galactic teachers will facilitate a variety of learning opportunities at the Galactic Center for elementary students identified as gifted based upon the method of instruction. The teachers will be assigned a grade level and teach their units to all students in that grade level. Students will be grouped in school-based pods (when in-person learning is utilized) with minimal cross-over between other schools. When virtual or blended options are the method of instruction, gifted programming will be communicated to all students and families.

Gifted specialists will plan mini-lessons that will extend the curriculum offered at the Galactic Center to ensure consistency and keep students engaged. Sometimes those lessons may be teaching skills taught in Galactic or providing students who need accelerated instruction to move forward faster. This may include conferencing with individual students on projects they are working on at the Galactic Center.

Middle-school gifted students will continue to receive gifted services through their SAIL class in their schedule (during the in-person learning model). In addition, high school students identified as gifted will continue to receive support from a high school gifted specialist.

Students identified as gifted who do not attend Hazelwood School District schools (and attend private schools or are homeschooled) will be offered gifted instruction (based upon the instructional model determined at the time) from a gifted specialist.

Summer School 2022

Students will be offered summer school classes using an in-person model. Should the instructional model be changed, the method of instruction will be clearly communicated. Instruction will focus on priority standards that will help students be successful during the school year and may include both remediation and enrichment.

Transition Camps (Incoming Kindergarten & Incoming 6th Grade)

Sunny Start for Incoming Kindergarteners - **Sunny Start** is a transition program for students **who will be in kindergarten in the 2022-2023 school year**. The focus of the program is on the development of language skills and pre-reading activities. Children are exposed to a wide variety of children's literature, poetry, song and movement activities, basic math concepts, letters and sounds, sequencing activities, problem-solving, and fine and gross motor development. This summer, activities will be emailed to families. Many of the activities require the use of computers and the internet; the District will provide Chromebooks and/or internet access to anyone that requests it if required by the instructional model. Transportation and a light snack will be provided for in-person learning days.

Quest for Incoming 6th Graders – **Quest** is a transition program for students **in 6th grade in the 2022-2023 school year**. The program focuses on helping students understand what it means to be a successful middle school student, including relationship building, middle school routines, and positive behavioral interventions and supports.

Registration information was communicated to families to ensure enrollment opportunities.

Chromebooks and Internet

The District provides Chromebooks for all students in kindergarten through 12th grade and internet access to families in all grade levels that need it.

Special Area and Elective Classes, Use of Student Restrooms, & Hallway Transitions

At the elementary level, each building principal will work with their teachers to develop schedules to ensure students receive instruction in art, music, physical education, and library media services.

At the middle and high school levels, building administrators will develop their master schedules to ensure that students receive instruction in all classes, including electives.

Building principals at all levels will develop procedures to mitigate risks to Covid-19 related to students' hallway transitions and the use of student restrooms at each school.

Alternative Methods of Instruction (AMI)

The District received approval from Missouri's Department of Elementary and Secondary Education (DESE) on its Alternative Method of Instruction (AMI) application in July 2021. If a waiver is implemented by Missouri's Department of Elementary and Secondary Education (DESE), Hazelwood School District will provide information about the impact of the waiver and the submitted plan of instruction.

Planning/Alert Period (if needed):

- ✓ Determine what format to utilize for instruction - textbooks, technology (including headphones), virtual learning platforms
- ✓ Draft an equitable plan of instruction for board approval
- ✓ Develop a plan for grading and assessments
- ✓ Develop a plan for teacher expectations
- ✓ Develop a plan for training on virtual learning and curriculum
- ✓ Develop a communication plan with families
- ✓ Develop distribution plan for technology and instructional materials

- ✓ Develop a support system that includes collaboration among teachers and professional learning for teachers with Curriculum Department
- ✓ Develop supports for special populations to ensure equity, including students with IEPs (may require an amendment to the Individualized Education Plan), English Learners, students identified as gifted, and pre-kindergarten students, to meet their diverse needs
- ✓ Provide professional development on delivery of virtual learning curriculum, assessment, and best practices in the delivery of instruction

Transition to Virtual Learning Environment-including summer school (if needed):

- ✓ Communicate all planning with students, staff, and community
- ✓ Continue to develop and implement a virtual summer school program that supports all students, including specialized populations and services including remediation and acceleration

<https://stlcorona.com/dr-pages-messages/covid19-safe-operating-protocols/guidance-for-summer-camps/>

- ✓ Coordinate with the technology department to make sure that every student has access to virtual learning
- ✓ Complete and submit the Alternative Learning Instruction plans application to DESE.

Planning for Return to School:

- ✓ Identify priority standards for return to school that students need to be successful in the next grade level
- ✓ Provide an opportunity for extended learning beyond summer school that offers both remediations for learning loss and enrichment
- ✓ Develop transition opportunities that include both virtual and in-person activities for incoming Kindergarteners and 6th graders
- ✓ Develop pacing guides for all content areas and grade levels
- ✓ Provide professional development for the curriculum coaches and teachers to develop virtual components to the curriculum and training modules
- ✓ Develop an assessment plan for the school year to monitor student learning loss and student progress
- ✓ Develop instructional interventions for special populations, including students with IEPs, English Learners, students identified as gifted, and pre-kindergarten students, to meet their diverse needs
- ✓ Devise a specific plan of times/days of extended learning for return to school
- ✓ Prepare viable options to students at higher risk of severe illness that limit their exposure risk; including the Technology Department and Counseling Department in the support structure

Return to School:

- ✓ Provide orientation to students returning to face-to-face instruction

- ✓ Gather information on student physical and emotional health and wellness, learning needs, engagement in prior learning, and determine student's next steps
- ✓ Provide training modules for students and families on navigating revised virtual learning platforms for ongoing use
- ✓ Provide ongoing professional development for teachers to move between classroom instruction and virtual instruction seamlessly
- ✓ Determine extended learning opportunities for all students based upon student need
- ✓ Provide support for teachers to support learners who have experienced significant academic delays and emotional trauma
- ✓ Develop a plan for transitioning between in-person, hybrid, and full virtual instruction due to school closure
- ✓ Review and revise progress reporting for students, including standards taught
- ✓ Implement an assessment plan for the school year to monitor student learning loss and student progress, including interventions and enrichment
- ✓ Pursue educational field trips and enrichment activities both virtually and in person, as possible, with mitigation strategies in place
- ✓ Continue training to students and staff in virtual learning as needed.

Finance and Facilities Department

Child Nutrition Services

Summary: Below are items detailing the efforts of the Child Nutrition Department as it relates to the department's involvement in the reopening of school. The department has provided significant support for the "Grab and Go" Meal Delivery program by providing the meals, some weeks exceeding 30,000 meals served.

In preparation for school reopening, the department has restructured staff hours to accommodate additional needs due to the hybrid model and address the buildings' social distancing/safety needs. In addition, they have planned for meal service that accommodates social distancing and allows for proper cleaning and sanitation.

A/B students will be sent home with the next day's meals during a typical week since they will be virtual. For example, if an A Zone student attends on Monday, the student will receive breakfast and lunch to take home for Tuesday. For weeks with virtual days, a "Grab and Go" delivery program will be provided. Unlike the summer program, this delivery would be for one day's worth of meals (breakfast and lunch). Since B Zone students would have received meals on Thursday to take home, the Friday delivery will provide them with breakfast and lunch for the following Monday that they are virtual.

The department continues to address typical ongoing needs in preparation for school reopening, such as ordering supplies and preparing food orders. However, this also includes any special ordering needed due to COVID-19 plans.

Planning/Alert Period (if needed):

- ✓ Continue to operate food services as usual while students are in schools
- ✓ Plan for food distribution in coordination with the Chief Financial Officer
- ✓ Communicate plan for food distribution with Chief Financial Officer and Director of Communication <https://www.fns.usda.gov/meals4kids>
- ✓ Purchase any materials and supplies needed to implement the food distribution process during the virtual timeframe
- ✓ Communicate with DESE and USDA regarding feeding students during a virtual learning timeframe [What School Nutrition Professionals and Volunteers at Schools Need to Know about COVID-19](#)
- ✓ Determine food preparation and disbursement regulations to remain compliant with the USDA and FDA [COVID-19 Congregate Meal Waivers & Q&As on Summer Meal Delivery Using Existing Authority](#)
- ✓ [Child Nutrition Program Meal Service during Novel Coronavirus Outbreaks: Q&As](#)

- ✓ Determine alternative food choices to reduce allergen exposure to students for mobile food distribution
- ✓ Communicate with the foodservice team to create plans for distribution, including staff and workload
- ✓ Communicate any limitations in food delivery, such as allergen awareness
- ✓ Determine the process for delivery of food and packaging

Transition to Virtual Learning Environment (if needed):

- ✓ Implement "Grab and Go" Food Distribution Plan
- ✓ Communicate changes in the food distribution plan
- ✓ Adjust ordering of food and supplies to meet the distribution needs in the community
- ✓ Ensure quality food preparation, preparation guidelines, and health recommendations
- ✓ Coordinate with Transportation and Maintenance Departments to facilitate "Grab and Go"
- ✓ Communicate any positive COVID-19 results to the Coordinator of Health Services

Planning for Return to School:

- ✓ Plan for return to school food staffing and preparation
- ✓ Plan for any variation in food preparation and distribution to students both on-site and take-home
- ✓ Continue the "Grab and Go" food distribution process
- ☐ Communicate the Return to School Plan with Chief Financial Officer and Director of Communications and Public Relations
- ☐ Collaborate with Health Services to determine best practices for those students with allergens and special food needs if providing meals in classroom settings (signaling teachers to allergens, limiting allergen exposure)
- ✓ Develop processes and place orders for child nutrition services for any additional materials needed before returning to school
- ✓ Order and process supplies needed for kitchen cleaning, sanitizing, and disinfecting all kitchens and foodservice supplies
- ✓ Develop a plan for sanitizing kitchens and food preparation for return to school

Considerations for Schools

- ☐ Conduct employee meetings to review implementation expectations of all cleaning, disinfecting, and sanitizing procedures of all kitchens
- ✓ Discard and document all compromised food
- ✓ Place orders with vendors for needed groceries and supplies
- ✓ Continue cleaning and sanitization procedures in all food preparation facilities
- ✓ Determine the readiness of all kitchens to reopen and accept deliveries
- ☐ Develop building processes and procedures to ensure social distancing once open for school

Return to School:

- Implement processes and procedures to ensure social distancing for staff and students
- Continue daily cleaning and disinfecting schedule
- Review Child Nutrition Services processes and procedures and adjust as necessary
- Review cleaning process and adjust as necessary
- Implement a plan for return to school, including onsite food distribution (breakfast and lunch)
- Implement take-home food distribution for virtual days if needed
- Participate in school system debriefing/lessons learned by key stakeholders

Custodial

Summary: Below are items detailing the efforts of the Custodial Department as it relates to the department's involvement in the reopening of school. The department has been involved in the "Grab and Go" Meal Delivery program by disinfecting buses and preparation areas.

The department has planned for nightly disinfecting of the entire building (classrooms, restrooms, office, etc.) utilizing electrostatic disinfectant sprayers. A sprayer has been purchased for each building. These sprayers use an EPA-approved disinfectant, but the sprayer provides an electrostatic charge (similar to static electricity) that causes the particles to go around and under surfaces. In addition, throughout the day, the department will continually disinfect high-touch areas such as door handles and restrooms.

While the term "deep cleaning" has frequently been used throughout the pandemic, this nightly disinfection will ensure that all areas are disinfecting as needed. Additionally, virtual days will be utilized to address detail cleaning in addition to continued disinfecting.

The department has purchased or ordered multiple resources for cleaning and disinfecting, including individual bottles of pump hand sanitizer, aerosol disinfectant, touchless hand sanitizer stations, gloves in various sizes, alcohol-based surface disinfectant, a system that allows the district to make its disinfectant wipes for specific-area needs, additional stock of hand soap for restrooms, and trash receptacles and bins for meal service needs due to social distancing as well as cleaning and disinfecting.

The district has developed relationships with a variety of vendors to meet the cleaning and disinfecting needs. Due to these relationships, the district has 3,000 new hand sanitizer dispensers installed, at no cost to the district for either the dispensers or the installation, in classrooms/buildings by the reopening of school. These dispensers are continually stocked with alcohol-based hand sanitizer. In addition, this sanitizer was purchased through a local vendor who manufactures its sanitizer, which will ensure availability for the district.

In addition, through another relationship, the district has 1,085 new touchless paper towel dispensers (non-battery operated) installed at no cost to the district for the dispensers or the installation throughout buildings before school starts.

