



Guidance for Colorado's School-Based Health Centers
During the COVID-19 Pandemic

Released on July 24, 2020

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Introduction

Due to the COVID-19 pandemic, Colorado youth will have been out of school and therefore separated from in-person resources linked to school settings for four months leading up to the 2020-21 school year. In many cases, this created limited access to school-based health center (SBHC) programs and increased the level of need youth are likely to present with when they return to school, especially for those who were already experiencing adversity and limited access to resources prior to COVID-19. Students and staff may be experiencing trauma of having lost loved ones and of economic instability within their families. Additionally, there was increased attention on systemic racism, which may have triggered some trauma for students.

Colorado Association for School-Based Health Centers (CASBHC) recognizes that diversity in our statewide network of SBHCs led to a variety of responses during school closures and over the summer months. As the new school year approaches, individual clinics are at different stages of reopening and reengaging with their schools and communities. As schools plan for the 2020-21 school year, SBHCs must also prepare for the start of a school year that will bring new challenges and new opportunities amid continued uncertainty.

Colorado SBHCs were quick to adapt to offering services via telehealth, adjust workflows to outreach to patients remotely, and safely provide in-person services when possible. The innovation and creativity demonstrated by SBHCs during the pandemic is inspiring and will serve Colorado youth well as we all work together to navigate the coming school year.

SBHCs are working hard to be ready to provide preventive and routine health care and they will continue to provide other critical physical, behavioral health, and oral health services when schools reopen. However, these services will look different than they have in years past. This time of uncertainty and change presents an opportunity to strengthen collaborative relationships between SBHCs and schools, districts, and other community agencies. It provides an opportunity to identify areas that were not working prior to the pandemic or ideas that have been simmering on the backburner and move forward in new ways.

About this Resource

This resource was developed to support Colorado SBHCs as a guide to inform the transition into the 2020-21 school year during the COVID-19 pandemic. It is CASBHC's goal to support all Colorado SBHCs in being able to remain open in some capacity, even if school closures occur, through the duration of the school year. The guidance and considerations presented herein are general and intended to support organizational and local discussions informing SBHCs' preparation for the 2020-21 school year. Given variation in the impact of the COVID-19 pandemic across Colorado as well as the unique local responses, all decisions should be made in close collaboration with local school districts and public health authorities and as well as SBHC medical sponsors. This document will be updated periodically to remain timely.

For questions or suggestions for improvement, please contact CASBHC at info@casbhc.org.

Acknowledgements

CASBHC would like to thank the Show-Me School-Based Health Alliance of Missouri and Washington School-Based Health Alliance for allowing us to borrow from their SBHC guidance. We also thank our members and the CASBHC board for their input and support in the development of this guide.

About Colorado Association for School-Based Health Care (CASBHC)

Colorado Association for School-Based Health Care (CASBHC), established in 1996, works to optimize health and academic achievement among young people through access to quality, integrated health care in schools. Among the top health challenges Colorado kids are facing are:

- **Colorado youth are using tobacco products, chiefly vape products, at twice the national average**
- **Suicide is the leading cause of death for Colorado youth**
- **Dental caries is the most common chronic disease of childhood**

School-based health centers (SBHCs) are on the frontlines every day providing young people with the services they need to be healthy. SBHCs are places where healing-centered and trauma-informed practices help youth thrive, and where communities come together to confront barriers to health equity. SBHCs use empathy and evidence-based approaches to change the state's trajectory on behavioral health and overall health challenges.

Our vision is health and academic outcomes for kids are no longer determined by circumstance.

As the membership organization of Colorado's SBHCs, CASBHC advances health and educational equity through advocacy, technical assistance, and professional development for existing and emerging SBHCs.

- **More than 38,000 students receive primary care, behavioral health, and oral health services annually in 63 SBHCs in Colorado.**
- **In 2019, CASBHC secured over \$6 million in funds distributed directly to SBHCs and contributed another \$1 million of in-kind support. Member organizations were able to participate as CASBHC's sub-grantees on grants totaling over \$200,000.**

What We Offer

- Web-based and in-person trainings (mostly at annual conferences), facilitated collaborations/partnerships, resources, and tools on improving health care delivery, quality metrics, incorporation of new initiatives into clinical workflows, clinic revenue maximization, peer learning, and more.
- Representation at the Colorado Capitol and with key administrative agencies on issues critical to SBHCs to ensure SBHC sustainability, visibility, and success.
- Access to grants that CASBHC applies for and manages.
- Technical assistance and consultation in program development, finance, sustainability, coalition building, leadership training, and community needs assessment.
- Partnership with medical providers and communities to explore and plan for new SBHCs.

