

Application to Waive 2019-2020 Attendance Requirements



Date March 30, 2020

School District Name Maize USD 266

Superintendent name Dr. Chad Higgins

Board President name: Dr. Jeffrey Jarman

1. Who closed your schools? (Check all applicable)

- ☐ County Health Department
- ☐ Secretary of Health and Environment
- ☒ Governor
- ☐ Military Base Commander

2. How many hours was your school district open during the 2019-20 school year?

857 hours

3. How many hours are you requesting be waived from school term of 1,116 hours for the 2019-20 school year?

259 hours

NOTE

The Continuous Learning Plan Application must be completed and submitted as part of the waiver request.

All required documents must be emailed as a single package to CLPlan@ksde.org by Wednesday, April 8, 2020.

Assurances Document



Date March 30, 2020

School District Name Maize USD 266

This assurances document needs to be returned to KSDE with your request to waive attendance requirements and your continuous learning plan no later than Wednesday April 8, 2020, to indicate that the district will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

USD 266 hereby assures the Kansas State Board of Education it will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-2020 school year:

1. USD 266 assures the State Board that it will develop a continuous learning plan that will meet the Kansas requirement for a waiver of the minimum requirement of 1,116 hours of school.
2. USD 266 assures the State Board that it will pay all current hourly employees during the balance of the 2019-2020 school year based on the plan developed and approved by the local Board of Education.
3. USD 266 assures the State Board that it will send the Continuous Learning Plan to the Kansas State Department of Education on or before April 8, 2020.
4. USD 266 assures the State Board that it will enroll all new students according to the state statute and the school district's enrollment policies and provide an educational plan for all new students for the duration of the 2019-2020 school year.
5. USD 266 assures the State Board that it will apply a health and safety policy limiting the opportunity for students, staff and families to be exposed to potential pathogens that could lead to illness.

Superintendent Signature

March 31, 2020

Date

Board of Education President Signature

March 31, 2020

Date

Please print this document and sign.

All required documents must be emailed as a single package to CLPlan@ksde.org by Wednesday, April 8, 2020.

Continuous Learning Plan Application



Date March 30, 2020

School District Name Maize USD 266

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

All professional learning activities will be delivered virtually to protect the health and safety of Maize USD 266 employees.

Week One Professional Development Plan includes:

- Collaboration and finalization of Continuous Learning Plan (CLP) among district administrators, building administrators, and instructional coaches.
- Virtual staff meetings facilitated by building principals to share the key components of CLP and new roles and responsibilities of each employee subgroup.
- Virtual trainings facilitated by instructional coaches on the specific software tools being utilized in accordance with the CLP.
 - Google Meet
 - Google Classroom
 - Lexia
 - DreamBox Learning
 - Reflex

Continued Professional Development to support the CLP will include:

- Mandatory weekly staff meetings via Google Meets

- Mandatory weekly Professional Learning Community (PLC) meetings for all teachers for the purpose of collaborating on meaningful home activities for the duration of the Continuous Learning Plan, currently expected to be until the regularly scheduled last day of school on May 20
- Mandatory virtual principals' meetings
- Additional technology trainings as needed
- Creation of a Teacher Resource Shared drive

Continued Professional Development to support high-quality teaching and learning may include, but will not be limited to:

- Online learning modules (i.e. Trauma-informed instruction, LETRS Literacy training, etc.)
- Virtual professional learning for building leaders
- Weekly professional learning community meetings (PLCs) for teacher collaboration

Please describe how you will ensure continuous learning is available for every student.

In order to ensure we are equipped to transition to a continuous learning environment and can be responsive to the needs of our students and families, we launched a parent survey on March 23, 2020. The survey included questions about access to devices, access to the internet, parent communication preferences, and caregivers' level of comfort in providing instruction. Surveys were provided in English, Spanish, and Vietnamese.

The results of this survey will help us to deploy devices/access where needed. Families who have since contacted the district about technology needs have been invited to pick up a Chromebook, so the district anticipates that needs are even higher than families indicated on the survey.

In addition, our ESOL teachers are connecting non-English speaking families with foreign language translators and appropriate materials.

Will online learning be used?