Virex disinfectant bottles will continue to be supplied for all the classrooms, offices, and clinics. In addition, tri-fold napkins were purchased for use with Virex. The department developed an instructional video with the communications department on the proper application and use of the product.

Through the CARES Act, the district has posted additional Custodial positions for the 2020-21 and 2021-22 school years.

Besides these items, the department addresses specific ongoing needs in preparation for reopening schools, such as floor stripping/waxing (with a product containing Microban antimicrobial and odor control) and cleaning buildings.

Planning/Alert Period (if needed):

- ✓ Plan for purchase and acquisition of materials for hygiene and safety, including masks, gloves, sanitizer, disinfectant, etc. [List N: Disinfectants for Use Against SARS-CoV-2 | US EPA](#)
- ✓ Identify essential duties and operations required to maintain services during the pandemic period
- ✓ Provide additional sanitizer and disinfectant in shared spaces
- ✓ Develop and communicate other cleaning measures
- ✓ Follow the plan for other cleaning processes [How To Clean and Disinfect Schools To Help Slow the Spread of Flu](#)
- ✓ Coordinate with principals and school staff to accommodate staff supply requests
- ✓ Coordinate with school nurses to provide additional cleaning following ill students and staff members
- ✓ Clean all district property, including buildings and per CDC guidelines for sanitation

Transition to Virtual Learning Environment (if needed):

- ✓ Purchase and utilize hygiene and safety, including masks, gloves, sanitizer, disinfectant, etc
- ✓ Clean all district property, including buildings and buses per [Considerations for Schools](#)
- ✓ Assist with "Grab and Go" meal distribution and disinfect areas and materials used for delivery
- ✓ Assist schools and staff with materials preparation, pack-up, and distribution
- ✓ Establish a rotating schedule of staff to follow social distancing and stay at home orders

Planning for Return to School:

- ✓ Develop processes that staff need to place orders for any additional cleaning and sanitation materials needed before returning to school
 - ✓ Place orders for materials and supplies needed to return to school
 - ✓ Implement regular cleaning and disinfection schedule for all building spaces
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
- ✓ Review district contracts to ensure proper hygiene and safety protocols are in place

- ✓ Review the cleaning process and provide additional cleaning if necessary
- ✓ Create protocols for ongoing cleaning upon return to school to mitigate risks based upon CDC recommendations
- ✓ Continue to clean and sanitize all district property
- ✓ Establish any needed shift staffing changes to accommodate additional cleaning measures
- ✓ Consider and recommend additional custodial positions as needed
- ✓ Identify essential duties and operations required to maintain behavioral health services during the pandemic period

Return to School:

- Ensure proper cleaning and sanitization of all district properties [Guidance for Cleaning and Disinfecting](#)
- Assess additional needs based upon the individual school and district buildings
- Continue to purchase supplemental materials and supplies for future use
- Monitor and restock supplies in all areas
- Monitor and disinfect shared spaces with increased frequency
- Collaborate with Child Nutrition Services regarding breakfast/lunch routines

Accounting and Finance

Summary: Most of the efforts of the Accounting and Finance department have been to maintain payroll and bill payments during the closure. This effort has involved entering and maintaining employee time since clocking in and out has not been typical throughout this event.

The finance office has worked closely with the Director of Federal Programs to ensure purchases for CARES Act, and other safety-related items can occur quickly. This has included expediting the purchasing process as needed, within Board policies and procedures, and setting up CARES Act account codes and budgets per DESE guidelines.

The department completed building and departmental audits as "virtual audits" and plans for audit and financial training for clerical staff, principals, and others. In addition, the department negotiated one-year contract extensions where appropriate to reduce operational changes during this time.

The district purchased and implemented an online bid/Request for Proposal (RFP) solicitation software. All solicitations are now being processed through this system. Therefore, if there is a situation that causes offices to close again, most bid and RFP processes can continue.

Besides these specific items, the department continues to address typical ongoing needs in preparation for school reopening, such as payroll changes for the new year, new fiscal year budgets, the annual external audit process, and more.

Planning/Alert Period (if needed):

- ✓ Determine accounts payable and payroll process during closures
- ✓ Determine the process for working staff and payroll procedures
- ✓ Continue to plan to purchase hygiene and safety materials, including masks, gloves, sanitizer, disinfectant, etc.
- ✓ Monitor, prepare for and adjust budgets to support virtual learning
- ✓ Plan for relief act funds with Director of Federal Programs
- ✓ Monitor DESE communications regarding the possible financial impact

Transition to Virtual Learning Environment (if needed):

- ✓ Continue to review federal payroll guidelines related to FMLA, garnishment cancellations, and tax implications
- ✓ Review virtual audits with secretaries/cashiers using emails and Zoom meetings
- ✓ Review, train, and implement vendor registry system for the online sealed bid process

- ✓ Purchase hygiene and safety materials and supplies
- ✓ Adjust budgets to support virtual learning/impact to the district if additional expenditures are necessary
- ✓ Coordinate with human resources regarding payment of staff due to federal, state, and local guidance

Planning for Return to School:

- ✓ Determine possible expenditures using federal relief funds with Leadership Team
- ✓ Communicate via email with Federal Programs to create an effective tracking system for relief efforts (CARES Act, future guidance)
- ✓ Develop processes for principals and staff who need to place orders for any additional required materials before returning to school
- ✓ Determine accounts payable and payroll process for reopening
- ✓ Place orders for materials and supplies needed to return to school
- ✓ Provide virtual professional development on cash handling and Finance Handbook for secretaries/cashiers and attendance clerks
- ✓ Adjust bid process as necessary for essential and scarce materials and supplies
- ✓ Review district contracts to ensure proper hygiene and safety protocols are in place

Return to School:

- School supply/book orders received during closure need to be reviewed for completeness to ensure vendor follow through on purchase order
- Prepare for building audits
- Monitor all budgets and expenditures
- Work with the Director of Federal Programs on changes in grant expenditures and shifts in funding sources.
- Create relief funding account expenditure codes (object, key, and location codes) for the general ledger to be included in the Annual School Board Report (ASBR)

Maintenance

Summary: The Maintenance department has worked to catch up on the general upkeep of buildings and grounds after the initial closure. In addition, the department has provided ongoing support to the “Grab and Go” meal delivery through personnel and securing coolers and other items needed for the program.

While the Maintenance department has continued to address typical ongoing needs through the summer, there has also been a great deal of preparation for the reopening of school with items specifically addressing COVID-19 concerns.

The department has worked in conjunction with the Custodial department to ensure the availability of safety and PPE items. The department has purchased both washable (for staff distribution) and disposable face masks, different gloves, stockpiled plexiglass, and plastic “feet” to install sneeze guards over office desks and other areas such as cafeteria serving lines. These temporary sneeze guards can quickly be moved between buildings for emergency needs and are piloting foot-style door pullers and touchless door openers.

The department has purchased touchless water dispensers and has installed them in buildings. In addition, the department has purchased and installed timed faucets in restrooms as needed.

Planning/Alert Period (if needed):

- ✓ Determine schedules for fleet maintenance on security and maintenance department vehicles
- ✓ Plan for purchase and acquisition of materials for hygiene and safety, including masks, gloves, sanitizer, disinfectant, etc.
- ✓ Prepare warehouse for additional shipments diverted during virtual timeframe (delivery, receiving, storage, etc.)
- ✓ Rotate work schedules as needed
- ✓ Plan for reduction and limiting of physical access to all building sites to essential workers such as the administration, assistant superintendents and safety, and security officers

Transition to Virtual Learning Environment (if needed):

- ✓ Purchase hygiene and safety materials and supplies
- ✓ Assist in food distribution
- ✓ Assist with movement of materials and supplies as necessary
- ✓ Receive all-district shipments as necessary
- ✓ Order and monitor additional warehouse stocked items

Planning for Return to School:

- ✓ Place orders for materials and supplies needed to return to school
- ✓ Review building upkeep and maintenance, such as HVAC, electrical, plumbing, or other potential items that would require maintenance for the return to school in person.
- ✓ Install additional equipment and essential materials as necessary (plexiglass, Personal Protective Equipment (PPE) dispensers, etc.)
- ✓ Move district property to adjust building structures to accommodate social distancing.
- ✓ Prepare all district property for return to school
- ✓ Acquire plexiglass to create COVID-19 guards to cover serving lines, front offices, and high contact spaces
- ✓ Research water systems for reduction of germ exposure utilizing current drinking fountains such as changing the mechanisms to hand free or installing water fill stations
- ✓ Research and determine next steps of reduction of germ exposure of door handles such as replacement with antimicrobial materials, spray, or change in the cleaning process
- ✓ Research and determine next steps for removal of germ exposure on handicap door push buttons such as hand-free models
- ✓ Determine a plan and temporarily restrict commonly used communal objects such as drinking fountains, playground equipment, etc.

Return to School:

- Continue addressing needs as necessary
- Complete additional work orders as necessary

Transportation

Summary: The Transportation Department has been integral in providing the "Grab and Go" meal delivery and has supplied significant personnel support for the program. While the Transportation department has continued to address typical ongoing needs through the summer, there has also been a great deal of preparation for the reopening of school with items specifically addressing COVID-19 concerns.

The department developed A/B Zones to plan bus routes for the 2020-21 school year. As part of this process, individual school boundaries are divided into zones to ensure that bus ridership can be addressed while allowing for social distancing on buses (no more than one student per seat) and cleaning/disinfecting between routes. In addition, the department is developing a Map/Street Guide that will detail which addresses are within a zone for dissemination to the community by the close of business on July 27, 2020.

The Transportation department has planned bus routes for the 2021-22 school year due to the location of students and recommendations for social distancing to the greatest extent possible. From a safety perspective, there are hand sanitizer dispensers on each bus, the department will be using Virex disinfectant between routes, and the district has purchased six (6) electrostatic disinfectant sprayers which utilize a base system with a 30-foot hose for ease of use and quick disinfecting of the fleet after morning and afternoon routes.

All students and employees will be expected to wear a mask on the bus. While students are expected to provide their own masks, disposable masks will be provided to all buses if students come to the bus without a mask. The department is developing additional rules/etiquette specific to social distancing and other needs on the bus due to COVID-19. Bus drivers will maintain seating charts to aid in contact tracing if needed.

The district continues to post positions to hire additional monitors for the 2020-21 and 2021-22 school years to assist with social distancing and safety monitoring.

Finally, the department will continue to support the "Grab and Go" meal delivery program, if needed to be reimplemented, on virtual days as outlined in the Child Nutrition department section.

Planning/Alert Period (if needed):

- ✓ Determine logistics of "Grab and Go" meal distribution (including bus routes)
- ✓ Continue routing system training for implementation
- ✓ Participate and facilitate ongoing transportation meetings for planning purposes of food distribution

- ✓ Develop social distancing guidelines for transportation during food distribution
- ✓ Communicate with all transportation team members via BlackBoard regarding food distribution
- ✓ Plan for purchase and acquisition of materials for hygiene and safety, including masks, gloves, sanitizer, disinfectant, etc

Transition to Virtual Learning Environment (if needed):

- ✓ Review and revise transportation needs for "Grab and Go" meal distribution
- ✓ Communicate "Grab and Go" meal distribution transportation routes with staff and community
- ✓ Purchase and distribute hygiene and safety materials and supplies to staff
- ✓ Clean all district buses per CDC guidelines for sanitation

Planning for Return to School:

- ✓ Order materials and supplies needed to return to school
- ✓ Build bus routing for the school year and review possible hybrid options, if needed
- ✓ Plan and develop needed bus routes dependent on determined by approved programming
- ✓ Schedule and participate in professional development related to procedural changes due to pandemic
- ✓ Conduct daily disinfecting and sanitation of buses
- ✓ Review cleaning process and provide additional cleaning if necessary
- ✓ Create protocols for ongoing cleaning upon re-entry to mitigate risks based upon CDC recommendations
- ✓ Develop new procedures for clocking in and out and meetings following social distancing guidelines
- ✓ Consider and recommend additional staff as needed, including bus monitors to support social distancing
- Communicate bus routing information with parents and families
- ✓ Review communication procedures for replenishing hygiene and cleaning supplies as needed
- ✓ Review communication procedures for reporting illness before and during shift
- ✓ Mark/identify seats not to be used during bus routes
- ✓ Consider family units (at all grade spans) when routing for return to school

Return to School:

- Teach students new bus routines regarding social distancing and bus expectations
- Post reminders of social distancing and respiratory etiquette on buses
- Implement developed bus routes based on social distancing guidelines and fall programming

- Monitor and re-evaluate bus routes and procedures once implemented and adjusted as necessary
- Continue cleaning and disinfecting schedule between each route and additionally as needed
- Review cleaning process of all buses and adjust as necessary
- Assign bus seating for all students and monitor student seating daily
- Monitor PPE on all bus routes and notify appropriate staff when supplies are needed

Assistant Superintendent for High Schools **High School and Post-Secondary**

Summary: To address the changing student needs during the pandemic, the Hazelwood School District provided clarity related to credit attainment for our high school students and the fulfillment of graduation requirements. As a result, Hazelwood looked at policy implications that affected our students at the high school level. The team looked at several documents provided by the Department of Elementary and Secondary Education (DESE), our district policies (IKF, IKFB, IGCE-1, JECC-1), and our course catalog. As a result, a request was made to the Board of Education (BOE) to waive all policies and procedures that pertained to graduation requirements for the 2019-2020 school year that were or would have been by DESE. Additionally, it was requested that community service hours for the Class of 2020 be waived, as students were not able to fulfill this graduation requirement due to the Stay at Home Order issued in our state.