CASBHC's Strategic Initiatives for 2020

- **Increasing SBHCs' advocacy power at the state Capitol** — Policy changes that will impact the access of vaping products, mental health resources, and the availability of SBHCs in communities will mean long-term positive effects on the health of children.
- **Building resiliency practices in light of trauma** — By increasing screenings of Adverse Childhood Events (ACEs) and focusing on strengths of the child and community, SBHCs will be better equipped to help children manage their stress response and overall emotional regulation.
- **Screening for tobacco exposure and use and follow-up intervention** — When SBHCs screen for vaping exposure and use, providers become a trusted adult to discuss the benefits of not vaping.
- **Improving quality of care and coordination of services** — SBHCs always strive to deliver high-quality services and ensure they are up to date with technology to streamline their work.
- **Strengthening reproductive health services in SBHCs** — CASBHC is evaluating how reproductive health is being delivered in the SBHCs with a goal of increasing access.
- **Growing and strengthening the field of SBHCs** — By analyzing communities that might benefit from a SBHC, we initiate dialogue and exploration in those communities. We also strive to support existing SBHCs' sustainability and longevity.

Checklist of Considerations for Colorado School-Based Health Care Planning for the 2020-2021 School Year

Operations & Physical Space

❑ Create and/or adapt protocols for screening for the Coronavirus.

- Develop and implement screening questions and temperature check protocols for before students/patients enter the SBHC.
- Consider separating sick and well visits to prevent potential spread while still providing preventative and routine care.
 - Solutions may include scheduling sick and well appointments at different times of the day or separating sick and well patients within the clinic space, if possible.
- Create plans for isolation of suspected/symptomatic students. SBHCs may also be able to support the school by providing additional space to support isolation measures.
- Consider who will have access to the center, including parents and caregivers if accessing to attend an appointment with their child or to take them home.
- Consider what the SBHC will do in the case of a positive case of COVID-19 in the school – have a response and communication plan ready. Determine what this will mean for the SBHC’s ability to stay open in its physical space.
- Collaborate with Gary Community Investments for access to organization-based COVID-19 testing. Contact Eric Parrie (eparrie@garycommunity.org) To learn more visit covidcheckcolorado.org.
 - They are currently working with employers for staff testing needs and are tracking symptoms with students

❑ Develop plan for social distancing of students and staff.

- Current guidance from the Centers for Disease Control and Prevention (CDC) recommends maintaining 6 feet of distance between people. Following this guidance, determine flow of traffic through the center as well as for entry and exit to and from the center.
- Consider using tape, signs, or other markers to alert students and visitors of where to stand.
- Consider current staffing within the SBHC and whether altering schedules or implementing a work-from-home policy for some SBHC staff would help to maintain social distancing.
- If needing individuals to check in at the front of the SBHC, consider installing sneeze guards and escort them directly to the exam rooms (or consider completing check in procedures in the exam room).
- Consider car-side care for certain activities, when applicable, such as immunizations or rash checks or even fluoride varnishes, to spread out patients when clinic spaces are limited.

❑ Determine if program will be testing for COVID-19 or only be referring to testing site.

- If referring to testing sites, know when testing sites near your center are open and their testing criteria. Access a list of [Colorado testing sites here](#).
- If testing within the SBHC, create the appropriate protocols, working closely with your sponsoring agency.