Yes, in conjunction with daily engaging math and reading activities (for elementary students) that can be easily implemented with supplies readily available in homes.

We have identified common software platforms (2-3) across grade bands to alleviate any confusion for parents/students while students are completing work online.

1. Google Meet for communication and class meetings
2. Google Classroom or Blackboard for secondary schools (Teachers must use Google Classroom if Blackboard wasn't previously set up.)
3. DreamBox, Lexia, Reflex
4. Other software tools that students are already familiar with from classroom usage

If so, is tech support available for families and teachers?

Yes.

- Submitting trouble tickets
 - Centralized help desk phone number to call for parents, students, and staff members
- 316-867-3520
 - Utilizing Incident IQ trouble ticketing system for students and staff to submit trouble tickets
- <https://usd266.incidentiq.com/>
- Computing devices
 - Providing Chromebooks to students that do not have devices at home
 - Providing loaner computing devices to staff members and students when they have hardware issues

If so, how will you ensure that all students have adequate access to devices and internet?

We have provided instruction and guidance to families on the process to request free and/or reduced-cost services from their local Internet Service Provider and/or cell phone provider.

- <http://www.cox.com/connect2compete> (Limited-time, first two months free of Connect2Compete service, \$9.95/month thereafter)
- Free hotspot locations: <http://www.cox.com/hotspots>
- Charter Communications announced on March 13, 2020 that for 60 days the company will offer free Spectrum broadband and Wi-Fi access to homes with K-12 and/or college students who do not already have a subscription. Installation fees will also be waived for these households. Enroll by calling 844-488-8395. Charter will also continue Spectrum Internet Assist, a program offering low-cost broadband internet of 30 Mbps for low-income households without school-aged children.
- Comcast, which owns Xfinity, will offer 60 days free and increased speeds for new families who join the Internet Essentials program , an internet access program for low income families that is normally \$9.95 a month.
- AT&T announced on Friday it would not cancel service and would waive late fees for any wireless, home phone, broadband residential or small business customer experiencing hardships because of the coronavirus pandemic and can't pay their bills. Qualifying low income households can apply for \$10 a month internet access through the Access from AT&T program. Fixed Wireless Internet and Wireline customers can use unlimited internet data. AT&T will also keep public Wi-Fi hotspots open.

We are evaluating the possibility to create lab spaces at select school sites for students to use throughout the day and evening while honoring the required spacing between students and maximum number of people in a single space.

We are evaluating the possibility to use internet-enabled school buses as stationary hotspots for district students in neighborhoods throughout the district.

Please describe additional measures you will take to support students with disabilities, and students served under Title Programs (ELL, Migrant, etc.).

Primary special education providers will prepare the instructional materials and supports necessary for students to continue to access instruction and work on skills associated with IEP goals. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically.

1. Service providers will adhere to established protocols for social distancing.

Any face-to-face contact with students remains subject to CDC, KDHE, and district guidelines.

2. Primary providers will attend (virtually) scheduled professional learning sessions.

3. Providers will communicate with students and/or parents via phone, email, Google Meet, or other software platform.

4. Primary providers will develop a plan to address FAPE in collaboration with the parent (or guardian) for each student on their caseload.

5. Primary special education service providers will provide students on IEPs with instructional materials and support necessary to continue to access instruction and work on skills associated with IEP goals. This may include but is not limited to instructional options such as: Google Suite, Zoom, email, other technology options, paper/pencil, projected-based learning, and/or hands-on instructional tasks.

6. Providers will monitor and use their professional discretion regarding each student's unique circumstances regarding what is anticipated to allow the student to access instruction and work on skills associated with IEP goals.

7. During the duration of the school closure, materials and support for each IEP goal with assigned tasks to be completed will be provided.

8. Modifications and accommodations, as noted in student IEPs will be provided to the extent possible and necessary, based on the types of material and instruction selected.

9. Service/Instruction will be in increments in accordance to services provided throughout each week, and remain commensurate with the KSDE instructional expectations regarding the provision of general education.

- For example, if the student receives academic/behavior services (reading, writing, math, behavior skills, etc.), then a lesson for each goal will be provided to continue to practice the skill.