Senior Recognition

Recognizing our seniors continues to be one of the focuses of our high school building administrators. To that end, the high school principals, activity directors, and the director of alternative education explored several options to recognize seniors. Some of the areas that we looked at were Prom, Senior Recognition Activities, A+ Scholarship, Graduation Ceremony, etc.

Graduation Ceremony

Hazelwood explored various options for the graduation ceremony. Additionally, high school principals developed a plan to have students turn in Chromebooks, sports uniforms, textbooks, clean out lockers, and pick up cap/gowns and diplomas.

MO Option

We also worked on a process for students to take the High School Equivalency Test (HiSET) due to the closure of local sites for testing.

Scholarship and Post-Secondary Attainment

Counselors, Home School Communicators, Socials Workers, and Activities Directors monitored course completion rates and worked with students and their families on post-secondary attainment.

This included, but was not limited to:

- Graduation requirements being met
- College acceptance
- Personal statements
- FAFSA completion
- Scholarship applications
- Facilitation of meetings with college admission officers
- Provided information on virtual College Visits, etc.

They will continue to follow up with graduates. Graduates' school emails will remain active for three months.

Planning/Alert Period (if needed):

- ✓ Determine best practices for credit attainment
- ✓ Review state legislation and ruling from DESE on the waiver (if made available by DESE) and/or extension for graduation requirements to include, but not limited to, A+ eligibility, CPR, Heimlich, EOC testing, etc
- ✓ Communicate with the superintendent on district policies (set aside) that impact graduation/credit fulfillment (community service, credit attainment)
- ✓ Communicate with ACT, SAT, AP, ASVAB, Accplacer, HiSet testing providers regarding testing dates and sites
- ✓ Work with career and technical education staff on Industry Recognized Credentials (IRC)
- ✓ Continue to monitor student engagement in all classes (particularly students that may be at risk of failing a course(s))
- ✓ Monitor emails for transcripts requests
- ✓ Work with counselors to provide virtual opportunities to students to obtain scholarship information, FAFSA completion, and collegial experiences.
- ✓ Monitor postsecondary plans for students

Transition to Virtual Learning Environment (if needed):

- ✓ Participate in virtual opportunities for students to obtain scholarship information, FAFSA completion, and collegial experiences
- ✓ Set up a virtual meeting with students that are at risk of failing courses
- ✓ Set up virtual meetings with students that are aligned with their postsecondary endeavors
- ✓ Develop recognition activities to celebrate students (to include college and military recognition day, keepsakes, billboards, processions, parades, cap and gown pick up, virtual signings, etc.)
- ✓ Develop graduation ceremony plans (to include cap and gown pick up, billboard collaboration with local school districts, etc.) [Considerations for Events and Gatherings](#)

- ✓ Crisis management and facilitation of unforeseen, traumatic events during time away for school
- ✓ Provide families of deceased students with appropriate recognition of graduates and emotional-social supports in collaboration with Student Services
- ✓ Develop a survey to capture additional contact information for graduating students (Post-Secondary Follow-up)
- ✓ Communicate with coaches and ADs to ensure students are receiving opportunities to participate in virtual meetings with colleges/universities
- ✓ Send final transcripts for all graduates.
- ✓ Coordinate materials and equipment return for graduates (Chromebooks, uniforms, hotspots, books, etc.)

Planning for Return to School:

- ✓ Refer to Freshman On Track plan to ensure that students that may be behind received interventions and supports
- ✓ Communicate high stakes testing dates (ACT, SAT, ASVAB, AccuPlacer)

Return to School:

- Support future seniors with post-secondary planning process (refer to Freshman on Track Plan)
- ✓ Keep emails for graduates active for three months after graduation

Assistant Superintendent for High Schools and Director of School Safety Safety and Security

Summary: As the district changed to a virtual learning format, the Security Department implemented 12-hour shifts to provide around-the-clock coverage to ensure all our buildings were secured and free of potential vandalism and trespassers. Throughout the Stay-At-Home Order, the District had two incidents that involved broken glass at one of our elementary schools. As of today, we didn't experience any break-ins or significant losses at any of our facilities, supported all "Grab and Go" meal distributions, and provided roving district coverage in our three sectors around the clock. Security presence was also provided in our high schools and The Learning Center to assist with various functions essential in those buildings. All department vehicles and security desks were daily. All officers were provided with PPE gear, and ongoing orders of PPE will continue.

Security officers will continue training and reviewing existing procedures to maintain best practices to keep them and the students safe. Examples of possible revisions may include de-escalation of students displaying physical aggression, transporting students, responding to calls involving parents and other persons, and receiving essential visitors in our buildings due to COVID-19. In addition, officers will continue to provide around-the-clock service for our district. Officers will also make sure our desk staff is familiar with using the "Self Reporting" tablet and screening equipment to assist visitors upon their arrival.

Planning/Alert Period (as needed):

- ✓ Notify the principals and building administrators to update their School Emergency Plans
- ✓ Update monthly drill procedures to follow social distancing and other CDC guidelines
- ✓ Provide and participate in additional training for safety officers and safety monitors on CDC guidelines and department safety protocols surrounding CDC guidelines

Transition to Virtual Learning Environment (as needed):

- ✓ Continue monitoring buildings while staff works virtually
- ✓ Review additional plans outside the regular school year involving the movement of employees and community members at district sites
- ✓ Review current licenses and possible expansion of expirations
- ✓ Support traffic flow for material pick up dates at school sites if needed
- ✓ Support and direct traffic flow at "Grab and Go" locations
- ✓ Participate in crisis management and facilitation of unforeseen, traumatic events during time away from school and return to school
- ✓ Coordinate and communicate with local law enforcement agencies

Planning for Return to School:

- ✓ Cooperate with building site staff and health services to develop and implement a plan for transporting ill students and employees, including proper PPE and sanitation for the staff and vehicle utilized
- ✓ Provide support for on-site partnerships surveillance and traffic support (CareSTL COVID-19 testing site)
- ✓ Review and recommend possible needs for additional safety and security staff, including staff placement based upon the current needs of buildings
- ✓ Consider additional equipment, such as cameras, walkies for communication purposes, plexiglass for security desks, TV monitors, etc., to assist in ensuring student safety when returning with additional trauma or stressors from isolation.
- ✓ Manage crisis and facilitate unforeseen, traumatic events during time away from school and return to school

Return to School:

- Activate plan for transporting ill students and employees in coordination with Health Services
- Collaborate with the Director of Safety and Security Building Emergency Teams to determine best practices for all safety drills
- Continue to purchase and use PPE.

Student Services Department

Coordinator of Counseling and Social Work Services

Summary: As COVID-19 evolved, the counselors, social workers, and home school communicators collaborated with the district's multidisciplinary team to create plans to continue social services and academic support virtually. Plans for providing comprehensive school counseling services were implemented. School counselors provided lessons through Google Meet. In addition, small group lessons will continue to be provided by school counselors, social workers, and home school communicators. Continued assessments of student needs were provided and processed through virtual daily check-in forms.

The student services team collaborated with the district to provide academic and technological materials to students. Wellness calls were made to students that had not logged onto their classes virtually. Coordinated efforts were made to categorize and update resource lists and services. Procedures were created and implemented in working with students in emergency and non-emergency situations when the student service worker was unavailable. Helpful crisis numbers were added to school counselors, social workers, and 'home school communicators' email signatures. The District provided social/emotional support to staff, students, and families. The District partnered with Alive and Well and implemented "Mindful Moments," a weekly zoom group to promote positive coping strategies for HSD staff members. Behavioral Health Response conducted Parent and Youth wellness events that included helpful strategies and resources, activities, and prizes. Mental Health America of Eastern Missouri presented a thirty-minute stress reduction for staff and provided Hazelwood School district families additional resources. School counselors, social workers, and home school communicators collaborated with their schools' virtual informational sessions for students and families transitioning to middle school and high school. Additional curriculum activities and communications were added, such as materials to teach social distancing, grief coping strategies and health and wellness concerns due to COVID -19. Videos made by the school counselor or social worker modeled coping skills, implemented social stories, literacy that dealt with change, coping skills, hard feelings, and grief. Additional community resources were identified to address support for loss and grief.

The student services team collaborates with the district to provide social/emotional support to staff, students, and families. Counselors, social workers, and home school communicators monitored course completion, scholarship applications, facilitation of IEP and 504 meetings, and college applications. Virtual college visits were conducted through the high school counseling department. Transitional informational night and awards ceremonies were done in collaboration with district administration. Creative senior high school celebrations were conducted, and activities and the virtual graduation were done.

In addition, reopening activities were formulated to promote health and wellness. The activities included support for teachers, students, and families. Student screeners will be given establishing interventions to meet every student's social and emotional needs. The use of multi-tiered supports will be implemented within the school counseling services. The additional curriculum will be implemented that is trauma and resilient-based. We will be increasing direct social-emotional services over every grade level and improving course grade monitoring.

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain behavioral health services during the pandemic period
- ✓ Identify resources for students and teachers which address emotional needs [Helping Children Cope With Changes Resulting From COVID-19](#)
- ✓ Develop a plan for supporting socio-emotional needs of students and staff [Mental Health and Coping During COVID-19](#)
- ✓ Develop communications for teachers which could be used in the event of a pandemic affecting the school community
- ✓ Identify resources for students and teachers which address the emotional needs during periods of social distancing and illness in the community.
- ✓ Communicate protocols to identify vulnerable students to staff and administrators
- ✓ Identify and communicate expectations for socio/emotional health services during virtual learning.
- ✓ Collaborate with existing community partners to create a line of communications to continue assisting our families through their services

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Utilize resources for students and teachers which address the emotional needs during periods of social distancing and illness in the community
- ✓ Activate the plan to support the socio-emotional needs of all staff and students
- ✓ Update community resource list and disseminate information promptly to the school community

Planning for Return to School:

- ✓ Continue applicable activities from planning and alert periods
- ✓ Assure the day to day counseling operations
- Create virtual campaigns for back to school
- ✓ Determine and recommend additional staff to meet the increase of student and staff support needs

- ✓ Research manipulatives for socio/emotional health staff to utilize while working with students
- ✓ Purchase recovery and education resources for students and staff
- ✓ Consult with Assistant Superintendent regarding the assignment of additional social workers

Return to School:

- Dispense recovery resources for students and staff
- Participate in school system debriefing/lessons learned by key stakeholders

Counselors, Social Workers, and Home School Communicators

Planning/Alert Period (if needed):

- ✓ Assist staff with teaching students social skills needed during social distancing (elbow bump versus high five)
- ✓ Monitor students, families, and staff experiencing trauma or at high risk to experience trauma related to the pandemic
- ✓ Connect families and staff with existing and new community partners

Transition to Virtual Learning Environment (if needed):

- ✓ Connect with students on caseload and monitor responses
- ✓ Monitor, access, and refer families to community resources
- ✓ Prepare emails, telephone greetings, website/social media accounts with crisis resources, and instructions to contact 911 if there is an emergency.
- ✓ Develop and teach virtual social-emotional lessons, career exploration, and academic skills as needed to support additional needs as a result of COVID-19 through the comprehensive school counseling program, Missouri Connections, and district curriculum <https://portal.missouriconnections.org/>
- ✓ Communicate with students that display an increased academic risk due to COVID-19 and adjust educational goal plans as necessary
- ✓ Coordinate with Child Nutrition Services to deliver "Grab and Go" meals to those without transportation or with known additional needs
- ✓ Collaborate with families who need assistance applying for state funding and medical supports
- ✓ Prepare plans to service those students residing in hotels and without transportation, so food and hygiene resources are attainable; consider students currently attending school districts but not residing in district boundaries.

