

# Application to Waive 2019-2020 Attendance Requirements



Date March 24, 2020

School District Name Kansas City, Kansas Public Schools USD 500

Superintendent name Dr. Charles Foust

Board President name: Ms. Maxine Drew

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?

832.42 hours

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

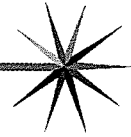
283.58 hours

## 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](mailto:CLPlan@ksde.org) by Wednesday, April 8, 2020.

# Assurances Document




Date March 24, 2020

School District Name Kansas City, Kansas Public Schools USD 500

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 500 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 500 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 500 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 500 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 500 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 500 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.

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President, Board of Education

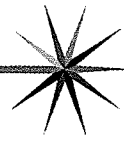
  
Superintendent of Schools

*Please print this document and sign.*

All required documents must be emailed as a single package to [CLPlan@ksde.org](mailto:CLPlan@ksde.org) by Wednesday, April 8, 2020.

# Continuous Learning Plan Application

Date March 24, 2020



School District Name Kansas City, Kansas Public Schools USD 500

## Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

The USD500 2020 Continuous Learning Plan was developed using the Continuous Learning Task Force Guidelines from the Kansas State Department of Education (KSDE). As a part of this plan, the USD500 Curriculum and Instruction team will design weekly professional development sessions to lead teachers and building administrators in finding new methods for providing timely and specific feedback to support student growth and learning. Adult learning opportunities, including synchronous and asynchronous professional development sessions and links for relevant articles and resources, will be targeted to leverage digital and experiential learning in ways that bring the curriculum to life.

During the week of March 23<sup>rd</sup> - 27<sup>th</sup>, the focus will be on setting up online systems through Zoom and Google live-streaming to provide collaborative platforms in which daily and weekly professional development sessions can occur. This series of systematic trainings will engage adult learners beginning with the overview of the USD500 2020 Continuous Learning Plan, followed by strategies to increase teachers' effectiveness in using the district selected Google classroom and Seesaw online learning platforms.

During the week of March 30<sup>th</sup> and continuing forward, ongoing professional development sessions will focus on best practices for teaching the critical content identified for each grade and course level. An additional focus will be on utilizing communication methods that increase interactions between students and the content, as instruction will include a combination of online, instructional packets and choice board activities. Principals will participate in these professional development sessions and will also have access to teachers' online learning platforms. As a result, teachers, instructional teams, and instructional leaders can continue to collaborate around students' participation to monitor progress of both teaching and learning.

These online professional development sessions will use synchronous learning, where teachers and staff can participate in live learning sessions scheduled twice daily, as well as asynchronous learning sessions that teachers and staff can access at any time. Building principals will also schedule weekly professional development sessions where grade or course level teams can

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come together to engage in professional learning that is specific to each group's identified students' needs.

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

The USD500 2020 Continuous Learning Plan provides a framework for how Kansas City, Kansas Public Schools faculty can leverage digital and experiential learning in ways that bring the curriculum to life. The goal of continuous learning in USD500 is to ensure the District continues to provide instruction beyond the classroom so that students stay connected and on track with their learning. A combination of online, grade level learning packets and choice boards focused on critical grade and course level content will be used to support PreK-12th grade instruction through May 21, 2020 which will be the last day of student attendance to complete the 2019-2020 school year. Instructional plans will focus on providing culturally and linguistically responsive and relevant resources for each student and family. Online platforms selected by each classroom teacher will include those which are routinely used at school so students are not asked to learn new technology as they acclimate to online learning. Additional online platforms that are accessible by mobile phone will also be used to support families and caregivers who do not have access to technology devices or home internet. Instructional packets will also be available for PreK-8<sup>th</sup> grade students who do not have access to the internet through their home or mobile phone. Daily instruction and participation time requirements will follow those identified for each grade level in the KSDE Continuous Learning Task Force Guidelines.

