

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: Monday, March 30, 2020

School District Name: Lansing **USD number:** 469

Superintendent name: Dan Wessel

Board President name: Beth Stevenson

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?

We are requesting that 256 hours be waived.

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: Monday, March 30, 2020

School District Name: Lansing **USD number:** 469

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 469 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 469** 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 469** 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 469** 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 469** 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 469** 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.

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 by Wednesday, April 8, 2020.

Continuous Learning Plan Application

Date: Monday, March 30, 2020

School District Name: Lansing **USD number:** 469

Academic Support

Briefly describe the Professional Development plan for Continuous Learning.

District-wide (pre-K-12): The announcement to close school was made during our spring break. We immediately began planning. We held a District Leadership Team (DLT) team to outline our system-wide plan. We decided our approach to the continuous pre-K-12 learning will be **2-pronged- asynchronous** (different times) and **synchronous** (happening at the same time). In other words, students will have opportunities to participate in "live" lessons and students will receive pre-recorded content to do at any time during the day. In addition, teachers will host "office hours" when students (and/or parents) can join Zoom and ask questions, get help, etc. After the DLT discussion each BLT met and set the agenda for the following week to provide clear outcomes and professional development for all staff in order to implement our CL plan on Monday, March 30, 2020. These meetings are shown in the tables below (week of March 15- spring break- and week of March 22). In addition to the "formal" meetings listed below, multiple informal Zoom help sessions in the evening/weekend hours were provided, as were video tutorials and 1-on-1 tutorials.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March 15 SPRING BREAK	16	17 4pm Announcement to close all pre-K-12 schools through the end of 2020 school year	18 9:30-11:30 District Admin Mtg 5pm Continuous Learning Taskforce releases guidelines	19 8:30 mtg with Lansing Education Assoc 10am KSDE mtg re: Continuous Learning 11:15am KSDE Sped Directors Mtg 12:30 KSDE Superintendent Mtg 2pm LHS BLT (Pride Rock at LHS) 2pm DLT Mtg (Zoom)	20 Zoom tutorials shared online 9am LIS BLT (in LIS library) 9am LMS BLT (in LMS commons and Zoom) 10am LES BLT (Zoom) EC BLT @ 1:00 pm 12-1pm State Curr Leaders Zoom 2 pm SpEd Leadership	21 12-3pm Zoom help

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
22 Student s still on break until March 30	23 MEALS START- daily Mon- Fri 11:30am-12:30pm 8am LES staff mtg 12:30 KSDE Superintendent Mtg 9-10 Full EC Team Mtg LMS 6-8 PLC's with Brooks, Kerry, and Maggie via ZOOM 9:00 6th Grade 10:30 7th Grade 12:30 8th Grade 2:00 Exploratories 4-5 PLCs: 8-9am 5th grade PLC 9-10am 4th grade PLC 10-11am Aides meeting 2:30 to 3:30 Specials PLC 3:30-4:30 K-5 Counselor PLC K-3 10-11am 3rd grade PLC 11am-12pm 2nd grade PLC 12:30-1:30pm 1st grade PLC 1:30-2:30pm K 2:30-3:30pm Specials 3:30-4:30 Counselor PLC 4:30-5:30 Classified Staff 1:00 SPED Leadership 2:30 SpEd Allin Certified 7-8pm Para zoom 4-5 State Curriculum Mtg	24 8am LHS staff meeting 8:30am LES BLT meeting LIS PLCs 9:30-10:30am Specials LMS 10:30-12:00 6th Grade literature PLC 12:30 KSDE Superintendent Mtg 4-5 State Curriculum Mtg	25 LIS 12pm SPED LMS 9:30-10:30am 6th Grade Science PLC 10:30-11:30 BLT1:00 Technology Tuesday (1 day late) 12:30 KSDE Superintendent Mtg 2-3 EC Extended PLC Zoom Meeting	26 LIS 8:00 to 9:00 Staff Meeting 9:00 to 10:00 BLT LES 1:30 1st Grade PLC 12:30 KSDE Superintendent Mtg 3-4 SLPs Zoom Meeting 4-5 State Curriculum Mtg	27 9am KSDE Sped Directors Zoom Meeting LMS 9-10am 6th Grade Lit PLC 10 am KSDE Webinar For Significant Cognitive Disability 11 am SpEd Functional Team Zoom Noon CEC Zoom COVID 19 12:30 KSDE Superintendent Mtg 4pm All input due for CLP	28 3pm KSDE Supt/DO call to clarify new stay at home order

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

District-wide (pre-K-12): In providing both asynchronous and synchronous learning, we also have a paper packet option available by request.