Planning for Return to School:

- ✓ Attend professional development related to navigating social-emotional needs of students and staff, such as Multi-Tiered System of Support (MTSS) training
- ✓ Attend training on suicide ideation and the trauma model
- ✓ Increase participation from social services community partners (Alive and Well, Luther Family Services, CHADS, Behavioral Health Response, Foster Care Correlation)
- ✓ Increase student usage of telehealth behavioral services
- ✓ Assist in formulating safe health practices into the Positive Behavior Intervention Supports (PBIS) framework (washing hands, social distancing, wearing a mask, sneezing, and coughing)
- Post posters and signs in all school sites picturing safety protocols and crisis numbers

- Review all needs assessments with families and students to support new and additional needs
- ✓ Participate/designate personnel to participate in Best Interest Determinations (BID) with the Director of Enrollment as needed
- ✓ Monitor and support Families in Transition who may experience additional challenges due to COVID-19 (loss of housing, jobs, living situations, transportation concerns, etc.)

Return to School:

- Conduct social-emotional and behavior screener for proactive interventions in a MTSS framework
- Support staff with coping skills necessary during return to school process
- Research and provide sensory materials in line with reduced germ exposures to self and others in the school setting
- Increase social service partnership for grief and loss
- Teach students coping skills through videos, website, newsletters, and small groups
- Assist students' transition with the return to In-Person instruction
- Encourage and educate staff and students on self-care techniques
- Pre-teach social stories to younger students about health protocols through books, videos, activities, and modeling

Coordinator of Health and Wellness

Summary: As the COVID-19 virus evolved into pandemic proportions, Health Services followed the virus and its effects on the county and our school community. Health staff continues to collaborate with building administration to support medication return and safe material distribution for students. In addition, the existing pandemic plan was reviewed, and efforts started to expand and add specificity to this document and develop broader guidance for each area from governance and supportive services.

As transitions occurred with virtual learning, Health Services focused on identifying possible student needs and cooperating with staff and social workers to connect with these families. Workgroups reviewed current health and wellness procedures and processes to seek changes that may need to be implemented and possible district-wide systems that would need to be explicitly implemented to COVID-19. Reviewing and implementing mandates and recommendations from the St. Louis County Department of Public Health and DESE, CDC, and other professional bodies such as the Association of Pediatrics were threaded into the district pandemic plan. These mandates were communicated to those continuing to work on-site and, if applicable, shared through the district website to educate our school community with current health practices and resources. Materials used in the health clinics and other applicable areas were donated and/ or shared with local hospitals as the shortage of supplies was widespread. Additional support and collaboration with CareSTL is ongoing such as the placement and security presence at the popup community testing site.

As the pandemic has affected all school districts, to create continuity of general processes, build resources and create fluid public health communications, school district health leads began meeting weekly as face-to-face school resumed. These meetings have evolved to include St. Louis County Department of Public Health entities and community partners to ensure proper current practices and resources are available for our families.

While moving through the virtual learning period, Hazelwood continued to work with the public health department to secure PPE and health staff, including the Coordinator of Health Services, assisted the health department in answering the hotline at the COVID-19 call center. "Grab and Go" dates were supported by health services from inception. Initially, paper copies for staff self-report and temperatures were taken of all staff involved with food preparation and distribution. This self-report evolved to a digital self-screen to be done by all staff and visitors when working at any site. However, nursing staff still take temperatures for "Grab and Go" workers as an additional layer of transparency and safety. Conversations allowed for planning created to allow for fleshing out processes of mask requirements, glove requirements, and flow of how food would be packaged, loaded, and distributed to the community.

Continuing in the virtual period, we expanded our vendors to ensure ongoing supplies throughout the pandemic. Ordering of additional thermometers and masks will continue to be replenished as needed. Continued purchase of school clinic supplies will be followed closely and have been stocked for all sites. We follow current public health department recommendations and standards from each specific governing body to determine student activity procedures. Health Service support was on-site for these events, and reviews of COVID-19 Self Screening Reports were monitored in real-time at all events by the Health Coordinator. With the inclusion of Athletic Trainers, this collaboration at the high school level allowed for a plan to return to sports and band. This process was led by current public health department recommendations and standards from each specific governing body in each particular sport or activity. Procedures were created to spell out how students would enter the space, parent and student expectations, student and staff COVID-19 Self Screening, temperature monitoring, guidelines for sanitization of equipment, limiting any contact of students and equipment, creating cohorts for students, and closing locker rooms. The same guidelines are followed if staff or students report positive COVID-19 results, close contact, or symptoms.

In collaboration with Hazelwood Care to Learn funding, Health Services has distributed more than 800 hygiene kits throughout the school community. Additional food supports such as fresh produce, and dairy products are also being distributed to the three corridors through donations and volunteers from Care to Learn.

As Hazelwood planned to change instructional models, we continued to track the ongoing pandemic case numbers and recommendations set forth by the governing bodies as utilized through this pandemic. Mandating face coverings for all students and employees, instilling fundamental practices that support the principles of social distancing practices, and limiting face-to-face interactions are part of the germ mitigation processes included in each building plan. We will continue to focus on modeling, educating, and supporting procedures and processes that will guide these practices for face-to-face instruction to continue safely. As face coverings are a vital strategy to reduce transmission, younger students who can comply with wearing face coverings will be encouraged to do so, knowing that the use of face-covering may increase face touching, mask chewing, mask trading, and other behaviors that could increase risk of infection.

Parents and caregivers were empowered to screen children for symptoms at home before coming to school. We will continue campaigns to educate the school community on signs and symptoms of the virus, provide a checklist of symptoms and exposure, and provide needed tools such as additional PPE and thermometers. Hazelwood worked with the St. Louis County Public Health Department, Hazelwood Care to Learn and Ready By 21, to procure these items for our school families.

Building administrators in coordination with the nursing staff and Coordinator of Health Services are determined specific site processes that support the care and isolation of students who exhibit Covid-like symptoms when identified at school, as well as addressing other needs of students such as respiratory care, medication administration and other aspects of student health and safety. Processes include immediate steps, such as face coverings and removal from the procuring before site. School staff will identify close contacts, those within a 6-foot space for at least 15 minutes, and provide that information to the Health Services staff on site. To assist with tracing and mitigation, seating charts are encouraged for transportation and building level. Close contacts are forwarded to the Health Coordinator and will cooperate with public health department tracing efforts. The health department is then responsible for tracing contacts outside the school setting, quarantine periods, and release of quarantine. Hazelwood is considered a partner district and has been given the authority to quarantine and isolate employees and students following a case investigation.

Hazelwood is working under the direction of the St. Louis County Department of Public Health to notify positive cases and/or multiple cases. However, some parameters will take place. These include, but are not limited to identification of close contacts, quarantining those exhibiting possible symptoms until leaving any site, and following the suggestion that if over 5% of the student body in a building or district test positive any day, 4% test positive over two days in a row or 3% test positive for three days in a row, then that building or district may be recommended to close for ten days. These guidelines are fluid, understanding that percentages may change as scientific data becomes available.

Building administrators developed processes allowing for students to be spaced as far apart as possible. Six feet is best practice, when possible, but making every effort to ensure a minimum of three feet between students. The public health department adjusted the close contact definition between students in the school setting to three feet when determining quarantine. Social markers, cues, and scheduling of classes will assist and prompt students to remain socially distanced where they are not stationary such as hallways, cafeterias, restrooms, car lines, and other locations where lines assemble. Each building plan will also create cohorts of students to provide an additional layer of protection for staff and students, significantly reducing contacts.

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain school health services during the pandemic period

- ✓ Identify and keep current on known medical information and recommendations from public and county health
<https://www.cdc.gov/coronavirus/2019-ncov/faq.html#Coronavirus-Disease-2019-Basics>
- ✓ Coordinate and monitor implementation of flu vaccination campaign; schedule and coordinate on-site vaccination clinics for students and staff in partnership with local medical facilities.
- ✓ Coordinate cross-training staff for sharing of essential duties
- ✓ Develop a communication plan for reporting student and staff absences and illness to the public health department
- ✓ Develop a screening and tracking process for students and staff entering school and returning to school after an illness
- ✓ Provide staff and administration guidance related to Illness Exclusion Board policies
- ✓ Gather and monitor data in collaboration with public health authorities at national, regional, and local level data related to infection rates and transmission of the virus as it relates to recommendations for screening criteria and processes for mitigating risks of exposures <https://stlcorona.com/resources/COVID-19-statistics1/>
- ✓ Create tracking system and monitor communications (Google shared drive) to field school community's questions and responses
- ✓ Collaborate with the Communications Department to create school community Q&A on website
- ✓ Create and maintain a tracking system of reported cases and possible exposures at all levels of risk
- ✓ Provide the Superintendent, Assistant Superintendents and the Communications Department with current, vetted health information and health education sharable on all district sites and formats
- ✓ Review MOUs of existing partnerships to determine feasibility to transition to virtual care

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Identify the population of students and staff most vulnerable to severe illness
<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>
- ✓ Advise Leadership Team regarding all applicable county and public health updates and recommendations
- ✓ Continue communications with other school district health directors as it relates to planning and response.
- ✓ Establish workgroups to focus on return to school and other necessary items to continue to provide health services and planning for future department needs
- ✓ Establish weekly communications with staff and monitor expectations of working from home [NASN: Ideas for School Nurse Activities During the COVID-19 Pandemic](#)

- ✓ Support broader community response efforts; keep records of donations (flu clinics, testing sites, materials) [Donation or Loan of Personal Protective Equipment and Other Medical Supplies and Equipment Purchased with Federal Funds](#)
- ✓ Collaborate with community partners to pull resources in support of hygiene, health, and food scarcity of students and community
- ✓ Review and allocate resources within the school sites that can be utilized by the students and the community (food pantries, hygiene stores, cleaning supplies)
- ✓ Review current vendors and expand sources to maintain supply lines during periods of resource scarcity
- ✓ Coordinate with Nutrition Services and Facilities Department to determine the plan, materials, and staffing for ongoing health surveillance systems for staff and students requiring mobile food services ("Grab and Go")
- ✓ Coordinate with the Leadership Team to determine the plan, materials, and staffing needed for material distribution dates. The plan should contain a phased schedule of workers, hours of operation offered, and the distribution of both items received and given to the families. Mitigation measures should be in place to reduce contact and exposure of all those involved in the distribution. [Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission](#), [Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19](#)
- ✓ Support identified unmet health needs of students (stopped treatment, ran out of supplies or medication, missed appointments or procedures, Individual Health Plan (IHP) supports lacking to support education from home)
- ✓ Monitor continuation of virtual services already in place and explore possible expansion of services
- ✓ Research and provide facilitation of virtual professional development opportunities.
- ✓ Research and prepare staff for possible co-conditions directly linked to COVID-19 specific to our student population [HAN Archive - 00432 | Health Alert Network \(HAN\), For Parents: Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#)

Planning for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert periods
- ✓ Assist the Superintendent/designee and Assistant Superintendent of Student Services as directed
- ☐ Ensure that surveillance/disease recognition procedures are in place and monitor implementation
- ✓ Collaborate with the communications department to continue staff and families education about when they/their child(ren) should stay home when they can return to work/school, and social distancing strategies
<https://www.cdc.gov/coronavirus/2019-ncov/communication/social-media-toolkit.html#Distancing>

- ✓ Collaborate with building principals and Communication Departments to ensure that signs are posted in school entrances with respiratory symptoms and indicating no entry if symptoms are present [Uniting for Recovery](#):
- ☐ Collaborate with Director of Maintenance and Director of Custodial to ensure work orders for mask dispensers, signage, and closure of drinking fountains is complete before opening of school
- ✓ Review and follow CDC decision tree or public health guidelines in determining safety for return to school [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)
- ☐ Collaborate with the Maintenance and Custodial Departments to ensure mask holders are present and filled in all main school offices and school clinics
- ☐ Collaborate with schools and the Communications Department to ensure posted signage is visible to all visitors and staff regarding face coverings mandated for entrance to the site (if applicable to current public health recommendations)
- ✓ Collaborate with the Technology and Human Resource departments to develop and implement department and district-wide expectations for employee and visitor 'COVID-19 Self Report Screening' completion before the entrance and to create a consistent tracing of staff and community members while in any physical facility
https://mail.google.com/mail/u/0?ui=2&ik=99e8550286&attid=0.1&permmsgid=msg-f:1667350678007106532&th=17239e9b8e9ecbe4&view=att&disp=safe&realattid=f_kahi54it0
- ✓ Monitor and complete follow-up of 'COVID-19 Self Report Screening' positive responses.
- ✓ Secure and maintain vendor access to medical supplies and equipment (N-95 respirator masks, surgical masks, face shields, gloves, and medical uniform exchanges)
- ☐ Collaborate with the Transportation Department and School Safety Departments to create employee work processes designed to limit infection exposure to students and staff if transportation of sick students is necessary
- ☐ Collaborate with building principals and SSD to advocate for streamlined processes necessary for home/remote instruction addressing students with special needs [Children and Youth with Special Healthcare Needs in Emergencies](#)
- ✓ Create a Staff Activities Log to track services provided, steps taken to continue health services, staff distance learning, and self-care
- ✓ Facilitate weekly health staff check-ins and communications of the district and public health updates
- ☐ Collaborate with building principals to develop the student self-check process and procedure for all families upon return to face-to-face instruction
- ☐ Review CPR credentialing and certification extensions for all nursing, security, Physical Education (PE), coaching staff, and non-licensed personal assistants
- ☐ Communicate with the district medical director requesting edits to district physician orders to reflect all changes in best practice