- Become familiar with the limitations of currently available tests (rapid antigen, PCR, etc).
 - Have a plan to communicate point-of-care test results to local or state health authorities.
- ❑ **Consider how telehealth might change the services offered in the clinic.**
 - Refer to page 9 for details on telehealth.
- ❑ **Prepare for staffing changes.**
 - Anticipate absences among SBHC staff due to COVID-19 illness or concerns and the possibility of needing to quarantine the SBHC team. Consider staff leave policies and coverage in the event of absences.
- ❑ **Work with the school to ensure that SBHCs can be open independent of the school.**
 - Ask if the school would consider the SBHC being open ahead of school starting to initiate well-child check and immunization work as well as any sports physicals that might be needed. This way, appointments can be staggered, and patients can safely be seen.
 - Request that the school consider allowing external access to the clinic, if applicable. Capital grants may be available to create the external access if that's not available.
 - In the case that SBHCs have external access, discuss security protocols to preserve patient and provider safety as well as patient privacy.
 - Consider curb-side check-ins and keeping the external clinic doors locked.
- ❑ **Check the CDC [website](#) regularly for updates on federal guidelines for U.S. Healthcare Facilities and [general COVID-19 information](#).**

Infection Control

- ❑ **Develop or adapt written protocol for disinfecting the SBHC using EPA-approved cleaning products.**
 - Follow guidance from the CDC on cleaning and disinfecting in the [Cleaning and Disinfecting Guide](#).
 - A list of EPA approved products is available [here](#).
 - An alternative cleaning solution is bleach solution. Combine 1/3 cup bleach per gallon of water.
 - More cleaning guidelines from CDPHE [here](#).
- ❑ **Procure adequate PPE, including masks for staff and students, gloves, and gowns.**
 - Educate staff about use of PPE. Post instructions or infographics as reminders. See Appendix A for detailed recommendations on PPE.
 - Consider protocols for the conservation of PPE.
 - SBHCs have the right to decline care to any patient who chooses not to wear a mask.
 - Allow for any patient to request accommodations ahead of time (e.g., deaf or hard of hearing patients may require a different type of mask).
- ❑ **Consider updating protocols to address asthma exacerbation without the use of a nebulizer.**
 - Consider the use of MDIs (metered dose inhalers) in place of the use of a nebulizer.

- ❑ **Promote prevention of infection including handwashing in the clinic and encourage it throughout the school day.**
 - Several posters/resources for educating about handwashing include [the Stop the Spread Poster](#), [CDC Handwashing Resources](#), and [other materials from CDPHE](#).
- ❑ **Consider ventilation changes that might need to be made to stop potential spread of droplets.**
 - Ensure that ventilation systems operate properly per OSHA guidance.
 - Increase circulation of outdoor air as much as possible by opening windows and doors and other methods when indoor and outdoor conditions safely permit.
 - Improve engineering controls using the building ventilation systems to maximize air exchange rates.
 - More information from CDPHE [here](#).

Telehealth

- ❑ **Utilize CASBHC's [telehealth resource folder](#) and check back for updates.**
- ❑ **Evaluate the role of telehealth in your program and how it will operate when schools reopen.**
 - Health Management Associates has a great [questionnaire](#) to help you evaluate your program's readiness for telehealth.
- ❑ **Consider using telehealth in new ways to expand student access such as:**
 - Expansion to reach students in other schools within the district.
 - Expansion to hub-spoke model of care in which the provider and patient are both in medical settings (as opposed to patient and/or provider being at home).
- ❑ **When possible, collaborate with the school to designate a space within the school, outside of the SBHC, where patients could go to have a telehealth visit (especially behavioral health) to decrease traffic in SBHC.**
- ❑ **Consider virtual groups to meet increasing behavioral health needs while maximizing provider time and minimizing in-person contact. For more information on virtual groups facilitated by SBHC staff, see CASBHC's considerations for [Virtual Behavioral Health Groups](#)**
- ❑ **Determine hours for providing telehealth if they will differ from in-person services and clearly advertise changes.**
- ❑ **Consider how your program will provide telehealth visits if the school district resorts to remote learning again.**
 - Patient communication – especially for confidential services.
 - Obtain consent for telehealth prior to need
 - Work with your organization's legal department as needed.
 - Plan for screening for behavioral health and social determinants of health.
- ❑ **Evaluate and address technology needs to prepare for possible future school closures.**

