



**Hazelwood School District
Safe Return to In-Person Learning Plan**

2021-2022 School Year

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Introduction

Executive Summary:

The following Safe Return to In-Person Learning Plan has been developed and revised with the goal to prevent, to prepare, to mitigate and to respond to the threats of COVID-19 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 continues to be 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).

As the pandemic affects our community, it is important that this plan address not only the health issues but also 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. As we move through the stages of the pandemic, each departmental area is now separated into two stages: Planning for Return to School and Return to School.

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 will be guided by what is feasible, practical, acceptable and tailored to the needs of the community. 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 which occurs when a new virus emerges for which there is little or no immunity in the human population. It begins to cause serious 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 are utilizing 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, but no sustained human-to-human spread has occurred, or there are small or larger clusters of

limited human-to-human spread.

3. The **Pandemic Period (Response)** is the time when there is evidence of global sustained human-to-human transmission in the general population.

4. The **Transition Phase (Recovery)** is when there is a reduction in global risk, low pandemic activity and progression towards recovery.

Challenges:

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, it is critical that public health measures are 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.
- Countries might, through measures such as border closures and travel restrictions, delay the arrival of the virus but cannot stop it.

Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. 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, largely 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 created 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. State reporting of abuses risk 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. The normal 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 have a major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.
- Furlows 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. Assumptions about coronavirus infections and other non-influenza virus pandemics are not completely understood, but assumptions about pandemic influenza can help to guide planning for other pandemic novel viruses. Given the difficulty associated with

estimating timing or impact, pandemic planning is based on the assumptions about viral epidemiology and human susceptibility, including:

- Although there is widespread availability of vaccines throughout the St. Louis region, herd immunity levels have not been reached. Vaccinated individuals may still become ill with breakthrough infections, especially with the resurgence of the COVID-19 Delta variant. As such, COVID-19 will remain in circulation.
- The novel virus will have the ability to spread rapidly worldwide.
- If the pandemic is characterized by severe disease, 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. At least two pandemic waves will occur. Following the pandemic, the newly circulating virus is likely to become a regularly occurring seasonal influenza. Further waves of infections may occur. There is a high probability that these waves 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 continue while the virus remains in circulation.
- Risk groups for severe and fatal infections cannot be predicted with certainty. 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, and 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 work with their local health department and ensure 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 who was in the same room, bus or other areas. Schools will need to keep room/bus logs or photos in order 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.
- Schools need to ensure there is a space to isolate a sick student or staff member until the individual can leave the building.

Mitigation Strategies:

In accordance with local health department guidelines, Hazelwood utilizes universal mitigation strategies outlined below and discussed in depth throughout this document. With respect to the health and safety policies, the Hazelwood School District ensures appropriate accommodations are in place 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 available throughout the district. Students will be required to wash 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 areas 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 that is 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 that could be attributed to COVID-19, they are asked not to come on site. 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 12 that cannot be vaccinated. As such, Hazelwood stands in support of the strong recommendation to be vaccinated if age 12 or older. Vaccine and testing resources are continually updated on the district website

Essential Functions and Personnel:

The following groups of individuals will continue to 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 in the event the individual is unable to assume responsibilities and decision-making capacity of his/her role. General obligations, along with specific delegated tasks for specific groups, can be found in the appendices. 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. All aspects of the school day, as well as related school activities, sports, summer school, community school, and other venues, must be addressed as well. This plan requires a team effort from all departments to be successfully implemented.

Governance

The Hazelwood School District Board of Education will continue to focus on both immediate and long-term needs of students, staff and the community in preparation for the fall 2021 semester. The Board of Education will continue to discuss and refine the school district reopening plans regularly at public meetings throughout the 2021-2022 school year.

Distribution of Administrative Responsibilities

Superintendent or Designee

Summary:

Planning for Return to School:

- Continue applicable activities from planning and pandemic alert periods
- 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)
- Notify parents and employees about the effects of the pandemic outbreak
- Deploy central office staff to assist at schools as needed
- Continue applicable activities from planning and virtual learning periods
- 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 realizes that social/emotional support is critical during this unprecedented time and continues to provide these services for both students and staff. The Student Services Department also provides support by way of email campaigns and personal check-ins for staff in the district to ensure they have the support and resources to help them cope with the Covid-19 pandemic.

