

ReSET TOOL KIT



Keeping Children with Complex Health Needs Healthy in School

Dear Community,

Since early 2020, we have adapted to an endlessly changing health landscape. The ReSET program's intentional focus on children with complex health needs and their families has afforded us both privilege and obligation to understand the dynamic impact COVID-19 has had on the health and education of vulnerable populations.

One of the most important insights we have gained through these efforts is that the pandemic introduced concepts that many families of children with complex health needs had been wrestling with for their entire lives. How can a parent feel comfortable that their child with a tracheostomy will be safe from illnesses circulating in school? In some respects, the pandemic opened the door to these complicated realities for all families to experience.



We think it is important to consider how these insights should continue to guide our public health and educational systems, even if we (hopefully) never again experience the worst of COVID-19. We know that our communities will continue to experience periods of high activity of transmissible illnesses, including influenza, RSV, coronavirus, and others.

We recommend that ReSET's fundamental focus remain even as the program winds down. Children with complex health needs and their families will always require special attention to ensure they can achieve a safe and inclusive educational experience.

Our final ReSET Reader and the accompanying toolkit was drawn from these ideals. As of today, we have many reasons for optimism even if the work is not done. In that spirit, we hope you find these materials constructive now and in the future. And we extend a warm and sincere appreciation for your partnership over the past 3 years.

Dr. Ryan Collier, Dr. Greg Demuri, and the ReSET CMC Team

SPECIAL THANKS to the partners and experts who helped create these resources, including Jean Winter and the School District of Lodi, and Erin Nuthals and Syble Hopp School, Louise Wilson (Wisconsin Department of Public Instruction), and Daniel Parker (Department of Public Instruction).

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• The ReSET Tool Kit is also available at reset4kids.org/toolkit



Learn more at
reset4kids.org

GUIDANCE for Keeping Children with Complex Health Needs Healthy in School



PREVENT

✓ Promote respiratory illness awareness by communicating with families when illnesses are circulating in classrooms.

✓ Encourage all school staff who work in close proximity with children with complex health needs to be vaccinated.

✓ Support masking as a strategy to protect from respiratory illnesses:

- When students or staff are exhibiting symptoms of illness.
- Based on public health guidelines and CDC recommendations.
- When individuals make this personal choice for themselves or their family.
- Ensure masks are available for all people entering school buildings.

PREPARE

✓ Educate school staff and families about infection prevention and the increased health risks of respiratory illnesses.

✓ Ensure that each child has their own medical equipment or single use disposable equipment at school.

✓ Discuss respiratory illness mitigation strategies and contingency plans for children with complex health needs in Individualized Education Program (IEP) and 504 plan meetings.

- Plans should be documented in the program summary of the IEP.
- Document the frequency, duration, amount, and location of each IEP service.
- Provide a clear description of when and under what circumstances the contingency plan will go into effect.

PARTNER

✓ Encourage schools, families, and health providers to create partnerships. This could include securing authorizations for medical and school personnel to discuss specific children's health needs.

✓ School health personnel should collaborate with public health department staff to plan and provide counseling on mitigation strategies and contingency planning within the school. Have at least one designated and qualified staff available to address acute respiratory illness symptoms and questions.

- Use the school nurse or designated school health staff in the planning, preparation, and implementation of respiratory illness-related care to meet the student's healthcare needs and serve as a bridge between families, providers and school staff.
- Consult and communicate with the school nurse to ensure the student's IEP or emergency action plan provides an awareness, guidance, and interventions in the event of respiratory illnesses.

ADAPT

✓ Provide families with the opportunity to change between in-person, virtual or homebound school based on student health or community illness levels. **These decisions should prioritize in-person instruction options while considering student and families' needs.**

- Consider physical, mental, and behavioral health adjustments with in-person school and virtual attendance.
- Work proactively with families to set decision-making criteria for when and under what circumstances to use IEP contingency plans.