- Collaborate with directors in special programs as needed for additional student services postponed due to the pandemic (plan for testing Galactic students, revisions for early childhood processes)

Return to School:

- Participate in school system debriefing/lessons learned by key stakeholders
- Continue to serve as a liaison with public health authorities
- Return to the surveillance plan
- Continue same processes as taken during the Alert Period
- Provide and monitor school site signage to reflect current recommendations of the county and public health departments
- Educate health staff on any direct procedural changes necessary to mitigate risk exposures
- Continue monitoring supply lines

School Clinic Staff

Planning/Alert Period (if needed):

- ✓ Document student and staff visits using electronic health records at the time of screening and review each week for an analysis of trends
- ✓ Restrict individuals (staff and students) who have a fever of 100 or higher and a new cough from work, class, or any other group gathering
- ✓ Report possible clusters of illness symptoms to the Coordinator of Health Services, who will, in turn, inform the St. Louis County Health Department
- ✓ Support and/or establish an internal student and staff absence reporting system between secretaries/registrars and clinic
- ✓ Provide Coordinator of Health Services weekly 'flu reports' and the like related to both staff and students
- ☐ Designate an identified isolation room for sick students pending parent pickup. Students will remain separated from each other with at least 3-3-6 feet. If an isolation room is in use, a precaution sign will be placed on the door. [Isolation Precautions | Guidelines Library | Infection Control](#), [Guidance on K-12 School Isolation Rooms after COVID-19](#)
- ✓ Provide students and staff presenting with the symptomatology of COVID-19 or respiratory-type symptoms a surgical mask and/or tissues. These individuals should be placed on droplet precautions pending further evaluation. (See Appendix A) https://www.cdc.gov/infectioncontrol/basics/transmission-based-precautions.html#anchor_1564058155droplet_precautions_final_rev4
- ✓ Evaluate and refer students and staff with symptomatology of COVID-19 or respiratory-type symptoms to local community health partners, Primary Care Physician (PCP), or hospital for evaluation. The level of referral will be determined on current recommendations from the St. Louis County Department of Public Health [Symptoms of Coronavirus, Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick](#)
- ✓ Display hand-washing and respiratory etiquette posters in high-traffic areas and restrooms/classrooms [Posters | Handwashing](#), <http://dirtyhandscanbecary.com/>, [Hygiene-related Posters | Health Promotion Materials | Hygiene | Healthy Water](#)
- ✓ Provide and assist with implementing ongoing staff and student handwashing and respiratory etiquette education (classroom conversations, computer modules, posters, announcements, handouts) [Coronavirus Disease 19 - Talking Points for School Nurses](#)
- ✓ Plan for any unique concerns or procedures needed for students with special medical needs to continue care without increasing exposure risks to students [Coronavirus Disease 2019 \(COVID-19\): Federal Guidance for Students with Disabilities](#)
- ✓ Implement school site flu vaccination campaigns

- ✓ Distribute educational and promotional materials to staff and students promoting the availability and desirability of the influenza vaccine
- ✓ Identify and train building staff to assist the school nurse as needed
- ✓ Monitor quantity of necessary supplies anticipating increase if illness trends upward (masks, gloves, thermometers, probe covers, over the counter medications, tissues, cleaning supplies)
- ✓ Maintain current Material Safety Data Sheet (MSDS) as an increase of disinfectants may cause adverse effects in some staff and students
- ✓ Review existing medications and contact parents to pick up their child's medical supplies or discuss arrangements for a later date of pick up
- ✓ Coordinate with the student's family and health team to plan for acute respiratory treatment care using up-to-date standards of care. Such considerations should include but are not limited to aerosol-generating procedures such as suctioning and nebulizer treatments. Consult with a healthcare provider for alternative medication delivery systems and measures. [Infection Control: Severe acute respiratory syndrome coronavirus 2 \(SARS-CoV-2\)](#), <https://www.aaaai.org/conditions-and-treatments/library/asthma-library/covid-asthma>, [Asthma Care at School Post COVID-19 Outbreak](#)

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from Planning Period
- ✓ Submit surveillance data electronically daily to the Coordinator of Health Services
- ✓ Identify unmet health needs of students (stopped treatment, ran out of supplies or medication, missed appointments or procedures, IHP supports lacking to support education from home) [Keep Children Healthy during the COVID-19 Outbreak](#)
- ✓ Monitor students in virtual health service programming and ensure access to technology, and identify digital gaps
- ✓ Meet with the crisis response/emergency preparedness team to review situations and strategies, as needed
- ✓ Review updated STLCO recommendations

Planning for Return to School:

- ✓ Continue applicable activities from Pandemic Planning and Alert Periods
- ✓ Continue to screen those allowed into the school as recommended by STLCO for fever, cough, or other symptoms as needed — this may include measuring temperatures and/or implementing signage (sticker, card, stamp) system to track status [K-12 Schools and Childcare Programs FAQs for Administrators, Teachers, and Parents](#)
- ✓ Record the name and phone number/address of all persons seen with a suspected epidemic respiratory infection and report daily to the Coordinator of Health

Services

- ✓ Continue the practice of airborne precautions, including staff who conduct screening at school entrances or specific events
- ☐ Utilize and educate staff and students regarding Student COVID-19 Self-Assessment and discuss how follow-up processes will be done
- ☐ Implement isolation guidelines as they are made available by the Missouri Department of Health and CDC
- ☐ Meet with the Crisis Response/Emergency Preparedness Team daily to review situations and strategies
- ☐ Implement infectious disease education, training, and syndromic surveillance capacity <https://www.nasn.org/covid19>

Return to School:

- ☐ Monitor student and staff health and wellness
- ☐ Report absences and suspected medical concerns following district protocol
- ☐ Communicate health processes with staff and parents
- ☐ Determine modifications needed in policy and procedures to create social distancing and proactive screening of students and staff
- ☐ Isolate suspect cases until transported home
- ☐ Seek and follow physician orders for alternatives to treatments such as nebulized medications
- ☐ In collaboration with the principal, provide daily or more frequent updates to community members and parents
- ☐ Participate in school system debriefing/lessons learned by key stakeholders

Director of Residency and Enrollment

Summary: At the onset of COVID-19, the Residency and Enrollment department implemented several processes to allow for assessment and, in some cases, restructuring of current procedures. Such measures focused on providing more customer-friendly strategies that would also mitigate risks relative to COVID-19. As a result, we thoroughly evaluated our enrollment and registration procedures, records and transcript request processes, and record filing systems. In effect, we were able to migrate all paper documents (including transcripts, graduation verifications, student records requests, etc.) into fillable documents that would allow for virtual interaction between staff and parents. With the help of Technology, we were also able to develop an electronic portal for these requests (transcripts).

Additionally, we restructured the district's current Centralized Enrollment process. We developed an Online Centralized Enrollment process that would encourage lateral coordination amongst staff (virtually) while also providing a one-stop-shop for parents during this pandemic. According to their last name, parents are assigned an alpha-registrar (according to their last name) to assist them with enrollment needs, questions, and/or concerns; from the inception to the end of the process. The alpha-registrar works collaboratively with other staff (i.e., SSD Area Coordinators, Counselors, Social Workers, and School Nurse/Clinic Aides) necessary to complete the enrollment process. The idea is to enroll students seamlessly, eliminating inconsistencies that sometimes arise when interacting with various staff. During such an unprecedented time, customer service and consistency are of the utmost importance.

The Residency and Enrollment Department has also successfully streamlined the transcripts request process by revising the form to send transcripts directly to the email address listed in the form. Additionally, we have set up auto-reply messages for transcript requests to confirm receipt and provide a 3-5 day turnaround. Finally, to better accommodate our families, fees have been waived for transcript requests during this pandemic.

The Education Model Option Form was also created as an enrollment form for parents to select either the blended or 100% virtual instruction option for each student in their household. The google form allowed for Residency and Enrollment staff to track the decisions for each family to better plan for the upcoming school year. In addition, the form allowed for extensive analysis as it relates to the number of completed forms by the parent, school, grade, and/or instruction option. Again, this enabled leadership to properly assess the needs of each building (relative to staff, technology, etc.).

The Residency department is currently working with Technology to implement additional efforts that would help streamline our processes through the development of E-Forms and mobile app accessibility.

The Residency Calendar is another tool used to accommodate the needs of our parents upon changes in instructional models. Essentially, this calendar allows for parents to schedule their appointments based on staff availability. The department provides the option to connect, via Zoom, on the front-end. However, the department is open to meeting with families by appointment only.

Planning/Alert Period (if needed):

- ✓ Identify essential duties and operations required to maintain departmental services during the pandemic period
- ✓ Connect with National Center for Homeless Education State Coordinator to keep abreast updates relative to COVID-19
- ✓ Collaborate with area Foster-care liaisons, social workers, and caseworkers to share in discussions around Best Interest Determination (BID) meetings, transitions for the upcoming school year, etc.
- ✓ Identify archaic departmental systems that require manual processing to prepare for virtual transition.
- ✓ Coordinate the migration of current student records to electronic files for document housing supports so staff can access virtually to continue providing services
- ✓ Develop a mainstreamed online system for transcript requests, residency affidavit renewal, and centralized enrollment
- ✓ Coordinate with Director of Student Systems in developing a system to increase parent/legal guardian accessibility to online registration forms (via phone, tablet, iPad, laptop/personal computer)
- ✓ Create a process for progress monitoring and follow-through of the Online Registration Process
- ✓ Create a Residency Calendar that would allow access to parents/legal guardians, allowing them to schedule appointments with residency and enrollment staff (based on staff availability)
- ✓ Develop communications plan around promoting Online Registration, Online Enrollment, and the Residency Calendar
- ✓ Conduct inventory of all residency and enrollment documents and ensure that they are fillable and accessible virtually.
- ✓ Ensure that residency and enrollment staff are equipped to work remotely
- ✓ Determine staffing needs to continue services completed in an efficient manner

Transition to Virtual Learning Environment (if needed):

- ✓ Continue build-out of archaic departmental systems, converting them into mainstreamed virtual systems
- ✓ Create Residency and Enrollment Process Manual
- ✓ Build-out a Centralized Enrollment Process that would be easily interchangeable, whether face-to-face or online
- ✓ Create Wellness Check Request Monitoring System
- ✓ Contact current vendors (transportation companies) to inquire about the current safety practices and if they would be able to accommodate HSD for the upcoming school year
- ✓ Collaborate with department leads around their current enrollment processes and ways to mainstream through Centralized Enrollment (i.e., Director of ECE, Gifted Education Coordinator, Coordinate of EL & Immigrant Students)
- ✓ Coordinate Centralized Enrollment Staff Training
- ✓ Coordinate with Technology Department in developing transcript search portal to house student records
- ✓ Create need-specific email addresses for families to access electronic submissions (i.e., transcripts@hazelwoodschools.org, residency@hazelwoodschools.org, etc.)
- ✓ Connect with department heads to express staffing needs (Director of SSD, Lead Counselor, Coordinator of Health and Wellness)

Planning for Return to School:

- ✓ Ensure transportation is arranged for Families in Transition (FIT) and students in Foster Care
- ✓ Confirm safety precautions and CDC requirements are upheld by vendors
- ✓ Attend foster-care and Children's Division follow-up meetings for updates
- ✓ Collaborate with Lead Counselor to develop a mainstreamed BID Meeting Process
- ✓ Launch promotion of the Residency Calendar to allow for parents to schedule their appointments with residency and enrollment staff
- ✓ Continue to utilize the Online Enrollment and Online Registration options; in addition to serving parents who may prefer face-to-face interaction (encourage the use of Residency Calendar)
- ✓ Implement Online Registration Progress Monitoring System, which allows for registrars to identify returning families who have not updated Online Registration Forms
- ✓ Provide Registration and Enrollment Process Manual to registrars/secretaries to maintain the fidelity of processes as they return to buildings
- ✓ Create and utilize an enrollment process for students who will attend 100% virtually (if applicable)

Return to School:

- Continue promotion and implementation of new, streamlined processes (i.e., Residency Calendar, Online Registration, and Online Enrollment)
- Conduct face-to-face and/or virtual appointments using Residency Calendar
- Maintain progress monitoring of Online Registration Process for returning families
- Maintain progress monitoring of wellness checks
- Keep abreast of updates via State Coordinator for National Center for Homeless Education (NCHE)
- Continue to connect with Foster Care Liaisons and Children's Division (CD) regarding updates

Residency and Enrollment

Planning/Alert Period (if needed):

- ✓ Create a residency email address to allow for families to submit documents for enrollment and proof of residency
- ✓ Communicate contact information for all aspects of enrollment (affidavits, transcripts, records requests, etc.)
- ✓ Eliminate fee for transcripts
- ✓ Assist in the process of making sure student records are migrated into the image program

Transition to Virtual Learning Environment (if needed):

- ✓ Communicate enrollment process via the district website and other forms of communication

Planning for Return to School:

- ✓ Identify any changes enforced by Foster Care Liaison and Children's Division regarding return to school including aspects of transportation, medical aspects of contracted services and safety of students
- ✓ Participate in the build-out of a virtual/online centralized enrollment process, including full coordination between medical staff, enrollment staff, building level/district level staff, Special School District staff, etc.
- ✓ Continue implementation of transcript request process upon re-entry
- ✓ Assist in identifying measures the district can take to ensure safe and healthy transportation when utilizing contracted transportation for FIT and Foster care transportation.
- ✓ Discuss health and safe environments during Best Interest Determination (BID) process for foster and adoptive care
- ✓ Conduct well visits and phone calls to students that the staff has not been able to connect with during the virtual learning timeframe

Return to School:

- ✓ Continue residency and enrollment online and provide onsite residency and registration processes as allowed
- Train staff and communicate with parents on the new affidavit process
- Review process to ensure a seamless process and consistent across all settings
- Publish Residency and Enrollment Manual for staff
- Train staff on Residency and Enrollment Manual
- Maintain reports that display Online Registration process progress (by school)

- ❑ Communicate with the community if the registration process must return to online only

Human Resources Department

Summary: When the District began to experience changes due to COVID-19, Human Resources (HR) fast-tracked several systems in development. The TalentEd Records Module that included onboarding new hire forms and electronic contracts were implemented early to allow no contact remittance of the necessary forms for new and returning staff employment.

HR collaborated with the finance department to ensure board decisions on salary and benefit considerations that were extended or expanded to various employee groups. In addition, a review of district policies, work calendars, work schedules, contracts, and articles of agreements were conducted to ensure compliance. Changes that were made were communicated to staff in earnest.

The HR team communicated and adhered to the new Family First Coronavirus Response Act (FFCRA) that went into effect April 1, 2020, through December 31, 2020. This act provides employees with paid sick leave and/or expanded family and medical leave for specified reasons related to COVID-19 (See Links Below). In short, the leave provides employees up to 10 additional leave days and expands the use of FMLA. As a result, new forms were created, and updates were made to the Frontline and AsureForce systems to track employee requests for this federal leave benefit usage.

Family First Coronavirus Response Act related links.

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave>

https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf

<https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>

To gather employee feedback, concerns, ideas, and suggestions regarding reopening schools, HR created a survey sent out to all employee groups. Additionally, HR created a Virtual Learning Teacher Application Form to assist in the identification of teachers who would like to be considered as a Virtual Learning Teacher for the 2020-21 school year based on a three tier consideration which includes those with personal health considerations, family health considerations, and those that simply prefer that platform.

Human resources provides ongoing assistance to employees through enhanced purchased services through our Employee Assistance Program (EAP). This included increasing the number of individual and/or family counseling sessions, increased on-site counseling hours, three-tier, and the addition of Way Forward Mental Health App. Access to this information may be found at our Hazelwood District Website links:

<https://www.hazelwoodschools.org/Page/7839><https://paseap.com>

The Safe Schools' training modules are updated to include the COVID-19 training modules for added measures to allow staff more education surrounding safe practices regarding this new Coronavirus. The modules, which are titled Coronavirus Awareness and Managing Stress and Anxiety, inform staff of the dangers and precautions to prevent the spread of COVID-19.

The Human Resource Department has developed a process for contact tracing and determining exposure for the COVID-19 virus. A flowchart has been designed to determine if the exposure is work or non-work-related and if quarantines are necessary. The process has been shared with all staff, and the district health services team supports staff members. The Human Resource Department is continuing to monitor sub-processes and will facilitate increased recruitment and retention. In addition, human Resources has secured a data analysis showing average unfilled per day per site and average requests per site to identify those building sites that might need additional support. Sites that have been identified in the past as needing additional help will continue to be allocated these additional resources in the 2020-2021 and 2021-22 school years.

Human resources also continues to provide support to hiring managers that have new Cares Act funded positions. These positions include social workers, nurses, and custodial staff. These positions have been posted on the district's online Recruit and Hire system.

Planning/Alert Period (if needed):

- ✓ Prepare electronic contract module in preparation of contract distribution
- ✓ Implement TalentEd Records for immediate use
- ✓ Communicate via memo payroll implications with all staff
- ✓ Work to increase substitute coverage
- ✓ Create a tracking system for leave absences
- ✓ Ensure information on the COVID-19 federal leaves are posted in all sites, including the Employee Rights poster
- ✓ Review and revise staff contracts and employee documents, as well as review and revise evaluations through the Teacher Evaluation Program (TEP) committee to include

Student Learning Outcomes (SLOs) and processes in the virtual environment and communicate any changes

Transition to Virtual Learning Environment (if needed):

- ✓ Finalize a tracking system for leave absences
- ✓ Post information sent to staff electronically
- ✓ Add new types of federal leave options to our system
- ✓ Send Contracts and Letters of Intent (LOI) to all staff
- ✓ Implement the leave tracking form process
- ✓ Evaluate extra duty contracts
- ✓ Collaborate with the Health Services Department to determine safety protocols for employees and provide appropriate PPE for those with repeated interaction with the public
- ✓ Track hours of COVID-19 related activities and absences
- ✓ Communicate channels of informing COVID-19 related absences and paperwork to all district administrators

Planning for Return to School:

- ✓ Communicate Staff Return to School Plan
- ✓ Develop new staff virtual orientation
- ✓ Research and determine additional leveraged Employee Assistance Program (EAP) services to inform staff of available mental health resources
- ✓ Review possible development of positions, modified positions, or shifting of staff to offer options (virtual versus face-to-face teaching) as needed to accommodate concerns such as the higher risk for severe illness that limits their exposure risk
- ✓ Post relief funded positions as vacancies and begin recruitment
- ✓ Determine placement for additional relief funded positions in coordination with other departments based upon need
- ✓ Finalize plan for staff placement
- ✓ Provide relevant professional development before return to school to prepare staff for specific employee needs to be increased by pandemic [PANDEMIC RECOVERY](#)

CONSIDERATIONS:

- ✓ Plan for delivery of education and health services in case of reduced staff due to illness
- ✓ Continue to track hours of COVID-19 related activities and absences
- ✓ Plan for possible future school closures such as updated staff handbooks, return to work protocols where healthcare providers are overbooked or unavailable.
- ✓ Provide substitutes with information regarding building level processes in place upon return to school
- ✓ Develop a plan to address staffing work hours and days, including leave and accommodation requests

Return to School:

- ❑ Offer possible options as needed to accommodate concerns such as higher risk for severe illness that limits exposure risk
- ❑ Continue consistency with applicable laws and policies put in place to protect the privacy of all staff members

School Administrators

Summary: The Hazelwood School District school administrators have been involved in the school-level planning and preparation. School administrators began by identifying curricular and social-emotional supports for students during the virtual learning timeframe. School administrators monitored, provided support to students, staff, and families during this timeframe to implement the curriculum and other supports on the various platforms needed as the plan progressed to planning for In-Person Learning. As we prepare for the 2021-2022 year, school administrators have been vital in identifying school level plans and identifying teacher level protocols and procedures essential to deliver instruction and meet the needs of Hazelwood School District students, parents and staff.

School administrators remain essential in identifying additional resources and support needed for all students. As we plan for the return to school, school administrators are developing building level plans for lunch schedules, recess schedules, special area schedules, flow of traffic within the building, processes and procedures to ensure the wearing of masks and use of PPE for staff and students, determine signage locations within the building, and processes for essential visitors in the building. In addition, all building-level processes, procedures, and protocols will ensure social distancing, cleaning, and sanitization of building spaces. Appropriate health and safety measures are in place to mitigate the risks of COVID-19.

Building principals were working in coordination with the nursing staff and Coordinator of Health Services to develop a process that supports the care and isolation of students who exhibit Covid-like symptoms when identified at school, as well as addressing other needs of students such as respiratory care, medication administration and other aspects of student health and safety. All plans developed are approved by the supervising Assistant Superintendent for accountability and consistency across the district. High school administrators planned for high school and postsecondary-specific information. Building administrators continue to communicate with their students, parents, and staff in coordination with the Communications and Public Relations department. Volunteer services required for limited co-curricular and extracurricular activities, such as Robotics, band, and competitive athletics, will continue to be identified by the building administrator in coordination with the Coordinator of Health Services. The building principal developed building processes for these essential visitors.

Planning/Alert Period (if needed):

- ✓ Review district and building essential functions, operations, and employees required to maintain school operations during a pandemic as identified by the district
- ✓ Determine building level processes that support district guidance
- ✓ Ensure that staff are trained on infection control measures, and students have access to hand hygiene
- ✓ Direct parents and staff to district resources for questions and concerns
- ✓ Plan for the virtual learning environment

Transition to Virtual Learning Environment (if needed):

- ✓ Continue applicable activities from the planning period
- ✓ Work with all departments to implement a continuity of operations plan for essential department functions, including the delivery of instruction during periods of virtual learning

Planning for Return to School:

- ✓ Continue applicable activities from planning and alert periods
- Ensure the delivery of learning opportunities for students due to loss of instruction
- Ensure the delivery of social/emotional supports for students and staff due to extended school closure
- Communicate with the school community about the return to school utilizing all media processes
- Collaborate with staff and Maintenance Departments to ensure that signs are posted in school entrances with respiratory symptoms and indicate no entry if symptoms are present
- Ensure mask holders are present and filled in all main school offices and school clinics
- Ensure posted signage will be visible to all visitors and staff stating face coverings will be enforced for entrance to the site (if applicable to current public health recommendations)
- Develop and monitor accountability protocols for virtual instruction of students in their building
- Develop building level processes for schedules, arrival/dismissal, social distancing, and lunch/restroom/recess
- Provide support for site-based professional development needs (Professional Development)

Return to School:

- Support staff, students, and parents during return to school
- Report absences as directed for district monitoring
- Participate in school system debriefing/lessons learned by key stakeholders

- ❑ Set expectations and monitor building staff to continue teaching and reinforcing hand hygiene and respiratory etiquette (lessons, videos, room visits)
- ❑ Broadcast regular school announcements on reducing the spread of germs on public announcement systems or televised in classrooms and common spaces
- ❑ Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (school websites, emails, and school social media accounts)
- ❑ Institute and monitor additional handwashing and hand sanitizing opportunities for students throughout the school day
- ❑ Develop processes and monitor the education of staff and families about when they/their child(ren) should stay home and when they can return through communication efforts
- ❑ Develop arrival and dismissal processes to ensure supervision and social distancing for bus riders, car riders, daycare vans, and walkers
- ❑ Provide continued support to staff and parents and provide onboarding support to new staff (Professional Development)

Building Responsibilities

Summary: Building staff prepared for virtual learning by ensuring instructional materials and supplies, including technology, were accessible to students and staff in coordination with technology and support student learning. A process for the distribution of materials and supplies was developed and implemented as we began virtual learning. These plans were communicated with students, staff, and parents. Support was provided on virtual learning platforms and continued plans to increase support for future virtual learning, including professional development and training for parents, staff, and students.

