

Waiver Application Packet



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

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

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

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

Please direct questions to the following:

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

To access Continuous Learning guidance documents and resources, visit:
<https://sites.google.com/ksde.org/kansascontinuouslearning2020/home>

Application to Waive 2019-2020 Attendance Requirements



Date April 2, 2020

School District Name Galena USD 499

Superintendent name Dr. Trey Moeller

Board President name: Mike Gibson

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?

860 hours

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

256 hours

NOTE

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

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

Assurances Document



Date April 2, 2020

School District Name Galena USD 499

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 499 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 499 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 499 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 499 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 499 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 499 assures the State Board that it will apply a health and safety policy limiting the opportunity for students, staff and families to be exposed to potential pathogens that could lead to illness.

Superintendent Signature

Date

Board of Education President Signature

Date

Please print this document and sign.

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 2, 2020

School District Name Galena USD 499

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

District administrators met daily through Zoom the week of March 16th to discuss student online learning capabilities and the professional development needs of staff. Building principals surveyed teacher comfort and confidence in delivering online instruction. Lead teachers were identified who were competent and willing to support the learning of other teachers in the main communication platforms- Google Classroom (secondary) and SeeSaw (elementary). The Director of Technology provided tutorial videos so teachers could pursue their personal learning goals to improve their professional learning in an online environment. The understanding of all staff is that we will help and support each other, a teacher only needs to ask for assistance.

The district principals led by example and created Zoom groups so teacher teams could begin their work of planning student instruction. Their work has been highly collaborative and focused on priority learning goals. By working in collaborative teams teachers feel supported and are active learners in this virtual world of instruction. A district task force made up of administrators and teachers is working to implement the Canvas LMS system so that virtual PD can be delivered districtwide to teachers and will also be used to deliver instruction to students.

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

Our district will be utilizing a combination of virtual learning and paper/pencil learning packets as our primary methods of instructional delivery. The district followed the guidelines laid out in the Continuous Learning Plan provided by the task force, which included surveying our families, planning learning activities that met the timeframe guidance at each grade level, creating office hours where students, parents, and teachers can all interact, and are making accommodations for students with needs, both academically and in regards to technology access. The district has designated

"hotspots" on campus where students /families can access the internet in wide open spaces or while sitting in their cars. For children who will not be learning through online connectivity, teachers will develop packets that are dispersed through pick-up points on campus or mailed to their homes. District bus drivers will collect packets as they drive bus routes. Teachers will contact students/families twice weekly to ensure students are feeling connected to their teacher and are learning successfully.

Will online learning be used?

Yes, Galena USD 499 will use online learning. District teachers will use a combination of "live" lessons as well as recorded and posted materials. Elementary teachers will utilize Seesaw, Zoom, and Facebook. Additionally they will use IXL, Imagine Math Facts, Imagine Math, Imagine Language and Literacy and other online resources as supplemental tools to help individualize student learning. Middle School and High School teachers will utilize Canvas, Google Classroom, Facebook, emails, phone calls and IXL.

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

We have technology professionals dedicated to supporting both families and teachers in our district. Many of our teachers are skilled in technology, and they will be our first line of support in a meeting family's technology needs. We have provided families with contact information so they are able to ask technology questions. We are also in the process of establishing office hours where staff could be reached by phone

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

Our first step was to conduct a parent survey to determine the technology needs of our students. Families who did not complete the survey were contacted by phone. We notified families of areas for outdoor access to technology on our campus and in the community. By using survey data we identified students who were in need of a device and are in the process of issuing a device to those families. It should be noted that we have families who are connected to the internet but believe that their children learn best with paper/pencil and would also like to have learning packets for at home learning.

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

All students will have equal access to the district generated regular education curriculum for continuous learning as well as access to individualized continuous learning opportunities to address identified needs. Title teachers will work

collaboratively with regular education staff to provide additional resources and support. IEP teams will work collaboratively with regular education staff and parents in developing the individualized continuous learning plan following district timelines for each student with an IEP. Accommodations, modifications, and specialized support will be considered and available on an individual basis. When school reconvenes, IEP teams will review the students needs and progress and determine any need for compensatory education. Currently the district does not have any Migrant or ELL students

How will teachers check-in with students?

Teachers will check-in with their students through virtual platforms (SeeSaw, Google Classroom, Facebook, Zoom, etc.). If students do not have access to any of these platforms, teachers will place phone calls to the students and/or their parents or guardians.

As K-2 elementary teachers work together they are considering ways that they might have weekly class meetings virtually for approximately 10-minutes with their students and these connections could be recorded for later viewing. These teachers will use SeeSaw to send information to parents for their children. K-5 teachers will reach out to individual students and parents twice weekly. Additional appointments may be made for private conversations.

Middle and High School teachers will connect with classes of students a minimum of twice weekly through Google Classroom, Facebook or Zoom. The focus will be on creating avenues for students to be successful in their virtual learning. Teachers have also determined that students will be given as many chances as possible for success as time allows in the school year. In other words, all learning expectations will have the remainder of the school year to be completed. Additionally, student grades will not drop from their current third quarter grade, a student's grade could only improve. Teachers will use student email accounts to communicate with students. Appointments may be made for private conversations.

Teachers will document their communication in a communication log and share concerns with building principals and/or the building's counselor.

Describe your plans for continued Career and Technical Education.

We will continue to provide real-world applications while incorporating competencies that are needed for student success. Our plan includes collaboration with other teachers to provide necessary skills for the workplace, virtual learning to obtain needed

outcomes and video communication, such as Zoom, to incorporate whole classroom experience and individual instruction.

Teachers have focused on encouraging behaviors/workplace skills as outcomes, rather than specific content. Students will concentrate on honing their workplace skills through virtual field trips, remote conversations with mentors or job shadow partners, etc. Teachers will collaborate with other CTE educators to share content and ideas for lessons.