During the week of March 16<sup>th</sup> - 20<sup>th</sup>, the District Curriculum & Instruction team, with input from the Instructional Improvement Officers and Instructional Coaches, developed a systematic approach to delivering instruction around critical concepts identified for each grade and course level. The systematic framework includes weekly professional development support for teachers and building administrators in utilizing online learning platforms, and daily and weekly instructional schedule templates to ensure planning and delivery of instruction results in consistent educational experiences for all students across the district. The USD500 2020 Continuous Learning Plan also includes a set of clearly outlined expectations for teacher accessibility on a daily basis to students and families, as well as weekly check-ins with each individual student to ensure adequate supports are available for instruction, social-emotional learning, and health and safety of each student and family. Principals and teachers will continue their scheduled grade level or departmental Professional Learning Community check-ins to monitor students' participation and progress; however, these check-ins will occur virtually using Zoom, Google Hangout, and Google classroom and Seesaw online learning platforms.

During the week of March 23<sup>rd</sup> - 27<sup>th</sup>, the draft 2020 Continuous Learning Plan was previewed with building administration and teachers, who provided input on adjustments and additions

from building and classroom perspectives. The plan will continue to be developed on an ongoing basis as teachers, instructional coaches, and building administration collaborate with the District Curriculum and Instruction and Instructional Improvement teams.

During the week of March 30<sup>th</sup> - April 3<sup>rd</sup>, the USD500 2020 Continuous Learning Plan Application will be previewed with the Kansas City, Kansas Public Schools Board of Education at the March 31, 2020 meeting. The Board will be asked to approve the plan so it can be submitted during this same week, as a part of the KSDE Application to Waive 2019-20 Attendance Requirements. Following the Board meeting, the USD500 2020 Continuous Learning Plan will be made available to Kansas City, Kansas Public Schools students, families and the community.

Implementation of the USD500 2020 Continuous Learning Plan will begin the week of April 6<sup>th</sup> - 10<sup>th</sup>. The District will prepare and mail to each students' household the USD500 2020 Continuous Learning Plan which will include information on how students and families can access the various learning options included in the plan, as well as other pertinent information such as grading policies that will be used. Additionally, important contact information on how to access meals, technology support, and health services will also be included. As possible, information will be translated into those student languages which represent the largest proportion of the overall student population.

Will online learning be used?

Yes.

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

All teachers have a district issued technology device that is equipped to operate from a remote location. Zoom and Google live-streaming platforms will be used to support teachers as they collaborate, prepare to deliver instruction, and interact with students and families online. The District Technology Information Services (TIS) team will work to provide wireless internet hotspots to teachers and families who do not have this service at their homes. Additionally, the District TIS team will provide tech support to teachers and families, as needed.

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

USD500 has a 1:1 distribution ratio for student to technology devices. All students in grades 9-12 currently have individual devices. The USD500 2020 Continuous Learning Plan includes the deployment of technology devices to K-8 students, so they are available to use at home to access all instruction included in the plan.

During the week of March 16<sup>th</sup> - 20<sup>th</sup>, the District TIS team inventoried and prepared any additional devices needed to ensure all high school students will have access to a personal technology device.

During the week of March 23<sup>rd</sup> - 27<sup>th</sup>, the District TIS team inventoried and prepared devices to deploy to all K-8 students.

During the week of March 30<sup>th</sup> - April 3<sup>rd</sup>, the deployment of additional high school and K-8 personal technology devices will occur at each campus. Families will sign out these individual technology devices. Distribution will occur via curbside pickup or through a structured entry protocol into the school that adheres to all health and safety guidelines outlined by state and local officials. As possible, weekend hours will be available to accommodate the schedules of all families.

The District TIS team will provide an informational sheet to assist students and families in setting up the device to access instructional activities through the USD500 2020 Continuous Learning Plan. The District TIS team continues to work on obtaining wireless internet hotspots for families to checkout during this time when physical schools are closed. An additional priority is also focused on connecting families to local internet providers who are offering free services and supports during this state of emergency.