10. Special education providers will communicate with general education teachers and related service providers. Such communication will include, but is not limited to lesson planning, lesson execution, and student progress.

11. Providers are responsible for communicating regular hours of availability to all correlating students/parents.

12. Special education providers are expected to have individualized communication with students and/or families on their caseload regularly. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication includes but is not limited to: email, Google classroom, video conferencing, or phone.

13. Individual student and/or parent communications (noting time) must be logged by all providers.

14. Primary providers will continue to work on evaluations and IEP paperwork, as well as schedule and hold IEP meetings within the required timelines. This may include the use of face-to-face (if permitted), phone conference, and/or video conferencing options.

Title I teachers and ESOL teachers will have the following responsibilities during Continuous Learning:

1. Service providers will adhere to established protocols for social distancing. Any face-to-face contact with students remains subject to CDC, KDHE, and district guidelines.

2. ESOL and Title teachers will provide students on their caseloads with instructional materials and support necessary to continue to access instruction and work on skills associated with their goals. This may include but is not limited to instructional options such as: Google Meet, email, other technology options, paper/pencil, projected-based learning, and/or hands-on instructional tasks.

3. Specific interventions can continue throughout the time general education instruction is delivered virtually. For example, if the student's typical instruction was woven into general education practice, work with classroom teachers to co-plan how ESOL/Reading/Math targets could continue to be reinforced throughout home-based instruction.

4. Conduct weekly audits of the software platform reports for your content (Lexia, Dreambox). Work in collaboration with classroom teachers to provide feedback and support to students as needed.

5. Support classroom teachers by designing home activities that would be accessible to students on your caseloads. Classroom teachers may include these

activities in their weekly calendars. Be mindful of student screen time and include activities that are not device-dependent. Examples might include:

- Reading print books
- Physical activities connected to the theme of instruction
- Taking learning walks outside (Educators will encourage students to get parental permission beforehand for safety purposes.)
- Creating opportunities for students to engage in creative play, making and doing puzzles, making their own board game related to a book or theme, puppets or other types of storytelling, simple science experiments, generating questions about what students are wondering about, etc.
- Ask students to engage in fine and gross motor skill development and exercise, social, and creation activities.
- Viewing a recording of the teacher reading aloud.

6. ESOL teachers will serve as advocates for non English-speaking families by connecting classroom teachers with foreign language translators as needed.

How will teachers check-in with students?

The following tools will be utilized for communication with students/parents:

- Google Meet
- Email
- Classroom tools already utilized on a regular basis by teacher (i.e. Class Dojo, Blackboard, Google Classroom)
- Phone (optional)

Parent permission must be provided in writing before any one-to-one communication between a student and staff member will be permitted.

Elementary Teachers' Responsibilities

1. All teachers will adhere to established protocols for social distancing. Any face-to-face contact remains subject to Centers for Disease Control and Prevention (CDC), Kansas Department of Health and Environment (KDHE), and district guidelines.

2. Attend (virtually) all scheduled professional learning sessions. There will be an expectation for at least one session for PLC work per week. Additional professional learning sessions could include both optional and mandatory sessions.

3. Each week, collaborate virtually with grade-level peers to develop a calendar (See template here) of weekly supplementary activities for your students. The calendar must include:

- The recommended minutes for Lexia and Dreambox (K-1)
- The recommended number of green lights for Reflex (2-5)
- One 10-15 minute daily activity for math
- One 10-15 minute daily activity for ELA
- PE, Music, SEL, and Library activities (1-2 per week as shown in example)
- Regular office hours (minimum of 4 hours per week)
- Minimum of two whole-class meetings via Google Meets. (Please schedule these at a consistent time of day throughout the duration of Continuous Learning.) Google Meet time can take the place of Lexia and/or DreamBox if needed to stay within recommended instructional minutes per day.

The math and ELA activities should be based upon critical review skills, not on new material. Activities should be developmentally appropriate for students; computer-based activities should be kept to a minimum. Parents will have access to numerous supplemental software programs on the ONEMA1ZE Continuous Learning Landing Page (under construction).

