

Safe Return to In-Person Instruction and Continuity of Services Plan

Department of Elementary and Secondary Education Requirements

Revised August 12, 2021

Mitigation Strategy Policies:

Since the district has already returned to in-person instruction, the SRCSP should focus on how the school will ensure continued safe operations to maintain the health and safety of students and staff.

The plan must include a description of and the extent to which an LEA has adopted policies on the following:

- Universal and correct wearing of masks;
- Physical distancing (e.g., including use of cohorts/podding);
- Handwashing and respiratory etiquette;
- Cleaning and maintaining healthy facilities, including improving ventilation;
- Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; Diagnostic and screening testing;
- Efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- Appropriate accommodations for children with disabilities with respect to the health and safety policies.

The SRCSP Plan must include:

The plan also includes how the district will handle any interruption in instruction due to COVID and define practices to continue safe operations.

STAFF PROCEDURES

Overview summary: To define staff procedures that visually, spatially, and interpersonally represent intentional changes throughout schools and office spaces

Collaborative partners: SLT, IOT, Operations team

Cited sources: Jackson County Health Department (JACOHD)Phase 2.5, Centers for Disease Control (CDC)

Staff Procedures	Procedure
Staff schedules	<ul style="list-style-type: none">● Staff reports to assigned work locations; this includes normal daily schedules● District absence/leave procedures apply; please follow guidance and direct questions to your supervisor● As of January 4, 2021, staff is expected to return to work or use additional leave options; the <u>Resolution</u> approved by the Board for quarantine and isolation is one option; please contact Lisa Goble by email at lisa.goble@lsr7 or call 816-986-1002 with questions
Staff self-care	<ul style="list-style-type: none">● Staff is responsible for conducting self-health checks before reporting to work; staff is not reporting to work if experiencing any signs of illness (i.e., fever, coughing, etc.); a thermometer is available to staff as needed● If a vaccinated or unvaccinated employee begins to experience symptoms, he/she is to notify his/her immediate supervisor● Staff maintain a list of people they have had contact with while on-premises and provide it to their immediate supervisor if needed● Staff with an underlying health issue will engage in the interactive process with their supervisor on an as-needed basis; this may include providing medical documentation to identify additional restrictions and potential accommodations through the district's accommodations team
Physical reminders	<ul style="list-style-type: none">● Signage is posted throughout the site as a visual reminder of social distancing, and handwashing procedures
Public accessibility	<ul style="list-style-type: none">● District and building offices are open to the public; visitors are encouraged to schedule an appointment prior to entrance or call the receptionist or secretary to check availability; signage is on the front doors to direct visitors
Travel	<ul style="list-style-type: none">● In-state and out-of-state travel is permissible● Staff should consult with their immediate supervisor to assess health risks associated with travel

Staff sanitizing expectations	<ul style="list-style-type: none">● All staff members are responsible for the cleanliness of the work environment● Staff may seek additional resources (i.e., quaternary solution, paper towels) if they prefer to routinely sanitize the work area
Classroom sanitizing procedures	<ul style="list-style-type: none">● Classroom sanitizing procedures are optional● High-touch surfaces can be sprayed with the Ecolab Oasis 146 Multi Quaternary Solution● A minimum of 30-second dwell time is allowed for maximum effectiveness● Sprayed surfaces are then wiped with a paper towel to remove any remaining solution● Paper towels are then discarded after use

PURCHASING

Overview summary: To provide staff members at the onset of the school year consistent materials that can be used to help mitigate the spread of COVID-19

Collaborative partners: SLT, IOT, Operations

Cited sources: Jackson County Health Department (JACOHD) Phase 2.5, Centers for Disease Control (CDC)

Purchasing	
Materials	<ul style="list-style-type: none">● Purchasing and Distribution is the clearinghouse for all COVID-19 materials; these costs come out of a district fund; buildings that make additional purchases will come out of building-level resources● All COVID-19 materials purchased through Purchasing and Distribution have been vetted by our health services coordinator and our risk manager based on CDC and Health Department guidelines.● All COVID-19 materials that are supplied by Purchasing and Distribution can be replenished by communicating with your building secretary, who will communicate with the Purchasing staff
Masks	<ul style="list-style-type: none">● The district is following the Jackson County Health Department order and the Board of Education will review its decision prior to second quarter● Students and staff may elect to wear their own mask● Paper masks are available onsite for visitors to the building and cloth masks are available for staff and students who do not have one accessible
Hand sanitizer	<ul style="list-style-type: none">● Hand sanitizer (8oz) will be provided to each staff member at the start of the new school year and is also available in larger containers for classrooms and common areas through Distribution, upon request

FACILITIES

Overview summary: To increase sanitizing, disinfecting, and physical movement within school district facilities as measures to mitigate the spread of transmission

Collaborative partners: Operations, SLT, IOT, Principals

Cited sources: Jackson County Health Department (JACOHD)Phase 2.5, Centers for Disease Control (CDC), Children’s Mercy Hospital

