

USD 320
Wamego High School
Navigating Change: Reopening Plan



USD 320 Vision Statement

One Wamego
Many voices, Many choices, One result: Excellence

Mission Statement

Wamego School District, a collaborative community of learners and leaders, ensures that all students learn at their highest levels possible and have the social, emotional, and cognitive skills necessary to live a successful and purpose-filled life.

YOUR PASSPORT TO THE FUTURE...



LIFE SKILLS

To understand that my actions impact myself and others

Commitment, Healthy Relationships, Personal Growth, and Understanding the Impact of Actions

To exhibit professionalism in the workplace, civic responsibility in the community, and financial responsibility in my personal life

Professionalism/Work Ethic, Find/Add Value, Financial Responsibility, and Civic Responsibility

LEADERSHIP



LITERACY

To understand and to use the language of social institutions

Civic, Financial, Digital, and Academic

To display knowledge and application of knowledge through coherent and thoughtful speaking, listening, reading, and writing

Critical Thinking, Analysis of Data, Collaboration, and Self-Advocacy

LEARNING



...BEGINS HERE

Wamego High School

Introduction

The purpose of this document is to share with the USD 320 learning community the strategies Wamego High School is using to reopen schools in a safe and operable learning environment. Please read through this information before beginning the school year and contact us with any questions. This handbook is intended to supplement, not replace, our existing handbooks. Though we know we must remain both flexible and reactive throughout the 2020-2021 school year, we know we must also have specific protocol and mitigating measures in order to ensure a safe return for all students and staff. USD 320 will continuously collaborate with local, county, and state health and education experts in order to provide the highest level of academic engagement and learning.

The plan includes three different learning environments: 1) an on-site option, in which students and staff return to the school building with safety protocols put into place; 2) a remote option, in which students complete all of their learning from home and not enter the school building at all; and 3) a hybrid contingency plan, in which students spend part of their time in the classroom and part of their time learning remotely from home.

This year will be a year of taking on new challenges and a year of thinking “outside of the box.” We have the opportunity to take with us the strategies and pedagogical practices that work and to leave behind those that do not, to rethink the way we’ve done things and the habits we’ve developed, to paint a masterpiece on the blank canvas that’s been placed before us.

Instruction

Wamego High School will transition into competency-based instruction. The model of teaching and learning offers three advantages:

1. This model allows for a smooth transition between learning models. We learned this spring that we must be ready to respond to closures and changes to the learning environments.
2. This model will allow for a more-personalized approach to learning and for an opportunity for students to have voice and choice in their individualized learning experience, which aligns with our vision of a Successful Wamego High School student.
3. This model ensures that grades consistently and accurately reflect a level of understanding and learning. Though grades will still be issued, they will be issued based on a rubric of four levels of understanding/mastery on specific performance indicators under each content competency. In other words, competency-based learning will ensure that grades will be issued when there is specific evidence of understanding

In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to the Individual Plan of Study. Students progress or advance by demonstrating mastery when they are ready—not based on seat time or calendars.

Competencies themselves are often broadly stated and may include groups of related standards, resulting in an instructional learning environment that does not focus on teaching singular skills. This provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful, and after demonstrating mastery in his or her

schedule, moves on to the next level. This work has the potential to change the way we meet students' needs for the next thirty years and beyond by allowing students to demonstrate mastery of their learning in a variety of ways.