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

Planning for Return to School:

- Continue applicable activities from planning 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 instructional learning plan that supports high quality, face-to-face instruction (Curriculum and Instruction)
- Develop a plan to determine 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)
- ✓ 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 equitable distribution of instructional resources based upon student need (Curriculum and Instruction)
- Continue providing professional learning opportunities for staff and parents, adding and/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 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 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 re-opening of school through collaboration with the operational departments as well as 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 activities needed adjustment, and finally which activities needed to be reviewed or revised in order 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.

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 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 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 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 for Return to School:

- ✓ Continue applicable activities from planning and pandemic alert periods
- ✓ Plan for technology resources needed upon return to school
- ✓ Advise Superintendent of available options for students to continue with Wi-Fi accessibility and supports that may be needed for 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
- ✓ 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 for Return to School:

- ✓ Assist the Superintendent/designee as directed
- ☐ Act as the Incident Command System contact person with the state and local authorities
- ☐ Communicate plan for return to school to all stakeholders. Post plan for return on the Hazelwood website so that it can 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 new stories and recognition using all media outlets

Director of Federal Programs

Summary: Federally Funded programs began planning for the return to school by helping schools redesign their School Improvement Plans to include learning loss and support needed for students following virtual learning. Many plans include additional supports for students in the area of social-emotional and extended learning.

As CARES Act and ESSER funding sources are awarded, the district leadership team coordinates 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), and 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 are regularly reviewed and shape the plan. Recommendations in the plan meet these requirements.

The CARES Act and ESSER funding sources will continue to be used to support the Hazelwood School District. 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.

Supports and resources for our Families in Transition are in place to meet the unique needs of these students and 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 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

- ✓ Consult with nonpublic schools to provide equitable services of relief funds
- ✓ Complete application for relief funds
- ✓ Develop and coordinate plan for return to school of staff and students
- ✓ Develop and conduct survey for parents, staff and students to gain input on plan
- ✓ Engage staff, parents, students in return to school planning
- ✓ Advise district leadership of DESE communications
- ✓ Communicate with state, federal and local entities
- ✓ Develop plan for relief funds and execute
- ✓ Determine funding sources for expenditures related to pandemic in coordination with Chief Financial Officer
- ✓ Work with key leadership staff members to devise plans and communication regarding processes and procedures
- ✓ Continue to coordinate with federal, state and local education leaders
- ✓ Expand 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 return to school
- Coordinate with Federal Programs Specialist to provide a variety of parent involvement programming through Parent University
- Coordinate with the Families in Transition (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 for 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 has been designed to get students reaccumulated 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 will continue to update the plan to ensure that it complies with 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 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 has been developed to review and/or approve Student Work Permits. Volunteer services required for limited co-curricular and extracurricular activities, such as Robotics, band and competitive athletics will be identified by the building administrator in coordination with the Coordinator of Health Services. Building processes for these essential visitors will be developed by the building principal and will be in compliance with MSHSAA Bylaws.

Planning for Return to School:

- ✓ Consult recommendations from CDC regulations
- ✓ Alter cleaning processes to ensure athletic equipment is properly cleaned and sanitized
- ✓ Adjust practice processes and procedures due to social distancing and social gathering guidelines
- ✓ 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 district/school website
- ✓ Work with Coordinator of Health Services regarding health and wellness regulations
- ✓ Meet regularly with other ADs from other school districts to maintain levels of consistency of programming across the conference area

Return to School:

- Consider and recommend adjustments for concession stand and PTA involvement of 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
- Ensure numbers of participants and fans in sporting events align to guidance determined by state and local health organizations
- Encourage small-group practice when feasible
- Alter cleaning processes
- Determine needs related to helmets, practice jerseys and pennies to mitigate germ exposures
- Recommend increased levels of hydration equipment
- 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, to include but not limited to, larger washers/dryers, hand sanitizer, electrostatic sanitizers.
- Modify spaces for practices and rehearsals; utilize as much outdoor space as able
- Modify tryout schedules if impacted by the pandemic
- Activate training for all coaches, ADs 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](#)

Communications and Public Relations

Summary: The Communications and Public Relations Department uses HSD communication channels to keep stakeholders informed throughout every stage of plan implementation, including 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, media interviews, informational videos, phone notifications, text messages, and emails. Additionally, a *Frequently Asked Questions* (FAQ) page is updated frequently and uploaded on the district website.