Learn more at reset4kids.org

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YOUR ROLE in Keeping Children with Complex Health Needs Healthy in School

What **school staff** can do to support the health and participation of children with complex health needs in the classroom.

HEALTH

- Wash or sanitize your hands regularly throughout the day to **prevent the spread** of respiratory infections.
- **Encourage masking** when students or staff are exhibiting symptoms of respiratory illnesses or based on public health guidelines/CDC recommendations.
- Follow recommended guidance on **vaccinations** against influenza, COVID-19 and other vaccine-preventable diseases.
- **Support customizing plans** for a child's safe school attendance in collaboration with the family, other school personnel, and, when relevant, their healthcare team.



COMMUNICATION

- **Stay aware of the increased health risks** of respiratory illnesses for children with complex health needs from the healthcare team.



- **Maintain regular communication** with families about respiratory illnesses, preferences for prevention, and other school health-related topics. **Ask families for their recommendations** on how best to support their child's health and learning in school.



Visit reset4kids.org/resources to see examples of what communication tools other schools have used.

- **Familiarize yourself with contingency plans** for children with complex health needs that may be found in their Individualized Education Plan (IEP) or 504 plan.

SOCIAL CONNECTION

- Create plans and **implement supports that include children with complex health needs in general classroom activities** whenever possible. Not only is this the law, it benefits and supports the learning of children with complex health needs as well as their peers.
- Do your part and support others to **ensure each child is an independent, valued, and respected classroom member**, regardless of their health needs.



TOOLS & TEMPLATES (For Schools)

Parent Respiratory Illness Notification Letter

Date

Dear Primary School Families,

Your child's health is an important aspect of school safety. Recently we have had a significant increase in children that are sick at the Primary School. Over the last three days, our illness rate at the Primary School has been between 9-12%. About 70% of the illnesses are due to respiratory (Flu, RSV, COVID). We wanted you to be aware of this so that you are able to make decisions for your family and for illness monitoring.

As a reminder to prevent the spread of illness it is important to:

1. Remain home when you are ill.
2. Cover your cough and sneeze [Link](#)
3. Wash your hands often with soap and water for 20 seconds (singing the ABCs twice) [Link](#), Spanish [Link](#)
4. If your symptoms are COVID symptoms a COVID test is required to return to school. [Lodi COVID protocols](#)
[? Link to similarities between COVID and Flu](#)

Thank you for continuing to partner with us in helping to keep our students and staff healthy during this holiday season.

Estimadas familias de la escuela primaria:

La salud de su hijo es un aspecto importante de la seguridad escolar. Recientemente, hemos tenido un aumento significativo en los niños que están enfermos en la escuela primaria (seguimos esta información a diario). Durante los últimos tres días, nuestra tasa de enfermedad en la escuela primaria ha estado entre el 9 y el 12 %. Cerca del 70% de las enfermedades son de origen respiratorio (Gripe, RSV, COVID). Queríamos que estuviera al tanto de esto para que pueda tomar decisiones para su familia y para el control de enfermedades.

Como recordatorio para prevenir la propagación de enfermedades, es importante:

1. Permanecer en casa cuando esté enfermo.
2. Tosa, tosa y estornude [Enlace](#)
3. Lávese las manos con frecuencia con agua y jabón durante 20 segundos (cantando el abecedario dos veces) [Enlace](#)
4. Si sus síntomas son síntomas de COVID, se requiere una prueba de COVID para regresar a la escuela. [Protocolos de Lodi de COVID](#)
[? Enlace de las similitudes entre influenza y COVID](#)

Gracias por seguir asociándose con nosotros para ayudar a mantener saludables a nuestros estudiantes y personal durante esta temporada de vacaciones.

TOOLS & TEMPLATES (For Schools)

Recommendation to Send Notification to Families

Here are a few examples of communicable diseases that a notification should be given to classroom families.

