



**2021-2022**

# **Warrensburg R-VI Safe Return to In-Person Instruction and Continuity of Services Plan**

201 S Holden, Warrensburg  
660-747-7823

**BOARD APPROVED  
AUGUST 17, 2021**

Updated 8/17/21



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## Warrensburg R-VI School District

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August 2021

Dear Warrensburg R-VI Community,

Last summer, the committees of Curriculum and Instruction, Social and Emotional, and Facilities and Safety developed district plans for the safety, support, and education of students during the COVID-19 pandemic. Since then, these committees, consisting of teachers, counselors, social workers, administration, parents, and community members, have reflected on the lessons learned during the 2020-21 school year. These lessons and recently gathered public input have determined current revisions and modifications to the district's initial Re-Entry Plans.

The *Safe Return to In-Person and Continuity of Services Plan (SRCSP)* reflects the revisions and modifications to the initial district Re-Entry Plans. These changes have resulted in expanding the district's three-tier plan to four tiers. They are as follows:

**PLAN A: New Normal** is our normal schedule with a few preventive processes and procedures in place.

**PLAN B: Minimal Impact** on our normal schedule with supports and preventive processes and procedures in place.

**PLAN C: Moderate Impact** to our normal schedule with the possibility of a hybrid (virtual and in-person) instructional delivery.  
**PLEASE NOTE: Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.**

**PLAN D: High Impact** on our normal schedule with complete virtual instruction. Health guidelines stipulated by federal, state, county, and local agencies will play an important role in implementing **Plan D**.

In the following pages, you will find detailed descriptions in the areas of physical, social/emotional support, and academics that align with **Plan A**, **Plan B**, **Plan C**, and **Plan D**. Our current plan is to start school on August 25, 2021, in **Plan A** with the addition of a metrics threshold for masks (see page 3 for more details). The health guidelines of federal, state, county, and local agencies will continue to play a role in district decisions and our alignment to safeguards that are: 1. Practical, 2. Impactful, 3. Attainable, and 4. Reasonable in regard to scope, cost, disruption, and outcomes.

Before the 2020-21 school year, parent survey results indicated a high interest in complete virtual instruction for student(s). As a result, two options were made available: virtual instruction provided by either a district teacher or a DESE-approved Missouri Course Access and Virtual School Program (MOCAP) provider. Due to the volume of students transitioning to in-person instruction for the 2021-22 school year, the District does not have the teaching resources available to offer virtual instruction through a district teacher. A DESE-approved MOCAP provider would be utilized for a virtual platform. For more information on MOCAP, please contact the school counselor or the Assistant Superintendent for Student Services.

As a District, the support of our students, staff, and parents is essential. This Plan continues to be updated as more information and feedback is received. The input provided by all parties is significantly appreciated and is what enables the District to make the best decisions for students, parents, and staff.

We look forward to working together to make this upcoming school year a success!

In Partnership,

Dr. Andy Kohl, Ed.D.  
Superintendent of Schools

This plan can be provided in native languages as appropriate or alternative means of communication by contacting the Warrensburg R-VI District Office, 201 S. Holden, 660-747-7823.

**Overview:** The Warrensburg R-VI School District and stakeholders continue to review and revise as needed (**no less than every six months**) the SRCSP. The stakeholders mentioned above include the following: students; families; school and district administrators; teachers and other school staff; the Warrensburg R-VI Board of Education; stakeholders to the extent present in or served by the LEA in civil rights organizations (including disability rights organizations), or stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students. We created this plan to aid in the continuation of education for our students and provide a safe environment for all. The information referenced in this plan is based on County - Johnson County Community Health Services (JCCHS), State - Department of Health and Senior Services (DHSS), and National - Center for Disease Control (CDC) restrictions, guidelines, and recommendations.

Last spring, district employees were provided opportunities to participate in the Western Missouri Medical Center vaccination clinic at UCM. In addition, parents, students, and community members are provided multiple options within the community for vaccination sites. The District has provided and will continue to provide information regarding these sites and has also offered the use of district facilities as needed.

**Purpose:** The purpose of the SRCSP is to provide the WR6 school community with a cohesive framework & response in the event of an interruption of normal in-person instruction. An informed approach, reflective of the needs of our local school community, can help reduce or prevent acute stress and anxiety among our students, staff, and families.