Be mindful of student screen time and include activities that are not device-dependent. Examples might include:

- Reading print books
- Physical activities connected to the theme of instruction
- Taking learning walks outside
- Creating opportunities for students to engage in creative play, making and doing puzzles, making their own board game related to a book or theme, puppets or other

types of storytelling, simple science experiments, generating questions about what students are wondering about, etc.

- Ask students to engage in fine and gross motor skill development and exercise, social, and creation activities.

- Viewing a recording of the teacher reading aloud.

4. Recommended guidelines for MAXIMUM student commitment each day are as follows:

- PreK: 30 minutes
- Grades K--1: 45 minutes
- Grades 2--3: 60 minutes
- Grades 4--5: 90 minutes

5. By March 27, communicate with students and/or parents via phone, e-mail, Google Meet, Skyward Message Center, or other digital platform used on a regular basis in your classroom. Loss of in-person contact/instruction for an extended period can be a challenge for some students. Be sure to open all posts and emails with a warm and friendly introduction (video greetings are encouraged) to help settle students and provide a welcoming environment for them to learn virtually. Use of personal phones is not required. For those who are uncomfortable with sharing a personal phone number, an options might include blocking your number (*67 before dialing).

6. By March 27, complete a weekly calendar for the week of March 30. The first week should focus on personal connection and assisting with digital connection. Host Google Meet sessions to practice operating in the digital world, figure out which students have digital access, and check on their emotional well-being. Allow everyone opportunities to feel success during the first week of this new world! Content-focused activities should begin the week of April 6.

7. By the end of the day on March 27, share the calendar with parents via Skyward Message Center (Link for "How To", Link for Video "How To").

8. Calendars for the following week of activities should be shared with parents by the end of day the previous Friday. For example: The April 6th calendar should be shared by April 3rd. This will allow families the weekend to plan for the following week.

9. By April 1, homeroom teachers should confirm that all students have logged in successfully to their assigned digital platforms (Lexia, Dreambox, Reflex, Google

Classroom, if applicable). Attempt to contact, via phone or email, the parents of any student who has not logged in. Communicate with school counselors about any students with whom you've not been able to make contact.

10. Be flexible, responsive, and positive. Students will be affected by a school closure in different ways.
11. Conduct weekly audits of Lexia and Dreambox reports (Professional Learning will be provided). Provide feedback and support to students who demonstrate need via phone, email, or video-chat. Parent permission must be provided in writing before any 1:1 Google Meet. A form has been provided.
12. Remember, the kind of communication in a virtual setting is different from leading physical instruction. Virtual communication will need to be more specific, with explicit directions.
13. Teachers are responsible for communicating regular hours of availability (minimum of 4 hours per week) to all correlating students/parents. This time will be set aside for responding to parent emails, answering parent/student questions, and providing feedback. Teachers may choose to offer more than four hours per week, but should be mindful of maintaining their own self-care and family obligations. Parents will be directed to communicate via email whenever possible. Teachers may respond using any of the communication tools listed in #5.

Secondary Teachers' Responsibilities

1. All teachers will adhere to established protocols for social distancing. Any face-to-face contact remains subject to CDC, KDHE, and district guidelines.
2. Attend (virtually) all scheduled professional learning sessions. There will be an expectation for at least one session for PLC work per week.
3. By March 27, teachers should communicate with students via email, Google Classroom, Blackboard, or Google Meet. Loss of in-person contact/instruction for an extended period can be a challenge for some students. Be sure to open all posts and emails with a warm and friendly introduction (video greetings or flipped video lessons are encouraged) to help settle students and provide a welcoming environment for them to learn virtually.