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 Community Forums
- 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 print shop

Return to School:

- Continue the information line to support the community with ongoing question, answers 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

The Curriculum and Instruction department has worked collaboratively with teachers to develop Diversity, Equity, and Inclusion revisions to courses beginning this fall. 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 effectively implement these Diversity, Equity, and Inclusion revisions.

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, which may include 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 teacher with any questions they may have regarding assignments. If parents/guardians are unable to 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.

Re-Entry Plan For Gifted Education Instruction

Galactic teachers will facilitate a variety of learning opportunities at the Galactic Center for elementary students identified as gifted. The teachers will be assigned a grade level and will teach their units to all of the students in that grade level. Students will be grouped in school based pods with minimal cross over between other schools.

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 reteaching skills taught in lessons at Galactic or to provide students who need accelerated instruction to move forward at a faster pace. At times this may include conferencing with individual students on projects they are working on at the Galactic Center.

Middle school students identified as gifted will continue to receive gifted services through their SAIL class in their schedule. High school students identified as gifted will continue to receive support from a high school gifted specialist.

Chromebooks and Internet

The District is providing Chromebooks for all students in Pre-K 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 are receiving instruction in all classes, including electives.

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

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 remediation for learning loss and enrichment
- Develop transition opportunities that incoming Kindergarteners and 6th graders
- Develop pacing guides for all content areas and grade levels
- 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 specific plan of times/days of extended learning for return to school

Return to School:

- Provide orientation to all 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
- 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
- Review and revise progress reporting for students including standards taught
- Implement 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

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 for the reopening of school. In preparation for the reopening of school the department has restructured staff hours to allow for social distancing/safety needs within the buildings. In addition, they have planned for meal service that accommodates social distancing and allows for proper cleaning and sanitation.

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

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
- ☐ Communicate the Return to School Plan with Chief Financial Officer and Director of Communications and Public Relations
- ☐ Collaborate with Health Services to determine best practice 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 prior to returning to school
- ✓ Order and process supplies needed for kitchen cleaning, sanitizing and disinfecting all kitchens and food service supplies
- ✓ Develop a plan for sanitizing kitchens and food preparation for return to school

Considerations for Schools

- ☐ Conduct employee meeting 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 readiness of all kitchens to reopen and accept deliveries
- ☐ Develop building process and procedures to ensure social distancing once open for school

Return to School:

- Implement process 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 plan for return to school including onsite food distribution (breakfast and lunch)
- 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 for the reopening of school.

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 utilize 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 disinfected as needed. 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 own 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.

Virex disinfectant bottles will continue to be supplied for all the classrooms, offices, and clinics. In addition, tri-fold napkins are being purchased for use with Virex and the department will be developing an instructional video with the communications department on the proper application and use of the product. Besides these items, the department continues to address ongoing typical needs in preparation for the reopening of school, such as floor stripping/waxing (with a product that contains Microban antimicrobial and odor control) and cleaning of buildings.

Planning for Return to School:

- Develop processes that staff need to place orders for any additional cleaning and sanitation materials needed prior to 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 cleaning process, 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 individual school and district buildings
- Continue to purchase additional 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. The finance office has worked closely with the Director of Federal Programs in order 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 and continues to plan 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 ongoing typical needs in preparation for the reopening of school, such as payroll changes for the new year, new fiscal year budgets, the annual external audit process, and more.

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, ESSER II and III, future guidance)
- Develop processes for principals and staff who need to place orders for any additional materials needed prior to 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 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 general ledger to be included in the Annual School Board Report (ASBR)

Maintenance

Summary: While the Maintenance department has continued to address ongoing typical 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, a variety of gloves, stockpiled plexiglass and plastic “feet” to install sneeze guards over office desks and other areas such as cafeteria serving lines, temporary sneeze guards that can quickly moved between buildings for emergency needs, and is piloting foot-style door pullers and touchless door openers.