Special Education

- All schools will implement IEP services for each student during on-site and hybrid learning modes.
- Parents/Guardians are able to choose the educational mode (on-site or remote) for their child. However, a remote setting may not provide the Least Restrictive Environment (LRE) for a student to access learning with peers who do not receive special education services. If the IEP team does not agree with the mode of learning selected by the parent/guardian to best support LRE and Free Appropriate Public Education (FAPE), the team will schedule an IEP to discuss the concerns.
- Though a remote mode of learning may be selected by a family due to a medical condition or a community health mandate, services may still include on-site services.
- Special Education case managers will be discussing IEPs with families and addressing student needs on an individual case-by-case basis to determine if a modification of services is necessary in the IEP Remote Learning Plan.
- All schools will fully implement the IEP Remote Learning Plan (RLP) when the student moves into a remote learning mode. The RLP may have modified IEP services, accommodations and/or modifications, though it will mirror the IEP services to the greatest extent possible as not all services are feasible through a remote setting.
- The RLP will be temporarily implemented while the student is in a remote learning mode. The RLP services will end and the original IEP services will continue when on-site and/or hybrid learning resumes.
- IEP meetings will be held in all learning modes (on-site, hybrid, and remote) before due dates to the greatest extent possible. When it is not possible to have an in-person IEP, a remote Zoom IEP will be held, supported with DocuSign to secure participant signatures during the meeting.
- Small instructional intervention groups should remain the same and not intermingle students from varying classrooms as much as possible, with pull-out services combining students from the same classroom as possible.
- Pull-out services will have students socially distanced when possible. Sanitizing materials and high touch areas between groups is essential.
- Paras should remain with consistent student groups as much as possible.
- Masks/Face Coverings will be worn to the greatest extent possible. Wearing a mask/face covering may not be feasible for all students with exceptionalities. If your student has a medical condition, mental health condition, or disability that may exempt him or her from wearing a mask, please contact the case manager and/or the principal to discuss this matter.
- A student's baseline and growth will be measured through continuous progress monitoring to determine progress on the IEP goals. If a student is not making growth, the IEP team will decide if services need to be modified through an amendment of the IEP.
- Additional PPE may be necessary when service providers are supporting students with intensive needs. Gloves, face shields, eye protection, scrubs, surgical gown, etc. may be needed when delivering services. Additional sanitizing in these areas with custodial support might be needed.
- With the safety and health of our students and service providers being a top priority, while providing FAPE, we will in good faith effort provide services to the greatest extent possible through these uncharted times.
- Communicating with your child's case manager and/or principal immediately when you have questions or concerns regarding the IEP services, accommodations, modifications, questions or concerns will allow us to move forward together as a team to best serve your child's learning needs.

On-Site Learning Environment and School Safety Protocols

Bell Schedule:

Red Day

Zero Hour: 7:00- 8:02
Block 1: 8:10- 9:45
Block 2: 9:50- 11:25
Block 3: 11:30- 1:35
Block 4: 1:40- 3:15

White Day

Zero Hour: 7:00- 8:02
Block 5: 8:10- 9:45
Block 6: 9:50-11:25
Block 7: 11:30- 1:35
Block 8: 1:40- 3:15

Red Day PLC Wednesday

Block 1: 8:55- 10:15
Block 2: 10:20- 11:45
Block 3: 11:50- 1:45
Block 4: 1:50- 3:15

White Day PLC Wednesday

Block 5: 8:55- 10:15
Block 6: 10:20- 11:45
Block 7: 11:50- 1:45
Block 8: 1:50- 3:15

Mask Requirements:

Executive Order 20-59 describes a “mask or other face covering” as a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is simply wrapped around the lower face. A mask or other face covering can be made of a variety of synthetic and natural fabrics, including cotton, silk, or linen. Ideally, a mask or other face covering has two or more layers. A mask or other face covering may be factory-made, sewn by hand, or can be improvised from household items such as scarfs, bandanas, t-shirts, sweatshirts, or towels.

Face shields are NOT considered a mask or face covering. A face shield may be used in conjunction with a mask or face covering.

In compliance with Executive Order 20-59, all students, faculty, staff, vendors, and other visitors to all Wamego PK-12 school attendance centers will cover their mouths and noses with a mask or other face covering at all times. In the case of a mask medical exemption by a licensed physician, a parent or guardian may have their student wear a face shield as some form of protection. All students, staff, and visitors must wear a mask, as defined above, at all times—unless specifically indicated by a doctor’s note. Students are asked to provide their own masks and to write their names on them. All masks must be school-appropriate.

Exceptions to masks are described below:

- While eating
- While working—other than to prepare food or meals—in a room or office that is (1) not open to students or visitors and (2) in which all individuals present can maintain a 6-foot distance from other individuals with only infrequent or incidental moments of closer proximity
- While engaged in an activity during which it is unsafe or impossible to wear a mask or other face covering
- Children who are **not** students and are five years of age or under; children age two years and under in particular should not wear a face covering because of the risk of suffocation
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering—this includes persons with a medical condition or whom wearing a face covering could obstruct breathing or whom are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance
- Persons who are deaf or hard of hearing, or communicating with a person whom is deaf or hard of hearing, where the ability to see the mouth is essential for communication

- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines
- Persons engaged in any lawful activity during which wearing a mask or other face covering is prohibited by law

Faculty/Staff Duty Day:

- The certified staff contract day will be from 7:30 A.M. – 3:30 P.M. in order to ensure students will be directed and supervised once they arrive.