Building crisis response teams and plans for safety drills were developed with mitigation in mind during the pandemic. Each building has devised specific plans for breakfast and lunch that allow for social distancing and proper sanitization of spaces and school-level equipment such as tables and chairs. Each school developed a process for “one-way” halls and the flow of traffic within the building. Building principals continue to limit the mixing of students and exposure of groups to the extent possible. The building teams may alter arrival and drop-off times and locations to limit exposure. Building plans have been developed and approved by the supervising assistant superintendent for monitoring and consistency across the district.

Planning/Alert Period (if needed):

- ✓ Develop a plan for materials and supplies to be taken home
- ✓ Develop a plan for technology distribution process in coordination with technology
- ✓ Continuously communicate classroom and building-wide plans with all stakeholders
- ✓ Communicate expectations about learning, interventions, individualized resources, and supports to assist students during virtual learning

Transition to Virtual Learning Environment (if needed):

- ✓ Send all materials and supplies home with students, including medication, uniforms, etc.
- ✓ Provide parents and guardians with support online learning platforms and assistance with instruction
- ✓ Communicate virtual learning platforms, technology information, food distribution, etc. utilizing all communication media
- ✓ Communicate proactively with parents to prepare for what might be changing circumstances and how to ensure instruction is as seamless as possible

Planning for Return to School:

- Reconvene the building crisis team and consider student, parent and staff needs upon return to school
- Continue to provide parents and guardians with support with online learning platforms and assistance with instruction
- Consider creating “one-way routes” in the hallway
- Document parent communication and concerns about returning to school
- Develop a process for returning student books, materials, and technology
- Review and revise all building-wide emergency drills to accommodate social distancing regulations
- Review and revise building level passing times and staff support by building to ensure social distancing
- Review and revise safety drills and ensure social distancing processes
- Determine what the cafeteria would look like and the timing of breakfast and lunch
- Communicate proactively with parents to prepare for what might be changing circumstances and how to ensure instruction is seamless as possible
- Determine roles and responsibilities for staff who serve multiple students (specials, reading, Teacher Assistants (TA), etc.)
- Review and revise building schedules
- Review and determine repurposing of spacing to accommodate social distancing needs <https://secure.edweek.org/media/social-distancing-making-it-work-downloadable.pdf>

Return to School:

- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain between 3 and 3-6 feet apart, with a target of 3-6 feet, in lines and at other times (e.g., guides for creating “one-way routes” in hallways)
- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and sanitize between uses
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county)
- Cancel and pursue virtual activities and events in place of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible
- Pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children and as much as possible for older children)

- ❑ Limit mixing between groups, if possible
- ❑ Stagger arrival and drop-off times or locations by arrival method (bus, car, daycare, pre-k) or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible
- ❑ Designate a staff person and physical location to be responsible for responding to COVID-19 concerns (e.g., school nurse and/or counselor) - All school staff and families should know who this person is and how to contact them
- ❑ Monitor and report increases of absenteeism of students and employees, cross-train staff, and create a roster of trained backup staff
- ❑ Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed
- ❑ Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind
- ❑ Encourage employees and students to talk with people they trust about their concerns and how they are feeling
- ❑ Train staff on healthy hygiene practices so they can teach students
- ❑ Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing - If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol
- ❑ Discourage the use of perfect attendance awards and incentives; encourage participation
- ❑ Identify critical job functions and positions and plan for alternative coverage by cross-training staff
- ❑ Establish procedures to ensure students and staff who become sick at school or arrive at school ill are sent home as soon as possible
- ❑ Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave - Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school, such as an office or conference room (due to a location close to building exit) and devise a plan for parent pick up)
- ❑ Include strategies for sharing information with staff, students, and their families
- ❑ Implement multiple social distancing strategies
- ❑ Modify classes where students are likely to be in very close contact - For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room)
- ❑ Increase the space between desks - Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) or diagonal to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing)

- ❑ Avoid mixing students in common areas such as the cafeteria and playground - consider other options such as staggering students, eating lunch in another area, recess area by class, staggering recess time
- ❑ Restrict hallway use through homeroom stays or staggered release of classes - avoid taking multiple classes to bathrooms at once
- ❑ Stagger arrival and/or dismissal times - or other areas with high-traffic situations or time
- ❑ Reduce congestion in the health office - consider using the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution
- ❑ Limit nonessential visitors - consider the presence of volunteers for classroom activities, outside consultants, mystery readers, cafeteria support, and other activities
- ❑ Limit cross-school transfer for special programs and activities - such as music programs, robotics, academic clubs
- ❑ Teach staff, students, and their families to maintain distance from each other in the school - educate staff, students, and their families at the same time and explain why this is important to social distance
- ❑ Practice revised emergency plans due to social distancing regulations
- ❑ In the case of hard-to-social-distance behaviors (such as toileting, crying, personal hygiene), increase hand-washing efforts, replenish PPE frequently, teach replacement behaviors, and communicate with parents, counselors, and administrators to develop an action plan to accommodate the situation best
- ❑ Evaluate and consider other instructional options for students at heightened risk to themselves or others, including homebound, change of IEP, virtual learning to minimize risk exposure

Teacher Responsibilities

Summary: Teachers immediately began preparing for virtual learning by ensuring students had materials and supplies for instruction. Teachers also began instruction and allocation of time to increase handwashing protocols and health and safety practices in the school setting.

As the Hazelwood School District moved to the virtual learning environment, teachers provided instruction using various platforms, allocating dedicated time to support students in their learning and follow up with students. Teachers conducted outreach to students who needed support or were not participating in virtual learning and recommended additional support and resources for students and families. Counselors, social workers, and home school communicators provided extra support to those who needed additional time and resources. Classroom teachers communicated and collaborated with specialized teaching staff (EL, Special education, etc.) to ensure students with specialized needs received support in all areas.

As we prepared for the upcoming school year, teachers have developed protocols and procedures for classroom processes, including the flow of traffic in the classroom and halls, desk arrangement, materials and supplies arrangement (including removal of items not needed and distribution of additional materials and supplies for individual use for students), and signage within the classroom for classroom use. In addition, teachers communicate and coordinate with the school health staff to recognize signs and symptoms of possible illness, reduce non-essential student clinic visits, and ensure student allergen awareness to respond appropriately.

Teachers have created revised classroom space to ensure student materials and supplies are limited to the individual student to the extent possible, including student materials, backpacks, and students, with personal belongings. In addition, teachers teach and reinforce respiratory and handwashing etiquette and provide lessons on any related topics with students. All teacher-level plans will be approved by the building principal for monitoring and consistency throughout the building. All plans will address social distancing and the ability to clean and sanitize materials and supplies, and spaces to the extent possible.

Planning/Alert Period (if needed):

- ✓ Prepare instructional materials, technology, and supplies ready for distribution (including supplies needed to complete work)
- ✓ Prepare communication plan process for parent communication
- ✓ Increase hand washing routines
- ✓ Increase cleaning and sanitization

- ✓ Monitor student attendance and report absences
- ✓ Remove unnecessary physical items (bean bags, couches, pillows, material decor) from classroom and school to ensure proper sanitization can routinely happen
- ✓ Meet as grade level/content area teams to plan for virtual learning
- ✓ Communicate with Special School District to ensure all students can access the curriculum and ensure proper adaptive equipment and assistance (captioning, interpretation, visual/audio content, etc.) is provided as determined by the Individualized Education Plan

Transition to Virtual Learning Environment (if needed):

- ✓ Create opportunities for students to experience virtual field trips, gatherings, or interactions
- ✓ Create and maintain a line of parent communication to remain personally linked with students
- ✓ Establish and maintain time to allow for one on one teaching assistance with parents and students
- ✓ Create opportunities for students to share their thoughts and feelings during isolation
- ✓ Allow for avenues to share with their classroom and, if needed, privately
- ✓ Monitor students who are not engaged or connecting with virtual education assignments or classwork
- ✓ Create block times for high-risk or low-performing students to receive additional services and/or instruction.
- ✓ Utilize home school communicators, social workers, and counselors if having difficulty reaching students or recognizing possible risk factors
- ✓ Meet in grade level/content area teams to plan for weekly lessons
- ✓ Meet with instructors of specialized populations, such as EL, Special Education, Gifted, etc. to ensure continuity of instruction and individualized needs are met
- ✓ Participate in professional development on virtual learning platforms, curriculum, and technology
- ✓ Remain informed about district processes, such as food distribution, technology, contact information/source, etc. and communicate with parents as needed
- ✓ Engage parents in a discussion about participation and motivation of all students

Planning for Return to School:

- Review and revise the physical classroom space to reduce class contact and social distance
- Remove unnecessary physical items (bean bags, couches, pillows, carpet, material decor) from classroom and school to ensure proper sanitization can routinely happen
- Determine classroom flow such as “one-way routes”
- Space seating/desks 3-3-6 feet apart, aiming for 3-6 feet in distance
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart

- Provide physical guides, such as tape on the floors or sidewalks and signs on the classroom walls to ensure and remind students to social distance
- Determine if additional supplies will need to be ordered for individual student usage
- Collaborate with the school nurse to recognize signs and symptoms of possible respiratory illness and to reduce unnecessary visits to the health clinic
- Collaborate with the school nurse to ensure student allergens are known and how to respond in an allergic reaction emergency, primarily if meals will be provided in the classroom setting

Return to School:

- Develop a process to keep each child's belongings separated from others
- Minimize children's personal belongings at school
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use
- Avoid sharing electronic devices, toys, books, and other games or learning aids or modify the instructional activity to meet the curricular standard with less "high touch" standards
- Provide physical guides, such as tape on the floors or sidewalks and signs on the classroom walls to ensure and remind students to social distance
- Ensure that student grouping is as static as possible by having the same group of students stay together as a cohort
- Limit the mixing between student groups if possible
- Communicate with custodian when additional cleaning and hygiene supplies are needed
- Educate/reinforce respiratory and handwashing etiquette
- Supervise student passing times and processes to ensure social distancing
- Clean and sanitize specialized equipment between and during use when utilized with multiple children
- Utilize technology to conduct meetings as needed, such as IEPs, large content level meetings or cross-building meetings
- ✓ Meet in grade level/content area teams to plan for weekly lessons
- ✓ Meet with instructors of specialized populations, such as EL, Special Education, Gifted, etc. to ensure continuity of instruction and individualized needs are met
- ✓ Engage parents in a discussion about participation and motivation of all students

Technology Department

Summary: From the onset of the COVID-19 Pandemic, technology, and its personnel, was identified as one of the essential services needed for the district.

With the implementation of the Horizon virtual desktop environment over the last few years, all staff can work remotely with access to all systems used within the district.

The district surveyed all families to determine their need for Chromebooks and internet services. The results of the survey found that over 2500 families needed internet access. We solicited bids from various vendors and decided on the best solution: purchase cell phones locked down as hot spots.

To supply families with Chromebooks and internet access, the district purchased 2600 hot spots and 2500 additional Chromebooks to access all families K-12.

Next, we had to determine the needs of the staff to support leadership in assisting families while working from home. We purchased basic cell phones and provided laptops from our surplus of refurbished teacher laptops leftover from the teacher laptop swap.

The distribution of Chromebooks and hot spots was held at the schools and the Opportunity Center. Specific days were assigned for Chromebook swaps/repairs as well as new hot-spot distribution. The Chromebooks requiring repairs were collected and placed into boxes to be sanitized at a later date before repair. This was all communicated to our families by autodial, social media, and the district website.

The opportunity center was restricted to eight people total in the technology wing. The collection and distribution of devices were performed while maintaining social distancing both inside and outside the facility. Masks and gloves were worn during the process.

All Chromebooks, hotspots, laptops, cell phones were inventoried before distribution and are stored and maintained within our Destiny textbook database, Google Admin console, and Microsoft Active Directory.

Technology coordinated efforts with the Curriculum and Instruction Department to set up virtual learning with Launch, Edgenuity, and Odysseyware to provide equitable instruction to all students K-12. Virtual classes were set up in our student information system, Tyler/SIS, to accurately maintain student records and assist in rostering staff and students into the various systems.

The Helpdesk prepared new laptops for distribution to all incoming teachers and administrators.

Once school opens, all computer labs, clustered computers in libraries, and other shared areas of devices will be off-limits. If this cannot be maintained due to the curriculum, devices will be cleaned after each use by the staff in the room.

Technology planned and implemented the collection of hot spots and other devices once students returned completely from the pandemic by defining an audit trail for the return of any devices that have been handed out for both staff and families that will line up with our current inventory.

With the support of the Board, the Technology Department is continuing to support students, families, and educators throughout the pandemic. All students PK-12 are now equipped with Chromebooks, while our Board has approved another year of internet services to our families without these services.