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
- Install additional equipment and essential materials as necessary (plexiglass, Personal Protective Equipment (PPE) dispensers, etc.)
- Move district property to adjust in 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 cleaning process
- Research and determine next steps for reduction of germ exposure on handicap door push buttons such as hand-free models

Return to School:

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

Transportation

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

Currently the department is planning bus routes for the 2021-22 school year. 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.

Students will be expected to wear a mask and sit in assigned seats on the bus. While students are expected to provide their own masks, disposable masks will be provided to all buses in the event 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.

Planning for Return to School:

- Order materials and supplies needed to return to school
- Build bus routing for the 2021-2022 school year
- 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
- 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 prior to 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 adjust 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

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 3 months after graduation

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

Summary: 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 deescalation of students that may be displaying physical aggression, transporting students, responding to calls involving parents and other persons, and receiving visitors in our buildings. Officers will continue to provide around the clock service for our district. Officers will also make sure our desk staff are familiar with the use of the "Self Reporting" tablet and screening equipment in order to assist visitors upon their arrival.

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: The counselors, social workers, and home school communicators collaborate with the district's multidisciplinary team to enhance social services and academic support. Plans for providing comprehensive school counseling services were implemented. In addition, small group lessons will continue to be provided by school counselors, social workers, and home school communicators.

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 monitor course completion, scholarship applications, facilitation of meetings for IEP and 504 meetings and college applications.

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

Planning for Return to School:

- ✓ Continue applicable activities from planning and alert periods
- ✓ Assure the day to day counseling operations
- Create campaigns for back to school
- ✓ Determine and recommend additional staff to meet 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 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 for Return to School:

- ✓ Attend professional development related to navigating social emotional needs of student 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 health safe practices into the Positive Behavior Intervention Supports (PBIS) framework (washing hands, social distancing, wearing 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 Director of Enrollment as needed
- ✓ Monitor and support Families in Transition who may experience additional challenges as a result of 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 return to face-to-face 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: Health Services continues to monitor the COVID-19 virus and its effects on the county and our school community. The existing pandemic plan continues to be reviewed and efforts are started to expand and add specificity to this document and develop broader guidance for each area from governance and supportive services. Reviewing and implementing mandates from St. Louis County Department of Public Health and recommendations from DESE, CDC and other professional bodies such as the Association of Pediatrics continue to guide the district pandemic plan. These mandates are communicated and shared through the district website to educate our school community with current healthy practices and resources.

As the pandemic has affected all school districts, in order 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 resolved. These meetings have evolved to include St. Louis County Department of Public Health entities and community partners to ensure proper current practices and resources available for our families.

We have expanded our vendors to assure ongoing supplies throughout the pandemic. Ordering of additional thermometers and masks will be replenished as needed. Ongoing purchase of school clinic supplies will be followed closely and have been stocked for our reopening of schools. To determine student activity procedures, we follow current public health department recommendations and standards from each specific governing body for each specific sport or activity. Procedures are created to spell out procedures such as 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 should report positive COVID-19 results, close contact or symptoms.

As we are planning to move back to the return to school, we are continuing to track the ongoing pandemic case numbers and recommendations set forth by the governing bodies as indicated were used through this pandemic. Mandating face coverings for students, 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 be focusing on modeling, educating and supporting procedures and processes that will guide these practices for face to face instruction to continue safely.

Parents and caregivers will be empowered to screen children for symptoms at home, prior to 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 as well as providing needed tools such as additional PPE and thermometers.

Building administrators in coordination with the nursing staff and Coordinator of Health Services have 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 to be taken such as isolation and removal from site. School staff 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 contact tracing and germ mitigation, seating charts are encouraged for transportation and at the building level. Close contacts are forwarded to the Health Coordinator and are used to cooperate with the public health department tracing. Medical testing sites and facilities are mandated to report positive cases. The health department is then responsible for the tracing of contacts, quarantine time periods and release of quarantine. We follow their recommendations for communications and follow up processes.

Building administrators are developing processes allowing for students to be spaced as far apart as possible. 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, greatly reducing contacts.