**Key Objectives:** Priorities were identified to support students, staff, and families. With the knowledge that difficult life circumstances can impact one's sense of safety, connectedness, academics, and feelings of uncertainty regarding student learning, the District will continue to make modifications and adjustments to meet the constant changes due to COVID-19. Appropriate accommodations for children with disabilities with respect to the health and safety policies will be determined as needed.

**#1 Safety:** Protocols for ensuring the safety and health of students, staff, and visitors within the physical buildings, as well as limiting exposure to COVID-19 or other pandemic outbreaks.

**#2 Social-Emotional:** Trauma-informed response focused on establishing connected relationships and supporting feelings of anxiety and stress among students, staff, and families.

**#3 Academics:** Instructional plans addressing both in-person and virtual student learning scenarios/needs.

**Threshold Metrics for Masks (Transition from Strongly Recommended per CDC Guidelines, But Not Required to Mask Required):** When in Plan A, if 3% of the total number of staff and students at a building are COVID positive or quarantined at the end of a week, that building will have masks required until they have two successive weeks below the 3% threshold. This metric and its threshold are based upon the 2020-21 building COVID data. The District will monitor to make sure it allows for adequate response time for case increases and also evaluate whether this threshold may need to be adjusted, especially in buildings with larger populations, such as the middle school and high school. This change in mask required versus strongly recommended per CDC guidelines, but not required, would **not** automatically move a building to Plan B in its entirety, but the building administration may decide to use some of the more extensive mitigating strategies that are part of Plan B.

## Timeline & Plan Descriptions:

Plan	Timing	Items
PLAN A	Current	<ul style="list-style-type: none"> <li>Full opening in-person, physically present</li> <li>Little to no impact on the learning environment (w/minimal protocols), Masks <b>strongly recommended</b> per CDC guidelines, <b>but</b> not required. Bus riders are <b>REQUIRED</b> to wear a mask per the CDC.</li> </ul>
PLAN B	TBA	<ul style="list-style-type: none"> <li>Full opening in-person, physically present</li> <li>Minimal impact to the learning environment (w/protocols), masks required</li> </ul>
PLAN C	TBD	<ul style="list-style-type: none"> <li>A limited number of students/staff gathering in person</li> <li>A/B virtual learning vs. in-person schedule</li> <li><i>PLEASE NOTE: Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.</i></li> </ul>
PLAN D	TBD	<ul style="list-style-type: none"> <li>Full Virtual Instruction &amp; Learning</li> <li>Staff deemed essential may utilize the building</li> </ul>
<b>All PLANS will follow applicable County - Johnson County Community Health Services (JCCHS), State - Department of Health and Senior Services (DHSS), and National - Center for Disease Control (CDC) restrictions, guidelines, and recommendations.</b>		

# SAFETY

Protocols for Ensuring Student, Staff, and  
Family Safety

**Plan A  
New Normal**

<b>Transportation</b>	<p>Masks required per current guidance.</p> <p>Normal bus routes and student capacity</p> <p>Buses cleaned daily.</p>
<b>Food Service</b>	<p>Normal breakfast and lunch are served in the cafeteria.</p> <p>No outside meal deliveries will be allowed during regular school hours.</p> <p>No outside parents/visitors will be allowed to eat in the buildings.</p>
<b>Health Services</b>	<p>Handwashing and respiratory etiquette will be taught and/or reinforced.</p> <p><b>Health Screening Procedures for PreK-12</b> Parents will need to monitor for symptoms/screen student(s) at home prior to sending student(s) to school.</p> <p><b>Health Screening Procedures for Staff</b> Staff members will need to screen at home prior to coming to school.</p> <p><b>Health Screening Procedures for Visitors</b> Remote meetings are encouraged. Visits to the building during the school day must be prearranged and may be limited on any given day. Parents may drop off items at the secure reception window.</p>
<b>Classroom Modifications</b>	<p>Normal classroom setup and routines</p> <p>Hand sanitizer and desk sanitization materials available.</p>
<b>Facility</b>	<p>To help air quality, air filters will be checked and replaced on a regular basis throughout all district buildings.</p> <p>Normal cleaning and sanitation protocol</p> <p>Daily sanitizing and disinfecting will be a priority at all district facilities.</p>
<b>Recess</b>	<p>Normal recess procedures.</p>
<b>Personal Protective Equipment (masks)</b>	<p>Masks <b>strongly recommended</b> per CDC guidelines, <b>but</b> not required.</p> <p>Staff will not monitor mask-wearing.</p>
<b>Positive Cases, Contact Tracing, and Quarantine</b>	<p>Individuals that test positive should follow JCCHS, DHSS, and CDC guidelines for the appropriate isolation time before returning to school.</p> <p>Contact tracing will be conducted by Johnson County Community</p>