The District TIS team will continue to provide ongoing tech support to students, families, and teachers via remote access, as implementation of the USD500 2020 Continuous Learning Plan begins the week of April 6th.

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

The USD500 Curriculum & Instruction team will provide support to teachers in continuing to differentiate instruction to address the needs of all learners. Specific focus will occur in those schools that are designated as CSI or TSI.

Special education district staff will continue to partner with special education teachers and administrators to provide guidance and support in the areas of compliance, instruction, and behavior/SEL supports during the school closure. Teachers and IEP teams will continue to meet to conduct initial and amendment meetings for students, following the IEP Meeting Guidelines, as well as KSDE guidance documents that will be sent daily from each Coordinator. The District has developed a structured protocol for teachers and administrators that outlines the steps for conducting IEPs, meetings, and evaluation services during this time. A process has also been included to address questions and situations that may arise outside of what has already been included in the protocol.

During this time, teachers will provide weekly lessons that will focus on maintaining and reinforcing skills identified in the IEP and state standards. In addition, teachers will provide instruction which includes a mix of online learning tools, video conferencing, and learning packets. Teachers should be coordinating with all related service providers to ensure students have access to communication tools, visuals, behavior intervention plans, etc. Teachers will design instruction to address students' unique and individual needs and are encouraged to use

small group lessons/direct instruction using Zoom or other web conferencing tools to deliver instruction to students. Special education teachers and related services providers will follow the suggested learning timeframes as identified in the USD500 2020 Continuous Learning Plan specific to students' grade levels.

Special education district staff have been organized into Professional Learning Communities specific to exceptionalities and services. The expectations for these PLCs are as follows: Each PLC is led by a Team Leader(s) with expertise in the area; PLCs will meet with their teacher groups regularly throughout the week or bi-weekly via videoconferencing; The goal of the PLC is not to put out fires but to lead the work, provide training and guidance to teachers and administrators during this time.

ESL building based staff at the Prek-5 level are coordinating with their classroom co-teachers to provide instructional materials for ELs virtually. Secondary ESL staff are providing instructional materials to their EL students virtually. The ESL Instructional Coaches are continuing their collaboration with ESL building-based staff virtually. These collaborations will focus on different instructional websites and supports to assist teachers in providing the best educational experience for our ELs through these virtual platforms.

Migrant Advocates are making phone calls for initial check-ins with students and families. Advocates will collaborate with teachers to identify appropriate instructional and health and welfare services for Migrant students and their families, based on information gained from ongoing check-ins.

Title I classroom teachers will follow the plans and routines outlined for regular classroom teachers in the USD500 2020 Continuous Learning Plan. Title I teachers who support classroom teachers will continue to coordinate with their classroom co-teachers to provide instructional materials to differentiate the learning and respond to the intervention needs of small groups and individual students.

Title I paraprofessionals will support classroom teachers by checking in on individual students and families. As technology permits, Title I paraprofessionals will partner with classroom teachers to provide assistance to students and families during scheduled office hours or interactive instructional activities. Where appropriate, Title I paraprofessionals may assist in developing District instructional packets, choice boards or other learning opportunities as identified by the classroom teacher or building principal.

USD500 Parents as Teachers (PAT) will conduct virtual conferencing home visits using the National PAT Center guidance from the pilot study the national organization conducted on virtual visits. In cases where parents do not have the virtual capability on a phone or other device, PAT staff will conduct phone visits which are allowed by the National PAT Center. If a family doesn't have enough minutes on their phone, we can put a temporary hold on visiting with that particular family.

The visits will continue to cover the same three components as an in-person visit; Family Well-Being, Developmental Centered Parenting and Parent-Child Interaction. The PAT team will continue to conduct developmental screenings and other assessments, using information from the National PAT weekly webinars which includes technical guidance as well as handouts for parents on these new types of visits. The only part that will be temporarily suspended is attending well-child doctor's visits with those families who are part of our Promise 1000 grant.

