

USD 500 District Plan for Safe Return to In-Person Instruction and Continuity of Services

This plan is subject to revision based on public health data in our schools and community.

PART I.

Describe how the district will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

(A) Universal and correct wearing of masks.

All school children over 5 years of age, educators, and school staff must wear a multi-layer face covering (mask) which covers both the mouth and nose at all times while inside and outdoors, unless actively eating, drinking, or sleeping. Face coverings with exhalation valves or vents, bandanas or single-layer gaiters, and face shields without the use of a mask are not permitted.

(B) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).

Students remain in their classroom with stable classroom cohorts to minimize the total number of contacts.

- Elementary students are seated in pods of 4-5 students in the classroom and can make a limited number of classroom changes throughout the day.
 - Students seated within a pod may be seated closer than 6 feet from each other, but must be 6 feet away from students in other pods.
- Middle and high school students can make a limited number of classroom changes throughout the day (four classroom changes maximum).
 - Students are seated to allow for physical distancing to the greatest extent possible.

(C) Handwashing and respiratory etiquette.

Hand hygiene is the single most effective way to prevent the transmission of disease. Staff and students will wash hands with soap and water for at least 20 seconds (or use hand sanitizer) frequently, especially upon entry to the building, before/after meals, before/after recess and PE, between classes, after contact with high-contact items or surfaces, before/after touching the face or one's facemask, and when practicing coughing/sneezing etiquette.

The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection:

- Cover your mouth and nose with a tissue when coughing or sneezing;
- Use in the nearest waste receptacle to dispose of the tissue after use;

- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol-based hand rub, or antiseptic handwash) after having contact with respiratory secretions and contaminated objects/materials.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

Cleaning, disinfecting and promoting hand hygiene are important everyday actions schools can take to slow the spread of COVID-19 and other infectious diseases and protect students and staff:

- All staff members are responsible for helping maintain a clean environment, including their personal workspaces.
- Custodians will engage in daily, continuous cleaning, including wiping down high touch points throughout the day to be followed by complete disinfecting of the building each evening.
- Products on the [EPA List N Disinfectants for Coronavirus COVID-19](#) will be used, including ready-to-use sprays, concentrates, and wipes.

Ventilation and fresh air circulation will be increased, when possible.

- Windows may be opened to increase fresh air circulation.
- Activities should be held outside, whenever possible.
- Increased outside air intake to increase air flow.
- Increased frequency of filter changes.

(E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

Contact tracing will be performed in consultation with the Unified Government Public Health Department. Quarantine and isolation guidelines will be followed based on recommendations by the Unified Government Public Health Department and the CDC.

(F) Diagnostic and screening testing.

Students who will be assessed by the school nurse. Diagnostic testing will be offered and may be performed with parent/guardian consent.

Staff who exhibit symptoms of illness are advised to contact their medical provider and seek testing prior to return to work.

(G) Efforts to provide vaccinations to school communities.

Kansas City Kansas Public Schools will continue to partner with the Unified Government Public Health Department and other organizations to provide COVID vaccination opportunities for staff and eligible students.

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

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

The following individuals are **exempt** from the requirement to wear a face covering:

- a. Those who are deaf or hard of hearing, or communicating with a person who is deaf or hard of hearing, where the ability to see the mouth is essential for communication.
 - i. Adaptive face coverings for teachers and staff, such as a ClearMask™ or a cloth mask with a clear panel, may be worn as an alternative.
- b. Children younger than five years old; and
- c. Children who are younger than two years old should never wear face coverings due to the risk of suffocation.
- d. Children who are two, three, or four years old, with the assistance and close supervision of an adult, are strongly recommended to wear a face covering at all times in settings where it is likely that physical distancing cannot be maintained.
- e. Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes, but is not limited to, persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
 - i. Documentation from a medical provider of the above condition must be provided.
- f. If a student or staff experiences difficulty wearing his/her face covering, masks breaks may occur for a short period of time as long as it occurs outside and distancing can be maintained.

(I) Coordination with State and local health officials.

The Kansas City Kansas Public Schools' Health and Safety Plan was developed in coordination with the Unified Government Public Health Department (Wyandotte County), the Kansas Department of Health and Environment, the Centers of Disease Control and Prevention, the US Department of Education, the Kansas State Department of Education, and The Children's Mercy Hospitals Guidance for School Re-opening During the COVID-19 Pandemic.

Part II.

