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

Kansas leads the world in the success of each student.
Application to Waive 2019-2020 Attendance Requirements

Date April 6, 2020
School District Name Geary County Schools USD 475
Superintendent name Dr Reginald Eggleston
Board President name: Rina D Neal

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?
   822.35 hours

3. How many hours are you requesting be waived from school term of 1,116 hours for the 2019-20 school year?
   293.65 hours
   May 21, 2020 = students last day
   May 22, 2020 = teachers last day

NOTE
A continuous learning plan must be submitted as part of this waiver request in order to receive approval.

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

Date April 6, 2020

School District Name Geary County Schools USD 475

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 475 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 475 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 475 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 475 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 475 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 475 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.

Please print this document and sign.

President, Board of Education
4.6.2020

Superintendent of Schools 4.6.2020

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

Date April 6, 2020

School District Name Geary County Schools USD 475

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

The Teaching and Learning department, as well as Instructional Technology team, began developing a professional development plan on March 16. Our plan included determining which resources we would ask teachers to use to deliver instruction for ALL students. We are a 1:1 district, K-12, so we have the ability to provide face-to-face instruction for all students with internet access.

The professional development plan included an online conference to be held on March 23 and 24. A series of sessions on our delivery platform, Schoology, were conducted both days in chunks of 1 hour or 30 minute sessions, depending on the tool and/or topic. On Monday, March 23, all certified staff were expected to attend Schoology Basics, PowerPoint Recording, Skype and a Q&A session. These sessions were divided by either grade level or content area to ensure all could not only get in the group, but could ask questions as well. Each presentation included a presenter and a moderator to address questions submitted in the chat box.

On Tuesday, March 24 all certified staff were required to attend 3 sessions: Schoology Conferencing and Recording, Schoology Discussions and Chats, and another session of their choosing. The additional offerings on Tuesday were: Schoology Online Assessments and Assignments, Office 365, iStation, iReady Math and Reading, ThinkCentral, Discovery Ed, Office Translator, and Freckle Math. We also included additional Q&A sessions facilitated by the IT Director and the Teaching and Learning Director to answer questions about how this "new normal" would unfold.

Wednesday, March 25 and Thursday, March 26 began with a Schoology Q&A session to provide additional support to teachers in need. The rest of Wednesday and Thursday teachers participated in grade level or content meetings. During these meetings,

All required documents must be emailed as a single package to CLPlan@ksde.org by Wednesday, April 8, 2020.
department leaders and grade level leads facilitated conversations about critical components of content to still be addressed during the remainder of the year, selecting the priority standards at each grade level or content area. In addition, best practices for online/virtual instruction were shared, as well as a time for each group to brainstorm how they might deliver the content most effectively.

The Instructional Technology department has created a website that includes short instructional clips on the resources provided, as well as links to the recorded sessions from the online PD conducted on the 23rd and 24th. They also have begun using an online scheduling tool to provide more individual support to teachers in need of additional instruction on the available resources.

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

USD 475 is a 1:1 district, K-12. All student machines were available for pick up by students at the end of the week, March 20. Each building established a distribution plan for technology. In addition to technology, student workbooks and materials were also distributed to ensure students had what they needed to continue learning for the remainder of the school year. Additional times were established for parents to pick up the rest of the student materials once it was determined that schools would be closed the remainder of the year. Since Spring Break, USD 475 is issuing devices to 76 students who have enrolled.

During this initial set up process, information about recommended resources was shared with parents and students to be used during the weeks of March 23 - April 6. These resources included online tools which the district currently uses in a variety of content areas. Our goal during these two weeks is to ensure that students are able to get into the Schoology classrooms to begin formal instruction April 6. Teachers are to make contact with students during this time to check in and ensure they have internet access and the tools necessary to participate.

Will online learning be used?

Yes, online learning will be used for the majority of students, however specialized programs will provide additional opportunities for students once deemed necessary.

Building administrators have created schedules for teachers that include both online face-to-face time with teachers, as well as "office hours" so parents and students when they have the best chance of getting support. It is important that we provide a sense of
structured flexibility during this new normal that includes a schedule for parents/students to follow, but allows teachers to do what's necessary to meet the needs of their students.

If paper/pencil approach is deemed necessary, building principals will work with teachers to provide instructional resources to students. This will be evaluated on a district-wide basis by mid-April to determine the scope of needs throughout the district.

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

Tech support will be provided through the district Technology Department. A phone number for support has been provided to teachers, students and families to ensure students are able to participate in this new learning environment. 865-717-HELP.

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

The Technology Department conducted a survey through our district Facebook page to determine the connection needs of our families. To provide support for connectivity, 500 hotspots have been ordered and will be distributed to families in need. As teachers touch base with students during the week of March 30, they will communicate with administrators and district staff with concerns about student connectivity.

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

Students having been identified as eligible for special education services will have their respective case managers/service providers in contact with parents in order to determine an appropriate platform in order to continue to provide a free and appropriate education. Together, parents and the IEP team will create an individualized continous learning plan (ICLP) outlining the appropriate and necessary services and supports that will be provided during this time. A service log for each student will be maintained by the special education staff in order to document services and contact being provided to our special education students. Individualized instruction may include on-line learning, coaching supports, work packets, and "real life" opportunities for instruction utilizing educational staff and parents.

Additional opportunities for instruction for special education students will be continuing therapy provided on-line or through instructional resources including OT, PT, SL, SW, DHH, VI, etc.
Students who previously received academic support through Title 1 programs will continue to receive the support through the platforms identified for all students. These supports will include the Title 1 teachers communicating with their students on the lessons they are required to completed and offering additional time and support. In addition, the Title 1 teachers will assist core teachers with the modification of expectations of lessons.

How will teachers check-in with students?

All certified teachers are expected to check in multiple times per week with students to ensure they are engaged in this new learning platform. This live connection can be done through either video-conferencing or through live chats or discussion forums. Special education teachers and related service providers will check in with parents and students via phone conferences, video conferences, Schoology, e-mail, etc. and keep a log of communication for each student.

Teachers will check in with their students eligible for Title 1 support through Schoology.

Describe your plans for continued Career and Technical Education.

Our Career/Technical Education staff has collaborated in all of the E-Learning professional development sessions provided by the district to continue teaching and learning within their respective curricula. This same staff has participated in online content meetings with their respective Principals and our Career Technical Coordinator to ensure compliance with KSDE, essential learning outcomes for curriculum and the processes for completing and assessing the semester successfully. All CTE instructors will begin their E-learning platforms on April 6th; utilize a learning platform to conduct classes and have developed lesson plans for their students.

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

The USD 475 Board of Education adopted the resolution from KSDE regarding the shift in accepting the minimum criteria of 21 credits for the Class of 2020. This information has been communicated to our families (via the Principal); each senior has received a revised credit check from their counselor (under these new standards) and families have been personally contacted by a JCHS Counselor to establish a plan for completing these credits. Seniors will begin this plan on April 6th.

A JCHS Grading Communication Plan was also distributed during the week of March 30 for all students. This plan addresses transcripts, completion of academic content and the
process for permanent educational records. We have also waived the Service Learning Component for these seniors.

Separately, meetings have occurred with the Activities Director and our Senior Class Sponsors to determine the process for seniors who meet all graduation criteria. We will meet again on April 6th to devise the formal plan for graduation.

Social and Emotional Supports

How will you utilize counselors and social workers?

Counselors will continue to provide services to students in USD 475 through our approved platforms SKYPE and Schoology. Counselors have provided letters to the families of their students to explain how services will continue to be provided and will do individual counseling sessions, small group lessons and whole class video presentations that will be recorded for use as the students schedule allows.

Social workers will continue to provide social work services to students through on-line and video conferencing. Social workers will create lessons for students and have small group instruction. In addition social workers will be assisting with any/all students/families that have irregular attendance or are showing warning signs of stress. Social workers will be assisting teaching staff and families in utilizing community based resources and assisting as needed.

How will you support students’ social-emotional needs?

Student social and emotional needs will be met through their social worker, counselor, behavior health specialist and classroom teachers. The social and emotional learning curriculum utilized by teachers prior to continuous learning will continue to be provided to students. In addition, core teachers will keep a close eye on potential social and emotional needs of additional students during this new learning format and refer them to the appropriate staff.

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

USD 475 teachers will alert any necessary parties regarding concerns families present. In addition, our school nurses, behavior health specialists, counselors and social workers will push out how information on how to access any support families may need during this time. The traditional referrals to social and emotional support systems will
continue. We will also utilize social media platforms for information on accessing social and emotional support.

Family Community Communication

How will you keep families informed?

USD 475 uses a variety of methods to ensure good communication with families. The district utilizes a program that allows messages to be sent to all student and parent email addresses. In addition, the program sends text message alerts to all parents, students, and staff in the district to alert them to check email messages for important information. Emails are sent to all parents and students to include important information that they need to know, and in some cases, text message alerts follow to inform them to check emails. When parents do not receive the emails, they contact the communications office to ensure that their information is correct and up to date within the email system.

The communications staff works on an on-call basis to answer emails and messages from 7 am to 9 pm, so that student issues, concerns, and feedback can be addressed in a timely manner. All district communications are distributed through the communications office, to ensure that all communications are distributed in a timely manner, and for the ability to track communication delivery as well as collect feedback and questions.

Each school, as well as the district office, will include all important information on their websites, and will keep this information updated as changes and updates occur. Additionally, each school, as well as the district office, has a Facebook page where important information is shared. Updates that apply to the entire school community are also shared with local media to be published on popular local news websites and in the local newspaper.

Teachers have been contacting each student or family directly to ensure that email and phone contact information is updated and correct, and that communications from the district, school, and teacher are being received.

How will you collect feedback from families?

Families may provide feedback in multiple ways. Families are able to respond to emails sent from the communications department. They may also leave comments on posts on Facebook. These comments and emails are collected by the communications department and distributed to the appropriate district staff to be addressed. The district
has implemented a special section of the website (www.usd475.org) to ensure that the most frequent issues and questions are easily addressed and answered without unnecessary delays.

Families and students are encouraged to express concerns and give feedback to their teachers directly, so that student issues can be addressed in a timely manner. Students and families are also encouraged to provide feedback to the school principal or appropriate district staff directly.

In addition, a parent survey about technology needs, and one on instructional needs were distributed the week of March 23 to collect information about needs of families and students. This information will be shared with the IT department to address technology needs and building principals to address instructional needs.

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

Parents and students that provide feedback will receive a response within 2 hours or less for communications received from 7 am to 9 pm on weekdays, and within 4 hours on Saturday and Sunday. The initial response will be to acknowledge the receipt of the feedback and to ask clarifying questions to determine the appropriate person to route the information to. Additional information requested can include student’s name, grade, teacher, subject, principal, and contact information for student or parent. This will allow the district to ensure that all feedback received is from a current parent or student, and will allow for feedback to be forwarded to the appropriate individuals for response in a timely manner. Additional responses may come directly from individuals addressing the concerns or issues. Some concerns can not be addressed in an immediate manner, and the response will let the parent or student know that the issue is being addressed and include an expected timeframe for answers or responses.

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

USD 475 has implemented a technology help line to assist with technical issues. The help desk has a phone number parents can call for assistance with issues with student laptops, access to district programs and applications, login difficulty, and internet connectivity. Communications personnel will also ensure that messages from parents and students will be responded to in an appropriate and timely manner, to ensure parents and students do not wait too long for assistance. Tutorials and walkthroughs will be provided as necessary, and will be made easily available on the district website.

USD 475 has also purchased wireless hotspot devices to issue to students that lack adequate access to an internet connection. These devices will be checked out to
students on an as-needed basis, and the district will cover all costs associated with connectivity for these devices to ensure that each student has the opportunity to participate in the continued learning environment.

Other

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

USD 475 district staff will meet weekly with building administrators to discuss implementation progress. In addition, the Teaching and Learning department will continue to facilitate discussions with elementary steering chairs and secondary content area teams to ensure we are meeting the needs of our students. An additional survey will be shared towards the end of April to gauge needs we may not have addressed.

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.

USD475 is:

- An active participant in daily (seven days per week) Emergency Operations Center COVID-19 update briefings conducted by Geary County and its Health Department.
- Providing dedicated liaison between the general contractor building the new District high school and the County Health Department.
- Maintaining direct contact capability between key District leadership and the County Health Department program Director and her Deputy.
- Supplying County identified needs (healthcare sites) for sanitizer and wipes taken from classroom and warehouse inventories.
- Supplying, from school nurse inventories, touchless digital thermometers to County health workers as needed.
- Supporting stay at home orders by supplying "hot spots" for students / staff with poor or without internet access.
- Supplying dedicated custodial personnel to sanitize food distribution sites and the Central Kitchen on a daily basis.
- Providing food distribution site personnel to enforce safe distancing and food handling protocols.
WAIVER APPLICATION

- Providing food distribution sites with hand held radios used for direct support and cross talk between program sites.
- Maintaining closure enforcement for all District playgrounds.