Health Services with the assistance of WR6 district health services personnel and administration.

Individuals under quarantine by the Johnson County Community Health Services should not attend school or school events.

**Plan B**  
**Minimal Impact**

**Transportation**

Drivers and monitors will be screened daily by Apple Bus for symptoms.

Masks will be required.

Normal bus routes and student capacity

Students will be loaded back to front and unloaded front to back.

Social distancing will be monitored on buses as space allows.

Buses cleaned daily.

**Food Service**

Breakfast and lunch will be consumed in the classroom and cafeteria as possible to limit large groups.

Disposable packaging and utensils will be utilized where possible.

No outside meal deliveries will be allowed during regular school hours.

No outside parents/visitors will be allowed to eat in the buildings.

**Health Services**

Handwashing and respiratory etiquette will be taught and/or reinforced.

**Health Screening Procedures PreK-12**

Parents will need to screen students for symptoms at home prior to sending them to school.

Students will be visually inspected for signs and symptoms upon entering the classroom.

Students showing visual symptoms will be further screened, and if presenting with fever, will be sent to the nurse's office, isolated, and parents contacted.

**Screening Procedures Staff**

Staff members will need to screen at home prior to coming to school.

**Screening Procedures Visitors**

Meetings will be held remotely when possible.

	<p>Visitors will be allowed into buildings during the school day for meeting purposes <b>only</b> and screened before being allowed into the building (including temperature).</p> <p>Parents needing to drop off items at the schools can deliver them to the office but will not be allowed into the buildings.</p>
<b>Classroom Modifications</b>	<p>Normal classroom setup and routines (social distancing where appropriate)</p> <p>Hand sanitizer and desk sanitization materials will be available in individual classrooms.</p> <p><b>Hallway Procedures PreK-5</b></p> <p>Students and staff travel on the right side of the hall regardless of direction to ensure spacing.</p> <p>High traffic areas will be monitored and adjusted to reduce congestions.</p> <p><b>Hallway Procedures 6-12</b></p> <p>Entire building will be open to allow for student social distancing before school.</p> <p>Released to Block 1 at 7:15 am according to building procedures.</p> <p>High traffic areas will be monitored and adjusted accordingly.</p>
<b>Facility</b>	<p>To help air quality, air filters will be checked and replaced on a regular basis throughout all district buildings.</p> <p>Normal cleaning and sanitation protocol</p> <p>Daily sanitizing and disinfecting will be a priority at all district facilities</p>
<b>Recess</b>	<p>Recess will be held outside when practical, with social distancing procedures being followed and monitored by staff.</p> <p>All students/staff must wash their hands or sanitize before and after recess.</p>
<b>Personal Protective Equipment (masks)</b>	<p>Masks will be required.</p> <p>Students/families will be required to provide facemasks or other PPE for their child(s) use during the day.</p> <p>Hand sanitizers will be located in classrooms and common areas for staff and student use throughout the day.</p>

<b>Positive Cases, Contact Tracing, and Quarantine</b>	<p>Individuals that test positive should follow JCCHS, DHSS, and CDC guidelines for the appropriate isolation time before returning to school.</p> <p>Contract tracing will be conducted by Johnson County Community Health Services with the assistance of WR6 district health services personnel and administration.</p> <p>Individuals under quarantine by the Johnson County Community Health Services should not attend school or school events.</p>
<p style="text-align: center;"><b>Plan C</b> <b>Moderate Impact</b> <i>Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.</i></p>	
<p style="text-align: center;"><b>Plan C will follow all recommended safety procedures and practices from Plan B.</b></p>	
<p>Plan C is a Blended Learning Model identified by the following:</p> <ul style="list-style-type: none"> <li>• Students will attend in-person school two days per week.</li> <li>• Students will receive virtual instruction three days per week.</li> <li>• Weekly virtual class meetings (up to 30 min. in length)</li> <li>• Therapies written into IEPs will be offered on-site.</li> </ul>	
<p style="text-align: center;"><b>Plan D</b> <b>Highest Impact</b></p>	
<p>The district will make buildings available for staff to utilize classrooms for online/virtual instruction.</p>	