We are defining a communication plan for families outlining technology services available: Helpdesk services, repair services, and hot-spot distribution. In addition, technology continues to leverage Tyler/SIS for new ways of collecting information, displaying that information, and expanding online forms to help make the enrollment process more manageable. We will also promote the SIS360 app to help streamline all processes related to student information.

Planning/Alert Period (if needed):

- ✓ Survey of families to determine equitable technology needs (including devices and access)
- ✓ Complete price comparison for technology costs and devices
- ✓ Purchase hot spots for all families in need
- ✓ Work with curriculum on distance learning platform for rostering
- ✓ Utilize Educational Technology Coaches to support teachers in planning for virtual learning platforms
- ✓ Determine staff requirements for laptops and cell phones to assist leadership in school and administration

Transition to/During the Virtual Learning Environment (if needed):

- ✓ Distribute Chromebooks and hotspots to families
- ✓ Follow up with families that do not pick up Chromebooks
- ✓ Publicize help desk information for parents and students
- ✓ Develop timeline and process for repairs and replacement
- ✓ Communicate timeline and process for repairs and replacement
- ✓ Develop a protocol for the technology team to remove malware and fix standardized issues, including screen, keyboard, and battery replacement
- ✓ Repair and replace all returned devices as necessary
- ✓ Document on tracking system the status of all devices by student and school
- ✓ Develop a procedure for hot spot loaners for use
- ✓ Develop a list of replacement items and order as needed

Planning for Return to School:

- ✓ Develop Chromebook and hot spot return procedures
- ✓ Develop sanitation process of Chromebooks and technology devices
- ✓ Update inventory district-wide
- ✓ Develop and implement procedures for on-site triage of all technology devices
- ✓ Develop a list of replacement items and order as needed
- ✓ Survey all schools to determine needs to ensure access for all students upon return to school
- ✓ Create a shared system in Tyler for the consistent report of COVID-19 absences and exclusions from school
- ✓ Collaborate with Human Resources and Health Services to develop and support the implementation of 'COVID-19 Self Report Screening' through Google
- ✓ Provide professional development to teachers and staff about technology and technology integration

Return to School:

- Organize all technological resources
- Communicate resources with students, parents, and staff
- Create a survey for staff regarding opening schools and technical needs
- Communicate and increase support for educational technology issues, as well as Help Desk support to students, staff, and families
- ✓ Finalize inventory - complete onsite inventory to ensure accuracy of the working condition of devices
- Continue to support the return of the device and hot spot process until all devices and hotspots have been returned, repaired, or replaced
- Identify chronic technology issues due to virtual learning
- Conduct formal evaluation process of distribution, maintenance, repairs, and return of devices and hot spots for future use

- Write final report regarding the evaluation process
- Revise district technology plan to include any pertinent information
- Development of a plan for technology in case of future school closure

Acknowledgments

We would like to thank the students, families, teachers, and administrators below who provided input and guidance on the Hazelwood School District Opening and Pandemic Plan:

2020-2021, 2021-2022 Participants:

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Juan Cordova, Assistant Superintendent of Elementary Schools

Bruce Green, Assistant Superintendent of High Schools

Matthew Phillips, Assistant Superintendent of Elementary Schools

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Ty McNichols- Barrington Elementary, Principal

Melanie Davison-Brown Elementary, Principal

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Angela Haywood-Gaskin- Jamestown Elementary, Principal

Relanda Hobbs- Jana Elementary, Principal

Michelle Prather-Jury Elementary, Principal

Ingrid Carter- Keeven Elementary, Principal

Cameron Coleman- Larimore Elementary, Principal

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Julie Melton- Lusher Elementary, Principal

Germaine Stewart-McCurdy Elementary, Principal

Sally Perano-McNair Elementary, Principal

Lisa Struther-Russell Elementary, Principal

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Heidi Pieatra, Garrett Elementary, Key Communicator
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Lakesha Nelson, Townsend Elementary, Key Communicator
Lakeisha Patterson, Brown Elementary, Key Communicator
Laura Langly, Lusher Elementary, Key Communicator
Leroy Parr, Jana Elementary, Key Communicator
Lisa Adams, Lawson Elementary, Key Communicator
Lisa McPherson, Cold Water Elementary, Key Communicator
Mae Walter, East High School, Key Communicator
Melanie Cooley, Early Childhood, Key Communicator
Myla Janes, Arrowpoint Elementary, Key Communicator
Myla Jones, Southeast Middle School, Key Communicator
Nick Scott, McNair Elementary, Key Communicator
Noura Hanandeh, Garrett Elementary, Key Communicator
Pat Higginbotham, Grannemann Elementary, Key Communicator
Rachel Tran, Galactic Learning Center, Key Communicator
Regina Oliver, Central Middle School, Key Communicator
Reona Wise, Russell Elementary, Key Communicator
Samantha Bush, Keeven Elementary, Key Communicator
Sara Berghoff, Jamestown Elementary, Key Communicator
Sarah Hecht, McCurdy Elementary, Key Communicator
Shelby Davis, East High School, Key Communicator
Sonya Stiles, Central High School, Key Communicator

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Steven Cook, PTA President, Key Communicator
Susan Rocco, McNair Elementary, Key Communicator
Tabitha Harrell, Key Communicator
Thomas Greene, Brown Elementary, Key Communicator
Tiffany Barfield, West Middle School, Key Communicator
Tiffany Livingston, Barrington Elementary, Key Communicator
Tirsha Lenoir, Opportunity Center, Key Communicator
Tracey Boohers, Barrington Elementary, Key Communicator
Tyrone Ellis, Jury Elementary, Key Communicator
Wesley Ray, Galactic Learning Center, Key Communicator
William Thomas, Lawson Elementary, Key Communicator

As we continue to update this fluid document, we thank our 2021-2022 participants as well.
Names will continue to be added to this document.

School District Return to In-Person & Pandemic Plan
Discussion Dates

Below is a list of dates that the Board of Education discussed and/or received updates on the school district reopening plans at public meetings in response to the COVID-19 pandemic.

Date of Meeting	Subject
April 14, 2020	Coronavirus Decisions & Updates
May 5, 2020	School Closure & Re-Entry Plan; Student Services COVID-19 Updates
July 10, 2020	Approval of 2020-2021 School Schedule, Bell Schedule & Alternate Calendar
July 21, 2020	Legal Considerations Regarding COVID-19; Approval of Hazelwood School District Reopening & Pandemic Plan 2020-2021
August 4, 2020	Hazelwood SPED Plan for Virtual Learning; Academic Monitoring & Instructional Accountability; School Day Structure & Expectations of Students & Staff; etc
August 18, 2020	Individual School Reopening Plans; Metrics and Guidance used to Determine Return to Hybrid/Blended Model
October 6, 2020	Metrics & Considerations for Reopening Update; Monitoring Academic Progress
October 8, 2020	Community Forum
October 20, 2020	Metrics & Considerations for Reopening; Group Transition Plan for Return to Face to Face Instruction
November 17, 2020	Metrics & Considerations for Reopening Updates

December 1, 2020	Metrics & Considerations for Reopening Updates
December 15, 2020	Metrics & Considerations for Reopening
February 02, 2021	Reopening Implementation
February 22, 2021	Discussion- Reopening Preliminary Numbers and Instructional Delivery Model
March 2, 2021	Update- Reopening Numbers and Instructional Model
March 16, 2021	Update- Reopening; Concurrent Instruction
April 8, 2021	Community Forum
April 20, 2021	Update- Reopening
May 4, 2021	Middle School and High School Return to In-Person Opening Attendance & Metrics Update
May 20, 2021	Metrics Update
July 20, 2021	Metrics Update
August 3, 2021	Opening of School 2021-2022
August 17, 2021	Opening of School 2021-2022
September 7, 2021	Metrics and Partnership for COVID Testing Update; Student Support Resources Related to COVID-19
September 21, 2021	Metrics Update
October 5, 2021	Metrics Update
October 19, 2021	Metrics Update; Vaccination Clinic for Ages 5-12 and Mitigation Strategies for Athletic Events Update

November 2, 2021	Metrics Update
November 16, 2021	Metrics Update
December 14, 2021	Approval of Mask Mandate Approval of Updated Return to In-Person and Pandemic Plan
December 18, 2021	Approval of Mask Mandate
January 18, 2022	Approval of Mitigation Strategies
February 1, 2022	Approval of COVID-19 Mitigation Protocols and Guidelines
February 15, 2022	Approval of COVID-19 Mitigation Protocols and Guidelines

Review Schedule for 2021-2022

Hazelwood stakeholders, including the Board of Education, Student Advisory, Hazelwood National Educators Association, district leadership teams, and school leadership teams, will continue to discuss and refine the school district reopening plans regularly, including during the months listed below:

August 2021

September 2021

December 2021

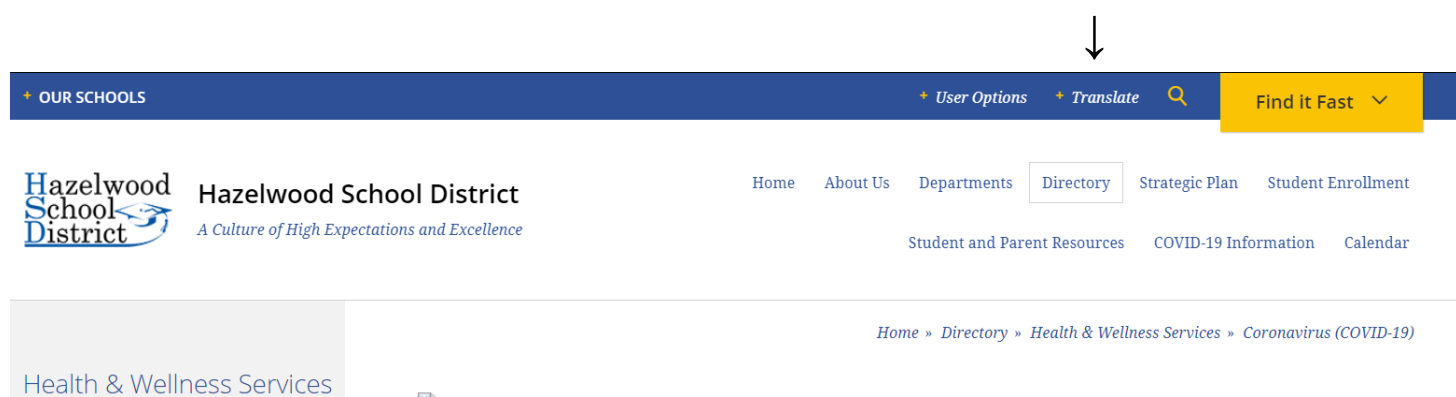
March 2022

June 2022

Translation

This School District Opening and Pandemic Plan Information is also available for translation into many languages on the [Hazelwood School District website](#).

To translate automatically, please press the “Translate” button at the top right corner of any webpage. Once you press translate, you will be able to select a preferred language.



The screenshot shows the top navigation bar of the Hazelwood School District website. A blue bar contains the text "OUR SCHOOLS" on the left, "User Options" and "Translate" in the center, and a search icon and "Find it Fast" dropdown on the right. Below this is the Hazelwood School District logo and name, followed by a navigation menu with links for Home, About Us, Departments, Directory, Strategic Plan, and Student Enrollment. A secondary menu below includes Student and Parent Resources, COVID-19 Information, and Calendar. A breadcrumb trail at the bottom right reads "Home » Directory » Health & Wellness Services » Coronavirus (COVID-19)". A grey box on the left side of the page contains the text "Health & Wellness Services".

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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=GJFHE>

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>

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>

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 of Health <https://mffh.org>

Coalition to Support Grieving Students <https://grievingstudents.org/>

American Academy of Pediatrics www.healthychildren.org

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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/>

Missouri School Public Relations Association <https://mo00000634.schoolwires.net/>

Managing Emergency Communications, Alerts, and Warnings/Notification
<https://rems.ed.gov/ResourcesAlertsCommAndWarnings.aspx>

CDC Crisis and Emergency Risk Communication
<https://emergency.cdc.gov/cerc/resources/index.asp>

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/>

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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%20f>

U.S. Equal Employment Opportunity Commission

<https://www.eeoc.gov/laws/guidance/pandemic-preparedness-workplace-and-americans-disabilities-act>

<https://www.eeoc.gov/wysk/what-you-should-know-about-ada-rehabilitation-act-and-coronavirus>

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/Educatoion-Stabilization-Fund/>

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

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.servicnavigator.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/communityschools-childcare/guidance-for-schools.html>

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>