Staff Arrival Procedures:

- Staff will arrive no earlier than 7:00 A.M. but no later than 7:30 A.M. to complete the screening process.
- All staff will be screened and temperature-checked by authorized personnel prior to entering the building. Daily health screenings will take place at the faculty entrance, prior to entering the building. All staff must enter through the staff entrance on the west side of WHS. Prior to entering the building, all staff will wear a mask.

Screening Questions:

Staff will be asked the following questions prior to entering the building:

1. Have you been in close contact with someone who has been diagnosed with or is suspected to have COVID-19 within the last 14 days?
2. Are you experiencing any **two** of the following symptoms?
 - Chills
 - Stiffness/Rigidity
 - Muscle aches
 - Fatigue/Weakness
 - Headache
 - Sore throat
 - Cough
 - Shortness of breath
 - Sudden loss of taste or smell
 - Vomiting/Diarrhea
 - Stomach pain/Abdominal pain
3. Have you traveled outside of Kansas in the past 14 days? If YES please alert staff screener as to where.

If the staff member answers **NO** to **ALL** questions, he or she will proceed to get his or her temperature checked.

If the staff member answers YES to questions 1 and 2, he or she will return home to monitor his/her symptoms and contact his/her Primary Care Physician. If the staff member answers YES to question 3 and has traveled to a high-risk area according to the KDHE, the staff member will be asked to return home and contact the local county health department.

If the staff member's temperature is **100.0 degrees or higher**, he or she will be asked to return home. It is strongly recommended that he or she contact his or her PCP and monitor symptoms at home.

It is the responsibility of the authorized personnel conducting the screening process to inform the Building Principal and Director of Human Resources, Kati Wolfgang, if any staff member is sent home during the screening process.

District Transportation

- All bus drivers will wear masks.
- All students will wear masks at bus stops and on buses.
- Students are asked to provide their own masks.
- Windows will be opened when available.
- All student seating will be assigned. Families/households will be seated together.
- Students will be seated from the back and unloaded from the front as appropriate.
- All drivers will be pre-screened daily prior to beginning the route.
- Parents/guardians will be asked to prescreen their student prior to getting on a bus.
- Shuttle bus services will not be provided until further notice.
- Social distancing should be practiced whenever possible at bus stops and on buses.
- Upon arrival, buses will be unloaded one bus at a time.

Student Arrival Procedures

- USD 320 highly encourages parents and guardians to screen their child before leaving home. Parents and guardians should assess their child's temperature and monitor for signs or symptoms of illness at home prior to coming to school.
- Students with a temperature of **100.0 or greater** will be required to return home.
- Students are to arrive on campus no earlier than 7:45 A.M. Doors will be locked until this time.
- Students who ride the bus will be allowed in the building at staggered times to be screened.
- All students will wear a mask when approaching the student entrance, during the temperature-checking process, and at all times while in the building unless specified below. Students are asked to provide their own mask and write their name on it. Masks will be provided for students who show up without one.
- Students enrolled in any physical education class are asked to bring a separate mask for P.E. class.
- Upon arrival, students will proceed to the student entrance on the west side of the school—north of the faculty entrance—to be temperature-checked by authorized personnel. If the student's temperature is 100.0 or greater, he or she will be sent home.
- Students are asked to pay attention to the line at the entrance and to socially distance six-feet apart from other students at all times.
- Social distancing markers will line the walkway from the student parking lot to student entrance.
- If a student arrives late, he or she is to push the entry button at the student entrance. A staff member will meet the student at the door to complete the screening. No student shall be allowed in the building without being screened.
- Upon entering the building, all students are to proceed directly to their first-block-of-the-day classroom, where he or she will remain until the start of school.
- If a student's first block class is in the metal/woods shop or in the multi-purpose (weight/wrestling room), he or she will be screened by authorized personnel at the entrance of each respective building. The student must remain in that building until the start of school.
- We encourage students at the following times in order better prevent long lines from forming at the student entrance:

| Time | Student Last Name |
|-------------|--------------------------|
| 7:45-7:50 | A-F |
| 7:50-7:55 | G-N |
| 7:55-8:00 | O-Z |

Separation Room:

In addition to the traditional nurse's office, there will also be a separation room. This room will be for any student or staff displaying COVID-19 symptoms, awaiting pickup.

Parents and guardians are responsible to have their student picked up within 30 minutes of receiving a call from the school office or the nurse. We are aware that for some this is hard; it is important to have a plan in place in case your child becomes ill with COVID-19 symptoms. **All emergency contacts and phone numbers should be up-to-date in PowerSchool.**

Medical Inquiries:

USD 320 may ask further medical inquiries when a parent/guardian calls-in a student as sick.

The school may take the temperature of students on a random basis or in a situation where we believe that person may be ill.

- If a student has a high temperature after a period of physical exertion or being outside for class he or she will rest for ten minutes and then have his or her temperature reassessed. If it remains elevated, he or she will be escorted to the separation room and sent home.
- USD 320 strongly encourages parents, guardians, students, and staff to cooperate with our local county health departments.
- If a parent or guardian calls to notify the school of a positive case of COVID-19, the school may ask which county the testing was conducted. Cases of COVID-19 are based upon the county of residence.

Basic Hygiene:

- Hand sanitizing stations shall be made available in all Wamego PK-12 classrooms and shall be made conveniently accessible throughout other areas of the buildings or facilities.
- Students and staff shall sanitize their hands at regular intervals throughout the school day.
- Social distancing will be practiced whenever possible.
- Drinking fountains will be limited to hands-free options. Students are encouraged to bring their own water bottles.
- Clubs or classrooms will not be allowed to sell food products during the school day.
- Food brought in to share for classroom events or classroom parties will not be allowed.

Restrooms:

- Restrooms will be sanitized on a regular basis.
- Students should minimize contact with surfaces as much as possible.
- Students should always wash their hands with soap and water.
- Students will need to use hand sanitizer upon re-entry into the classroom.

Transitions within the School Building:

- Transitions in buildings will be limited and/or staggered whenever possible.
- Interior doors will be kept open whenever possible.

- Social distancing will be practiced whenever possible.
- Stairwells will be direction-specific to help decrease face-to-face interactions. Directions will be identified with signage.
- While traveling through the hallways, individuals will keep to the right.
- Certain hallways will be one-way traffic. Directions will be identified by signage.

Classrooms:

- All non-essential items such as space heaters, fridges, etc., will be removed from classrooms to provide as much floor space as possible.
- Assigned seating required for ALL students each hour in case contact tracing is needed.
- Precautions and social distancing will be put in place as best as possible for vocal and instrument classes. Masks will still be required during these classes.
- No shared classroom supplies for students without sanitation of items.
- Classroom doors will remain locked, but open at all times. To minimize surface contact and increase ventilation, no classroom door will be closed during the school day unless during teacher plan time.
- Students are encouraged to use the restroom, if necessary, during class time and not during transition time.
 - A. One student from each classroom is allowed to use the restroom at a time.
 - B. Teachers will monitor students leaving the classroom
- Students will be assigned specific seats each hour.
- Desks will be used and spread out as best as possible. Classrooms with tables will be spread out as best as possible with student cohort groups and table/plexiglass screens separating students.
- Students will face the same way when possible.
- The last five minutes of each class period, the classroom teacher will use the school-issued disinfectant and walk around to each student space and spray, or hand each student a disinfectant wipe to clean their area. Teachers and/or students will wipe down their individual area and throw away used material in appropriate receptacle.
- Students will remain in his or her assigned area or location until dismissed.

Hallway Lockers:

- Use of hallway lockers will be limited.
- Hallway lockers may be utilized with prior approval from building administrators.

Elevator Use:

- Elevator use is limited to those individuals having a health-related condition, which makes use of the stairs a hardship.
- All other students are to stay off the elevators.

Vending Machines:

- Students should sanitize before and after use of vending machines.
- Machines will be sanitized regularly.