4. By March 27, complete a weekly calendar (Ex 1, Ex 2, Ex 3, Ex 4, Ex 5) for the week of March 30 and share with students. The calendar for Week 1 should focus on connections! Have Google Meet sessions to practice operating in the digital world, assess which students can access digital platforms (MathXL, Pearson Realize, Mobey Max, Google Classroom if this is already established with your students), and check on students' emotional well-being. Allow everyone opportunities to feel success during the first week of this new world! Content-focused activities should begin the week of April 6.
5. By March 27, share this calendar with parents via Skyward Message Center (Link for "How To", Link for Video "How To").
6. By April 1, confirm that all students have logged in successfully to their assigned digital platforms. Attempt to contact any student who has not logged in. Communicate with school counselors about any student with whom you haven't connected.
7. Calendars for the following week of activities should be shared with parents by the end of day the previous Friday. For example: The April 6 calendar should be shared by April 3. This will allow families the weekend to plan for the following week.
8. Be flexible, responsive, and positive. Students will be affected by a school building closure in different ways.
9. Due to the extenuating circumstances, grades for all classes will default to a pass/fail system for this term. If a student wishes to have a letter grade instead, he or she must notify the teacher in writing by email by Friday, April 3. Teachers should consider students' access to technology, time availability, illness, and family obligations. Less is more: Give grace when needed!
10. Dual credit teachers (Newman, WSU, BCC, WSU Tech): Will need to provide instruction online to ensure learning objectives are met and letter grades can be provided.
11. Remember, the kind of communication in a virtual setting is different from leading physical instruction. Virtual communication will need to be more specific, with explicit directions, than when conducting a classroom lecture.
12. Teachers are responsible for communicating regular hours of availability to all correlating students/parents. These office hours should also be shared with building administrators. Plan to schedule a minimum of four hours per week for tasks related to communicating with individual students/parents, responding to emails, and providing feedback. These hours may be scheduled by teachers to best meet student/family/staff member needs and can be included in the weekly calendar that is provided to

students and parents/guardians. Teachers may choose to offer more than four hours per week, but should be mindful of maintaining their own self-care and family obligations.

13. Providing weekly assignments, projects, video check-ins, and projects are all ways to assess learning. Focus on the critical (power) standards needed for your content area. Keep in mind that many families have limited data internet and one device that must be shared between multiple people. Recommended guidelines for MAXIMUM student commitment each day are as follows:

- Grades 6--8: 30 minutes per teacher (3 hours max in a day)
- 9-12: 45 minutes per teacher (3 hours max in a day)
- Examples of how you might plan are included (Ex 1, Ex 2, Ex 3, Ex 4, Ex 5)
- As previously stated, the calendar for Week 1 should focus on connections! Have Google Meet sessions to practice operating in the digital world, make sure students can access digital platforms, and check on their emotional well-being. Allow everyone opportunities to feel success during the first week of this new world! Content focused activities should begin the week of April 6.

Describe your plans for continued Career and Technical Education.

All Career and Technical Education and dual credit courses will continue to be taught in USD 266. Instructors will provide virtual instruction to ensure learning objectives will be taught and letter grades will be assigned. District staff members will coordinate with post-secondary institutions on clinical and experiential learning opportunities. Families will be allowed the opportunity to determine students' continued placement in clinical settings and correspond with the associated post-secondary institution directly.

Do you have a plan in place to address graduation for seniors?

High school counselors and administrators have assessed the needed credits toward high school graduation for all seniors. While many students have already achieved the necessary credits for graduation, others may need credit from classes offered with the Continuous Learning Plan. The district has considered the differences in the graduation requirements as required by USD 266 and the Kansas State Department of Education (KSDE). At an upcoming Board of Education meeting, these differences will be considered and parts of the USD 266 graduation requirements may be waived for the Class of 2020. Providing students complete the required KSDE graduation requirements, no senior who was on track to graduate prior to the school closure will lose the ability to graduate on time.

Additionally, the district will develop options to host and/or facilitate a graduation event for each high school Class of 2020. Event options will be dependent upon what is deemed permissible by the Centers for Disease Control (CDC), State of Kansas, Sedgwick County, and Kansas Department of Education. Every effort will be made to conduct an event that will allow for participation of all graduating seniors, their families, and staff members.

Social and Emotional Supports

How will you utilize counselors and social workers?

Related Service providers, such as social workers, will provide instructional materials necessary to continue to access instruction and work on skills associated with IEP goals. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically.