Describe how the district will ensure continuity of services, including but not limited to:

◆ **services to address students' academic needs**

- Strong focus on quality Tier 1 instruction based on the priority standards listed within our Guaranteed and Viable Curriculum documents.
- Professional development for our staff on Tier 1 instruction and how to differentiate instruction to meet the needs of all students and close the learning gap.
- EC-5 will have a strong focus on structured literacy and the Science of Reading.
- Summer school program to include a traditional summer school focused on gaps in ELA and Math as well as interest-based learning.
- Tutors to support students with gaps in math and literacy.
- FastBridge and KAP Interim assessments to identify at-risk students for not being successful on grade-level skills/content to develop plans for intervention.
- Special Education will provide co-teaching training for co-teaching pairs around the four highly effective co-teaching models to increase student engagement and student achievement.
- Structured data protocols as well as formats for PLCs to include uniform data collecting, analyzing, and progress monitoring system-wide.
- Lesson plans must explicitly include learning targets, and instructional activities must refer to these learning targets to make them clear to students.
- Instruction should include visuals such as anchor charts, graphic organizers, virtual manipulatives, etc.
- Teaching and learning must be tailored to student needs, age level, and ability. Co-teaching with ESL and SPED specialists will be the instructional model whenever possible.
- Remediation of learning gaps will be addressed in small groups as needed.
- Social-emotional learning is embedded into lesson design and delivery – building a positive classroom culture, fostering relationships, accounting for the unique circumstances a student may be experiencing, etc.
- Class activities and assignments will continue to be posted on Canvas (Seesaw incorporated into Canvas).
- Collaborate with other members of your team or department to design learning experiences for your students.
- Instruction will be planned from and instructed with district-approved and/or provided resources such as *Eureka Math*, *Illuminate*, *Amplify*, *myPerspectives*, *Big Ideas*, and any curriculum/additional resources.
- Continue general education interventions as detailed in SIT (Student Intervention Team) plans.
- Continue general education interventions as detailed in ESOL SIT Addendum plan (Student Intervention Team) plans.
- Special education teachers and staff will...
 - provide specialized instruction as written in the students' IEPs
 - provide accommodations and modifications for students, as written in the IEP

- scaffold and/or modify assignments, as necessary, for students they are providing services and support to
- communicate regularly with students on their caseload and with their parents
- provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps
- collect data and progress monitor student goals
- ensure compliance of your students and hold IEP meeting on time, with proper notice(s) of IEP meetings
- ESOL teachers and staff will...
 - collaborate with co-teachers and other ESOL teachers to design learning experiences for students on their caseload
 - provide supplementary learning activities for EL students, either in the curriculum or with additional targeted learning needs
 - maintain regular communication with students on their caseload and their parents.
 - monitor the progress of students and provide timely feedback
- ◆ **students' and staff social, emotional, mental health**
 - School Counselors will...
 - host office hours for students and families
 - serve as a liaison regarding communication with academic, behavior, and social-emotional learning expectations/concerns.
 - serve as liaison for communication with students/families in crisis and work with the Behavioral Health Social Workers
 - schedule meetings to discuss social, emotional, behavioral, or mental health needs as needed. Continue on-going collaboration with Behavioral Health Social Workers
 - maintain bank of social-emotional lessons
 - support teachers in incorporating social emotional character development standards into their lessons, activities, and plans
 - support families in discussing and practicing social emotional skills in the home setting
 - Behavioral Health Social Workers will...
 - provide Crisis Management Planning for students who have mental health symptoms and who have experienced suicidal ideation
 - Serve as a direct support for communication with students/families in crisis
 - support families by identifying and connecting them to resources to meet their basic needs (food, housing, financial assistance applications) in addition to their physical health and mental health needs
 - conduct assessments with students referred to them by other school staff and make recommendations for follow-up needs, services or resources
 - provide guidance to teachers on social, emotional, and mental health needs of students

- support families in discussing and practicing social emotional skills and behavior management in the home setting
- provide ongoing case management to support students that they have been working with
- continue ongoing communication with community partners who are serving students
- Staff social, emotional, and mental health are being addressed by...
 - providing Trauma Informed Care Training and ongoing coaching and consultation.
 - providing bi-weekly Trauma Sensitive Tuesday's that focus on staff social wellbeing, care, and support.
 - providing 24-hour Care Line for both staff and students.
 - providing the Employee Assistance Program
 - our district Wellness Coordinator providing free resources and mental and physical health self-care opportunities.

◆ **other needs, which may include student health and food services.**

Provide nutritious and flavorful foods, to inspire students, in a welcoming environment, while maintaining financial responsibility and excellence. Our efforts will be dedicated to students' health, well being and their ability to learn.

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