All cases are monitored by school nurses/office staff.

Communicable Disease	Notification to Families
COVID-19	Notification given to families in the classroom for 23-24 school year if students were contagious while in school *What category will COVID-19 be in at the start of the 23-24 school year?*
Flu	Notification given to families if 2 or more cases have flu and were in school while contagious at the primary and elementary level. MS/HS level - Notify families when there are 5-7% of Respiratory illnesses in the building/grade level.
Strep Throat/ Impetigo	Notification given to families if 2 or more cases were in school while contagious at the primary/elementary level. MS/HS level- Notify families when there are 2% of illnesses in the building/grade level.
Chicken pox	Notification given to families if a student was in school while infectious and the health department notified
Measles	Notification given to families if a student was in school while infectious and the health department is notified.
Whooping cough (pertussis)	Notification given to families if a student was in school while infectious and the health department is notified.
Pink eye	Notification given to families if 2 or more cases were in school while contagious at the primary/elementary level. MS/HS level- Notify families when there are 2% of illnesses in the building/grade level.
Illness over 10%	Health department notified and letter send out to families about increases in illnesses

5/2/23

[Wisconsin Communicable disease chart](#)

TOOLS & TEMPLATES (For Schools)

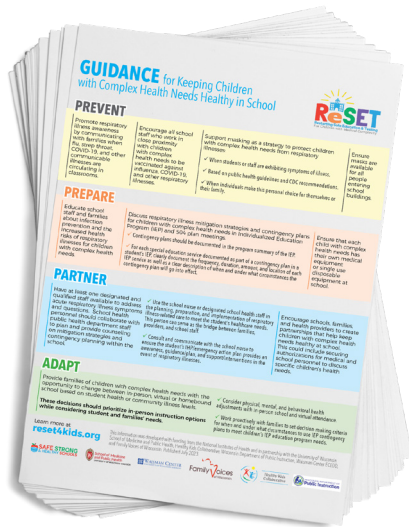
School Absence Tracking Sheet 2023-24

Date of absence (XX/XX/XXX X)	Last name	First name	Grade	Teacher	Symptoms (Reason for absence) Quick tips for illness calls	COVID testing	Other medical testing	Symptom Onset (Date: XX/XX/XXXX)	Sibling/family member in the district?	Date excluded from school (XX/XX/XXX X)	Date for 10 day symptom monitoring and notes regarding masking	Date of expected return (XX/XX/XXX X)
				Select the appropriate teacher from the drop down menu.		Select appropriate response from the drop down menu below.		Enter date that symptoms began.	Does the student have a sibling/family member in the district?			
9/1/22	Duck	Daffy	K4	Stom	Throwing up and sore throat	COVID-19 test negative	Strep Throat +	9/1	Yes	9/2		9/3/22
9/1/22	Stone	Fred	1	Smith	Fever, runny nose, body ache	COVID-19 test negative	Influenza A+	8/29/23	No			
9/1/22	Rabbit	Jessica	1	Coral	Sore throat, ear pain, congestion	COVID-19 test negative		8/29/23				
9/1/22	Jones	George	K5	Hack	fever, cough, sore throat	COVID-19 test negative	Strep Throat +	9/1/23	Yes			
9/1/22	Jolt	Abby	1	Coral	not feeling well	COVID-19 test negative		9/1/23				
9/1/22	Smith	Coral	1	Smith	bad headache, no other symptoms	COVID-19 test positive		9/1/23		9/5	9/11	9/6/23
9/1/22	Bean	Jack	K5	Hack	ear infection & possible strep per mom, went to dr 8/29	COVID-19 test negative	Strep Throat +	9/1/23		9/2		
9/1/22	Jones	Freda	2	Stein	woke up kind of yucky	COVID-19 test negative	Hand foot and mouth		Yes			
9/1/22	Fever	Scarlett	2	Stein	fever/possible pink eye	COVID-19 test negative						
9/1/22	Able	Am	K5	Hack	fever	COVID-19 test negative	Strep Throat +	8/29/23	No	9/1		9/2
9/1/22	Cottetail	Peter	1	Smith	tummy issues	COVID-19 test pending	Gastro Intestinal illness					

*All documents in Tools & Templates for School available as editable downloads at reset4kids.org/toolkit

FAMILY QUESTIONS & ANSWERS

How to Keep My Child with Complex Medical Needs Healthy in School?