All of our 6-12 students have their own iPad and have been using Google Classroom (6-8) and Canvas (9-12) for several years. For families without internet we have provided internet available in the parking lot at several of our buildings, provided information on free internet available in their homes, and free internet around the community.

For students in 4-5, students have been assigned their own iPads to use in the classroom, but have not taken those home. Teachers contacted every family and asked who needed a device and basic school supplies. A pick-up was arranged on Friday, March 27. We distributed around 140 iPads and many paper packets as well through a drive-through line.

For students K-3, students have iPads to use in the classroom (not quite 1-to-1), but have not taken those home. Teachers contacted every family and asked who needed a device and basic school supplies. A pick-up was arranged on Monday, March 30 and Tuesday March 31. We distributed around 180 iPads and many paper packets as well through a drive-through line. In addition, all 2-3 students (about 400) picked up their paper workbooks/consumables that teachers collected for them.

Will online learning be used?

District-wide (pre-K-12): Yes, online learning will be used pre-K-12. "Live" lessons and office hours will be in Zoom. In addition, we will use SeeSaw (K-3), Google Classroom (4-8), and Canvas (9-12) as our learning management systems.

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

District-wide (pre-K-12): Technical support has been on-going, and provided to teachers, support staff, administrators, parents, and students. We will continually reassess needs and provide help and support as needed. We've asked each PLC to designate a "tech" lead as a person who can provide additional support to families and staff as we implement our CLP.

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

District-wide (pre-K-12): All 6-12 students already have their own device (iPad), and as mentioned above for families without internet we have provided internet available in the parking lot at several of our buildings, provided information on free internet available in their homes, and free internet around the community. All K-5 families were contacted by their teachers as part of a needs assessment. We asked them about needing a device, reliable internet access, access to basic school supplies, and access to other needs (food, mental health care, etc.). After analyzing the information, we arranged for families to pick up the needed devices and supplies.

It is our hope that as many families as possible will be working digitally, because that instruction will be so much more robust than a paper packet. However, we understand not all families will be able to, so paper packets will remain available as needed.

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

District-wide (pre-K-12): Lansing's largest group of students with primary special needs falls into the **specific learning disability group**. These students will be receiving instructional services from general education, special education and para educators. The second largest group requires **speech and language services**. This team is ready to provide online services and to continue billing for Medicaid. Lansing has a notable number of children who fall under **Developmentally Delayed**. These students will be looked at to determine who needs further evaluation based on suspected disability. Students with **autism** will continue to receive services from their autism team and will be supported by the autism consultant. **Other Health Impaired** and students with **emotional disturbance** will be served by their behavior teams and will be supported by two BCBA's one being contracted. Classes for social skills and behavior management will be provided via virtual learning, phone calls, texts, and emails. The students with **intellectual disability** have a team of six teachers supported by the assistant director of special education and the BCBA's. These students are utilizing Unique Learning, News2You and other vetted resources in the area of transitions. **Hearing Impaired students** have a DHH teacher dedicated to them. She has been sitting in on building meetings and working with both general education and special education teachers to determine necessary supports for each student's CLP. The students with **visual impairment** are supported by a contracted TVI from Greenbush. She has already ordered a braille and paper to be delivered to one student's home. All providers will have reached out to every family and worked with the

caregiver(s) to determine what skills based on IEP goals will be the focus for each student's CLP. In addition, the providers are helping with determining whether the home is high tech, low tech or no tech.