Locker Rooms:

- Students enrolled in a physical education class or classes and/or athletics will be assigned a sports locker in order to adhere to the social distancing.
- Masks and social distancing guidelines will apply in the locker room.
- If students use locker room showers, social distancing guidelines will be followed.
- The last five minutes of each class period will be spent sanitizing the locker room area in which students were utilizing in preparation for the next class or activity.

Food Service:

Qualifying families are still eligible for free and reduced meals. (Families must apply on a yearly basis.) All other student meals must be paid in full. Meals will be available for all three learning environments.

Breakfast:

- Breakfast will no longer be served prior to the start of the school day and will now be offered as a “grab and go” during the first or fifth block.
 - Students will be required to clean their work space with provided disinfectant and discard paper towels in the classroom trash can.
 - Students will be required to disinfect their hands after eating.
- Breakfast will be eaten in classrooms and at staggered times for every classroom.

Lunch:

- Lunch will be closed for all high school students.
- Student lunch schedule will be determined by each student’s third-block and seventh-block class.
- Students will eat in the lunchroom or other designated locations.
- Lunches will be staggered in order to maintain social distancing.
- Microwaves will not be available.
- All condiments will be single-serve dishes/packets.
- Eating utensils will be distributed individually.

Lunch Schedule:

| | |
|---------|-------------|
| Lunch 1 | 11:25-11:50 |
| Lunch 2 | 12:00-12:25 |
| Lunch 3 | 12:35-1:00 |
| Lunch 4 | 1:10-1:35 |

Visitors to the Building:

In order to ensure safety of students and staff of WHS, all parents, guardians, and visitors will be allowed to enter the building only with an appointment.

- Parents, visitors, and vendors who are allowed in the building will be screened prior to entering.
- Students may be directed by the office to meet a parent or guardian in the parking lot for delivery.
- A drop-off box will be mounted in front of each building. If a visitor needs to drop off a delivery, he or she must ring the bell and communicate with the office staff.
- Food deliveries will not be allowed.

Athletics/Activities:

- Athletics/Activities will follow the KSHSAA schedule and recommendations.
- Spectator attendance may be limited by the local or state health officials or by the USD 320 Board of Education.
- Masks, health screenings, and social distancing will follow KSHSAA recommendations when possible.

Confirmed COVID-19 Information**Returning to School after an Exclusion:**

If a student or staff member is sent home or excluded from the school environment due to experiencing symptoms of COVID-19, he or she may return only if they meet the current recommendation of the local health department and KDHE.

COVID-19 Testing:**Awaiting Results:**

- Students or staff suspected of having COVID-19 and awaiting test results should be isolated at home until results are received.
- Once results are received they should follow the guidance provided by local county health officials.

Positive Results:

- Symptomatic Cases may return if the following conditions are met:
 - 10 calendar days have passed since the symptoms first appeared AND
 - 72 hours fever free without the use of medication
- Asymptomatic Cases may return if the following conditions are met:
 - 10 calendar days have passed since the date the sample was collected AND
 - Symptoms have NOT developed.

If symptoms develop during the 10-day isolation period, individuals are to follow the criteria above for symptomatic cases. The new isolation period would begin the day the symptoms started.

For each positive case of COVID-19, USD 320 requires a doctor's note prior to re-entry into the building.

Negative Results:

- If an individual travels from a location on the KDHE travel-related quarantine list or if an individual is identified as a close contact with a positive COVID-19 case, a 14-day quarantine is required.
- A negative test result during the 14-day quarantine does not affect the quarantine period.
- If there is NO KNOWN exposure of any kind, the student may return to school.

COVID-19's Effect on the Household:

If a student or staff is excluded from school or work due to a **POSITIVE** COVID-19 test, and there are other students or staff members residing in the same household, those members are considered close contacts and are required to quarantine for the 14-day period.

- This quarantine begins after the last exposure to the positive case.
- If the positive case and contacts continue to live together, the 14-day quarantine for the household contact does not begin until the positive case is released from isolation by the local county health department.

- If a student or staff member is excluded from school or work for a 14-day quarantine period because they are determined to be a close contact of a case, other household members are considered contacts of a contact and DO NOT need to quarantine.

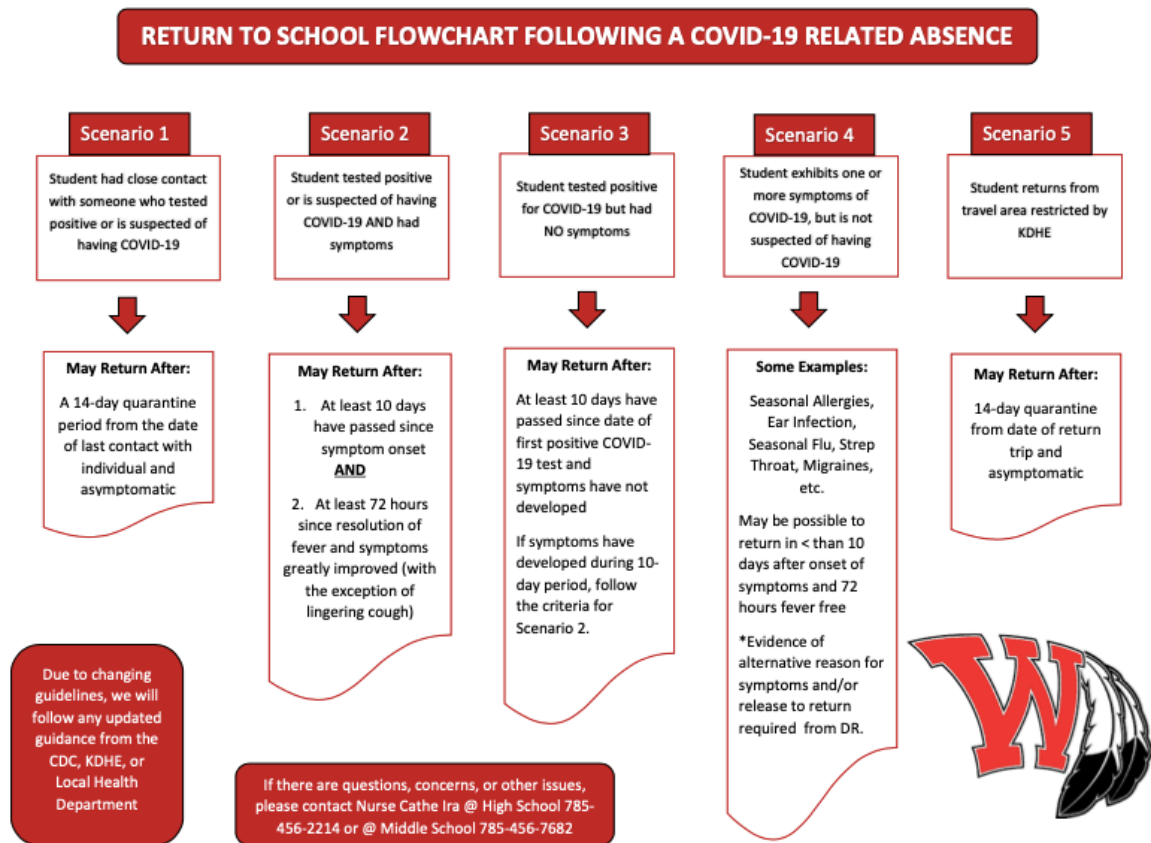
Any student who is quarantined but remains healthy will be transitioned to remote learning throughout the duration of the quarantine.

Response to a Positive Case of COVID:

Once the school becomes aware that a student or staff has tested positive for COVID-19:

- The school will contact the local health department immediately.
- The custodial staff will be notified and begin to disinfect workspaces, desks, and classrooms.
- The school will assist the county to start gathering information related to contact tracing.
- The school will coordinate with local county health officials regarding the temporary closing of sections of buildings (or whole buildings).
- The County Health Department will complete the contact tracing. They will call and notify anyone who may have had contact with the positive case, and they will determine what quarantine measures need to be implemented.
- The building will notify parents/guardians and staff that a positive case has been identified in a building.
- The individual who tested positive will not be identified in communications to the school community at large.
- The school is **NOT** able to answer any questions related to the positive case.
- USD 320 encourages **ALL** parents/guardians/staff to cooperate with the local health departments and the KDHE.

USD 320 will work in closely with the Pottawatomie County Health Department in order to determine community transmission rates and if a more-restrictive learning environment may be needed.