Superintendent Signature  4.6.2020
Date

Board of Education President Signature  4.6.2020
Date

Please print this document and sign.

Please direct questions to the following:
Plan for Continuous Learning: mmiller@ksde.org
USD 475 Continuous Learning Plan – Spring 2020

1. Overview
2. Timeline of events/Professional Development
3. Educator Communication
   a. Teacher Expectations – District and Building
   b. Non-Classroom Educator Expectations (Instructional Coaches, Library Media Specialists, Specials Teachers, etc.)
   c. Counselor/Social Worker Expectations
4. Parent/Family Communication
5. Special Education
6. ESOL Services
7. Technology
   a. Resources
   b. Support
8. Graduation Updates
9. Elem/MS Report Cards
10. Hiring of New Staff

Overview

Student’s First is USD 475’s first core value. As demonstrated throughout this plan, you’ll see how student needs, both academic and social/emotional, are or will be addressed for the remainder of the school year.

USD 475’s journey in planning our continuous learning plan began before the end of spring break, with a decision to cancel school the week of March 16 – 20. The Teaching and Learning department and the Instructional Technology department started developing the platform which all teachers would use to deliver curriculum as well as a plan for professional learning for teachers to prepare them to provide instruction in an online environment for the remainder of the school year.

Timeline

A timeline of events from March 16 – April 3 is included below:

March 16

- Teaching and Learning and Instructional Technology department begin planning for shifting to online learning environment.
- Outline Phase 1 and Phase 2 plan
  - Phase 1 (March 23 – April 6) includes shared resources for students to use during this transition time to official academic learning time.
  - Phase 2 (April 6 – end of the school year) includes academic learning time with virtual live connections with students frequently throughout the week.
March 17

- Discussion with elementary steering chairs and secondary department leaders detailing Phase 1 and Phase 2 expectations.
- Content and grade level leaders create resource documents to be shared with parents for use during Phase 1.

March 18

- T&L and Tech continue planning professional learning sessions to be offered March 23 and 24.
- Parents allowed in buildings to pick up devices for virtual learning.

March 19

- Distribution of Phase 1 and Phase 2 expectations to ALL certified staff
- Content and grade level leaders met with T&L and Tech to finalize resource documents to be distributed with parent communication on Friday, March 20

March 20

- Parent communication shared through district Facebook page and emailed to all parents
- Parent survey for technology needs distributed through district Facebook page and emailed to all parents

March 23

USD 475 Online Learning conference – Monday - all certified staff expected to attend 4 sessions on about Schoology or a method for delivery.

<table>
<thead>
<tr>
<th>USD 475 Online Conference</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>8:15 - 8:45</strong></td>
<td>Opening Session - Dr. Eggleston, Karl DeArmond, Pam Irwin</td>
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<tr>
<td><strong>9:00 - 9:45</strong></td>
<td>Elem Schoology Basics - K-1 Presenter: Brittany Q Moderator: Tyler M</td>
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<td>MS/HS SS Schoology Basics Presenter: Lori A Moderator: Anneliese</td>
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<td>MS/HS ELA Schoology Basics Presenter: Laura K Moderator: Jennifer H</td>
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<td>PPT Recording Presenter: Megan K Moderator: Susan P</td>
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<td></td>
<td>Skype Presenter: Karl D Moderator: Amanda H</td>
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<tr>
<td><strong>10:00 - 10:45</strong></td>
<td>Schoology Basics - 2-3 Presenter: Laura K Moderator: Linda B</td>
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<td>MS/HS Math Schoology Basics Presenter: Brittany Q Moderator: Pam D</td>
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<td>MS/HS Sci Schoology Basics Presenter: Lori A Moderator: Amanda H</td>
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<td>Time</td>
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<tr>
<td>11:00 - 11:45</td>
<td>Schoology Basics - 4-5&lt;br&gt;Presenter: Tyler M&lt;br&gt;Moderator: Jennifer H</td>
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<tr>
<td>1:00 - 1:45</td>
<td>Elem Schoology Basics - K-1&lt;br&gt;Presenter: Brittany Q&lt;br&gt;Moderator: Tyler M</td>
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<tr>
<td>2:00 - 2:45</td>
<td>Schoology Basics - 2-3&lt;br&gt;Presenter: Laura K&lt;br&gt;Moderator: Linda B</td>
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<tr>
<td>3:00 - 3:45</td>
<td>Schoology Basics - 4-5&lt;br&gt;Presenter: Tyler M&lt;br&gt;Moderator: Jennifer H</td>
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March 24

USD 475 Online Learning conference – Tuesday - all certified staff expected to attend 3 sessions about Schoology or content resources.

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<thead>
<tr>
<th>Tuesday</th>
<th>Schoology Conferencing &amp; Recording - Elem</th>
<th>Schoology Discussions and Chats - All</th>
<th>Schoology Online Assessments &amp; Assignments</th>
<th>Office 365 (Collaboration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45</td>
<td>Presenter: Brittney Q, Moderator: Linda B</td>
<td>Presenter: Laura K, Moderator: Amanda H</td>
<td>Presenter: Megan K, Moderator: Lori A</td>
<td>Presenter: Tyler M, Moderator: Jennifer H</td>
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<tr>
<td>9:00 - 9:30</td>
<td>Schoology Conferencing &amp; Recording - Sec</td>
<td>iReady Math/Reading - MS</td>
<td>iStation</td>
<td>Presenter: Jennifer H, Moderator: Angela P</td>
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<td>Presenter: Brittney Q, Moderator: Linda B</td>
<td>Presenter: Pam D, Moderator: Anneliese K</td>
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<td>Presenter: Jennifer H, Moderator: Angela P</td>
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<tr>
<td>9:45 - 10:15</td>
<td>Schoology Conferencing &amp; Recording - Elem</td>
<td>Discovery Ed - All</td>
<td>ThinkCentral - Elem</td>
<td>Office Translator</td>
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<tr>
<td>10:30 - 11:00</td>
<td>Schoology Conferencing &amp; Recording - Sec</td>
<td>Schoology Discussions and Chats - All</td>
<td>Schoology Online Assessments &amp; Assignments</td>
<td>iStation</td>
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<td>Presenter: Brittney Q, Moderator: Linda B</td>
<td>Presenter: Laura K, Moderator: Lori A</td>
<td>Presenter: Megan K, Moderator: Tyler M</td>
<td>Presenter: Jennifer H, Moderator: Angela P</td>
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<tr>
<td>11:15 - 11:45</td>
<td>Schoology Conferencing &amp; Recording - Elem</td>
<td>iReady Math/Reading - K-1</td>
<td>Q&amp;A session with T&amp;L and Tech</td>
<td>Presenter: Pam Irwin, Linda Bongers and Karl DeArmond</td>
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<tr>
<td></td>
<td>Presenter: Brittney Q, Moderator: Laura K</td>
<td>Required for Elem teachers</td>
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<td>Presenter: Pam D, Moderator: Anneliese K</td>
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<td>Time</td>
<td>Session Description</td>
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<td>Schoology Conferencing &amp; Recording - Elem Presenter: Brittney Q Moderator: Amanda H</td>
<td>Schoology Discussions and Chats - All Presenter: Laura K Moderator: Linda B</td>
<td>Schoology - Online Assessments &amp; Assignments Presenter: Megan K Moderator: Lori A</td>
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<tr>
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<td>Schoology Conferencing &amp; Recording - Elem Presenter: Brittney Q Moderator: Amanda H</td>
<td>iReady Math/Reading - 4-5 Required for Elem teachers Presenter: Pam D Moderator: Anneliece K</td>
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<tr>
<td>2:30 - 3:00</td>
<td>Schoology Conferencing &amp; Recording - Sec Presenter: Brittney Q Moderator: Laura K</td>
<td>ThinkCentral Presenter: Jennifer H Moderator: Angela P</td>
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<td>Office Translator Presenter: Amanda H Moderator: Lori A</td>
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**March 25 and 26**

Wednesday and Thursday were dedicated to secondary department/content meetings and elementary grade level meetings. Each session was facilitated by a department lead or steering chair, with the assistance of a Teaching and Learning member. A PPT was provided to each group that included talking points for the discussion, such as Resources shared for the content area/grade level and tips for effective virtual instruction. In addition, each group created a pacing guide with critical components to be taught for the remainder of the school year. Both Wednesday and Thursday also began with a 1 hr Q&A session about Schoology, the platform to be used for delivery.

The Special Education department shared planning documents with SPED staff.

Building principals, PreK-12, create draft schedules to share with their staff on Friday, March 27 during grade level or content meetings. These schedules were created utilizing the guidelines shared in the Continuous Learning Guidance document from KSDE.

**MS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Description</th>
<th>Lead:</th>
<th>T&amp;L:</th>
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<tbody>
<tr>
<td>10:00 - 11:00</td>
<td>MS SS</td>
<td>Alex and Allie</td>
<td>Anneliece K</td>
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<tr>
<td>11:00 - 12:00</td>
<td>MS Math and Math Strategies</td>
<td>Kerry &amp; Lindsey</td>
<td>Pam D</td>
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<td>12:30 - 1:30</td>
<td>MS Sci</td>
<td>Kerry &amp; Lindsey</td>
<td>Anneliece K</td>
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<td>Lead/Coordinator</td>
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<td>1:30 - 2:30</td>
<td>MS ELA and Rdg Strategies, ELL</td>
<td>Alex and Allie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anneliese K, Susan P</td>
<td></td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>MS Electives (Art, Music, World Languages, LMS/Careers,)</td>
<td>Matt S &amp; Cat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tyler M,</td>
<td></td>
</tr>
<tr>
<td>3:30 - 4:30</td>
<td>CTE/PLTW</td>
<td>Mike G</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Pam I</td>
<td></td>
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<tr>
<td></td>
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<td>MS PE</td>
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<tr>
<td></td>
<td></td>
<td>Aaron</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Allie H</td>
<td></td>
</tr>
</tbody>
</table>

**HS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Lead/Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:00</td>
<td>Communications</td>
<td>Tyrek A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pam I</td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>ELA - Chelsea T</td>
<td>World Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alicia G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Susan P</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>SS - Joseph Rix</td>
<td>MS/HS AVID - Ruth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Becky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linda B</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>Science - Jen Sutter</td>
<td>PE - Randall Z</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jen H/Derek</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>CTE/Business - Mike</td>
<td>Math - Donna Miller</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pam D</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Fine Arts - Michael B and Jimmy G</td>
<td>JROTC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Susan P</td>
</tr>
</tbody>
</table>

**March 27**

- Building principals met with District executive team to discuss plans for the beginning of the continuous learning process
- Parent survey to determine additional needs of students and families was distributed through Facebook and parent email

**March 30 – April 3**

- Instructional Technology department continues to schedule meetings throughout the week with teachers and departments providing assistance with technology.
- Teaching and Learning department continue to meet with grade level teams and content teams to assist in curriculum planning, assessment revisions and updating pacing guides.

**April 6 – Virtual Instruction begins**

**April 6 – end of school year**

- Weekly meetings with building administrators scheduled to continue to review and analyze process and delivery of content to ensure ALL students are engaged in the learning process. Adaptations will be determined by student need.
Educator Expectations

All PreK-8 certified staff are expected to be available during the hours of 8 am – 3 pm, grades 9-12 from 8:30 am – 3:30 pm. Teachers are not expected to “teach” this entire time, but will have specific times for live video conferencing, specific instruction time, as well as office hours scheduled throughout the day. Specific schedules are set at the building level, but have been reviewed by district personnel to ensure similar expectations are set from building to building. All discussions with certified staff stress the need for structured flexibility during this time for both staff and students.

Official attendance will not be recorded for the remainder of the year, however all teachers are expected to keep track of whether students are engaged in the learning environment they’ve created. Student engagement may be determined in a variety of ways, from participating in the live video conferencing, submitting assignments/work, or joining an online chat with the class. Should a student not participate, teachers will attempt to contact the student and determine if what challenges are occurring, sharing the information with building administration if necessary to remove the challenges.

Non-classroom educators will continue to provide support for both teachers and students in a variety of manners. MTSS or Reading tutors will continue to provide instruction through small group connections via live video conferencing. Instructional Coaches will coach teachers in methods for effective virtual instruction and content delivery. Library Media Specialists will continue to work with students and teachers to integrate content through resources available through our online library. Specials teachers will develop a series of recorded lessons for students to utilize at the elementary level throughout the week. At the MS and HS levels, elective teachers will teach their content in the same manner as core classes.

Counselors and Social Workers are expected to provide support to students as they had while in the brick and mortar setting. This connection may happen through phone calls or video chats and will include both emotional and academic support.