General Notice

Neither OSEP nor KSDE has waived any of the IDEA requirements as of March 29, 2020. Lansing will do its best to maintain a high level of responsiveness to families by utilizing IEP teams and by working with families individually. The ICLP will be developed with input from families while utilizing the current IEP as a basis, but with an eye on keeping services aligned with family need. Families who opt out the first time will receive a follow-up phone call once a week as a check in. We will also send a willing, reading and able letter, so if they change their mind Lansing will be able to pull the student into services. Lansing staff will not be entering homes due to the risk of COVID-19 infection to themselves and all of the families they serve. All learning opportunities must be delivered without any physical contact or entrance into home environments.

Lansing Public Schools will continue to participate in Child Find for children birth through 21 For students K-12, general and special education teachers, counselors and administrators are trained on the referral process for both students with disabilities and giftedness. Schools maintain MTSS which helps staff work through general education researched-based interventions and gather data for evaluation if needed. Interventions will continue during COVID19 for Tier 2 and Tier 3 in math, reading, and behavior (See building plans).

Lansing USD 469 will:

- gather resources to share and post in a central location (by the District-Wide Mental Health Team).
- provide **gifted** enrichment activities virtually.
- (in some cases) provide **gifted** instructional services with para educators delivering wellness checks, small group and 1:1 support.
- create and share Google Folder titled **ELL Covid Documentation**, containing time logs, student contact, schedule, etc.
- send emails to each individual family with **ELL** students and try to set-up 1:1 tutoring with those who are interested.
- complete all KELPA's by the March 13th deadline and score those by March 27th deadline.
- cover the **ELL** caseload with "live" virtual teaching, recorded sessions, emails, texts and phone calls. Lansing Public Schools will:
 - continue to provide a **continuum of services** during COVID19.
 - continue to participate in **Child Find** for children birth through 21.
 - continue to utilize the **Tiny K Program** through Greenbush for children birth through age three for Part C Services. (Greenbush providers are providing services virtually through COVID 19.)
 - maintain **MTSS**, which helps staff work through general education researched-based interventions and gather data for evaluation if needed. (Interventions will continue during COVID19.)
 - conduct **evaluations** within the 60-day window from receipt of parental consent for testing or from SIT team referral. The evaluation teams will complete any eligibility meetings where evaluations have been completed and decide which incomplete evaluations may be finished with information evaluations.
 - conduct **re-evaluations** for students on Individual Education Plans (IEPs) with record review with parent consent unless parents and IEP team members determine the process unnecessary. (Parents may always present new concerns or evaluations by medical establishments and outside evaluators to the IEP team so that

services are correctly aligned to the child's educational needs. Lansing engages in a review of disability designations and IEPs on an annual basis.)

- conduct **eligibility meetings** and development of the IEP by the IEP team, with parental input, and assist in the placement for services, which begin immediately if the child is placed, but no later than 10 school days after parental consent is obtained. (Parents are provided with a prior written notice so they are informed that the school is planning to identify their child as a student who needs special education and related services. If the student is found not eligible, parents receive a prior written notice informing them of evaluation findings.)

- examine referrals and if the team determines that a special education evaluation is necessary, the team will create a plan to complete in 60 school days. **If it is not possible to complete the evaluation within 60 days due to distance evaluation, then an extension based on COVID-19 closure will be accepted for the evaluation delay.** Lansing engages in a review of disability designations and IEPs on an annual basis.

- provide **placement for move-in students** into services from March 24 until May 22.

- ensure FAPE

- if a student needs para educator support, the supervising teacher will assign the para educator to "live" lessons with the general education teacher, or to monitor students in small groups in breakout lessons from the larger class.

- continue to utilize a variety of service delivery models: inclusion in the general education setting, pull out for small group or one-to-one, co-teaching, and day-treatment through virtual learning Experienced adaptive teachers may co-teach virtually.

- continue to provide services through contractors known to the students in the areas of physical therapy, speech therapy, and psychological services.

- utilize **weekly PLCs** to support each other. Each team is headed by a knowledgeable facilitator(s) who will assist with vetting information sent by the director of special education or other administrators before it goes out to the full-team. (These areas are behavior, autism, functional, transitions, inter related by building headed by a department chair, early childhood, Parents as Teachers, co-teaching, Low Incidence-DHH, MC, VI, DB, Day treatment for ED and functional, Speech, OT-PT-APE, Gifted, Foster-Homeless-Sped and Section 504, Compliance-KSDE Data-MIS-Medicaid, Nurses, SpEd Leadership, DLM, and ELL.)

The Director of Special Education has held two zoom meetings for both certified and classified staff to provide guidance on steps to be taken moving forward in how to serve students with family support during COVID-19.

Emphasis has been placed on focusing on adaptive needs of both themselves and their families.

Direction about compensatory services following the COVID-19 outbreak has been provided based on the IEP team making a determination about student skill maintenance acquisition and not minutes missed.

IEP Meetings

IEP meetings will be held utilizing Zoom, Google Hangouts, or via phone conference. These meetings will follow the IEP meeting agenda as if the student were in school and should not be held from the perspective of the continuous learning plan. IEP teams may discuss the students' access to the COVID-19 optional educational learning opportunities at the end of the IEP meeting.

How will teachers check-in with students?

Early Childhood (including Pre-K At Risk) will:

- recognize that they will be working directly with parents, guardians, grandparents and older siblings to deliver services to their students.

- host 10 office hours per week (maximum of 2 hours/day).

- check in with each family on an agreed upon frequency (at least once/week).

Lansing Elementary School (K-3) will:

- conduct student needs' assessments to determine families that need technology or other essential support.
- publish a team calendar (including support staff (SPED, Counselor, ELL, Interventionists) that have office hours, live lessons, help session and weekly class meetings.
- assign school counselors to follow up with students if they are not participating or cannot be reached.
- use student contact logs to document contact with students and their families.
- communicate weekly with families.
- establish a community FB page to share resources.

Lansing Intermediate School (4-5) will:

- conduct student needs' assessments to determine families that need technology or other essential support.
- publish a team calendar (including support staff (SPED, Counselor, ELL, Interventionists) that have office hours, live lessons, help session and weekly class meetings.
- assign school counselors to follow up with students if they are not participating or cannot be reached.
- use student contact logs to document contact with students and their families.
- communicate weekly with families.

Lansing Middle School (6-8) will:

- (Advisory Teachers) contact students at least once/week through a phone call (calls will be logged).
- deliver instruction will mainly come through the use of ZOOM.
- provide "live" lessons- then record and post each lesson so that any student in that class can view.

Lansing High School (9-12) will:

- provide office hours via Zoom, individual student phone calls/conferences, messages via Skyward, Canvas, and the Remind App.
- double Interventionists' weekly check-ins with students going through the SIT process.

Describe your plans for continued Career and Technical Education.

District-wide (pre-K-12): These classes will resume with all other classes at LHS. The teachers are utilizing video capabilities to model new procedures or teach hands-on concepts and provide students with the opportunity to record their projects for review by the instructor. For example, the Culinary Arts teacher will do a 30-minute video modeling a specific technique that is posted for students. In return, the student will record themselves doing the same technique at home and submit for feedback. The meals being prepared will not be the same, but the CTE competency is not focused on the meal but instead the technique that the student must master.

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

District-wide (pre-K-12): Seniors will still receive credit for classes that they finish online this semester. All students who meet the requirements for graduation in our district will receive a diploma. The ceremony itself will be reconsidered as updates are released from the Kansas Department of Education and our local Health Agencies.

Social and Emotional Supports**How will you utilize counselors and social workers?**

School Psychologists will support counselors and social workers and all staff as we implement our CLP.

Lansing Elementary School (K-3) will:

- assign counselors to grade level teams. (They are attending all of those team PLCs.)
- offer Tier 1 counseling lessons and resources for all students.
- provide counselor check-ins/meetings with families that they have been serving in a Tier 2 and Tier 3 capacity.
- follow up requests from our needs assessment with families/students who desire a check-in.
- write a weekly counselor newsletter to offer resources to families.
- utilize counselors/social workers to help staff teams with emotional support and mediating through conflict and stress.
- utilize counselors to serve as LEA representatives for IEP and 504 meetings.

Lansing Intermediate School (4-5) will:

- offer Tier 1 counseling lessons and resources for all students.
- provide counselor check-ins/meetings with families that they have been serving in a Tier 2 and Tier 3 capacity.
- follow up requests from our needs assessment with families/students who desire a check-in.
- continue to coordinate our weekend meal program (Backpack Buddies).