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 entrance 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 school main 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 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 prior to entrance and to create 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 principles 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 district and public health updates
- ❑ Collaborate with building principles 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 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 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 at 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: Our department is currently working with Technology to implement additional efforts that will help streamline our processes through the development of E-Forms and mobile app accessibility. To date, we have aided in the conversion of the aforementioned Education Model Option Form for families who enroll in HSD, after the July 24th deadline. There are other form conversions underway that would be extremely helpful in our department's processes.

We will continue to improve upon current processes, making them more efficient and user friendly to parents.

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 own 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 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

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 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 identification of 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

Return to School:

- ✓ Continue residency and enrollment online and provide onsite residency and registration processes as allowed
- ☐ Train staff and communicate with parents on 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 community if registration process must return to online only

Human Resources Department

Summary:

The Human Resource Department has developed a process for contact tracing and determining exposure for the COVID-19 virus. A flowchart has been developed 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 is continuing to support staff members as well. The Human Resources Department continues to monitor sub processes and facilitate increased recruitment and retention.

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
- ✓ Post relief funded positions as vacancies and begin recruitment
- ✓ Determine placement for additional relief funded positions in coordination with other departments based upon need
- Assist the Health Services Department in providing convenient access to immunizations for all staff and information on how immunizations can be obtained, if available
- Finalize plan for staff placement
- ✓ Provide relevant professional development before return to school to prepare staff for specific employee needs 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 plan to address staffing work hours and days, including leave and accommodation requests

Return to School:

- ✓ Continue consistency with applicable laws and policies put in place to protect the privacy of all staff

School Administrators

Summary: The Hazelwood School District school administrators have been involved in the school level planning and preparation throughout the process. As we prepare for the 2021-22 year, school administrators have been key in identifying school level plans and identifying teacher level protocols and procedures that will be 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 supports as 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. All building level processes, procedures and protocols will ensure social distancing, cleaning and sanitization of building spaces and appropriate health and safety measures are in place to mitigate risks of COVID-19.

Building principals have worked in coordination with the nursing staff and Coordinator of Health Services to develop 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. All plans developed are approved by the supervising Assistant Superintendent for accountability and consistency across the district. High school administrators will plan for high school and postsecondary specific information and preparation for students. 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 be identified by the building administrator in coordination with the Coordinator of Health Services. Building processes for these essential visitors will be developed by the building principal.

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 school community about return to school utilizing all media processes
- Collaborate with staff and Communication Departments to ensure that signs are posted in school entrances with respiratory symptoms and indicating no entrance if symptoms are present
- Ensure mask holders are present and filled in all school main offices and school clinics
- Ensure posted signage will be visible to all visitors and staff stating face coverings will be enforced for entrance to site (if applicable to current public health recommendations)

- 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 hand washing 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: 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 develops a process for “one-way” halls and flow of traffic within the building. Building principals are working to limit mixing of students and limit exposure of groups to the extent possible. Arrival and dropoff times and locations may be altered by the building teams to limit exposure. Building plans are developed and approved by the supervising assistant superintendent for monitoring and consistency across the district.

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 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 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 groups of 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 use
- ❑ 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)
- ❑ Pursue options to convene sporting events and participation in sports activities in ways that minimizes 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 back-up 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 to 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 sick 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 location close to building exit) and devise 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 from 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 best accommodate the situation
- Evaluate and consider other instructional options for students at heightened risk to themselves or others including homebound, change of IEP, virtual learning in order to minimize risk exposure

Teacher Responsibilities

Summary: As we prepare to reopen schools for the upcoming school year, teachers are developing protocols and procedures for classroom processes including flow of traffic in the classroom and halls, desk arrangement, materials and supplies arrangement (including distribution of additional materials and supplies for individual use for students), and signage within the classroom for classroom use. Teachers are communicating and coordinating with school nursing staff to recognize signs and symptoms of possible respiratory illness and reduce visits to the clinic and ensure awareness of student allergens in order to respond appropriately. Teachers are developing protocols and creating classroom spaces to ensure student materials and supplies are limited to the individual student to the extent possible, including student materials, backpacks and personal belongings of students. Teachers are educating and reinforcing respiratory and hand washing etiquette and provide lessons on any related topics with students. All teacher level plans are 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, as well as spaces to the extent possible.

