



# PRINCETON R-V

## 2021-2022 School Year

### Safe Return to In-Person Instruction and Continuity of Services Plan (SRCSP)

The document is current as of the date listed below and will change as new information is made available through the proper health authorities such as the Mercer County Health Department. The success of this plan is dependent upon adherence by all involved to the guidance and recommendations contained herein and those offered by local, state, and federal health organizations. This outline contains provisions that are feasible, practical, acceptable, and tailored to meet the needs of our students, staff, and patrons.

**Note:** This living document will continue to be periodically reviewed and revised no less than every six months. Stakeholders including the Princeton R-V Administrative Team, Board of Education, local health officials, community members, and the Mercer County Health Department will work together to ensure the district's plan meets the needs of our students, staff, and patrons while adhering to guidelines set forth by the CDC and local health officials.

**Princeton R-V Schools cannot prevent the possible transmission or contraction of COVID-19 for any individual.**

Original Document Approved 8/10/20  
Revised & Board Approved 12/13/21

#### Understandable Language

Princeton R-V will make available interpreters/translators as well as deaf interpreters who translate or interpret all documents for those families needing information in a different language or sign-language. All other languages are translated through Google Translate. The district employs a district-wide language coordinator who ensures documents and any form of communication are in the family's native language.

# **Mitigation and Prevention Strategies**

## **Universal and correct wearing of masks**

- Consistent with the Center for Disease Control CDC
- Mask mandate for staff and students K-12 will follow local health guidelines

## **Physical distancing**

- Social distancing will be observed to the extent possible by all faculty, staff and students.
- Student activities and athletics will be conducted following MSHSAA guidelines to the extent they are permissible under local, state, and federal guidelines.
- Barriers, routing, and minimum distancing when feasible
- Students in Cohorts

## **Handwashing and respiratory etiquette**

- Consistent with CDC
- Teaching and reinforcing handwashing, sanitizing, coughing and sneezing etiquette
- Hand sanitizer will be provided at multiple locations throughout the school
- Drinking fountains should not be used, except for the bottle filling capabilities
- Students should bring personal water bottles from home. They should be labeled with the student name, and in clean, sanitary condition

## **Cleaning and maintaining healthy facilities and improved ventilation**

- Modified layouts
- Increased cleaning for high-touch services
- Frequent changing of air filtration; adjusting for outside airflow

## **Contact tracing, isolation, and quarantine**

- Consistent with CDC
- Students or staff members who test positive for COVID-19 can return to work/school after completion of the isolation timeline recommended by the local health department.
- Princeton R-V staff will continue to contact trace positive students and staff. District staff will notify parents/guardians by phone regarding possible exposure if they are identified as a close contact.
- If students and staff are identified as a close contact, they will not need to be excluded from school or work if they are without symptoms, or are fully vaccinated, or had COVID-19 within the previous three months.
- Princeton R-V will honor county health department recommended quarantines for students or staff that are household close contacts.

## **Diagnostic and screening testing**

- Testing available at the local public health authority or clinic

## **Vaccinations to school community**

- Available at the local public health authority or clinic

## **Appropriate accommodations for children with disabilities**

- Accommodations as necessary or as mandated by the student's Individual Education Plan

# PRINCETON R-V

## VIRTUAL EDUCATION

- The district is partnering with the Springfield School District to provide access to Launch, a rigorous program that is aligned to the Missouri Learning Standards and has been approved by the Missouri Department of Elementary and Secondary Education as a viable educational program.
- Elementary students (K-5) will be required to log in a **minimum of six hours per day** to participate in ELA, math, science, and social studies instruction. During the six hours, students will also participate in physical education, music, art, coding, and information literacy. The student to teacher ratio for the virtual program is 25:1. The district is not legally obligated to offer virtual learning to preschool students or first semester kindergarten students.
- Students in grades 6<sup>th</sup> -12<sup>th</sup> may enroll in a maximum of six courses in one semester. Students are not allowed to enroll in additional courses even if the student completes a course(s) prior to the end of the semester. Each course will require a **minimum of 60 hours of seat time per semester**. Course schedules will be determined by the virtual instructor. Core courses, electives, AP, and dual credit courses are available. Live teacher tutoring is also available daily. If a student does not complete or is not successful in a course, the student may not receive credit towards grade level completion or graduation.
- Virtual classes will occur in the student's home and under the parent's direction. Questions and/or issues with the virtual classroom will be handled through the virtual program. The Princeton R-V District does not hire the virtual instructors and cannot intervene on behalf of the families when an issue arises.
- Should a student enroll in the district's virtual program, the student must commit to a minimum of one full semester of virtual enrollment which will begin on Monday, August 24<sup>th</sup>, and will conclude on Tuesday, December 22<sup>nd</sup>.
- After a student attends a virtual program past the one week introduction period, he or she must remain in the program until the end of the first semester. Students are only allowed to leave or enter the virtual program at semester.
- Students who enroll in virtual courses and receive special education and/or related services must meet with the student's IEP team to ensure the student receives the appropriate accommodations and modifications while enrolled in the virtual program. The director of special education will communicate with the virtual learning staff to ensure a copy of the student's IEP is received and to assist in the transition between face-to-face learning and virtual learning.
- School-based meals/food-service will not be provided for students who enroll in a virtual option.
- Parents/students who select virtual courses must understand how the educational choice selected may impact the student's MSHSAA or NCAA eligibility. Students that participate in a virtual or homeschool program will not be eligible to participate in athletics or activities at Princeton R-V School District.
- Students who leave the virtual program at semester will need to enroll back in the face-to-face instruction being offered at the school or inform the school of their intent to participate in a homeschool program.
- Students who enroll in virtual courses are required to take state-required MAP/EOC assessments administered by the district.
- The district will pay the tuition cost related to the virtual learning program. However, the district is not obligated to provide computers, equipment, or internet access to students that enroll in a virtual learning program.

# **Continuity of Services**

**Building Closures:** The Princeton R-V School District will ensure all students have access to rigorous learning activities aligned to the Missouri Learning Standards during an extended school closure. The district will be able to provide all students with laptops or Chromebooks. The district will have two hotspots located at both buildings on campus for student use in the case where a student does not have internet access at home.

In a situation where families request packets as opposed to online learning, students will receive packets that follow the same guidelines as the electronic assignments. Instructors will record or provide videos for students to use when working through packets of materials that will be able to be viewed on the school provided device even when the internet is not available. The teacher will use exact copies of the online material in their packets when possible. In situations where exact copies cannot be made, the teacher will create similar activities with the same level of rigor and expectations as the electronic version. The packets will be provided in a timely and consistent manner for students in each building (elementary and junior high/high school) along with feedback. Teachers will prepare packets and will be expected to have them ready to mail by Thursday morning each week.

District administrators will check the rigor and relevance of the packets being sent home in relation to the online activities being assigned and will mail packets to students Thursday afternoon to ensure students receive their work by Monday. Every Monday, teachers will contact their students that are assigned packet work via phone to ensure they have received their packets and to answer any initial questions. Teachers will then set office hours for student consultation each week.

The office hours will be available to conference with individual students, answer questions from parents, and provide specific feedback regarding performance. Teachers will have expectations that are communicated before an extended closure for establishing and maintaining office hours and communicating through school email, Lumen, or learning platforms such as Seesaw and Google Classroom. The expectation will be that all teachers will provide feedback and support to students districtwide at least 2-3 times per week to ensure the student is making progress towards meeting learning goals aligned with the Missouri Learning Standards. This contact can be done using teleconferencing or video conferencing, depending on the needs of each family. All student work, electronic and packets, will be due on Friday.

Various methods will be used to collect student work and will be arranged on an individual basis. Packets can be dropped off at the school office, can be picked up by district administrators, can be mailed back to the school, or can be scanned and emailed using a cellphone. Teachers and district administrators will work with individual families to determine the best method of returning work. Teachers will grade assignments and provide feedback to students by Tuesday of the following week. Teachers will use their office hours to provide feedback from the previous week and to dispel any misconceptions, which prevents a student from making adequate progress.

Grades from virtual learning and packet learning will be recorded in the district's student data system, Lumen, in which every student and parent has access to districtwide. Corrected work and feedback will be returned to students with the upcoming week's work unless noted by the instructor.

## **Continuity of Services**

### **Education**

The impacts of lost instructional time and social emotional development on children should be anticipated, and we will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools re-open. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support.

### **Students with Disabilities**

The impact of the loss of instructional time and related services, including mental health services, as well as occupational, physical, and speech/language therapy during the period of school closures is significant among students with disabilities. Students with IEPs will be provided equal opportunities as their non-disabled peers during school closures. Students with disabilities may have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure the review of each child with an Individual Educational Program (IEP) to determine the need to adjust for lost instructional time as well as other related services. The need for compensatory services will be determined by the student's IEP team upon the reopening of the district.

### **Health and Nutritional Services**

Parents should continue to reach out to coordinate well-child care and immunizations with their health care provider. School districts may consider limited extensions for families to submit annual paperwork required for start of school, to accommodate delays in accessing well-child care during the public health emergency. To limit the risk for other vaccine-preventable diseases during this critical period, immunization compliance should continue to be prioritized. **The school district will consult with the Mercer County Health Department to assist with contact tracing.**

Free breakfast and lunch are provided to all in-person students.

### **Social, Emotional, and Mental Health**

School mental health professionals are critical in shaping messages to students, staff, and families about school re-entry including addressing anxiety, social acclimation, etc. Students or staff requiring more mental health support, including those who are exhibiting suicidal ideation, should be referred for additional services. Support should be provided to grieving students or staff as well as those experiencing other losses (e.g., missed experiences). School officials will contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic.

Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn. Schools need to incorporate academic accommodations and supports for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations.

Princeton R-V will continue to provide counselors and outside agencies to students and staff that will ensure social, emotional and mental health needs are met.