The **Guidance for Keeping Children with Complex Health Care Needs Healthy in School** document can be found at reset4kids.org.

This document contains common questions and answers related to **Guidance for Keeping Children with Complex Health Care Needs Healthy in School** found at reset4kids.org.

Families of children with complex health care needs require support to make the best in-person attendance decision.

This decision should involve the family, the child’s health care providers, and school staff when the risks of respiratory illnesses, including influenza and COVID-19.

QUESTION From Families

? There is so much information out there, and I am having trouble understanding it. How can I know if I am making the best school attendance decision for my child?

Start by discussing the risks and benefits of in-person school attendance for your child. Talk with your child (as appropriate), your child’s health care team, and special education staff to determine the best option. The resources on our ReSET4kids website have everything you need to make an informed decision, as a team, to keep your child healthy at school.

Remember, what might be the right decision this month, may not be right next month. It is essential to stay in regular contact with your child’s special education teacher and/or school nurse to ensure you agree with your child’s attendance at school and the implementation of their Individualized Education Plan (IEP) and/or 504 plan.



PREVENT

Who can I speak with at my child's school about the communication system in place for families regarding illnesses?

Contact your school's nurse or health services staff to learn more about the practices in place. Some school districts track absences related to illnesses, send e-mail communications to inform families when an elevated number of respiratory diseases is circulating in classrooms, or post notifications with data to their school district's website. Visit reset4kids.org/resources to see examples of documents used by some Wisconsin school districts.

How do I know if the school staff working with my child are vaccinated?

Your school district may not require staff to be vaccinated, and this might vary from building to building. You can ask the individual staff working with your child if they are vaccinated and encourage them to get vaccinated if they are not. However, staff do not have to share their vaccination status with families. Some staff cannot be vaccinated due to medical conditions or may have compromised immune systems.

What if the staff who work with my child choose not to wear a mask?

Talk about your concerns with your child's special education teacher or the school principal. School districts have the authority to set masking and other infection control policies and practices. While you can request that staff working with your child wear a mask, the school cannot require staff to wear one. If your child can tolerate a mask or face shield, it will provide some protection for them.

Who makes masks available to students, staff, and visitors in my child's school?

Many schools provide masks by simply placing boxes of masks (adult and youth sizes) on the counters of the main office, the nurse's office, or other school entrances.



PREPARE

Where can I find information on the impact of COVID-19 and other respiratory viruses on my child with complex health needs?

The American Academy of Pediatrics (AAP) has information on its [Caring for Children and Adolescents with Special Health Care Needs website](#). Health conditions of children with CHCN vary significantly from child to child, so your child's health care providers will be the best resource for identifying the potential impact of COVID-19 and other respiratory viruses on your child.

The [ReSET website](#) has a sample letter for your child's health care provider to communicate with the school about your child's unique health care needs.

Who can help me make a plan for my child?

You can work with your child's special education teacher, school nurse, or case manager to develop a respiratory illness mitigation plan. This plan will need to be updated when the situation changes.

The Wisconsin Department of Public Instruction (DPI) also has guidance on holding IEP meetings on its [Virtual IEP Meeting website](#). Wisconsin Family Assistance Center for Education, Training, and Support ([WI-FACETS](#)) also supports families and educators with the IEP process.

My child's IEP was updated, but we didn't include anything on respiratory illness safety. What should I do?