Parent/Family Communication

Parents and families have been kept apprised of all decisions made by the district, starting with the cancelling of school the week of March 16 – 20. Once the decision by the Governor to close schools for the remainder of the year was issued, parents were notified that a more permanent solution was being developed. Because we have 1:1 technology K-12, parents were encouraged to come to school to pick up devices and the remainder of their child’s belongings so students could begin Phase 1, using resources shared for their grade level or content area.

A parent letter was distributed on March 20 outlining Phase 1 and Phase 2 of the district’s plan, as well as the timeline for implementation. Teachers were to contact students during Phase 1 to ensure students could get in the system and just to check in on their emotional well-being. Teachers shared information about district resources that may be available to assist in connecting, i.e. wifi hotspots.

The district marketing department serves as the communication hub used to get information to parents. The district Facebook page and emailing through the district management system (Skyward) is the preferred method to get the word out about what decisions have been made.

A survey was distributed to parents and families to determine needs of students and families in addition to technology and connection concerns. This information will be distributed to building principals to then share with teachers to assist in helping their students.
Special Education

The Geary County Schools Special Education department created a series of guiding documents to ensure the needs of both students and staff are being met throughout this transition to our continuous learning plan. Determining how to meet the needs of special education students through e-learning or finding a different approach to academics is the work being done by all special education teachers across the district. Making a Good Faith Effort was the foundation to this shift for all students, PreK-12 and beyond.

Special education teachers participated in the district provided professional learning on March 23 and 24, and then more specific sessions regarding special education specific topics the remainder of the week. School psychologists have been given guidance on conducting existing re-evaluations and initial evaluations for the remainder of the school year. Social workers will be assisting with our students that are not logging on or may have fallen off the radar during this transition. Parent communication began immediately with teachers contacting families to determine how best to meet their child’s needs given the current limitations.

Guiding documents created by the Special Education department are included (USD 475 CLP SPED Guidance, Parent Letter CLP, and Prior Written Notice for Contingency plans). These documents will be the foundation of this department’s work throughout the remainder of the year. Continuous evaluation of the programs will be conducted to ensure all student needs are being met.

ESOL Services

EL teachers will continue to provide support to students with language barriers through small group instruction or providing scaffolding materials to allow students the ability to access the content. EL Aides will be utilized to create support materials for students and assist in mailing documents or distrusting to students in an online manner.

Technology

The USD 475 Technology department has been working countless hours to ensure that not only the devices students use are prepped and ready for pick up or distribution, but also assisting in professional learning on the different platforms we have available for delivery of content and video-conferencing for adults for professional learning communities to continue to function.

Any technology devices that were not picked up at the building level were delivered to the tech building for parents to then schedule an appointment to secure a device for their student. In addition to the devices, Karl DeArmond, the district Chief Technology Officer, has been working to secure hotspots to be distributed to families who need a connection to WiFi.

The Technology department has created a hotline for parents to call to get support for connecting their devices, as well as tech support for programs teachers may be using. Teachers have been encouraged to utilize district provided resources as much as possible to ensure the IT department is able to provide the appropriate amount of support to parents and families.

The Instructional Technology staff has a website with supports for teachers to utilize for just-in-time professional learning, assisting in answering questions they may have using the different programs available in the district. This site continues to grow as additional resources are being utilized through this implementation process. Teachers also have access to Instructional Technology coaches for one-on-one support to assist in setting up technology to deliver content, as well as to gain tips and tricks for organizing their online platform for ease of use by both students and families.
Graduation Updates

The USD 475 Board of Education adopted the resolution from KSDE regarding the shift in accepting the minimum criteria of 21 credits for the Class of 2020. This information has been communicated to our families (via the Principal); each senior has received a revised credit check from their counselor (under these new standards) and families have been personally contacted by a JCHS Counselor to establish a plan for completing these credits. Seniors will begin this plan on April 6th.

A JCHS Grading Communication Plan was also distributed during the week of March 30 for all students. This plan addresses transcripts, completion of academic content and the process for permanent educational records. We have also waived the Service Learning Component for these seniors. Separately, meetings have occurred with the Activities Director and our Senior Class Sponsors to determine the process for seniors who meet all graduation criteria. We will meet again on April 6th to devise the formal plan for graduation.

Report Cards and Grading

Elementary and Middle School teachers were expected to have all grades entered by March 18. Because P/T conferences were cancelled, 3rd quarter grade cards were printed and mailed to all students/parents. Junction City High School is on a 6-week schedule. Progress reports will be distributed through email and Skyward for the Fifth 6-week period, with final grades being issued at the end of the school year.

Grading guidelines will be established in the next two weeks for elementary students as priority standards will be the only items addressed in the 4th quarter. Assessments are being updated for math and reading, knowing that some standards on the grade cards will not be addressed this year. Pacing guides will be adjusted for the 20-21 school year to accommodate this deficiency.

Secondary teachers have selected priority standards to be addressed during the remaining weeks of school. Grading and assignment expectations have been adapted to meet the needs of the students and teachers in this new learning environment.

Hiring of New Staff for the 20-21 school year

Interviews and hiring protocols will continue during this time as we strive to hire qualified teachers to fill our classrooms for the 20-21 school year. Skype for Business and Zoom are both programs used to conduct these interviews.

Closing

There continue to be questions asked daily in which we do not currently have the answers. USD 475 administrators and staff work to ensure we are providing the best possible learning environment for ALL students.

Appendices:

* Teacher Communication
* Parent Communication
* Sample (3rd grade) Resource document
* Parent Survey
* Draft Building Schedules

* Individualized Continuous Learning Plan – SPED
* SPED Parent letter
* Prior Written Notice – SPED Documentation
Good Evening USD 475 Educators! (PLEASE READ ENTIRE MESSAGE)

As you all know, schools will be closed for the remainder of the school year, however, learning must continue. We have broken our education plan into a phase 1 and a phase 2 approach. **Phase 1** includes students accessing a resource document from the district, which will be shared with parents through an email as well as through Schoology with suggested times (the times are age appropriate) to be spent “learning” in each content area. Phase 1 is planned for March 23 – March 31. All of the resources include tools that students have already used and are familiar with, as well as resources to continue learning in a variety of ways. iReady is now offering online lessons for both Reading and Math through this platform at no cost to districts, so we will take advantage of this resource for K-8. There shouldn’t be anything included which you or your students would need to create another account.

These resource documents will be shared with parents by Friday of this week through an email that we will sent from T&L. **We can suggest times that students use the resources but there is to be no expectation or accountability of use shared with students March 23-31.** At the top of the resource documents there is a statement that says these are “suggestions”. Once we set expectations for use and learning time, we are required to provide special education services and ELL support. **So it’s critical that we are NOT sending assignments or establishing expectations for learning at this time.**

**Phase 2** moves us to an e-learning platform for education. **Beginning April 1st, teachers will be expected to begin “teaching” in an online platform. Schoology will be the platform used for delivery of all instruction.**

A series of **professional development** opportunities will be provided the week of March 23 – 27 to ensure that all staff know how to utilize the platform to provide instruction. Two documents are attached, one with the schedule of sessions and another with a short description of each session. To join these sessions, click on this link: [https://schoology.com/course/2403849453/materials](https://schoology.com/course/2403849453/materials). This folder contains a document for each day. When you open the document, you’ll simply click on the title of the session you want to join to participate. No registration is required. Chat lines will be available with a moderator for each session to ask questions throughout the presentations. (These are not all complete, but will be ready by the end of the day Friday).

I know that many of you have used Schoology in the past, however **we are recommending that EVERYONE participate in the Schoology session that is designated for your grade level or content area on Monday, March 23rd.** We want to share ways to set up your online environment that makes it easier for you as well as parents/students. We would also like you to each participate in the **other 3 sessions** scheduled on Monday: PPT Recording, Skype, and the Q&A session. Choose which sessions work best for your schedule. These will be recorded and archived for your future use.

The schedule for **Wednesday and Thursday starts with a Schoology Q&A session.** You do not need to participate in these unless you need support. The rest of the day **Wednesday will be dedicated to virtual department/content meetings for secondary teachers.** On **Thursday, we will have virtual grade level meetings for elementary teachers.** During these sessions, we will discuss more content specific expectations, including grading and assessments.

**What are the expectations for you as a teacher during each phase?**

- **Phase 1**
  - Contact your students during this time to have an online video conference through Schoology. We want to ensure that ALL students are set up and ready to go when online instruction begins on April 1st.
U Answer questions from your students regarding the online resources that have been shared from your grade level or department. Be sure that all of your students have account information and can assess the online tools we’ve recommended.
U During this time, you should be creating documents to share with students/parents the first few days of the online instruction (Schedules, online directions, syllabus, procedures, etc.). You are essentially starting a new class, so procedures and processes must be established for what this will look like in this new environment.
U Review recommendations for effective online education – more will be shared on this topic in the near future.

**Phase 2**

U **Teachers are expected to be online during the school day from 8-3.** This does not mean that you have to be “teaching” the entire time, however you should have a plan for when you will be in front of your students and when you would have “office hours” for assistance and support.
  ▪ Elementary – we are creating sample “Day in the Life of an Elementary Student” to give you some ideas for what the day might look like for both you and your students.
  ▪ Secondary – We suggest you set up your schedules similar to what your day looked like when you were in school. This provides a structure for students to follow and times in which they know you will be available to them for either instruction or support. This will also ensure that teachers are setting times for class when we know their kids are available and not to be expected with another teacher. We understand there may be adjustments to this schedule, work with your administrators to determine the best fit.

U All teachers will be expected to have LIVE online contact with students throughout the week. This can be accomplished through whole group instruction with your class online with you at the same time, in small groups, or a combination of whole group and small group.
  ▪ Elementary – You should plan on having face-to-face (online) contact with your students every day. You set the schedule for when this happens during your day, but try to set the schedule early so parents/students can plan on when they need to be “in school”.
  ▪ Secondary – You should plan on having face-to-face (online) contact with your students a minimum of 2 times a week. The other days should also have LIVE contact, but this might occur using a chat line or some other method of connecting. It’s important that ALL students are interacting with adults daily.
    • I suggest you begin each week with a face-to-face meeting with your students to set the stage for the week.

U Teachers will submit their proposed schedule to administrators by **March 30.** If changes must be made for any reason, communicate with your administrator prior to the change. Guidelines shared from KSDE state consistent schedules are recommended for parents and students.

U Include in your schedule the following: live learning time throughout the day, office hours, and lunch time plan time.

U **If you do not have internet access at home, please contact Karl DeArmond.** He is ordering hot spots that can be checked out to staff during this time.

U **Also, if you would prefer to teach from your classroom, you will be allowed to do that as long as you teach online/virtually from your room.** *Pay close attention to the 10 person maximum gathering guidelines and 6-foot social distancing guidelines.
If you are unavailable on a day to “teach” and not be online on a particular day, you must be in touch with your administrator and utilize any appropriate leave bank (per HR). More guidance on leave will be shared from the Human Resource department.

It is your responsibility to continue to deliver instruction for your students. All students are in the Schoology system and will have directions for how to access the e-learning platform.

- We are still working through expectations for certified staff who do not have specific classroom responsibilities. More information to come.
- We are also still working on procedures for if/when someone is sick or isn’t available for a day. More information to come.

Thank you all for reading to the end 😊! We will continue to send information to everyone in the coming weeks and we set the stage for our “new normal”. We know these are trying times for all and appreciate everyone’s willingness to do what’s best for students of USD 475!

We’ll “see” you all next week!

Pam Irwin, MS, EdS

Executive Director of Teaching and Learning

Geary County Schools, USD 475

(785) 717-4027

pamirwin@usd475.org
Dear USD 475 Parents,

By now you are aware that in order to mitigate the spread of the COVID-19 virus and keep our students and staff safe, the Governor of Kansas has required all schools in the state to close and cease in-person instruction effective the remainder of the 2019-20 school year. This does require school districts to create a plan for the continuation of instruction and education in Kansas.

Your school officials have been working diligently since this announcement to create a viable and approved Continuous Learning plan for the students in USD 475. This plan will be addressed in two Phases, allowing for the appropriate training of all teachers to utilize this new platform.

Phase 1 includes providing parents and students with a variety of resources they can use in their new home school environments. All of these resources are tools most of your students are already familiar with and have utilized. We suggest students spend some time with these sites between March 23rd and March 31st as your student prepares for their approved Continuous Learning curriculum which will be Phase 2. We do not have any specific expectations or assessment of your student’s use of these resources at this time. Those resources can be found at this link: http://bit.ly/475school in both English and Spanish. At this link, you will see documents specific to each grade level as well as a few documents with directions for programs.