Hybrid Learning Environment

A hybrid model will be initiated by the district and will include a combination of in-person and remote learning environments. Students who have chosen the remote learning option will remain learning remotely. This hybrid option will only be for students who have chosen the in-person option.

If the hybrid plan is initiated, there will be no late-start Wednesdays. USD 320 will communicate a shift to a hybrid model as timely as possible, understanding that it will affect most parents and guardians as well as students.

| | | |
|-----------|-------------------------|-------------------|
| Monday | A-J | Blocks 1, 2, 3, 4 |
| Tuesday | K-Z | Blocks 1, 2, 3, 4 |
| Wednesday | A-J | Blocks 5, 6, 7, 8 |
| Thursday | K-Z | Blocks 5, 6, 7, 8 |
| Friday | Remote PLC/Office Hours | |

Remote Learning Environment

The Kansas State Board of Education recently released comprehensive guidance to provide direction to school districts during this unique time. Part of this guidance includes some specific requirements for students who will participate as learners through an at-home remote learning environment. These requirements will include:

- 6.5 hours of daily participation by the student in learning activities
- Daily participation by the student in teacher-initiated contact
- Daily remote learning log completion (see Appendix)
- Participation in the same assessments as students who are attending school in-person.

We have included other applicable information in this handbook and would like to ask in advance for your participation and cooperation in meeting all requirements and guidelines, all to support the success of our learners. The remote learning environment will evolve throughout the school year. The remote option may require specific times students are required to Zoom into a classroom. Some classes may offer students more freedom of time (classwork may be done outside of the “normal” school hours).

Teacher Contact Process:

Please email your student’s teacher directly with questions, updates, and more. You should expect returned communication within 24 hours. All teacher emails can be found on the USD 320 website and on PowerSchool.

Technical Support / Device Support Contact Information:

Please direct all technology-related questions to the technology department at helpdesk@usd320.com.

Roles and Responsibilities of Stakeholders

We are all on the same team in helping each student meet his or her highest potential and experience success in both academics and in social-emotional development. We all play a role in helping each student reach the highest level of success.

Students:

The student's role is to participate daily and learn to apply skills and concepts to the best of his or her ability. Additionally, students should expect to have some fun while also taking age-appropriate initiative and individual responsibility for their own learning. This includes, but is not limited to, the following:

- Applying oneself to his or her studies in fun and focused ways
- Working hard each day to learn and apply information
- Staying engaged and participating fully in the lessons and activities
- Asking questions and participating in discussions
- Expressing and exploring personal interests

Staff:

Our teachers and staff are responsible for ensuring that students are provided with the content, instruction, support, and assistance they need to be successful. Teachers will proactively monitor each student's progress and will initiate daily contact via phone or video conferencing. Teachers will also provide feedback on the student's learning and success on an ongoing basis.

Families:

Parents and guardians play a key role in their student's success in any learning environment, but even more so in an at-home remote learning environment. In order to be kept informed of their student's progress, parents and guardians will need to be available for ongoing contact with their student's teachers by phone, e-mail, text, and/or video conferencing. Additionally, parents and guardians should contact the student's teachers to keep them informed of any anticipated absences or needs.

Academic Engagement Expectations

Time:

At-home, remote learning students (and families) should plan to engage in learning activities and experiences for at least six and a half (6.5) hours per day. This time must be documented daily on the daily log, which is available in the appendix.

Student / Family Communication:

Communication between student and teacher(s) is vital to the academic success and social-emotional development of the student. In order to facilitate communication, students and staff will abide by the following policies:

- Students will reply or respond to teacher-initiated communication promptly
- Students and *at least* one teacher will be in contact once per day by phone or video
- Students are encouraged to initiate communication with questions
- Families will log activities on the provided form and follow the submission process as described in the appendix.

Please remember to inform teachers and the Wamego High School office if there is a change made to your address, phone numbers and/or email addresses.

Communication by Teachers/Staff:

Teachers and staff will respond to student requests for assistance no later than 24 hours after the request is made except on weekends and school breaks when assistance cannot be guaranteed. Flexible hours of attendance may be permitted to accommodate student learning while meeting other obligations.