If the IEP or 504 plan team finds accommodations are needed to meet your child's disability-related needs, they must be written into the IEP. Remember, you can request an IEP or 504 plan meeting anytime. You can also dispute the decisions made if you disagree with the school or IEP/504 plan team. More information can be found on the [Wisconsin DPI Dispute Resolution Option website](#).

My child's CHCN causes them to have COVID-like symptoms, which makes it confusing for school staff to know if my child has COVID-19. What can be done to keep staff from regularly sending my child home?

Work with your child's health care provider to give the school information about your child's health condition that outlines what is typical for your child and which symptoms may cause concern. We have a sample letter for your child's health care provider to communicate with the school about your child's unique health care needs on our [ReSET4kids website](#).

How can I supply the equipment and supplies that my child needs at school?

Discuss your concerns with your child's special education teacher or case manager. Together, you can decide on the appropriate number of supplies for school, where to store them, and how to communicate when supplies run low.



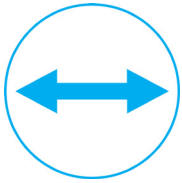
PARTNER

How can I make sure my child's school follows our doctor's recommendations?

There is no guarantee that the school will follow these recommendations. Health care providers can suggest conditions to help keep children healthy and when they might choose to stay home from school. We have a sample letter for your child's health care provider to communicate with the school about your child's unique health care needs on our [ReSET4kids website](#).

My child's school only has a nurse in the building once a week. Who deals with these issues when the nurse is not there?

Ask the school principal who provides medical services when the nurse is not in the building. The [Wisconsin DPI website](#) offers guidance on infectious diseases, including COVID-19 for school health services.



ADAPT

How can I ensure my child's IEP is followed when moving between in-person and online environments?

The Wisconsin DPI offers training and information for families and teachers on its [Moving From In-Person to Virtual and Hybrid Learning Environments webpage](#).

In brief, schools must provide a continuum of services to meet the needs of children with disabilities for special education and related services.

A child with a disability who requires in-person, specially designed instruction and related services in the home to progress toward their IEP goals and the general education curriculum must receive in-person homebound services as part of a "Free and Appropriate Public Education."

A district may not make a policy that prevents a student requiring in-person services from receiving this education. For example, all homebound students receive only virtual instruction (or packets).

More information about homebound school instruction can be found [here](#) and [here](#).



RESOURCES

Additional resources can be found on our websites:

ReSET for Kids - Resource Library reset4kids.org/resources

Our library includes resources in English and Spanish, including a provider letter, research briefs, ReSET Reader monthly newsletters, and respiratory illness communication tools for schools, such as:

- ✓ Parent Respiratory Illness Notification Letter
- ✓ Recommendation to Send Notification to Families
- ✓ School Absence Tracking Sheet 2023-24

Family Voices of Wisconsin - Resource Library familyvoiceswi.org/resource-library

This resource library has written and video fact sheets, newsletters, and resources. Topics include Medicaid and Children's Long-Term Support Services and the Transition to Adulthood.

EXTERNAL RESOURCES

Center for Disease Control (CDC) - Know the Symptoms
cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

Finding COVID-19 Tests
hhs.gov/coronavirus/community-based-testing-sites/index.html

Disability Rights Wisconsin - Protection & Advocacy Services
disabilityrightswi.org/program/protection-and-advocacy/

Wisconsin Department of Health Services (DHS) - COVID-19 Vaccination Information
dhs.wisconsin.gov/covid-19/vaccine.htm

Wisconsin Department of Health Services (DHS) - Getting Tested for COVID-19
dhs.wisconsin.gov/covid-19/testing.htm

Wisconsin Department of Instruction (DPI) - Video Series: Working with Children with Medical Fragility and COVID-19
youtube.com/playlist?list=PLambIxavELhZDBRcSZq-6gYNUNLzeLqBH

A series of five videos (10 -15 minutes each) that guide school staff when working with children with medical fragility during COVID-19. **While these videos were developed specifically for the COVID-19 outbreak, the information is valuable and can be relevant to other illnesses.**

Wisconsin Family Assistance Center for Education, Training, and Support (WI-FACETS)
wifacets.org/about-us/services/

If there is a conflict between school staff and your child's needs, contact the Wisconsin Family Assistance Center for Education, Training, and Support (WI-FACETS) for support with the IEP process.

