



**Jasper R-V School District
COVID-19 Plan of Action 2020-21
Revised 7-23-2020**

Overview: The Jasper R-V School District takes the health and well being of all students and staff members seriously. We have taken steps to help insure health and safety as we prepare for the reopening of school in the fall of 2020 in a face to face, virtual or some hybrid combination of all learning platforms. The guidelines and expectations provided below are meant to help answer questions and provide information, especially if it is necessary to engage in virtual learning. This document will be updated regularly based on real time information provided by state and local officials. Updates to regular school operating procedures will be determined by the administrative team and then communicated by appropriate administrators to staff, students and parents. If it becomes necessary to partially or fully quarantine classrooms, buildings or the district, that situation could trigger the need for virtual school. That decision will be communicated by the superintendent of schools to staff, parents and students.

School Roles and Responsibilities

Central Office

- Approve and distribute the COVID-19 plan
- Support faculty, students and families in a shift to a potential distance learning environment
- Support staff as they work to implement the COVID-19 plan and resultant changes to instructional delivery
- Review, coordinate and share resources in support of student and teacher wellness
- Maintain communication with local health departments and coordinate communication efforts
- Communicate with media and other agencies to receive and disseminate timely information
- Ensure compliance with all FERPA and HIPAA regulations

Technology Department

- Monitor and support student/family/staff needs for devices and internet access
- Support student/family/staff in shifting to an online learning environment
- Facilitate technology support

	<ul style="list-style-type: none"> ● Assist with alternative phone arrangements if necessary (forwarding, etc.) ● Provide written/video support to assist faculty with district identified resources
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<p>Principals</p>	<ul style="list-style-type: none"> ● Support staff, students and families in shifting to an online learning environment ● Facilitate and monitor regular communication among staff, students and families ● Monitor teachers’ advertised online “office hours” when they are available for student support and supplemental instruction ● Help educators implement alternative education and support plans ● Facilitate official communication between the building and parents/students ● Facilitate communication regarding changes in building level procedures as necessitated to maintain a healthy school environment (change in before school gathering locations, need for lunch in classrooms, etc.)
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<p>SPED Director (See SPED AMI compliance plan for full details)</p>	<ul style="list-style-type: none"> ● Assist District administration in training regarding health/safety measures ● Monitor special education compliance ● Support faculty and students/families shifting to distance learning environments ● Monitor communication between teachers and students/families ● Monitor provision of services/instruction to students ● Support staff in implementation of Virtual Learning/AMI plan ● Collaborate with BJD Coop staff ● Review, coordinate and share learning resources for students, teachers and staff ● Provide planning and design assistance to teachers, collaborating online with appropriate technology ● Collaborate with colleagues to share ideas, reflect on best practices and actively support others ● Review, coordinate and share resources in support of student and teacher wellness ● Facilitate official communication between SPED staff and parents/students
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<p>Core Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with members of the team/department to design distance learning experiences for students
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	<ul style="list-style-type: none"> ● Fully utilize district curriculum and resources to communicate and deliver content ● Communicate with parents the online resources students will be utilizing and how to access ● Provide printable materials for those students without technology access ● Communicate with students to provide timely (minimum of twice a week) feedback on assigned work using a variety of methods to insure effective delivery ● Communicate with parents weekly on student progress ● Monitor, document and share (as needed) other communication with students ● Send weekly plans to students and parents as a means to organize workload ● Set times for being online daily to provide support and/or instructional delivery to students ● When in session, ensure that students maintain a seating chart, social distance as much as possible and refrain from touching each other ● Students should not be allowed to face each other but should be facing forward when at all possible ● Ensure students practice good hand hygiene when entering and leaving classrooms ● Follow all procedures outlined by building and district administrators
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<p>Special Education, Speech teachers, other intervention-ists</p>	<ul style="list-style-type: none"> ● Support staff in implementation of Virtual Learning/AMI plan ● Communicate regularly with subject or classroom teachers for those students on your caseload ● Communicate regularly with students/parents on your caseload ● Provide and document supplementary learning activities for students on your caseload that are related to individualized IEP goals ● Document time spent supporting students
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<p>K-6 Specials</p>	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of family resources ● Provide printable materials for those students without technology access ● Communicate with students to provide timely (minimum of twice a week) feedback on assigned work using a variety of methods to insure delivery ● Communicate with parents weekly on student progress
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	<ul style="list-style-type: none"> ● Monitor, document and share (as needed) communication with students ● Send weekly plans to students and parents as a means to organize workload ● Set times for being online daily to provide support and/or instructional delivery to students
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<p>Library Media Specialists</p>	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high quality distance learning experiences ● Ensure copyright laws are being appropriately followed ● Regularly check in with subject and classroom teachers to identify ways to support their distance learning experiences ● Be available for teachers and students as needed for support and coordinate with technology department for identified technology issues ● Use district curricula and resources to design and deliver instructions to students
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<p>Counselors</p>	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while away from school ● Schedule wellness checks with identified high needs students/families with other agencies and health care providers ● Document and report findings; provide follow up as needed ● Work on student schedules for the next year ● Provide ongoing support for student college and career readiness ● Use available resources to provide counseling lessons as appropriate
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<p>Early Childhood (PAT)</p>	<ul style="list-style-type: none"> ● Work with the general education team to create age appropriate learning activities in each of the following categories: literacy/language; science/math; social/emotional; and music/movement (motor) ● Communicate regularly with families; document visits ● Provide families with learning ideas/supports on a twice a
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	<p>week basis</p> <ul style="list-style-type: none"> ● Identify and document family needs; respond as appropriate
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<p>Nurse</p>	<ul style="list-style-type: none"> ● Regularly communicate with high needs families to check on medication, etc ● Respond to parents as necessary if they contact the nurse; document all communication ● Initiate contact with administration if a family needs additional support ● Maintain student health records, including enrollment verification
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<p>Secretaries</p>	<ul style="list-style-type: none"> ● Work with principals on building/district needs ● Aide in communication ● Funnel outside communication to the appropriate office/personnel; document communication ● Maintain purchase/budget responsibilities ● Maintain school/department/student records ● Provide support to school/department/administrators
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<p>Paras/Aides</p>	<ul style="list-style-type: none"> ● Support the work of the classroom teacher to provide ongoing instruction ● Work with principals on identified needs
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<p>Maintenance; Custodial Staff</p>	<ul style="list-style-type: none"> ● Conduct building walkthroughs, noting areas that need attention ● Work on projects that are best done when students are not in attendance ● Continue with deep cleaning, building upkeep ● Assist counseling, maintenance/custodial, food service and transportation staff as needed ● Communicate regularly with supervisors ● Help protect district assets ● Serve as a team member for information exchange with outside agencies ● Utilize best practices in promoting building level
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	<p>cleanliness and staff/student hygiene</p> <ul style="list-style-type: none"> • Follow the directions provided by district or company supervisors
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Bus Drivers	<ul style="list-style-type: none"> • Work with transportation director to fulfill ongoing transportation needs • Deliver meals, instructional learning activities as needed to rural families • Help with the ongoing cleaning and sanitation of buses • Help with routine bus maintenance as needed • Ensure students are in assigned seats and within family units • Seat students back to front on the bus to help minimize exposure
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For questions about...	Go to or contact
Technology support	Technology Dept: 417-394-2511, ext 020
Digital learning resources	Library Media Center: 417-394-2511 ext 012
Special education or interventions	SPED Director: 417-394-2511, ext 014
Concerns about food insecurities	HS/Elem Counselor: 417-394-2511, exts 005, 009
Concerns about students' social-emotional wellness	HS/Elem Counselor: 417-394-2511, exts 005, 009
Curriculum and/or instructional issues	Classroom teacher/Building principal 417-394-2301 or 417-394-2511
A course, assignment or resource	Classroom teacher: 417-394-2301 Elem or 417-394-2511 HS
District level COVID-19 plan and/or district level practices and procedures	District Superintendent: 417-394-2465

<p>Suggested Student Practices for Success</p> <ul style="list-style-type: none"> • Establish daily routines for engaging in the learning experiences provided • Identify a space in your home where you can work effectively and successfully • When participating in online learning experiences, sit with a wall behind you; dress appropriately • Regularly monitor online instructional platforms, emails and CrisisGo for

messages related to school

- Communicate proactively with your teachers
- Comply with the Jasper R-V acceptable use policy regarding technology usage
- Adhere to deadlines, due dates as established by teachers
- Turn in completed assignments via the format established by your teacher

Suggest Parental Practices for Success

- Establish routines and expectations for your child
- Define a physical space for your child to work
- Monitor communication with your child's teacher(s)
- Begin and end the day with an education check up/progress report
- Keep your child social but set rules for social media interactions
- Monitor how much time your child spends online
- Establish times for quiet as well as for physical activity
- Be mindful of stress and worry levels; report as needed if additional help is required
- Take an active role in your child's learning
- Communicate proactively with your child's teacher(s)

General Guidelines for Maintaining Staff/Student Health and Safety

Jasper R-V will establish a staff training schedule for increased personal hygiene in classrooms and among staff/students including documentation forms necessary for teachers' use.

The Jasper R-V district will:

- Establish social distancing protocols for various activities throughout the day
- Reinforce with students and staff to avoid touching eyes, nose, or mouth
- Ensure hand washing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing one's nose, coughing, or sneezing
- Ensure adequate supplies (e.g. soap, paper towels, hand sanitizer, tissues) to support good hygiene practices
- Routinely clean and disinfect surfaces and objects that are frequently touched
This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Clean with the cleaners provided by the district
- Discontinuing allowing non-essential visitors to school
- Maintain adequate records for contact tracing purposes
- Use staff health screening document
- Encourage parents and students to use student health screening document
- If a staff member is identified with symptoms, he/she will be sent home

immediately

- If a student is identified with symptoms, he/she will be provided a facemask and isolated until arrangements are made for the child to go home.
- Disallow access to water fountains but allow water bottles to be filled
- Administrators at Jasper R-V will monitor illness outbreaks and make decisions on closing school based on best practice recommendations
- The following link may be accessed for a full document on health/hygiene best practices: https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52_4&qclid=CjwKCAjw26H3BRB2EiwAy32zhWAqrbqEzixRxjfFjypkq6DyzL47WqtQpHVTYQV_EjofpHd1-4BZ1BoCx_kQAvD_BwE

General Guidelines for Alternative Methods of Instruction (Teachers)

- Be mindful of stress in homes and adjust expectations and communicate accordingly
- Remember Maslow's Hierarchy before Bloom's Taxonomy
- Make sure that all tasks have clear and concise directions with deadlines and grading expectations spelled out
- Provide ample time for completion
- Hesitate to require printing of an assignment as most won't have access to printing devices
- Provide timely, detailed and legitimate feedback on completed assignments to students and/or parents
- Actively monitor your email for questions and communications from students/parents/other staff members
- Work with colleagues to provide differentiated instruction as necessary
- Staff members remain mandated reporters, even online
- Consider including activities such as reading, engaging in remote discussions with family members or friends, writing in a journal, taking pictures, making a video, etc. Be creative
- Provisions should be made for educational instruction for students who lack technology resources
- If packets are necessary, the material included may look different than digital assignments but should address the same standards and goals

Jasper R-V Teaching Staff Requirements

- Elementary teachers will provide four (4) lessons per week in the four core subject areas. Junior High and High School teachers will provide four (4)

lessons per week for all classes taught

- At least two lessons should include a video element (Khan academy, pre-recorded video lesson, zoom session, Acellus lesson, etc.)
- All instructional delivery material should be part of the regular curriculum scope and sequence set forth by grade level or class. While review is necessary, content that moves the student forward is expected
- Twice a week, teachers are expected to have students' assignments turned in for a grade; JH and HS teachers should update PowerSchool grades twice a week
- If a hiatus from school goes on longer than a 14 day quarantine, then a three week check in period will be established with grade progress communicated to parents in a timely manner
- Teachers will be expected to participate in zoom session staff meetings with principals and other administrators at least once per week
- Teachers are expected to make contact with "absent" students and document these attempts with their building principal, whether the attempt was successful or not
- The following list of virtual platforms is not exclusive but supported by the District. Elementary: Coach Digital ELA, Math
JH/HS: Acellus, IXL, Google Classroom

Pre-K Grade appropriate timelines

- **20+ minutes** per day of literacy activities and games focused on language, vocabulary, comprehension and phonological awareness
- **20+ minutes** per day of numeracy activities and games focused on counting, sorting and patterning
- **20+ minutes** per day on holistically focused activities, games and challenges to support cognitive, physical and social/emotional learning
- **Flex learning:** reading aloud, board games and challenges, learning new skills, puzzles, designing and building structures, practicing mindfulness
- **Total Learning Time:** approximately 1 hour per day

Elementary Grade appropriate timelines

Learning in elementary grades should focus around literacy and numeracy to maintain and advance current skills prioritized by essential standards and goals. Teachers will provide regular instruction via a digital platform that will support student learning activities, much like if the students were in the physical classroom.

Kindergarten to Second Grade

- **20-25 minutes** per day of reading (with science/social studies connections as appropriate)
- **15-20 minutes** per day of writing
- **20-25 minutes** per day of mathematics
- **20-25 minutes** per day of Art, Music, PE and Library activities as provided by those teachers
- **Flex Learning:** reading aloud and independent reading, board games and challenges, puzzles, designing and building structures
- **Counseling lessons** or activities as provided by the elementary counselor

Third to Fourth Grade

- **25-30 minutes** per day of reading (with science/social studies connections as appropriate)
- **25-30 minutes** per day of writing
- **25-30 minutes** per day of mathematics
- **20-30 minutes** per day of Art, Music, PE and Library activities as provided by those teachers
- **Flex Learning:** reading aloud and independent learning, board games and challenges, puzzles, designing and building structures,
- **Counseling lessons** as provided by the elementary counselor

Fifth to Sixth Grade

- **30-35 Minutes** per day reading/English
- **30-35 minutes** per day writing
- **30-35 minutes** per day mathematics
- **30-35 minutes** per day science
- **30-35 minutes** per day social studies
- **20-25 minutes** per day Art, Music, PE and Library activities as provided by those teachers
- **Flex Learning:** reading aloud and independent reading, board games and challenges, puzzles, designing and building structures
- **Counseling lessons** as provided by the elementary counselor

Junior High Grade Appropriate Timelines

Junior High

Junior High priority is to ensure grade level content mastery and successful promotion to the next grade level. Learning will be focused to maintain and advance current skills around prioritized content based on appropriate content level standards and goals. Teachers will provide regular instruction via a digital platform that will support student learning activities, much like if the students were in the physical classroom.

- **30-35 Minutes** per day reading/English
- **30-35 minutes** per day writing
- **30-35 minutes** per day mathematics
- **30-35 minutes** per day science
- **30-35 minutes** per day social studies
- **20-25 minutes** per day Art, Music, PE and Library activities as provided by those teachers
- **Flex Learning:** reading aloud and independent reading, board games and challenges, puzzles, designing and building structures
- **Counseling lessons** as provided by the High School Counselor

High School Grade Appropriate Timeline

High School

High School priority is to ensure credit retention and attainment so that students continue to earn appropriate credit toward graduation. Learning will be focused to maintain and advance current skills around prioritized content based on appropriate content level standards and goals. Teachers will provide regular instruction via a digital platform that will support student learning activities, much like if the students were in the physical classroom.

- **30-35 minutes** per day for each scheduled high school course