



CENTERed on Learning: Re-entry Plan Memorandum

TO: Members of the Center School District Board of Education

FROM: Yolanda Cargile Ed.D, Superintendent
CSD Covid-19 Planning Team

RE: CENTERed On Learning: CSD Re-Entry Plan

DATE: July 27, 2020

Topic:

The Center School District's response to Coronavirus.

Alignment with Strategic Initiatives:

Our CENTERed on Learning Re-entry draft plan aligns with the District's current strategic initiatives and priorities.

- Strategy 1: Academic Achievement
- Strategy 2: College and Career readiness
- Strategy 3: Engagement
- Strategy 4: Taking Care of Students and Staff
- Strategy 5: Efficient Systems
- Strategy 6: 21st Century Learning Environments

Background Information:

We know that this school year will be unlike any other school year we've encountered. We have a great responsibility in front of us to provide a safe learning and working environment for our students and staff during the 2020-21 school year. Our CENTERed on Learning Re-entry draft plan, released just last week on Monday, July 20, included options for in-person learning that reduced capacity in the building to less than 50% as well as a full virtual option. Tuesday, July 21, Kansas City Mayor Quinton Lucas and city health officials released their recommendations for how students in the 14 school districts and 20 charter schools within Kansas City's city limits, including Center School District, should return to school safely. Mayor Lucas and KCMO Health Department Director Dr. Rex Archer advised that schools in KCMO start after Labor Day if they were planning to offer in-person instruction for the majority of students. Lucas and Archer also suggest that schools organize plans to better facilitate social distancing and include more virtual option considerations.

With new information, we have pivoted our direction to account for local public official guidelines. This has been one of the most difficult decisions I have had to make as a superintendent along with my team of District leaders. I have heard from students and families who want to return to their school buildings. I have also heard from staff, many of whom are fearful of their safety if we return to in-person instruction right away. So, after carefully monitoring the transmission rates of COVID-19 in our community, watching what is happening in Kansas City, and consulting with fellow superintendents, I am currently recommending to start the 2020-2021 school year in Phase 1 of our plan with a Full-Time Virtual Learning Plus offering. The CSD Planning Team does not in any way want to compromise the health and safety of our students and staff; nor do we want to fall short of our high expectations for teaching and learning; or not be able to provide the social experiences we would want CSD scholars to have.

Additionally, we have reviewed areas of improvement from last Spring, and therefore, have an enhanced plan in place moving forward. We will offer a Full Virtual Plus option to increase the rigorous learning we know our students can achieve through training for instructional leaders.

Timeline of Events

- District officials facilitated CSD Covid-19 Task Force Meetings 6/17, 6/24, 7/8, 7/15, 7/22
- Presented the 1st Draft of the Re-Entry Plan to the CSD Covid-19 Task Force 7/8. The meeting was recorded and added to the CSD Covid-19 webpage.
- The Board of Education & CSD Covid-19 Task Force received a draft of the Re-Entry plan 7/18.
- CSD Staff received a draft of the Re-Entry plan 7/19.
- A draft of the Re-Entry plan was included in the July 27th Board packet Monday, July 20th.
- Hosted Virtual Town Hall Series July 21st & 22nd
- District officials will present a Re-Entry Plan recommendation to the Board of Education for approval during the July 27th Board of Education Meeting.

Survey Results:

In July, we asked families to choose between two academic offerings. The two options included the Fixed Blended Option, which reduced the capacity of students in our building to less than 50%. The other option included a Full Virtual Option for families to learn from home. The survey was open for two weeks. We received, 1,424 responses:

- 69.1% of those responses indicated that they wanted their student to be enrolled in a full-time virtual program. This represents 984 students (Including 100 new students). 34.5% of the overall enrollment.
- At our Elementary buildings, the percentage of students enrolled requesting virtual programming were:
 - Boone Elementary 37%
 - Center Elementary 38%
 - Indian Creek Elementary 30%
 - Red Bridge Elementary 33%
- At our secondary buildings, the percentage of students enrolled requesting virtual programming were:
 - Center High School 37%
 - Center Middle School 36%
 - Center Alternative School 18%

Comments indicated health concerns for students, staff, and family members were paramount.

Instruction

The plan prioritizes addressing the academic development and needs of all students, staff, and community. The mode of instruction will change depending on the currently implemented phase.

Implementation of Phase 1, 2 & 3

Transitioning through Phases 1-3 in the Center School District:

The Center School District will begin the 2020-2021 school year implementing Phase 1 of the Re-Entry Plan, which includes the Virtual Plus and supports for diverse learning groups.

When there is a steady decrease in the number of confirmed Coronavirus cases in the Kansas City area, District officials will plan to transition to Phase 2 of the CENTERed on Learning Re-Entry Plan.

Once there is a sustained decrease in the number of confirmed Coronavirus cases in the Kansas City area, District officials will plan to transition to Phase 3 of the CENTERed on Learning Re-Entry.

District officials will continue to monitor guidance from public health professionals to make an informed decision to increase physical capacity in all district sites; while also ensuring a seamless transition from one phase to another.

Virtual Learning Plus- Phase 1 of the CENTERed on Learning Re-Entry Plan

During this phase, clearly stated educational goals and learning outcomes that align with pacing guides will be communicated to staff. Content will align with the Missouri Learning Standards and include provisions for both interventions and accelerated learning opportunities. Learning progressions will align with essential standards and will support active learning. Teachers will utilize a variety of activities that include options for in-depth learning through authentic problem solving and experience. There will be face-to-face virtual instruction opportunities; both synchronous and asynchronous learning will occur. Synchronous Learning = live instruction. It happens in real time. Students, their classmates and the teacher interact in a specific virtual place through an online medium at a specific time. This could include video conferencing, teleconferencing, live chatting, live-streaming lectures, active discussion, and immediate feedback. Asynchronous Learning = virtual learning. It happens on a more flexible schedule. Materials will be provided for reading, self-guided lesson modules, lectures for viewing, assignments for completing, streaming videos, and exams for evaluation.

Teachers will design experiences using research-based design principles that improve access to learning for all students. In order to continue to accelerate learning and to close academic gaps, modifications and adjustments will continue throughout based on data.

The Center School District has planned improvements to online learning experiences which include an increase in live instruction from teachers and increased expectations for students and staff. During this phase, the District will:

- Coordinate with the local health department
- Provide distance learning for all students
- Continue to consider ways to accommodate the needs of staff, students and families at high risk; such as meal service, mental health supports, equitable access to technology and learning resources

The unique characteristic of the Virtual Learning Plus option is that this option is being planned to include reading and math support for special populations. It is important to note, that when current public health conditions in our CSD community and greater KC area permit, the Virtual Learning Plus option calls for CSD staff to provide face-to-face support to our diverse learning groups that meet one or more of the criteria listed below. This unique offering will be considered for the following groups of CSD students, when current public health conditions in our CSD community and greater KC area permit:

- English Language Learners
- Early Childhood
- Center Alternative School
- Students with Individualized Educational Programs (IEPs)
- Chronically Absent Students

- Real-World Learning (Herndon, Cerner, STA)
- PEGS
- Students in need of Tutoring Support (Tier 2 & 3)
- Homeless and Foster Youth
- Socioeconomically disadvantaged students

The following criteria will be utilized to identify the students needing additional support in reading and math:

- Students identified as 2 or more years below grade level in reading and math
- Students identified as not participating in Spring distance learning opportunities
- Students with severe language proficiency needs as determined by WIDA'S ACCESS
- Students with extended services, modifications, and accommodations as outlined in IEPs, 504s
- Students identified as chronically absent

The following Data Sources will be reviewed to determine which students need additional supports in reading and math:

- AIMSweb Plus Data (K-8)
- Common Formative Assessment (9-12)
- Practice End of Course (EOC) Exam (9-12)
- District attendance data

Virtual Learning Plus Schedule

When implementing face-to-face virtual learning, course offerings will be staggered to accommodate technological services. Periods of learning will be outlined to provide time for all teachers to meet virtually and conduct lessons; this will alternate/stagger with time for students to engage in assignments teachers will upload that correspond with the face-to-face learning.

The learning day will run much like a traditional school day except instruction occurring in a virtual classroom. The learning day will run much like a traditional school day except instruction occurring in a virtual classroom environment. Content area learning will occur daily for elementary students with live instruction taking place in increments. Following live instruction, students will receive corresponding independent work to be completed. For example, live reading instruction will occur from 9-10 a.m. followed by an independent assignment delivered through Google classroom; live math instruction will occur from 1-2 p.m. followed by an independent virtual assignment.

At the secondary level, periods will occur as regularly scheduled for a traditional school day (periods 1-7). Live instruction will occur in increments and corresponding independent work will be completed opposite of the live instruction opportunities. For example, on Day 1, teachers will provide lessons live in periods 1, 3, 5, and 7 while periods 2, 4, and 6 are working on assignments that have been delivered through Google classroom. Day 2 would allow for live instruction with periods 2, 4, and 6 while periods 1, 3, 5, and 7 would work independently on corresponding assignments.

*Synchronous Learning = live instruction. It happens in real time. Students, their classmates and the teacher interact in a specific virtual place through an online medium at a specific time. This could include video conferencing, teleconferencing, live chatting, live-streaming lectures, active discussion, and immediate feedback.

*Asynchronous Learning = virtual learning. It happens on a more flexible schedule. Materials will be provided for reading, self-guided lesson modules, lectures for viewing, assignments for completing, streaming videos, and exams for evaluation.

Example of Virtual Plus Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:30 Social Emotional Learning/PBIS	Live instruction	Live instruction	Live instruction	Live instruction	Live instruction (Tiered Groups)
9:30-11:00 Reading Instruction Whole and Small Groups	Live instruction	Virtual learning	Live instruction	Virtual learning	Live instruction (Tiered Groups)
11:00-11:30 Specials: Art, Music, PE, Library	Live instruction	Live instruction	Live instruction	Live instruction	Live instruction (Tiered Groups)
11:30-12:00 Reading Intervention	Live instruction	Live instruction	Live instruction	Live instruction	Teacher Prep
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15 Science	Live instruction	Virtual learning	Live instruction	Virtual learning	Teacher Prep
1:15-2:45 Math Instruction Whole and Small Groups	Virtual learning	Live instruction	Virtual learning	Live instruction	Collaboration
2:45-3:15 Specials: Art, Music, PE, Library	Live instruction	Live instruction	Live instruction	Live instruction	Professional Development
3:15-3:45 Math Intervention	Live instruction	Live instruction	Live instruction	Live instruction	Professional Development

Teachers would alternate between live instruction and virtual learning. Interactive lessons with the teacher and students would be presented through Microsoft Teams during live instruction. During virtual learning, the teacher would provide students with extended learning opportunities that correspond with the live instruction, as well as activities that preview the next day of live instruction for that course. *times may vary; this is an example of a grade level schedule
**virtual learning opportunities may not encompass the full learning time

Example of a Virtual Plus Secondary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 ELA 10	Live instruction	Virtual learning	Live instruction	Virtual learning	Live instruction (shortened blocks)
Period 2 Algebra II	Virtual learning	Live instruction	Virtual learning	Live instruction	Live instruction (shortened blocks)
Period 3 Lifetime Fitness	Live instruction	Virtual learning	Live instruction	Virtual learning	Live instruction (shortened blocks)
Period 4 Biology	Virtual learning	Live instruction	Virtual learning	Live instruction	Teacher Prep
Period 5 Child Development	Live instruction	Virtual learning	Live instruction	Virtual learning	Teacher Prep
Period 6 Modern World History	Virtual learning	Live instruction	Virtual learning	Live instruction	Collaboration
Period 7 Spanish 1	Live instruction	Virtual learning	Live instruction	Virtual learning	District Time

Teachers would alternate between live instruction and virtual learning each period. Interactive lessons with the teacher and students would be presented through Microsoft Teams during live instruction. During virtual learning, the teacher would provide students with extended learning opportunities that correspond with the live instruction as well as activities that preview the next day of live instruction for that course.

A flipped classroom model will be utilized at both levels with a workshop model approach. This schedule would be followed Monday through Thursday, with condensed classes on Friday allowing teachers time to plan, prepare lessons, provide student feedback, collaborate, have staff meetings, or professional development opportunities. Condensed classes for elementary would consist of designated tiered intervention groups lasting 30 minutes and being conducted through Microsoft Teams. Condensed classes for secondary would consist of shortened periods, 1-7. Each period would be held via Microsoft Teams and would last 30 minutes.

- [Flipped Classroom](#)
- [Flipped Classroom Model](#)
- [Workshop Model](#)
- [Workshop Model Approach](#)

Platforms will be utilized that students can easily navigate such as Seesaw, Microsoft Teams, Google Classroom. Teachers will push out assignments in a more structured manner using these platforms. These platforms have been evaluated and will support learning goals and enhance learning experiences.

Fixed Blended Option - Phase 2 of the CENTERed on Learning Re-Entry Plan

- Students will attend school on an A/B schedule, which means students will spend part of their week with face-to-face learning and the other part will be distance/virtual learning.
- This model will lessen transition time in the hallways and provide more learning time for teachers to thoroughly cover content while providing the needed review, as well as the advancement of new learning.
- The curriculum will be aligned to the Missouri Learning Standards.
- Essential standards will be taught and assessed across grade levels or departments by Center School District teachers. Lessons both face-to-face and virtually will ensure high quality and rigor for all students.
- Students may choose a full virtual option in place of the fixed blended approach. Full virtual learning will occur through Launch.

Example of a Fixed Blended Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:00	Group 1 Breakfast Social Emotional Learning	Group 2 Breakfast Social Emotional Learning	Group 1 Breakfast Social Emotional Learning	Group 2 Breakfast Social Emotional Learning	Live instruction (Tiered Groups)
9:00-9:30	Building-wide RTI-Reading	Building-wide RTI-Reading	Building-wide RTI-Reading	Building-wide RTI-Reading	Live instruction (Tiered Groups)
9:35-10:25	Specials: Art, Music, PE	Specials: Art, Music, PE	Specials: Art, Music, PE	Specials: Art, Music, PE	Live instruction (Tiered Groups)
10:25-11:05	ELA Small Groups	ELA Small Groups	ELA Small Groups	ELA Small Groups	Live instruction (Tiered Groups)
11:05-12:15	ELA Whole Group	ELA Whole Group	ELA Whole Group	ELA Whole Group	Live instruction (Tiered Groups)
12:15-12:40	RTI-Math	RTI-Math	RTI-Math	RTI-Math	Teacher Prep
12:40-1:35	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Teacher Prep/ Collaboration
1:35-2:25	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Collaboration
2:25-3:05	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups	Professional Development
3:05-3:45	Science	Science	Science	Science	Professional Development

**This is a sample schedule for a grade level (elementary) in the Fixed Blended Model.*

The Fixed Blended model follows the same schedule as a traditional school day. The sample schedule outlines when each group will attend in person for live instruction. On all other days of the week, distance learning is provided to students; this applies to both groups. On Fridays, there are shortened periods of learning through Microsoft Teams for identified tiered groups of students. Each period will be 30 minutes long.

Example of a Fixed Blended Secondary Schedule

Student Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	
Period 1 ELA 10	Group 1 Live Instruction Period 1	Group 2 Live Instruction Period 1	Group 1 Live Instruction Period 5	Group 2 Live Instruction Period 5	Live instruction (shortened blocks)	
Period 2 Algebra II						
Period 3 Lifetime Fitness	Live Instruction Period 2	Live Instruction Period 2	Live Instruction Period 6	Live Instruction Period 6		
Period 4 Biology						
Period 5 Child Development	Live Instruction Period 3	Live Instruction Period 3	Live Instruction Period 7	Live Instruction Period 7		Teacher Plan
Period 6 Modern World History						
Period 7 Spanish 1	Live Instruction Period 4	Live Instruction Period 4	Live Instruction Period 8	Live Instruction Period 8		Collaboration
Period 8 Intervention/ Enrichment						
	Teacher Plan	Teacher Plan	Teacher Plan	Teacher Plan	District Professional Development	

**This is a sample schedule for a secondary student in the Fixed Blended Model.*

The Fixed Blended model allows for 80-90 minute periods of learning. The sample schedule outlines when each group will attend in person for live instruction. On all other days of the week, distance learning is provided to students; this applies to both groups. On Fridays, there are shortened periods of learning through Microsoft Teams for periods 1-7. Each period will be 30 minutes long.

Example of a Secondary Launch Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Course 1 ELA 10	Synchronous Support	Virtual Learning	Synchronous Support	Virtual Learning	Synchronous Support
Course 2 Algebra II	Virtual Learning	Synchronous Support	Virtual Learning	Synchronous Support	Synchronous Support
Course 3 Health	Synchronous Support	Synchronous Support	Virtual Learning	Synchronous Support	Virtual Learning
Course 4 General Biology	Virtual Learning	Virtual Learning	Synchronous Support	Synchronous Support	Synchronous Support
Course 5 Personal Finance	Synchronous Support	Synchronous Support	Synchronous Support	Virtual Learning	Virtual Learning
Course 6 World History	Virtual Learning	Synchronous Support	Virtual Learning	Synchronous Support	Synchronous Support
Course 7 Spanish 1	Synchronous Support	Virtual Learning	Synchronous Support	Synchronous Support	Virtual Learning

**This is a sample schedule for a secondary student. It identifies possibilities with 3 hours of synchronous learning as noted below.*

Schedules for MS/HS students are all asynchronous, therefore flexible to meet the needs of those students. Students are self-paced. There is guidance by the teacher and due dates are set for assignments and projects. All students have access to the teacher for synchronous support three hours a week; re-teaching, tutoring, studying for exams (this is per course).

Example of an Elementary Launch Schedule

Daily Schedule				
Total Minutes Per Day	Content Area	Component	Teacher-Led Instruction (minutes)	Independent Work (minutes)
30 Minutes	Morning Meeting	Class Building and Interactive Read Aloud	30	
90 Minutes	Reading	Whole Group: Reading Minilessons	15	
		Small Group 1 and Literacy Stations (Raz-Plus or MackinVA)		30
		Small Group 2 and Literacy Stations (Raz-Plus or MackinVA)		30
		Whole Group: Phonics Minilesson	15	
45 Minutes	Writing	Writing Minilesson	15	
		Writing Conferences Independent Writing		30
15 Minutes	Recess	Physical Activity		15
90 Minutes	Math	Zearn Virtual Lesson		30
		Fluency	15	
		Problem Solving	15	
		Dreambox Small Group Intervention		30
15 Minutes	Recess	Physical Activity		15
45 Minutes	Integrated Units (Science, Social Studies, Health)	Virtual Lesson	25	
		Application and Independent Practice		20
TOTAL CLASSROOM TEACHER HOURS			4.2	2.3
60 Minutes	Specials	PE, Music, Art, Coding, Information Literacy	0	60
TOTAL STUDENT HOURS			4.2	3.3

The Elementary Launch day will start at 9:00. The day is synchronous with the teacher during the Morning Meeting, Reading, Writing, Math and the Integrated Units. Lessons won't be recorded and parents will need to let the teacher know if a student is going to have to miss a day of instruction. Workbooks and other learning activity materials will be provided. Parents do have their own access, PALS (Parent Adult Learner Support), where they can see all learning activities if they want to help their student at any time. The 60-minute specials block will be asynchronous and will include a day for each of the courses listed.

Traditional Instructional Delivery- Phase 3 of the CENTERed on Learning Re-Entry Plan

- 100% of Pre K-12th Grade Students and Staff in all District sites.
- Continued reflection on the delivery methods utilized during the pandemic to allow for continual growth and expansion in academics.
- Embody the mindset that we do not go back to "normal", but truly reflect on lessons learned during the pandemic to enhance opportunities for students and staff.
- Our goal is to return to 100% of in-person learning.

The Center School District is committed to providing high-quality instructional programs by following best practices in the areas of:

- High expectations for All
- Attention to Diverse Learning Groups
- Assessment Practices and Policies
- Access and Use of Instructional Technology
- Expanded Learning Opportunities
- A Focus on other Key Systems and Services

Accountability for All

Clear staff and student expectations will be in place for academic success. Teachers will interact daily with each class period of students either through live instruction or by uploading assignments and being available for feedback, questions, having the ability to check in with individual students, etc.

- Teachers will have lesson plans, activities, assignments prepared by Friday at 4:00 for the following week of instruction.
- Assignments will be uploaded each day no later than 8:30 a.m.
- Students must log in each day for each class in order for attendance to be registered.
- Cameras must be on during learning time to enhance student engagement.

Support Students with IEPs

Students with Individualized Education Plans (IEPs) will receive accommodations and modifications specific to their plan. Special education teachers will support the design of appropriate instruction. Concerning outlined plans, individual conversations will need to occur to ensure appropriate accommodations and modifications are in place if alternate methods of instruction (i.e. virtual, fixed blended) are utilized. The IEP team will work collaboratively to identify alternative solutions if it is determined that an accommodation or modification is not appropriate or successful in a particular setting.

The Center School District Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue to work collaboratively with families to identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Individualized Education Plans (IEPs) will be amended, as needed, for the circumstances of potential learning environments. Due to the individualized nature of the plans, each student's need(s) will be taken into consideration. Parents of students with disabilities will be contacted individually to discuss student's needs in these environments.

Support Students with 504s

Students with 504s will receive accommodations and modifications specific to that student's plan. With regard to the re-entry phases, individual conversations will need to occur to ensure appropriate accommodations and modifications are in place if alternate methods of instruction (i.e. virtual, fixed blended, etc.) are utilized. The 504 team will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Assessment Practices and Policies

A platform will be determined for providing assessments to students (i.e. Mastery Manager, Edulastic, The Campus Learning, etc.) that will be secure and provide opportunities for varying assessments. Grading will follow board policy. Students will be assigned grades that correspond with percentages aligned with A, B, C, D, F. Common Formative Assessments (CFAs) will be developed to determine student level of learning through progressions and mastery of the aligned standards. CFAs help teachers to understand the individual and collective needs of students and adjust teaching. Assessments will be composed of a variety of work: performance events/rubrics, projects, reflections, questions, multiple-choice. Opportunities will be provided for students to turn in late work/assignments through the end of each unit of study (date will be provided through pacing guides). Expectations for completion of work will be clearly outlined. Participation, student engagement, and assessment are all factored into a final student grade. (continuing to establish percentages for each area)

Key benchmark assessments will be identified to support student placement in intervention and to identify gaps in understanding due to prolonged school closure. At present, AIMSweb Plus is the screener used K-8. A middle and end of year assessment will also occur as well as continued progress monitoring between key testing times. This may need to be more frequent initially to help identify students who may be at risk. Data will be collected, analyzed and charted in order to ensure growth is taking place. Teachers will have conversations with students about their progress and provide feedback as they set goals to achieve all steps of the learning progressions.

Access and Use of Instructional Technology

- All students K-12 will be provided a device (laptop or Chromebook).
- Internet service is available through Spectrum or Google Fiber. Both are around \$65-70/month. There is no contract and no early termination fee. Families are encouraged to explore connection options.
- Hotspots will be issued for families and students that need that support.
- Flipped learning, with specific apps for technology use, will be recommended for all virtual options.
- Microsoft Teams, Google Classroom, and Seesaw are recommended and supported learning platforms.
- Explicit professional development will be provided to teachers with the recommended and supported learning platforms.
- Tutorials will be provided for teachers, students, and families on the use of devices issued, as well as with the learning platforms.

Expanded Learning Opportunities

The opportunities built into the re-entry plan include providing expanded learning for our at-risk and diverse student groups; which demonstrate an intentional focus on providing access and equity for all students. This would occur through a combination of in-person and remote academic support, enrichment learning, and connection to school and peers. Student support in processing and debriefing the impact of the experiences due to COVID-19 include outreach to students with SEL, academic support, health, and wellness. Students that participate in courses or programs at outside agencies (i.e. Summit Tech, Herndon, Cerner, etc.) will follow the guidance provided by those programs and expectations of those courses. As a district, we will commit to ensuring parents are aware of the protocols each program will plan to implement.

Other Key Systems and Services

It will be essential that instruction is provided systematically and equitably to address the needs of all students. This will be done through the alignment of academic, behavioral, and social-emotional learning within a fully integrated system of support. The Multi-tiered System of Support (MTSS) will focus on the alignment of improving these areas (Plan, Do, Study, Act). MTSS procedures will guide the assessment and response to the inequitable outcomes created by school closures last spring. Students and staff will need social-emotional support and Trauma-informed care.

Appropriate professional development must be provided for staff to successfully implement a full virtual model. Training on the use of virtual learning platforms to support student learning will be provided to all staff. Knowing how to address pacing, realign live instruction for student engagement, develop activities, assignments, and assessments, and utilize strategies for online learning will be key.

Health and Safety

Ensuring all students, staff, and community members remain healthy and safe by following best practices in the areas of:

- Monitoring guidance, directives, and recommendations from public health officials
- Adhering to health and safety recommendations for mitigating measures, social distancing guidelines, and infection control practices (handwashing, face coverings, surface cleaning)
- Considerations for personal protective equipment, health office practices, and the management and isolation of students and staff showing signs of illness
- Cleaning and disinfecting school facilities

Mitigating Measures

- **Screening** - Daily screening should occur before arrival to school for both students and staff. Screening involves a general assessment of symptoms, including a temperature check, and exposure to persons with known or suspected COVID-19.
 - **Staff** - If a staff screens positive, he/she should not report to work and should notify their immediate supervisor
 - **Students** - If a student screens positive, the student should not go to school and the parent/guardian should notify the designated school contact
 - **Visitors** - Visitors are discouraged from entering the school. Meetings with families and teachers should occur virtually whenever possible. If visitor entry is necessary, screening for COVID-19 symptoms should occur, including a temperature check. To assist with contact tracing, visitors will sign in/out to document entry/exit times and locations visited.

COVID-19 Screening Criteria

Exposure	High-Risk Symptoms	Additional Symptoms
To a person with COVID-19	New Cough Difficulty Breathing Loss of taste/smell	Fever (≥ 100.4) or chills Congestions/runny nose Nausea/vomiting/diarrhea Sore throat Headache Muscle or body aches

- **COVID-19 Response Protocol**
If a school or building has a positive test for COVID-19, the Center School District will work in partnership with the Kansas City Health Department to notify individuals who should quarantine as well as other potential guidance from medical experts. Public health directives may vary and could include the addition of specific safety measures in a school environment, the temporary closure of a classroom or school building, and other risk mitigation measures. As a reminder, it will be the health department, not the school district, that will determine whether other students or staff are a close contact of the potential positive case and whether a classroom or other students are at risk of exposure. These directives may or may not include mass notification to a school community. Center School District is committed to communicating with our community, however, we also have an obligation to protect student and staff privacy.
- **Revised School Entry/Exit Procedures**
The formation of large groups and crowding should be avoided when students are entering and exiting the building. Considerations will include staggering entry times for buses and car drop-off, utilizing masked staff members to assist with the transition from car to school (as opposed to parent/ caregiver), directing students to their first class to prevent congregating in hallways.

- **Face Coverings**

Staff will be required to wear a face mask or face covering when in shared public spaces throughout Center School District buildings. Based on guidance from the Missouri Department of Elementary and Secondary Education, the Center School District is exploring whether, and to what extent, face masks will be required for students, Grade PreK-5, when in shared public spaces throughout Center School District buildings. Based on guidance from the Missouri Department of Elementary and Secondary Education, students in Grades 6-12 will be required to wear a mask or face covering when in shared public spaces throughout Center School District buildings. All students will be required to wear a mask on District buses. Each student and staff member will be provided a mask at the start of school. Students and staff will be required to bring a mask to school each day and also clean and disinfect masks at home. Additionally, face shields will be provided to CSD staff as appropriate. The District plans and will make every attempt to enforce the mask guidance outlined above, as we believe this a crucial prevention requirement that will reduce the spread and/or transmission of COVID-19.

Exceptions to the face covering requirement are as follows:

- Face coverings should not be placed on young children under age 2.
- People who have disabilities:
 - prevent them from comfortably wearing or taking off face coverings
 - prevent them from communicating while wearing face coverings
- People who have respiratory conditions or breathing trouble
- People who have been told by a medical, legal, or behavioral health professional not to wear face coverings

- **Hand Hygiene**

Hand hygiene is an important step in decreasing the spread of the virus that causes COVID-19. Instructions for proper hand hygiene will be posted in multiple areas and reviewed frequently with staff and students. Teachers must allow for more breaks to allow students to wash their hands, either at a classroom sink or in a restroom. Handwashing will be routine throughout the day with emphasis before and after recess, mealtime, using the restrooms, and times when leaving the classroom. Hand sanitizing stations will be available in each building. Students and staff will be encouraged to use hand sanitizer regularly.

Hand hygiene should occur:

- Before, during and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick
- Before and after treating a cut or wound
- After using the restroom
- After changing diapers or cleaning up a child who has used the restroom
- After blowing your nose, coughing or sneezing

- **Physical Spaces**

Plexiglass barriers will be installed in public spaces, including all front offices and other advisable areas. Floor adhesives and separation markings in high-traffic areas will be visible in all schools. Signage to inform and remind students and staff of hand hygiene, social distancing (6 feet), and other guidelines will be placed throughout buildings and in restrooms. Classrooms and other group spaces will be reconfigured to allow for physical distancing. Sharing objects, touchpoints, and supplies will be limited and/or eliminated if possible. Large group gatherings will be limited or may not occur. For example, field trips, back to school events, all-school assemblies, school-wide celebrations will be assessed on a case-by-case basis. Building leaders will communicate changes to students, parents, and guardians. Custodial teams will implement all necessary cleaning protocols before, during, and after school with a higher emphasis and levels of disinfection on high touch surfaces/areas, for example, restrooms, classrooms, keyboards, and doorknobs. Hall traffic patterns will be adjusted to minimize student contact and access to entrances and exits will be regulated. Building-specific plans will be shared by principals.

- **Physical Distancing**
Every effort will be made to physical distance and maintain stable groups of students to minimize COVID-19 exposure and assist with contact tracing should a child or staff member become ill. Ideally, desks will be placed 6 feet apart and will be facing forward in the same direction when feasible. Outdoor classroom space for learning, eating, and playing should be used as much as possible, weather permitting. Large space, such as auditoriums and gymnasiums, will be used as a classroom when able to optimize physical distancing. Efforts will be made to minimize hallway crowding. Assigned seating in all classrooms will occur to allow for contact tracing.
- **Recess and Physical Education**
Recess and physical education are important for the development of children. Outdoor activities should be considered whenever possible. Student participation in activities should be organized into cohorts where possible. Hand hygiene must occur before and after. Physical education activities should avoid prolonged, close contact, and focus on individual skills and drills.
- **Personal Protective Equipment (PPE)**
While face coverings should be worn by all staff to minimize droplet spread to others, some staff (e.g., nurses, paraprofessionals, special education teachers, OTs, PTs, SLPs, custodians, food service employees, etc.) require personal protective equipment (PPE) due to the nature of their role in the school. Appropriate PPE includes gowns, gloves, masks, and face shields. All school nurses should have access to appropriate PPE to care for an ill student or staff member. Gloves must be worn when handling food, caring for an ill student or staff member, or when bodily fluid contamination may occur.
- **Cleaning and Disinfecting**
Regular classroom and school cleaning and disinfecting will occur. Custodial staff will significantly increase the wiping down and disinfecting of public spaces and high-touch surfaces across our buildings throughout the school day. Staff will focus on cleaning/disinfecting efforts on common areas and greater access to cleaning materials will be provided for teachers and staff. Each evening, the custodial team will conduct a thorough cleaning of spaces, again disinfecting high-touch surfaces like sinks, drinking fountains, door handles, tables, and desks.

More information can be found on the Missouri Department of Elementary and Secondary Education's Reopening Guidance. <https://dese.mo.gov/sites/default/files/COVID-MO-K12-Reopening-Guidance.pdf>

Social-Emotional Supports

Addressing the mental health and social, emotional development of all students, staff, and community by following best practices in the following areas:

- School-based mental health services (e.g., referral process, connections to outside agencies)
- Behavior support systems (e.g., PBIS, Social-Emotional Learning Curriculum)
- Student and staff supports and engagement (e.g., time to process current events)

Additional considerations will be given to the mental health needs (e.g., suicide awareness and prevention, cyberbullying) of students as well as food insecurities and other community-based needs. Ultimately, the goal is to stay connected to every family in the district.

Family and Community Engagement

The Center School District will continue to offer ways for families and parents to stay connected to our school communities. We will offer virtual meeting options for parents to receive information, engage in training surrounding technology tools and platforms embedded in the virtual curriculum offerings, and meet with teachers and staff.

We will also prepare a resource guide and tips as parents provide academic oversight of school age children during this pandemic. We want our families to know they have support from the school community during the implementation of phase 1 and 2. There will be an expectation that all staff are responsive to parent requests in a timely manner to ensure our scholars have the tools and support needed to be successful.

We strongly encourage CSD families to adhere to city and county guidelines as it relates to hosting gatherings that include school age children. We all must realize that a strong partnership between school and home will further support management of COVID-19 in the CSD community.

While we will limit building visitors, we are working to develop plans that allow for our Center Friends and other community partners methods to work with our students. Supports may include virtual mentoring meetings and opportunities to enhance learning.

The Center School District is committed to keeping our families, staff, students, and community members informed. We will continue to use a variety of communication tools including email, text alerts, social media, phone calls, and website posts to ensure families have the information they need to prepare for the upcoming school year. We have created a COVID-19 webpage on our website: <https://www.center.k12.mo.us/covid-19>. This web page serves as a hub for updates related to the reopening of our schools. The situation surrounding COVID-19 is evolving with time. We will regularly update this page as our plans continue to take shape. We encourage parents and community to also follow the Center School District Social Media channels for updates.

- Facebook: CSD <https://www.facebook.com/centerSD/>
- Twitter: CSD <https://twitter.com/CenterSD>
 - Center Superintendent: <https://twitter.com/CSD58Supt>
- Instagram: CSD <https://www.instagram.com/centerschools/>
 - Center Superintendent: <https://www.instagram.com/csd58supt/>

Operations

Food Services

The Center School District is committed to offering breakfast and lunch to students five days a week. We will continue to work with DESE's Food and Nutrition Services and our food service provider Sodexo in providing meals to as many students as possible. For students learning from home, we will continue our summer practice of delivering meals to sites around the District. Students experiencing face to face instruction will also have the ability for breakfast and lunch while at school.

Bus Services

The District will offer students attending school in a blended face to face environment transportation under the same conditions as a normal school year. Our transportation department, STA, will clean and sanitize the buses regularly. Students will have their own seats unless they are seated with members of the same household.

Athletics and Activities

The Center School District will continue to take direction from the Missouri State High School Athletic Association (MSHSAA). As of now, activities and athletics may begin in August. The current re-entry plan will allow all students the opportunity to participate in athletics and activities.

Before and After School Services

The District is committed to exploring all possible options made available to the District. As we work with LINC and the YMCA we will communicate pertinent information.

Facilities

Director of Facilities will train Maintenance and custodial staff on how to clean and disinfect all commonly touched surfaces. The maintenance staff will assist the custodial staff with disinfecting and cleaning each day in each building. Inventory quantities will be regularly tracked and documented to properly supply each building. Changes may be implemented based on supply and demand. The Facilities Department will support special events to ensure adequate cleaning materials and supplies are provided. When purchasing supplies for the District, the Facilities department will follow CDC guidelines and protocols. Procedures to clean frequent touchpoints will be implemented to disinfect critical areas daily. Examples of frequently touched surfaces and objects that will need routine disinfection include tables, doorknobs, light switches, countertops, desks, phones, stair rails, and keyboards. Soft surfaces, such as carpets and rugs will be cleaned weekly with a carpet extractor.

Human Resources

There may be a need to revise any or all job duties during the pandemic to align with the re-entry plan and correlate with the current phase being implemented. For these designated staff positions, alternate job duties will be assigned to meet the needs of the CENTERed on Learning Re-entry Plan. During Phase 1, there will be a need to have some teachers providing virtual plus instruction and some providing face-to-face instruction to support diverse learners in schools.

All other protocols previously described to address staff illnesses and potential quarantines are available for staff. Any staff member who is required to work on-site and may have health concerns will work with Human Resources to determine if or what potential accommodations may be required.

Staff will be expected to view the COVID-19 training as part of the Safe Schools annual expectations. Staff will also be required to read the CENTERed on Learning Re-entry Plan and sign acknowledgment forms.

Budget

As revenues continue to decrease and unexpected expenses develop, the District is committed to maintaining the proper cash flow to run the daily operations of the District. All personnel hirings and purchases will be analyzed with a higher level of scrutiny as we maintain a focus on meeting the needs of all students. Without proper budget analysis and oversight during this unprecedented time, our financial reserves could experience a major decrease. The goal of District staff would be to avoid significant budgetary decreases when possible.

Looking Ahead:

Pending Board Approval:

1. District and building leaders will collaboratively plan professional development for staff to ensure the successful implementation of the CENTERed On Learning: Re-entry Plan.
2. The CSD Planning Team will finalize the CENTERed On Learning: Re-entry Plan document and release the document Tuesday, August 4, 2020.
3. District leaders will review the CENTERed On Learning: Re-entry Plan document and district expectations with Administrators during the July 31 and August 5 administrator meetings.
4. District-level administrators will ensure proper and adequate communication with all stakeholder groups regarding the CENTERed On Learning: Re-entry Plan document through multiple communication methods.
5. Building leaders will be expected to review the CENTERed On Learning: Re-entry Plan document with building level staff as it is imperative the protocols outlined in the document are implemented 100% of the time and with fidelity. There are no exceptions when the safety and well-being of students and staff are at stake.

Superintendent's Recommendation:

- The Superintendent recommends the Board of Education approve the execution of Phase 1, 2 & 3 as outlined in this Board Memorandum that includes the ability to transition through each phase based on guidance from public health officials and the assurance of a seamless transition. The Superintendent will ensure the Board of Education is informed prior to a transition occurring.
- The Superintendent also recommends the Board of Education approve revisions to the District calendar that includes a delay of school until August 26, 2020. We want to have the best possible start to this unprecedented school year. The additional time will provide our staff members more time to prepare teachers and class schedules for Virtual Learning Plus and the many modifications to offer the In-Person Learning for our at-risk and diverse student groups. Our goal is to maintain as many professional development days as possible to allow adequate time to plan for the varied phases and modes of instruction. We will continue to assess modes of professional development, based on current public health guidelines.