# SOCIAL-EMOTIONAL

Trauma-Informed Response in  
Supporting the Learning Environment

**Plan A & B**  
**New Normal to Minimal Impact**

<b><u>Elementary (PreK-5th)</u></b>	<b><u>Secondary 6th-12th</u></b>
<p>Counselors will conduct Minute Meetings with every student as a check-in.</p> <ul style="list-style-type: none"> <li>◆ Make a list of students that need additional support after MM.</li> <li>◆ Check for the safety of students physically and emotionally.</li> </ul> <p>Staff will conduct Circles or “Family Meetings” at least once a week in every classroom.</p> <p>Greet students at the door.</p> <ul style="list-style-type: none"> <li>◆ To the building as well as into every new classroom</li> </ul> <p>Frequently ask students what they need (classroom polls, anonymous card area, etc.).</p> <p>Post pictures of students throughout the room (builds school family culture and keeps students in the minds of others if there were a period of quarantine).</p> <p>Make cards or have a class Zoom if a student gets quarantined.</p> <p>Build-in daily time for regulation (breathing, mindful minute, movement, grounding - see counselors for resources).</p> <p>Additional social/emotional time in the classroom presented by teachers.</p> <p>Level-based curriculum matching - counselors presenting information regarding anxiety, regulation (i.e., zones), coping skills in the first quarter.</p> <p>Classroom calm down corner or space (sensory bins, pacing area, etc.)</p> <p>Walk, Talk, and Regulate (support roles within the building to implement/non-classroom teachers).</p> <p>Special Services Coordinators/Social Workers survey and communicate with families to</p>	<p>School employees will establish regular check-ins with students. Establish year-long homerooms or advisory periods that create opportunities for students to check in.</p> <ul style="list-style-type: none"> <li>◆ Life 101 (MS) and Academy (HS) classes</li> </ul> <p>Classroom meetings to allow students to collectively process their experience. This may need to occur more than once during the first few weeks of reentry and may need to be repeated if additional school closures occur.</p> <ul style="list-style-type: none"> <li>◆ Life 101 (MS) and Academy (HS) classes</li> </ul> <p>Establish back-to-school social events to allow peers and staff to re-connect. (6th &amp; 9th grade Transition days). If needed, virtual tours of the schools and classrooms. These transitions may require more time than usual.</p> <p>Establish routines to make students feel welcomed and safe (predictable schedules and routines).</p> <p>Establish matching up peer-buddies and/or adult mentors for students who may be at risk of a challenging transition.</p> <p>Continue to implement a more gradual re-introduction of academic rigor than compared with previous years, with a shift in focus and expectations on social and emotional well-being, self-efficacy, and adaptive skills.</p> <p>Build-in time for regulation practices (breathing, mindfulness, ground exercises, movement).</p> <p>Establish system-wide approaches to address secondary traumatic stress and compassion fatigue.</p> <p>Validate individual students' perspectives with respect to COVID.</p>

<p>identify needs (resources, food, clothing, shelter, etc.).</p> <p>Visual schedules displayed on walls/desks assist with predictable routines.</p> <p>Allow students to have a voice - listen authentically and validate student feelings.</p> <p>Additional Options:</p> <p>Visual emotional and physical check-ins (counselors have resources)</p> <p>Develop and display a list of classroom values (builds family culture in the classroom).</p> <p>Consider using mantras or classroom family sayings (resource-Classroom 180).</p> <p>Social stories for younger students.</p> <p>Continue to identify community resources available to support students and school staff.</p> <p>Continue transparency with physical safety through emergency and weather drills.</p>	<p>Continue or develop a system to connect with students and families to promote attendance. Special Services Coordinators/Social Workers survey and communicate with families to identify needs (resources, food, clothing, shelter, etc.).</p> <p>Continue or develop a referral system for individuals who need targeted support-school employed and community mental health professionals.</p> <p>Continue to identify community resources available to support students and school staff.</p> <p>Continue transparency with physical safety through emergency and weather drills.</p> <p>Additional social/emotional time in the classroom presented by teachers as needed.</p>
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<p align="center"><b>Plan C</b> <b>Moderate Impact</b> <i>Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.</i></p>	
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<b><u>Elementary PreK-5th</u></b>	<b><u>Secondary 6th-12th</u></b>
<i>Same as above, just altered to meet the needs of the learning environment and guidelines.</i>	<i>Same as above, just altered to meet the needs of the learning environment and guidelines.</i>