Phase 2 will begin on April 1. At this time, we will expect all Kindergarten through twelfth grade students in USD 475 to engage in their new Continuous Learning environment. You will want to insure student devices stay charged for use during the school day. Your student’s teacher(s) will be in touch with each student/family to share exactly what times of the day these lessons will occur and how they are expected to interact. This learning will include on-line face to face formats with their teachers as well as remote submission of work depending upon the age of the student. Student continuous interactions with teachers and content will provide the best possible opportunities for success. We will also track “attendance” of each student’s participation on-line as well as conduct assessments of the learning. Attention to both this on-line attendance and assessments will allow for your child to be promoted to the next grade. Early Childhood personnel will be in touch with families to discuss continuous learning for this age group. While we are all saddened by the loss of the ability to continue in our typical schooling, we are very excited to offer our families this new learning format.

More than anything, we are concerned with the safety and well-being of all of our students, staff and their families. We appreciate the grace afforded during this transition to on-line Continuous Learning and we want you to know we are here for you as we all maneuver to this new learning environment. Once your child’s teachers make contact with your student, please do not hesitate to ask any questions you have regarding expectations.

We are still developing a plan for any parent needing to obtain their child’s device, secure a hot spot for facilitation of learning, or needing technical assistance. This information will be provided as soon as possible.

As mentioned above, we appreciate the understanding and grace given as we make this transition. If you have any questions, please don’t hesitate to contact your child’s teacher, your building principal, or district office staff. We are ALL here to support the USD 475 family!

Sincerely,

Pam Irwin, Executive Director of Teaching & Learning & the entire USD 475 Teaching and Learning Team
Parents,

While we are working through future plans, we would like to provide the following resources that students can use during this time. A good practice would be to spend the **suggested time** on one activity from each of the different categories and break it up throughout the day.

<table>
<thead>
<tr>
<th>Math (suggested 15-20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freckle <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></td>
</tr>
<tr>
<td>iReady <a href="https://login.i-ready.com/">https://login.i-ready.com/</a></td>
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<table>
<thead>
<tr>
<th>Reading (suggested 15-20 minutes)</th>
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<tbody>
<tr>
<td>iStation iStation app (use link on desktop) or <a href="https://www.istation.com/">https://www.istation.com/</a> (if using home computer)</td>
</tr>
<tr>
<td>iReady <a href="https://login.i-ready.com/">https://login.i-ready.com/</a></td>
</tr>
<tr>
<td>Reading (Book, Magazine, Newspaper, etc.)</td>
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<table>
<thead>
<tr>
<th>Science (suggested 15-20 minutes)</th>
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<tbody>
<tr>
<td>Phet <a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a> – Grade level simulations of STEM activities</td>
</tr>
<tr>
<td><strong>Virtual Field Trips</strong> <a href="https://naturalhistory.si.edu/visit/virtual-tour">https://naturalhistory.si.edu/visit/virtual-tour</a> – Smithsonian</td>
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<table>
<thead>
<tr>
<th>Social Studies (suggested 15-20 minutes)</th>
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<tbody>
<tr>
<td><strong>CNN 10</strong> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a> – Short 10-minute news clips Monday-Friday</td>
</tr>
<tr>
<td>Mission US <a href="http://www.mission-us.org">www.mission-us.org</a> – Simulations of historical events</td>
</tr>
<tr>
<td>History for Kids <a href="https://www.historyforkids.net/">https://www.historyforkids.net/</a> – Articles, practice pages, and quizzes on history</td>
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<table>
<thead>
<tr>
<th>Music (suggested 15-20 minutes)</th>
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<tbody>
<tr>
<td><strong>Whack a Note</strong> <a href="http://artsedge.kennedy-center.org/interactives/steprightup/whackanote/">http://artsedge.kennedy-center.org/interactives/steprightup/whackanote/</a> Practice your note reading through this fun interactive game.</td>
</tr>
<tr>
<td><strong>Groove Pizza</strong> <a href="https://apps.musedlab.org/groovepizza/?museid=HyouLhkJUI&amp;">https://apps.musedlab.org/groovepizza/?museid=HyouLhkJUI&amp;</a> – a fun way to create your own song</td>
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<tr>
<th>PE (suggested 15-20 minutes)</th>
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<tr>
<td><strong>Global PhysEd Distance Learning</strong> <a href="https://pedistancelearning.glideapp.io/">https://pedistancelearning.glideapp.io/</a> – Exercise &amp; dance videos for any age, optimized for a smartphone</td>
</tr>
<tr>
<td><strong>Fit Sanford</strong> <a href="https://fit.sanfordhealth.org/parents">https://fit.sanfordhealth.org/parents</a> – Simple lessons and physical activity ideas</td>
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<tr>
<td><strong>Fitness Blender</strong> <a href="https://www.fitnessblender.com/">https://www.fitnessblender.com/</a></td>
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<tr>
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<tr>
<td><strong>Art (suggested 15-20 minutes)</strong></td>
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<tr>
<td><strong>Art for Kids Hub</strong> <a href="https://www.artforkidshub.com/">https://www.artforkidshub.com/</a></td>
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<tr>
<td><strong>Tate Kids</strong> <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a></td>
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<tr>
<td><strong>Extra (As you want)</strong></td>
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<tr>
<td><strong>Code.org</strong> <a href="https://code.org">https://code.org</a></td>
</tr>
<tr>
<td><strong>Computer Literacy</strong> – Folder in Schoology Homeroom Course</td>
</tr>
<tr>
<td><strong>Board Games and Family Activities</strong></td>
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<tr>
<td><strong>Scholastic Learn at Home</strong> <a href="https://classroommagazines.scholastic.com/support/learnathome.html?caching">https://classroommagazines.scholastic.com/support/learnathome.html?caching</a></td>
</tr>
<tr>
<td><strong>Cosmic Kids Yoga</strong> <a href="https://cosmickids.com/">https://cosmickids.com/</a></td>
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</table>
Parent Survey

This confidential survey is for staff to thoughtfully plan for school closure. USD 475 is planning for continuous learning for ALL students using guidance from the Kansas State Department of Education.

We want to ensure that we are responsive to the needs of our students and families during this transition to online learning and beyond.

Thank you in advance for your candid feedback!

1. Building
2. Parent’s names
3. Enter the names and ages and/or grades of all children in your household, and identify those attending USD 475 schools. E.g. Ella Brown, age 3, Marcus Brown, 4th, Sheridan, Lani Brown, 10th, JCHS
4. Describe the internet access at home:
   a. No internet access
   b. Occasional internet access (family, library, public WiFi)
   c. Poor – unreliable and/or very limited data
   d. Average – mostly reliable and/or sufficient amount of data
   e. Excellent – reliable and unlimited
5. During school closure, who will be the main supervisor for your child/children during the traditional school day (8am-3pm)?
   a. Parent/Caregiver
   b. Older sibling
   c. Grandparent or other relative
   d. Nanny or babysitter
   e. No One
   f. Other (Please Specify)
6. How does the main supervisor feel about assisting with school work during traditional school hours (8am-3pm)? Likert Scale
   a. Severely lacking confidence and/or time
   b. Very confident and plenty of time
7. How does the main supervisor feel about assisting with technology? Likert Scale
   a. Very uncertain
   b. Very confident
8. What time of day will your student(s) be able to work on devices and have internet available? (Select all that apply)
   a. 8am - 10am
   b. 10am – 12pm
   c. 12pm – 2pm
   d. 2pm – 4pm
   e. 4pm – 6pm
   f. 6pm-8pm
   g. None of the above
9. What time of day will your student(s) be able to work on his/her device, have internet available, AND HAVE ADULT SUPPORT? (Select all that apply.)
   a. 8am - 10am
   b. 10am – 12pm
   c. 12pm – 2pm
d. 2pm – 4pm  
e. 4pm – 6pm  
f. 6pm-8pm  
g. None of the above  

10. What method of communication works best for your family?
   a. Email  
   b. Phone Call  
   c. Other (Please specify)  

11. What resources do you have access to at home? (Select all that apply.)
   a. Pens and/or pencils  
   b. Paper  
   c. Art supplies (crayons, markers, colored pencils)  
   d. White paper  
   e. Notebook paper  
   f. Scissors  
   g. Glue  
   h. Ruler  
   i. Manipulatives (items to count; pennies, Legos, small rocks, dried beans, playing cards, dice)  
   j. Printer  
   k. Calculator  
   l. None of the above  

12. How is it going/what is a day looking like for you right now?  
13. Is there anything you need right now?  
14. Outside of academic services, is there anything your child(ren) need(s) right now that he/she/they are not receiving?  
15. Is there anything we did not ask that you would like to share with us to help during this really unique time?
Building Draft Schedules during School Closure – April 6 – May 22, 2020

<table>
<thead>
<tr>
<th>ECC</th>
<th>8:00-9:00</th>
<th>Preparing daily lesson components and publishing on classroom course page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00-10:00</td>
<td>Preparing and sending individual assignments to students</td>
</tr>
<tr>
<td></td>
<td>10:00-11:00</td>
<td>Connecting with individual students and interacting with families on Schoology</td>
</tr>
<tr>
<td></td>
<td>11:00-12:00</td>
<td>Plan Time</td>
</tr>
<tr>
<td></td>
<td>12:00-12:40</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:40-3:00</td>
<td>Connecting with individual students and interacting with families on Schoology</td>
</tr>
</tbody>
</table>

**Eisenhower**
*This is a condensed version for District personnel. Staff Schedule contains details and broken down by grade level to indicate specific content plan, Collaborative Planning days/times, office hours, etc.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Teacher Prep for day</td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Morning Routines and Meetings</td>
</tr>
<tr>
<td>8:45-9:45</td>
<td>ELA Block</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Math Block</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Wrap Up Morning</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-3:00</td>
<td>PE/Music/Counselor Block throughout afternoon</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher Plan time (Collaborative Planning with IC and Admin on Tues.), Office Hours</td>
</tr>
</tbody>
</table>

**Fort Riley Elementary**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>student start time Morning Meeting – Live</td>
</tr>
<tr>
<td>9:00</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Teacher Led instruction – live, recorded, Schoology, ThinkCentral Istation, Iready</td>
</tr>
<tr>
<td>9:30</td>
<td>Interactive Read Aloud – Live</td>
</tr>
<tr>
<td>10:00</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Teacher Led Instruction, Iready, Freckle, Zearn</td>
</tr>
<tr>
<td>10:30</td>
<td>Writing/Social Studies/Science</td>
</tr>
<tr>
<td><strong>11:00</strong></td>
<td>PE</td>
</tr>
<tr>
<td><strong>11:30</strong></td>
<td>Music</td>
</tr>
<tr>
<td>12:00</td>
<td>Choice Activity (art, resources shared)</td>
</tr>
<tr>
<td>12:30</td>
<td>Office Hours – Be accessible through email, Skype, Schoology. Could spend time connecting with students.</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Planning/PLC</td>
</tr>
</tbody>
</table>

**Franklin**

Distance Learning Schedule *

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15/8:30</td>
<td>Morning Meeting Conference Call</td>
</tr>
<tr>
<td>8:30</td>
<td>Reading – Teacher Led instruction and/or recorded</td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td>(assignment and list of activities given)</td>
</tr>
<tr>
<td>10:30</td>
<td>Math Instruction – Teacher led and/or recorded of lesson</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>(assignment and list of activities given)</td>
</tr>
<tr>
<td>12 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Teacher read aloud Live and students can finish up math activities</td>
</tr>
<tr>
<td>1:20 – 2:15</td>
<td>-Science and/or Social Studies with options provided</td>
</tr>
</tbody>
</table>
2:15 – 3:15 – Specials (PE & Music – teachers will go live with every class on every Friday while providing activities online for students daily)

*every grade level schedule looks a little different as it meets the needs of their teachers along with times of office hours. Office hours are being provided mainly during the time of 8 – 3 but some are planning to be available in the evenings once or twice a week.
  - Each teacher will develop the specific plans that meet the needs of their parents and share with me. Music/pe and

<table>
<thead>
<tr>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9:00 Plan time for all</td>
</tr>
<tr>
<td>9-9:20 Morning meeting for all</td>
</tr>
<tr>
<td>9:20-11:30 Reading and Math block. Teachers communicating with parents</td>
</tr>
<tr>
<td>11:30-12:30 lunch—Free lunch distribution time</td>
</tr>
<tr>
<td>12:30-3:00 Office hours; music/pe/art/SEL; collaboration time for teachers.</td>
</tr>
</tbody>
</table>
  - Each grade level will develop the specific schedule that works for their parents. This will be shared with me. Other activities and assignments (video presentations) will be available in the afternoon. PM is also for students to make up if they were not able to join in the morning. |