Facilities	
Daily cleaning	<ul style="list-style-type: none"> ● Custodial staff is cleaning and sanitizing high-contact touch points such as desktops, light switches, door hardware, water fountains, etc. on a nightly basis. ● All restrooms, health rooms, and isolation rooms are disinfected nightly with an EPA “N list” approved disinfectant
Additional cleaning protocol following classroom illness	<ul style="list-style-type: none"> ● Cleaning of areas where a confirmed case has occupied space in a building within the last 7 days <ul style="list-style-type: none"> ○ Put on protective equipment <ul style="list-style-type: none"> ■ May put on a gown or coveralls (optional) ■ Put on a KN95 mask (required) ■ Wear face shield or goggles (required) ■ Wear goggles for electrostatic disinfectant spray application (after school only) ○ After removing any visible gross soil as needed, the custodial staff is applying 3M 5L cleaner/disinfectant to each surface and allowing for 10 minutes of dwell time; this dwell time is required to meet the product’s EPA registered kill claims for bacteria and viruses, including COVID-19 ○ Additional cleaning procedures may be necessary based on guidance received; this may include but is not limited to the use of electrostatic disinfection systems ○ Trash collected from a room following a potential or confirmed case of COVID 19 is bagged and transported directly to the exterior dumpster for pick up ○ Gloves, gown, and mask are disposed of in a bag and placed in the dumpster ○ Wash hands

Indoor Air Quality

- The HVAC systems in district facilities have been designed by mechanical engineers to meet the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Indoor Air Quality Standard for which the Building Codes reference
 - This standard, known as Standard 62.1 specifies an average of 15 cubic feet per minute per person of outside ventilation air. To meet this standard, 10% of the total airflow supplied to a space is outside air; this is accomplished through minimum damper positions in each HVAC unit
 - Air filtration is through MERV 8 (Minimum Efficiency Reporting Value) and in some locations MERV 11 final filters, higher MERV ratings screen smaller particles but reduce airflow through the unit; HVAC units are designed to meet airflow requirements through specific filters
 - Many HVAC units have demand control ventilation (DCV). This is a process through which outside air can be reduced or increased based on carbon dioxide levels; DCV is an energy-saving measure meant to reduce the need to continually heat and cool outside air
 - Filter replacement is monitored to meet airflow requirements and HVAC unit needs. The schedule varies greatly from every two months to once per year based on filter thickness, type of material, and level of use

HEALTH SERVICES

Overview summary: To provide staff and students a formative plan if exposed and/or diagnosed with COVID-19 and to provide as much protection as possible to exposure to COVID-19

Collaborative partners: SLT, IOT, District Registered Nurses

Cited sources: Jackson County Health Department (JACOHD), CDC, Children’s Mercy Hospital, Department of Health and Senior Services, DESE

Health Services	
PPE	<ul style="list-style-type: none"> ● Staff and students are to follow the Jackson County Health Department order, CDC guidance, and the Board of Education decision regarding masks. ● Personal masks are considered an article of clothing for each student ● If parents are sending their child to school wearing a mask, please be sure it properly fits the child ● If the student begins showing symptoms while at school, a medical-grade mask will be given to the student to wear until picked up by the parent/guardian ● Teachers continue to review proper mask fit, wear, maintenance and appropriateness with students ● Health Room PPE is worn in the health room ● Safety glasses and gowns as needed for health services for isolation/precaution rooms
Screening/questionnaire	<ul style="list-style-type: none"> ● <u>Student:</u> The screening of students must begin at home ● Parents should evaluate their child before school daily by taking their temperature, gauge how they are feeling, and make sure that they can accurately answer no to all questions required by the screening protocol ● <u>Staff:</u> Staff self-monitor through the screening procedures already in place ● <u>Screening Protocol</u>
Handwashing	<ul style="list-style-type: none"> ● Staff and students wash hands with soap for twenty seconds (i.e., the length of the ABC song) and dry with paper towels ● Encourage frequent handwashing and use of hand sanitizer as necessary ● Teachers continue to review proper handwashing with students via CDC videos and information ● Staff will increase opportunities for students to wash hands during the day

Health Services	<ul style="list-style-type: none"> • Students are kept separated if showing symptoms until they are able to go home
Communication on illnesses	<p>Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the Jackson County Health Department (JACOHD Guidance 1, JACOHD Guidance 2) The current guidelines are:</p> <p>If a student or staff member (unvaccinated, or vaccinated but not 14 days beyond the last dose and showing symptoms) has been exposed to a positive COVID-19 case:</p> <ol style="list-style-type: none"> 1. Exclude the individual from school/school activities 2. If the individual does not develop symptoms, they are to be excluded for 14 days from the last exposure to the COVID-19 case 3. If the individual develops symptoms and does not get tested, they are to be excluded until they are fever-free (<100.4 without fever-reducing medications) for 24 hours; and 10 days after symptom onset; and other respiratory symptoms improve 4. If the exposed individual gets tested, whether it is positive or negative, they are to be excluded until fever-free (<100.4 without fever-reducing medications) for 24 hours; and 10 or 14 days after symptom onset depending on test results; and other respiratory symptoms improve. <p>If a student or staff member reports <i>symptoms indicating suspicion of COVID-19 infection</i> (Fever or chills cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea) that individual will be excluded from school and school activities for:</p> <p><i>Untested:</i> If employee/student has not been tested to verify positive or negative for COVID but have experienced symptoms, they must meet the following before returning to school:</p> <ol style="list-style-type: none"> a. Fever-free for 24 hours (temperature below 100.4 without the use of fever-reducing medications); and b. Other respiratory symptoms have improved; and c. At least 10 calendar days have passed since the symptoms first appeared <p><i>Tested:</i> For the employee/student that has experienced symptoms and has been tested for COVID-19, the individual will be excluded from school/school activities while waiting for test results</p> <ol style="list-style-type: none"> a. If test results are negative:

	<ol style="list-style-type: none"> 1. The health department will determine if the individual is epidemiologically linked to a confirmed or probable case <ol style="list-style-type: none"> a. if the answer is yes, they are epidemiologically linked to a confirmed or probable case they are to be excluded until: <ol style="list-style-type: none"> i. Fever-free for 24 hours (less than 100.4 without the use of fever-reducing medications); and ii. Other respiratory symptoms have improved; and iii. It has been at least 10 days after symptom onset iv. <u>The individual will need a medical release from their medical provider or the health department to return</u> b. If the answer is no, they are not epidemiologically linked to a confirmed or probable case, they are excluded until: <ol style="list-style-type: none"> i. Fever-free for 24 hours (less than 100.4 without the use of fever-reducing medications); and/or ii. Other schools individual exclusion policy b. If test results are positive, the individual will be excluded until: <ol style="list-style-type: none"> 1. Fever-free for 24 hours (<100.4 without fever-reducing medications); and 2. 10 days after symptom(s) began; and 3. Other respiratory symptoms improve 4. <u>The individual will need a medical release from their medical provider or the health department to return</u>
Suspected COVID case protocol	<ul style="list-style-type: none"> ● If a student or staff is suspected of having a positive case of COVID-19, we follow the guidance of the Jackson County Health Department for each case ● Results could include additional safety measures, closure of that classroom, and/or other risk mitigation procedures per the guidance received
Confirmed COVID case	<ul style="list-style-type: none"> ● A positive case could result in the closure of that classroom, the closure of the school, and/or additional safety measures for a specific length of time per the guidance received

Health compromised students	<ul style="list-style-type: none">● Principals and building teams work with individual students and families to provide safety plans/accommodations and meet student needs either in person or through R7 online
Antigen testing	<ul style="list-style-type: none">● Staff experiencing symptoms may receive a COVID-19 antigen test at the Complete Health & Wellness Center by calling 877-423-1330 and scheduling a personal health appointment; staff that are enrolled in the district's insurance program may also receive a PCR test located again at the Complete Health & Wellness Center.

ELEMENTARY INSTRUCTION

Overview summary: To provide quality instruction in all instructional delivery approaches for elementary schools

Collaborative partners: Elementary Building Leaders, Parent, and Teacher Representative Group, SLI Teachers

Cited sources: DESE, Center for Disease Control, Missouri School Board Association

Elementary Instruction	
Instruction	<ul style="list-style-type: none"> ● Students are provided with daily instruction through structures that are dependent on fully face-to-face or virtual models ● An online option is provided to K-12 students through R-7 Online Academy
Classroom environment	<ul style="list-style-type: none"> ● Seating is spread apart as much as possible in each classroom; grouping is permissible to cohort students ● Teachers ensure seating is assigned with a seating chart (e.g., choice seating would require a new seating chart daily) ● Outdoor instruction during small parts of the day if possible
Elementary band and strings	<ul style="list-style-type: none"> ● Band and Strings will instruct as they have in the past with pull-out services offered to 5th and 6th-grade students.
Traveling teachers (shared staff members between buildings)	<ul style="list-style-type: none"> ● Handwashing upon entering the next building ● Ensure building schedule is documented for contact tracing purposes if necessary
Student movement	<ul style="list-style-type: none"> ● Minimize grouping in the hallway and direct movement to class is encouraged
Recess	<ul style="list-style-type: none"> ● Students locations only include one classroom of students ● Playground equipment is open ● Students are encouraged to sanitize and/or wash hands before and at the end of recess ● Recess equipment is issued for specific classroom rotations based on the assigned location
Arrival/dismissal	<ul style="list-style-type: none"> ● Students are directed to classrooms without congregating

	<ul style="list-style-type: none"> ● Use of multiple entrances as possible for safety and supervision
Meet Your Teacher/ Curriculum Night/Parent Orientation	<ul style="list-style-type: none"> ● Principals work with families to provide an opportunity for parents to visit the building to connect with the school
Visitors to school	<ul style="list-style-type: none"> ● School visitors are limited to necessary meetings; parents are not able to attend as lunch guests ● Families are encouraged to call the office regarding specific questions ● Documentation of visitors to the building will be kept for any necessary contact tracing
Volunteers to school (Partners in Education/parent volunteer who has been through our screening process)	<ul style="list-style-type: none"> ● Limited volunteering is allowed for curriculum purposes ● Principals work with Partners in Education (PIE) and school volunteers to support student needs as available
Late Start Fridays	<ul style="list-style-type: none"> ● Late Start Friday will continue during full-day, in-person ● Summit Rise will be capped based on common space availability at each school ● Due to the high number of participation, families are asked to make reservations for the week ahead ● Students will be placed in common areas or classrooms if necessary with social distancing to work on individual activities

SECONDARY INSTRUCTION

Overview summary: To provide quality instruction in all instructional delivery approaches for secondary schools

Collaborative partners: SLT, IOT, Secondary Principals

Cited sources: DESE, Center for Disease Control, Missouri School Board Association