<p align="center"><b>Plan D</b> <b>Highest Impact</b></p>	
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<b><u>Elementary PreK-5th</u></b>	<b><u>Secondary 6th-12th</u></b>
<p>Support social/emotional health via multiple avenues (email, phone, video, etc.).</p> <p>Counselors &amp; social workers will provide mental health support (individual, small group counseling) virtually.</p> <p>SW/SSC will allocate resources to meet families' basic needs (food, clothing, shelter).</p> <p>Create virtual reflection rooms for students to</p>	<p>Support social/emotional health via multiple avenues (email, phone, video, etc.).</p> <p>Counselors &amp; social workers will provide mental health support (individual, small group counseling) virtually.</p> <p>SW/SSC will allocate resources to meet families' basic needs (food, clothing, shelter).</p> <p>Create virtual reflection rooms for students to</p>

<p>access. Create a virtual “zen den” for teachers to access. Create classroom lessons (implemented by teacher and/or counselor).</p> <p>SW/SSC and counselors conduct well-being checks on students at risk.</p> <p>Admin, counselors, SW/SSC, will split up staff to conduct well-being checks.</p>	<p>access. SW/SSC and counselors conduct well-being checks on students at risk.</p> <p>Admin, counselors, SW/SSC, will split up staff to conduct well-being checks.</p>
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# ACADEMIC

Instructional Plans for  
In-Person and Virtual School

# ELEMENTARY PreK-5th

## Plan A & B New Normal to Minimal Impact

Curriculum Modifications	<ul style="list-style-type: none"> <li>Curriculum teams will meet regularly to review standards in the existing curriculum, adjusting pace, and assessments.</li> <li>Teachers will review student virtual learning expectations with students within the first few weeks of the school year.</li> <li>Teachers will provide various virtual learning experiences for students to complete to familiarize students with virtual learning platforms and expectations within the first few weeks of the school year.</li> </ul>
Assessment <ul style="list-style-type: none"> <li>Benchmark</li> <li>Formative</li> </ul>	<ul style="list-style-type: none"> <li>Student's needs will be assessed using Pathways, STAR, Formative Assessments, etc.</li> <li>Students will continue with the previous model of STAR testing four times per year.</li> <li>Students will continue with the previous model of Dyslexia screening.</li> <li>The Care Team will resume regular progress monitoring.</li> </ul>
Academic Intervention	<ul style="list-style-type: none"> <li>Building schedules will have a 30-minute block of intervention time for all students a minimum of 4 times per week.</li> <li>Interventions will be primarily focused on grade-level foundational skills.</li> <li>Differentiated small group instruction in each subject daily.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Teachers will be expected to educate themselves (on Seesaw) via webinar.</li> <li>Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.</li> <li>Teachers will be expected to participate in other professional development opportunities when offered related to virtual instruction and learning (Flipped Classrooms, Differentiating Instruction, Virtual Classroom Management &amp; Engagement, SPED).</li> </ul>
Grading/Feedback	<ul style="list-style-type: none"> <li>Grading practices will continue as normal.</li> </ul>

## Plan C Moderate Impact

*Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.*

Plan C is a Blended Learning Model identified by the following:

- Students will attend school in person two days per week.
- Students will receive virtual instruction three days per week.
- Weekly collaboration/virtual class meetings (up to 30 min. in length).
- Therapies written into IEPs will be offered on-site.