<table>
<thead>
<tr>
<th>Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 ~ start time Morning Meeting ~ live</td>
</tr>
<tr>
<td>9:00 ~ Reading</td>
</tr>
</tbody>
</table>
  - Teacher led instruction ~ could be live/recorded, could be written instructions on Schoology |
| Assigned instruction ~ Istation, IReady, Epic books (older classes could have the students read something on Epic and write their thoughts on a discussion board |
| 9:30 ~ interactive read aloud ~ live/recorded this could be something that the students could just click on if they decided |
| 10:00 ~ Math |
  - Teacher led instruction ~ live/recorded, could be a video from Eureka Math or a Zearn video |
  - Assigned instruction ~ Iready, Freckle, Zearn, could be a lesson created and placed in Schoology from Eureka Math |
| 10:45 ~ Writing/Science/Social Studies |
| 11:00 ~ PE |
| 11:30 ~ Music |
| 12:30 ~ Office hours ~ be accessible through email, Skype, Schoology, Could use this time to connect with students watch student work throughout the day on GoGuardian ~ this would be a way to continue teacher assistance and guidance as they work. |
| 2:00 ~ PLC/Planning |
| 3:00 ~ rejoin a live meeting with your students to debrief from the day. |

<table>
<thead>
<tr>
<th>Milford</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00 – Start time - Morning Meeting – Live</td>
</tr>
<tr>
<td>9:00-10:00- Reading</td>
</tr>
</tbody>
</table>
  - Teacher led instruction – Live, recorded, Schoology, iStation, iReady (Live time can vary depending on grade and lesson, should be recorded for those needing to connect at another time during the day) |
| 10:00-11:00 – Math |
Teacher led instruction – Live, recorded, Schoology-Eureka Math lesson/video, iReady, Freckle (Live time can vary depending on grade and lesson, should be recorded for those needing to connect at another time during the day)

11:00-11:30 – Music/PE
11:30-12:30 – Lunch (During Free District Lunch Time)
12:30-2:00 – Teacher Office Hours/Student Choice Activity Time
  - Teacher Office Hours – via email, Skype, Schoology
  - Student Choice Activities: iStation, iReady, Freckle, Social Studies, Science, Small Group, Read Alouds, Art, etc.
2:00-3:00 – Planning Time/PLCs
3:00 – Closing Circle

Morris Hill

Students should receive online learning in segments – Focus is on Priority Standards
  - Kinder/First – 5-10 minute time spans – Total of 45
  - Second – Fourth – 10-15 minute time spans – Total of 60
  - Fifth – 20 minute time spans – Total of 90

8:30 Sunrise Meeting - Live - (only this one or the sunrise meeting is required)
9:00 Reading - SFA/Journeys/Think Central/Heggerly
  - Teacher led instruction (live or pre-recorded)
  - Independent practice/Assignments – On grade level
  - iStation/iReady can be used – Remedial/Advanced
10:00 Student Break from the computer
10:15 Math – Eureka Math
  - Teacher led instruction (live or pre-recorded)
  - Independent practice/Assignments - On grade level
  - Freckle, iReady – no diagnostic available – No Zearn – Remedial/Advanced
11:15 Student Break from the computer
11:30 Writing (Live or pre-recorded mini-lesson)
  - Students respond to prompt
  - Could also do science/social studies here, but not priority
11:45 Lunch time
  Afternoon sessions
  - Individual/small group interventions – SPED/ELL/Counselor – not MTSS
  - Counselor lesson – weekly as a class and small group/individual sessions
  - PE activity – 3 lessons or the same repeated
  - Music activity – 3 lessons or the same practiced
  - Library – weekly
  - Read alouds - posted
  - Journal writing/writing
  - Completing assignments
2:30 Sunset Meeting – Live (only this or sunrise meeting is required)

PLCs
Conducted via Skype at the following times/days each week
Monday  1:00  Kinder
Tuesday  1:00  Second
Wednesday 1:00  Fourth/Fifth
Thursday  1:00  First
Friday   1:00  Third
8:00 – 8:30 Tech Support to Families
8:30 – 8:45 Interactive Morning Meeting
  • Morning Meeting Book
  • Grade Level Slides
  • Getting Along Together
  • Zones of Regulation
8:45 – 9:30 ELA
  • Interactive Direct Instruction – 15 min
    • Over Ten Day Cycle
    • Phonics
    • Vocabulary
    • Anchor Text w/ Graphic Organizer on Skill Focus
    • Leveled Work on Skill Focus
    • Grammar
    • Response to Writing
  • Student Practice – 15 min
    • iStation
    • Reader’s Notebook
    • Schoology Assignment – discussion board, quiz
  • Interactive Read Aloud – 15 min
9:30 – 10:00 BAT

<table>
<thead>
<tr>
<th>P.E./Music/Counselor Schedule*</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10am</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>PE</strong></td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday*</td>
</tr>
<tr>
<td>Friday</td>
</tr>
</tbody>
</table>

*Resources will be provided for students to use throughout the week regardless of their grade level “LIVE” time
*Thursday: Allow students to choose which live session they would like to attend: PE or Music

10:00 -10:45 Math
  • Interactive Concept Development Direct Instruction – 15 min
  • Student Practice – 15 min
    • PPT Slides in Schoology
    • Zearn – not to be used
  • Closure – 15 min
    • Exit Ticket
    • iReady
    • Freckle
10:45 – 11:15 Science & Social Studies
  • Refer to NGSS
    • FOSS online
- Use hyperlink from 475 in Pam’s letter
- Refer to Kansas SS Standards
  - Freckle
  - Use hyperlink from 475 in Pam’s letter

11:15 – 12:15 Lunch
12:15 – 2:00 Certified Staff Available to Parents
2:00 – 3:00 Teacher Plan Time (collaboration)

**Sheridan**

The basic structure for the day is as follows:

8:00...Teacher Plan Time/Collaboration... (Student time-Choice Activities: iStation, iReady, Freckle, Social Studies, Science, Read Aloud, Art, etc.)
9:00...Morning Meeting...Live
9:15...Live/Recorded Reading sessions/work time for kids
10:15...Live/Recorded Math sessions/work time for kids
11:30...Lunch...kids can go pick up sack lunches from school
12:30-3:00...Small group work/MTSS/*Office Hours/PE/Music/Apr/Social Studies/Science/Sunset Meeting

- PE and Music go live with each grade level on Friday with daily activities
- Teachers are prepared to meet the needs of their students with office hours in the evenings as needed by appt.
- Grade levels/Individual Teacher Schedules may vary according to the needs of students and their families
- Principal Chat every Monday and Friday morning...social media

**Spring Valley**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Plan Time</td>
</tr>
<tr>
<td>9:00-9:20</td>
<td><strong>Morning Meeting</strong> (Live)</td>
</tr>
<tr>
<td>9:20-11:30</td>
<td><strong>Language Arts</strong> Instruction &amp; Student Work Time</td>
</tr>
<tr>
<td></td>
<td><strong>Math</strong> Instruction &amp; Student Work Time</td>
</tr>
<tr>
<td></td>
<td>(Lesson time will vary depending on grade level and they may be live or prerecorded)</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Office Hours (Teachers will develop their own schedule)</td>
</tr>
<tr>
<td>12:30-3:00</td>
<td>Office Hours (Students work on assignments)</td>
</tr>
<tr>
<td></td>
<td><strong>Music/PE</strong> (waiting for direction after department meetings)</td>
</tr>
<tr>
<td></td>
<td><strong>Library</strong> (each group once per week: K-1,2,3,4-5)</td>
</tr>
<tr>
<td></td>
<td><strong>SEL</strong> (each group once per week: K-1,2,3,4-5)</td>
</tr>
</tbody>
</table>

**Science and Social Studies** will be integrated.

**Ware**

8:00-8:15- Check In- LIVE
8:15-9:15- Reading Block (LIVE time can vary depending on grade and lesson, may also be pre-recorded (Office hours the other part of the time)
9:15-9:30- Brain Break
9:30-10:30- Math Block (LIVE time can vary depending on grade and lesson, may also be pre-recorded (Office hours the other part of the time)
10:30-11:30- BAT Time
11:30-12:30- Lunch (During Free District Lunch Time)
12:30-2:00- Choice Activity time (iStation/iReady/Freckle) Social Studies/Science/Small Group) Office Hours
2:00-3:00- Common Plan
**Washington**

8:00-8:30 Morning Meeting, Check-In (live) GAT Lesson video-taped  
8:30-9:30 Reading Block (Video taped and Live, this will vary depending on the grade level and lesson, small groups will eventually be developed with tutors once grade level expectations are set.)  
9:30-10:30 Math Block (Video taped and Live, this will vary depending on the grade level and lesson, small groups will eventually be developed with tutors once grade level expectations are set.)  
10:30-11:30 Specials Block  
11:30-12:30 Lunch  
12:30-1:30 Stem/Social Studies/On-line lessons  
1:30-3:00 Office Hours/Plan Time

**Westwood**

8:30-8:50 Morning Meeting  
9:00-10:00 Reading (LIVE time can vary depending on grade and lesson, may also be pre-recorded (Office hours the other part of the time)  
10:00-11:00 Math (LIVE time can vary depending on grade and lesson, may also be pre-recorded (Office hours the other part of the time)  
11:00-11:30 Recess/Brain Break  
11:30-12:10 Lunch  
12:10-1:10 Plan time (Specials Schedule)

<table>
<thead>
<tr>
<th>Weekly Specials Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>Specials will take place daily during Teacher Plan Time (12:10-1:10)</strong></em></td>
</tr>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>K/1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

1:10-3:00 Office hours Science/SS/Writing
<table>
<thead>
<tr>
<th>Time</th>
<th>Fort Riley Middle School</th>
<th>Junction City Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:00</td>
<td>Office Hours</td>
<td>Message Trooper Time students</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Live 1st Hour</td>
<td>Message Trooper Time students</td>
</tr>
<tr>
<td>10:20 - 10:35</td>
<td>Live 2nd Hour</td>
<td>Message Trooper Time students</td>
</tr>
<tr>
<td>10:40 - 10:55</td>
<td>Live 3rd Hour</td>
<td>Message Trooper Time students</td>
</tr>
<tr>
<td>10:55 - 11:00</td>
<td>Message Trooper Time students</td>
<td>Message Trooper Time students</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>Individual Plan</td>
<td>Individual Plan</td>
</tr>
<tr>
<td>12:15 - 1:00</td>
<td>Individual Plan or Content Plan</td>
<td>Individual Plan</td>
</tr>
<tr>
<td>1:00 - 3:00</td>
<td>Office Hours</td>
<td>Team Meeting</td>
</tr>
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</tr>
</tbody>
</table>

Junction City High School will follow their regular block schedule with 3-4 classes a day, reducing the time from 80 minutes to 45 minutes.

- Monday and Wednesday – Blue Day schedule (8:30 am – 3:30 pm)
- Tuesday and Thursday – White Day schedule (8:30 am – 3:30 pm)
- 10:00 am each day – Advisory (office hours, student support, goal setting, progress monitoring, etc...)
- Friday – (8:30 am – 11:30 am – student check-ins; 12:00 pm – 3:00 pm staff collaboration & planning)
  - Blue/White calendar, except Friday, for the remainder of the year. April 1 (Blue), April 2 (White); Students have 4 classes/day, 45 minutes of instruction for those 4 classes will be the expectation. This would include guided practice and/or enrichment.
The Early Childhood Program’s online learning for 4th quarter will involve the following components:

- Thematic-based learning with weekly themes that build upon one another to provide background knowledge for all students
- Daily lessons posted each day, Monday-Friday by 9:00am, that will include:
  - Daily message—to share the focus of the learning for the day
  - Story of the Day—selected to support the learning focus and presented in a variety of ways to maintain engagement
  - Daily discussion—planned family interaction piece to encourage the established connections between classmates and build a community of learners
  - Daily learning games/activities—every day there will be a Pre-Reading, Math, Phonemic Awareness, and a Bonus Activity for the families to engage in
- Daily interaction with the teacher through the Daily Lessons in some capacity. Students will see their teachers every day.
- Weekly one-on-one interactions through video chat, phone calls, emails, etc. to check in on the family’s implementation of the online program
- For students needing extra assistance—weekly activities to address their specific areas of need (special education, MTSS Tier 2&3, ELL, etc.)

The Early Childhood Program will utilize Schoology for our online programming. This is a program that our students will continue to use throughout their schooling in 475. Becoming familiar with Schoology during this last quarter of school will be beneficial to our students and their families.

Ongoing collaboration will occur between staff members through Co-Planning and presenting of Daily Lesson materials and concepts. Classified staff members will interact with families and students throughout 4th quarter as a member of their Schoology class page.
Geary County Schools
USD 475

Individualized
Continuous
Learning Plan

Mary E. Devin Center for Educational Support
123 H. Eisenhower Drive
Junction City, KS 66441
785-717-4000

Nathan Downs, Ed.S.
Executive Director of Special Education

Courtney Elchhorn, Ed.S.
Assistant Director

Fort Riley  Grandview Plaza  Junction City  Milford
Table of Contents

The contents listed below will contain procedures, documents, forms and resources for creating individualized continuous learning plans.

