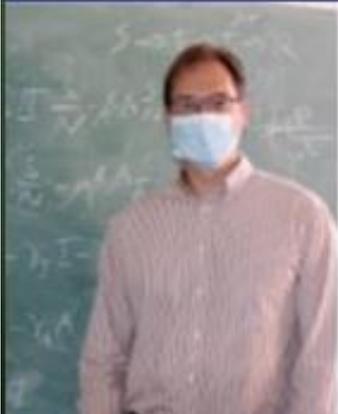


COVID-19 RE-ENTRY PLAN

**SCHOOL
CENTER
DISTRICT**

CENTERED ON LEARNING





CENTERed On Learning COVID-19 Re-Entry Plan

Updates for: Spring 2021

Background

COVID-19 is a disease caused by a new strain of coronavirus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of the common cold. Symptoms most commonly include fever, dry cough, fatigue, body aches, headaches, and shortness of breath. Other less common symptoms may include loss of smell or taste, sore throat, runny nose, nasal congestion, and diarrhea. In more severe cases, the infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal, mainly among older people with pre-existing medical conditions such as diabetes, asthma, respiratory disease, cardiac disease, etc. The early symptoms of COVID-19 are similar to the flu (influenza) or the common cold, which are more common than COVID-19. Testing is required to confirm if someone has COVID-19.

The virus spreads through respiratory or fomite transmission. Person-to-person respiratory transmission occurs through direct contact with respiratory droplets when small droplets from the nose or mouth of a person infected with COVID-19 are spread by coughing, sneezing, or exhaling. Transmission happens most frequently among close contacts, usually within about 6 feet. These infected droplets can also land on objects and surfaces around the person infected with COVID-19. Individuals can then develop COVID-19 by touching these objects or surfaces (fomites) and then touching their eyes, nose, or mouth. The COVID-19 virus may survive on surfaces for many hours or days (3-72 hours depending on the type of surface), but simple disinfectants and soap and water can inactivate it. The incubation period, the time between exposure to the virus and the development of first symptoms, is between 1-14 days, but most commonly about five days.

Additionally, some people remain asymptomatic but are still able to spread the virus. As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of COVID-19. Everyday preventive actions include staying home when sick, covering mouth and nose with flexed elbow or tissue when coughing or sneezing (dispose of used tissue immediately), washing hands often with soap and water, and disinfecting frequently touched surfaces and objects.

About the Covid-19 Planning Team and Task Force

The Center School District Re-Entry Planning team began meeting in February of 2020 to design plans to serve students. Local, state and public health officials closed schools in March and ultimately made the decision to keep schools closed for the remainder of the 2019-2020 school year. Members of the planning team included Center School District Administrators and Principals to implement and respond to the evolving health and wellness situation. The planning team studied numerous resources and documents from institutions and districts across the county. The team organized workgroups to include: Instruction, Health and Safety, Social-Emotional Supports, Family and Community Engagement and Operations.

Superintendent Dr. Yolanda Cargile officially joined the District on July 1. Before July, she was already working to lead a COVID-19 Re-Entry Planning Team and formally convened members of the Center School District's COVID-19 Task Force.

She valued the importance of ensuring many voices were included in the on-going conversations. It was her vision to bring a diverse group of parents, students, staff, administrators, and community members together to discuss planning implications, provide feedback, and offer considerations and input for the planning team to explore.

The COVID-19 Task Force is made up of nearly forty individuals who have been meeting virtually to discuss potential plans for the upcoming school year. Each member brings different perspectives to the planning conversations. During the process, groups are working to ensure race and equity are infused in planning conversations to best serve students and families.

During the planning phase and based on guidance provided by the CDC and the Kansas City Health Department, the Center School District planning team explored many varied learning options. The options considered included but were not limited to, an A/B hybrid model, blended model where some students physically attended in person, while others attended virtually, a transitional model, where secondary students could attend virtually while early childhood and elementary students could attend in-person, a traditional full in-person as well as model that required all students to engage in virtual remote learning. The Center School District Planning team surveyed and invited input from parents, guardians, students and staff to provide feedback to inform further decision planning and decision making.

Survey results have shown that parents and guardians are split on what they want school to look like this Fall. There were many parents and guardians who expressed wanting students to return to in-person learning. There were almost as many other parents and guardians who shared real concerns and hesitation about sending students back to school buildings. The Planning team spent hours of conversations, considerations, and planning to reflect on what worked and what could have been improved during the last quarter of the 2019-20 school year. District leaders reviewed parent and staff survey data, monitored the number of confirmed cases and deaths in the region, participated in multiple webinars hosted by trusted professionals in the healthcare and education industry and collected feedback from the CSD Covid-19 Task Force. Collectively, leaders designed a proposal that increases face- to-face instruction and includes virtual learning to ensure the safety of our students and staff while still maintaining rigorous academic expectations.

As a result, the plan proposed offers three phases. We will use criteria guided by public health officials coupled with a seamless transition for academic offerings to best determine when appropriate to require movement between phases. The team recommended starting the 2020-2021 school year in Phase 1 of our plan with a Full-Time Virtual Learning Plus offering. The team is currently recommending XXXXXXXX .District leaders have been working diligently to outline measures that will focus on the well-being and safety of all students and staff and recognizes that the pandemic response is a fluid situation that may require further modifications as the public health crisis evolves.

Governance

The board of education and superintendent have worked with appropriate stakeholders to focus on the immediate needs to open school but also provide long-term planning in case the District needs to adjust its approach due to COVID-19. The board and administrative staff's action plans are aligned and grounded in the mission and strategic plan goals. Action items have included:

- Revising the 2020-21 school calendar and build in contingencies as necessary
- Developing a plan for more frequent communication between the governing board and the administrative staff, as needed, for collaboration purposes and to keep apprised of current conditions
- Developing a plan for conducting governance board meetings if social distancing is required or there is a stay-put order in effect that complies with the Missouri Open Meetings and Records Act (Sunshine Law)
- Approving an alternative command structure, with recommendations by the superintendent, if the superintendent or other key administrative employees are unable to work.

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*Elements of the plan are subject to change as new information is released. At this time, we are monitoring numbers, working with public health officials and government agencies to determine the best course of action. Thank you for partnering with us as we navigate the continued fluid situation.

A MESSAGE FROM THE SUPERINTENDENT



I first want to say Thank You to every member of the Center community. I know this year has been tough on so many, but I am proud and humbled by the dedication, passion and spirit this community offers. I have been greatly impressed by the students, staff, parents, and community partners who work together to do make our community a wonderful place to be. Being here, working here and living here, I am a proud member of the Center community.

In August, I shared, “This is just the beginning. We will continue our work to support schools and families during this academic year. Our top priorities will remain the health and safety of students and staff and look to directives from our public health officials to guide our focus on ensuring learning continues.” I hope you have seen our efforts to remain flexible and responsive to the on-going challenges that we face as a community.