1. Related service providers will adhere to established protocols for social distancing. Any face-to-face contact with students remains subject to CDC, KDHE, and district guidelines.
2. Related service providers will attend (virtually) scheduled professional learning sessions.
3. Related service providers will communicate with students and/or parents via phone, email, Google Meet, or other software platform.
4. Providers will develop and/or collaborate with the primary provider regarding a plan to address FAPE in collaboration with the parent (or guardian) for each student on their caseload.
5. Related service providers will use their professional discretion regarding each student's unique circumstances to determine what is anticipated to allow the student to access instruction and work on skills associated with IEP goals.
6. During the duration of the school closure, materials and support for each IEP goal with assigned tasks to be completed will be provided.
7. For related services, instruction will be provided each day the student(s) is typically scheduled for therapy (could be once per week, twice per week, etc).

8. Specific interventions or therapy can continue throughout the time general education instruction is delivered virtually.

- For example, if the student's typical instruction was woven into general education practice, work with grade-level teams to co-plan how speech/language targets could continue to be reinforced throughout literacy-based instruction.

9. For direct therapy, related service providers will identify the best method to deliver instruction based on individual student learning style.

10. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically.

11. If interventions are delivered online, related service providers will work with designated school personnel and families to ensure they have the ability to access instruction.

12. Related service providers will communicate with general education teachers and/or primary providers to support access to instruction and work on skills associated with IEP goals. Such communication will include but is not limited to lesson planning, lesson execution, and student progress.

13. Related service providers are responsible for communicating regular hours of availability to all correlating students/parents.

14. Related service providers are expected to have individualized communication with students and/or families on their caseload regarding supports and task options. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication includes but is not limited to: email, Google classroom, video conferencing, or phone.

15. Individual student and/or parent communications (noting time) must be logged by all providers.

16. Related service providers will continue to work on evaluations, IEP paperwork, Medicaid reports (as applicable) as well as schedule and hold Eligibility and IEP meetings within the required timelines. This may include the use of face-to-face (if permitted), phone conference, and/or video conferencing options.

The roles and responsibilities of school counselors will include:

1. All primary providers will adhere to established protocols for social distancing. Any face-to-face contact with students remains subject to CDC, KDHE, and district guidelines.
2. Attend (virtually) all scheduled professional learning sessions. There will be an expectation for at least one session for PLC work per week. Additional professional learning sessions could include both optional and mandatory sessions.
3. Work with designated school personnel and families to ensure they have the ability to access instruction. Counselors will collaborate with teachers when students are not engaging in their scheduled courses/classes.
4. Counselors are responsible for communicating regular hours of availability to all students/parents. Plan to schedule a minimum of four hours per week for tasks related to communicating with individual students/parents, responding to emails, and providing feedback. These hours may be scheduled by counselors to best meet student/family needs and can be included in a weekly calendar that is provided to students and parents/guardians. Additionally, counselors may have specific times they also meet with individual students via Google Meet. Parent permission must be received in writing before any 1:1 Google Meet via the district's form.
5. Collaborate with district staff members to identify SEL resources that will be communicated to families via social media and made available through our ONEMA1ZE Continuous Learning Landing Page.
6. Counselors will work in collaboration with grade level teams to design supplemental home activities for PK-1 and 2-5 grade bands that support the critical standards for their content areas. Please provide one activity per week to the grade-levels teachers within your building that the classroom teachers will then include on their weekly calendars. These activities should be short, 5 to 10 minutes, and should be forwarded to grade level teams by Thursday so grade level teachers can include it by Friday.

How will you support students' social-emotional needs?

- Classroom teachers, support teachers, and counselors will collaborate to identify specially designed social emotional independent practice activities or social emotional activities embedded in academic curricular areas to be either sent home or provided electronically.

- For direct therapy or counseling, related service providers and district counselors will identify the best method to deliver social-emotional support based on individual student learning style and coordinate individually with families.
- District counselors will provide electronically, weekly social-emotional activities and lessons for all Maize students and families.
- District counselors, related service providers, and social-emotional educators will collaborate with classroom teachers to participate in classroom virtual meetings with students to support the emotional health of students and teachers.
- District counselors, social workers, and social-emotional leaders will utilize daily social media formats to provide wellness tips, self-care strategies, and calming activities for families, students, and staff members.
- The Student Support Specialist will work directly with the district technology specialist to identify SEL resources that will be communicated to families via social media and made available through our ONEMA1ZE Continuous Learning landing page.
- District counselors will work closely with classroom teachers and building administrators to identify students and families who are at risk, create a list of these students and families, and reach out individually to offer support and assistance.
- District counselors will conduct small group virtual sessions and check-ins with previously established student groups to provide on-going social emotional support, as needed by students and families.
- Secondary district counselors will provide ongoing individual support for students in need of assistance with scholarship applications, graduation requirements, and next level academic admission processes.