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<td>Procedures in ICLP Phase 2</td>
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<tr>
<td>ICLP Instructions</td>
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<td>Individualized Continuous Learning Plan Procedures</td>
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<td>Individualized Continuous Learning Plan</td>
<td>13</td>
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<td>Communication and Services Documentation</td>
<td>15</td>
</tr>
<tr>
<td>Continuous Learning Planning Resources for Special Education</td>
<td>16</td>
</tr>
</tbody>
</table>
What are the rules around timelines in regards to Special Education?

**IEP Meetings**
Special educators are expected to continue to hold annual reviews by the annual due date unless OSEP shifts guidance and eases up on annual review deadlines. Please be sure to hold IEP meetings on Skype/Zoom or on phone conferences. These meetings should follow a typical agenda and develop an IEP as if the student was in school and should not be reviewed from the perspective of a distance learning plan. IEP teams can discuss the distance learning plan following the review and revision of an annual IEP.

**Special Education Evaluation Referrals**
Special Educators and LEAs must consider referrals to special education during this time of challenge. A referral shall result in an evaluation planning team meeting to consider the need for a special education evaluation. If the team determines that a special education evaluation is necessary, the team should create a plan that will be attempted to be completed in 60 school days. If the evaluation cannot be completed in 60 school days, because distance evaluation is not possible, then an extension form will be completed. COVID-19 closure will be an acceptable reason for an evaluation delay. Please consult with your school psychologist for more information.

**Special Education Re-evaluations**
We must try to complete re-evaluations by the due date of the evaluation. Consider the possibility of conducting a distance evaluation, if possible. If this is not possible, you may consider completing a Prior Written Notice indicating no evaluation needed at this time with a clear direction to complete a new evaluation upon return to school in order to continue eligibility. You may also complete a file review if that is appropriate. Please consult with your school psychologist for more information and guidance.

**General Notice**
OSEP has not waived any of the IDEA requirements and may not be able to without an act of Congress. It is possible that Congress may act and OSEP may release requirements as we progress through this pandemic. In the meantime, please do your best at maintaining special education responsibilities and rights.

**Parental Rights**
Please be very careful to continue to uphold parental rights during this time. They are all still in effect. Holding phone conferences and/or virtual meetings may make it hard to know if a parent is feeling uncomfortable during a meeting. You are encouraged to follow up with families after meetings to see if they have any questions. You are also encouraged to remind families to speak up if they are in disagreement with what is happening during a meeting. Please provide a review of parental rights at the beginning of each meeting during this time.
How will you provide special education services if the virus causes a shortage of special education teachers or education providers (i.e. if your special education teachers or providers have COVID-19 and are unable to provide services)?

If staff attendance impacts services for students, there will be a process for determining compensatory services at a point where the impact of the missed services can be measured and considered.

How will IEP goals be measured if a student is out of school for an extended period of time?

IEP services, although provided through distance learning along with tasks to practice skills at home, will continue to have progress reported. The completed tasks will need to be submitted to case managers/teachers. Teachers can also assess students during distance learning activities they are facilitating.

Will home or hospital instruction for a student with COVID-19 and disabilities look different than it does for other students who receive home or hospital instruction, and how will you coordinate these services?

For students who receive hospital or homebound instruction based on their IEP, instruction may be delivered virtually as appropriate. If needed, due to medical needs or an inability to participate fully in virtual instruction, makeup services may be scheduled upon return to normal school schedule.

If a student is out of school due to a diagnosis with COVID-19 (or any other long-term illness), an IEP team will meet and consider appropriate services for the student.
During the first phase of school closure, March 16-April 5, 2020, our goal is to plan and prepare for instruction as well as maintain IDEA compliance, as outlined in the KSDE Continuous Learning Task Force guidance. This standard should be considered in the design of the Continuous Learning Plans for students with special needs.

How will students be provided with access and support to ensure they are able to participate in learning opportunities being sent out to all designed to maintain learning?

**General Guidance**

It is important that all special educators fully review all IEPs and carefully begin to consider how instruction might be best provided to a student in a continuous learning format. This includes what kinds of accommodations, modifications and services are needed to access the type of instructional materials that will be provided to students by their classroom teachers starting April 6, 2020. By the morning of April 6th, special educators will need to develop an Individualized Continuous Learning Plan which identifies how educational progress will be maintained and allow for progression. This plan should be documented on the USD 475 Individualized Continuous Learning Plan.

Due to the COVID-19 virus, it is important to be clear that in-person services may not be delivered at this time. There are two reasons that this is the case. First, we must not put students at risk for contracting the virus and passing it to parents or grandparents. Secondly, we must not put staff at risk for contracting the virus from students. There may be requests for services to be provided in person, however, this is not possible under the current circumstances. All learning opportunities must be delivered without being in physical contact with students.

**IEP Services**

IEP service planning by teams during March 23rd – April 6th should be considered through the lens of the level of services necessary to access what is being provided to students. During this time special educators should consider each IEP goal and determine what level of service or instructional activity in a Continuous Learning plan might be needed in order to maintain the level of progress attained on IEP goals for students.

**Related Services**

If related services are determined to be needed in order to maintain the skills on IEP goals, those services must be delivered. They can be delivered through consultation with parents or direct service in a teletherapy format. Students are recommended to continue receiving mental health therapy through online formats or video conferencing. PT and OT service could be parent consultation for exercises and other activities to address needs supported through those types of therapies. Speech therapy that is a related service can also be delivered in a consultation format with families. The decisions about related services within a continuous learning plan should be made with the family and special educator in consultation with the related service provider.
**Communication**
A clearly articulated plan to ensure maintenance of progress made on IEP goals to date must be developed and communicated to families. This plan should be documented on the USD 475 Individualized Continuous Learning Plan. The plan should be provided to the parent and submitted/uploaded to skyward upon completion for filing with the student's official Special Education file. Each plan should be maintained as the instructional plan throughout the time of school closure.
Geary County Schools USD 475
Continuity of Education Plan
PHASE 2

This represents the USD 475 plan following the initial phase of academic materials distributed for the first 2 weeks of closure. The 1st phase (March 17-April 5th) above was designed for planning and preparing for instruction as well as maintain IDEA compliance, this second phase is designed to continue educational progress. This phase may include a direct instruction implementation plan for all students, and does include IEP services (academics, behavior, therapies, etc.). These services will be in support of the continuous learning environment that will occur beginning April 6, 2020.

How will students be provided with special education and related services if school attendance is virtual or designed for distance learning?

General Guidance
When school moves to a distance-oriented design for all students to move learning forward, students on IEPs will be provided with materials in the same manner as general education students and have access to instructional support via Schoology, Skype, Email, or other technology options, and/or typical assignments, such as paper/pencil. The purpose of this design will be to continue to make progress on the IEP goals. This is a change from the Phase I plan.

Modifications, accommodations, and services as noted in student IEPs will be provided to the extent possible and necessary, based on the type of instruction. These services and instructional plans will be documented in the 475 Continuous Learning Plan. Special Educators must consider what services are needed in order to make progress on IEP goals in this phase.

Determining services needed in a distance learning format may be very challenging for some students. Special educators should not give up and should continue to try and find ways to successfully serve our students. Please keep careful documentation of what students access and what they do not access. Keep in mind that services can be delivered by a variety of service providers, including related service providers and paraeducators. Be creative in supporting parents to support their children. Daily schedules with fun activities will make a huge difference. Time with teachers on the phone, Skype, or Schoology may also help support students.

Due to the COVID-19 virus, it is important to be clear – in-person services may not be delivered at this time. There are two reasons that this is the case. First, we must not put students at risk for contracting the virus and passing it to parents or grandparents. Secondly, we must not put staff at risk for contracting the virus from students. There may be requests for services to be provided in person, however, this is not possible under the current circumstances. All learning opportunities must be delivered without being in physical contact with students. In the end, if services cannot be delivered to students, there will likely be an analysis of compensatory services needed following the pandemic. Compensatory services will relate to the level of harm caused by a lack of service delivered and are different than ESY determinations. More guidance will be forthcoming on this topic.
**IEP Services**

Specific materials will be provided by special educators and other service providers either in a paper/pencil format, or via technology, as appropriate, for making progress on IEP goals.

Services will be delivered via a virtual option for each IEP goal (or written directions for paper/pencil) with assigned tasks to be completed and submitted for IEP goal progress data. Special Educators will need to develop an appropriate distance plan for each student on their caseload and provide that plan to families.

**Primary Services**

This IEP service/instruction will be in increments in proportion to services which were are provided on a typical basis as needed.

- For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc.), then a lesson for each goal will be provided based on the continuous learning needs, in the form of a short video conferencing and/or paper/pencil guidance along with task(s) to complete to practice the skill. The practice activity will need to be provided/submitted to teachers.
- Special education teachers will communicate with all general education teachers regularly with whom they collaborate. This communication will include lesson planning, lesson execution, and student feedback.
- Special education teachers will provide activities or work pertinent to IEP goals for each student. Activities or work can be provided via paper copies or on-line. Students/parents may be required to turn in the assigned activity to the special education teacher.
- Special education teachers are expected to have individualized communication with all students/families on their caseload as determined on the Individualized Continuous Learning Plan. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication can be email, skype, text, or phone.

**Related Services**

Related Service providers will provide materials where possible to students and their families for in home implementation. For related services, a short segment for therapy implementation may be considered to the student(s) as is typically scheduled for therapy in proportion to what they may typically receive.

- Related service providers will provide activities pertinent to IEP goals for each student. Activities can be provided via paper copies or on-line. Students may be required to return work completed to the therapist.
- Social Work services are as critical now, more than ever. In these stressful times it is essential that we are providing our social work services to our students via direct communication whenever possible through phone and/or video contact. It may be necessary to provide additional services in this area in order to maintain relationships with students.
- Speech/Language Services may be scheduled via the technology platform and delivered following the guideline of short video instruction and then an activity to practice the skill with a parent or caregiver. This varies by student.
- IEP goals for related services may start being addressed utilizing a “monthly” minutes option (instead of weekly) if possible in an effort to maintain IEP compliance.
Some students will require services to be made up upon return due to the nature of the services or severity of the disability. If the state forgives any non-attendance days, this will be applied to making up services as well. Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student.

**Communication**

These individual communications should be logged daily for each student. It is best to log these communications on the Communication and Services Documentation. Additional logs may be necessary if the student is receiving Medicaid reimbursable services.

**Special Education Paperwork**

Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. School Psychologists and/or Coaches/Consultants will work with individual teams if IEP meetings are going to be held via phone or in another format such as Skype. We will update this guidance as OSEP and KSDE provides changes.

**District/Building Support**

School Psychologists, Coaches, Consultants, Data Assistants, Department Heads, the Assistant Director of Special Education, and the Director of Special Education will be available during the day for communication if needed.

**Additional Supports**

Social workers will be assisting with our students that are not logging on or have “fallen off the radar”. It doesn’t matter if they are receiving social work services or not, we are all in this together and they are here to help get our students what they need. If you have concerns about a student and/or family, please be sure to let your social worker be aware.

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**What USD 475 Special Education Services May Look Like by Grade Level**

**Early Childhood**

All certified teachers will be responsible for a group on Schoology; gen. ed. will develop daily lessons and SPED teachers will pull from there; folder for each domain of goals and SPED staff will post up “do at home” ideas for each type of goal; case managers will look through the activity ideas and assign one “do at home” activity for each goal on the IEP to that child beginning Monday morning. These activities will include materials, instructions, and even data. Teachers will do a live video conference at least weekly, and part of that will include some progress monitoring with parent.

**Elementary**
Options may include small group instruction live via skype, work packets, recorded lessons, and accommodations and modifications to the existing general education curriculum that they will have exposure.

**Secondary**

Teachers should be collaborating with the general education teachers which they are currently co-teaching, and plan on providing lessons to the classes that they are currently instructing. This will likely be a mixture of live instruction and recorded lessons as well as consultation with students.

**Specialized Programs**

Staff developing lesson plans based on student needs, which will likely be a hybrid of coaching with parents, consultation, tasks for home, academic instruction, etc.

**Related Services**

Individuals will be working with student teams and parents to determine the frequency/intensity of services based on student need and planning accordingly.

**Gifted**

Staff will utilize a hybrid model of lessons including small group, providing resources, etc. to meet student needs.
Geary County Schools USD 475
Instructions to Complete Individualized Continuous Learning Plans For Students Eligible for Special Education

Instructions
Below are instructions to create an individualized continuous learning plan to address FAPE for children who are eligible for special education. Please note that special education providers will be expected to complete a plan in collaboration with a parent or guardian for each student on their caseload.