Head Start will continue to operate using the instructional guidelines for Early Childhood outlined in the USD500 2020 Continuous Learning Plan. Family Service Workers will conduct virtual home visits to check in on families and provide resources. The District will also continue conducting virtual enrollments, either by phone or a virtual platform such as FaceTime or Zoom. Additionally, the District will continue to hold monthly Policy Council meetings with parents through Zoom.

How will teachers check-in with students?

Each Monday, all teachers will post a video or message to outline the instruction and activities that will occur across the coming week. At the secondary level where credits are accrued, the weekly message will also be posted for parents through the student information system. Teachers will be available during regular school hours to interact with students through scheduled office hours, as well as during classroom chats via Google classroom, Seesaw, Zoom and YouTube (PreK). Office hours will be clearly posted through these online learning platforms.

In addition to these classroom approaches where teachers and students will interact, teachers and advocates will connect weekly with each individual student through Google Classroom or Seesaw online learning platforms, Zoom or Google Hangout conferences, or through phone calls or emails. The focus of these individual check-ins with each student will be to provide support for the learning, social-emotional, and health and safety needs of students and families. Daily office hours will be communicated through phone call check-ins for those students and families not having access to online learning platforms. In these instances, students and parents can contact teachers by phone instead of the online platforms.

Teachers will continue to track students' participation in the learning activities and this information will be shared with principals as they continue their regularly scheduled progress monitoring meetings. If students are not participating regularly, teachers and administrators will problem-solve with students and families during the individual weekly check-ins, to see what assistance might be needed in order to increase each student's participation level.

Students will submit work across the course of the week with Friday being the designated deadline for all work to be completed, unless otherwise noted by the teacher. As students submit work during the week, they will receive feedback from teachers and peers. USD500 is



continuing to develop a grading plan for work completed under the 2020 Continuous Learning Plan. The District wants to ensure the evaluation system does not negatively impact a student's grades or academic standing.

Since access to technology and other supports will vary from student to student, the District will work to establish grading policies and procedures that ensure equity for all students. Grade point averages for secondary students will be frozen as of the end of third quarter and will serve as final for the 2019-20 school year. The goal for developing the grading system will be to minimize any negative effects on students. Work scored during the closure will only be counted to provide feedback on a student's academic learning or to move from a failing to a passing grade. The passing grade will not impact the student's grade point average but will be used for the purpose of acquiring credit in order for the student to progress on to the next grade, course, or meet graduation requirements.

Describe your plans for continued Career and Technical Education.

CTE courses will proceed in a digital format with the goal of keeping students progressing through the KSDE competencies in each course. Courses that previously used an online curriculum will continue to progress in the instructional sequence with slight modifications to labs/assignments. Other courses will be moving to an online curriculum (CENGAGE CTE on line curriculum) that will make it easier for teachers to navigate this new online instructional format.

Support will be provided to CTE teachers during the transition to online learning and the new online curriculum. The District Diploma+ team will create a simple website with video help and resources including video tutorials and links for additional assistance. The website will also have a page for technology tools for online teaching, as well as pages dedicated to the organizing of free resources that continue to be shared through KSDE listserve emails and other educational groups and publishers. The District Diploma+ team will host daily drop-in sessions using Google Hangouts to support teachers as they plan online between 9 a.m. and noon and additional drop-ins during the early morning or afternoon as needed, to accommodate teachers' schedules.

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

The USD500 Board of Education will be asked at the March 31, 2020 Board of Education meeting to waive the current graduation requirement of 25 credits to 21 credits for Seniors graduating in 2019-20 SY. Seniors who need options for credit recovery will utilize Edgenuity. Edgenuity will enable students to work towards recovering credit for classes failed.

## Social and Emotional Supports

How will you utilize counselors and social workers?