- Identify outstanding technology needs for SBHC staff and patients to access telehealth services if schools close again.
- Identify gaps in patient access due to technology and resources to increase access.
 - Consider community or individual wireless hotspot options.
 - Work with school on use of remote learning technology to allow for SBHC telehealth visits.
 - Identify community resources.
- ❑ **Prepare alternative staffing plans including role/duty changes and work hour changes**
 - Update human resource documents as need to reflect changes to personnel under these circumstances.
- ❑ **Identify program areas that will be impacted if COVID-19 emergency authorizations are discontinued and create a plan to address these.**
 - Current Information on Telehealth Authorization is found on Colorado’s Department of Health Care Policy & Financing’s [website](#). As of 3/20/20, allowances granted due to the COVID-19 emergency include:
 - Federally Qualified Health Centers (FQHCs), Rural Health Clinics (RHC), and Indian Health Services (IHS) can bill for telehealth services.
 - Telehealth services have been expanded to include services delivered via telephone (without video) or live chat modalities with no video.

Addressing Student Needs

Physical Health

- ❑ **Provide education on COVID-19 signs, symptoms, and protective measures in all interactions with patients and families.**
- ❑ **Review treatment plans for patients with chronic health conditions to identify any changes in needs / plan delivery due to COVID-19.**
 - Work with parents to ensure provision of any additional protective gear that might be needed, extra medication, and information to communicate to the school.
 - As appropriate, ensure coordination between SBHC and the school to update IEP and student health plans with any COVID-19 initiated changes.
- ❑ **Create plan for support of preventative and well visits.**
 - Consider ways to work with the school to support immunization needs.
 - Consider efforts to increase uptake of influenza vaccinations
 - Include oral health care to fullest capacity.

Behavioral Health and Social Determinants of Health (SDOH)

- ❑ **Evaluate and update screening workflows to ensure systemic and frequent screening for behavioral health and SDOH concerns.**

- Ensure routine screening for anxiety, depression, and substance use for patients coming in at the start of school and identify schedule for updating screenings.
 - Implement screening for food insecurity and housing needs
 - Consider screening for other secondary health effects of COVID-19 such as unsafe home environment and general increased exposure to adverse childhood experiences as well as sequelae of decreased physical activity
 - Identify workflow to support screening during telehealth appointments.
 - Use virtual links to screening tools.
 - Have SBHC staff verbally administer and record screening questions (consider what staff will take on this role, utilize “waiting room” or “breakout rooms” in telehealth platforms).
 - Watch for the release of a virtual Just Health (JH) platform this fall for SBHCs who use the Apex app. The virtual JH will allow providers to send students a link to the JH and other standalone tools to take on their smartphone or computer before their in-person or telemedicine appointment. With this update, JH and other standalone tools available from Apex are moving to a new platform that includes many more user-friendly features to facilitate informed patient care.
- ☐ Look for opportunities for SBHC and school to collaborate on training and resource sharing to meet student needs.**
- Provide information/training to school staff on signs and symptoms of stress/trauma in students.
 - Encourage celebration of individual student resilience (“What I did during the virus to be safe”).
 - Provide educational materials on loss, grief, and ways to cope with stress.
 - Coordinate school food programs for students with identified food insecurity.
- ☐ Ensure mental health crisis protocols are updated to reflect any changes that have occurred due to COVID-19.**
- Revise crisis procedures to include telehealth service needs as applicable.
- ☐ Revise and share referral process for internal and external services.**
- Identify behavioral health services provided at the SBHC and how to access/refer to those services.
 - Identify navigation services provided by SBHC and school staff and referral process
 - Include community resource lists and assistance for food, housing, and insurance needs.
 - Establish/continue interdisciplinary meetings between school and SBHC staff to discuss and address student needs and support.
 - Ensure process for [HIPAA/FERPA](#) compliance.

Community Partnerships

- ☐ Reach out to [your local health department](#) as early as possible and determine their role and expectations.**

- Inquire about their process for vaccines and other services that may overlap with SBHC services.
 - Develop plans for ongoing collaboration and/or communication.
- ☐ **Create resource referral lists and provide on-site service lists for students and families.**
- Critical referrals to have ready include mental health resources, food, housing, utility assistance, and employment support/workforce development.
 - Be aware of changes to community resources that have occurred over the course of the pandemic. This may include new referral/access processes and decreased or increased resources.
 - Collaborate with school staff (social workers, counselors, student support staff, nurses, etc) to create these lists.
 - Clearly define roles and responsibilities of SBHC staff and school support staff as they relate to addressing student needs and referral process (to clinic and outside resources).
- ☐ **Consider developing a community-based task force to address student needs and determine what stakeholders should be present.**
- Engage key partners such as: school leadership, local health department, parent/teacher organization, or hospital/health system.