How will you engage families and caregivers in supporting the social-emotional needs of their children?

We will engage families and caregivers in supporting the social-emotional needs of their children by providing the following:

- Weekly social emotional lessons and activities that families can engage in together to promote healthy social-emotional skills and functioning.
- Daily social-emotional tips and strategies that provide families with ideas to incorporate into their daily routines that promote perseverance and resilience. These will be shared on the district Facebook and Twitter accounts to allow communitywide access.

- Weekly or bi-weekly classroom teachers virtual meetings with students and families to check on academic and social-emotional needs and connections.
- A specific web page that parents and caregivers can access for social-emotional support materials that promote healthy self-care, personal wellness, positive family activities, and referrals to electronic and community social-emotional support and assistance.
- Individual student and family social-emotional check-ins with district social-emotional personnel, as needed by students and families.

Family Community Communication

How will you keep families informed?

The following tools will be utilized for communication with parents, much mirroring protocol and practices used year round:

- Google Meet
- Maize USD 266 email (Contacts are available online at www.usd266.com)
 - Contact@usd266.com e-mail for general questions
- District website: www.usd266.com
- Skyward Message Center
- Blackboard Connect
 - E-mails
 - Phone calls (to parents who have provided a personal number)
 - Text messages (to parents who have elected to receive them)
- Classroom tools already utilized on a regular basis by teacher (i.e. Class Dojo, Blackboard, Google Classroom)
- Postal mail, if needed
- Phone (optional)
- District accounts on Social Media: Facebook and Twitter
 - Organized #OneMa1zeCares campaign to provide uplifting messages and regular tips for supporting students' and families' social-emotional needs

How will you collect feedback from families?

A parent survey was launched on March 23, 2020. The survey included questions about access to devices, access to the internet, parent communication preferences, and caregivers' level of comfort in providing instruction. Surveys were provided in English, Spanish, and Vietnamese.

District leaders will evaluate the need for similar surveys in the coming weeks. Surveys could be targeted to specific school levels, grades, or other populations, as needed.

Official district social media sites are monitored, and responses are provided to questions, often within one hour.

How will you evaluate the validity of the feedback and respond?

In response to the March 23, 2020 parent survey, we have deployed approximately 1,000 devices to families in need.

District leaders will consider this on a case-by-case basis, as needed. As with any data the district collects, those analyzing data could look for trends, remove or identify outliers, and sort feedback by school level, grade, school, etc. Surveys also may be a way for parents to request additional help and support or alert district leaders to additional steps or interventions that may be needed.

If students are not engaging in CLP activities, teachers will inform school guidance counselors, who will then initiate contact. If they are unable to communicate with the students or families, building principals and mental health liaisons will be notified. School resource officers will be utilized to conduct welfare checks if needed.

A survey was sent to families to determine the initial number of meals prepared for service. The actual record of meals served will guide food preparation estimates and staffing needs for future service dates.

The district is developing and will launch a web page to address frequently asked questions by patrons, students, and staff members. The resource will be updated weekly.

How will you support families and caregivers as they facilitate learning at home?

The district is creating a OneMa1ze Continuous Learning Plan web page that will have curated resources and links to support students and families. These include information and tips that will address social-emotional and physical wellness, utilization of curriculum delivery methods (Google Meet, Dreambox, etc.), and grade-level appropriate supplemental activities. A team of staff members has been created to

collect and curate resources before posting them on the CLP web page. This will help reduce the number of emails parents are receiving from district staff members.

Parents have been encouraged to email classroom teachers with questions or concerns about the Continuous Learning Plan. Teachers will respond during regularly-scheduled office hours.

Other

How will you reflect, monitor & evaluate the effectiveness of the implementation of this plan and the results?

- Classroom teachers will communicate regularly with students through the virtual platforms, Google Meet, and/or Google Classroom.
- Classroom teachers will monitor which students are not consistently making contact with the teacher during the virtual meetings, through emails, or by phone. The classroom teacher will then reach out to building counselors and building administration to secure assistance with contacting the families.
- Classroom teachers will conduct weekly usage audits of reports from the online programs being offered to students for the remainder of the 2019-2020 school year.
- Classroom teachers, Title I teachers, and classified staff members will offer additional support to students, or groups of students, whose progress with the online programs warrant additional intervention.
- Classroom teachers will hold office hours consistently each week to support families with questions or concerns.
- USD 266 is launching a website that will house curriculum resources and additional supplemental activities for families should they desire learning opportunities beyond what the classroom teacher has planned.
- The Student Support Specialist team will continue to support career first-year teachers.
- The Student Support Specialist team will be available as a resource to all USD 266 staff members. This will include, but is not limited to, collaborating on the district CLP, professional development, assistance with planning, assistance with parent communication, and answering questions as they arise.

- Counselors will collaborate with teachers when students are not engaging in their scheduled courses/classes and work with school personnel to make sure these students have adequate access.
- Building-level and district-level administrators will have access to and check to ensure weekly academic and social-emotional activities and lessons are being provided to every student and family in the district through the remaining school calendar year.
- District administrators will be able to monitor software platforms and social media formats to verify and ensure academic and wellness tips, self-care strategies, and calming activities are being provided for families, students, and staff members.
- District counselors, Student Support Specialists, and related service providers will collaborate and organize lists of students who are not responding to teachers virtual attempts to connect, demonstrating progress on provided academic home learning materials, and/or responding to emails. These educators will then provide individual contact methods for these students and families to assist them, tracking the contacts and individual supports provided to help them connect during April and May.
- District social-emotional support personnel will collaborate weekly with classroom teachers and building administrators to verify that all students are participating in their academic provided activities, thus showing engagement through the remainder of the school year.
- District counselors and social-emotional support personnel will document each individual or small group student session they conduct to monitor student progress and keep track of students and families needing extra support.
- The Student Support Specialist will conduct weekly checks with individual elementary aged high-risk tier III SEL students and their families regarding academic and social-emotional needs and document these communications.
- The Student Support Specialist and Media Specialists will conduct weekly audits of the OneMaize Continuous Learning site to verify quality content and ensure the provided resources are meeting the needs expressed by Maize families, students, and staff members.

Please describe the measures you will take in collaboration with your local county health department to protect the health and safety of students, staff and families.

At this time, we are not planning to bring staff members or students into our school buildings to work in small groups.

If, at a later date, it is deemed necessary to bring in students, the following guidelines will be implemented:

At the time of scheduling a meeting, assess the family's situation by asking the following questions.

- Has there been travel within the last 14 days?
- Has there been any exposure to an individual diagnosed with COVID--19?
- Is anyone in the home/family showing signs of illness including:
 - a fever greater than 100 degrees;
 - cough; and/or
 - shortness of breath.

If the answer to any of these questions is “yes” OR the family prefers not to have an in-person meeting, the meeting should be rescheduled for a later date or conducted virtually.

As a general rule, reschedule the visit no earlier than at least 14 days. The 14--day recommendation is based on current guidance for self--quarantine related to COVID--19.

Please refer to the KDHE COVID--19 Resource Center (<http://www.kdheks.gov/coronavirus/index.htm>) for the most current recommendations for quarantine and isolation and how to prevent spread.

While conducting the meeting:

- Reassess risk by asking the same questions at the time of arrival and before entering the home/clinic/location for the visit. If the answer to any question is “yes,” act as directed above.
- Don't shake hands or touch others when greeting or interacting.
- Wash your hands frequently and use hand sanitizer when soap and water isn't available.
- Limit unnecessary contact with surfaces/items and avoid shared use of tablets, laptops, writing utensils, and cell phones. Regularly wipe -down all items.
- Follow the current COVID--19 guidance to protect yourself and those you come in contact with.

WAIVER APPLICATION



Superintendent Signature

March 31, 2020

Date



Board of Education President Signature

March 31, 2020

Date

Please print this document and sign.

Please direct questions to the following:

Plan for Continuous Learning: mmiller@ksde.org