Disability Rights Wisconsin
disabilityrightswi.org/program/protection-and-advocacy

If a conflict escalates, Disability Rights Wisconsin has protection and advocacy services you can learn more about on their website [here](#).

This information was developed with funding from the National Institutes of Health and in partnership with the University of Wisconsin School of Medicine and Public Health, Healthy Kids Collaborative, Wisconsin Department of Public Instruction, Waisman Center ECEDD, and Family Voices of Wisconsin. Published August 2023.





Family Decision-Making Tool

Updated September 2023

When illnesses like flu and COVID-19 are circulating in the community, having your child at school safely can feel difficult. This tool will help you make the best decisions for your child and family.

All final decisions about delivering special education will be made together with your child’s Individualized Education Program (IEP) team.

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1. Understand the health risks for your child.

Think about the current risk of respiratory illnesses (flu, COVID-19) to your child and family.

- Discuss with your child’s health care team such things as prior COVID infection, vaccination status, your child’s specific medical conditions, and community transmission.
- Remember that risks are lowest if your child is fully vaccinated and can use recommended safety measures such as masking, distancing, handwashing, protective equipment, and testing.
- Ask your child’s teachers, primary care provider, and health care team about their concerns for your child attending in-person school.
- The school nurse can also assist with this step.

What are your thoughts and concerns about your child’s current risk overall?

Think about your child’s school day and activities, from start to finish.

Choose the activities you have questions about or would like to focus on to ensure your child’s health and well-being while at school.

- Which activities are you concerned about?
- You might consider the number of people, duration of the activity, physical distancing, and the ability of students and staff to mask during these times.

Transportation to and from school	
Breakfast/Lunch	
Classes (Full group)	
Classes (Small group)	
Physical Education class	
Music class	
Hallways and passing time	
Therapy and individual services	
Recess and Outdoor Time	
Extracurricular Activities (including before/after school)	
Other:	

2. Think about your child's health and well-being at school.

Think about your child's school and its strategies around COVID-19?

- These strategies may include communicating with families, masking, vaccination, physical distancing, hand-washing, protective equipment, education for families and students about infection prevention and the risks of respiratory illnesses, and COVID-19 testing.

What strategies is your child's school using to keep your child and other students healthy while at school?

What individual protections or accommodations can your school provide your child?

3. Figure out the goals for your child and family.

- Consider your child's educational, social/emotional, and health-related goals.

What are the most important reasons for your child to be at school?

What are your concerns if your child is not receiving instruction in person at school?

4. Select strategies that help meet goals and limit risks.

Think creatively about ways to meet these goals and lower these risks while at school.

Think about the times and situations you are most concerned about, such as the ones you picked in section 2. Consider successful strategies other families and schools are using during those activities to enhance safety and in-person learning.

Here are some examples:

1. Set Priorities for Classes and Activities

Are there specific classes, therapies, or other more essential experiences than others? Could being at school be limited to those activities?

Possible Strategies:

a	Child’s in-person classes and group activities use physical distancing when possible. Allowing for six feet of distance from classmates during priority classes and activities can limit the risk of exposure.
b	Child’s classes and group activities are “cohorted” when possible. This keeps close interactions to a “cohort,” or small group, in order to limit the risk of exposure.
c	Encourage and support your child to advocate for themselves when distancing, cohorting or other health and safety strategies are not possible. Think about simple phrases or hand gestures they can practice and use to communicate their preferences for distancing and other safety needs to classmates and teachers.