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

Through board action, we have lowered graduation requirements to the state minimum level of 21. Our administrative team, counselors, and staff will work closely with students and parents to ensure they remain on pace for graduation and will work individually with at-risk students to ensure our process does not negatively impact their ability to graduate. We will also continue to work with parents and students to find ways to honor our graduates. Celebration and recognition activities will be organized to acknowledge their accomplishments.

Social and Emotional Supports

How will you utilize counselors and social workers?

The counselors have contacted the students that they were meeting with on a regular basis to ensure their counseling needs are not disrupted. They are setting up scheduling for ongoing counseling with these students by phone or utilizing other virtual options. They will also establish virtual office hours, and share contact information with parents.

On the secondary level, they will be working with the students virtually to pre-enroll them, and prepare their schedules for the 2020-21 school year. They will also be working virtually with seniors on scholarship applications, post secondary educational plans, and other post graduate needs. Although testing has been canceled for the 2019-20 school year, they will be virtually sharing the results of the February WorkKeys assessment with the juniors.

Our behavioral health therapist led communication efforts with our staff and families regarding resources available in our community, providing direct communication for those families most in need. The behavioral health therapist and counselor will be available to school staff and families per request to assist with current stressors that arise. For general education students, the school counselor will determine which students are in need of virtual social-emotional services and will provide those services

following current HIPPA/FERPA guidelines. Special Education Social Workers will be part of the IEP team that will develop the Individualized Continuous Learning Plan to determine if/how Social Work Related Services will be provided..

How will you support students' social-emotional needs?

All teachers will be checking in with students and families no less than once per week to identify social-emotional needs, as outlined earlier. The district's counselors will check in regularly with identified students. Additionally, they will use the district's social media resources and teacher communication to push out age appropriate activities to students and families. Our staff will engage students in developmentally appropriate conversations and lessons to discuss the news around COVID-19. Staff will also provide consistent communications with families which helps maintain a sense of emotional safety and support..

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

The counselors will utilize Google Classroom, the district website, Facebook, Zoom, and email to disseminate information and communicate with families. As a team, the counselors will meet and compile resources and share those resources with district families (how to support your child during this time, etc.). They will also reach out to families when teachers contact them about individual student concerns.

Our staff will provide families with consistent communication, as well as guidance and support in talking with their children about coronavirus. Our staff will consider the different needs of students and families when making response plans and connect them to the necessary resources.

Additionally the counselors will be developing a district SEL survey to determine if there are specific needs that need to be addressed for our students and families. As surveys are returned the counselors will plan interventions to support SEL development.

Family Community Communication

How will you keep families informed?

The district will keep families informed through social media, our district website, and our School Messenger system. We utilize district text messages and Facebook posting to provide parents with new information. The superintendent also utilizes Twitter as a vehicle to communicate with parents and students.

Each student's teacher will be the front line of communication and will be providing regular information to families through a variety of methods such as Facebook Groups, e-mails, direct phone calls, SeeSaw, Canvas, Zoom, etc. Teachers will reach out to every family, every week with live communication as much as possible. Our staff will provide families with consistent communication, as well as guidance and support in talking with their children about the changes that have occurred in attending school this year..

How will you collect feedback from families?

The district created a survey for parents to complete in order to gather feedback on their needs in providing an environment for the newly developed Continuous Learning Plans of instruction. We posted the link on our website and Facebook page, and we sent the link out in emails. The building secretaries contacted those families who did not complete the survey. We asked them questions about technology access and preferred methods of educational delivery. We will continue to contact parents to solicit feedback as needed during the remaining weeks of school.

Family input is important and will help guide our progress through the Continuous Learning Plan. We welcome parent contact by phone, email, social media, etc. At the end of the school term we will survey our students and families to gauge the overall success of our plan. The effectiveness of our journey in utilizing online instruction is important and we see opportunities that can be developed in our future instructional endeavors..

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

Because we have had an excellent response rate we believe our feedback is valid. We are responding in several ways to parent feedback. We are communicating internet access points around our district and community for students who lack connectivity in their homes. We are also getting devices into the hands of families that lack a device. As noted earlier, we have families who are connected to the internet but believe their children learn best with paper/pencil activities and would also like to have learning packets for at home learning. We will accommodate that request

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

We plan to support families and caregivers by being proactive in initiating a strong open line of regular communication and attempt to alleviate stress by assuring them over the next weeks of instruction that we will support them in this endeavor. Teachers will set up office hours during the week to support families in the facilitation of learning at home. They will also be able to utilize email as a resource to connect to the teachers, counselors and administrators. Our focus has been on key learning

standards that parents feel comfortable in leading. Although we are relying heavily upon online communication methods, teachers may determine that a phone call would be the best way to communicate with families as concerns arise

Other

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

We will closely monitor student participation and utilize traditional assessment tools to monitor each student's progress. We will also randomly survey both the students and parents at the midpoint to determine if adjustments need to be made to our educational delivery systems. Monitoring student growth is a key belief in our district. We will continue to use data charts and continuously monitor student progress on priority standards during the remaining school year. We will adjust instruction as indicated based on the needs of individual students

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.

The superintendent and our district nurse will keep in continual communication with our local health department. We will not be bringing students into our district buildings so maintaining a COVID-19 free environment will not be a student safety issue. If for some reason a student would be required to enter our facilities (IEP needs, etc.) and the health department gave the district clearance, we would adhere to the recommendations of the Center for Disease Control and the Kansas Department of Health and Environment.

Superintendent Signature

Date

Board of Education President Signature

Date

Please print this document and sign.

Please direct questions to the following:

Plan for Continuous Learning: mmiller@ksde.org