We understand, schools are the cornerstones of students’ lives. Yet, Coronavirus (COVID-19) mitigation efforts required all school communities to close our physical doors in March of 2020. As educators, we understand the paramount responsibility to serve students and families. Our guiding mission has remained to offer education in a manner that is safe and responsive to the needs of families and our community. We have focused on providing academic support and have pushed our boundaries to provide more flexibility, skills, and creativity to meet the rapidly changing needs.

This year we know our families have managed more than COVID-19. We have watched history unfold through protests, demonstrations, and elections. We have encouraged our Center School District family to continue to uphold meaningful and peaceful ways to stand in unity against racial injustices. We believe every act of racism or discrimination under any circumstance erodes the great strides we have made in our school community. We know it is important to provide students with an environment that is friendly, supportive, and caring.

I have heard from students and families and staff who want to return to their school buildings, however I have also heard from many who are fearful for their safety if we return to in-person instruction. We began the year virtually, and now we are transitioning into Phase Two of our plan for our Pre-K- 5th grade students as well as targeted and identified middle and high school students, allowing for more students to experience in-person learning opportunities. However, it is important that we allow our families to have a choice in selecting between learning at home or learning in schools. That is what we have shared Learning Mode surveys, prior to every potential transition of the Learning Plan.

I also want to recognize the valuable input we have received from stakeholder groups that included parents, students, health, business, and community representatives. So many members of our community have volunteered their time and expertise to help craft framework, alongside our subject-matter experts at the Center School District. Thank you to all who worked together to achieve a plan I believe will support our community. 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. We have continued to strive to meet the delicate balance that best fits our families.

Thank you for the continued support of the Center School District. We greatly value your partnership.



Yolanda Cargile, Ed. D
Center School District Superintendent of Schools

RE-ENTRY PLAN: *PHASE 1, 2 & 3*

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

CENTERED ON LEARNING RE-ENTRY PLAN



PHASE 1 Virtual Phase

Full virtual with supports for diverse learning groups



PHASE 2 Fixed Blended

Parents have the opportunity to choose full virtual



PHASE 3 Traditional Setting

Goal: 100% in-person learning

OUR COMMITMENT

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

- *Ensuring high expectations for all*
- *Assessment Practices and Policies*
- *Services to Special Populations*
- *Access and Use of Instructional Technology*
- *Expanded Learning Opportunities*
- *Other Key Systems and Services*

INSTRUCTION

Instruction

School Schedules and Learning Options

The Center School District began the school year in Phase 1. Virtual Learning Plus allowed the majority of K-12 students to engage in a virtual learning platform taught by Center School District Teachers. The Virtual Learning Plus model included services for special populations. Within our academic planning, face-to-face learning has been offered to identified at-risk and diverse learning groups. We also delayed the start of the school year until Wednesday, August 26, 2020 to provide additional time for staff members to prepare the many modifications needed to offer the in-person learning.

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

We determined that a majority of students K-12 would engage in a virtual learning platform taught by Center School District Teachers. The Virtual Learning Plus phase also included face-to face services for special populations.

Educational goals and learning outcomes were established and aligned with pacing guides. Content was also aligned with the Missouri Learning Standards and included provisions for both intervention and accelerated learning opportunities. Learning progressions aligned to essential standards and supported active learning. Teachers used a variety of activities that included options for in-depth learning through authentic problem solving and experience. Face-to-face virtual instruction opportunities were provided; both synchronous and asynchronous learning occurred. Teachers designed experiences using research-based design principles to improve access to learning for all students. In order to continue to accelerate learning and to close academic gaps throughout the academic year, modifications and adjustments will continue throughout based on data.

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

- Coordinated with the local health department
- Provided distance learning for all students.
- Continued 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.

Within academic planning, the Virtual Learning Plus phase offers in-person support for special populations, including Pre-K students. During Phase 1, Pre-K students have been offered a Fixed Blended learning model, allowing them face-to-face all day learning two days a week. The Fixed Blended model has also been offered to students who attend Center Alternative School, allowing them face-to-face all day learning two days a week. Face-to-face learning sessions have also been offered to identified at-risk and diverse learning groups based on varying criteria listed below.

- 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 has been 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 identified as being chronically absent

The following Data Sources have been 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)

Virtual Learning Plus Schedule

When assessing the face-to-face virtual learning, course offerings have been staggered to accommodate technological services. Periods of learning have been outlined in order to provide time for all teachers to meet virtually and conduct lessons; times are set to alternate/stagger with time for students to engage in assignments so teachers can upload also correspond with the face-to-face learning.

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

At the secondary level, periods have occurred as regularly scheduled for a traditional school day (periods 1-7). Live instructions have occurred in increments and corresponding independent work have been completed opposite of the live instruction opportunities. For example, on Day 1, teachers 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 has allowed for live instruction with periods 2, 4 and 6 while periods 1, 3, 5 and 7 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 a Virtual Plus Elementary Schedule

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

Teachers alternate between live instruction and virtual learning each day. Interactive lessons with the teacher and students are presented through Microsoft Teams during live instruction in small scheduled increments. At times learning occurs with the whole group and at times students are divided into small groups to learn specified skills and concepts. Students are not expected to sit at the computer for a full day.

For example, 9:30- 9:50 whole group reading instruction. Live instruction for Small Group A from 10:00 -10.30 and virtual learning for Small Group B. From 10:30- 11:00 live instruction for Small Group B and virtual learning for Small Group A.

During virtual learning, the teacher provides 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. Virtual learning opportunities are also provided in small increments and may not encompass the full block of learning time.

**times may vary; this is an example of a grade level schedule*

Example of a Virtual Learning Plus Secondary Schedule

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

This is a sample schedule for a secondary student in Phase 1 Virtual Learning Plus.

The Virtual Learning Plus model allows for 80-90 minute periods of learning. Students are broken into two small groups within each class period. On Monday and Wednesday, Group 1 participates in live instruction allowing full teacher support (small group learning, student questions, and teacher assessment, etc.). Group 2 is provided virtual learning 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. Virtual learning opportunities may not encompass the full block of learning time. On Tuesday and Thursday, Group 2 participates in live instruction allowing full teacher support (small group learning, student questions, and teacher assessment, etc.). Group 1 is provided virtual learning 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. Virtual learning opportunities may not encompass the full block of learning time. On Friday, there are shortened periods of learning through Microsoft Teams for periods 1-7 only. Each period will be 30 minutes long.

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

Platforms utilized are programs that students can easily navigate such as Seesaw, Microsoft Teams, Google Classroom. These platforms have been evaluated and support the learning goals and enhance learning experiences.

Virtual Plus Diverse Learners

The Virtual Learning Plus phase includes face-to-face learning options for identified groups of at-risk and diverse learners. In-person learning began on Tuesday, September 8, 2020 for these students. Students eligible for in-person support were contacted by District staff by Wednesday, August 12, 2020 to determine if students chose to participate in the in-person support. Based on student numbers, staffing and placement needs were determined. Members of the Department of Human Resources contacted Center School District staff members on Friday, August 21 to inform individuals of staffing schedules.