School counselors will focus on academics, advising and guidance to K-12 students. High school counselors will ensure students are on track for graduation by reviewing transcripts, communicating with students and families regarding courses needed for credit recovery, and discussing with students and families post secondary options as related to each student's Individual Plan of Study. K-8 counselors will share lessons for socio-emotional support using Google classroom, communicate with families to offer support for students transitioning to 6<sup>th</sup> and 9<sup>th</sup> grades in 2020-21, and build a system of support for families that will connect them to resources in the area.

As related to social and emotional health, counselors and social workers will continue to manage their caseloads by supporting individual students they have been working with, especially those who are most vulnerable. Google classroom and traditional phone methods will be used to meet one on one with students and also to connect regularly with their families. All conferences and minutes will continue to be logged and submitted to the District Behavioral Health Coordinator. The District will continue to utilize the Crisis Management Planning framework for students who have mental health symptoms and who have experienced suicidal ideation. Support will be provided to families by identifying and connecting them to resources to meet their basic needs (food, housing, assistance (DCF) applications), as well as physical and mental health needs.

How will you support students' social-emotional needs?

The District understands that attending to the physical and nutritional needs of students is paramount to supporting the social-emotional needs of our school community.

During the week of March 16<sup>th</sup> - 20<sup>th</sup>, the District Nutritional and Operational teams developed a distribution plan for the daily deployment of student meals to begin following spring break.

During the week of March 23<sup>rd</sup> - 27<sup>th</sup>, daily lunch distributions began with a curbside pickup model at Harmon, Schlagle and Wyandotte High Schools and Arrowhead Middle School.

During the week of March 30<sup>th</sup> - April 3<sup>rd</sup>, daily distributions were expanded to include both breakfast and lunch. Two additional campuses were added, Banneker Elementary School and Rosedale Middle School, for a total of six distribution sites.

The District will survey stakeholders and continue to gather feedback from students, families and staff through other communication frameworks in order to review and refine the District distribution plan on an ongoing basis.

In addition to supporting nutritional needs and other social-emotional needs through regular counselor lessons and check-ins, teachers and advocates will also connect each week with each student. Check-ins will include supporting social-emotional needs of the individual student, as well as health, safety and nutritional needs that can be communicated back to the nutritional and operational teams.

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

USD500 Student Services department has created a website ([www.SELKCK.com](http://www.SELKCK.com)) that will provide parents and students with a variety of resources, including weekly activities to utilize at home. Additionally, the District will send out regular communications to families and guardians which will include suggestions for attending to students' social-emotional needs, engaging family members in healthy activities, communicating daily with children and family, monitoring students' stress levels, and setting expectations for managing online screen time and social media interactions.

## Family Community Communication

How will you keep families informed?

USD500 will continue to use the same channels it employs for routine day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function during this state of emergency. These systems contain auditing tools that will allow the District to ensure that all students and parents are receiving vital communications. Specific District and School communication tools are: Bright Arrow system which provides texts, emails and phone calls to families listed in the student information system; Google Classroom and Seesaw for universal K-12 online learning platforms to communicate about instructional activities; District and school websites and social media accounts to post regular updates.

In addition to these methods, District Departments will publish Frequently Asked Question (FAQs) documents to address feedback gathered through the District's various communication channels. FAQs will be posted on the District website, social media accounts, and will continue to be updated to address gaps or needs resulting from this ongoing feedback.

The District will prepare and mail to each students' household the USD500 2020 Continuous Learning Plan which will include information on how students and families can access the various learning options included in the plan, as well as other pertinent information such as grading policies that will be used. Additionally, important contact information on how to access meals, technology support, and health services will also be included. As possible, information will be translated into those student languages which represent the largest proportion of the overall student population.

How will you collect feedback from families?

The District Call Center operates daily as a two-way communication method for families to share feedback, ask questions, and obtain information to support a variety of needs. Feedback will also be gathered via social media platforms and through daily and weekly interactions occurring between teachers, principals, district administrators, students and families.