Patient Outreach

❑ Supporting Patient Numbers:

- Utilize time when students are back to school in person to maximize well child checks and catch up on immunization needs.
 - Contact patients who are overdue for well visits or cancelled well visits earlier in the year and have not rescheduled.
 - Continue to track and reach out to patients with chronic conditions.

❑ Marketing:

- Promote increased safety / sanitization measures the SBHC has adopted.
- Promote telehealth services and how to access these.
- Create plan for paper and electronic communication to parents and families.
 - Include SBHC updates and news in school communications (parent mailings, school newsletters, social media, website announcements, etc).
- Utilize social media platforms, texting, email, and communication platforms utilized by the schools.
- Increase SBHC staff visibility within the school to ensure that students are aware of the available services.
 - Ensure that school's website includes information about SBHC.

❑ Confidentiality:

- Obtain confidential patients' contact information separate from guardian contact information in enrollment process and EHR and ask for updated information at all patient visits.
- Create an outreach plan with confidential patients in case of future school closures.

❑ Online Enrollment:

- Coordinate with school district and host school to include an SBHC enrollment link as part of the enrollment package for the school if the school/district moves their enrollment processes from in-person to electronic enrollment
 - Review CASBHC's guidance on [Electronic Enrollment](#) for detailed information on how to establish the process.
- Decide how to address signatures for online enrollment.
 - Option 1: Provide fillable PDF enrollment and consent forms that parents can complete, print, and return to the SBHC. This process requires parents to have access to a printer and physically deliver the form to the SBHC.
 - Option 2: Purchase HIPAA compliant e-signature software that allows patients to sign and submit the document electronically.

Oral Health Care

❑ Consider different delivery options for oral health services:

- Deliver oral health education virtually with patient navigators or other staff
- Distribute dental care kits at the SBHC, school, or food distribution sites that the school may host.

- Consider ways to coordinate distribution with food and school resources if school closures occur.
 - Insert flyers or other materials to market the SBHCs
 - Support virtual or [car-side](#) fluoride varnishes (either wrapped into oral health education or as a standalone activity) in order to preserve social distancing at the clinic. A parent or caregiver could apply fluoride varnishes at home.
 - Complete screenings virtually with patient self-assessment.
- ❑ **Refer to resources for in-person oral health services such as sealants, cleanings, fillings, extractions:**
 - [CDC guidance](#).
 - [DentaQuest](#) has several useful resources that are frequently updated by CDC:
 - [“Best Practices for Infection Control in Dental Clinics During the COVID-19 Pandemic”](#) thoroughly explains how to mitigate what is already a high-risk activity and provides several checklists to be consistent with CDC guidelines. A [webinar recording reviewing](#) this resource is also available.
 - Be sure to check back on these resources regularly as DentaQuest will continue to update these as CDC guidelines change.
- ❑ **Ensure that you have the appropriate amount of personal protective equipment (PPE) and supplies to support your patient volume. If PPE and supplies are limited, prioritize dental care for the highest need, most vulnerable patients first.**
- ❑ **Provide dental care to patients without suspected or confirmed COVID-19 using strict adherence to [Standard Precautions](#) if your community is experiencing no transmission or minimal community transmission.**

Support & Collaboration with School & District Partners

- ❑ **Collaborate early and often with school administrators, school nurses, school counselors, and school social workers.**
 - Check out the [Colorado Department of Education Planning for the 2020-21 School Year Toolkit](#) (check periodically for updates).
 - Schedule periodic meetings throughout the summer and early fall.
 - Support school district in making decisions related to the school re-entry process. It is essential to include all community stakeholders as school and SBHC re-entry plans are developed to ensure that each organization is following current policies and procedures.
 - Help to establish protocols related to screening and assessing symptoms and the establishment of school cleaning and sanitizing procedures.
 - Define roles and responsibilities of SBHC staff as they relate to the school’s COVID-19 screening process.
 - Create clear referral processes for sick students (those with and without COVID-19 symptoms).
 - Review and update the plan on a regular basis to ensure the highest level of success in responding to and meeting the health care needs of the students.