Mandatory or Compulsory Attendance:

Under an at-home remote learning model, students are still expected to “attend” school by completing work and participating to the fullest extent possible. If a student is not meeting the minimum participation and work completion expectations and/or is absent without valid reasons, we will seek to follow our district’s truancy policy.

Academic Integrity:

All students, whether at-home or in-person, are expected to submit only work that they have completed themselves through their own original efforts. Academic integrity is taken very seriously; cheating, copying, and plagiarism are all violations of academic integrity and are not acceptable. Plagiarism is presenting another person’s ideas or writing as your own. Examples of plagiarism include, but are not limited to: copying and pasting a whole sentence, paragraph, artwork, or paper into your own work; using someone’s original ideas in your work without giving them credit; using information from another source and only changing a few words here and there or moving around sentences.

Daily Conferencing:

Students will be expected to actively participate in daily conferences with teachers. This is a requirement of participation in the at-home remote learning option. Specifics will be communicated by teachers with families at the onset of at-home remote learning. Additionally, the completion of a daily log by students and parents along with periodic submission of this daily log will be required.

Special Education and Student Supports:

Students with an IEP, 504 Plan, and other documented student supports can be very successful in at-home remote learning models. Special Education case managers will stay in close contact with parents to provide and implement additional supports as needed and to determine if a meeting is necessary to develop or modify an existing plan. Depending upon the needs of the student, the school may want to initiate an amendment to a student’s IEP or 504 by adding remote learning as a temporary method of instruction.

State and Local Assessment Requirements:

Students who are in an at-home remote learning environment will be required to participate in the Kansas State Assessments. Arrangements will be made with students and families to safely participate in these proctored assessments which may need to occur at an on-site location in the district. We will also make plans and provisions to have at-home remote learning students participate in local achievement and growth assessments.

Use and Care of District-Issued Devices and Technology:

Technology that we provide may serve as an important tool to support students who are at-home remote learners. If the district issues a device or devices to a student, we expect that students will follow the district’s Acceptable Use Policy. If there are technical or software issues, concerns, or barriers, please report these as soon as possible by contacting our district’s technical support contact, Mr. Jared Brazzle.

Participation Policies: Activities, Athletics, Field Trips:

Our district will consider and follow any approved guidance or policy recommendations from KDHE, KSDE, KSHSAA, and other professional organizations regarding at-home remote learning students' eligibility to participate in extra- and co-curricular activities, athletics, and/or field trips.

Matters of Non-Compliance:

We understand that being an at-home remote learner may present specific challenges and barriers. We will do everything possible to be your partner throughout this experience, and we will also have high expectations for all students. To that end, we cannot expect a student to be successful if he or she is not participating and engaged in his or her learning. If teachers or school administration has concerns about a student's participation or progress, attempts will be made to meet with the student and his or her family to discuss barriers and work together to remove those barriers.

Confidentiality**Privacy/FERPA Policy:**

Our district will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). This will also apply to students in an at-home remote learning environment.

Video / Live-Streaming Statement:

Depending on how remote learning opportunities are structured, there may be instances where classrooms are live-streamed and/or recorded. Students who incidentally appear in these videos will not be identified by name.

Student Records:

All student records shall be treated as confidential and primarily for school use unless otherwise stipulated.

Appendix A: Remote Learning Daily Log

Date:

Student Name:

Student Grade:

School Name:

USD 320

Student ID:

Name(s) of teacher(s) who made contact today:

| Activity / Class | Assignments Completed (Circle) | | Test Taken (Circle) | | Total Minutes* |
|------------------|--------------------------------|---|---------------------|---|----------------|
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |
| | Y | N | Y | N | |

*For a Remote Learning student to be funded as a full-time student, the student must participate in six and a half hours (390 minutes) of learning activity each day. (THIS VERIFICATION LOG IS TO BE TURNED-IN TO THE STUDENT’S ADVISORY TEACHER.)

I certify that I am enrolled and participating in courses offered through the Wamego High School.

Student signature: _____ Date: _____

I certify that my child is enrolled and participating in courses offered through the USD listed above.

Parent signature: _____ Date: _____

Appendix B: Daily Contact Log for Teachers

Directions: Please enter each student's name and indicate the time you were able to visit with each student on a daily basis for a week at a time.

| Student Name | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
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