In-person learning has been available at Boone Elementary, Red Bridge Elementary, Yellowjacket Early Learning Center, Center Alternative School, Indian Creek Elementary, Center Middle School and Center High School. Transportation has been provided. All students did not participate in in-person support at their routine neighborhood school. For example, students who attend Center Elementary have been asked to report to Boone Elementary. These decisions were dependent upon space and staffing needs. Specific locations for in-person support were provided on August 12, 2020.

Diverse Learning Groups

- 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 identified as being 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)

Times and Locations may vary for Spring of 2021:

English Language Learners

English Language Learners have the opportunity for face-to-face support. ELL students will report to Red Bridge Elementary for a morning session on two identified days from 8:45 a.m. - 12:00 p.m. The District will provide transportation.

Yellowjacket Early Learning Center

Early Childhood learners will have the option to attend in-person learning on an A/B modeled schedule. Students will be selected to attend either on Monday and Wednesdays or Tuesdays and Thursdays schedule from 8:00 a.m.- 3:00 p.m. Building staff will communicate which students are identified in the A group to report to school on Monday and Wednesdays and will also identify the B group students who will have the option of attending school on Tuesdays and Thursdays. Transportation will be provided.

Center Alternative School

Students who attend Center Alternative will have the option to attend in-person learning on an A/B modeled schedule. Students will be selected to attend either on a Monday and Wednesdays or Tuesday and Thursday schedule from 8:00 a.m.- 3:00 p.m. Building staff will communicate which students are identified in the A group to report to buildings Monday and Wednesdays and identify the B group students who will have the option of attending on Tuesdays and Thursdays. Transportation will be provided.

Students with Individualized Educational Programs (IEPs)

During Phase 1 of Center's re-entry plan, onsite instructional opportunities may be available to students participating in our special programs for students with the most significant cognitive and communication disabilities (Futures and CASTLE programs) who are working toward alternate learning standards. A member of the Special Education staff will contact parents/guardians of eligible students to discuss this option.

PEGS

PEGS will have the opportunity for face-to-face support two full days a week. PEGS students will report to Red Bridge from 8:45 a.m. – 12:00 p.m. The District will provide transportation for Center School District students. Students attending from outside the Center School district must provide their own transportation.

Real World Learning - Herndon and Summit Tech Academy

Students enrolled in Herndon and Summit Tech Academy half-day programs will attend in-person school as determined by each institution. Half of their day will be at Herndon or Summit Tech and the other half of the day will be at Center High School working on their distance learning. In order to fully meet our Herndon and Summit Tech Academy students' educational needs, we will enroll them in our Launch virtual platform to supplement the rest of their academic schedule. Due to the scheduling conflicts that would arise when transitioning from Phase 1 to the Phase 2 Fixed Blended A/B schedule, the Launch program will be used as on-line curriculum for these students.

Chronic Absenteeism

Students that did not log into our distance learning platform for 3 consecutive weeks or more during the 2019-2020 COVID-19 school closure will be considered for in-person learning. Students that do not participate or log into our 2020-2021 distance learning platform for 5 consecutive days or more will be considered for in-person school. Students that do not participate or log into our distance learning platform for 5 non-consecutive absences of any kind, parents/guardians will be notified by phone or other electronic communication. Students that do not participate or log into our distance learning platform for 10 non-consecutive absences, parents/guardians will be contacted, and a phone or virtual meeting will be set to develop a distance learning attendance improvement plan where students may be considered for in-person learning. Subsequent meetings will follow if a student continues to be absent from distance learning classes.

As a proactive way of responding to student engagement, staff members will connect with every family a minimum of once a week. This interaction will allow families to communicate successes and challenges associated with academic, class attendance, social-emotional, and community-based needs. In the event, class attendance becomes a challenge members of student services staff will support the development and execution of a plan for success.

Tutoring

Students will be considered by teachers and administration on an as needed basis to attend in-person tutoring sessions. Tutoring considerations will be based on eligibility, learning level, grades and absenteeism. These criteria will be assessed on an ongoing basis throughout the year. Students may be asked to attend tutoring based on the evolving needs and more details will be provided as we get closer to the start of in-person support.

*The district's Multi-Tiered System of Support (MTSS) will be utilized to identify and plan for the needs of all students across multiple areas of instruction including core academic and social emotional needs. Building level teams will communicate with families of students in the development of student specific plans.

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

PreK- 5th grade and Center Alternative students will have the option to transition to Phase 2, allowing a return to school in the Hybrid/Fixed Blended model beginning on Wednesday, February 17, 2021.

- Students 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 lessens 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 aligns to the Missouri Learning Standards.
- Essential standards are taught and assessed across grade levels or departments by Center School District teachers. Lessons both face-to-face and virtually ensure high quality and rigor for all students.
- Students can choose a full virtual option in place of the fixed blended approach. Center teachers provide the virtual learning.

Fixed Blended Option: Students 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. The curriculum is aligned to the Missouri Learning Standards. Essential standards are taught and assessed across grade levels or departments by Center School District teachers. Lessons both face-to-face and virtually ensure high quality and rigor for all students.

• This model lessens transition time in the hallways and provides more learning time for teachers to thoroughly cover content while providing the needed review, as well as the advancement of new learning. This option involves enhanced cleaning protocols, physical distancing, adjustments to how students enter and exit buildings, and changes to transitions between classrooms.

• We will work to keep family groups coordinated, so siblings may attend school on the same days of the week. Attendance, grades, assessments, and daily work will all be monitored. Student attendance will only be taken for in-person school days and will be proportionally applied to the days students receive distance learning. For example, a student that only attended one of the two in-person days, would receive 50% attendance for the week and if a student fully attended both in-person learning days, they would receive 100% attendance for the week. This attendance calculation can vary based on the amount of time a student attends in-person school during the week. *A student must attend both in-person days in order to fulfill the 95% attendance requirement for the A+ Program certification.

- For elementary: Students are broken into two groups. Group 1 participates in face-to-face learning for 2 days and works virtually the other 3 days. Group 2 participates in face-to-face learning on the alternating days for 2 days and works virtually the other 3 days as well. Online learning occurs through Microsoft Teams, Google Classrooms, and other online platforms with all students. On days students are in person, they follow a regular schedule to include all content areas, special classes, and teaching supports with breaks for lunch and some activity time. Additionally, students meet virtually with teachers through Microsoft Teams meetings for shortened blocks of learning on their third virtual day.

- For secondary: Students are broken into two groups. Group 1 participates in face-to-face learning for 2 days and works virtually the other 3 days. Group 2 also participates in face-to-face learning on the alternating days for 2 days and works virtually the other 3 days. Online learning occurs through Microsoft Teams, Google Classrooms, and other online platforms with all students. Face-to-face learning is divided into periods. The first day a group is present, they attend odd periods having extended learning time to provide a quality curriculum with the opportunity to meet individual student needs (approximately 80-90 minute blocks). The next day the group is in the building, they attend even periods as well as an intervention block. Those are structured in the same manner as odd periods. Additionally, students meet virtually with teachers through Microsoft Teams meetings for shortened blocks of learning on their third virtual day.

Example of a Fixed Blended Elementary Schedule

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

**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 attends 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 A Live Instruction Period 1	Group B Live Instruction Period 1	Group A Live Instruction Period 2	Group B Live Instruction Period 2	Live instruction (shortened periods)
Period 2 Algebra II					
Period 3 Lifetime Fitness	Live Instruction Period 3	Live Instruction Period 3	Live Instruction Period 4	Live Instruction Period 4	
Period 4 Biology					
Period 5 Child Development	Live Instruction Period 5	Live Instruction Period 5	Live Instruction Period 6	Live Instruction Period 6	Collaboration
Period 6 Modern World History					
Period 7 Spanish 1	Live Instruction Period 7	Live Instruction Period 7	Live Instruction Period 8	Live Instruction Period 8	District Professional Development
Period 8 Intervention/ Enrichment					
	Teacher Plan	Teacher Plan	Teacher Plan	Teacher Plan	

**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 only. Each period will be 30 minutes long.

Full Virtual Option: This option will allow a student to remain a Center School District student, but “attend” school online each day. The Center School District will base staffing needs on the Parent/Guardian Full Virtual Survey Requests. The Center School District teachers will provide instruction for the Full Virtual learning mode. Participation in the Full Virtual Option requires a semester-long commitment by the parent and student. Students that choose the Full Virtual Option will receive 95% attendance for each course they complete.

- By choosing the Full Virtual Option, families are committing to the following:
- Parents/guardians may request that their child(ren) be considered for participation in the full virtual education program.
- For students with disabilities (IEPs and 504 Plans), consideration will be based on each student’s individual needs.
- Participation in the full virtual program option requires a semester-long commitment by the parent and student.
- Participation in a virtual program option requires reliable internet access. The district will provide a technology device to all district students.
- ****All students will initially be provided the Fixed Blended Option unless the Full Virtual Option is requested. We anticipate having capacity limits on this option. Parents/Guardians have until January 29, 2021 at 5:00 p.m. to request this option.**

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

This is the goal we are all working towards. When public health officials provide information for a safe return and coupled with a seamless transition, we will move to a 100% of Pre K-12th Grade Students and Staff in all District sites.

- 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.

Additional Academic Services Guidance

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 and in conjunction with the end of unit assessment (dates 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. 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.

Support for Students with IEPs

The Center School District Special Education Department is committed to providing free and appropriate public 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. Individualized Education Plans (IEPs) have been amended to include a distance learning plan.

Students with 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 as alternate methods of instruction (i.e. virtual, distance, blended) will be utilized through the phased re-entry process. 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.

Support for 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.

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 & SAFETY MEASURES

Health & Safety Measures

The District has implemented a variety of health and safety measures to create an environment centered on safety and well-being. Teachers have implemented procedures designed to minimize risk and contact within classrooms and throughout buildings including, but not limited to, assigned seating, increased handwashing procedures, social distancing inside and outside of the classroom, regular cleaning protocols, limited sharing of equipment and limited “class trips” to the restroom and other public spaces. Students will receive ongoing education and reinforcement of health hygiene expectations related to masks, social distancing, and handwashing.



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

The District has highlighted five fundamentals to help prevent the spread and transmission of COVID-19 in the Center School District

1. Wear a mask in all common spaces. Masks are the primary protective gear we are promoting in CSD. In unique situations based on the needs of children and staff, there may be the need to wear a protective face shield, but the shield is not considered as the primary protective gear.
2. Social distance when in the presence of others. Be intentional to maintain 6 ft distance or 2 arm’s length from others.
3. Self-Screen on a daily basis. If you are experiencing symptoms, please stay home.
4. Wash your hands frequently.
5. Clean and Sanitize your area.

Mitigating Measures

Screening – All students, staff and visitors are asked to stay home if they are feeling sick or experiencing symptoms related to COVID-19. The following table illustrates the [symptoms of coronavirus](#), though this list is subject to change as new symptoms of COVID-19 are identified.

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

- **At Home Screening** – Daily self-screening should occur before arrival to school for both students and staff. Self-screening involves a general assessment of [symptoms of coronavirus](#), including a temperature check, and a determination of whether there has been exposure to anyone with known or suspected COVID-19 within the last 14 days.
 - **Staff** - If a staff member screens positive, he/she should not report to work, notify their immediate supervisor, consult their healthcare provider, and follow [CDC considerations regarding their return to work](#).
 - **Students** - If a student screens positive, the student should not go to school, and the parent/guardian should notify the designated school contact, consult their healthcare provider, and [follow CDC considerations regarding their return to school](#).

- **Onsite Screening** – Touchless body scanners have been purchased and will be utilized at all sites. Students will line up 6 feet apart to allow students to complete a non-touch infrared temperature scan. If a student has an elevated temperature with the infrared scan, an additional temperature will be taken.

- During Phase 1 of the CENTERed on Learning Re-Entry Plan, CSD schools have implemented a process for daily screening for symptoms of and exposure to COVID-19 for students and staff. Screening involve a general assessment of symptoms, including a temperature check, and a question about whether there has been exposure to anyone with known or suspected COVID-19 within the last 14 days. Due to the lower number of students and staff in the buildings during this phase, we do not anticipate that the screening procedures will force bottlenecks at building entry points, creating unnecessary situations where students and staff cannot maintain adequate physical distance from one another.
- **Visitor Screening** - Visitors to school district buildings will be limited. Meetings with families and teachers will occur remotely (conference call or via Microsoft Teams) whenever possible. If visitors are unable to join a remote meeting or conduct their business without entering the building, screening for COVID-19 symptoms will occur, including a temperature check. Visitors must have an appointment prior to visiting the school and should arrive no more than five minutes prior to their scheduled visit. Visitor movement throughout the building will be limited. To assist with contact tracing, a record of visitors inside the school will be maintained, including areas of the school that were visited and the time the visitor entered and exited the building.

- **COVID-19 Response Protocol**

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, the health department will be used in consultation to 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 and students will be required to wear a face mask or face covering when in shared public spaces throughout Center School District buildings except while eating; drinking; and during active outdoor recess, outdoor physical education activities and indoor physical education while maintaining physical distancing of 6 feet. All students will be required to wear a mask on District buses. These decisions are based on guidance from the Missouri Department of Elementary and Secondary Education, (DESE), as well as published guidance from the American Academy of Pediatrics which indicates that “cloth face coverings can be safely worn by all children 2 years of age and older, including the vast majority of children with underlying health conditions, with rare exception.”

DESE guides, the use of face coverings can provide an additional layer of protection against the spread of infection. Masks are available for each CSD student and staff member.

Students and staff are required to bring a mask to school each day and also clean and disinfect masks at home.

Additionally, staff interacting with children who are unable to wear a mask should consider wearing a face shield



in addition to, but not substituted for, a mask. 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 that 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. Staff will maintain 6 feet distance from students. If closer than 6 feet, staff will use plexi-glass dividers as protection. Desks will be placed 3- 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.

- **Physical Education, Music and Art Classes**

During Phase 1, specials classes will be offered virtually. Physical activity during physical education class will be important for a child's physical, mental and emotional health. At Center School District, students will have the opportunity to engage in these activities with their primary stable groups or cohorts to help reduce the number of contacts. Multiple cohorts or stable groups may have recess at the same time; however, we will work to allow playing in separate areas of the playground or gym facilities. Individual equipment will be cleaned between uses and handrails and other high touch surfaces will be cleaned in accordance with CDC guidelines. Staff will require hand hygiene before and after recess and physical education. At the Center School District, we are considering the risk of transmission during music and band classes and understand risks increase in older grades. We will work in partnership with the Kansas City Health Department for guidance. Our plan includes ensuring students remain in cohorts or stable groups and are appropriately physically distanced. Weather permitting, students may go outside for music classes and may focus more on music theory and music appreciation. Commonly touched surfaces and equipment will be avoided when possible and social distancing beyond six feet may be appropriate in certain cases. During art classes, careful attention will be made to ensure students have access to their own art materials.

- **Class Size and Stable Groups**

All efforts will be made to maintain stable groups or cohorts of students when possible throughout the school day with an emphasis during classrooms, mealtime and recess, though students will not be restricted to one classroom per day. Desired class size will range from 15-16 students, dependent on square footage. In Phase 2, class sizes will be reduced due to the A/B model and will depend on total enrollment numbers in the Fixed Blended Option. Teachers have implemented procedures designed to minimize risk and contact within classrooms and throughout buildings including, but not limited to, assigned seating, assigned student line order for elementary students, increased handwashing procedures, social distancing, regular cleaning protocols, limited sharing of equipment, limited "class trips" to the restroom as well as other efforts.

- **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 is occurring. Custodial staff are significantly increasing the wiping down and disinfecting of public spaces and high-touch surfaces across our buildings throughout the school day. Staff can 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 is conducting a thorough cleaning of spaces, again disinfecting high-touch surfaces like sinks, drinking fountains, door handles, tables, and desks. Quality control measures will be implemented district wide.



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>

- **In-School Cafeteria Procedures and Meal Service operations will adjust for Phase 1 and then Phase 2 and 3**
To avoid situations in which students cannot appropriately socially distance themselves, mealtime procedures are being adjusted in each of our schools. There will be no talking during mealtime to avoid transmission of fluids while masks are removed. Building principals will share building-specific information closer to the start of school. The District is committed to providing meals five days a week and is currently developing a logistics plan. Information will be available before the start of school.
- **Busing and Transportation**
All students and staff on school buses will be required to wear a mask. Ensuring students remain physically distanced on school buses will be a priority. To the degree possible, all students will be required to sit one to a seat. We will encourage siblings to sit together. Seating charts on buses will be mandatory. Hand sanitizer will also be available on all buses. Additionally, we are working closely with our contracted transportation provider, Student Transportation of America, STA, to ensure all buses are thoroughly cleaned and disinfected daily.

SOCIAL-EMOTIONAL SUPPORT

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 have been 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 & COMMUNITY *ENGAGEMENT*

Family and Community Engagement

The Center School District continues to offer ways for families and parents to stay connected to our school communities. 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 have been and will continue to be provided.

Resource guide and tips as parents provide academic oversight of school age children during this pandemic has also been offered. We want our families to know they have support from the school community. We expect 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 have limited building visitors and developed plans to allow for our Center Friends and other community partners methods to continue to work with our students. Supports 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

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.



- **Technology Access**

Due to the need for all students to engage in remote or online learning, the District will provide devices for all K- 12 students. Additionally, the District is exploring options for securing Wi-Fi hotspots for some students to ensure they have the tools they need to learn remotely. If you would like to learn more about reliable access for your student, please call (816) 349-3357.

- **Technology Support**

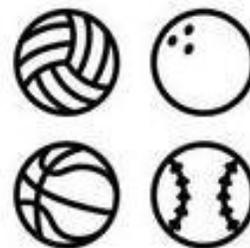
Technology support will be offered through both an online ticket option or a call in option. To submit a ticket, students or families will go to <https://v.gd/CSDsupport> and fill out all needed fields. To call in for remote support, they may call (816) 349-3304 to speak with a district Desktop Technician. These calls will be answered between 8:00 a.m. and 5:00 p.m. Monday through Friday as well as between 5:00 p.m.– 9:00 p.m. Monday and Thursday evenings.

- **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. It will be the responsibility of the parents to decide if they

wish to have their children participate. Activities, practices, and schedules will be modified to allow for social distancing and can maintain proper hygiene. Students who are not attending an in-person learning day, may still participate in practices and games. Coaches will be able to provide families with more information before school starts.

- For spectators at games, the Center School District will follow the current city, county and health capacity regulations. We will require attendees to wear masks and social distance. These decisions are also subject to change during the season depending on the status of COVID-19 in our state and region. Decisions to restrict or shorten seasons will depend largely on decisions made by the [Missouri State High School Activities Association](https://www.mshsaa.org/resources/PDF/2020-2021_MSHSAA_Guidelines-Recommendations_for_Opening_Sports_and_Activities.pdf) (MSHSAA) and the Missouri River Valley Conference, (MRVC). MSHSAA's Sports Medicine Advisory Committee and Covid-19 Task Force released Guidance and Recommendations for opening sports and activities this school year: If you click on the following link, [https://www.mshsaa.org/resources/PDF/2020-2021_MSHSAA Guidelines-Recommendations for Opening Sports and Activities.pdf](https://www.mshsaa.org/resources/PDF/2020-2021_MSHSAA_Guidelines-Recommendations_for_Opening_Sports_and_Activities.pdf)



- **Before and After School Services**

We are working with LINC and Y-Care to continue before and after school services during Phase 2 and Phase 3 of the Re-entry plan. Through YMCA we are offering child-care service during Phase 1. Details will be communicated as plans are finalized.

- **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 hiring 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.

ACCOUNTABILITY FOR *ALL*

Accountability for All

Clear staff and student's expectations will be in place for academic success: (continuing to establish guidelines, procedures and expectations) 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.

- Staff should expect to work the regular number of work hours each day
- 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 for the following week of instruction.
- Assignments for students 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 are encouraged when appropriate during learning time to enhance student engagement.
- Staff may be required to offer in-person support on-site at CSD facilities.
- Staff will not be required to replicate a traditional setting learning day; rather, focus on high priority learning goals.
- Staff will provide timely feedback to questions and issues presented by students/families
- Staff will develop, teach and follow a set of expectations for student participation in virtual learning.
- Teachers will create and implement classroom disciplinary plans and expectations
- Appropriate staff will participate in scheduled collaborative meetings with colleagues (Leadership meetings, faculty meetings, grade-level or content collaborative teams)
- Staff must have cameras on to help engage students in learning
- Staff will participate in professional development opportunities
- Staff will communicate regularly with parents regarding progress and other educational concerns
- Staff will complete IEP requirements and participate in all necessary special education meetings
- Staff will fulfill duties associated with extra-duty responsibilities such as PBIS, Department Chair, etc.



Parents and Guardians Tools for Success

Parents and Guardians, your support during this time will be vital as we work to provide the high-quality education for which you are accustomed.

- Attend one virtual learning meeting with student during Phase 1.
- Participate in technology training/tutorials as a way of helping to support your child(ren)'s technology needs.
- Stay connected to district and school happenings by reading emails, monitoring the parent portal and checking the website for updates regularly.
- Monitor time spent on virtual learning to ensure student completes daily assignments, student progresses to complete courses, and student attends all live instructional sessions and class meetings.
- Assist student in setting up a daily home schoolwork schedule.
- Help student identify a quiet, well lit work space (desk or table) for virtual learning.
- Maintain communication between your child and the teacher(s) through email.
- Help your student take ownership of his/her learning. The goal is for students to be as self-directed as possible (as appropriate according to age and developmental level of the student).
- Take care of yourself and your family!



Student Expectations and Tools for Success

- Attend one virtual learning meeting with parent during Phase 1.
- Keep computer cameras on when able or appropriate during class learning time. The mic is off until time to speak; raise emoji hand before asking a question.
- Use the district issued device for teacher directed learning purposes only.
- Establish an at-home learning environment that is quiet, well lit, and is at a table or desk. Ensure an appropriate dress code is being followed, even while learning at home.
- Treat all online classmates with respect and kindness.
- Contact administration and your teacher immediately in the event that you are unable to log into the course.
- Log on to Google Classroom/Seesaw daily to review messages from the teacher(s) and view assignments.
- Dedicate time each day for virtual learning. Join and participate in online live classroom instruction daily to include completing assignments, virtual class meetings, watching instructional videos and scheduled times from the teacher. Follow your designated schedule.
- Participate in virtual learning activities by responding to questions, asking questions, providing input and working with groups
- Complete and submit assignments to fulfill course requirements and/or earn credit for classes.
- Submit all assignments by the due date. Work with your teacher and staff if you can not meet deadlines. We are committed to providing multiple opportunities for students to demonstrate growth and mastery of content.
- Engage in consistent two-way communication with teacher(s). Comment through Google Classroom or Microsoft Teams or email their Center account if you have questions.
- Follow classroom expectations set for online learning - attendance, grading, participation, submission of work.
- Follow class and district expectations that outline how to be a good digital citizen.
- Take care of yourself and your family!

Building Principal Leadership Expectations, Responsibilities and Tools for Success

- Monitors the development, implementation and evaluation of virtual learning instruction and onsite instruction with diverse learning groups, including the use of technology and virtual teaching methodology.
- Monitors and implements policies, procedures and guidelines for both virtual learning and onsite learning with diverse learning groups.
- Develops and delivers virtual professional development to faculty and staff in the use of instructional technologies and educational best practices to support teaching and learning, and instructional resources.
- Maintains a visible presence for teachers and students through daily check-ins and walkthroughs to make sure teaching and learning is taking place in both virtual and onsite learning platforms.
- Works with teachers to ensure quality of instruction and adherence to policies and procedures.
- Monitors enrollment and re-enrollment processes, student progress, pacing, and completion rates, ensuring that learning targets are met.
- Review teacher-student communication logs from the student management system.
- Communicate with parents about student engagement, commitment and attendance.
- Establish PLC protocol for monitoring student data during virtual learning.
 - Meet virtually with grade levels/content areas weekly
- Ensure all teachers have technology platforms established and have shared their class code with you.
- Create a Team and establish protocols for meetings.
- Meet virtually with new teachers weekly.
- Meet virtually with individual teachers who need assistance or who have questions.
- Respond to emails and phone calls from staff and parents within 24 hours, to the extent possible.
- Provide an update to direct supervisor at the end of each week.
- Take care of yourself and your family!

Teacher Expectations, Responsibilities and Tools for Success

- Follow the established course start and end times. Log onto Microsoft Teams 10 minutes prior to the start of class.
- Contact administration immediately in the event that you are unable to log into the course.
- Daily lessons for virtual learning will be posted no later than 8:30 a.m. each day. Assignments/activities should be reasonable and not exceed 15-20 minutes for elementary; 30-40 minutes for secondary.
- Follow consistent guidelines for managing your virtual class/course. Guidelines identify tasks that should be performed on a daily, weekly, or semester basis.
- Utilize best practice, including specific virtual tools and strategies, to actively engage students during virtual instruction.
- Cameras must be on during learning time to enhance student engagement.
- Monitor assignment submissions and communication with students and parents to remind them of missed and/or upcoming deadlines.
- Provide timely and meaningful feedback on student work using clear and concise language.
- Communicate to your students in advance when you will grade and return all assignments and exams.
- Record grades in i-campus on a timely basis.
- Record attendance for each live instruction class.
- Respond to emails within 24 hours, to the extent possible.

- Establish and communicate office hours. Be available during the virtual learning work time to engage with students and provide instruction, answer questions from students and parents, create additional activities/lessons as needed, create/upload instructional videos, etc.
- Be available to provide additional support upon student-directed requests.
- Utilize PBIS structures to virtually manage and respond to student behavior (e.g., teach expected behavior, provide positive specific praise, discourage inappropriate behavior, and actively work to build a relationship).
- Check-in weekly with Principals.
- Attend virtual meetings as designated by the district/principal.
- Collaborate weekly with your grade level/content area team.
- Have lesson plans completed by Friday the week prior to teaching.
- Participate in any annual IEPs that come due during the time school is closed.
- Contact the parent (in conjunction with the student) if absent from learning on any given day. Call the parent when a student has had three absences. Report to the principal when a student exceeds 3 absences.
- Call the parent when the student's grade falls below a D. Ensure documentation in PLP.
- Refer to your building's "Grading Guideline Protocol"
- Take care of yourself and your family!

Special Education Teachers and Therapy Providers Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, as well as the relevant Teacher Expectations, Responsibilities and Tools for Success noted above, special education teachers and therapy providers within the CSD system will be expected to do the following:

- Adhere to all CSD [Case Manager Responsibilities](#)
- Maintain regular communication with parents regarding schedules, student progress, and instructional supports
- Maintain regular communication with IEP team members (general education teachers, other special education staff, administrators, etc.) regarding schedules, student progress and instructional support needs
- Collaborate with general education teachers to ensure appropriate accommodations/modifications for students
- Attend all schedule Special Education Teams meetings/trainings and maintain regular communication with your Process Coordinator
- Participate in "Form G: Distance Learning Plan" training and complete IEP Amendments for assigned students to reflect distance learning needs associated with each re-entry phase
- Participate in all required professional development opportunities to assist with instructional planning, social-emotional supports, and instructional technology
- Follow guidance for return from school closure related to data collection and progress monitoring to ensure educational teams have the necessary information to make data-based decisions regarding special education services in light of COVID-19 school closures
- Ensure the provision of specially designed instruction for each assigned student with an IEP
- Document all parent contacts in the Infinite Campus PLP Contact Logs
- Take care of yourself and your family!

Teaching and Learning Coach Expectations, Responsibilities and Tools for Success

Create a Google Classroom of building teachers

- Professional Development pushout
- Meet virtually with grade-levels weekly
- Meet virtually with new teachers twice weekly (minimum)

- Meet virtually with individual teachers who need assistance or who have questions
- Create a Coaching Hub or “Virtual Office”
 - Place where teachers can contact you/Google calendar appointments
 - Central location for all resources and tutorial videos
 - Lesson Plan template
- Data Report
 - Common Formative Assessments
 - Identifying strengths (why and how)
 - Identifying areas of growth (why and how)
 - AIMSweb Plus
 - Progress Monitoring
 - Checks for Understanding
 - Small Groups/Intervention
 - Completion rate of student assignments (by grade level/classroom)
- Check-in weekly with Principals
- Attend virtual meetings as designated by the district/principal
- Check-in biweekly with Supervisor
- Monitor teacher lesson planning
- Take care of yourself and your family!

Counselor Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, counselors within the CSD system will be expected to do the following:

- Coordinate with other staff members (social workers, behavior interventionist, administrative assistants, clerks) to at a minimum connect weekly with all families of students attending the school site. All contact and attempts at contact should be logged in PLP and documented on family check in form. Referrals will be made to other individuals (e.g., social worker for food insecurity needs) as needed based on weekly check in.
- Continue to conduct small group and individual counseling sessions for general education, special education, and students with a 504 plan.
- Respond to referrals for support from parents/community members/staff members.
- Work with classroom teachers to provide regularly scheduled counseling sessions.
- Work collaboratively with support staff members (art, music, and PE) to provide mental health wellness.
- Intentionally focus on cyber-bullying and sharing the process for reporting suspected bullying.
- Monitor class completion and completing requirements related to being on track for graduation, including providing regular (a minimum of quarterly) updates to administration. Regularly check in with students at-risk for course completion or graduation.
- Other duties as assigned by building administration.
- Take care of yourself and your family!

Social Worker Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, social workers within the CSD system will be expected to do the following:

- Coordinate with other staff members (counselor, behavior interventionist, administrative assistants, clerks) to at a minimum connect weekly with all families of students attending the school site. Social workers will serve as the second layer of support when others are not able to make contact with the family. They will also be the

primary contact for our most vulnerable families (e.g., homeless families). Coordination across buildings will be needed when determining next steps for families with students in multiple buildings.

- Continue to conduct small group and individual counseling sessions for general education, special education, and students with a 504 plan.
- Respond to referrals for support from parents/community members/staff members.
- Serve as the primary contact for families seeking out community resources.
- Support students/families identified as homeless, according to McKinney Vento legislation.
- Intentional focus on signs of suicide (SOS) with a coordinated response to concerns tied to self-harm (e.g., parent contact, self-harm process).
- Take care of yourself and your family!

Behavior Interventionist/In School Suspension Teacher Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, behavior interventionist within the CSD system will be expected to do the following:

- Coordinate with other staff members (counselors, social workers, administrative assistants, clerks) to at a minimum connect weekly with all families in attendance. All contact and attempts at contact should be logged in PLP and documented on family check in form. Referrals will be made to other individuals (e.g., social worker for food insecurity needs) as needed based on weekly check in.
- Continue to conduct small group and individual behavior sessions for general education.
- Work with classroom teachers to provide instruction focused on social-emotional learning curriculum.
- Work with classroom teachers to offer virtual class meetings.
- Support teachers in teaching virtual PBIS expectations.
- Virtually support student's behavior utilizing a "virtual" recovery room setting.
- Other duties as assigned by building administration.
- Take care of yourself and your family!

District PBIS Tier 1 Mentor/Coach Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, PBIS Tier 1 Mentor/Coach within the CSD system will be expected to do the following:

- Support Tier 1 PBIS Leads (PreK-12) in guiding school based teams in making necessary revisions to the school-based plans.
- Provide training and support to Behavior Interventionist/In School Suspension Teachers in teaching the social-emotional curriculum k-12
- Work closely with secondary PBIS teams in the virtual implementation of PBIS
- Meet a minimum of quarterly with PreK-12 Tier 1 PBIS Leads to provide support/training
- Meet one-on-one with Pre-K-5 Tier 1 PBIS leads as needed or requested to support the virtual implementation of PBIS.
- Other duties as assigned by building administrators/Director of Family and Student Services.
- Take care of yourself and your family!

Paraprofessional Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, paraprofessionals within the CSD system will be expected to do the following:

- Stay connected to district and school happenings by reading emails and checking the district website for updates regularly
- Monitor health and stay home if any COVID-19 symptoms are suspected

- Notify your building principal immediately if you are experiencing COVID-19 symptoms, if have been exposed to COVID-19 by a close contact, and if you have tested positive for COVID-19
- Work with your assigned supervising special education teacher(s) to support the development and deployment of learning activities for students, whether in-person or via online learning platforms (e.g., Microsoft Teams)
- Assist special education teachers with instructional planning and case management responsibilities, such as preparation of materials, data collection/progress monitoring, grading, record keeping, etc.
- Participate in whole group, small group, and/or individual student live instruction sessions via Microsoft Teams
- Review students' IEPs to apply appropriate accommodations and/or modifications to the instruction
- Under the guidance of the special education teacher, assist general education teachers with accommodating/modifying lessons/activities for students on caseload
- Participate in professional development opportunities offered by the district, the special education department, and your building
- Remember that building and/or classroom work assignments may change based on student need
- Other duties as assigned by building or district administrators
- Take care of yourself and your family!

Nurses Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, nurses within the CSD system will be expected to do the following:

- Stay connected to district and school happenings by reading emails and checking the district website for updates regularly
- Monitor health and stay home if any COVID-19 symptoms are suspected
- Notify your building principal immediately if you are experiencing COVID-19 symptoms, if you have been exposed to COVID-19 by a close contact, and if you have tested positive for COVID-19
- Provide training and guidance to building staff regarding health and safety, via Microsoft Teams
- Assist with the training and implementation of student and staff COVID screenings when present in buildings
- Adhere to the district's COVID Response Protocol and Chain of Communication in the event that a student or staff member experiences possible COVID-19 symptoms, is exposed to COVID-19, or has a confirmed case of COVID-19
- Always maintain student and staff confidentiality
- Participate in virtual meetings via Microsoft Teams, as requested
- Request prior approval from direct supervisor before scheduling/facilitating any in-person meetings/trainings
- Participate in professional development opportunities offered by the district, the nursing department, and your building, as requested
- Other duties as assigned by building or district administrators
- Take care of yourself and your family!

Special Education Coordinator Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, special education coordinators within the CSD system will be expected to do the following:

- Stay connected to district and school happenings by reading emails and checking the district website for updates regularly
- Monitor health and stay home if any COVID-19 symptoms are suspected
- Notify your direct supervisor immediately if you are experiencing COVID-19 symptoms, if have been exposed to COVID-19 by a close contact, and if you have tested positive for COVID-19

- Provide training and guidance to staff regarding special education compliance, service delivery, accommodations/modifications, etc.
- Coordinate the process in assigned buildings to review/revise and amend students' IEPs to add distance learning plans
- Coordinate the process in assigned buildings to ensure data collection and progress monitoring for each students' IEP goals to assist educational teams in making program-planning decisions (e.g., whether any changes to the IEP goals, services, service delivery, accommodations/modifications, etc.)
- Always maintain student and staff confidentiality
- Participate in and lead virtual meetings via Microsoft Teams
- Request prior approval from direct supervisor before scheduling/facilitating any in-person meetings/trainings
- Participate in and lead professional development opportunities offered by the district, the special education department, and your building(s), as requested
- Other duties as assigned by the Director of Special Services
- Take care of yourself and your family!

School Psychologists Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, school psychologists within the CSD system will be expected to do the following:

- Stay connected to district and school happenings by reading emails and checking the district website for updates regularly
- Monitor health and stay home if any COVID-19 symptoms are suspected
- Notify your direct supervisor immediately if you are experiencing COVID-19 symptoms, if have been exposed to COVID-19 by a close contact, and if you have tested positive for COVID-19
- Provide training and guidance to staff regarding special education referrals, evaluations, eligibility, etc.
- Facilitate special education referral and evaluation procedures within assigned buildings
- Assist educational teams in making program-planning decisions based on progress monitoring data (e.g., whether any changes to the IEP goals, services, service delivery, accommodations/modifications, etc.) Always maintain student and staff confidentiality
- Participate in and lead virtual meetings via Microsoft Teams
- Request prior approval from direct supervisor before scheduling/facilitating any in-person meetings/trainings
- Participate in and lead professional development opportunities offered by the district, the special education department, and your building(s), as requested
- Other duties as assigned by the Director of Special Services
- Take care of yourself and your family!

Librarians and Library Clerk Expectations, Responsibilities and Tools for Success

Taking regularly assigned duties into consideration, librarians and clerks within the CSD system will be expected to do the following:

- Coordinate with other staff members (counselor, behavior interventionist, administrative assistants, clerks) to connect weekly with several families of students attending the school site. All contact and attempts at contact should be logged in PLP and documented on a family check form. Referrals will be made to other individuals (e.g., social worker, counselor, tech) as needed based on the check in.
- Attend instructional classes and present or offer support during technology tutorials and introductions to classes.
- Support teachers and students through small group instruction and individual learning sessions,

- Plan and schedule virtual library lessons with virtual read alouds, book reviews, ebook tutorials, MCPL help
- Maintain office hours for the purpose of supporting students and staff with instructional technology support, how to navigate platforms, submit assignments, and just in general clarify student/learning technology needs and issues.
- Respond to referrals for media support from teachers and staff members.
- Continue to spread the use of ebooks through our Mid-Continent Public Library partnership.
- Be present during the “First 10 Days” of instruction; organize and assist with Digital Citizenship lessons and support at all levels.
- Take care of yourself and your family!

Facilities, Maintenance and Custodial Staff Expectations and Tools for Success

- Director of Facilities will train maintenance and custodial staff on how to clean and disinfect all commonly touched surfaces.
- All custodians and maintenance staff will go through training in how to properly disinfect all areas of a school.
- The maintenance staff will assist the custodial staff with disinfecting and cleaning each day in each building.
- 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.
- Inspect HVAC systems regularly
- Change filter regularly and ensure condensate pans are draining
- Clean air supply diffusers, return registers and outside air intakes
- Keep unit ventilators clear of books, paper and other items
- Conduct routine moisture inspections by ensuring indoor humidity levels are between 30% and 60% and address moisture problems promptly
- Inspect and monitor for pests weekly and use spot treatments and baits
- Mark outdoor and indoor areas treated with pesticides
- Clean and remove dust with damp cloth
- Vacuum using high efficiency filters
- Inventory quantities will be regularly tracked and documented to properly supply each building.
- The Facilities Department will support special events to ensure adequate cleaning materials and supplies are provided.
- Conduct regular HVAC maintenance and tune-ups
- Maintenance employees will conduct post constructions commissioning for HVAC systems daily
- The Facilities Department will follow CDC guidelines and protocols when purchasing supplies for the District.
- The Director of Facilities will conduct building walk-throughs to ensure processes and procedures have been followed.
- Take care of yourself and your family!

Center School District Staff and Student COVID-19 Expectations:

Masks or Face Covering Expectations: As communicated on page 22 and 23 of this document:

Staff and students will be required to wear a face 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.

- Masks or face coverings are required in Center School District buildings while in shared public spaces.
- You must wear a mask or face covering upon entering CSD buildings

- Cover your mouth and nose with the mask or face covering
- Because CSD has a limited supply of masks, you are expected to wash and wear mask or face coverings before entering the building.
- CSD will provide masks or face coverings for all employees and students prior to the start of school.
- Face coverings are not required while alone in a private office or space
- Masks or face coverings are required at all times when walking in halls, break rooms, conference rooms, restrooms, etc., because of the risk of mingling with others while walking to/from these areas.
- Face coverings is not a substitute for social distancing
- **Exceptions to the face covering requirement are also communicated on page 22 and 23 of this plan.**

Social Distancing Physical Distancing and Expectations: As communicated on page 23 of this document:

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.

- Stay at least 6 feet (about 2 arms' length) from other people
- Remember that some people without symptoms may be able to spread virus
- Keeping distance from others is especially important for people who are at higher risk of getting sick

Self- Screening Questions to Monitor Your Health Expectations: As communicated on page 21 and 22 of this document:

- Be alert for symptoms. Have you had a fever, cough, shortness of breath, or other COVID-19 symptoms <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- **If you have a temperature above 100.4° F, stay home**
- Students and staff must be fever free without fever-reducing medication for at least 72 hours before they are allowed to re-enter our building.
- Ask yourself: Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
- Follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html) if symptoms develop. : <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

Hand Hygiene Expectations: As communicated on page 23 of this document:

- [Wash your hands often with soap and water](#) for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Next Steps

- The CSD Planning Team will continue to develop the CENTERed on Learning: Re-entry Plan logistics and implementation considerations
- District staff will work to identify students eligible for the Virtual Plus diverse learning group in-person supports and notify parents by Wednesday, August 12, 2020 to determine if your student plans to participate in the in-person support. Parents and guardians will have until 5:00 p.m. on Wednesday, August 19 to decide if the student will enroll in the in-person support. Based on student numbers, staffing and placement needs will be determined. Members of the Department of Human Resources will contact Center School District staff members before Friday, August 21 to inform individuals of staffing schedules.
- District staff will use participation numbers to determine in-person staffing and placement needs.
- District-level administrators will ensure proper and adequate communication with all stakeholder groups regarding the CENTERed On Learning: ReEntry Plan document through multiple communication methods.
- District and building leaders will collaboratively plan professional development for staff to ensure the successful implementation of the CENTERed On Learning: Re-entry Plan.
- Building leaders will 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.
- Plans will continue to be finalized as the District explores partnerships to offer child-care service during Phase 1

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Thank you for your support

We want to thank you for your survey feedback and input. Your responses helped guide our planning in the age of COVID-19. While current federal and state guidance may continue to evolve, we are thankful our community has worked with us to explore options and contingencies as well as engage in-depth planning conversations. Thank you again for taking the time to provide your valuable input and partnering with the Center School District as we navigate the current climate.

Thank you,

Center School District Leadership



CENTERED ON LEARNING