Curriculum Modifications	<ul style="list-style-type: none"> <li>Curriculum will be reduced to ensure the highest priority standards are covered (work to be completed by curriculum writing teams).</li> <li>Seesaw will be the district's virtual learning platform.</li> <li>Instruction should include flipped classroom concepts so that all teachers and students continue moving through the grade-level curriculum (mini-lessons for each standard prepared by the teacher to be viewed by students, etc.).</li> <li>Practice of learned content provided on virtual days.</li> <li>During attendance days, instruction will include regular classroom instruction, SPED instruction, Title, Gifted, ELL, special classes, etc.</li> <li>Virtual Pacing Guides available to students/parents.</li> </ul>
Assessment <ul style="list-style-type: none"> <li>Benchmark</li> <li>Formative</li> </ul>	<ul style="list-style-type: none"> <li>Student's needs will be assessed using Pathways, STAR, Formative Assessments, etc.</li> <li>Students will take the STAR test on an abbreviated schedule.</li> <li>Students will continue with Dyslexia screening per DESE recommendations.</li> <li>Care Team will resume regular progress monitoring.</li> </ul>
Academic Intervention	<ul style="list-style-type: none"> <li>Interventions will be primarily focused on grade-level foundational skills.</li> <li>Differentiated small group instruction during attendance days.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Teachers will be expected to educate themselves (on Seesaw) via webinar prior to teacher meeting days in August.</li> <li>Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.</li> </ul>
Grading/Feedback	<ul style="list-style-type: none"> <li>Grading practices will continue as normal but will focus on core standards.</li> </ul>
<p style="text-align: center;"><b>Plan D</b> <b>Highest Impact</b></p>	
Assessment <ul style="list-style-type: none"> <li>Benchmark</li> <li>Formative</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will provide formative assessments along with feedback to students.</li> </ul>
Academic Intervention	<ul style="list-style-type: none"> <li>Teachers will meet with individual students virtually for re-teaching and interventions as needed.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Teachers will be expected to educate themselves (on Seesaw) via webinar prior to teacher meeting days in August.</li> <li>Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.</li> </ul>

Grading/Feedback	<ul style="list-style-type: none"> <li>• Students will receive a pass/incomplete grade on work handed in via Seesaw.</li> <li>• Appropriate written feedback via Seesaw is expected to be given on core learning tasks for every student.</li> <li>• Students receiving an incomplete should expect to meet with their teacher virtually for re-teaching and be given an opportunity to correct work.</li> </ul>
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### Teacher and Student Roles and Responsibilities for Virtual Learning (Plan D)

Teacher	Student
<ul style="list-style-type: none"> <li>• Weekly contact with families is expected. <ul style="list-style-type: none"> <li>◦ Work with families to determine the preferred mode of communication.</li> </ul> </li> <li>• Complete training modules to support the delivery of instruction through SeeSaw.</li> <li>• Provide expectations to students for virtual learning.</li> <li>• Be available to parents and students during set office hours each day.</li> <li>• Updated emergency lesson plans are prepped and ready at all times if the need arises for a sub on short notice.</li> <li>• Adhere to schedules set by building/district administration regarding virtual learning.</li> <li>• Participate in a weekly ongoing district or building-level professional development.</li> <li>• Collaborate weekly with grade levels to prepare student learning tasks aligned to core standards.</li> <li>• Engage in collaboration surrounding building-level PLC work.</li> <li>• Monitor student progress on core learning tasks and provide appropriate feedback.</li> <li>• Hold weekly class meetings. Students not in attendance should be contacted.</li> <li>• Engage in staff meetings as assigned by the administration.</li> <li>• Engage in 504, and IEP meetings as assigned.</li> <li>• If home during parent-teacher conferences, virtual or phone conferences will take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend weekly virtual class meetings.</li> <li>• Complete all work as assigned by the given deadline.</li> <li>• Communicate with the teacher when extra support or extended time is needed.</li> <li>• Identify a comfortable and quiet place to study and learn.</li> <li>• Engage in all learning with academic integrity.</li> <li>• Parents/students may contact Tech Support if district device troubleshooting is needed.</li> </ul>