Lansing Middle School (6-8) will:

- provide check-ins, group and individual counseling.
- contact families to ensure they have the resources they need (and if they do not connect them with the resources they are missing).
- provide support for staff to help with any needs they have or any needs their students have.
- utilize the social worker to serve as LEA representatives for IEP and 504 meetings.
- offer a wide range of office hours.
- coordinate the delivery of food items from the LMS Lion's Pantry (relocated to the Crossroads Methodist Church).
- ask the social worker to attend as many PLC, BLT, and grade level team meetings as her schedule allows.

Lansing High School (9-12) will:

- Teachers will report student needs to counselors (including food, clothing, hygiene products, professional mental health services, etc.).
- Counselors will then make contact with that student and family.
- The District-wide team (school psychologists, counselors, and social workers) will provide resources and education on the district website. The topics will vary in nature but support students and families as they navigate a digital world from their home.
- The district-wide team will have open office hours via Zoom conferencing, email communication, and phone call capabilities.
- The high school social worker has an app for students to submit requests for services. She will still honor these requests.

How will you support students' social-emotional needs?

District-wide (pre-K-12): All pre-k-12 teachers are working on ways to check-in with their students to see how students are adapting and responding to the digital curriculum. Any student who has failed to check in with a teacher or to submit work will get a phone call from school staff. Some teachers, coaches and club sponsors have added "lunch dates"/"lunch bunch" via Zoom where adults can check in with teams of students just to have some social interactions and check on the mental health status of students.

Early Childhood (including Pre-K At Risk) will:

- continue to work as a team and report student needs to the special education leadership team and the acting principal for resources. (resources could include food, clothing, shelter, professional health services, school supplies and technical assistance with technology needed to maintain a connection for learning)

Lansing Elementary School (K-3) will:

- offer Tier 1 instruction on eLearning Choice Boards.
- offer and publish office hours via team calendars.
- check in with Tier 2 and Tier 3 students to offer support.
- respond to needs that are communicated to any staff (we have a referral process that counselors will follow up on).
- publish information in the counselor weekly newsletter and community FB page.

Lansing Intermediate School (4-5) will:

- offer and publish office hours.
- check in with Tier 2 and Tier 3 students to offer support.
- respond to needs that are communicated to any staff (we have a referral process that counselors will follow up on).

Lansing Middle School (6-8) will:

- offer individual and group counseling.
- create a website for students and families that have resources and different counseling tips and information.
- stay in close contact with general education/SPED teachers to make sure student and family needs are met.
- (Advisory Teachers) reach out to students every week via ZOOM or phone.
- (LMS clubs and organizations) continue to meet via ZOOM.
- respond to needs that are communicated to any staff (we have a referral process that counselors will follow up on).

Lansing High School (9-12) will:

- offer Tier 1 instruction on Canvas and Zoom.
- offer and publish office hours via team calendars.
- check in with Tier 2 and Tier 3 students to offer support.
- respond to needs that are communicated to any staff (we have a referral process that counselors will follow up on).

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

District-wide (pre-K-12): The District-Wide Mental Health Team will utilize the website to share information with parents. Special Education teachers, paras, and support staff will be having Zoom conferences with students who are already flagged as at-risk and providing resources accordingly. We have notified the students about the school lunch being handed out for free by the school district, free internet opportunities, and free/reduced-cost community resources available to students via the website and school district app notifications. Administrative and support teams will regularly meet to assess needs and potential changes.

Early Childhood (including Pre-K At Risk) will:

- check in daily with families.
 - meet weekly as an EC PLC to discuss any concerns.
- (Para educators will also be assisting with wellness checks so that students can see that everyone cares about them through this stressful time.)

Lansing Elementary School (K-3) will:

- respond to the basic needs that families are expressing.
- check in with all families at least weekly.
- access community referrals when appropriate.

Lansing Intermediate School (4-5) will:

- check in with all families at least weekly.
- maintain a list of "community help organizations" to be able to help parents access needed resources.

Lansing Middle School (6-8) will:

- create a newsletter to send out to the families weekly.
- provide families with contact information.
- use social media.
- prioritize at-risk students/families.