Planning for Return to School:

- Review and revise the physical classroom space to reduce class contact and social distance
- Remove unnecessary physicals 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 school nurse to recognize signs and symptoms of possible respiratory illness and to reduce unnecessary visits to the health clinic
- Collaborate with school nurse to ensure student allergens are known and how to respond in an allergic reaction emergency, especially if meals will be provided in the classroom setting

Return to School:

- 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 own 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 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
- Create distance between children on school buses (seat children one child per row, skip rows) when possible
- Ensure that student grouping are 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 hand washing 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 discussion about participation and motivation of all students

Technology Department

Summary:

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. Technology continues to leverage Tyler/SIS for new ways of collecting information, displaying that information, and has expanded the use of online forms to help make the enrollment process much easier. We will also promote the SIS360 app to help streamline all processes related to student information.

Planning for Return to School:

- Develop Chromebook and hot spot return procedures
- ✓ Continue to implement sanitation process of Chromebooks and technology devices
- ✓ Update inventory district wide
- Develop and implement procedures for on-site triage of all technology devices
- ✓ Develop 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 shared system in Tyler for consistent report of COVID-19 absences and exclusions from school
- ✓ Collaborate with Human Resources and Health Services to develop and support 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 survey for staff regarding opening schools and technological 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 working condition of devices
- Continue to support return of 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

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 Participants:

Hazelwood Student Advisory Committee
 Nettie Collins-Hart, Superintendent
 Christopher Norman, Chief Financial Officer
 Eric Arbetter, Assistant Superintendent of Middle Schools
 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
 Luke Dix- Cold Water Elementary, Principal
 Erik Melton- Garrett Elementary, Principal
 Tiffany Patton- Grannemann Elementary, Principal
 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
 Melissa Adkins- Lawson Elementary, Principal
 Julie Melton- Lusher Elementary, Principal
 Germaine Stewart-McCurdy Elementary, Principal

Sally Perano-McNair Elementary, Principal
Lisa Struther-Russell Elementary, Principal
Karen Collin-Adams- Townsend Elementary, Principal
Dannah Steele- Twillman Elementary, Principal
John Koenecker- Walker Elementary, Principal
Rodney Hull- Central High School, Principal
Chauncey Granger-East High School, Principal
Dennis Newell-West High School, Principal
Demetrius Adams-Central Middle School, Principal
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Buffy Dillon, Larimore Elementary, Key Communicator

Candace Ellis, Jury Elementary, Key Communicator
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Christy Galvan, Early Childhood, Key Communicator
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Deserree Jackson, Twillman Elementary, Key Communicator
Elizabeth Cannon, Jury Elementary, Key Communicator
Gayle Richardson, Key Communicator
Heidi Pietra, Garrett Elementary, Key Communicator
Ivy Mason, Grannemann Elementary, Key Communicator
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Kym Martin-Stewart, Townsend Elementary, Key Communicator
Lacesha Jeffers, Barrington Elementary, Key Communicator
Lakesha Nelson, Townsend Elementary, Key Communicator
Lakesiah 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
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Noura Hanandeh, Garrett Elementary, Key Communicator
Pat Higginbotham, Grannemann Elementary, Key Communicator
Rachel Tran, Galactic Learning Center, Key Communicator
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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
Sparkl Pruitt-West, East Middle School, Key Communicator
Stefanie Ayotte, Jamestown Elementary, Key Communicator
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 Boothers, 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 Opening & 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

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

December 2021

March 2022

June 2022

Translation

The information from 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.



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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=GJFHF>

FEMA Continuity Plan Template & Instructions for Non-Federal Entities and Community-Based Organizations https://www.fema.gov/media-library-data/1536859210230-a1cc6e2fbae089261fccf7f8ee1693a8/non_federal_continuity_plan_template_508_083118.pdf

Implementing Safety Practices for Critical Infrastructure Workers Exposed to COVID-19
<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safetypractices.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

American Academy of Pediatrics-Novel Coronavirus
<https://www.healthychildren.org/English/health-issues/conditions/ches-lunds/Pages/2019-Novel-Coronavirus.aspx>

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

National Education Association's School Crisis Guide
<http://www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf>

Georgia School Pandemic Guide
<https://www.gadoe.org/schoolsafetyclimate/Documents/Georgia%20DOE%20Information%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.servicenavigator.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>