2. Adult Support

Are people interacting with your child as safe as possible, such as wearing masks and protective equipment when recommended, using safe distances, and hand hygiene? If not, could they?

Possible Strategies:

a	Adult staff interacting directly with your child agree/are required to wear masks (This includes the teacher, aides, bus driver, “specials” teachers like PE and music, and mealtime supervisors.)
b	Adult staff interacting directly with your child agree/are required to be vaccinated.

3. School Day Schedule Adjustments

If your child cannot wear a mask for an extended time, could their in-person school day be limited to the period they can tolerate?

Possible Strategies:

a	Ask if therapy or other individual services at school can be scheduled for after school or other times when there are less people in the building.
b	Allow child to have different passing time in hallways to limit exposure to crowds.

4. Safe Spaces

Are there places in school where your child is less likely to be exposed to viruses? Are there times of the day that your child can spend time in these spaces?

Possible Strategies:

a	Use outdoor spaces for physical education, mealtimes, and classes whenever possible.
b	Use classroom or “pod” space for mealtimes.
c	Have a cart deliver lunch to classrooms or pods instead of having children travel or eat in the cafeteria.

5. In School or Not

Would it make sense for your child to attend only part-time or arrange for school in another location (home, smaller private school, etc.)?

Possible Strategies:

a	Ask the school which classes and services are available only in-person and which are able to be offered or adapted for at home or virtual instruction. This will help you understand your options for a hybrid schedule.
b	Use a hybrid schedule to allow the child to attend priority classes and services in-person for partial days (ex. AM or PM only) or weeks (2-3 days), continuing with virtual instruction from home for other classes and services.

6. Transportation, Before and After School

How is your child getting to and from school? Are they in programs before or after school? Do adjustments need to be made to these options?

Possible Strategies:

a	Transport your child privately/on your own instead of the bus. We encourage schools to reimburse families for this expense if possible.
b	Assigned bus seating can help to minimize exposure and offer distancing.
c	Avoid congestion during drop off and pick up times by choosing a low-traffic time and place for entry and exit into the building.

7. Changes to the IEP or 504 Plans

To maintain your child’s health and safety, are there any changes that need to be made to their IEP or 504 plans? Are there times of the day that they need more adult help to navigate spaces to maintain their health?

Possible strategy:

a	Ask your child’s school or IEP team for a check-in meeting to share any health or safety-related questions or concerns about their IEP or 504 plan.
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8. Input from School

Do your child’s teachers, aides, nurses, therapists, or others have suggestions about how your child can attend school safely?

Possible Strategies:

a	Consult with your child’s school and adult support staff to learn about and understand the options available to your child during specific times of day or activities for which you have a concern.
b	Ask the school and school nurse to stay in communication with your family about potential exposures and cases at the school so you can make informed decisions about your child attending in-person.

9. Making and Updating Your Plan

Based on how things go, could you start with one plan now and make changes in 1-2 months?

Possible strategy

a	Use a slow and steady approach to start. Think about how your student’s plan may progress to include a greater number of in-person classes, days, or services over time as comfort increases .
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Choose strategies for you and your child’s school to pursue to maximize in-person learning experiences and ensure safety during their school day. List them here.

Strategy 1	
Strategy 2	
Strategy 3	

5. Plan next steps.

Identify action steps and questions for the strategies you’ve chosen.

Next Step or Question for Follow-Up

People/Resources to Contact

6. Gather more information. Decide when ready.

Once you've completed this document, take a look through it. What stands out to you? What would you like to follow up on? What seems like a good starting place?

After you reflect, it's time to share the results with your trusted support people—including teachers, primary clinicians, therapists, specialists, other families, etc. You may consider how this information could be used to inform your child's IEP or 504 plan.

Gather more information from your trusted support people and other sources as needed to help you—when you're ready—make the right choices for your child and for your family.

Learn more and stay in touch with us at reset4kids.org.

Notes: