



**Jasper R-V School District
Safe Return to In-Person Instruction
&
Continuity of Services Plan (SRCSP)
Plan of Action 2021-22
Revised 12-17-2021**

Overview:

The Jasper R-V School District continues to take the health and well being of all students and staff members seriously. The district successfully conducted a full year of face to face instruction by being proactive with the approach to health and safety. District personnel rigorously followed the COVID-19 safety plan and the steps spelled out in that document worked.

The district will continue to take steps to help insure health and safety as it prepares for face to face instruction during the school year 2021-22. The guidelines and expectations provided below are meant to help answer questions and provide information.

This document will be updated regularly (at least every six months as required by statute) based on real time information provided by state and local officials and by input solicited from district stakeholders.

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 return to a blended, hybrid or virtual method of instructional delivery, that decision will be communicated by the superintendent of schools to staff, parents and students.

For the Jasper R-V school district, the definition of social distancing will include close contact of less than 6 feet for more than 15 minutes to a person who has COVID-19 symptoms or to a person who has tested positive for COVID-19.

This document will be made available in English with translations available for non English speaking people.

**Mitigation and Prevention Strategies to Ensure a
Continued Safe and Effective
Face to Face Learning Environment at Jasper R-V**

Mitigation Strategy	Response
Universal and correct wearing of masks	Use of masks voluntary
Physical Distancing (including use of cohorts and/or pods)	Physical distancing maintained, use of cohorts with routing and scheduling limitations
Hand washing and respiratory etiquette	Taught and reinforced, sanitizer and tissue provided
Cleaning and maintaining healthy facilities including ventilation	Increased cleaning for high-touch surfaces, increased maintenance on existing HVAC systems
Contact tracing in combination with isolation and quarantine, in collaboration with state and local health departments	Comply with contract tracing by local public health authority, contact tracing by the LEA as needed
Diagnostic and screening testing	Testing available at local public health authority or through a personal medical provider
Efforts to provide vaccinations to educators, other staff and students, if eligible	LEA provides information on local vaccination sites, events
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Accommodations as necessary or as mandated by Individual Education Plan

Personnel Group Responsibilities

Central Office	<ul style="list-style-type: none">• Approve and distribute the SRCSP plan• Support faculty, students and families in face to face instruction• Support staff as they work to reintegrate all students in face to face instructional delivery• Review, coordinate and share resources in support of student and staff physical and mental 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• Evaluate real time data to determine if a change in instructional delivery is warranted by changes in health demographics• Determine if instructional delivery needs to change from face to face to a blended, hybrid or virtual model according to real time data• Solicit input from the mandated list of district stakeholders and organize the review/revision process for the SRCSP plan, no less than every six months
Technology Department	<ul style="list-style-type: none">• Continue to monitor and support student/family/staff needs for devices and internet access• Support student/family/staff as the district returns to a full face to face learning environment• Facilitate technology support• Continue to provide written/video support to assist faculty with identified resources
Principals	<ul style="list-style-type: none">• Continue to support staff, students and families as the district returns to a full face to face learning environment• Facilitate and monitor regular communication among staff, students and families• Help educators implement differentiated instruction 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 as dictated by real time data (i.e. change in before school gathering locations, need for lunch

	in classrooms, etc.)
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SPED Director (See SPED AMI compliance plan for full details)	<ul style="list-style-type: none"> • Assist district administration in training regarding health/safety measures • Monitor and insure special education compliance as dictated by IEP or 504 plan • Support faculty and students/families returning to a face to face learning environment • Monitor communication between teachers and students/families • Monitor provision of services/instruction to students • Collaborate with BJD Coop staff • Review, coordinate and share learning resources for students, teachers and staff • Provide lesson planning and design assistance to teachers by collaborating regarding appropriate technology, other effective learning delivery systems • 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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Core Teachers	<ul style="list-style-type: none"> • Collaborate with members of the team/department to design differentiated learning experiences for students • Fully utilize district curriculum and resources to communicate and deliver content, focusing on face to face instruction but continuing to use technology as applicable • Communicate with parents regarding all resources students will be utilizing and how to access • Provide printable materials for those students without technology access • Communicate with students and parents to provide timely (minimum of twice a week) feedback on assigned work using a variety of methods to insure effective delivery • Monitor, document and share (as needed) other communication with students • When in session, maintain effective classroom management techniques that discourage downtime • Continue to ensure students practice good hand hygiene when entering and leaving classrooms • Follow all procedures outlined by building and district administrators for social distancing, contact tracing, and
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	changes in procedure as dictated by real time health data
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Special Education, Speech teachers, other intervention-ists	<ul style="list-style-type: none"> • Support staff in implementation of face to face instruction • 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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K-6 Specials	<ul style="list-style-type: none"> • 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 • Monitor, document and share (as needed) communication with students
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Library Media Specialists	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high quality, face to face learning experiences • Ensure copyright laws are being appropriately followed • Regularly check in with subject and classroom teachers to identify ways to support their 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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Counselors	<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
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	<p>them as they return to face to face instruction</p> <ul style="list-style-type: none"> • 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 • Provide ongoing support for student college and career readiness • Use available resources to provide counseling lessons as appropriate
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Early Childhood (PAT)	<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 regular basis • Identify and document family needs; respond as appropriate
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Nurse	<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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Secretaries	<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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Paras/Aides	<ul style="list-style-type: none"> • Support the work of the classroom teacher to provide ongoing, face to face instruction • Work with principals on identified needs
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Maintenance; Custodial Staff	<ul style="list-style-type: none"> • Conduct building walkthroughs, noting areas that need attention • 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 cleanliness and staff/student hygiene • 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 • 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 SRCSP plan and/or district level practices and procedures

District Superintendent: 417-394-2416

Suggested Student Practices for Success

- Establish daily routines for engaging in the learning experiences provided
- Continue to identify a space in your home where you can work effectively and successfully
- Regularly monitor all 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 definition for lack of social distancing: Close contact of less than 6 feet for more than 15 minutes to a person who has COVID-19 symptoms or a person who has tested positive for COVID-19.***

The Jasper R-V district will continue to:

- Establish and maintain acceptable social distancing protocols for various activities throughout the day

- Mask wearing is optional but strongly suggested when social distancing cannot be maintained for more than 15 minutes
- Understand that some individuals may continue to have compelling reasons for wearing a mask and may ask that students wear them while in their classrooms in respect of those reasons
- 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
- Disallow non-essential visitors to school
- Maintain adequate records for contact tracing purposes
- Use the staff health screening document
- Encourage parents and students to use the 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
- Administrators at Jasper R-V will monitor illness outbreaks and make decisions on closing school based on best practice recommendations

General Guidelines for ALL 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
- Provide timely, detailed and legitimate feedback on completed assignments to students and/or parents
- Continue to actively monitor your email for questions and communications from students/parents/other staff members
- Work with colleagues to provide differentiated instruction

- Staff members remain mandated reporters
- Provisions should continue to be made for educational instruction for students who lack technology resources on days when the AMI (Alternate Method of Instruction) may be used for inclement weather.
- If packets are necessary for an AMI day, the material included may look different than digital assignments but should address the same standards and goals

Jasper R-V Teaching Staff Requirements

- 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 Power School grades twice a week
- If a hiatus from school goes on longer than a 5 day AMI, then increased communication with parents and students will be expected to insure students are continuing to work and make adequate progress.
- Teachers are expected to make contact with "absent" students during AMI days 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 for virtual instruction when necessary

- **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 continue to provide regular instruction face to face or via a digital platform that will support student learning activities whether the class meets in person or not.

- **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 face to face or via a digital platform that will support student learning activities, whether the students are in the physical classroom or not.

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