

Waiver Application Packet



As a result of COVID-19 and the closing of school buildings, school districts must submit an application to waive 2019-2020 attendance requirements in order to receive exemption from KSA 72-3115. (1,116 attendance hours for all students and 1,086 attendance hours for high school seniors)

To apply for the waiver, you must complete and submit by April 8th the following items contained within this document:

1. Waiver Application
2. Assurances Document
3. Continuous Learning Plan Application

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

Please direct questions to the following:

- Waiver Application: ddennis@ksde.org
- Plan for Continuous Learning: mmiller@ksde.org

To access Continuous Learning guidance documents and resources, visit:

<https://sites.google.com/ksde.org/kansascontinuouslearning2020/home>

Application to Waive 2019-2020 Attendance Requirements



Date April 7, 2019

School District Name Wabaunsee USD 329

Superintendent name Brad Starnes

Board President name: Justin Frank

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?

822.62 hours

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

293.38 hours

NOTE

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

Assurances Document



Date April 7, 2020

School District Name Wabaunsee USD 329

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 329 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 329 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 329 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 329 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 329 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 329 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

Date

Board of Education President Signature

Date

Please print this document and sign.

Continuous Learning Plan Application

Date April 7, 2020



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

School District Name Wabaunsee USD 329

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

We've had daily Zoom meetings with administration, followed by daily Zoom meetings with teachers. Staff has received daily emails outlining our expectations and we're working with Greenbush professional development providers to deliver consistent training.

Staff began development of quality learning activities that not only re-emphasize the skills that have been taught previously, but also skills that will prepare students for the upcoming year.

One of the main goals of our Continuous Learning Plan is to provide meaningful learning activities for students that can be completed independently for the most part and done at a time that is convenient for families. Further, we need to focus on what we CAN do vs what we can't do. This is a great The Leader in Me (TLIM) lesson-we have the unique opportunity for our students to help be responsible for their own destinies.

We understand this is going to look different for all of our families so we developed the Continuous Learning Plan with flexibility in mind. As parents, we encourage you to work with your child on the expectations as to when the learning activities will be completed.

A clear message that we want to send to all families, regardless of the age of the students, is we don't want anyone to struggle, be frustrated, or overwhelmed. If you're needing guidance from the teacher for a learning activity, just skip that task until help from the teacher can be given.

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

- Google Classroom: assignments given and received, lessons and instruction given
- Autodesk Sketchbook app on their iPads
- YouTube Autodesk Sketchbook tutorials will be utilized
- Communicating with students through email, Google Classroom, and phone calls
- Resource packets with manipulatives to complete the tasks
- These resources are all inclusive from PreK-12 including students in the KPP and 4 Year Old At-Risk Grants
- Seesaw: assignments given and received, lessons and instruction given, communication with parents
- Special Education teachers will regularly communicate with the general education teachers with whom they collaborate to help with accommodations and/or modifications to the virtual curriculum.

Will online learning be used?

- Yes, through google classroom
- Zoom
- Recorded Video Instruction (YouTube)
- Online textbook with interactive activities
- Khan academy
- PhET interactive
- CK-12
- IXL
- Seesaw
- Apps such as Pebblego, Tumblebooks
- FlipGrid, Xtra Math.

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

- Students are very familiar with Google classroom and Seesaw
- Our Technology Director is actively involved with helping

We've sent out emails and messages via our Appetgy program that is also broadcast on social media (Twitter, Facebook) and on our website outlining tech support informatoin .

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

- We had 307 people/families out of 440 students complete an online survey that explicitly asked if they had Internet access-30 said no, Wamego Telephone Company worked with us to have them complete an application to gain Internet access.
- Devices-we are a 1:1 K-12 iPad district, of the 307 people/families 15 indicated they didn't have any Internet accessible device. We have distributed the K-6 school issued iPads to all these students. All 7-12 students have their iPads with them.
- All students/families were called by our teachers to ask about specific needs in regard to technology and food.

Students may access school WIFI from outside buildings and at other designated areas around our communities (WTC also has free hot spots available in Alma and Paxico) that have been shared with families

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

Identified students will receive modified assignments directly from teachers based on standards, topics being used by general education teachers

- Activities that focus on goals will be sent to students through learning packets, Google Classroom, and subscriptions to online learning programs, Zoom. Included with these activities and books are options that include video instruction and "read to me" options.
- Special Education teachers and paras will check in with Special Education students two-three times per week to make sure assignments are being completed and to help with any questions or problems the students may have. Access to Google Classroom will also allow Special Education staff members to facilitate these supportive services.

How will teachers check-in with students?

- Google classroom
- 'classroom hours' every day through google meet for check-in/questions/face-time
- E-mail
- Google Hangout
- Telephone
- Seesaw
- FlipGrid.

Describe your plans for continued Career and Technical Education.

- Work to finish the competencies required by the state.
- Use current work experience to meet these requirements if needed (students who are now working in a CTE area could count as field experience)
- Meet as CTE staff over zoom towards the end of the year to figure out concentrators in each area.

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

- We will review current credits for seniors and potentially recommend a reduction from 25 to 21 (state mandated) to the USD 329 Board of Education.
- Important senior information will be communicated to the seniors and their parents per email in regards to: scholarships due dates, transcript requests, end of the year info that we normally do.

Social and Emotional Supports

How will you utilize counselors and social workers?

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- Cross Winds social workers & therapists are available and have been providing online services
- Online referrals for Staff and Families will continue to be available for student supports and our MHIT pilot.
- Staff are reaching out via email to all of our students, letting them know about help in any way they need. Sending a positive link to them so they can access that if they choose, positive quote once a week.

How will you support students' social-emotional needs?

- Staff will continually let students know they are not alone at this time.
- Staff included a note of encouragement in every packet sent home.
- Staff plan to do a daily check in via Google classroom where students can share feelings.
- Social Emotional Learning website has been created for use by our MH School Liaison, School-Based CM, and School Social Workers/Counselors. This resource will be inclusive of resources, activities, and referral information for student supports and our Mental Health Intervention Program pilot through KSDE. Below is the link to the Social Emotional Site. It will continue to be edited as more activities and resources are added each week. It also has a place for parents to refer their students for support. We are very excited about this chance to reach our students and families to support their social emotional learning.

<https://sites.google.com/usd329.com/usd-329-social-emotional-learn/home>

- Staff have a morning message each day (a virtual continuation of our daily in class carpet time). Students may respond via the FlipGrid app and other students view their videos and make comments. All moderated by the teacher.

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

- o Staff will make regular contact with parents ensuring they are aware of school entities available to provide services should the need arise, not only for students but for families as a whole (Crosswinds Mental Health Services, Wabaunsee County Health Department).
- Weekly emails to parents continuing to offer suggestions and resource lists.

Family Community Communication

How will you keep families informed?

- E-mail
- Phone calls

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- Texts, google meet
- Parents can request to be added as a guardian on Google Classroom to track student progress.
- Keep gradebook updated to show missing assignments.
- Seesaw
- Class Tag
- Special Education teachers will develop an Individualized Continuous Learning Plan (ICLP) for each Special Education student with parental input, and will communicate with the parent and student on a regular basis.

How will you collect feedback from families?

- E-mail
- Phone calls
- Online Survey
- Seesaw
- Class Tag

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

Staff will check daily the district Google sheet survey with family information. Teachers have called all our students/families to check on them. Staff will utilize electronic means to follow up and help students/families.

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

- Be available through e-mail phone discussion boards to answer questions and give guidance.
- Provide regular communication with parents via phone and email that specifically list ways they can support their students' success, especially those ways characteristic of success in online learning; like checking student emails multiple times per day, spending time each day keeping up with classes rather than waiting until due dates, etc.
- Staff will communicate regular/consistent "office hours" for students/parents so contacting them can be predictable and proactive.

All of the Continuous Learning Plans will contain contact information for the teachers. Truly, the best way to contact teachers will be by email. Teachers have set up "office hours" designated to communicate with parents and students, and those hours are included in the

plans. Of course, you can email anytime, but just know the teacher may not respond immediately. Teachers should respond within 24 hours of an email (M-F).

As a parent, what can I do to help?

- Develop a routine for your family with a designated time for learning activities. Students are active learners and can be a part of this process. In true TLIM fashion-Empower them to take charge of their learning, and it will be more successful!
- We also encourage you to set up a “workspace” for your child for activities requiring concentration and a quiet environment.
- Your child should be able to complete most of the learning activities independently, but there may be times when your child has questions. We also understand that the learning activities may be confusing to parents. Therefore, please don't let any activity stress your child or family. Just skip it, try another one, and reach out to the teacher for clarification.
- If you need help with any of these suggestions, please do not hesitate to reach out to your child's teacher. They will gladly help you brainstorm ideas that may work for your family.
- Additionally, here is a great resource to support families with all of the changes that must happen at home: MY KID'S SCHOOL IS CLOSED, SO NOW WHAT?

Other

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

- Through monitoring of daily work and their progress through the material. Also through questions that come up through the process.

We have provided students and parents suveys that provides us information pertaining to our CL Plan https://docs.google.com/spreadsheets/d/1agWLtxsT2pzOqgFw2jbUOwqgsuoPf-kmXiG4Kx4TY_Q/edit?ts=5e874c5f#gid=1575194223

<https://docs.google.com/spreadsheets/d/1Pk2rwiZKqouaWYJKBUTCsUWM8TDIMeuwkkRcOngsA3Q/edit?ts=5e875aa3#gid=1281790643>

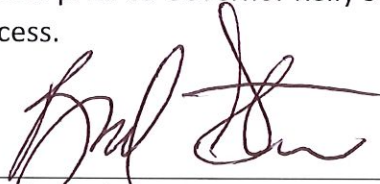
- Student and parent feedback and discussions

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.

Our vision/mission/philosophy has always been to put NO student/staff or the district at risk regarding the COVID-19 virus. We have meet and continue to meet electronically with our Wabaunsee County Health Department staff. They have been instrumental in closing our

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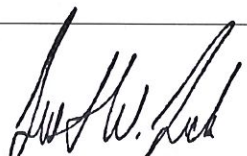
schools prior to Governor Kelly's executive orders. And helped us throughout this entire process.




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