# SECONDARY PLANS

## Plan A & B New Normal to **Minimal Impact**

Curriculum Modifications	<ul style="list-style-type: none"> <li>• Learning standards will be prioritized, and a standards-based curriculum will be delivered focusing on essential skills and standards.</li> <li>• Each teacher will utilize Canvas (learning platform) for each class.</li> <li>• Teachers will provide an introduction/training to students and parents in using the online platform.</li> <li>• Frequent communication with parents will be provided regarding work, due dates, and where online components of the class will be found should closure occur.</li> <li>• Teachers will provide a variety of virtual learning experiences for students to complete to familiarize students with virtual learning platforms and expectations within the first few weeks of school to be prepared should a closure occur.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Facilitate student self-reflection to help identify student needs.</li> <li>• Assessments will be modified to determine mastery of skills.</li> </ul>
Academic Intervention	<ul style="list-style-type: none"> <li>• Teachers will monitor student progress and provide regular feedback to students.</li> <li>• Teachers will provide supplementary instruction for students in need of re-teaching/interventions for master of skills.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Teachers will participate in professional development opportunities on Canvas.</li> <li>• Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.</li> <li>• Teachers will be expected to participate in other professional development opportunities when offered related to virtual instruction and learning (Flipped Classrooms, Differentiating Instruction, Virtual Classroom Management &amp; Engagement, SPED, etc.).</li> </ul>
Grading/Feedback	<ul style="list-style-type: none"> <li>• Grades will be updated frequently, and units planned according to grade deadlines.</li> <li>• Teachers will assign, grade, and record at least one grade per week.</li> </ul>

**Plan C**  
**Moderate Impact**

*Option available if DESE approves hybrid instruction as an alternate plan of instruction as they did in 2020-21.*

Plan C is a Blended Learning Model identified by the following:

- Students will attend school two days per week.
- Students will receive virtual instruction three days per week.
- Weekly collaboration/virtual class meetings (up to 30 min. in length).
- Therapies written into IEPs will be offered on-site.

**Curriculum Modifications**

- Learning standards will be prioritized, and a standards-based curriculum will be delivered focusing on essential skills and standards.
- Canvas will be utilized to aid in instruction delivery.
- Instruction should include flipped classroom concepts, project-based learning, etc., to accommodate an in-person/virtual student.
- Virtual Pacing Guides will be available to students/parents.
- Teachers will communicate with parents regarding upcoming classwork and due dates.
- Teachers will be available via phone and/or email during plan periods to assist students working at home as well as during school hours on school-wide virtual days.
- Form G of all IEP plans will be followed.

**Assessment**

- Facilitate student self-reflection to help identify student needs.
- Assessments will be modified to determine mastery of skills.
- Teachers will provide various formative assessments.

**Academic Intervention**

- Teachers will monitor student progress and provide regular feedback to students.
- Teachers will provide supplementary instruction and interventions for students needing re-teaching/interventions for mastery of skills (virtually through Canvas and/or in-person).

**Professional Development**

- Teachers will participate in professional development opportunities on Canvas.
- Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.
- Teachers will be expected to participate in other professional development opportunities when offered related to virtual instruction and learning (Flipped Classrooms, Differentiating Instruction, Virtual Classroom Management & Engagement, SPED, etc.).

**Grading/Feedback**

- Grades will be updated frequently, and units planned according to grade deadlines.
- Teachers will assign, grade, and record at least one grade per week.

**Plan D  
Highest Impact**

Curriculum Modifications	<ul style="list-style-type: none"> <li>• Learning standards will be prioritized, and a standards-based curriculum will be delivered focusing on essential skills and standards.</li> <li>• Canvas will be utilized to organize and deliver content.</li> <li>• Teachers will respond to parent/student communication through an online platform within 24 hours.</li> <li>• Instruction should include virtual instruction/learning concepts, project-based learning, etc.</li> <li>• Teachers will provide written feedback to students on their work weekly.</li> <li>• Virtual Pacing Guides will be available to students/parents.</li> <li>• Live class meetings will be held with students daily (Zoom, Canvas, Google Meet).</li> <li>• Teachers will communicate with parents regarding upcoming classwork and due dates.</li> <li>• Teachers will be available via phone and/or email during school hours (check email at a minimum late morning/late afternoon).</li> <li>• Form G of all IEP plans will be followed.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Facilitate student self-reflection to help identify student needs.</li> <li>• Teachers will provide formative assessments along with feedback to students.</li> </ul>
Academic Intervention	<ul style="list-style-type: none"> <li>• Teachers will monitor student progress and provide regular feedback to students.</li> <li>• Teachers will provide supplementary instruction and interventions for students needing re-teaching/interventions for mastery of skills (virtually through Canvas and/or Zoom or Google Meet).</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Teachers will participate in professional development opportunities on Canvas.</li> <li>• Technology Bootcamp 2.0 with district Technology Integration Specialists will be offered to staff the first week in August.</li> <li>• Teachers will be expected to participate in other professional development opportunities when offered related to virtual instruction and learning (Flipped Classrooms, Differentiating Instruction, Virtual Classroom Management &amp; Engagement, SPED, etc.).</li> </ul>
Grading/Feedback	<ul style="list-style-type: none"> <li>• Grades will be updated frequently, and units planned according to grade deadlines.</li> <li>• Teachers will assign, grade, and record at least one grade per week.</li> </ul>