Lansing High School (9-12) will:

- meet with at-risk students via Zoom.
- communicate on multiple platforms (website, app, Canvas, Remind, email, phone, Zoom, texts, social media).

Family Community Communication

How will you keep families informed?

District-wide (pre-K-12): We will utilize a variety of methods district-wide to include the district website, zoom conferencing, SeeSaw (K-3), Google Classroom (4-8), Canvas (912), Remind (pre-K-12), Skyward messaging, emails, phone calls and texts.

Early Childhood (including Pre-K At Risk) will:

- convene the EC Site Council for the April and May meetings.
- send a spring newsletter in April/May with our plans to host a couple of live virtual learning seminars.

Lansing Elementary School (K-3) will:

- convene the EC Site Council for the April and May meetings.
- host two weekly "Zoom Parent Chat" sessions per grade level for parents to connect with the principal.

Lansing Middle School (6-8) will:

- (LMS principal) provided his cell phone number to all LMS parents.
- send parent letters from the principal.
- (Interdisciplinary Teams, PLCs, teachers and paras) keep in close contact with families. (Examples: Technology Tips for parents, ZOOM training, Syllabi were sent, daily/weekly email BLAST from principal and teachers)
- convene the LMS Site Council via ZOOM to gain feedback.

Lansing High School (9-12) will:

- record a Zoom session/interview with the Student Body President and LHS principal to answer student level concerns (this was posted for all on the District website and social media outlets for LHS).

How will you collect feedback from families?**District-wide (pre-K-12):**

- survey families about needs, access, and availability.
- allow stakeholders to send inquiries directly to the district office via our website.
- ensure staff are available to answer all questions through email, virtual meetings and phone calls.
- site council meetings via Zoom.

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

District-wide (pre-K-12): We are collecting survey information and beginning to remove obstacles for learning. In some cases, phone calls are being made to families to verify information. Counselors and social workers are making contact with families needing specific social-emotional support. It is our perspective that all feedback from families is valid. Frequency of concern will indicate if the issue is unique to one family or if it is a system's issue that needs to be addressed.

Early Childhood (including Pre-K At Risk) will:

- continue the two formal mechanisms where feedback is discussed and problem solved:
 - meeting once a month with the Director and full-team- issues are analyzed and procedures for resolving are agreed upon.
 - meeting once a month as a SpEd leadership team to discuss MTSS tasks and to problem solve.

How will you support families and caregivers as they facilitate learning at home?**District-wide (pre-K-12):****We will:**

- extend our wi-fi services to the parking lots of some of our buildings to provide just one more option of gaining digital access.
- send iPads to the homes of younger children (pre-K-5) who do not have a device.
- provide paper packets for continuation of learning as needed/requested.
- use technology to provide instructional videos and "live" Zoom lessons.
- vary office hours that include evenings and weekends.
- reallocate support staff to assist in resource distribution and learning.
- listen to, organize, and evaluate the feedback our families are offering.
- create and share tutorials in using some of our on-line platforms such as Zoom, See Saw, and Remind.

Early Childhood (including Pre-K At Risk) will:

- continue a parent-friendly approach.
- consider parent concerns and new information about a child at any point from March 16-May 22 so that alignment of services to the child's needs may be reviewed both informally and formally depending on need and circumstances.
- support families with daily learning opportunities.
- provide formal support, to include consultation in any area the parent or caregiver wishes to discuss.

Lansing Intermediate School (4-5) will:

- provide a Weekly Learning Calendar that includes assignments/links to activities/"live" instruction.
- record and share "live" lessons,

Other

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

District-wide (pre-K-12): Frequent, district-wide communication will occur. We have been working the past three years on our Self-Correcting Feedback Loop (SCFL) in our MTSS implementation, and we are confident we have set up the structures to continually monitor and assess how our CLP is going and what adjustments need to occur.

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.

District-wide (pre-K-12): We are in continuous contact with our local health department. We also continually attend meetings and conference calls offered BY KSDE and KASB to stay informed.



President, Board of Education



Superintendent of Schools

Please print this document and sign.

Please direct questions to the following: Plan for Continuous Learning: mmiller@ksde.org