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

District administration reviews patterns in shared feedback to determine if communication needs to occur to the broader school community or if individual contacts are needed to respond to questions or concerns. Additionally, questions and feedback are shared during "daily huddles" with the District Administration team for ongoing problem-solving and adjustments to the USD500 2020 Continuous Learning Plan, as well as communication methods within and outside of the organizational framework.

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

The USD500 2020 Continuous Learning Plan will include a combination of online, grade level instructional packets, and choice board activities. Online platforms will include those which are accessible by mobile phone to support families and caregivers who do not have access to technology devices or home internet. The District TIS team will continue to work with families in acquiring internet access and providing tech support on an as needed basis.

## Other

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

As outlined in the District's operational and instructional frameworks and as a part of the USD500 2020 Continuous Learning Plan, it is the intent of the Kansas City, Kansas Public Schools to continue to pay all hourly employees currently employed with USD500, including, but not limited to paras, maintenance, and custodial employees, in accordance with House Substantiate for Senate Bill No. 142, and in accordance with all applicable state and federal employment laws and Board policies.

The District will conduct an ongoing cycle of review of the USD500 2020 Continuous Learning Plan using feedback from stakeholders at all levels including students, families, teachers, administration, staff, Board of Education, and local community leaders and groups. This feedback will be gathered from daily and weekly meetings with various groups, as well as through the various communication methods utilized by the District. Data gathered from weekly check-ins with professional learning communities, available achievement indicators from completed student work, and student artifacts will also be utilized to adjust and adapt the plan as needed.

Additionally, the District plans to conduct a survey of students and families in order for them to provide feedback on necessary adjustments needed to increase the effectiveness of teaching and learning in the USD500 2020 Continuous Learning Plan. The survey will be offered online, as well as mailed to each students' household. Options for completing the survey online or returning to the school through other more traditional methods will be available. As possible,

surveys will be translated into those student languages which represent the largest proportion of the overall student population.

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.

Beginning the week of March 16<sup>th</sup> - 20<sup>th</sup>, USD500 District Administrators participated in daily phone conferences with state educational leaders, state and local health officials, and local community health and safety organizations to support the needs of students, families and staff.

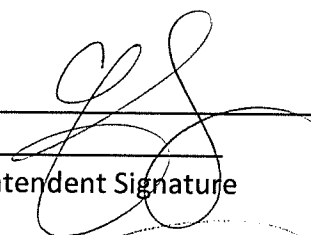
Participation in these daily and weekly conferences continues the week of March 23<sup>rd</sup> - 27<sup>th</sup> and will be ongoing moving forward through the remainder of the 2019-20 school year.

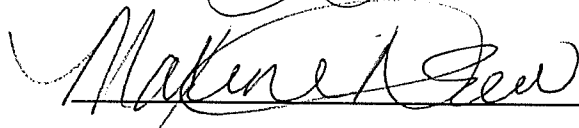
The USD500 2020 Continuous Learning Plan adheres to health and safety recommendations issued by state and local agencies. Information gathered from these ongoing conferences will be used to adjust both operational and instructional procedures outlined in the Continuous Learning Plan and organizational framework.

On Monday, March 23<sup>rd</sup> building nurses collected and tagged students' medication at each of their campuses. The medication was brought to central office in order to ensure families had quick access to students' medications and the distribution plan adhered to structured protocols to maintain safety of staff and families.

On Tuesday, March 24<sup>th</sup> medication was made available to parents by appointment, as well as on a walk-in basis.

Moving forward, District nurses will be available via phone and/or video to support families, be in consistent communication with building principals to meet student and family needs, and coordinate with District Health Coordinator and Lead Nurses to determine best ways to support students, families and staff.

  
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Superintendent Signature 3/31/2020  
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Date

  
\_\_\_\_\_  
Board of Education President Signature 3/31/2020  
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Date

*Please print this document and sign.*

Please direct questions to the following:  
Plan for Continuous Learning: [mmiller@ksde.org](mailto:mmiller@ksde.org)