**Teacher and Student Roles and Responsibilities for Virtual Learning (Plan D)**

Teacher	Student
<ul style="list-style-type: none"> <li>• Engage with class for live meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participate fully in virtual learning for each</li> </ul>

during the school day.

- Weekly contact with families is expected.
  - Work with families to determine the preferred mode of communication.
- Provide expectations to students for virtual learning.
- Be available to parents and students during set office hours each day.
- Updated emergency lesson plans prepped and ready at all times in case the need arises for a sub on short notice.
- Adhere to schedules set by building/district administration regarding virtual learning.
- Participate in a weekly ongoing district or building-level professional development.
- Collaborate weekly with grade levels/content teams to prepare student learning tasks aligned to core standards.
- Engage in collaboration surrounding building-level PLC work.
- Monitor student progress on core learning tasks & provide feedback.
- Students not in attendance during scheduled Zoom/Canvas/Google Classroom meetings should be contacted.
- Engage in staff meetings as assigned by the administration.
- Engage in assigned 504/IEP meetings.
- Communicate with the administration regarding students who are not actively participating in virtual learning.
- If school is virtual during parent-teacher conferences, virtual or phone conferences will take place.

assigned class.

- Check school email daily and maintain communication with teachers.
- Actively engage in all Canvas/Google Meet/Zoom class meetings as scheduled.
- Complete all work as assigned by the given deadline.
- Utilize self-reflection to identify where extra assistance is needed and communicate with teachers when extra support or extended time is needed.
- Engage in all learning with academic integrity.
- Obtain a device and internet connection to engage in the curriculum.
- Parents/students may contact Tech Support if district device troubleshooting is needed.

## District Virtual Learning Resources

Accelerated Reader 360™  
Accelerated Reader™  
Adobe Acrobat Reader  
Adobe Photoshop Express  
Adobe Spark Video  
BookPress  
Canvas  
ChatterPix  
Epic!  
Expeditions  
Flipgrid  
Freckle  
GarageBand  
Geoboard  
Gmail  
Google Calendar/Maps  
Google Classroom/Drive  
Google Docs/Sheets  
Google Earth  
Google Chrome/Slides  
Google Photo/Keep

Goosechase  
iMovie  
Kahoot  
Keynote  
Nearpod  
Newsela  
Numbers  
Pages  
Photo Fun Animal  
Popplet Lite  
RWT Timeline  
Self Service Mobile  
SeeSaw  
ShowMe Whiteboard  
Stage Pro  
Venn  
Warrensburg SD  
Wikipanion  
***Paid Apps/district iPads-***Puppet Pals Directors Pass/Comic Life 3

# APPENDIX

## Helpful Link

Johnson County Community Health

<http://johnsoncountyhealth.org/>

Western Missouri Medical Center

<https://wmmc.com/covid-19/>

Centers for Disease Control

<https://www.cdc.gov/coronavirus/2019-ncov/index.html?scrlybrkr=8a27c6c1>

City of Warrensburg

<https://www.warrensburg-mo.com/>

MO Depart. of Health & Senior Services

<https://health.mo.gov/living/healthcondiseases/communicable/novel-coronavirus/>

Depart. of Elementary & Secondary Education

<https://dese.mo.gov/>

Children's Mercy Hospital

<https://www.childrensmercy.org/health-and-safety-resources/information-about-covid-19-novel-coronavirus/>