Secondary Instruction	
Instruction	<ul style="list-style-type: none">● Students are provided with daily instruction through structures that are dependent on fully face-to-face or virtual models● An online option is provided to K-12 students through R-7 Online Academy
Classroom environment	<ul style="list-style-type: none">● Seating is spread apart as much as possible in each classroom● Choice seating within the classroom has been eliminated and seating charts are used● Outdoor instruction during small parts of the day as possible
Specialized large class size courses (Choir, band, orchestra, etc.)	<ul style="list-style-type: none">● Choir and band may provide options to split sections within the current staff, if possible, or move to large space or outdoor to allow for social distancing (due to aerosol projections and larger class sizes)● Additional cleaning and sanitizing is occurring for instruments and equipment
Specialized classes with high-touch items (Art, FACS, Ind. Tech, PE, Business/Science Lab, PLTW)	<ul style="list-style-type: none">● Some labs and activities may be modeled and adjusted if high-touch items cannot be adequately cleaned● Additional cleaning and sanitizing is occurring after common items are used
Traveling teachers (shared staff members between buildings)	<ul style="list-style-type: none">● Handwashing upon entering the next building● Ensure building schedule is documented for contact tracing purposes if necessary

Student movement	<ul style="list-style-type: none"> ● One way traffic is utilized when possible ● Minimize grouping in the hallway and staff encourage direct movement to class
Local field trips	<ul style="list-style-type: none"> ● Local field trips are limited during the full in-person setting
Student and staff school-sponsored travel (field trip, school travel)	<ul style="list-style-type: none"> ● In-state travel and out-of-state travel is permissible ● Requests for approval need to go through a supervisor ● Determination to be made based on location and transmission rate of the area ● Foreign exchange students are still being accepted
Arrival/dismissal	<ul style="list-style-type: none"> ● Students are directed to classrooms without congregating ● Use of multiple entrances as possible for safety and supervision
Parent-Teacher conferences	<ul style="list-style-type: none"> ● Virtual conferences will be available ● Principals work to support families desiring face-to-face time with teachers
Visitors to school	<ul style="list-style-type: none"> ● Families are encouraged to call the office regarding specific questions ● Documentation of visitors to the building is kept for any necessary contact tracing
Volunteers to school (Partners in Education/parent volunteer who has been through our screening process)	<ul style="list-style-type: none"> ● Limited volunteering is allowed for curriculum purposes ● Principals work with Partners in Education (PIE) and school volunteers to support student needs as available ● Volunteer screening includes basic training on our current procedures
Student experiences outside of schools (internships, teacher cadet program, A+)	<ul style="list-style-type: none"> ● Student work experience programs continue with proper handwashing and mask-wearing guidance ● Child Development Preschool class continue

Students from other districts in our programming (STA)	<ul style="list-style-type: none">● Students who attend follow our district safety protocols
Sports and activities (including before and after school activities)	<ul style="list-style-type: none">● Concerts, plays, sporting events, and other activities will be determined in alignment with county and district guidance● The district follows guidance from the JCOHD and Suburban Conference regarding crowd size, ticket sales, concessions, etc.● We follow these recommendations as they are aligned with other items above

WELL-BEING & SOCIAL-EMOTIONAL LEARNING (SEL)

Overview summary: To define the well-being and social-emotional supports provided for students and staff

Collaborative partners: School Counselors, Educational Therapists, SLT, IOT, staff and parent LSR-7 survey, and Panorama data

Cited sources:

- **School Re Entry Considerations** ASCA & NASP (American School Counselor Association & National Association of School Psychologists)
- **Leveraging the Power of Social-Emotional Learning**. CASEL (Collaborative for Academic Social-Emotional Learning)
- **Reunite, Renew, and Thrive: Social-Emotional Roadmap to Reopening**. CASEL (Collaborative for Academic Social-Emotional Learning)
- **Panorama Resources & Survey Data**
- **Missouri Model for Trauma-Informed Schools**

Well-Being & Social-Emotional Learning (SEL)	
Classroom Environment - Student Support	<ul style="list-style-type: none"> ● Teachers focus on social-emotional learning and mental wellness as much as possible; teachers may utilize intentional check-ins, morning meetings and offer community circles to practice welcoming and closing activities; here is a how-to-guide for an <u>overview of circles</u> ● Teacher mindset is aimed at reconnecting students to learning when students have become disconnected or distracted for whatever reason; additional grace, understanding, flexibility, and adjustments are warranted for all ● Teachers need to be aware that students’ academic and social-emotional regression are an expected response to trauma and interrupted instruction and not an indication of a developmental disability ● Teachers should remember that each family’s circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing ● Teachers and staff may need to provide the basic needs of our students if they are not ready to learn ● Resources for teachers to support well-being & SEL for students: <ul style="list-style-type: none"> ○ Intentional check-in systems (morning meetings, and offer community circles to practice welcoming and closing activities) ○ <u>Two-word Check-in: A practice for connecting with students</u> ○ <u>LSR-7 Well-Being & SEL Resources</u>

	<ul style="list-style-type: none"> ○ LSR-7 school counselor grade-level appropriate lessons, individual meetings, and small groups ○ Ed therapists available for small groups or individual meetings - <u>Community Resource Referral</u> ○ Interventionist/Focus Room - BIST (Behavior Intervention Support Team) ○ School-site MTSS (Multi-Tiered System of Support) screening, interventions and supports ○ Caring School Community (CSC) ○ Second Step curriculum for all 6th grade and middle schools ○ Panorama Student Success access and Check-In tool to measure students' SEL & well-being ○ Panorama playbook: <u>SEL connection & access to activities/lessons</u> (click the word playbook) ○ <u>K-2 SEL Choice Board</u> ○ <u>3-6 SEL Choice Board</u> ○ <u>Restorative Practices in Action</u>
Classroom environment - staff support	<ul style="list-style-type: none"> ● Teachers need to protect their own self-care, need to advocate for their needs and the needs of their students, and need to ensure points of connection are increased with families and the community ● Resources for teachers to support well-being & SEL for self-care: <ul style="list-style-type: none"> ○ Ongoing well-being & SEL professional development and training ○ School counselor, ed therapist & school nurse available for team problem-solving and SEL strategies ○ BIST (Behavior Intervention Support Team) consultant support for buildings and individual teachers as needed ○ <u>SEL in the Classroom: Teacher Self-Assessment</u> ○ <u>SEL & Staff Development Guide</u> ○ <u>Restorative Practices in Action</u> ○ <u>Tips for Self-Care, Teacher Wellness: Resources & Ideas for Self-Care</u> ○ <u>Trauma-Informed School Strategies during COVID-19</u>
Parent & Family Support	<ul style="list-style-type: none"> ● Schools create a space where parents and families have an active role in students' learning ● Invite families from the beginning of the year as partners in their children's learning with opportunities that might have traditionally been called conferences or back-to-school nights to transform into listening spaces where teachers and staff listen and learn about the family and how they can best serve the child ● Conduct targeted efforts to continuously assess family needs; pay attention to your most vulnerable families (i.e., undocumented immigrants) who may be afraid to report sickness or ask for help in terms of food insecurity or access to health care ● Resources for parents and families:

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| | <ul style="list-style-type: none">○ <u>LSR-7 Family Resources</u>○ <u>LSR-7 Community Resource Guide</u>○ <u>Supporting Children’s Mental Health: Tips for Parents and Educators</u>○ <u>School Refusal Information: Anxiety</u>○ <u>Complimentary eBook <i>Stressed Out: Five Research-Based Methods to Help Teens Beat Stress and Anxiety</i></u>○ <u>Rethinking Family Engagement During School Closures</u>○ LS CARES resources and workshops: <u>http://lscares.org/parenting.html</u> |
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CURRICULUM and INSTRUCTION

Overview summary: To provide students with a clear and viable curriculum that mitigates gaps in learning and prepares students for the next course or grade level

Collaborative partners: Curriculum Specialists, Department Chairs, Instructional Technology Specialists, Library Media Specialists, Counselors, Teachers, IOT

Cited sources:

- [DESE Support for Remote Teaching and Learning](#)
- [DESE Missouri Learning Standards](#)
- [National Restaurant Association Guidelines](#)
- [Covid 19 Food Safety Guidance for Restaurants](#)
- [2020-2021 School Re-entry Considerations: K-12 Physical Education, Health Education, and Physical Activity](#)
- [MSBA Pandemic Recovery Considerations](#)
- [MAEA-COVID-19 Return to School Recommendations](#)
- [MO DESE BMIT Memo](#)
- [Fall 2020 Guidance for Music Education](#)
- [Unprecedented International Coalition led by Performing Arts Organizations to Commission COVID-19 Study](#)
- [NCTM Moving Forward: Mathematics Learning in the Era of COVID-19](#)
- [American Council of Teachers of Foreign Languages and Foreign Language Association of Missouri](#)

Curriculum and Instruction	
Curriculum recovery	<ul style="list-style-type: none">● Curriculum specialists and department chairs continue to assess gaps and identify ways to recover learning for students with gaps● Elementary ELA and elementary math have specific guidance from the Collaborative Classroom (ELA) and Eureka (Math) to support this work; Schoology curriculum sites have been updated with the latest resources; additional resources continue to be added frequently● Secondary department chairs/curriculum specialists continue to work with teachers to identify priority standards and learning targets to minimize the learning gaps inherent in hybrid learning

<p>Specialized large class size courses (Choir, band, orchestra, etc.)</p>	<ul style="list-style-type: none">● Choir and band may provide options to split-sections within the current staff, if possible, or move to large space or outdoor to allow for social distancing (due to aerosol projections and larger class sizes)● Additional cleaning and sanitizing occurs for instruments and equipment
<p>Specialized classes with high-touch Items (Art, FACS, ind. tech, PE, business/science lab, PLTW)</p>	<ul style="list-style-type: none">● Some labs and activities are modeled and adjusted● Additional cleaning and sanitizing occurs after common items are used

R7 ONLINE ACADEMY

Overview summary: We will expand out R7 Online to grades PreK through 6 and continue expansion of secondary course offerings; we will make sure our online learning is more robust, rigorous, and engaging and is available to all students

Collaborative partners: IOT, SLT, Curriculum Specialists, Instructional Technology Specialists, Library Media Specialists, teachers, parent feedback

Cited sources:

- **What Students are Doing is Remote Learning, not Online Learning. There's a Difference.**
- **From Emergency Remote Teaching to Rigorous Online Learning**
- **3 Best Practices for Virtual Learning Programs in K-12**
- **Quality Matters K-12 Rubric**
- **Elementary Online Curriculum Design - staff Schoology resource**
- **Elementary Online Course Template - staff Schoology resource**
- **ITS Virtual Learning Resources**
- **Library Media Elementary Online Resources**
- **LSR7 Schoology Educators Group - staff Schoology resource**
- **LSR7 HUB Expectations**

R7 Online Academy	
Instruction	<ul style="list-style-type: none">● Elementary courses are created by R7 teachers● Grades 6-12 same as 2019-20 with further development of LSR-7 taught online courses and Edgenuity courses● Students can take up to a full course load per MOCAP● Childcare is not available for R7 Online Academy
Handbook	<ul style="list-style-type: none">● R7 Online Handbook includes <u>Parent/family expectations and the differences between virtual and online courses</u>

<p>Well-being & SEL (Student support)</p>	<ul style="list-style-type: none"> ● Teachers should focus on social-emotional learning and mental wellness as much as possible; teachers may utilize intentional virtual check-ins, virtual morning meetings, and offer community circles to practice welcoming and closing activities; here is a how-to guide for an <u>overview of circles</u> ● Teacher mindset should be aimed at reconnecting students to learning when students have become disconnected or distracted for whatever reason; additional grace, understanding, flexibility, and adjustments are warranted for all ● Teachers need to be aware that students’ academic and social-emotional regression is an expected response to trauma and interrupted instruction and not an indication of a developmental disability ● Teachers should remember that each family’s circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing ● Resources for teachers to support well-being & SEL for students: <ul style="list-style-type: none"> ○ Intentional check-in systems (i.e., emails, google form surveys, morning virtual meetings; follow-up after 3-days if no contact is important) ○ <u>Two-word Check-in: A practice for connecting with students</u> ○ LSR-7 school counselor grade-level appropriate lessons, individual meetings, and virtual small groups ○ Ed therapists available for virtual small groups or individual meetings - <u>Community Resource Referral</u> ○ School site MTSS (Multi-Tiered System of Support) screenings, interventions, and supports ○ Caring School Community (CSC) ○ Second Step curriculum for all 6th grade and middle schools ○ Panorama playbook: <u>SEL connection & access to activities/lessons</u> (click the word playbook) ○ <u>Virtual Lessons Elementary School Counseling (ASCA), Virtual Lessons Middle School Counseling (ASCA), Virtual Lessons High School Counseling (ASCA)</u> ○ <u>K-2 SEL Choice Board</u> ○ <u>3-6 SEL Choice Board</u> ○ <u>Restorative Practices in Action</u>
<p>Well-being & SEL (Staff support)</p>	<ul style="list-style-type: none"> ● Teachers need to protect their own self-care, need to advocate for their needs and the needs of their students, and need to ensure points of connection are increased with families and the community ● EAP (Employee Assistance Program) <u>https://benefits.lsr7.org/eap/</u> ● School counselor, ed therapist & school nurse available for team problem-solving and SEL strategies ● BIST (Behavior Intervention Support Team) consultant support for buildings and individual teachers as needed

	<ul style="list-style-type: none"> ● Resources for teachers to support well-being & SEL for self-care: <ul style="list-style-type: none"> ○ Ongoing well-being & SEL professional development and training ○ <u>SEL in the Classroom: Teacher Self-Assessment</u> ○ <u>Restorative Practices in Action</u> ○ <u>SEL through Distance Learning: Teacher Self-Assessment</u> ○ <u>Tips for Self Care, Teacher Wellness: Resources & Ideas for Self-Care</u> ○ <u>SEL & Staff Development Guide</u> ○ <u>Trauma-Informed School Strategies during COVID-19</u>
Parent & Family Support	<ul style="list-style-type: none"> ● Resources for parents and families: <ul style="list-style-type: none"> ○ <u>LSR-7 Family Resources</u> ○ <u>LSR-7 Community Resource Guide</u> ○ <u>Supporting Children’s Mental Health: Tips for Parents and Educators</u> ○ <u>School Refusal Information: Anxiety</u> ○ <u>Complimentary eBook Stressed Out: Five Research-Based Methods to Help Teens Beat Stress and Anxiety</u> ○ <u>Rethinking Family Engagement During School Closures</u> ○ LS CARES resources and workshops: http://lscares.org/parenting.html
Classroom environment	<ul style="list-style-type: none"> ● Completely online
Special education services	<ul style="list-style-type: none"> ● IEP teams have the ability to determine appropriateness of online instruction and receive special education services in a virtual format ● Individual and small group services may be offered as appropriate ● IEP teams will discuss service delivery and amend IEPs as necessary ● Accommodations and modifications are provided in online courses, by general and special education teachers, as noted in their IEPs ● Students may or may not be assigned to special education providers from the school they typically attend
504 services	<ul style="list-style-type: none"> ● Students on a 504 that select online learning receive 504 services per their 504 plan ● 504 teams may meet virtually to discuss changes to 504 plans as necessary ● Accommodations and modifications are provided in online courses as noted in their 504 plans

Sports and activities	<ul style="list-style-type: none">● Students who meet MSHSAA guidelines may participate in sports and activities in their homeschool
Specialized courses (Choir, PE, band, orchestra, etc.)	<ul style="list-style-type: none">● Some specialized secondary courses may not be available online● Elementary specials are incorporated into the elementary courses
Flexibility of online determination	<ul style="list-style-type: none">● Checkpoints are set to allow for flexibility from online versus in-person instruction● Determination is made based on individual student needs● If a student is determined to be homebound, they may be able to cycle in and out of online courses based on need

SPECIAL PROGRAMS

Overview summary: To provide students with exceptional needs (e.g., gifted, special education, ELL, Early Childhood) a way to meaningfully access services and/or address Free and Appropriate Public Education requirements

Collaborative partners: ESY special education teachers & paraprofessionals, special education administrators, KC area special education directors, Kansas City Regional Professional Development Center (KC-RPDC)

Cited sources: Council for Exceptional Children (CEC), DESE, Council of Administrators in Special Education (CASE), Missouri Council of Administrators in Special Education (MO-CASE), KC Metropolitan area directors of special education

Special Programs	
Special education	<ul style="list-style-type: none"> ● Daily instruction for students occurs per each student’s individualized education program (IEP) ● Additional provisions for special programs, including medically fragile, life skills, social-emotional behavioral (SEB), CLASS, and Miller Park Center <ul style="list-style-type: none"> ○ Restrict classroom visitors ○ Provided PPE for staff based on guidance ○ Additional cleaning protocols for diapering areas, shared toys, mouthing objects ● Services currently match mode of their grade level peers (i.e., in-person, virtual) ● Students who are not in special programs are assigned to general education classrooms and receive services as described in the IEP with additional cleaning protocols and PPE as needed based on the guidance
Gifted education	<ul style="list-style-type: none"> ● Gifted instruction is available for in-person and R-7 Online students
English language learners	<ul style="list-style-type: none"> ● English language (EL) learner instruction is available for in-person students, and R-7 Online students ● Services currently match mode of their grade level peers (i.e., in-person, virtual, online) ● An EL certified teacher is assigned to the online academy to support EL students in online course work
Early childhood special education (ECSE)	<ul style="list-style-type: none"> ● Daily instruction for students occurs per each student’s individualized education program (IEP) ● Instructional options include in-person classroom and in-person small group. ● Class size is limited to approximately 10 per session ● Additional cleaning protocols are in place for diapering, shared toys, mouthing objects

	<ul style="list-style-type: none"> ● Bus aides buckle and unbuckle students; parents and staff are not to enter the bus
Title/peer	<ul style="list-style-type: none"> ● Class size is limited to approximately 10-15 per session ● Additional cleaning protocols for diapering, shared toys, mouthing objects ● Bus aides buckle and unbuckle students; parents and staff are not to enter the bus
Head Start	<ul style="list-style-type: none"> ● Class size is limited to approximately 17 per session ● Additional cleaning protocols for diapering, shared toys, mouthing objects ● Bus aides buckle and unbuckle students; parents and staff are not to enter the bus
Parent As Teachers/Early Head Start	<ul style="list-style-type: none"> ● Screenings are conducted in person at Great Beginnings by appointment; home visits will occur in the home; Staff will implement social distancing and cleaning protocol, and will monitor and adhere to ongoing guidance from the LSR7 school district.

TRANSPORTATION

Overview summary: LSR-7 has one of the largest student ridership within the state; the department is strongly encouraging families who have the ability to transport to do so; the department is also recommending other strategies to reduce ridership on the buses

Collaborative partners: Centers for Disease Control (CDC), Missouri School Boards Association (MoSBA), National Association for Pupil Transportation (NAPT), Missouri Association for Pupil Transportation (MAPT), North East Region of MAPT

Cited sources:

CDC Guidance - Transit

CDC Guidance - Airline Worker

CDC - May 2020 President's Plan for Opening America Up Again

Airline Seating Article

MSBA - Pandemic Recovery Considerations

NAPT Covid Education Series

NAPT - Guidelines, tactics, and templates

Transportation	
Transportation to/from school	<ul style="list-style-type: none">● Staff and students are required to wear masks while on a bus per Jackson County Health Department directives● Students are assigned seats at all grade levels and a seating chart is utilized for contact tracing● No social distancing can feasibly be implemented<ul style="list-style-type: none">○ Elementary: up to 3 students per seat○ Middle School: 2-3 students per seat○ High School: up to 2 students per seat
Cleaning	<ul style="list-style-type: none">● In the event more in-depth disinfection is needed, the department utilizes Clorox 360 electrostatic disinfection process for identified buses
Ridership, new student & changes	<ul style="list-style-type: none">● Buses are loaded to maximum allowable capacity● Non-active riders (ride less than 1 time a week) - parents will be notified and removed from bus roster
One-day ride passes	<ul style="list-style-type: none">● Friend ride-alongs are not permitted

	<ul style="list-style-type: none">● Building principals are authorized to use 1-day ride passes to assist new students after checking to ensure the bus has capacity to accommodate
More than 1 bus assignment (second bus pass)	<ul style="list-style-type: none">● Parents are encouraged to select 1 bus stop for both pick-up and return from school
Bus drivers	<ul style="list-style-type: none">● Bus drivers self-screen prior to the daily routes and will wear a mask

NUTRITION SERVICES

Overview summary: To provide equitable meal service to all students in any learning environment to reduce or eliminate food insecurity.

Collaborative partners: R7 Administration, Jackson County Health Department, DESE Food/Nutrition Department, School Nutrition Association, USDA, Chef Ann Foundation, Food Industry Association, KC Heart of America Director’s Group, Food Research & Action Center

Cited sources:

Waivers for Meal Service

Nutrition Services	
<p>Food handling These are all normal procedures so could be eliminated??</p>	<ul style="list-style-type: none"> ● Staff self-screen before reporting to work ● Continue safe food handling procedures and frequent handwashing ● Train and remind students and staff of safe food handling practices; nutrition services staff continue to wear gloves ● Use quaternary solution in buckets and spray bottles; Nutrition Services provides spray bottles to clean desks after elementary students eat breakfast in the classroom ● Encourage use of sanitizer pumps
<p>Meal service</p>	<ul style="list-style-type: none"> ● Entrees will be served to students and all sides will be self serve ● Students are expected to socially distance as much as possible ● Directional arrows are provided to guide traffic flow ● Keypads will be used for entering meals and a la carte purchases (This is a requirement this year through DESE Food/Nutrition--we can't use rosters)
<p>Elementary procedures for cafeterias</p>	<ul style="list-style-type: none"> ● Breakfast is a Grab and Go selection taken to the classroom, normal practice ● Markings on the floor indicate one-way movement through the cafeteria ● Seating charts for students are kept by the teachers ● Monitors sanitize tables in between classes; students are not be allowed to clean the tables
<p>Virtual learning/Online Academy</p>	<ul style="list-style-type: none"> ● Meals are offered curbside at designated locations with communication sent to parents with a schedule for either daily or weekly pick up

BEFORE AND AFTER SCHOOL CARE (BASS)

Overview summary: To provide families with a safe, caring, nurturing, and enriching environment during out of school times

Mitigation: Reinforce as many mitigating practices/tools as possible to achieve the best outcome, recognizing risk is not completely eliminated.

Collaborative partners: R-7 Administration/Nursing Staff, Missouri Afterschool Network, Adventure Club - Columbia, MO, North Kansas City School District - Adventure Club, Republic R-III - Stripes 360, Kids Win Missouri, MARC, The Family Conservancy

Cited sources: **CDC**, **Jackson County Recovery**, **Jackson County Health Department**, **#SafeReturnKC**, Preparedness & Planning for Child Care Programs

BASS	
Parent/ guardian drop off and pick up	<ul style="list-style-type: none"> ● Signing student in and out will follow the same guidance as visitors to the school office, either at the designated door or walk in the building to Kids Country area
BASS designated spaces	<ul style="list-style-type: none"> ● Restrict choice seating and keep 3-6 feet apart when possible ● Contact tracing and stable groups when possible
Outside	<ul style="list-style-type: none"> ● Written record of who goes outside is maintained for contact tracing ● Provide outdoor time as much as possible
Breakfast, lunch, and snack	<ul style="list-style-type: none"> ● Food surfaces are cleaned and sanitized according to district guidelines
Student Support	<ul style="list-style-type: none"> ● Staff supporting students with special needs have access to additional PPE as needed ● Additional staff training is offered to include awareness of supports for students during pandemic
Communication plan	<ul style="list-style-type: none"> ● Information for families and staff about response plans, protocols, and policies to manage the impact of COVID-19 is available at http://bass.lsr7.org/
Non-school days	<ul style="list-style-type: none"> ● Students must be enrolled in BASS and register in-advance ● Sites will combine to other site locations according to schedule to maintain staff/child ratio ● Seating charts or other mitigation strategies are used for contact tracing

TECHNOLOGY

Overview summary: Provide equal and equitable access to devices and internet access, maintain and repair devices

Collaborative partners: Operations, SLT, IOT, Principals

Cited Sources: DESE, Center for Disease Control, Missouri School Board Association

Technology	
Student devices	<ul style="list-style-type: none"> ● Provide devices to all students ● Continue to repair and distribute per building/department procedures ● Student help desk and phone line (816-986-HELP) remains open for students to submit tickets
Staff devices	<ul style="list-style-type: none"> ● Determine process associated with giving each staff member who is assigned a desktop a laptop in the event school/department/building goes into closure and telecommuting becomes necessary
Internet access (Student)	<ul style="list-style-type: none"> ● Distribute district-owned hotspot devices (approx. 300) to families who need access ● Provide a map of local business and locations offering free wifi access ● Remind families that wifi is available in school parking lots ● Advise families of low-cost internet options available through internet service providers
Internet access (Staff)	<ul style="list-style-type: none"> ● Employees report to work during this time and use district wifi/internet service

DIAGNOSTIC AND SCREENING TESTING & VACCINATIONS

Overview summary: Provide assessment measures to prevent the transmission of COVID-19

Collaborative partners: SLT, IOT, Health Services

Testing and Vaccinations	
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Diagnostic and screening testing	<ul style="list-style-type: none"> • The district has a plan to provide student antigen testing via clinic using state provided tests
Vaccinations	<ul style="list-style-type: none"> • Vaccination clinics were provided to all adults and the first round of older students in the springs. • Community vaccinations are readily available at this time

CONTINUITY OF INSTRUCTION

Overview summary: In the event there is a future disruption of services, the district is prepared to respond

Collaborative partners: SLT, IOT, Principals, Operations

Continuity of Instruction	
Instructional plan	<ul style="list-style-type: none"> • The district will revert back and publish strategies outlined in previous Roadmap to Reopening documents • In the event there is an increase in COVID-19 related illness, the district will follow preventative health measures and make a determination whether to the instructional delivery based on unique circumstance which could impact classrooms, grade levels, buses, activities, or schools
Instructional delivery	<ul style="list-style-type: none"> • The district may use strategies that range from in-person, hybrid, virtual, and online instruction • The district will utilize 1:1 technology (i.e., chromebooks, Schoology, Google Meets) to address instruction during intermittent quarantines, hybrid instruction, or extended closure