Agenda for Individualized Continuous Learning Plan Development Phone Call

- The choice of tool for home collaboration to generate what Individualized Continuous Learning needs to be something the parents are comfortable using. Telephone consultation, Skype, Schoology, days and times that would work for instruction, days of the week that work better than others, email, etc.
- Discuss preferred types of activities that work well in engaging their child at home (opportunity for the parent to share what works and what does not work).
- Review the current IEP goals and make a determination about the level of direct instruction that could happen over Schoology, Skype, or phone with a student if any.
- Document the Individualized Continuous Learning Plan on this separate form that will create agreements about what will take place during Individualized Continuous Learning time.
- Google voice is a legitimate option for you to call your parents without providing your personal phone number. You can also text with this program. I am attaching instructions and providing a link for an instructional video on how to set it up. [https://www.youtube.com/watch?v=5mFGhHEhY6l](https://www.youtube.com/watch?v=5mFGhHEhY6l)
- Additionally, please remember to set up your work voicemail to be sent to your e-mail. You can do this by sending an e-mail to sde@mail@usd475.org with your request including your phone extension.

Framework for the Individualized Continuous Learning Plan

Ability to access continuous learning including preferred types of activities and mode of access

- Special education providers should discuss possible modes of accessing learning at home through an individualized continuous learning plan. Below are examples of types of instruction and modalities that can be used to instruct during a continuous learning plan. This is not an exhaustive list.
  - Mini-lessons/group instruction
  - Worksheets to reinforce learning activity
  - Recording of instruction with expected activities afterward
  - Consultation
    - To parent(s)
    - With related service providers
    - With paraprofessionals
March 23, 2020

Dear Parents / Guardians:

You are receiving this letter because your child is receiving Special Education services from Geary County Schools USD 475.

As of March 16, 2020, with the Governor’s executive order to temporarily close K-12 school buildings, your child’s special education services for the remainder of the school year will need to be reconsidered due to the District Continuous Learning Plan.

We recognize there may be a discrepancy between the services available and your child’s IEP for the next few months.

The changes in special education services were not an IEP team decision but an effect of changes in general education due to the COVID-19 pandemic. The district is working with KSDE to develop a Continuous Learning Plan for all students, including those in special education.

Continued monitoring of annual IEP goals will be ongoing. Once schools resume in a traditional manner, we will evaluate the need to hold an IEP meeting to determine if compensatory services are needed.

Thank you for your patience and support as we navigate these stressful and unprecedented times. We understand the impact this has had on families and will work diligently to assist you as our district implements our Continuous Learning Plan.

Your child’s case manager and service providers should be in contact with you shortly in order to discuss possible scenarios for continuous learning.

Sincerely,

Nathan Downs, Ed.S.
Executive Director of Special Education
nathandowns@usd475.org
- With general education teachers regarding general education learning activities
  - Current online programs that are being used with students

**Review IEP Goals**
- Enter goals in the Individualized Continuous Learning Plan.

**Schedule of special education provider direct instruction**
- This should be a clear schedule of when a service provider will be in contact with a student from a distance. This should be clearly outlined for parents. Keep in mind the time recommendations from KSDE.

**Schedule of teacher-parent consultation**
- Agree to a day, time and frequency.

**Description of how progress towards goals will be tracked**
- Service providers can request work products to be turned in by students to support the assessment of IEP goals. Service providers can also assess IEP goals through an online learning session with the student.

**Learning activities**
- Share with parents activities that will be provided.
### Individualized Continuous Learning Plan (ICLP) Procedures

1. Review current IEP and collaborate with general education teachers on general education curriculum expectations, needed accommodations/modifications, and essential requirements.

2. Gain parent input to complete the ICLP (best way to contact them, best mode of learning for their child, best time for instruction, etc.) Phone or Skype meeting with parents to formulate a draft ICLP and send it to the parent. Allow parents to review the plan and address questions/concerns.

3. Send the final ICLP paperwork packet home to the parents and save to skyward. Include the following:
   - Parent Letter (Provided)
   - ICLP
   - Prior Written Notice Form (Provided)
<table>
<thead>
<tr>
<th>Ability to access continuous learning including preferred types of activities and mode of access</th>
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</thead>
<tbody>
<tr>
<td>Supports, accommodations, consultation, and services will be provided to ensure access to educational materials and help student make continued progress on IEP Goal(s) and Objectives</td>
</tr>
<tr>
<td>IEP Goal(s)</td>
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<tr>
<td>Accommodations, modifications and other supports such as Supplementary Aids and Supports that are necessary to access the</td>
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<tr>
<td>Educational materials being made available during this time</td>
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<tr>
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<tr>
<td>Schedule of special educator/related service provider direct instruction</td>
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<td>Schedule of teacher-parent consultation</td>
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<td>Description of how progress toward goals will be tracked</td>
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<tr>
<td>List of other activities/supports that will be provided to enable access to peers in the context of the District Continuous Learning Plan</td>
</tr>
</tbody>
</table>
## Communication and Services Documentation

**Student Name:** ___________________________ **Date of Birth:** ________________

<table>
<thead>
<tr>
<th>Communication Codes:</th>
<th>P=Phone</th>
<th>VM=Virtual Mtg</th>
<th>E=Email</th>
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<tbody>
<tr>
<td><strong>Person Codes:</strong></td>
<td>T=Teacher</td>
<td>S=Student</td>
<td>G=Guardian</td>
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<tr>
<td><strong>Outcome Codes:</strong></td>
<td>DS=Direct Service</td>
<td>CWT=Consultation with General Education Teacher</td>
<td>CWG=Consultation with Guardian</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Communication Code</th>
<th>Person Code</th>
<th>Outcome</th>
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Direct instruction will need to be individually modified by special educators. Parents will need to be supporting their children at home for any type of continuous learning. Parents who cannot read will need additional modifications to the planning, such as an increased reliance on online books that will be read automatically to the student. Families without access to the internet will need paper materials mailed or dropped off at their home and to connect with special educators by phone.

Below are listed tools that are already used in the district that can be used to support distance learning direct instruction.

**Online Delivery of Materials** *(follow district preference)*
- Skype for Business
- Schoology
- Zoom (Only if Skype is ineffective)

**Manipulatives**
- Either disinfect them and drop off or mail them to students
- Ask parents to recreate them from materials at their homes

**Ideas for Teaching Content or Communicating with Students**
- Email
- Narrated PPT
  - [https://smhs.gwu.edu/impact/sites/impact/files/How-to-Creat](https://smhs.gwu.edu/impact/sites/impact/files/How-to-Creat)
- PearDeck (listed under assignments & assessment)
- Office Mix
  - A simple way to turn your PowerPoint slides into interactive online lessons and presentations. Office Mix adds functionality to PowerPoint 2013 that allows you to record audio or video of yourself presenting, write on your slides as you speak to them, insert quizzes, polls, online videos, and more.
- Google Docs, Slides or Sites
  - Google Slides allow you to include your links, videos etc. and can even be delivered via PearDeck to allow for active learning with embedded questions.
- Screencast of Google Doc, slideshow, online site, your digital notes you would use in class, or anything on your computer screen
  - Screencastify can be used to record your computer screen while you’re explaining what you’re viewing.
  - The video can then be shared with students in a variety of ways, via email, embedded in a Google Slideshow, etc
- Premade videos (YouTube, TedTalk, etc)
- Create a video
  - You can simply use the camera on your electronic device to record yourself as if you were in the classroom.
  - You can record yourself solving a problem on paper or a whiteboard or creating something in art
  - The video can then be shared with students in a variety of ways, via email, embedded in a Google Slideshow, etc
- Google Meet, Google Hangouts, Zoom, videoconference
  - Allows you to create an online meeting and invite a group of students.
  - Could be used for delivering a lesson or to field questions after delivering a lesson in another way

**Ideas for Assigning and Assessing Student Work**
- Choice Boards/Menus
  - A choice board is a graphic organizer that allows students to choose how they will learn a concept.
- iStation
- iReady
- Language! Live
  - Research-based, structured literacy instruction. Blended program; online and teacher-led. Advanced and foundational skills in one program.
- Schoology (groups, discussion boards, etc.)
- Google Forms and Quizzes to get information from students or assess student learning
- Assign and receive assignments through Google Classroom
- PearDeck
  - Student paced mode allows students to do it asynchronously
  - Students are given a code to join the session
  - Student results are collected to assess
- Kahoot
  - Student paced games
  - Set up challenges to assess student learning in student-paced mode
  - Challenges can be shared via Google Classroom
  - Teachers can assess learning with reports
- Flipgrid
  - Students share short videos on their Chromebooks or phones responding to your topic or prompt
  - Student created video on phone or computer/iPad and handed in via Classroom

**Online Tools**
- ABA Educational Resources
  - ABA Educational Resources hosts links to free social stories, picture schedule boards, token economy systems, and more.
- CPI
  - CPI contains links to resources for positive behavior supports.
- Emotional ABCs
  - Emotional ABCs helps students learn to manage their emotions.
- ReadWorks
  - ReadWorks is a free resource to help improve comprehension.
- Bookshare
  - Bookshare offers free online books (including texts) to students with IEPs and 504 Plans and features read aloud and translation capabilities.
- Khan Academy
  - Khan features practice exercises, how-to videos, and more.
- Reading Rockets
  - Reading Rockets offers multiple articles on various special education topics and links to other resources.
- Do2Learn
  - Do2Learn features songs, games, picture cards, behavior management ideas, academics, and more.
- i-Ready
  - i-Ready can be used for supplemental reading and math curriculum.
- Lexercise
  - Lexercise shares multi-sensory strategies for reading and writing.
- IXL
  - IXL offers math, ELA, Science, Social Studies and Spanish lessons for an array of skills from PreK-High School.
- MobyMax
  - MobyMax offers lessons from early learning to STEM.
- Special Needs for Special Kids
  - Special Needs for Special Kids offers a variety of resources, including social stories and there are now free online modules.
- Have Fun Teaching
  - Have Fun Teaching includes phonics, writing, math, and other lessons, along with songs, videos, and more.
- ABC Mouse (code AOFUNICEF)
  - ABC Mouse offers over 9,000 individual learning activities.
- Epic
  - Epic offers a digital library of books, learning videos, and more.
- Reading A-Z
  - Reading A-Z offers a free trial of their site, featuring books, phonics, vocabulary, math, science, and more.
- Education.com
  - Education.com presents guided lessons containing songs, games, and stories, as well as independent study packets and more.
- Homeschooling with Dyslexia
  - Homeschooling with Dyslexia offers free eBooks, spelling inventories, and more, including links to other resources.
- Intervention Central
  - Intervention Central houses resources for math, reading, writing, behavior, self-management, and more.
- Breezy Special Ed
- *Breezy Special Ed* has a variety of free academic resources and links.
  - **Social Story for Social Distancing**
    - PDF story to help children understand social distancing.
  - **Kansas Infinitec Coalition**
    - *Kansas Infinitec Coalition* offers guidance to family and educators.
  - **Kansas Early Childhood Special Education**
    - KSDE's EC page offers resources and current information.
  - **Epic**
    - Free books online for students K-5
  - **Story Line Online**
    - Free books for students K-5
  - **Brainpop**
    - Videos on thousands of topics, will be free if schools are closed.
  - **Bookshare**
    - Free access to books online Learning Packets
  - **Newsela**
    - Access to 20+ genres of informational texts to support instruction across the curriculum—all at 5 reading levels
    - [https://newsela.com/](https://newsela.com/)
  - **Achieve the Core (3-12)**
    - Free, ready-to-use classroom resources that support excellent, standards-aligned instruction for all students
    - [https://achievethecore.org/](https://achievethecore.org/)
  - **News-2-You**
    - Today, this online weekly newspaper, differentiated to four levels, is bridging the gap for students
    - [https://www.n2y.com/](https://www.n2y.com/)
  - **Scholastic (Early Childhood to Kindergarten)**
    - Scholastic Learn at Home: Free Resources for School Closures
  - **Khan Academy Kids**
    - Khan Academy Kids is a free, fun, educational program designed to inspire young children to become learners for life.
  - **Virtual Calming Room**
    - A calming room to help students and staff to deal with challenges when life gets overwhelming
    - [https://sites.google.com/apps.district279.org/virtualcalmingroom/visual-relaxation](https://sites.google.com/apps.district279.org/virtualcalmingroom/visual-relaxation)
Prior Written Notice for Identification, Initial Services, Placement, Change in Services, Change of Placement, and Request for Consent

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date Created: Today</th>
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<tbody>
<tr>
<td>Grade: Student Grade</td>
<td>DOB: Student Date of Birth</td>
</tr>
<tr>
<td>School: Student School Name</td>
<td>Case Manager: IEP Manager</td>
</tr>
<tr>
<td>IEP Date: IEP Start Date</td>
<td>Eval Date: Evaluation Completion Date</td>
</tr>
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Tox
Guardian(s) Primary
(Parent/Legal Educational Decision Maker)

Address:
Guardian(s) Primary Address

This Prior Written Notice is for the purpose of a Contingency Learning Plan, due to the temporary closure of all school buildings, as ordered by the State of Kansas and the County Health Department. This Contingency Learning Plan is temporary and only for the duration of the school closures.