- If possible, support school staff and school nurses with medical supplies such as PPE and thermometers.
- ❑ **Continue/create wellness teams comprised of school and SBHC staff to support increased student need.**
 - Review procedures for students who are experiencing a behavioral health crisis.
 - Coordinate referral processes to SBHC and community resources to support student and staff needs.
- ❑ **Partner to prepare trainings on trauma-informed practices and resiliency for teachers and SBHC program staff.**
 - Refer to National Childhood Traumatic Stress Network’s [Trauma-Informed School Strategies during COVID-19](#).
 - Prioritize resiliency in responding to student needs.
- ❑ **Identify common health priorities.**
 - Collaborate on immunization requirements and provide immunization clinics or schedule well child checks to address need.
 - SBHC staff available to provide classroom presentations on behavioral health needs.
 - Coordinate screening for behavioral health needs and resources to address identified need.
- ❑ **Coordinate communication with students and families.**
 - Share newsletters, mailings, social media posts, website announcements.
- ❑ **Check-out the [Hallways to Health](#) toolkit from the School Based Health Alliance for general ideas for school engagement.**

Additional Re-Entry Planning Resources

Approaches for Reopening & School Engagement

- [Review AAP’s “COVID-19 Planning Considerations: Guidance for School Re-entry” for strategies to ensure a safe return to school.](#)
- [Review CDE’s toolkit for planning the 2021-2021 school year.](#)
- [Review Weitzman ECHO presentation on “Designing a Framework for Reopening Your Health Center”.](#)
- Refer to National Childhood Traumatic Stress Network’s [“Trauma-Informed School Strategies during COVID-19”](#).
- [Review the “Hallways to Health: Creating a School-Wide Culture of Wellness” toolkit from the School Based Health Alliance.](#)
- [Review Kaiser Permanente’s comprehensive resource: Planning for the next normal at school](#)

General COVID-19 Information

- Review [CASBHC's SBHC Resources for COVID-19 Folder](#)
- Check the CDC [website](#) regularly for updates on federal guidelines for U.S. Healthcare Facilities and [general COVID-19 information](#).
- Stay up to date on COVID cases and outbreaks by checking CDE's webpage on [Cases and outbreaks in child care and schools](#)

Testing & Prevention

- Reach out to [your local health department](#) as early as possible to determine their role and expectations.
- Partner with [COVIDCheck Colorado](#) for organization-based testing or utilize a comprehensive map of [COVID-19 testing sites in Colorado](#) to refer patients out for testing.
- Follow cleaning and disinfecting guidelines from the [CDC, EPA, and CDPHE](#).
- Utilize print materials and educational resources such as [the Stop the Spread Poster](#), [CDC Handwashing Resources](#), and [other materials from CDPHE](#).
- [Follow "Workplace Outbreak Guidance" from CDPHE](#).

Telehealth

- Utilize CASBHC's [telehealth resource folder](#) and check back for updates.
- Evaluate your program's readiness for telehealth using this [questionnaire](#) from Health Management Associates.
- [Review HCPF's "COVID-19 State of Emergency Changes to Telemedicine Services" for details and updates on how to bill for telehealth](#).
- [Review Weitzman ECHO presentation on "COVID-19 Team-Based Care and Telehealth"](#).

SBHC Service-Specific Guidance

- Review the CDC's "[Vaccination Guidance During a Pandemic](#)" to ensure that routine vaccination is maintained during the COVID-19 pandemic to protect individuals and communities from vaccine-preventable diseases and outbreaks.
- Review the CDC's "[Guidance for Dental Settings](#)" for strategies to provide necessary oral healthcare services while minimizing infection risk to patients and providers.
- Review DentaQuest resources: best practices for [reopening dental clinics and for infection control in dental settings](#).
- Review CCHAP's "[Legal Guide to School Health Information and Data Sharing in Colorado](#)" to ensure compliance with HIPAA and FERPA throughout provision of all SBHC services.
 - Review the Department of Education's [FERPA and Virtual Learning Related Resources](#)
- Review CASBHC's guide to "[Understanding Minor Consent and Confidentiality in Colorado](#)".