

Application to Waive 2019-2020 Attendance Requirements



Date March 27, 2020

School District Name Manhattan-Ogden USD 383

Superintendent name Dr. Marvin Wade

Board President name: Ms. Karla Hagemeister

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?

866 hours

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

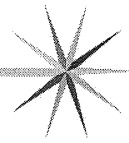
250 hours

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 27, 2020

School District Name Manhattan-Ogden USD 383

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 383 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 383 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 383 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 383 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 383 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 383 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.

Marvin Wade
Superintendent Signature

4/1/20
Date

Karla Hagmeister
Board of Education President Signature

4/1/20
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 27, 2020

School District Name Manhattan-Ogden USD 383

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

Educators within USD 383 participated in Professional Learning March 20 - 27. During this time, professional learning communities met via remote platforms to develop and plan for the implementation of our continuous learning plan. These topics included: grade level/content area team meetings, vertical planning teams, courses on utilizing digital platforms (Canvas, Zoom, O365).

Our special education department developed a common Individualized Continuous Learning Plan guide and shared this information electronically with teams. Staff then connected through Zoom to go over specific expectations and questions. Teams designated a question recipient within their schools in order to connect answers and information as succinctly as possible. Special education administrators continue to connect with building leadership teams as additional support is requested.

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

The primary goal for USD 383 is building our capacity to provide high-quality, equitable services while the brick and mortar schools are closed. We have an obligation to our students to provide them with opportunities to continue their learning during this pandemic. A consistent message has been delivered that continuity of education outside of a typical school building can occur through a variety of means. Manhattan-Ogden USD 383 will provide instruction using printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet student needs.

Our early learning and elementary schools opted to begin the continuous learning with the packet approach. This allows us to ensure each of the 9 elementary schools and 5 early learning sites are providing comparable material based on enrollment grade, not building or teacher. At the secondary level, the educators are using a blended learning

model. This allows for students to work via technology (more information below) or a more traditional approach through paper-pencil format. This approach will allow our secondary educators to share more course specific content, while maintaining a comparable level of rigor.

Will online learning be used?

Yes.

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

Yes.

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

A district survey was sent out to all guardians identifying the need of each student regarding device and internet access. A follow-up individual connection was made in the Family Wellness Checkup to those parents that had not replied to the original technology survey. During distribution of personal items at schools a further signup list was provided for all families.

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

All PreK-6 materials are paper packet format unless something is offered as extension or an IEP prioritizes another option. These resources, which are correlated with the Kansas State Standards and are from our board adopted curricula, will also be published on the Continuous Learning section of our website. Supports include Number Worlds, 95% Group Materials, Wonderworks, and other district intervention materials. Another support will be additional focused communication for a student with a specialist/title teacher to assist with the foundational packet that is going out.

Special education case managers and service providers are creating individualized continuous learning plans (ICLPs) that align with student goals. Through development of the ICLPs, service providers are determining what resources are needed for the student to access instruction and make progress on their goals.

Our Core English Speakers of Other Languages (ESOL) teacher team prioritizes student academic support according to student's English Proficiency Level and district data. We are working in a tiered model of support: Newcomer, Intervention, Core. Currently our ESOL team is prioritizing and focusing on our Newcomer population. Our starting point was any student that qualifies for the ESOL program, as defined by KSDE, and is categorized as a "Recent Arrival" or immigrant. From this list we discussed level of

English proficiency in accordance to KSDE ELP standards, teacher input, previous instructional support and district assessment data. Core ESOL Experts will create 'alternate' educational plans for specific students in order to follow a continuous learning framework. ESOL programs and EL students are quite heterogeneous, so we are considering the students' home, school and community experiences while using the Kansas English Language Proficiency Standards.

How will teachers check-in with students?

Our educators will continue with the platform they used during the traditional portion of the 2019-2020 academic year. These include telephone, email, Zoom, Canvas, O365, Seesaw, and Remind.

We have created a list of families that have a preferred language other than English. Recognizing that the majority language -second to English- is Spanish, we assigned a Spanish-speaking liaison to each building or program to assist with communication, translation and family communication. These liaisons are able to assist our child nutrition program, transportation, district administration office and each school building. We have started doing live, verbal announcements in English/Spanish of important district information. We utilize our contracted phone service for communicating in other languages and are creating QR codes of verbal interpretation of documents for those families that may not be able to read in their native language.

Describe your plans for continued Career and Technical Education.

CTE teachers are developing plans to address the most important competencies that were not yet covered. Teachers have course content and materials uploaded to Canvas.

Staff use a planning sheet to work on daily plans for each course. Many CTE courses do projects/activities that demonstrate proficiency that stretch over multiple days. Checking with course competencies to ensure that students achieve 80% of competency has been stressed. All CTE staff will have set office hours and are expected to reply to emails within 24 hours. CTE staff will contact students weekly as well. Canvas discussion boards will be used for contact and engagement.

Students who have an IEP will have an individualized continuous learning plan, which will be inclusive of CTE courses.

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

Manhattan High School will not request the local BOE to modify the 2020 graduation requirement from 24 credits to the KSDE minimum of 21 credits. Our CLP will allow students to earn credits for graduation consistent with board policy.

Social and Emotional Supports

How will you utilize counselors and social workers?

Counselors and social workers have created a handout for families to reference that connect with district adopted Social and Emotional Resources for families PreK-12. This will be made available through handouts and uploaded to our district website.

Social workers who have students on their caseload will continue to provide special education services. Students who were taking 'Back Snacks' home over the weekend are still having those delivered.

Counselors are working in collaboration with social workers to support the social and emotional well-being of students. In addition, counselors at the secondary level are helping monitor graduation requirements for students and identifying students who need alternate supports.

How will you support students' social-emotional needs?

Our district continues to prioritize the social and emotional needs of our students.

All certified staff are reaching out to do a 'Family Wellness Check-in'. Through this questionnaire, our staff will identify families who may require additional support.

Students will have multiple layers of support as general education teachers begin connecting with their classes. At preschool and elementary levels, classroom teachers will initiate and maintain contact with students. For our middle school students, their designated 8th hour teachers will be the main point of contact for students. At the high school, teachers will contact students assigned to their advisory period. Our goal, especially at the secondary level, is to have one primary point of contact for the support of each student.

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

Families and caregivers will be provided resources, tips, and strategies to support the social-emotional needs of their children. For families identifying more significant mental health supports as a need, their contact information will be shared with our Mental Health Liaison for follow up support. We are still in communication with our

Community Mental Health Center in order to connect families with support as needed. Our ESOL program is working with social workers, community organizations and local area agencies to support families.

Family Community Communication

How will you keep families informed?

We currently utilize various tools for family engagement. Our teachers will communicate using their classroom platform, while the building and district will also reach out using social media, our Student Management System (Infinite Campus) and physical letters.

How will you collect feedback from families?

Feedback will continue to be collected through the following avenues:

- Family Wellness check in's with teaching staff
- Individual student / teacher communications
- USD 383 social media platforms – Facebook, Twitter and Instagram
- USD 383 website
- USD 383 Infinite Campus emails
- USD 383 survey tools

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

Adjustments will be made to our plan as data is collected. Improvement will be evidenced by changes between the initial responses and those later in the process.

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

USD383 educators are in contact with families to conduct an initial Family Wellness Check-in. This process will allow school personnel to get a sense of how this situation has specifically impacted that individual student and family. The information collected will then be shared with relevant stakeholders (nurse, social worker, etc.) and they will continue to monitor the situation and provide additional resources. Each building administrator has developed a communication log for each educator in the building to use to clearly document interactions with students and families (general education as well as special education). This process increases the intentionality of communicating with our students and families.

Other

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

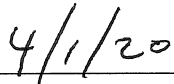
We will utilize the Self-Correcting-Feedback loop from our district Multi-Tiered System of Supports (MTSS) framework, which has proven to be successful with other complex and challenging initiatives. We have intentional and purposeful teams meeting and communicating through specific channels, which include our District Administrative Team, Building Leadership Teams, grade-level and content area teams. These teams are also representative of our support service departments and allow for consistent communication throughout the district. Through the expectation of ongoing two-way communication with families, we will monitor our progress and plans will be modified based upon feedback received.

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.

Communications and Safety Director Michele Jones serves on the Emergency Operations Center Team and meets daily with area first responders.



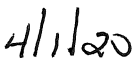
Superintendent Signature



Date



Board of Education President Signature



Date

Please print this document and sign.

Please direct questions to the following:

Plan for Continuous Learning: mmiller@ksde.org