On , we met to review the evaluation/assessment data on your child, including any evaluations or information you provided, current classroom-based assessments and observations, and teacher or other staff observations to determine, with your input:

- Whether your child was eligible for special education
- Special education and related services needed by your child
- The appropriate educational placement to provide special education and related services identified in your child's Individualized Education Program (IEP)
- Any additions, changes or modifications to the special education and related services or educational placement that are needed to enable your child to meet the measurable annual goals set in the IEP and to participate, as appropriate, in the general curriculum.

To the maximum extent appropriate, your child is to be educated with other children in the general education classroom. Your child shall be removed from the general educational environment only when the nature or severity of his/her needs are such that education in general education classes, with support services, cannot be achieved satisfactorily. If services are not to be provided in the general education classroom, the reasons for that are given below, along with the results of our meeting.

A. IDENTIFICATION/ELIGIBILITY (Parental Consent Not Required)

- Your child is eligible for special education
  - Your child meets the criteria as a child with an exceptionality
  - Special education services are necessary to enable your child to receive educational benefits in accordance with his/her abilities or capabilities
- Your child is not eligible for special education
  - Your child does not meet the criteria as a child with an exceptionality
  - Special education services are not necessary to enable your child to receive educational benefits in accordance with his/her abilities or capabilities

B. INITIAL SERVICES & PLACEMENT (Parental Consent Required)

As explained below, an Individualized Education Program (IEP) proposing appropriate Special Education and related services and an appropriate instructional environment for delivering special education and related services was written for your child.

C. CHANGE IN SERVICES

- Change in Services (Parental Consent Not Required)
  - As explained below, we are proposing a change (not a material change) of a special education service, a related service, or a supplementary aid or service specified on your child's IEP.
- Material Change in Services (Parental Consent Required)
  - As explained below, we are proposing a change that results in a decrease or increase of 25% or more of the duration or frequency of a special education service, a related service, or a supplementary aid or service specified on your child's IEP.
D. CHANGE IN PLACEMENT

CHANGE IN PLACEMENT (Parental Consent Not Required)

As explained below, we are proposing a change (not a substantial change) in placement from a less restrictive environment to a more restrictive environment, or from a more restrictive environment to a less restrictive environment.

SUBSTANTIAL CHANGE IN PLACEMENT (Parental Consent Required)

As explained below, we are proposing a change in placement that results in the movement of more than 25% of your child's school day from a less restrictive environment to a more restrictive environment, or from a more restrictive environment to a less restrictive environment.

E. OTHER CHANGES TO THE IEP, NOT INVOLVING SERVICES OR PLACEMENT (Parental Consent Not Required)

F. USD 475 REFUSES TO INITIATE OR CHANGE THE IDENTIFICATION, EDUCATIONAL PLACEMENT, OR PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES AS EXPLAINED BELOW. (Parental Consent Not Required)

1) A DESCRIPTION OF THE ACTION PROPOSED OR REFUSED:

Due to the recent COVID-19 pandemic and associated restrictions placed on schools by the County Health Department and executive orders of the Governor of Kansas, we are notifying you of a temporary Contingency Continuous Learning Plan for the delivery of special education services that will take place from April 1st, 2020 until the end of the Governor's mandatory school closure period. Please see the attached Contingency Plan for your child. We will monitor your child's performance throughout this school closure for adequate progress. If necessary, the IEP team will meet when school resumes to determine if your child requires compensatory services.

2) EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:

The governor of Kansas has declared the closure of all school buildings to regular school activity until at least the end of May 2020. As a result, we are required to implement a Continuous Learning Plan that outlines alternative methods of education, while continuing to abide by the current state and county restrictions. Due to these restrictions, special education services must be temporarily altered, while making every effort to provide FAPE in an equitable manner for all kids. The changes in special education services are not an IEP decision but an effect of changes in general education due to the COVID-19 pandemic.

3) OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED:

To continue services as written in the current IEP is considered, but that option is rejected due to the legal requirements of the State of Kansas and the County Health Department restrictions for the mandated closure of all school buildings while continuing alternative methods of instruction. Additionally, due to the changes in all general educational instruction, the services for your child during continuous learning have also changed.

4) DESCRIPTION OF THE DATA USED AS BASIS FOR THE PROPOSED OR REFUSED ACTION:

Executive order of the Governor of Kansas, County Health Department restrictions, current IEP services, demonstrated student needs, parent input, teacher input, and available school resources for alternative methods of instruction.

5) OTHER FACTORS RELEVANT TO THE PROPOSAL OR REFUSAL (e.g. LRE, harmful effects)

Providing alternative methods of instruction has the potential harmful effect of the student regress in skill development and progress in the general education curriculum. The team believes that the benefits outweigh the harmful effects at this time due to the health and safety risks of the continued spread of COVID-19.

ADDITIONAL INFORMATION

You may contact any of the following resources to help you understand the federal and state laws for educating children with exceptionalities and parental rights (procedural safeguards) granted by those laws: Kansas State Dept. of Education 800-203-9462; Disability Rights Center of Kansas (DRC) (877) 776-1541; Families Together, Inc. 800-264-6343; and Keys for Networking 785-233-8732.

PROCEDURAL SAFEGUARDS TO PROTECT PARENT'S RIGHTS

Both state and federal laws concerning the education of children with exceptionalities include many parental rights. Receiving notices of action the school wants to take in regard to your child and being a part of your child's educational planning team are examples of the rights these laws give you. These laws also require that the school follow certain procedures to make sure you know your rights and have an opportunity to exercise those rights. The school is required to give you a copy of the rights of a parent at least one time each school year. To receive an additional copy of your rights and the procedural safeguards available to you, and if you have any questions regarding your rights, you may contact the special education director of the school or special education cooperative.

DELIVERY

I, IEP Manager,

Hand Delivered

Mailed

Other (please specify)

this notice to on

(Name) (Date)
GEARY COUNTY SCHOOLS USD 475
BOARD OF EDUCATION AGENDA MEMO
WEDNESDAY, APRIL 1, 2020

FROM ........................................Lacee Sell, Associate Superintendent

MEETING ......................................April 6, 2020; Special Board of Education Meeting

SUBJECT .....................................Approval of Waiver Application, Assurances Document and Continuous Learning Plan Application

BACKGROUND
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 for high school seniors).

DISCUSSION
To apply for the waiver, we must complete and submit by April 8th the following items contained in the Waiver Application Packet:
1. Waiver Application
2. Assurances Document
3. Continuous Learning Plan Application

Item 1:
The Application to Waive 2019-2020 Attendance Requirements, is asking KSDE if we may waive the 293.65 hours we are lacking for this 2019-2020 school year. We were in school for 822.35 hours prior to schools being ordered closed by Gov. Kelly. Needing to meet the KS Statue 72-3115 we are asking to have 293.65 hours waived to equate to our 1,116 hours. The 822.35 hours in school + 293.65 asking to be waived = 1,116 total hours.

May 21 is the last student day and the May 22nd is a teacher work day.

Item 2:
The Assurances Document is needing the President of the Board of Education and Superintendent of Schools to sign. By doing so all five assurances provide that USD 475 will:
1. Meet the minimum 1,116 hours of schools as required by KSA 72-3115;
2. The local Board of Education will pay all current hourly employees during the balance of the 2019-2020 school year. **BOE approved Resolution 2020-27 for wage payments during the emergency closings due to COVID-19 on 3-26-20;
3. The Continuous Learning Plan will be submitted to the Kansas State Department of Education on or before April 8, 2020;
4. USD 475 will enroll all new students for the duration of the 2019-2020 school year. **As of 3-30-20, 76 new students have enrolled in USD 475; and
5. 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.
Item 3:
The Continuous Learning Plan Application contains three areas of emphasis:
1. Academic Support;
2. Social and Emotional Supports;
3. Family Community Communication; and
Other.
We do please ask you to read through each section as we will explain in further detail and take questions about them during the meeting.

FINANCING
There is no cost to filing this application with Mr. Dennis and Ms. Miller at KSDE by April 8, 2020.

RECOMMENDATION(S)
To suffice the District’s fulfillment of meeting the required 1,116 hours; to continue with Resolution 2020-27; provide continuous learning (our very first priority); enroll new students; and limit illness exposure, we recommend that the Waiver Application Packet including:
1. Waiver Application;
2. Assurances Document; and

POSSIBLE MOTION(S)
I move the Approval of the Waiver Application, Assurances Document and Continuous Learning Plan Application be approved and that the documents are submitted to KSDE no later than April 8, 2020.
Please note these key players in the creation of our worker.

To: Downs, Nathan; Nutter, Nicole; Eichhorn, Courtney; Bogenhagen, Stephanie; Harmison, Kate; Thompson, Laura; Palmer, Teresa; Truitt, Karen; Avers, Wendy; Peters, Clark; Jones, Lindsay; Prater, Cale; Burch, David; Dunlap, Kassandra; Kelly, Jennifer; Herrera, Alexandra; DeArmond, Karl; Gunderson, Darren; Harvey, Christopher; Solis, Betty; Ragan, Kayla; DePew, Gary; Ryan, John; Black, Phillip; Ryan, Mandy; Scripture, Paula; Searles, Richard; Quelch, Brittney; Abeldt, Lori; Klozenbucher, Megan; Hagenmaier, Amanda; Manwarren, Tyler; Keim, Laura; Irwin, Pam; Dombrowski, Pamela; Hansen, Jennifer; Kowalik, Anneliece; Bongers, Linda; Kausler, Tina; Roberts, Linda; Guzman, Yaritza; Omel, Corey; Gutmann, Andrew; Gutmann, Andrew; Gustafson, Debra; Eggleston, Reginald

Subject: RE: Thank YOU!!!!

From: Sell, Lacee
Sent: Monday, April 6, 2020 7:36 PM
To: Downs, Nathan <NathanDowns@usd475.org>; Nutter, Nicole <NicoleNutter@usd475.org>; Eichhorn, Courtney <CourtneyEichhorn@usd475.org>; Bogenhagen, Stephanie <StephanieBogenhagen@usd475.org>; Harmison, Kate <KateHarmison@usd475.org>; Thompson, Laura <LauraThompson@usd475.org>; Palmer, Teresa <teresapalmer@usd475.org>; Truitt, Karen <KarenTruitt@usd475.org>; Avers, Wendy <WendyAvers@usd475.org>; Peters, Clark <clarkpeters@usd475.org>; Jones, Lindsay <LindsayJones@usd475.org>; Prater, Cale <CalePrater@usd475.org>; Burch, David <DavidBurch@usd475.org>; Dunlap, Kassandra <KassandraDunlap@usd475.org>; Kelly, Jennifer <JenniferKelly@usd475.org>; Herrera, Alexandra <AlexandraHerrera@usd475.org>; DeArmond, Karl <KarlDeArmond@usd475.org>; Gunderson, Darren <DarrenGunderson@usd475.org>; Harvey, Christopher <ChristopherHarvey@usd475.org>; Solis, Betty <BettySolis@usd475.org>; Ragan, Kayla <KaylaRagan@usd475.org>; DePew, Gary <GaryDePew@usd475.org>; Ryan, John <JohnRyan@usd475.org>; Black, Phillip <PhillipBlack@usd475.org>; Ryan, Mandy <MandyRyan@usd475.org>; Scripture, Paula <PaulaScripture@usd475.org>; Searles, Richard <RichardSearles@usd475.org>; Quelch, Brittney <BrittneyQuelch@usd475.org>; Abeldt, Lori <LoriAbeldt@usd475.org>; Klozenbucher, Megan <MeganKlozenbucher@usd475.org>; Hagenmaier, Amanda <AmandaHagenmaier@usd475.org>; Manwarren, Tyler <TylerManwarren@usd475.org>; Keim, Laura <LauraKeim@usd475.org>; Irwin, Pam <PamIrwin@usd475.org>; Dombrowski, Pamela <PamelaDombrowski@usd475.org>; Hansen, Jennifer <JenniferHansen@usd475.org>; Kowalik, Anneliece <AnnelieceKowalik@usd475.org>; Bongers, Linda <LindaBongers@usd475.org>; Kausler, Tina <ChristinaKausler@usd475.org>; Roberts, Linda <LindaRoberts@usd475.org>; Guzman, Yaritza <YaritzaGuzman@usd475.org>; Omel, Corey <CoreyOmel@usd475.org>; Gutmann, Andrew <AndrewGutmann@usd475.org>; Gutmann, Andrew <AndrewGutmann@usd475.org>; Gustafson, Debra <DebraGustafson@usd475.org>; Eggleston, Reginald <ReginaldEggleston@usd475.org>

Subject: Thank YOU!!!!

Importance: High

Not that what you created is a product, but actually, quite a masterpiece. Thank you for your efforts as we’d never be where we are without the time, effort, energy, and heart you have put into USD 475 – Bless you!
Mrs. Lacee B. Sell
Associate Superintendent of Schools

Proudly Serving Geary County Schools - USD 475 and U.S. Army Fort Riley in Partnership With: