



U.S.D.
383
Manhattan-Ogden USD 383

Building Foundations for a Strong Reopening

*2020/2021
Draft 2*



Manhattan-Ogden

Dear USD 383 Families, Staff and Community,

Although we are reopening schools under conditions much different than when students left in March 2020, we are ready! Ready to apply what we have learned about preventive health practices and distance learning. Ready for rigorous content and quality instruction from professional educators. And especially ready to resume something near and dear to our hearts - meaningful relationships with students and families.

It seems fitting that our 2020-2021 USD 383 Reopening Plan should begin with a debt of gratitude to the many individuals who contributed to creation of this document. On behalf of the district, I extend a heartfelt thank you: To members of Reopening Planning Teams who researched, developed, wrote and rewrote the plan. To maintenance and custodial staff who created safe facility protocols. To the large number of educators and support professionals who identified academic, health and social-emotional best practices - both directly for the Reopening Plan and through precursors to the plan such as Continuous Learning, elementary distance learning pilots, and Summer Virtual STEM. To community partners who helped in a multitude of ways - most notably the Riley County Health Department, MHK Task Force, Boys & Girls Club of Manhattan, KSU College of Education, Manhattan-Ogden Public Schools Foundation, and the Youth Empowerment for Success (YES!) Fund Grants Program. To countless students, parents, staff and community members who consistently offered valuable input for consideration. To USD 383 Board of Education members who provided steady guidance and support throughout the reopening planning process. Finally, to Tess Riecke, Michele Jones and Andrea Tiede for their creativity and tenacity in combining a wide variety of complex content into one user-friendly reopening plan.

As we begin the 2020-2021 school year, USD 383 remains committed to providing a safe and supportive environment that prepares every student for lifelong success as a learner, earner and citizen. The work accomplished thus far positions us well for what lies ahead. It is now time for us to act on our plan, to embrace changing realities as they occur, and to emerge stronger and better than ever. We ARE ready!

With gratitude and determination,

Marvin Wade, Superintendent
Manhattan-Ogden USD 383

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District Disclaimers

- **Unless otherwise indicated, this reopening document supersedes handbooks.**
- **Contents of this plan are subject to change.**
- **Enrollment must be completed by August 12. For planning purposes, students who are not enrolled by this time will be defaulted to the On-site Instructional Delivery Model for the 2020-2021 school year.**
- **In order to maintain balance and class-sizes favorable to social distancing, there will be no shifting Group A and Group B assignments.**

Strategic Framework

Mission

Building foundations for dynamic futures.

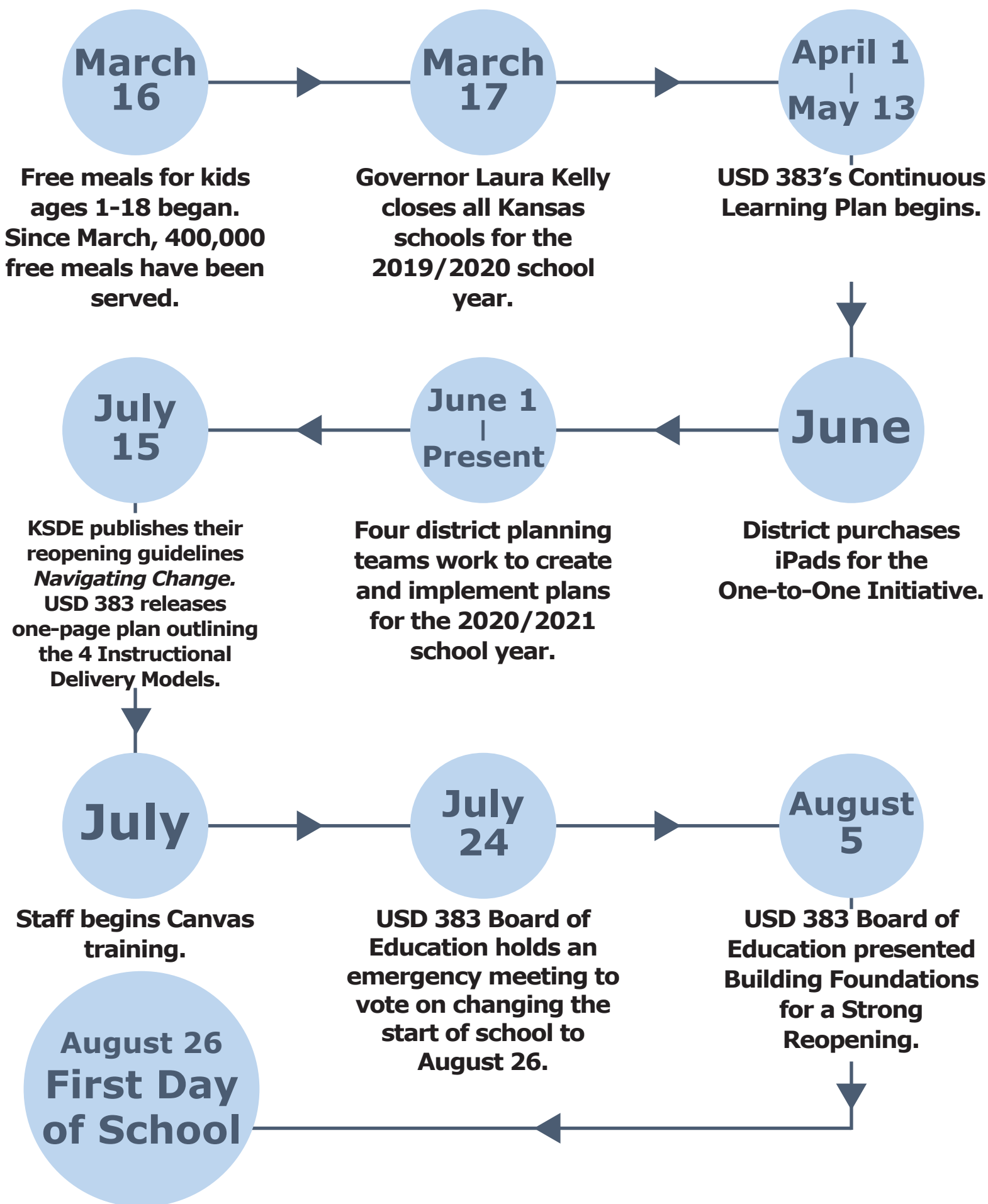
Goal

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

This plan was developed utilizing structures from our board adopted strategic framework. The health and safety of our students and staff, as well as the overall impact on our school community, were present in our thoughts as we developed the various components of the plan. USD 383 is committed to providing high-quality instruction and supports regardless of the environment chosen for student learning. Our efforts moving forward will continue to focus on the objectives and strategies outlined below.

- Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
 - Align curriculum with content standards and assessment framework.
 - Identify and implement evidence-based instructional practices.
 - Institutionalize a multi-tiered system of reading, mathematics and social-emotional supports.
 - Implement a trauma-responsive structure to support mental health needs of the school community.
 - Implement a framework for personalized learning.
 - Identify and implement technology to enhance teaching and learning.
- Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
 - Identify and implement policies and practices to promote diversity, inclusion and equity.
 - Enact policies and practices to attract, develop, empower and retain high quality employees.
 - Align non-instructional operations in support of students, staff and schools.
 - Identify and implement technology to promote operational productivity.
- Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.
 - Engage and empower families as stakeholders.
 - Expand and strengthen community partnerships to enrich student learning.
 - Construct educational choice options to meet student and community needs and interests.

Timeline



Section 1: Health Information

Manhattan-Ogden USD 383 has developed the following protocols in conjunction with the Riley County Health Department and the MHK Task Force. We have used guidance from the Kansas Department of Health and Environment (KDHE) and the Centers for Disease Control (CDC).

What is COVID-19?

A novel coronavirus is a new coronavirus that has not been previously identified. The virus causing coronavirus disease 2019 (COVID-19), is not the same as the coronaviruses that commonly circulate among humans and cause mild illness, like the common cold.

On February 11, 2020 the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as "2019 novel coronavirus" or "2019-nCoV".

There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a novel (or new) coronavirus that has not previously been seen in humans.

The virus that causes COVID-19 is thought to spread from person to person, mainly through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Spread is more likely when people are in close contact with one another (within about 6 feet).

COVID-19 seems to be spreading easily and sustainably in the community ("community spread") in many affected geographic areas. Community spread means people have been infected with the virus in an area, including some who are not sure how or where they became infected.

Links

Riley County Health Department (RCHD) - <https://www.rileycountyks.gov/286/Health-Department>
Kansas Department of Health and Environment (KDHE) - <https://www.kdheks.gov/>
Kansas State Department of Education (KSDE) - <https://www.ksde.org/>
Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

Illness

- Please notify the school if your child has an illness. Please call the school directly. Do not contact your child's teacher. You will be asked what symptoms of illness your child is experiencing. We track and report illness symptoms to the Riley County Health Department to help prevent the spread and outbreak of illness/disease. We do not share personal student information, only symptoms.
- Parents must keep their child home if they are not feeling well.
- It is highly recommended that if your child has a temperature above 100 degrees and any other symptoms of illness that you keep them home.
- **Fevers: May return to school when fever free for 72 hours WITHOUT the use of medication to lower the temperature. This has changed from previous years.**
- We ask that you provide a doctor's note if your child is ill and absent for more than **five** days.
- We ask that you provide updated records of immunizations and health conditions of your child to the school nurse.
- Students and staff will wash hands or use hand sanitizer upon entering and exiting the nurse's office.
- To limit student and staff exposure to illness, nurses will educate and train school staff on how to handle minor health issues in the classroom PRIOR to sending to the nurse's office, as well as guidelines for sending students that need nursing care.
- If your child needs to be sent home due to an illness, they will be asked to keep a mask on, as well as be in an isolation area that is safe and supervised.
- **We ask that your child be picked up WITHIN one hour of time when sent home due to an illness. Please make sure that all contact information is correct in Infinite Campus and have various contacts available for the nurse.**
- Nursing care that has risk of droplet spread will be done in an isolation area, and nurse will wear proper protective equipment.

School Screenings

- Vision screening will be done with vision charts and not the vision machine. Eye coverings will be disposable. If not disposable, nurse will clean between each student.
- Dental Screening will be completed if approved and will be done in a ventilated area, as well as following guidelines set by the district and Riley County Health Department.
- Hearing screening will be completed utilizing district equipment. Earphones will be cleaned appropriately after each use.

Medication Administration

- Medication forms are available on the USD 383 district website. Any student needing to take medication at school will need a new medication permission form filled out and on file at school. If the medication is a prescription medication, the doctor and parent must fill out the form. If the medication is over the counter, a parent must fill out the form.
- Medication administration will be given in the nurse's office unless the nurse decides it is safer to give in a different location.
- If a student requires a nebulizer treatment, the nurse will discuss with parents and doctor if an inhaler can be used to help with the risk of droplet spread.

COVID-19 Specific Health Information

Symptoms of COVID-19

- Upon report of the onset of COVID-19 symptoms in the school/work environment, individuals may be sent home.
- Fever (100.4 or higher)
- Chills
- Muscle or body aches
- Headache
- Fatigue
- Sore throat
- Lower respiratory illness (cough, shortness of breath, difficulty breathing)
- Diarrhea
- Loss of taste or smell
- Runny nose
- Congestion
- Nausea
- Vomiting

Close Contact

- A person is considered a close contact if they were within 6 feet of a COVID-19 positive case for 10 minutes or more or if they had exposure to secretions (contact coughed, sneezed, etc.). The district will assist in notifying individuals if they are a close contact to a known case. Close contacts must remain in quarantine until they have met the criteria for release from quarantine as set forth by Kansas Department of Health and Environment (KDHE) or Riley County Health Department (RCHD) and as communicated by Manhattan-Ogden USD 383.

Confirmed Positive Case

- A person is considered to have COVID-19 if they have received a positive test. A case is considered infectious two days prior to the onset of symptoms through, at least, 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as two days prior to the date the test sample was collected through a minimum of 10 days from the date the test sample was collected. These individuals must remain in isolation until they have met the criteria to be released from isolation as established by KDHE or RCHD.
- When there is a confirmed positive case of COVID-19 in a school, the school and/or nurse will notify the USD 383 Communications Director and RCHD to report and assist in the contact tracing process. The contact tracing process will guide the decisions of exclusions and building closures. The exclusions could affect one student, a cohort, classroom, or a building. Contact tracing and investigations in collaboration with RCHD could lead to building closure(s). The collaboration process with the local health department assesses factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should reopen. While the school building is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity was to take place in the building or another location, including athletics/activities. Families/students and employees will be encouraged to stay at home until more information is provided by the school or the health department.
- The school will work with the local health department to assess for close contacts within students and staff and inform those who are exposed that they must start a mandatory 14 day quarantine period.
- Identities of all positive cases will not be named in any communications to the school community at large.
- RCHD will contact families/students and employees if they are a person of concern related to a positively identified case and encourage cooperation with the school and the local health department to trace contacts.
- Given the nature of the pandemic, the school district will potentially make additional medical inquiries of staff and students than we otherwise would. If a family tells the school that a student (their child) is ill, the school will ask the parent whether the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the school will inquire as to whether the employee is experiencing any COVID-19 symptoms.
- The district/school will notify the school community if there is a confirmed positive COVID-19 case in school. This notification will be done through the Infinite Campus email messenger.
- If a student is ill at school and leaves the building, siblings of that student do NOT need to leave the school until we receive further clinical guidance.

Returning to School after Exclusion

- Once a student or employee is excluded from the school environment, they may return if they satisfy the guidelines of KDHE or RCHD.
 - Untested: Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following conditions are met:
 - 10 calendar days have passed since the onset of symptoms **AND**
 - Fever free for 72 hours without the use of fever-reducing medicine.
 - Improvement of other symptoms.
 - Tested and Awaiting Results: Persons who are suspected of having COVID-19 and are awaiting test results should be isolated at home until test results are received. Upon notification of test results, the staff member or student should contact their supervisor or the school nurse (students).
 - Positive Test Results
 - Symptomatic individuals may return when the following conditions are met:
 - 10 calendar days have passed since the onset of symptoms **AND**
 - Fever free for 72 hours without the use of fever-reducing medicine.
 - Asymptomatic individuals may return when the following conditions are met:
 - 10 calendar days have passed since the date the test sample was collected.
 - Symptoms have not developed.
 - If symptoms developed during the 10 day period of isolation, then the above criteria for symptomatic individuals should be followed and adhere to a timeline of 10 days from the first day of onset of symptoms.
 - Known Exposure: People who are identified as close contacts of a COVID-19 case or who have traveled from a location on the KDHE Travel-Related Quarantine List must be quarantined for 14 days and will not be allowed to enter the school environment. A negative test result within the 14 day quarantine does not allow the individual to return earlier than the 14 day out requirement.
 - No known exposure: Students or staff who have not been identified as a close contact to a COVID-19 case and have not traveled from a location on the KDHE list may return to school/work.
 - Other Students and Employees in the Household: If a student or staff member is excluded from school because of a positive COVID-19 test result, other students or employees living within the same household are considered a close contact and will be excluded mandatorily for a 14 day quarantine period which begins after the date of their last know exposure to the case. If the household contact continues to live in the same household as the case while in isolation, the 14 day quarantine period for household contacts is to begin once the case is released from isolation as identified by public health.
 - Travel-Related Quarantine: If a student or employee has recently traveled from a location on the KDHE Travel-Related Quarantine List the student or employee is subject to a mandatory 14 day quarantine starting from the day after they return to Kansas.

<p>Isolation Area</p>	<ul style="list-style-type: none"> • When students or staff present with COVID-19 symptoms, an isolation area will be provided to await further evaluation or pick up from school. This area will be sanitized on a regular basis throughout the school day.
<p>Masks and Face Coverings</p>	<ul style="list-style-type: none"> • Masks/face coverings are required to be worn on district property, buses, and within all school buildings. • The district will provide two cloth masks for each student and employee. Other appropriate masks or face coverings may be worn. Please follow the dress code rules. Masks will be provided if a student or employee forgets a covering at home. • A clean mask should be worn every day. Masks should be washed daily in hot water. • If a student or employee meets criteria for a medical exemption, the form must be filled out by a healthcare provider and turned into the nurse at the building. It may be possible that some students or staff who are medically fragile individuals will not be wearing a mask within the school setting. These exclusions will occur on a case-by-case basis and be documented by a medical professional. The form is located in the Additional Resources section. • Benefits of Daily Wearing of a Mask/Face Covering <ul style="list-style-type: none"> - The benefit of the daily wearing of masks/face coverings increases protection and safety from the COVID-19 virus for all individuals within the entire USD 383 school community. The guidelines set forth for wearing of masks in schools are as follows: <ul style="list-style-type: none"> • Proper wearing of a face mask ensures it covers snugly around the bridge of the nose and covers the mouth wrapping around the chin. • Face shields may also be worn by staff during specific instruction times. Face shields do not offer the same protection as masks and are not a substitute for a mask.
<p>Refusal to Follow Expectations for Health Protocols</p>	<ul style="list-style-type: none"> • To protect students and staff, health protocols have been developed and are expected to be followed. If a parent or student refuses to comply with district health expectations, schools will follow student discipline protocols up to and including suspension if necessary.

Section 2: Moving Between Instructional Delivery Models

Guidance from the Riley County Health Department and input from the MHK Task Force will be of utmost importance as USD 383 considers if and when to move between On-site Learning and the Hybrid Learning and Distance Learning contingencies.

On-site Learning will be deemed most appropriate when schools can operate at 100% capacity and remain compliant with the Local Health Officer Order. More specifically:

- Group sizes and spectator events will not exceed mass gathering limitations established by Riley County Health Department.
- Established precautionary measures remain in effect such as requiring masks to be worn, frequent handwashing or use of sanitizer, deep cleaning of schools on a regular basis, and social distancing practiced to the greatest extent possible.

Hybrid Learning will be deemed most appropriate when schools cannot operate at 100% capacity and remain compliant with the Local Health Officer Order. More specifically:

- Group sizes and spectator events will not exceed mass gathering limitations established by the Riley County Health Department.
- Schools will operate at reduced capacity (approximately 50%), with students alternating between on-site and remote learning.
- Established precautionary measures remain in effect such as requiring masks to be worn, frequent handwashing or use of sanitizer, deep cleaning of schools on a regular basis, and social distancing practiced to the greatest extent possible.

All Distance Learning will be deemed most appropriate when community restrictions for COVID-19 are high and reduced school capacities of Hybrid Learning do not allow schools to remain compliant with the Local Health Officer Order. More specifically:

- Access to school buildings will be limited to essential staff.
- Student instruction will transition to remote learning.
- Group sizes and spectator events will not exceed mass gathering limitations established by Riley County Health Department.
- Established precautionary measures remain in effect such as requiring masks to be worn, frequent handwashing or use of sanitizer, deep cleaning of schools on a regular basis, and social distancing practiced to the greatest extent possible.

If your student is in Remote Learning, they will stay in Remote Learning regardless of the possible movement between the On-site, Hybrid, and All Distance Learning Models.

USD 383 2020-21 PLAN

CRITERIA

GREEN

PREVIOUS 14 DAYS
SHOW $\leq 5\%$
POSITIVE TESTS IN
THE COUNTY **AND**
STEADY OR
DECREASING NEW
CASES.

YELLOW

PREVIOUS 14 DAYS
SHOW $\leq 10\%$
POSITIVE TESTS IN
THE COUNTY **AND**
STEADY OR
DECREASING NEW
CASES.

RED

PREVIOUS 14
DAYS SHOW
MORE THAN 10%
POSITIVE TESTS IN
THE COUNTY.

GREEN

ON
SITE/REMOTE
FOLLOWING
SAFETY
PROTOCOLS*

YELLOW

HYBRID
LEARNING
FOLLOWING
SAFETY
PROTOCOLS*

RED

ALL DISTANCE
LEARNING

USD 383 INSTRUCTIONAL DELIVERY METHODS

This criteria was created by RCHD and will be used to assist making decisions concerning movement between USD 383 instructional delivery methods. More info can be found at <https://www.rileycountyks.gov/1857/Novel-Coronavirus-2019-nCoV>

Section 3: Instructional Delivery Models

USD 383 is committed to providing a choice to parents regarding how each of their children will be educated during the 2020-2021 school year. The two primary instructional delivery models provided by Manhattan-Ogden USD 383 will be **On-site Learning** and **Remote Learning**. The district also has two Contingency Plans that could be instituted at any time during the school year if warranted by community health circumstances: **Hybrid Learning** and **All Distance Learning**. School staff will utilize Zoom or Microsoft Teams for the video chat platform.

Option 1, Path 1: On-site Learning

- This plan represents a return to the school campus and the classroom where students will interact directly, with the safety measures explained in this guide, with their teacher(s) and classmates.
- Teachers will provide in-person instruction, 5 days a week.

Option 1, Path 2: Remote Learning

- Online learning option for students who do not feel comfortable returning to a school building.
- Students must have daily connection with a teacher. Such connection can be through telephone and/or interactive video conferencing.
- Curriculum and instruction are prepared, provided and/or supervised by USD 383 teachers and staff.
- Remote Learning should approximate the student learning experience that is taking place in the On-site (brick and mortar) classroom.
- Daily contact between local teachers and students must occur.

Contingency A: Hybrid Learning

- This plan would be activated by the District if concerns are high and additional health and safety measures are needed.
- Students will be divided into two groups – A and B - and will alternate between on-site learning and remote learning.
- Early Learning
 - No change will occur to our half day classrooms as these classrooms are already at the class size recommendations of KDHE for COVID.
 - Supports synchronous and asynchronous learning.
 - Full day classrooms that exceed recommended numbers as outlined by KDHE will move to a ½ day M-F schedule.
 - Group A: (Morning) M-F
 - Group B: (Afternoon) M-F

Contingency B: All Distance Learning

- This plan would be activated by the District if schools must close due to COVID-19 restrictions.
- Online learning for all students, grades Prek – 12.
- Early Learning will support a parent facilitated plan.

Instructional Delivery Model Information

Design of Instruction	<ul style="list-style-type: none"> Teachers will utilize formative assessment to determine student skills as associated with curriculum standards. This data will inform the design of instruction. Throughout the first semester, teachers will be provided guidance regarding the emphasis of priority standards, scope, sequence, and pacing. This direction has been informed by KSDE curriculum guidance and feedback from district teachers as well as the end of year curriculum progress as noted during the last semester of Continuous Learning. Following the initial start of the school year, teachers will receive additional guidance regarding the prioritization of curriculum standards, feedback, and formative assessment.
Canvas	<ul style="list-style-type: none"> USD 383 has identified Canvas as its Learning Management System (LMS) for grades K-12. It is the virtual classroom that students will utilize to create, connect, and communicate with educators. Canvas will be utilized in all Instructional Delivery Models. Students will find assignments, discussions, links for video chats, classroom specific information, and pacing guides for each course. Grades may be posted to Canvas but will also be updated in Infinite Campus. There is usually a delay in the update from Canvas TO Infinite Campus. Required time logs will be submitted as an assignment through Canvas. See "Additional Resources" for sample Canvas Homepages. Canvas: <ul style="list-style-type: none"> Uploads to Canvas/Infinite Canvas will occur late at night or early in the morning. Supports synchronous and asynchronous learning. Can be used by K-12 students, staff and families among all subjects. Supports all instructional delivery models. Will be used beyond the 2020-21 school year.
Enrollment Change Process	<ul style="list-style-type: none"> If a parent/guardian wishes to change the instructional delivery model between Path 1 and Path 2, please contact your child's school office. After August 12, we strongly encourage parents/guardians to wait until the end of a grading period to make any enrollment changes.
Grading	<ul style="list-style-type: none"> Grades will be taken for work completed in all instructional delivery models. The grading system, grading scale, and number of required assignments will be consistent whether students are learning on-site or remotely. Educator's course information on Canvas will include grading information.
Time Expectations	<ul style="list-style-type: none"> For the purpose of accountability, students in a remote, hybrid, or distance learning model will need to document their time worked outside of the physical, on-site learning environment using the provided contact log. The log will be submitted through Canvas. Students are expected to spend a minimum of 390 minutes daily on learning activities. Some Learning activities will be assigned by educators, but these will not meet the entire time requirement. Parents/guardians will be given the opportunity to support their student's learning with relevant activities in the home environment. For example, encouraging your child to read, baking and discussing fractions, participating in an on-line chat with classmates, etc.

Concurrent and Dual Credit Courses	<ul style="list-style-type: none"> • On-site Learning will allow concurrent/dual credit course enrollment through MATC pending instructor availability. These courses will be provided for students and allow enrolled students the capability to earn college and high school credit during regular class times. • Remote Learning courses will be limited to instructors that are available. Due to certification requirements, some concurrent courses may not be available for remote learners. These requirements may also be adjusted according to MATC policies.
Elective Courses	<ul style="list-style-type: none"> • On-site Learning students will have elective opportunities available in all areas. Electives will be provided in CTE, Fine Arts, Physical Education, World Language, as well as core subject electives. Electives may be adjusted according to student needs and course offerings may be altered. • Remote Learning students will have limited electives that will be provided based on highest student needs. These courses will be selected according to enrollment numbers of remote requests and staffing. After assessing needs, electives available will be posted and student schedules for remote learning will be adjusted. Students are not guaranteed all electives.
Assessment	<ul style="list-style-type: none"> • Progress monitoring will be utilized in all four models of instruction. These assessments are aligned to state standards as well as the Manhattan-Ogden Vertical Alignment Documents. These progress monitoring systems will ensure continuity in assessing student progress and making data-driven decisions. • Our district will take the following actions to ensure the needs of students are addressed: <ul style="list-style-type: none"> - Teachers and administrators will review students' baseline data in order to determine present level and learning gaps. - Educators will review student's progression toward goals and objectives. - Determine any need for additional supports or services to remediate gaps. - Ensure delivery of services and supports through extended learning opportunities as necessary. - Progress monitoring assessments may be conducted utilizing diagnostic assessments and curriculum-based measures. - Provide ongoing communication and collaboration with parents. - Hold IEP team meetings, including parents and all appropriate IEP team members, to conduct annual reviews, revisions and eligibility staffing. These may take place utilizing video conferencing or telephone conference calls. Teams may meet in-person if RCHD guidelines allow.

On-site Learning

Students physically return to their brick and mortar schools with modifications. Where possible, close physical interaction will be limited, transitions reduced, and other measures in place to minimize exposure for students and staff. Depending on guidance from state and local officials, students in the on-site setting may experience periods of distance learning due to school closure or attend school on a hybrid schedule. The hours a student spends at school will look similar as past years. School day schedules have been adjusted to minimize transitions and exposure for students and staff.

On-site Learning Instruction Expectations

Student Expectations

- Come to school ready to learn. While attendance at school is critical for success, students should not attend if they are ill or exhibiting any symptoms.
- Take handwashing breaks throughout the day.
- Follow safety protocols shared by school staff.
- Personal belongings will be kept at desk if possible.
- Wear your mask as directed by your teacher.
- Communicate with your teacher and examine feedback.
- Collaborate with peers using respectful language and behaviors.
- Follow daily class/course schedule and participate in all planned/scheduled activities.
- Receive services and supports as outlined in student-specific plans.
- Complete and submit assignments through Canvas as determined by the assigned teacher. Grades will be posted in Canvas and Infinite Campus.
- Follow district technology policies and procedures.
- Bring a charged iPad to school every day.

Parent Expectations

- Check student's temperature at home.
- Take responsibility for knowing the health symptoms of COVID-19 and keep child home if necessary.
- Encourage child to practice wearing a mask so they are prepared for school expectations. Send child to school with a clean mask each day.
- Encourage child to take care of district issued equipment and practice good routines to ensure iPad stays in good working condition.
- Make sure child brings a fully charged iPad to school every day.
- Teach children good handwashing habits.
- Ensure all parent and student contact information in Infinite Campus is kept current, including mailing address, phone numbers, emergency contact information, email address, and all relevant parent/guardian information.
- Utilize the building selected communication tool for two-way communication. More information will be provided by the individual buildings.
- Verify child is following district technology policies and procedures.
- Be prepared to support child in remote learning if they are quarantined due to illness.
- Learn the basics of Canvas.

**Educator
Expectations**

- Check temperature prior to coming to school.
- Develop and share daily schedule with students/families.
- Develop and share content area pacing guides with students/families.
- Take attendance in Infinite Campus.
- Monitor student's progress frequently using assessment tools.
- Teach and practice safety protocols with students.
- Create a learning environment and adjust lesson activities to maximize social distancing.
- Bring and wear appropriate PPE for responsibility area.
- Develop and implement rigorous standards-based instruction for students.
- Differentiate and adjust instruction to meet the needs of students in class.
- Practice flexibility and provide support if student misses school.
- Follow district protocols.
- Utilize Canvas as the Learning Management System for students.
- Create and maintain course in Canvas. Instructional materials must be updated weekly. Grades will be updated regularly.
- Communicate with students and families frequently to provide updates and guidance.
- Be prepared to support student if quarantined due to illness.

Remote Learning

Remote learning means each student is experiencing a learning opportunity supported by an educator who is in a different location. Parent facilitation is encouraged. Working in partnership with educational delivery partners, an educator will deliver instruction by using a device and checking in with students daily. It also may include use of printed, paper-based materials that incorporate assignments that engage and seek feedback from students. Remote learning plans should not necessarily replicate a traditional school day—especially regarding the daily schedule and timetable. Remote learning opportunities can be deployed in a flexible manner. Ultimately, students should be positioned to independently extend their learning with direction and guidance from their teachers.

Early Learning

- Remote learning occurs away from the school building. Students will participate in a parent facilitated learning path and is available on a limited basis. Early learning students can expect to spend about 3 hours per day in school and be available during normal school hours. The remote learning instructional model for early learning students is based on the Kansas Early Learning Standards, Head Start Outcomes, and USD 383 curriculum.

Kindergarten - Grade 12

- Students in K-12 will access their coursework online through Canvas. Courses are designed and taught by USD 383 certified staff and follow district approved curriculum. All students are eligible and there is no additional cost. Students are expected to remain in this instructional model for a minimum of a grading period (trimester for elementary, semester for secondary). Students in grades 7-12 will have the opportunity to participate in KSHSAA sanctioned athletics and activities. Students participating in Remote Learning will not be able to come to the building for select classes. Students in Remote Learning should plan to spend a similar amount of time on schoolwork and in synchronous (live) sessions with teachers as their on-site peers. Students can plan on spending around 6 hours per day on school and be available during normal school hours. Remote Learning will not represent a reduction of learning time as was the case in the spring of 2020 with continuous learning. Sample learning schedules for students and staff are attached for your reference.

Our courses are based on Kansas state standards and USD 383 curriculum. Online courses are developed by Manhattan-Ogden teachers trained in online learning and virtual design tools. Courses are taught by USD 383 certified staff who provide age-appropriate instruction and 1:1 support as needed. During live or synchronous sessions, students will engage with their teacher and their classmates on a regular basis, learning from one another and building relationships.

- Students will experience the full district curriculum to the greatest extent possible. When necessary, priority standards will be emphasized so that students are prepared for the next grade level or course in the sequence.
- Students will engage in live/synchronous, direct instruction from their teacher in addition to recorded/asynchronous classwork.
- Students will have the opportunity to engage in learning activities that develop collaboration skills with their peers.
- Students will receive quality feedback on their performance in a timely manner.
- Students will engage in an age-appropriate balance of digital and analog activities.
- Students of all abilities will be able to access remote learning.
- The amount of time in which students will engage in schoolwork will be comparable to an in-person environment.

Remote Learning Instruction Expectations

Student Expectations

- Create and maintain a space and dedicated time for learning.
- Communicate with your teacher and examine feedback.
- Collaborate with peers using respectful language and behaviors.
- Seek help when needed.
- Attend and participate in the live synchronous classes as scheduled by your teacher.
- Timely communication is critical. Teacher communications must be answered within 24 hours during school days, preferably the same school day if possible.
- Maintain and submit required log. The log must be signed by student and parent/guardian.
- Complete and submit assignments through Canvas as determined by the assigned teacher. Grades will be posted in Canvas and Infinite Campus.
- Follow daily class/course schedule and participate in all planned/scheduled activities.
- Receive services and supports as outlined in student-specific plans. Services may be offered virtually as appropriate.
- Follow district technology policies and procedures.

Parent Expectations

- Commit to a grading period of enrollment with Remote Learning.
- Help child create a learning environment at home with minimal distractions.
- Create a schedule with child and create home learning expectations.
- Encourage child to take care of district issued equipment and practice good routines to ensure iPad stays in good working condition.
- Provide oversight for child to ensure their full participation in Remote Learning.
- Sign child's weekly log for accountability. It will be submitted through Canvas.
- Ensure all parent and student contact information in Infinite Campus is kept current, including mailing address, phone numbers, emergency contact information, email address, and all relevant parent/guardian information.
- Utilize the building selected communication tool for two-way communication. More information will be provided by the individual buildings.
- Verify child is following district technology policies and procedures.
- Learn the basics of Canvas.

Educator Expectations

- Develop and share daily schedule with students/families.
- Develop and share content area pacing guides with students/families.
- Take attendance in Infinite Campus.
- Meet with students regularly.
- Host regular office hours.
- Differentiate and adjust instruction to meet the needs of students in class.
- Communicate with students and families frequently to provide updates and guidance. Student questions must be answered within 24 hours, preferably the same school day if possible.
- Design and develop online courses in Canvas that align with the curriculum and instruction used in the brick and mortar classrooms to ensure that when a Remote Learning student returns to the On-site classroom that he or she is able to make a seamless transition.
- Grades will be updated regularly.
- Assess students on the same standards and competencies as the On-site students using each and all progress, academic and social-emotional monitoring assessments as On-site students.
- Monitor Remote Learner's Academic Progress daily to ensure that when the student is able to return to the On-site classroom that he or she is able to make a seamless transition.
- Host live, synchronous lessons to teach students the skills and concepts that align with the course content.

Early Learning Remote **SAMPLE** Schedule

Supporting Your Preschool Child's Learning is as Easy as

1,2,3

Learning doesn't have to be difficult... You **ARE** your child's first teacher!

1.



**Read Every Day
(15-20 min.)**

1. Read books provided to you in the packet.
2. Read books around your home.
3. Visit [Scholastic Learn at Home](#) for daily books and activities.

2.



**Play Every Day
(140+ min.)**

1. Use the guides provided to you in the packet to support your child in play.
2. Play with a variety of toys.
3. Get creative—turn household items into toys!

3.



**Choose an Activity to Support Your
Child's Individual Growth
(15-20 min.)**

1. Work with your child's teacher to determine an area of growth (Plan for Success or IEP)
2. Use the guides provided to you in the packet to support learning in the area you choose.

Elementary School Remote SAMPLE Schedule

Green boxes indicate when students are expected to connect with their teacher(s).

Actual schedules may vary once school begins.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Morning meeting and announcements	Morning meeting and announcements	Morning meeting and announcements	Morning meeting and announcements	Morning meeting and announcements
9:00 - 10:00	Math class time	Math class time	Math class time	Math class time	Art
10:00 - 10:30	Break	Break	Break	Break	Break
10:30 - 11:30	ELA class time	ELA class time	ELA class time	ELA class time	Independent work time and teacher office hours
11:30 - 12:00	Break	Break	STEM	Break	Break
12:00 - 12:30	Lunch/walk	Lunch/walk	Lunch/walk	Lunch/walk	Lunch/walk
12:30 - 1:30	Tier 2: Math/ELA	Tier 2: Math/ELA	Tier 2: Math/ELA	Tier 2: Math/ELA	Tier 2: Math/ELA
1:30 - 2:30	Independent work time	P.E.	Independent work time	Music	Independent work time
2:30 - 3:00	SEL Activity	Science/Social Studies	SEL Activity	Science/Social Studies	Fun Friday Activity
3:00 - 4:00	Independent work time	Independent work time	Independent work time	Independent work time	Independent work time

Middle School Remote SAMPLE Schedule

Green boxes indicate when students are expected to connect with their teacher(s).

Actual schedules may vary once school begins.

		Monday A	Tuesday B	Wednesday A	Thursday B	Friday A
Period 1 or 5 7:42 - 9:20	7:42 - 8:17	Period 1 teacher direct instruction	Period 5 teacher direct instruction	Period 1 teacher direct instruction	Period 5 teacher direct instruction	Period 1 teacher direct instruction
	8:17 - 9:20	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning
Break						
Period 2 or 6 9:24 - 11:02	9:24 - 10:00	Period 2 instruction - SEL	Period 6 teacher direct instruction	Period 2 instruction - SEL	Period 6 teacher direct instruction	Period 2 instruction - SEL
	10:00 - 11:02	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning
Break						
Period 3 or 7 11:06 - 12:41	11:06 - 11:41	Period 3 teacher direct instruction	Period 7 teacher direct instruction	Period 3 teacher direct instruction	Period 7 teacher direct instruction	Period 3 teacher direct instruction
	11:41 - 12:41	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning
12:45 - 1:20 Lunch						
Break						
Period 4 or 8 1:18 - 2:56	1:18 - 1:53	Period 4 teacher direct instruction	Period 8 teacher direct instruction	Period 4 teacher direct instruction	Period 8 teacher direct instruction	Period 4 teacher direct instruction
	1:53 - 2:56	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning

High School Remote SAMPLE Schedule

Green boxes indicate when students are expected to connect with their teacher(s).

Actual schedules may vary once school begins.

		Monday Blue	Tuesday Red	Wednesday Blue	Thursday Red	Friday Blue
Period 1 or 4 7:40 - 9:15	7:40 - 8:15	Period 1 teacher direct instruction	Period 4 teacher direct instruction	Period 1 teacher direct instruction	Period 4 teacher direct instruction	Period 1 teacher direct instruction
	8:15 - 9:15	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning
Break						
Advisory or Period 5 9:25 - 11:00	9:25 - 10:00	Advisory direct instruction - SEL	Period 5 teacher direct instruction	Advisory direct instruction - SEL	Period 5 teacher direct instruction	Advisory direct instruction - SEL
	10:00 - 11:00	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning
Break						
Period 2 or 6 11:09 - 12:45	11:09 - 11:45	2nd Hour teacher direct instruction	6th Hour teacher direct instruction	2nd Hour teacher direct instruction	6th Hour teacher direct instruction	2nd Hour teacher direct instruction
	11:45 - 12:45	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning
12:45 - 1:20 Lunch						
Break						
Period 3 or 7 1:30 - 3:05	1:30 - 2:05	Period 3 teacher direct instruction	Period 7 teacher direct instruction	Period 3 teacher direct instruction	Period 7 teacher direct instruction	Period 3 teacher direct instruction
	2:05 - 3:05	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning

Hybrid Learning (Contingency A)

Only applies to students enrolled in On-site Learning

A Hybrid Model may be utilized based on the activity of the virus within the community. This Hybrid Model will include the combination of the On-site Learning Model and the Remote Learning Model. Daily assignments / activities will be posted for access by the group of students that are the remote learners within the cycle. Specialized instruction will continue for students with special needs. Interventions and additional supports will be made available. In order to maintain balance and class-sizes favorable to social distancing, there will be no shifting Group A and Group B assignments.

Early Learning

- No change will occur to our half day classrooms as these classrooms are already at the class size recommendations of KDHE for COVID.
- Full day classrooms that exceed recommended numbers as outlined by KDHE will move to a ½ day M-F schedule.
 - Group A: (Morning) M-F
 - Group B: (Afternoon) M-F
- Classrooms will be cleaned between sessions and on weekends.

Kindergarten - grade 12

- Students will be assigned to Group A or Group B. For families with students with different last names, groupings will go by household, so all family members are in the same group. Families will have information with their group assignment by August 19. Notification will be sent through Infinite Campus messenger. (Please note that the district will be coordinating groups based on enrollment information. Due to time needed to accurately schedule groups, students who enroll after August 12 may not be able to begin school on August 26).

Hybrid Model

- Group A will attend on-site on Monday and Tuesday and will be remote Wednesday, Thursday and Friday.
- Group B will be remote Monday, Tuesday, and Wednesday and attend on-site on Thursday and Friday.
- Students in specialized programs may be considered to attend on-site for both Group A and Group B attendance days. This may include students in our district level special education programs.
- To maintain staffing at all buildings, children of district employees attending district preschool programs and/or in elementary buildings may attend on-site for both Group A and Group B attendance days.

Hybrid Learning Instruction Expectations

Student Expectations

When On-site:

- Come to school ready to learn. While attendance at school is critical for success, students should not attend if they are ill or exhibiting any symptoms of illness.
- Take handwashing breaks throughout the day.
- Wear your mask as directed by your teacher.
- Keep personal belongings at desk if possible.

When Remote:

- Create and maintain a space and dedicated time for learning.
- Maintain and submit required log. The log must be signed by student and parent/guardian.
- Timely communication is critical. Teacher communications must be answered within 24 hours during school days, preferably the same school day if possible.
- Communicate with your teacher and examine feedback.
- Collaborate with peers using respectful language and behaviors.
- Seek help when needed.
- Complete and submit assignments through Canvas as determined by the assigned teacher. Grades will be posted in Canvas and Infinite Campus.
- Follow daily class/course schedule and participate in all planned/scheduled activities.
- Receive services and supports as outlined in student-specific plans. Services may be offered virtually as appropriate.
- Follow district technology policies and procedures.

Parent Expectations

When On-site:

- Check student's temperature prior to leaving house.
- Take responsibility for knowing the health symptoms of COVID-19 and keep child home if necessary.
- Encourage child to practice wearing a mask so they are prepared for school expectations. Send child to school with a clean mask.
- Teach children good handwashing habits.
- Make sure child brings a fully charged iPad to school every day.

When Remote:

- Provide oversight for child to ensure their full participation in Remote Learning
- Help child create a learning environment at home with minimal distractions.
- Create a schedule with child and create home learning expectations.
- Sign child's weekly log for accountability. It will be submitted through Canvas.
- Ensure all parent and student contact information in Infinite Campus is kept current, including mailing address, phone numbers, emergency contact information, email address, and all relevant parent/guardian information.
- Encourage child to take care of district issued equipment and practice good routines to ensure iPad stays in good working condition.
- Utilize the building selected communication tool for two-way communication. More information will be provided by the individual buildings.
- Verify child is following district technology policies and procedures.
- Be prepared to support child in remote learning if they are quarantined due to illness.
- Learn the basics of Canvas.

Educator Expectations

When On-site:

- Check temperature prior to coming to school.
- Create a learning environment and adjust lesson activities to maximize social distancing.
- Bring and wear appropriate PPE for responsibility area.
- Practice flexibility and provide support if student misses school.
- Follow district protocols.
- Be prepared to support student if quarantined due to illness.

When Remote:

- Monitor student's progress frequently using assessment tools.
- Meet with students as needed.
- Host regular office hours.
- Develop and share daily schedule with students/families.
- Develop and share content area pacing guides with students/families.
- Take attendance in Infinite Campus.
- Monitor student's progress frequently using assessment tools.
- Utilize Canvas as the Learning Management System for students.
- Grades will be updated regularly.
- Communicate with students and families frequently to provide updates and guidance.
- Create and maintain course in Canvas. Instructional materials must be updated weekly.

Elementary School Hybrid **SAMPLE** Schedule

Group A will attend on-site on Monday and Tuesday. Wednesday through Friday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group A

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:45	Morning Meeting		Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	
9:00	Math					
9:30						
10:00	Break/Recess					
10:30	ELA					
11:00						
11:30	Lunch					
12:00						
12:30	MTSS					
1:00						
1:30	Break/Recess					
2:00	P.E./Art	Music/STEM				
2:30						
3:00	Science or Social Studies					
3:30	Afternoon Meeting					
4:05	Dismissal					

Elementary School Hybrid **SAMPLE** Schedule

Group B will attend on-site on Thursday and Friday. Monday through Wednesday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group B

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:45	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs	Morning Meeting		
9:00				Math		
9:30						
10:00				Break/Recess		
10:30				ELA		
11:00						
11:30				Lunch		
12:00						
12:30				MTSS		
1:00						
1:30				Break/Recess		
2:00				P.E./Art	Music/STEM	
2:30						
3:00				Science or Social Studies		
3:30				Afternoon Meeting		
4:05				Dismissal		

Middle School Hybrid SAMPLE Schedule

Group A will attend on-site on Monday and Tuesday. Wednesday through Friday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group A

		Monday A	Tuesday B	Wednesday A	Thursday B	Friday A
Period 1 or 5 7:42 - 9:20	7:42 - 8:17	Period 1 teacher direct instruction	Period 5 teacher direct instruction	Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log
	8:17 - 9:20	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Break						
Period 2 or 6 9:24 - 11:02	9:24 - 10:00	Period 2 teacher direct instruction	Period 6 teacher direct instruction			
	10:00 - 11:02	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Break						
Period 3 or 7 11:06 - 12:41	11:06 - 11:41	Period 3 teacher direct instruction	Period 7 teacher direct instruction			
	11:41 - 12:41	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Lunch						
Break						
Period 4 or 8 1:18 - 2:56	1:18 - 1:53	Period 4 teacher direct instruction	Period 8 teacher direct instruction			
	1:53 - 2:56	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			

Middle School Hybrid SAMPLE Schedule

Group B will attend on-site on Thursday and Friday. Monday through Wednesday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group B

		Monday A	Tuesday B	Wednesday A	Thursday B	Friday A	
Period 1 or 5 7:42 - 9:20	7:42 - 8:17	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log.	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log.	Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs.	Period 1 teacher direct instruction	Period 5 teacher direct instruction	
	8:17 - 9:20				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	
Break							
Period 2 or 6 9:24 - 11:02	9:24 - 10:00				Period 2 teacher direct instruction	Period 6 teacher direct instruction	
	10:00 - 11:02				Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning	
Break							
Period 3 or 7 11:06 - 12:41	11:06 - 11:41				Period 3 teacher direct instruction	Period 7 teacher direct instruction	
	11:41 - 12:41				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	
Lunch							
Break							
Period 4 or 8 1:18 - 2:56	1:18 - 1:53				Period 4 teacher direct instruction	Period 8 teacher direct instruction	
	1:53 - 2:56				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	

High School Hybrid SAMPLE Schedule

Group A will attend on-site on Monday and Tuesday. Wednesday through Friday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group A

		Monday Blue	Tuesday Red	Wednesday Blue	Thursday Red	Friday Blue
Period 1 or 4 7:40 - 9:18	7:40 - 8:15	Period 1 teacher direct instruction	Period 4 teacher direct instruction	Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log
	8:15 - 9:18	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Break						
Advisory or Period 5 9:25 - 11:02	9:25 - 10:00	Advisory direct instruction - SEL	Period 5 teacher direct instruction			
	10:00 - 11:02	Break out sessions for student support, civic engagement personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Break						
Period 2 or 6 11:09 - 12:51	11:09 - 11:45	Period 2 teacher direct instruction	Period 6 teacher direct instruction			
	11:45 - 12:51	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			
Lunch						
Break						
Period 3 or 7 1:28 - 3:05	1:28 - 2:10	Period 3 teacher direct instruction	Period 7 teacher direct instruction			
	2:10 - 3:05	Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning			

High School Hybrid SAMPLE Schedule

Group B will attend on-site on Thursday and Friday. Monday through Wednesday, instruction will be delivered virtually through the student's Canvas page. Students will follow schedule shared by their teacher, complete assigned tasks and complete time log.

Group B

		Monday Blue	Tuesday Red	Wednesday Blue	Thursday Red	Friday Blue	
Period 1 or 4 7:40 - 9:18	7:40 - 8:15	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log.	Students will follow schedule shared by their teacher, complete assigned tasks, and complete time log.	Students work on assignments Staff collaboration and Professional Learning Teacher check-ins with students and parents Documentation of distance learning logs.	Period 1 teacher direct instruction	Period 4 teacher direct instruction	
	8:15 - 9:18				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	
Break							
Advisory or Period 5 9:25 - 11:02	9:25 - 10:00				Advisory direct instruction - SEL	Period 5 teacher direct instruction	
	10:00 - 11:02				Class breakouts for independent work, enrichment, student support, personalized learning	Break out sessions for student support, civic engagement personalized learning	
Break							
Period 2 or 6 11:09 - 12:51	11:09 - 11:45				Period 2 teacher direct instruction	Period 6 teacher direct instruction	
	11:45 - 12:51				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	
Lunch							
Break							
Period 3 or 7 1:28 - 3:05	1:28 - 2:10				Period 3 teacher direct instruction	Period 7 teacher direct instruction	
	2:10 - 3:05				Class breakouts for independent work, enrichment, student support, personalized learning	Class breakouts for independent work, enrichment, student support, personalized learning	

All Distance Learning (Contingency B)

Only applies to students enrolled in On-site Learning

In the event of district closure, due to COVID-19, learning will move to an All Distance Learning format. Students in the Remote Learning Model will not be affected. Learning in a distance environment will be comparable to learning in an on-site or a hybrid model. During All Distance Learning, a student would continue with their existing class schedule. Modifications may be necessary due to not being physically present in the classroom setting. In All Distance Learning, teachers will create virtual instruction and learning activities for students to complete. Learning activities may occur live/synchronously or recorded/asynchronously throughout the distance learning time frame.

- Students will experience the full district curriculum to the extent possible. When necessary, priority standards will be emphasized so that students are prepared for the next grade level or course in the sequence.
- Students will engage in live/synchronous, direct instruction from their teacher(s) in addition to recorded/asynchronous classwork.
- Students will have the opportunity to engage in learning activities that develop collaboration skills with peers.
- Students will receive quality feedback on their performance in a timely manner.
- Students will engage in an age-appropriate balance of digital and analog activities.
- Students of all abilities will be able to access distance learning.
- The amount of time in which students will engage in schoolwork will be comparable to an in-person environment.

The district may allow small group instruction to occur in buildings dependent upon input from local health department.

All Distance Learning Instruction Expectations

Student Expectations

- Create and maintain a space and dedicated time for learning.
- Communicate with your teacher and examine feedback.
- Collaborate with peers using respectful language and behaviors.
- Attend and participate in the live synchronous classes as scheduled by your teacher(s).
- Timely communication is critical. Teacher communications must be answered within 24 hours during school days, preferably the same school day if possible.
- Seek help when needed.
- Maintain and submit required log. The log must be signed by student and parent/guardian.
- Complete and submit assignments through Canvas as determined by the assigned teacher. Grades will be posted in Canvas and Infinite Campus.
- Follow daily class/course schedule and participate in all planned/scheduled activities.
- Receive services and supports as outlined in student-specific plans. Services may be offered virtually as appropriate.
- Follow district technology policies and procedures.

Parent Expectations

- Help child create a learning environment at home with minimal distractions.
- Create a schedule with child and create home learning expectations.
- Provide oversight for child to ensure their full participation in All Distance Learning.
- Sign child's weekly log for accountability. It will be submitted through Canvas.
- Encourage child to take care of district issued equipment and practice good routines to ensure iPad stays in good working condition.
- Recognize that All Distance Learning instruction may not be able to support some specialized programs and course offerings that would otherwise be available to enhance student options and experiences.
- Ensure all parent and student contact information in Infinite Campus is kept current, including mailing address, phone numbers, emergency contact information, email address, and all relevant parent/guardian information.
- Utilize the building selected communication tool for two-way communication. More information will be provided by the individual buildings.
- Verify child is following district technology policies and procedures.
- Learn the basics of Canvas.

**Educator
Expectations**

- Develop and share daily schedule with students/families.
- Develop and share content area pacing guides with students/families.
- Take attendance in Infinite Campus.
- Meet with students regularly.
- Host regular office hours.
- Differentiate and adjust instruction to meet the needs of students in class.
- Communicate with students and families frequently to provide updates and guidance. Student questions must be answered within 24 hours during school days, preferable the same school day if possible.
- Design and develop online courses in Canvas that align with the curriculum and instruction used in the brick and mortar classrooms.
- Grades will be updated regularly.
- Assess students on the same standards and competencies using progress, academic and social-emotional monitoring assessments.
- Monitor academic progress daily.
- Host live, synchronous lessons to teach students the skills and concepts that align with the course content.

Student Support Services

Special Education

- With a return to school, the Individualized Continuous Learning Plans (ICLPs) used during Continuous Learning will expire and the school will fully implement the IEP for each student to the best of our ability. The plans we are developing are to ensure success considering the current health crisis. Services described below are inclusive of students identified as gifted.
- Masks/Face Coverings - Health authorities or individual health providers will be consulted on alternatives to masks/face coverings and use of PPE as appropriate and necessary. Masks/face coverings may not be feasible for very young learners or some students with special needs. If your student is not able to wear a mask due to his or her disability, please follow the protocol about acquiring a mask exemption. See Forms section.
- IEP Meetings - For the duration of the COVID-19 health crisis, when possible, IEP meetings will be held in a virtual format to reduce interpersonal contact. If a face-to-face meeting is preferred, the team will meet while maintaining appropriate social distancing measures.
- Progress Monitoring- Each student's case manager will monitor progress towards the student's goals. If the special education team believes that a student needs additional services, an IEP team meeting (or amendment) will be considered.
- Services on IEP – Due to educational choice and COVID 19, many students' IEPs will require an amendment. IEP teams, including parent participation, may need to meet to determine appropriate services relative to the environment selected by the parent/guardian. Due to change in instructional delivery models chosen by parent/guardian or if district is mandated to change in response to health concerns, services delivered in a Remote, Hybrid, or Distance Learning setting are considered temporary and services as written in the original IEP will resume once student returns to the On-site setting. Special Education teams will provide a Prior Written Notice and Amendment when there is a change in service. No additional notices will be provided when school resumes as normal. If the special education team does not agree that the option selected by parent allows for the delivery of FAPE (Free Appropriate Public Education), an IEP team meeting will be scheduled to discuss concerns.
- Programs who deliver more intensive supports - Additional precautions are necessary for special education classrooms where frequent hand-over-hand instruction, medical interventions, or other student supports are necessary. This will include frequent cleaning of surfaces, handwashing/sanitizing procedures/protocols for students and staff, and collaboration with district custodial teams for increased focus on sanitation procedures.
- Special Education services provided off-site - When a student cannot attend on-site school due to medical conditions or when parents opt for the Remote Learning program, IEP services will be provided in an alternative format. This may include bringing the student into the building.
- During these uncertain times, we will focus on safety, health, and welfare of students and staff; providing FAPE to students as best we can; documenting all efforts to demonstrate a good faith effort; all while approaching families with compassion and collaboration.

ESOL Services

- The equitable education of English Learners is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). Manhattan-Ogden USD 383 provides instructional assistance and services to enable English Learners to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects. During this reopening, we will adapt our ESOL programs and service delivery models. School reopening teams will be developing specific plans to support English Learners in each school that incorporate the strategies listed below.
- Strategies to Consider for Continuing ESOL Services and Ensuring Access to General Education.
 - Provide small group and individual support based on each EL's needs and Individual Learning Plans (ILPs).
 - Facilitate collaboration and co-planning between content and EL teachers.
 - Support, model and provide instructional scaffolding strategies.
 - Focus on developing productive social and academic language skills through reading, writing, listening and speaking activities.
 - Use formative assessments to identify level of competency and supports needed to be successful.
 - Provide regularly scheduled office hours to support individual and groups of ELs.
- Considerations for Outreach to Families of English Learners.
 - Support communication with Limited English Proficient families in an accessible format, including translated documents and interpretation services.
 - Model, support and make available resources to enable all staff ability to communicate with families that have a language other than English.
 - Schedule ongoing contact times to visit with families who are newcomers (students who arrive in the United States from other countries) to help them acclimate to their new environment and engage with the school community.
 - Continue to be the conduit for translation in order to provide timely communication.
 - Consider personal check-ins with ELs and families, using an interpreter if needed.
 - Explore strategies to increase the access and understanding of families to online instruction and resources.
 - Collaborate with social workers, school counselors and staff to provide support for the social emotional needs of English Learners and families.
- In order to ensure that we adhere to all statewide EL identification and parental notification procedures, we will serve families safely with social distancing and other protocols in place. After reviewing Home Language Surveys, the ESOL team will screen all potential ELs, interview families about the past education of their children, and explain the program options so that they can make informed choices for their children. English learners continue to have access to the general education curriculum as well as to additional support from ESOL teachers and aides.

Multi - Tiered
System of
Support
(MTSS)

- Educators will work proactively to support students' learning needs based on screening data gathered in a remote or on-site setting from Formative Assessment System for Teachers (FAST) also called FAST Bridge and several other sources.
 - Universal screening assessments from FAST are administered to all students three times per year to proactively and objectively identify which students are potentially in need of educational supports and enhancements.
 - Progress monitoring assessments from FAST and others are given to students receiving intervention support. Some are administered weekly or every other week. This data provides a reliable and valid measure of students' growth in a particular skill area.
 - ALL students can learn and achieve with available resources are accessible to teach students in any setting.
 - Strong administrative and educator commitment and support to student growth ensures clarity around math, literacy and social/emotional protocol, lessons and commitment to consistent time and resources.
 - Educators, families and students share the common goal of improving instruction, outcomes and building capacity for our students.
- Scientific, research-based core instructional models and intervention programs are the foundation of student success.
 - Core Curriculum: To ensure students have the best chance at success, use strategies with a scientific, research-base.
 - Our core curriculum and instructional approaches have a high probability of success with faithfulness to the design and implantation fidelity.
- MTSS gives various levels of support: Beyond the core curriculum, educators match students' instruction and support to the level and intensity of their need. The levels of support provided to students are based on increasing level of student needs, which is organized through a tiered framework:
 - Tier 1 is whole class core instruction for all students.
 - Tier 2 is whole class core instruction + additional targeted instruction (sometimes in a small group setting).
 - Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention (sometimes in a one-on-one setting).
- USD 383 protocols and data meetings are used to make decisions to support students on a continuum of needs.
- Educators, families, and students are each respected as diverse learners.

Social - Emotional Learning

- USD 383 integrates social and emotional growth with character development and civic engagement so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and post-secondary success. It is learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals. During this time of alternate learning paths being offered, our district will continue to support students as identified through social and emotional screenings. All children will receive regular instruction within their class. Students attending school remotely will connect with their teacher for lessons.
- If a student needs additional supports beyond what can be offered in a whole class setting or large group virtual meeting, the student may meet with an alternative support staff such as a school social worker, school psychologist, or counselor.
- For on-site services, students may meet with assigned staff in a learning space. Staff will be expected to encourage social distancing and set up their environments to minimize risk to all involved.
- Parents will receive notification of additional supports being recommended for their child.
- In a hybrid learning model, student services may alternate between an in-person and virtual format.
- In a remote learning model, teams will determine appropriateness of services and collaborate to support student.

Section 4: Maintaining Healthy Operations

Routine cleaning is the everyday cleaning practices that businesses and communities normally use to maintain a healthy environment. Surfaces frequently touched by multiple people, such as door handles, bathroom surfaces, and handrails, should be cleaned with soap and water or another detergent at least daily when facilities are in use. More frequent cleaning and disinfection may be required based on level of use. For example, certain surfaces and objects in public spaces should be cleaned and disinfected before each use. Cleaning removes dirt and impurities, including germs, from surfaces.

Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. If a surface may have gotten the virus on it from a person with or suspected to have COVID-19, the surface should be cleaned and disinfected. Disinfecting kills germs on surfaces.

All USD 383 families, students, and guests will practice behaviors that reduce the spread of the virus within the learning environment or throughout the district and building grounds and facilities. These practices include:

- Students and staff will be expected to have their temperature checked prior to coming to school by a parent/guardian or caretaker.
- Personal daily health assessment prior to entering the school environment.
- Frequent handwashing. Hand sanitation may occur with soap and water or use of personal or school-provided hand sanitizer at provided stations.
- Required wearing of masks/face coverings and utilization of any other PPE.
- Adherence to social distancing guidelines.
- Physical contact such as high-fives, shaking hands, or hugging should be avoided.

Arrival of Students

- Procedures for arrival at each school level will be designed to encourage social distance and discourage social gatherings. To limit the number of individuals in the schools, the first day of school will not involve any guests, parents/guardians, or volunteers entering the school buildings.
 - **Students and staff will be expected to have their temperature checked prior to coming to school by a parent/guardian or caretaker.** If a fever is present (100.4) the student or staff member should remain home or will be sent home. Do not take fever reducing medication to be able to be present at school. This may only temporarily reduce the fever and it makes other individuals in the environment susceptible to infection. Infrared thermometers and other touchless temperature-taking devices will be made available when student or staff temperatures need to be checked during school. Upon indication of an elevated temperature, the temperature will be confirmed, additional health assessments will occur, and the student or staff member will need to go home immediately.
 - Students are required to wash or sanitize their hands upon entry to the building.
 - Students will go to assigned locations upon entry.
 - Students who choose to eat breakfast will pick up a to-go breakfast in cafeteria and eat in assigned location.
- Early Learning
 - One or two consistent individuals should be chosen by the parent to escort the child to the assigned classroom in the morning.
 - Parents should sanitize hands at front entry (multiple entries will be used).
 - Drop-off and pick-up times will be staggered to avoid over-crowding.
- Elementary School
 - For specific arrival information please watch website/social media of your child's school closer to the start of school.
 - Students will arrive as walkers, car riders, or bus riders.
 - Students in before school programs will eat in the cafeteria
 - Students who are not in a before school program will get a 'to-go' breakfast and eat in their classrooms.
- Middle School
 - Doors open at 7:15 a.m.
 - Students who need breakfast will grab a 'to-go' breakfast and eat in cafeteria utilizing social distancing.
 - Students who arrive before school starting will wait in the gym or library. Supervisors will encourage students to spread out as much as possible.

Arrival of Students

- Bus riders will enter either door #1 or #3.
 - 7th graders - Door #1.
 - 8th graders - Door #3.
- Parents will drop off students at the back of the building by the Activity Entrance (Door #9).
- High School
 - Building will open upon arrival of first school bus.
 - Between 7:15 a.m. and 7:20 a.m.
 - Enter using multiple doors.
 - East and West already have defined student entrances.
 - Socially distancing encouraged as students wait before school starts.
 - West Campus - Commons, Cafeteria.
 - East Campus - Marsh Auditorium/Commons.
 - Supervision
 - Supervision will be provided by school staff.

Dismissal of Students

- Early Childhood
 - Dismissal procedures will align with arrival.
 - 1 or 2 consistent adults.
 - Sanitize hands upon entry.
 - Staggered pick-up times.
- Elementary School - A staggered approach will be utilized at dismissal to assist with hallway congestion and large waiting zones. Each building will design the specific procedures associated with the details of dismissal based on the unique nature of their building.
- Middle School - A staggered approach will be utilized at dismissal to assist with hallway congestion. Bus riders may be dismissed first. Each building will design the specific procedures associated with the details of dismissal based on the unique nature of their building.
- High School - Each building will design the specific procedures associated with the details of dismissal based on the unique nature of their building. Students will not be allowed to congregate at dismissal. Students should plan to exit the school campus immediately following dismissal unless they have been invited or required to remain on campus at the invitation of a coach, teacher, activity sponsor, or administrator. Bus riders will be encouraged to social distance as they wait for their bus.

Cohort and Consistent Groups

- Preschool and elementary schools will adhere to a cohort model as reasonably as possible when following level appropriate school and class schedules. A variety of factors will be considered when assigning students to cohort groups. Measures are being taken to allow for ease of contact tracing in the event it is necessary.
 - Early Childhood - A student's classroom will serve as the cohort group. All activities, including outdoor play, will take place within classroom cohorts.
 - Elementary School - A student's homeroom classroom will serve as a cohort group. Students may be assigned to a smaller group within the classroom with peers with whom they will have the most frequent contact.
- Middle and high school students will have limited transitions due to following a Block Schedule.

Common Spaces

- Main office
 - Parents are encouraged to reach out to building office professionals or administrators to schedule appointments if they need to come into the building. Our priority is the health and safety of the students and staff in our buildings.
- Computer Labs
 - Computer labs will be utilized in a reduced capacity.
- Water fountains
 - Water fountains will be open for student use. Students are encouraged to bring and use personal water bottles while at school. Our custodial team will sanitize water fountains hourly.

Classrooms and Learning Spaces

- Students will be given the opportunity to sanitize their hands frequently.
 - Personal hand sanitizer may be used.
- Students will use personal school supplies with limited sharing.
 - If sharing of supplies is required, sanitizing protocols will be followed.
- Desks/tables will be set up to maximize space and allow for students to face a single direction.
- Classroom protocols will be developed for during the day cleaning of learning areas including student desks/tables.
- Schools may creatively repurpose alternate spaces for instructional use (e.g. cafeteria/gyms/outside spaces).
- Celebration of learning
 - Students will have the opportunity to celebrate their learning and achievements. These celebrations will look unique and non-traditional, such as recording and sharing student work or virtual performances/displays.

Movement in Buildings

- Movement throughout the school building will be limited and occur on an as-needed basis. The total enrollment of each school building will not allow for congestion free areas throughout certain times of the day. As a result, the **wearing of masks is required** to assist with the prevention of transmission of illness. The design of a cohort philosophy at each school level will assist with contact tracing and, therefore, students may often travel with their cohort throughout the school day, as appropriate and as possible by the school level. This will not be consistently possible based on level/building. Each building administrator and leadership team will design modifications to student and staff traffic flow and hallway patterns within their schools. When cross traffic can be avoided, plans will be implemented to achieve this goal. Student dismissal from classrooms during transition periods will be staggered, when possible, to assist with congestion and cross traffic.
- Passing Periods
 - Students will be encouraged to walk on the right side of the hallway.
 - Students will sanitize desk or learning area prior to leaving class.
 - Students will sanitize their hands prior to beginning their next class.

Instructional Materials

- Utilization of instructional materials with proper modifications ensures reduced spread of germs.
- Students should not share supplies, including instruments, art supplies, project materials, tools, etc.
- Play Materials in Early Learning
 - Children in preschool classrooms will be sharing crayons, blocks, baby dolls, etc.
 - Play materials will be carefully selected to include items that can be easily cleaned and disinfected at the end of the day or more frequently if needed.
 - Materials that cannot be cleaned or sanitized (such as playdough and sensory-bins) will not be utilized at this time.
- Teachers will assess the necessity of the use of materials prior to use taking safety into consideration first.
- Teachers may create individual supply bags or kits.
- Students may be requested to provide a supply bag or kit from home.
- Supplies, materials, and technology devices should be sanitized daily.

Schedules

- Students in Preschool and Elementary classrooms will remain in their cohort/consistent groups to minimize exposure and allow for contact tracing if necessary.
 - Music, Art, and STEM teachers will come to the classroom for instruction.
 - Physical Education
 - Student cohort groups/consistent groups will be adhered to during a physical education class. For elementary, students will go to gym or outdoor spaces for physical education. Students will be expected to wear their masks during P.E.
 - To maintain the classroom cohort, there will be NO Band/Orchestra at 5th and 6th grade.
 - The Performing Arts Department is working to coordinate opportunities for continued practice for 6th grade students who were previously in band or orchestra.
- Students in secondary (grades 7-12) will follow a Block Schedule to minimize transitions during the day.
 - Block schedule is a system for scheduling middle school and high school classes with longer class periods that meet fewer times each day and week.
 - A/B or Blue/Red schedules are also called alternating-day blocks. In which students take eight 90-minute classes that meet every other day
 - Monday-hours 1, advisory, 2, 3 meet for class.
 - Tuesday- hours 4, 5, 6, 7 meet for class.
 - Over a two week period, all 8 classes will have met 5 times.
- Schools will not conduct large student, parent, or school community gatherings, specifically assemblies. It is possible for schools to design virtual alternatives. This will continue to be evaluated based on RCHD and CDC guidelines.

Field Trips	<ul style="list-style-type: none"> • Field trips that require travel will not occur for at least the first semester. We will continue to re-evaluate health conditions. Video conferencing or virtual field trips are encouraged.
Emergency Drills	<ul style="list-style-type: none"> • Required drills will occur and be modified to comply with safety guidelines. • By state law, fire and tornado drills will occur during the 1st semester.
Cafeteria	<ul style="list-style-type: none"> • Schools will adjust schedules to minimize the number of children in the cafeteria at one time. • No outside guests will be allowed in the cafeteria. • Students may bring in their own lunch or purchase food from school. <ul style="list-style-type: none"> - If a student forgets their lunch, a parent/guardian may bring the lunch to the office. • Reference school handbook for more information about food being brought in for student lunches. • Outside food (birthday treats, snacks for class, etc.) must be store bought, prepackaged, and individually wrapped.
Restroom	<ul style="list-style-type: none"> • Students will access the restrooms on an as-needed basis during times with minimal student gathering and access. Students may travel together to access restrooms in smaller assigned cohort groups. Handwashing will be emphasized. Congregation of students in restrooms will not be acceptable. At the early learning and elementary levels, students may take whole class breaks if social distancing guidelines can be maintained.
Recess	<ul style="list-style-type: none"> • Physical activity is a necessity for the development of healthy children. Recess will be built into the early childhood and elementary school experience as usual with modifications allowing for safe play. Students may play within a recess cohort to continue to ensure ease of contact tracing. Students may be assigned areas on the playground to allow for the separation of student groups and classes. Handwashing or hand sanitization will occur before and after recess. • The CDC suggests that it is impractical and an inefficient use of resources to spray disinfectant on playground equipment. • Students will be expected to wear their mask during recess.
Lockers	<ul style="list-style-type: none"> • Hallway lockers will not be used at the middle schools. High school locker use will be limited. Staggered student access to lockers will be employed to limit close contact in the locker bay areas. Students will utilize only their assigned lockers. They will only store their own belongings in their locker.

Before and After School

- Childcare
 - Programs will work with RCHD to determine the maximum number of students and staff that can participate in before/after school programs.
 - Programs will follow building procedures and protocols for arrival/dismissal of students, movement of students, masks during programs, and hand sanitizing.
- Clubs
 - At the Elementary Level, no extracurricular clubs (choir, jump rope, sewing, baking, etc.) will be occurring during the 1st semester. The district will continue to evaluate this as the year progresses based on feedback from RCHD and CDC.
 - At the secondary level, clubs will be offered in accordance with current health guidelines.
- Extended Day Learning
 - Extended Day Learning (EDL) may be occurring in some buildings, either before or after school. EDL is an academic intervention for students who may require additional supports.

Visitor Access to Buildings

- USD 383 values and appreciates parent participation. Our priority in planning is keeping our environments for students and staff as safe as possible. This will require us to limit who is allowed in our buildings.
- The district will temporarily restrict visitors to school buildings during the school day. This includes volunteers, parents, guardians, some vendors, guest speakers, etc. The school environment will be preserved strictly for students and staff. Likewise, this guideline impacts the first day of school. The first day of school will not involve any guests, parents, volunteers, or guardians entering the school buildings with students. Students and parents will be encouraged to take the first day of school photos at home or in front of the school at a time that is not during high traffic periods of arrival or dismissal.

Substitute Teachers

- Substitute teachers will complete a self-assessment of health prior to entering the school environment. If they exhibit signs or symptoms of COVID-19, they will be assessed and may be asked to leave the environment immediately. The district is working to ensure substitute teachers understand all COVID-19 related protocols, procedures, and school modifications designed to protect staff and students.

Students Leaving During the Day	<ul style="list-style-type: none">• If students need to leave early and be checked out during school hours, families will need to call the front office when they arrive at the school to pick up the student as applicable at the school level. The parent or guardian will need to show ID to either the security camera or staff to verify that they are listed as an approved contact on the student's Infinite Campus page. A staff member will assist with retrieving the student and signing the student out with minimal contact. Scheduling appointments and activities at times that are not within the school hours is encouraged. The parent/guardian is asked to NOT enter the building.• Depending on the time of the appointment, students are encouraged to return to the school as soon as they can. When a student is returned to the school, the parent will call the school office and the student will be able to return to the building. The parent/guardian is asked to NOT enter the building.
KSU Students	<ul style="list-style-type: none">• USD 383 partners with Kansas State University to support the education training program. All KSU students who are going to be in classrooms are expected to follow district policies and procedures.
Hand Sanitizer	<ul style="list-style-type: none">• Hand sanitizer stations will be available in various locations throughout schools/buildings for frequent use by students and staff. These locations include near offices, cafeterias, gymnasiums, playground doors, and entryways. The placement of hand sanitizer in these areas is based on high traffic/use areas. In addition, sanitizing stations will be available in each classroom. Frequent handwashing with soap and water will be encouraged. Students and staff are encouraged to utilize their own personal hand sanitizer brought from home. If a student is unable to use hand sanitizer, they will be encouraged to wash their hands as necessary.
Social Distancing	<ul style="list-style-type: none">• Social distancing will be encouraged while social gatherings will be discouraged. Social distancing should always be observed as much as possible. This could include, in addition to the recommendation of 6 feet of separation when possible, limiting movement throughout an area of the school building or reducing the size of cohort groups. In addition, there could be greater restrictions associated with group work, athletics, activities, staff, and/or student interactions.• Social distancing of 6 ft cannot be guaranteed at all times when students are in school.

Masks and Face Coverings

- **Masks/face coverings are required to be worn on district property, buses, and within all school buildings.**
- The district will provide two cloth masks for each student and employee. Other appropriate masks or face coverings may be worn. Please follow the dress code rules. Masks will be provided if a student or employee forgets a mask at home.
- A clean mask should be worn every day. Masks should be washed daily in hot water.
- If a student or employee meets criteria for a medical exemption, the form must be filled out by a healthcare provider and turned into the nurse at the building. It may be possible that some students or staff who are medically fragile individuals will not be wearing a mask within the school setting. These exclusions will occur on a case-by-case basis and be documented by a medical professional. The form is located in the Additional Resources section.
- Benefits of Daily Wearing of a Mask/Face Covering
 - The benefit of the daily wearing of masks/face coverings increases protection and safety from the COVID-19 virus for all individuals within the entire USD 383 school community. The guidelines set forth for wearing of masks in schools are as follows:
 - Proper wearing of a face mask ensures it covers snugly around the bridge of the nose and covers the mouth wrapping around the chin.
 - Face shields may also be worn by staff during specific instruction times. Individuals should understand that face shields do not offer the same protection as masks.

Refusal to Follow Expectations for Health Protocols

- To protect students and staff, health protocols have been developed and are expected to be followed. If a parent or student refuses to comply with district health expectations, schools will follow student discipline protocols up to and including suspension if necessary.

Student Attendance

- Compulsory attendance expectations remain in effect for the 2020-2021 school year.
- Student attendance information will be collected daily across all platforms.
 - Attendance for On-site/Hybrid Learning will be collected by the classroom teacher and uploaded into Infinite Campus. Attendance will also be collected by the daily log.
 - Attendance for Remote Learning will be done through the Remote Learning Daily Log, Canvas requirements, and parent collaboration.
- Teachers will work with students to ensure they have access to assignments or activities via Canvas. Teachers will post these before or after a class period or at the beginning or end of a school day. While students will be graded following in-person grading criteria, they will not be penalized within their grade for extended absences associated with COVID-19. Because teachers may be managing a wide variety of student absences within their classrooms, they will prioritize work that is to be completed and graded. Likewise, additional time may be necessary for teachers to process late work from many students because of absences.
- Contact logs will be due by noon of the Monday following the school week.

Back to School Events

- Back to School events will be modified. Building principals will communicate these modifications directly to their parent and school communities with event-specific information. Back to School events and other events during the 2020 - 2021 school year which involve the joint return of students and families in large numbers at the same time are being temporarily discontinued. These activities may include but are not limited to back to school nights, ice cream socials, parent orientation nights, etc.
- Educators will work with principals to design videos to help families and students understand what the return to school will look like relative to daily procedures. These videos shared with families will assist students in being prepared for changes they will encounter (i.e. staff and students in masks, hallway traffic flows, social distancing floor markers, etc.). This effort is designed to limit student anxiety about the return to school and to build excitement about Back to School 2020 - 21. Students enrolled in the remote learning option can also expect an orientation to their new setting and learning framework.
- Early learning teachers will set up "individualized" meetings with each parent/child to occur in person, AT THE ASSIGNED early learning site. Meetings between families will be spaced to avoid over-crowding and provide opportunities for sanitization. These meetings will allow the child to become comfortable with their new setting, meet their teacher, and allow the parent to complete any remaining paperwork prior to school starting.

Kindergarten Registration and Meet your Teacher

- Elementary buildings will be hosting a kindergarten 'Meet Your Teacher' drive through event on August 25. Look for building specific information on each school's website. To turn in copies of required documents, please reach out to the school office to set up an appointment.

Athletics and Activities

- Manhattan-Ogden USD 383 staff and students will follow guidelines from the Kansas State High School Activities Association (KSHSAA), Kansas Department of Health and Environment (KDHE), and the Centers for Disease Control and Prevention (CDC). Students in both On-site Learning and Remote Learning platforms are eligible to participate in athletics and activities. In a Hybrid Learning model, the intention of the district is to continue to allow athletics and activity participation. Students who are not on-site for school may attend practice, but parent/guardian is responsible for transporting their child. **Students may NOT enter the school building until 10 minutes AFTER dismissal of the other cohort of students.** More specific information will come from coaches or sponsors. In the All Distance Learning model there is a greater likelihood that athletic and activity participation will be restricted. Protocols regarding COVID-19 will be strictly followed while maintaining student and staff confidentiality.
 - Follow all safety and prevention protocols practiced in school.
 - Anyone involved in a school activity should screen daily for COVID-19 signs and symptoms.
 - Coaches/sponsors will be required to do a temperature check **of every student and coach** prior to beginning activity.
 - Engage in individual work to maintain 6 feet of distance as possible.
 - Limit the length of time athletes are face-to-face as much as possible.
 - Maintain at least 6 feet of distancing when not engaged in activities.
 - Non-participants must wear a mask/face covering when indoors or when situations where physical distancing cannot be maintained.
 - Consider smaller group practices or stagger the number of students present at one time.
 - Avoid/limit shared equipment/gear.
 - Locker rooms should not be overcrowded - have smaller groups or staggered use.
- Competition and Travel Considerations:
 - When travel is allowed, competition will be considered and planned accordingly.
 - There will be no out-of-state travel for the first semester.
 - An open line of communication will be maintained between school administration, coaches, sponsors, and medical personnel which includes but is not limited to athletic trainers, school nurses, and doctors.
 - Schools competing against one another will need to be willing to share information regarding potential positive cases and exposures.
 - When travel is allowed, it should be limited when possible. There will be no travel to states that are listed on the KDHE Travel & Exposure Related Isolation/Quarantine website.
 - Social distancing should be maintained when possible during travel.
 - Masks must be worn during travel.
 - Overnight stays will not be allowed at this time but will be reassessed and communicated at the appropriate time.

Note: Final determinations regarding activities and athletics are currently pending as the district awaits further guidance from KSHSAA.

Audiences

- Spectators/audiences/guests may be limited. Streaming of events may be considered for certain events. For this to occur, staff will need to secure the proper rights for streaming as related to performances, music, etc. When approved for presence by building or district administration, audiences will adhere to the guidance provided by the CDC and local health authorities particularly as they relate to the size of gatherings. Some of these considerations will include but may not be limited to:
 - Use of personal hand sanitizer.
 - Attendance in a well-ventilated venue.
 - Seating allowing for social distancing of 6 feet.
 - Utilization of masks/face coverings.
 - Adhere to traffic flow patterns and designated entrances and exits.
 - Limit the use of restroom facilities.
 - Sales of any souvenir items would be limited, and a contactless approach would be considered.
 - If available, concessions would be limited, and social distancing would be employed and marked with surface reminders for customers.
- Elementary - no audience invited activities for fall semester.

Performing Arts

Manhattan-Ogden USD383 will follow all safety prevention protocols to ensure the safety of performing arts in our schools. Direction for our performing arts department (Band/Choir/Orchestra/Drama) is provided to staff and students based on guidance from the Kansas State High School Activities Association (KSHSAA), National Association for Music Education (NAfME), Educational Theatre Association, and the National Federation of State High School Associations (NFHS). The Performing Arts Department will also consider the data shared from the Aerosol Study conducted by the University of Colorado and the University of Maryland.

Elementary Band and Orchestra (grade 5-6)

- Band & Orchestra will not be offered to 5th grade students. 6th grade band & orchestra students will not rehearse in the school buildings. The band & orchestra teachers will reach out to those existing 6th grade instrumental music students to discuss opportunities for master classes outside of the school day. We want these 6th grade band & orchestra students to continue playing. We will utilize online resources to achieve these opportunities.

Elementary Music Classes (grade 5-6)

- Elementary music class considerations will be given to limiting multi-student use of items and sanitization practices will be applied to the use of instruments. Music teachers may select music that involves fewer musicians so they can socially distance during performances, whether virtual or live. The same guidance provided to secondary vocal music education/choirs will be applicable at the elementary level.
- No after school choir for elementary for fall semester. This will be reevaluated for spring semester.

**Secondary
Band and
Orchestra
(grade 7-12)**

- Band and Orchestra classes will realize the practice of good instrument hygiene whether personal, rentals, or school owned instruments are in use. Social distancing of 6 feet or greater will be utilized when practicing or performing. Rehearsals and performances will limit or stagger the number of individuals present at any one time if needed. When social distancing is not easily achieved, students will use masks/face coverings as applicable. Face masks will be worn indoors at all times. Students will not be allowed to share instruments. In order to eliminate any further exposure to different environments, and the need to lower class sizes, Freshmen Band & Orchestra students will remain at East Campus for instruction. Details about class location within the East Campus building will be forthcoming.
- If the opportunity to perform exists, it will be done virtually. Most performances cannot be recorded and shared due to copyright laws, however, we are researching online opportunities for viewing.
- Marching Band activities (grades 9-12) will be modified, however there will be marching activities planned.

**Secondary
Choirs
(grade 7-12)**

- Social distancing of 6 feet will be utilized when practicing or performing. Rehearsals and performances will limit or stagger the number of individuals present at any one time if needed. Students will be expected to wear a mask at all times. In order to eliminate any further exposure to different environments, and the need to lower class sizes, Freshman Choir students will remain at East Campus for instruction. Details about class location within the East Campus building will be forthcoming.
- If the opportunity to perform exists, it will be done virtually. Most performances cannot be recorded and shared due to copyright laws, however, we are researching online opportunities for viewing.

**Secondary
Theater
(grade 9-12)**

- In class rehearsals will limit or stagger the number of individuals present at any one time if needed. Theater teachers may select pieces that involve a smaller cast. Social distancing of 6 feet when practicing or performing will be utilized when feasible. The consideration of social distancing will be applied to choreography and staging. When not feasible, masks/face coverings will be utilized. Face masks will be worn indoors at all times. Physical contact will be reduced in scenes involving stage combat, hugging, etc. and between technicians and student performers. Consideration will be given to limiting multi-student use of items and sanitization practices will be applied to the use of tools, microphones, costumes, etc. At this time, there will be no school plays or live performances.

Elementary School Library Procedures

USD 383 Library & Instructional Media Services are adjusting services for students and staff in response to the COVID-19 virus. The goal of these procedures are to:

- Provide a safe environment for USD 383 students, staff, and library staff.
- Continue to provide high quality literacy infused lessons and materials for students and staff.
- Continue to be a collaborative learning partner for building teachers.

The following procedures will be in effect at all Elementary School libraries beginning Fall 2020.

Library Lessons

- Library lessons will be taught in classrooms this year to minimize student movement.
- Library lessons will focus on information and digital literacy. The librarian will work with students/teachers to enhance classroom content, develop intellectual curiosity, as well as teach digital citizenship and device best practices.
- For remote students, the librarian will work with the teacher assigned to those remote students to coordinate remote library lessons.
- Small group work, adhering to social distancing guidelines, may occur in the library, but must be scheduled 24 hours in advance by a teacher, or educational support staff.

Checkout of Library Materials

- Library books will be pulled from the library collection and brought to the classrooms for student checkout in order to help keep students and staff safely in their classrooms.
- Librarians will field individual requests on a case by case basis.
- Remote students (or their parents) may contact School Library staff to schedule "curbside concierge" to pick up library materials to read at home, and to return them.
- Teachers & staff may come to the library and work with the library staff to select books for classroom instruction.
- Teachers & staff may also make online requests for books to be brought to classrooms.
- Librarians will continue to build and curate their library collections, adding both physical and digital resources that encourage lifelong reading and curriculum enhancement.

Book Selection by Students

- Library staff will take books to classrooms to minimize student browsing.
- Students (both on-site and remote) may use the online catalog to browse the library and request books.
- Students may make an appointment to **pick up** a book that has been placed on reserve or it will be delivered by library staff.
- Students may request an **individual** appointment (coordinated with their classroom teacher) to have a librarian's help in finding that "just right" book.

Book Return and Quarantine

- Students will put books in an identified container in their classroom to be returned to the library.
- Returned books will be picked up on a regular basis by library staff.
- Any material returned to a library will be quarantined for a minimum of 72 hours before being returned to the collection, or checked out to another student/staff member.

Secondary School Library Procedures

USD 383 Library & Instructional Media Services are adjusting services for students and staff in response to the COVID-19 virus. The goal of these procedures are to:

- Provide a safe environment for USD 383 students, staff, and library staff.
- Continue to provide high quality literacy infused lessons and materials for students and staff.
- Continue to be a collaborative learning partner for building teachers.

The following procedures will be in effect at all Secondary School libraries beginning Fall 2020.

Library Media Instruction and Literacy Connections	<ul style="list-style-type: none">• Librarians will continue to collaborate with teachers and provide instructional support and learning enrichment.• Librarians will teach library skills and information literacy skills virtually or in classrooms this year to minimize student movement.• In addition to regular library instruction, librarians will work with students/teachers on digital citizenship, information and digital literacy, as well as device best practices.• For remote students, the librarian will work with the teacher assigned to those students to coordinate remote library lessons and make resources available.• Small group work, facilitated by an adult and adhering to social distancing guidelines, may occur in the library, but must be scheduled 24 hours in advance by a teacher or educational support staff.• Librarians will continue to build and curate their library collections, adding both physical and digital resources that encourage lifelong reading and curriculum enhancement.
Checkout of Library Materials	<ul style="list-style-type: none">• Students (both on-site and remote) will use the online catalog to browse the library and reserve/hold books.• Library books will be pulled from the library collection and brought to the classrooms for student checkout in order to help keep students and staff safely in their classrooms.• Remote students will communicate with library staff to schedule "curbside concierge" to pick up library materials to read at home and to return them.• Students may request an individual appointment (coordinated with their classroom teacher) to consult a librarian for help in finding that "just right" book.• Teachers and staff may come to the library and work with the library staff to select books for classroom instruction or individual use.• Teachers and staff may also make online requests for books to be brought to classrooms.
Book Return and Quarantine	<ul style="list-style-type: none">• Students will put books in an identified container in their classroom to be returned to the library.• Returned books will be picked up on a regular basis by library staff.• Any material returned to a library will be quarantined for a minimum of 72 hours before being returned to the collection, or checked out to another student/staff member.

Technology Code of Conduct

Purpose

- Students' lives today are filled with media that gives them mobile access to information and resources at all times. The opportunities are limitless, borderless, and instantaneous. In an effort to empower students to engage actively in their own learning, Manhattan-Ogden USD 383 provides the opportunity for students to use technology devices (both district and personally owned) within district locations or in connection with a school sponsored event. Students wishing to use the technology must do so in a responsible manner as stated in the Computer Use Policy (IIBG - <http://www.usd383.org/home/showdocument?id=1016>). Issues surrounding personally owned devices are addressed in the student handbooks at each school.

Device Types

- The word "device" refers to any district or privately owned digital electronic equipment that includes but not limited to: laptops, netbooks, e-readers, tablets/slates, iPod Touches, cell, Smart phones and wearable technology. Devices created specifically for gaming are not allowed (e.g., Nintendo Switch, PlayStation Portable PSP, etc.) unless otherwise approved by an administrator.

Requirements

- Students using an electronic device (personal or district owned) within Manhattan-Ogden USD 383 buildings or at district events need to understand the following information.
- A student may only use a device if permitted by Manhattan-Ogden USD 383 faculty or staff. Permission may be withdrawn at the teacher or administrator's discretion. Flagrant and/or repeated violations will be reported to the principal or appropriate administrator for further action.
 - The student takes full responsibility for the electronic device at all times. The district is not responsible for the security of the device while being used by the student.
 - The student is responsible for the proper care of the device (with the possibility of costs of repair or replacement) needed to use during school hours or activities. Students provided devices are responsible for their care during the time they are issued/checked out to them.
 - Programs, applications, apps, and sites used within district classrooms have been evaluated and identified for their educational value to students and alignment with the curriculum. A review of the resources has identified the equipment or materials appropriate for students and are necessary for the educational process. Students will utilize these programs, applications, apps, or sites as a classroom resource in a manner required to meet curricular objectives. Students needing modifications will need to submit requests to administration and responsible staff.

Requirements

- Students using digital devices will be provided resources for the appropriate use of the technology and good digital citizenship. Teachers will make all efforts possible to direct students to online resources that address curricular needs. Students that come across inappropriate materials, or witness others on these sites, should contact a teacher or other staff immediately.
- The district reserves the right to inspect a student's device or district accounts at any time if there is reason to believe that the student has violated Board policies, administrative procedures, school rules, or has engaged in other misconduct involving other students or staff while using the device. These devices or accounts may also be inspected if there is a concern for the health, safety or welfare of district students.
- Violations of any Board policies, administrative procedures, or school rules involving a student's use of a device may result in the suspension of technology access within the district and/or disciplinary action, up to and including suspension or expulsion. If there are curricular requirements for technology use, then adjustments will be made by the administrator and staff.
- The student must comply with a teacher's request when using technology. If directed, students will shut down or close a device.
- Any recordings or photographs made at school, on school or related property, or in connection with a school sponsored event may become the property of Manhattan-Ogden USD 383. If students transmit, or post content in violation of any Board policies, administrative procedures, or school rules, it is understood that Manhattan-Ogden USD 383 has discretion over the use of such recordings and photographs.
- While on school grounds, a technology device should be used for school approved activities, unless otherwise directed.
- The student must only use his/her own username and password when accessing district network, sites or apps (including but not limited to the wireless network, Student Information System, Learning Management System, district drives, or other resources). Use of another student/staff usernames and passwords may result in the loss of technology privileges and/or disciplinary action.

<p>Equipment Connected to the Network</p>	<ul style="list-style-type: none"> • Non-approved district equipment (e.g., laptop, e-reader or other wireless device) will not be connected to the network or computing system without the signed Technology Code of Conduct by parent/guardian or responsible adult. This Code of Conduct will outline the responsibilities of the user and the district with respect to these devices. Any network device (e.g., printer, server, access point, hub/switch) will not be installed without the prior approval of the Director of Technology (or designee).
<p>Children's Internet Protection Act (CIPA) and Manhattan- Ogden Compliance</p>	<ul style="list-style-type: none"> • The Children's Internet Protection Act was signed into law on December 21, 2000. Under CIPA, a school district must certify that it is enforcing a policy of Internet safety that includes the use of filtering or blocking technology. This Internet Safety Policy must protect against access, through computers with Internet access, to visual depictions that are obscene, involve child pornography, or are harmful to minors. The school district must also certify that it is enforcing the operation of such filtering or blocking technology during any use of such computers by minors. • Pursuant to the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), the Manhattan-Ogden School District has undertaken such actions, including procurement procedures, to comply with the requirements of CIPA.
<p>Technology Protection Measure</p>	<ul style="list-style-type: none"> • A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, involve child pornography, or are harmful to minors. Through Secure Computing, the Manhattan-Ogden School District subscribes to a content filtering system that is compliant with CIPA and COPPA.
<p>Internet Safety Policy</p>	<ul style="list-style-type: none"> • The CIPA guidelines for an Internet safety policy have been incorporated by the Manhattan-Ogden School District. Use of the Internet/Network and Acceptable Use Agreement Form. This document also includes website construction guidelines. The Manhattan-Ogden internet safety policy document addresses the following issues: <ul style="list-style-type: none"> - Access by minors to inappropriate matter on the Internet and World Wide Web. - The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication. - Unauthorized access, including so-called "hacking," and other unlawful activities by minors online. - Unauthorized disclosure, use, and dissemination of personal information regarding minors. - Measures designed to restrict minors' access to materials harmful to minors.

Technology

One-to-One Initiative	<ul style="list-style-type: none"> The Board of Education approved a plan on June 24, 2020 for each USD 383 student, grades K – 12, to have a district issued iPad for use at school and at home. The goal of this initiative is to provide the tools along with the support for teachers, parents and students on the iPad as a consistent platform. This will not only help with support but also being able to identify resources that will work on this tablet. The differences in the secondary school deployment (grades 6 – 12) will be the inclusion of a case with keyboard. All cases will be more rugged to help protect the iPads as these devices travel between home and school.
Device Check-out	<ul style="list-style-type: none"> On-site: Devices will be distributed at school. Teachers will assist students to connect their iPad to their district accounts. If there are issues, assistance will be provided in the building to setup the iPad. Remote: These iPads will be setup by district Information Technology staff. These will be picked up from a centralized location. The plan would be to deploy these over a two or three day period from 7 a.m. to 7 p.m. After that time frame the iPads will be disbursed to a building location for pickup. Watch for detailed information coming soon.
Damaged Equipment	<ul style="list-style-type: none"> If on-site, please have students contact the Lead Tech at their building for a loaner device. Help Desk information will be shared through Canvas and Infinite Campus. The district recognizes that accidents will occur and will repair these devices in the case of non-intended breakage. The district has a small number of systems available for those students during accident repair. Breakage may be the responsibility of the student/family (see School Board Policy IIBG).
Internet Access	<ul style="list-style-type: none"> The need for access to the Internet has been shown in various surveys both in this district as well as across the country. The District has identified two opportunities to provide access to students. The first is to install access points on the exterior of all classroom buildings pointing out to the parking lot. The second opportunity is to place larger hotspots in locations around the community that have demonstrated limited or reduced technology access. Families will be able to access WiFi in all K-12 building parking lots and the Keith Noll Maintenance Center parking lot. The district is also working with the city and county entities to find additional ways to provide Internet access for all citizens in our community.

Transportation

- **Students and staff will be expected to have their temperature checked prior to coming to school by a parent/guardian or caretaker.**
- Students should conduct a personal health assessment prior to riding each day.
- School buses will be sanitized by drivers between 1st and 2nd morning and afternoon routes and at the end of the day. Each bus will be cleaned weekly with an electrostatic sprayer. Social distancing will occur on buses and vans as possible. **Most student transportation routes will not allow for student social distancing; therefore, students must wear masks/face coverings.** If a student is not wearing a mask/face covering, they will not be riding the bus to or from school. There will be a maximum of two students per seat. Seating charts will be utilized for all students and there will be assigned seats for all riders. Siblings who ride the bus together will be seated next to each other. Students will load the bus from back to the front. Students will exit the bus from the front to the back. Students must be registered for transportation and guest riders will not be permitted until further notice. Windows will be open on buses (when temperatures allow) to increase air circulation.
- Students will sanitize hands before entering the bus. Hand sanitizer will be provided.
- The district will work individually with highly medically fragile students to determine plans for the most appropriate transportation.
- Bus and van drivers will conduct a personal health assessment before reporting to work and transporting students each day. Drivers will wear a mask/face covering and any other PPE, as deemed appropriate, when students are loading/unloading from the bus. Bus monitors will also be required to wear a mask/face covering while students are being transported.
- Bus modifications of any kind are not allowed by state law. This includes installing Plexiglas partitions between the driver and students and individual student seats.

Custodial Procedures	<ul style="list-style-type: none">• The district is following guidelines from the CDC and RCHD to define best practices for cleaning. The main disinfectant used is ReJuvNal. It is an EPA listed disinfectant effective against COVID-19. Sanitation efforts will also include the use of an electrostatic spray using a combination of Clorox 360 and PurTabs disinfectants. Both PurTabs and Clorox 360 disinfectants are listed as effective against COVID-19 by the EPA.• With the COVID-19 epidemic, we will have enhanced protocols to include hourly sanitization of frequently touched surfaces throughout our buildings and after-hours sanitization of all areas of the building using the ReJuvNal product. Electrostatic spraying will also be used in the event of a positive case of COVID-19 within a building. We will also be checking and refilling newly installed hand sanitization stations throughout the building as necessary.• To limit the potential for irritation of students and staff, most enhanced cleaning efforts will take place when there are no occupants in the spaces, primarily after school. Enhanced cleaning of common areas will occur at the end of each day when the buildings are primarily empty.• Building staff will also have access to cleaning supplies. They will need to contact their building custodian to access these materials as needed.• No homemade cleaning products will be allowed in buildings.
Ventilation	<ul style="list-style-type: none">• To combat the spread of COVID-19, Manhattan-Ogden USD 383 will be increasing the amount of outside air ventilation introduced to its facilities, schedule more frequent air exchanges and turnovers, and change air filters with greater frequency. These efforts will occur in conjunction with regular systems operations, balanced to maintain high indoor air quality, temperatures, and minimize airborne pollutants.
Windows	<ul style="list-style-type: none">• Most of our district buildings are equipped with outside air ventilation systems. These systems are balanced to exhaust indoor air and bring in fresh outside air to building spaces. Because these systems operate off building air pressure sensors, it is necessary to keep windows closed to ensure the ventilation system works properly.• The exception to this is Manhattan High School East Campus. Due to the age of that building, there are not dedicated outside air units. Windows can be opened at Manhattan High School East Campus to assist with air changeover. Maintenance will also be changing air filters more frequently.
Touchpoints	<ul style="list-style-type: none">• Our custodial team has identified touchpoints, or areas that require frequent cleaning, for each building. These include water fountains, restrooms, door handles, light switches, railings, etc.

Child Nutrition

- The Child Nutrition program will build upon the already high standards of food safety and sanitation in the kitchens and cafeteria, utilizing industry best practices and enhanced cleaning protocols. Continuation and adaptation of meal service in some form will remain a priority with adjustments made to support the health and wellbeing of our students as well as any local health orders. When possible, students will proceed to the cafeteria to get meals. Meal options and items will be pre-wrapped and prepackaged when possible. Students will be reminded to wash their hands prior to entering the cafeteria/commons. Hand sanitizer stations will also be available near the cafeteria/commons for hand sanitizing before and after lunch. Students will be expected to practice social distancing while in line as much as possible.
- Administrators will work with child nutrition staff to increase the number of lunch periods to minimize the number of students in the cafeteria at any time. Additionally, creative seating will be utilized to the extent possible. The design of each school cafeteria or commons will dictate the opportunities for seating modifications. Students will be reminded they may not share food during lunch. When weather and supervision permit, eating outdoors will be encouraged.
- Point of sale will look different at the various school levels and will be contactless when possible. Exchange of cash money between students and staff at any level at the point of sale will not be permitted during mealtime. Online payments are strongly encouraged.

Parent Teacher Conferences

- Parent conferences will be conducted via video conference for the fall semester. Our district will reevaluate for spring conferences. When it is appropriate and essential, in-person conferences/meetings may occur if deemed necessary by the teacher, student's educational team, or a member of building administration.

Facility Rental

- USD 383 facilities will not be available to outside groups until further notice. USD 383 and Manhattan Parks & Recreation have a shared facility agreement which allows both organizations to share facilities. The district will work with Manhattan Parks and Recreation to develop an adjusted plan for our shared facilities.

Professional Learning

- Professional learning for staff will initially focus on details associated with the safe return of students and staff to the school environment. Additionally, each staff member will focus on professional learning concentrating on diversity, equity, and inclusion. Also, an emphasis will be placed on social emotional and behavioral strategies in order to support the wide range of student needs that will be present in the school environment as a result of living during a pandemic which has proven traumatic to students and staff. Sensitivity and grace will be demonstrated by understanding students and staff, since last March, may have been impacted by illness, loss of friends or family, altered daily life experiences, loss of employment, or other significant experiences. To better prepare our teaching staff for online and potential intermittent school closures, prior to the start of the school year, they will participate in professional learning focused on building their capacity and enhancing their skill set to use Canvas as a tool for high quality education. Staff will also receive additional professional development on the topic of dyslexia, curriculum, feedback, and formative assessments.

Travel

- School-Related Travel - Until further notice staff and students will not engage in school-related travel outside of the district for any reason. Travel will be authorized only via the Superintendent's office. Athletics and activities may be an exception.
- Employees - Individuals who travel outside the United States, or to certain states with the U.S., may be expected to home quarantine for at least 14 days after return to Kansas. Home quarantine means staying home and not attending work or any other location where you might come within 6 feet of another individual. Visit the KDHE Travel and Exposure webpage for up to date information. **If you travel to a location identified on the list, you must inform your supervisor and Human Resources immediately upon your return.**
- Families - Individuals who travel outside the United States, or to certain states with the U.S., may be expected to home quarantine for at least 14 days after return to Kansas. Home quarantine means staying home and not attending work or any other location where you might come within 6 feet of another individual. Visit the KDHE Travel and Exposure webpage for up to date information. **If you travel to a location identified on the list, you must inform your building principal immediately upon your return.**

**Construction
and COVID**

- USD 383 continues to have many construction projects going on at multiple locations. Expectations and safety procedures have been shared with all contractors. Contractors are expected to abide by current CDC and OSHA guidelines and their company policies.
- If there are concerns about a construction employee not following the guidelines/policies, please look for the orange helmet sticker to locate the employee number and contact the building administrator.
- For further questions or concerns regarding construction, please contact Patricia Brooke-Fruendt at patriciab@usd383.org.

Section 5: Additional Resources

Communication Resources

USD 383 will communicate with families and the community through Infinite Campus Messenger, our website, and social media (Facebook, Twitter, Instagram). Schools will use their social media pages, website, and Infinite Campus Messenger for individual school specific information.

- USD 383
 - [Website](#)
 - [Reopening Plans](#)
 - [Facebook](#)
 - [Twitter](#)
 - [Instagram](#)
 - Phone Number - 785-587-2000
- Amanda Arnold Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2020
- Bluemont Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2030
- Bergman Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2865
- Lee Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2050
- Marlatt Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2060
- Northview Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2070
- Ogden Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2080
- Theodore Roosevelt Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2090
- Woodrow Wilson Elementary School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2170
- Anthony Middle School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2890
- Eisenhower Middle School
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2880
- Manhattan High School
 - [Website](#)
 - [Facebook](#)
 - West Campus Phone Number - 785-587-2100
 - East Campus Phone Number - 785-587-2150
- College Hill Early Learning
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2830
- Eugene Field Early Learning
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2045
- Transportation
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2190
- Child Nutrition
 - [Website](#)
 - [Facebook](#)
 - Phone Number - 785-587-2851

Family Support Services

Community Resources

With some helpful changes amid COVID-19
Updated 7/31/2020

Meals

Common Table meals for any age are now providing to-go meals outside of their buildings. All meals begin at 6pm and are first come, first served. Seconds may be available at 6:30pm after everyone is served.

Sun	First Congregational United	Wed	First United Methodist
Mon	Senior Center	Thurs	First Lutheran
Tues	First Presbyterian	Fri	First Lutheran
		Sat	First United Methodist

Please wash your hands before you arrive, wear a mask, and engage in social distancing while waiting. For the most recent information visit: <https://www.facebook.com/Common-Table-724597210921610/>

Harvesters Mobile Food Pantries

Drive-thru for food, no qualifications required.

Day	Time	City & Location	Address
1st Friday	10-11 am	Manhattan Westview Community Church	615 Gillespie Dr
2nd Friday	4:30-5:30 pm	Manhattan Blue Valley Memorial UMC	835 Church Ave
2nd Friday (depending on volunteer availability)	4-6 pm	Manhattan KSU Football Stadium parking lot	2201 Kimball Ave
3rd Tuesday	10-11:30 am	Manhattan Hulburt Hall at CICO Park	Kimball & Avery
4th Tuesday	9:30-10:30 am	Ogden Community Center	220 Willow St
4th Tuesday	12-3 pm	Manhattan Parking Lot	3rd St & Leavenworth St

Flint Hills Breadbasket

Hours are now 9-11am Monday – Friday. 905 Yuma St. **Phone:** (785) 537-0730

MHK Together grocery assistance

Any resident of Manhattan or those who work in Manhattan can apply for a grocery gift card. Eligibility will be determined by the following factors: 1) Reduction of wages due to job status change 2) Number of individuals in the household 3) Other household income available.

Apply here: <https://mhktogether.org/apply-for-assistance/>

Transportation

Changes effective June 8 – TBD, COVID-19 ATA bus routes for Manhattan/Ogden

<https://www.rileycountyks.gov/DocumentCenter/View/17065/Manhattan-COVID-19-Fixed-Routes-pdf>

Mental Health

Most mental health clinicians are providing tele-therapy during this time via phone or internet including Pawnee Mental Health Center. Some are able to see clients in person. For a complete Mental Health Resource List, please contact your School Social Worker.

The Crisis Stabilization Center is also still available 24/7 to speak with you over the phone or in person. Their number is (800) 609-2002.

Child Care

Child Care Aware is available to help locate licensed childcare options at www.ks.childcareaware.org or via phone at 877-678-2548.

For needs regarding rent, utilities, etc. please contact your School Social Worker to discuss resources. If you are unable to reach your SW, the KCSL Parent Helpline is available 24/7 for support and resources at 1-800-CHILDREN.

MANHATTAN-OGDEN USD 383

Academic Calendar 2020-2021

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Aug. 26 - First Day of School (Full Day)
Sept. 7 - No School - all USD 383 - Labor Day

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 12 - No School - all USD 383 schools
Oct. 23 - No School - all USD 383 schools
Week of Oct. 26 - Elementary Conferences
Oct. 29 & 30 - No School - Elementary Only
Oct. 26-Nov. 24 - Secondary Flex Conferences
Nov. 25 - 27 - No School - Thanksgiving Break
Dec. 23 - Jan. 4 - No School - Winter Break

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan. 5 - School Resumes
Jan. 18 - No School - all USD 383 - MLK Jr.
Feb. 8 - 11 - AMS, EMS, MHS Conferences
Feb. 12 - No School - all USD 383
Week of Feb. 15 - Elementary Conferences
Feb. 18 & 19 - No School - Elementary Only
Mar. 12 - No School - all USD 383 schools
Mar. 15 - 19 - No School - Spring Break

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 6 - Last day for seniors
May 9 - MHS Graduation
May 14 - Last Day of School (Full Day)

****Calendar is subject to negotiations****

Manhattan-Ogden USD 383

Amanda Arnold Elementary School 587-2020
Anthony Middle School 587-2890
Bergman Elementary School 587-2865
Bluemont Elementary School 587-2030
College Hill Preschool 587-2830
Eisenhower Middle School 587-2880
Eugene Field Preschool 587-2045
Infant-Toddler Services 776-6363
Lee Elementary School 587-2050
Manhattan Alternative H.S. @ Job Corp 587-2129
Manhattan High School East Campus 587-2150
Manhattan High School West Campus 587-2100
Manhattan Virtual Academy 587-2100 x8073
Marlatt Elementary School 587-2060
Northview Elementary School 587-2070
Ogden Elementary School 587-2080
Parents As Teachers 587-2058
Robinson Education Center 587-2000
Theodore Roosevelt Elementary School 587-2090
Transportation Department 587-2190
Woodrow Wilson Elementary School 587-2170

Parent-Teacher Conferences

Elementary Schools

Week of October 26
Week of February 15

AMS & EMS

Oct. 26 - Nov. 24 (Flex)
February 8 & 10 ~ 3:30 - 7pm

MHS

Oct. 26 - Nov. 24 (Flex)
February 10 & 11 ~ 4:30 - 8pm

Facebook - www.facebook.com/USD383/
Twitter - @usd383
Website - www.usd383.org

Secondary Reporting Periods

August 26 - October 23 = 40 days
October 25 - December 22 = 39 days
January 5 - March 11 = 46 days
March 22 - May 14 = 40 days

Elementary Reporting Periods

August 12 - October 23 = 40 days
October 26 - February 11 = 64 days
February 15 - May 14 = 57 days

Legend

	No School - all USD 383 schools
	Administrative Offices Closed
	First and Last Day of School
	No School - Elementary
	Weather Make up Days

Hybrid Calendar Example

Aug-20

Yellow = Group A on-site days
Blue = Group B on-site days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 GROUP A	27 GROUP B	28 Remote Learning Day	29
30	31 GROUP A					

Sep-20

Yellow = Group A on-site days
Blue = Group B on-site days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 GROUP A	2	3 GROUP B	4 GROUP B	5
6	7 Labor Day Holiday	8 GROUP A	9 GROUP A	10 GROUP B	11 GROUP B	12
13	14 GROUP A	15 GROUP A	16	17 GROUP B	18 GROUP B	19
20	21 GROUP A	22 GROUP A	23	24 GROUP B	25 GROUP B	26
27	28 GROUP A	29 GROUP A	30			

Hybrid Calendar Example

Oct-20

Yellow = Group A on-site days
Blue = Group B on-site days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				GROUP B	GROUP B	
4	5	6	7	8	9	10
	GROUP A	GROUP A	Remote Learning Day	GROUP B	GROUP B	
11	12	13	14	15	16	17
	No School	GROUP A	GROUP A	GROUP B	GROUP B	
18	19	20	21	22	23	24
	GROUP A	GROUP A	GROUP B	GROUP B	No School End of 1st quarter/trimester	
25	26	27	28	29	30	31

Glossary

- Social-Emotional Learning (SEL): the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- English Language Arts (ELA): English Language Arts (ELA) are classes where students learn reading, writing, spelling, comprehension, etc.
- FAST (Formative Assessment System for Teachers) Bridge: FAST Bridge provides universal screening, skills analysis, and progress monitoring for reading, math, and social-emotional behavior.
- Individualized Education Program (IEP): The Individualized Education Program (IEP) is defined as a written statement for each student with an exceptionality, which describes that child's educational program and is developed, reviewed, and revised in accordance with special education laws and regulations.
- Cohort/Consistent Groups: A group of students who work together in the same setting throughout the school day.
- Asynchronous Instruction: instruction that can be viewed at a time convenient for the student/family.
- Synchronous Instruction: instruction that occurs at an assigned time where students must engage face-to-face or virtually.
- English for Speakers of Other Languages (ESOL): educational supports for students who qualify based on district/state criteria.
- English Learners (EL)
- Environmental Protection Agency (EPA)
- Manhattan Area Technical College (MATC)
- Personal Protective Equipment (PPE)
- Occupational Safety and Health Administration (OSHA)
- Children's Online Privacy Protection Act (COPPA)
- Free Appropriate Public Education (FAPE): requires schools to provide students with disabilities special education and related services, at public expense, designed to prepare those students for the future.
- Pacing Guides: weekly lesson plans developed by educators

Forms and Exemptions



Remote Learning Daily Log

Week of _____

Student Name _____

Student ID _____

Student Grade _____

School _____

	Class	Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day	
			Y	N	Y	N			
Name of teacher(s) who made contact Monday:								390 Needed	
Monday									
Name of teacher(s) who made contact Tuesday:									
Tuesday									
Name of teacher(s) who made contact Wednesday:									
Wednesday									
								Wed Total	Parent Initials

	Class	Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day	
			Y	N	Y	N			
Name of teacher(s) who made contact Thursday:								390	
Thursday								390 Needed	
								Thurs Total	Parent Initials
Name of teacher(s) who made contact Friday:									
Friday									
								Fri Total	Parent Initials

I certify that I am enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Student signature _____ Date _____

I certify that my child is enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Parent, guardian or responsible adult's signature _____ Date _____



**Face Mask Exemption Form
Manhattan-Ogden USD 383**

This form **MUST** be signed by a healthcare provider (MD, DO, PA, APRN) **AND** parent (if the individual is a student) and received by the school office before the start of the school year.

NAME of STUDENT: _____

GRADE/SCHOOL: _____

NAME of EMPLOYEE: _____

SCHOOL/DEPARTMENT/BUILDING: _____

My patient, _____, should be exempted from wearing a face mask at school/work. I hereby authorize Manhattan-Ogden USD 383 to exchange information regarding this request with the above name physician.

Printed Name of Physician/Provider: _____

Signature of Physician/Provider: _____

Date: _____

To be signed by parent/guardian **IF** the patient is a student:

Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

Canvas Homepage Examples

Elementary Example 1



Elementary Example 2



Here is a place where you can write about your classroom and tell about yourself. It is a good place to include things that happen in your classroom and what parents can expect throughout the year. It doesn't have to be too long. You can replace the image in the middle. The dimensions of this image are 350 x 280



Secondary Example 1

[Place Your Course Title Here]



Welcome!

Add a short introductory (welcome) message in this spot. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi. Nulla quis sem nibh elementum imperdiet. Duis sagittis ipsum.



Course Syllabus



Contact Teacher



Canvas Resources



Course Work



Course Calendar



Course Resources

Secondary Example 2



Course Title

Subtitle - Teachers Name - Contact Information - Office Hours - Zoom Information



Course Syllabus



Course Work

This should link directly to the most current Course Work - You can also type information in here about the work.



Course Resources



Course Calendar

Example of Kindergarten Daily Log

SAMPLE



Week of August 31 - September 4
 Student Name Simon Milford Student ID Lunch #
 Student Grade K School TR

Remote Learning Daily Log

	Class	Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day		
			Y	N	Y	N				
Name of teacher(s) who made contact Monday: Mrs. Downs									390	
Monday	ELA	Zoom with teacher, assignments	Y		Y		90	390	Mon Total	Parent Initials
	reading	Read book with mom	Y			N	20			
	Math	Zoom with teacher, activity in Canvas	Y				75			
	Science	Zoom with teacher, nature walk	Y				60			
	PE	Watched video, choice board	Y				45			
	STEM	Zoom check-in, building activity	Y				45			
	Other	practice tying shoes, sorting shapes	Y				55	390	AM	
Name of teacher(s) who made contact Tuesday: Mrs. Downs										
Tuesday	needed							390	Tues Total	Parent Initials
	ELA	Zoom with teacher, canvas	Y			N	90			
	vocabulary	practice words	Y				20			
	math	Zoom with teacher, canvas	Y				75			
	Social Studies	watched video	Y				40			
	Music	Zoom check-in, Canvas	Y				45			
	Art	art activity choice board	Y				60	390	AM	
Other	Baking cake → talked about chemistry	Y				60				
Name of teacher(s) who made contact Wednesday: Mrs. Downs										
Wednesday	morning mtg	Read aloud, social emotional	Y			N	60	390	Wed Total	Parent Initials
	ELA	Letter sounds, practice writing	Y				90			
	math	practice counting, sorting activity	Y				60			
	PE	Family walk	Y				60			
	Reading	Reading family book	Y				30			
	Ind. work time	Ind work time	Y				30			
	Play outdoors	Play					60	390	AM	

	Class	Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day		
			Y	N	Y	N				
Name of teacher(s) who made contact Thursday: Mrs. Downs									390	
Thursday	ELA	zoom meeting, canvas assignment	Y			N	90	390	Thurs Total	Parent Initials
	Math	Zoom meeting, canvas assignment	Y				60			
	Science	Zoom meeting, watched video	Y				20			
	Science	science experiment	Y				30			
	music	discussed music artist	Y				45			
	Play	Play outdoors, nature walk	Y				90			
	Read book	Family book	Y				20			
	STEM	Building bridges	Y				35	390	AM	
Name of teacher(s) who made contact Friday: Mrs. Downs										
Friday	Morning mtg	Class meeting	Y			N	60	390	Fri Total	Parent Initials
	ELA	Zoom, spelling, vocabulary	Y			N	90			
	math	zoom, math in Canvas	Y				60			
	Social Studies	Talked about our neighborhood	Y				45			
	Play	Play outside	Y				60			
	Read book	Family book	Y				30			
	List practice	Grocery list → grouping items	Y				45			
									390	AM

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Student signature Simon Milford Date September 6, 2020

I certify that my child is enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Parent, guardian or responsible adult's signature [Signature] Date 9/6/20

Example of 5th Grade Daily Log

SAMPLE



Remote Learning Daily Log

Week of August 31- September 4Student Name Allie MilfordStudent ID Lunch #Student Grade 5School TR

Class		Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day		
			Y	N	Y	N				
Name of teacher(s) who made contact Monday: Mrs. Schuster									390	
Monday	ELA	Zoom mtg, Canvas assignments	Y		Y		75	390 Needed		
	Math	Zoom mtg, Canvas assignments	Y			N	60			
	Tier time	met with Mrs. Pralle			Y		60			
	Morning mtg	Zoom					45			
	Science						45			
	PE	Nature walk with family	Y				45			Mon
	Research Project	→					60	Total		Initials
Name of teacher(s) who made contact Tuesday: Mrs. Schuster									390	Am
Tuesday	deleted									
	Morning mtg	Zoom	Y			N	45			
	ELA	Zoom, Canvas	Y				75			
	Math	Zoom, Canvas	Y				60			
	Tier Time	met with Mrs. Pralle	Y				60			
	Science	Science experiment	Y				60		Tues	Parent
	MUSIC		Y				45		Total	Initials
Research Project	→	Y				45	390		Am	
Name of teacher(s) who made contact Wednesday: Mrs. Schuster										
Wednesday	Morning mtg	Zoom, assigned tasks for day	Y			N	60			
	ELA	Ind work time	Y				75			
	math	" "	Y				60			
	Tier Time	" "	Y				60			
	STEM	Levers	Y				45			
	Art	Art choice board	Y				60		Wed	Parent
	Research Project	→	Y				30	Total		Initials
									390	Am

Class		Activity	Y	N	Y	N	Class	Minutes per Day	
Name of teacher(s) who made contact Thursday: Mrs. Schuster								390	
Thursday	Morning mtg	Zoom	Y			N	45	390 Needed	
	ELA	Zoom lesson, Canvas assignments	Y				75		
	Math	Zoom lesson Canvas assignment	Y				60		
	Tier time	Met with Mrs. Pralle					60		
	Social Studies	Zoom lesson, video			Y		60		
	PE	choice board	Y			N	45		
	Research Project	→ check in w/ teacher	Y				45	Thurs Total	Parent Initials
Name of teacher(s) who made contact Friday: Mrs. Schuster								390	Am
Friday	Morning mtg	Zoom	Y			N	45		
	ELA	Zoom lesson, canvas assignments	Y				75		
	Math	Zoom lesson canvas assignments	Y				60		
	Tier Time	Ind-work time					60		
	Social Studies	continue video, assignment					45		
	MUSIC	choice board					45		
	Research Project	→	Y				60	Fri Total	Parent Initials
								390	Am

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Student signature Allie MilfordDate 9-6-20

I certify that my child is enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Parent, guardian or responsible adult's signature [Signature]Date 9-6-20

Example of 9th Grade Daily Log

Remote Learning Daily Log



Week of August 31-September 4, 2020

Student Name Margaux Deveraux

Student ID Lunch #

Student Grade 9th

School Manhattan High School East Campus

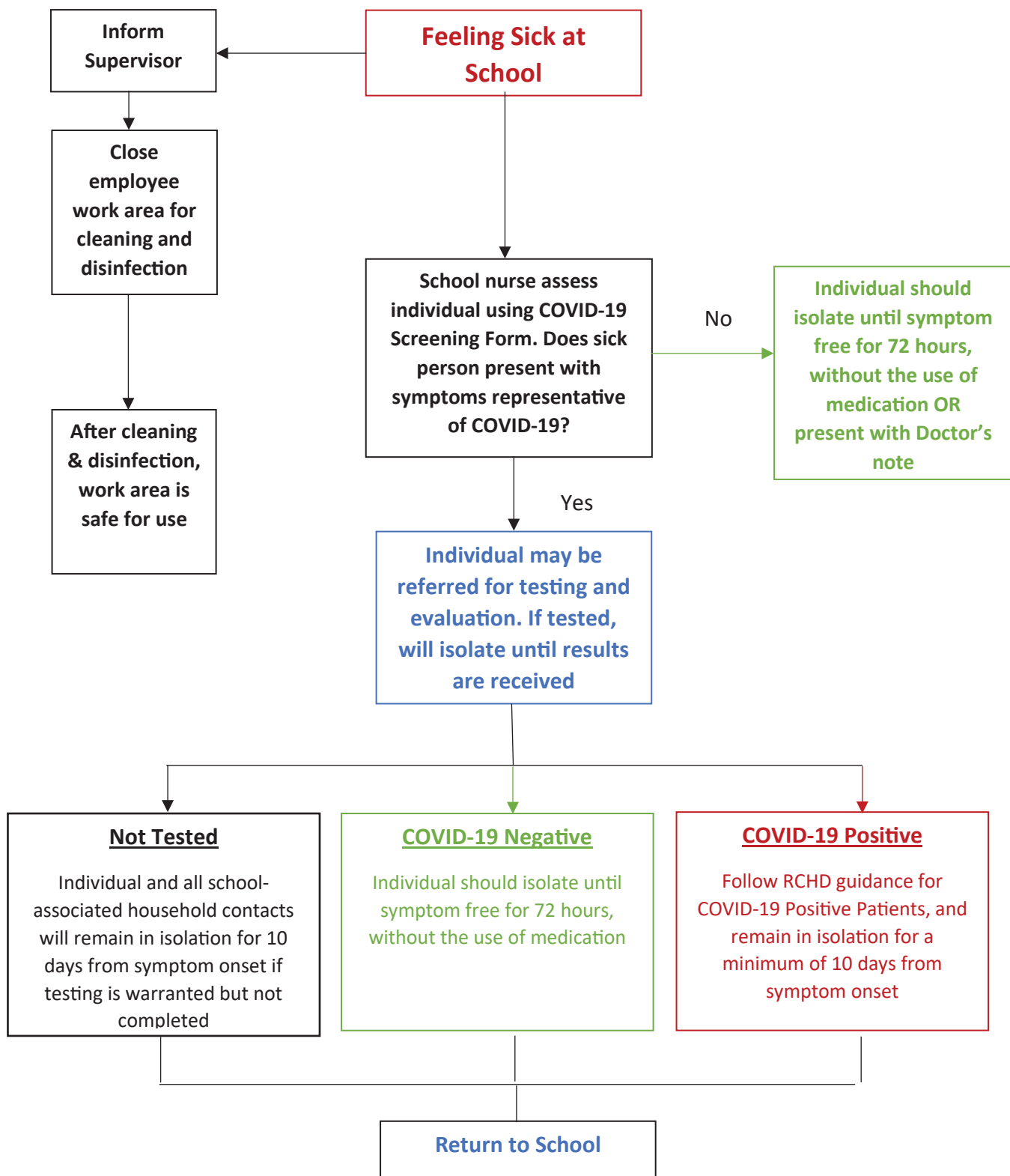
	Class	Activity	Assignments Completed		Test Taken		Minutes per Class	Total Minutes per Day	
			Y	N	Y	N			
Name of teacher(s) who made contact Monday:									
Monday	English/Donnelly	Zoom Virtual Class/Act I Romeo & Juliet/Complete Canvas Assignment	Y				90	on Needed	
	Biology/Smith	Zoom Virtual Class/Cell Function/Parts/Draw picture of cell submit on Canvas	Y				75		
	Algebra I/King	Pre-Assessment for prior knowledge	Y				50		
	World History/Jackson	Zoom Industrial Revolution/Begin designing a machine not yet devised and be prepared to demonstrate its function and impact on society (due 9/4/2020)	n/a				60		
	Orchestra/Yu	Pre-test on musical terms and forms such as symphony, concerto	Y				30		
	Mind/Body								
	Fitness/Hernandez	Zoom Virtual Work-Outs/log participation times in Canvas	Y				40		
	World Language (French 2)/Hartman	Pre-Test French parts of speech/Complete in Canvas	Y				45		
	Ceramics I/Doolittle	Pre-Test Ceramics Fundamentals	Y				90	390	Parent Initials
Name of teacher(s) who made contact Tuesday: Jackson, Yu, Hartman									
Tuesday	English/Donnelly	Zoom Virtual Class/Act II Romeo & Juliet/Complete Canvas Assignment	Y				40	Tues	Parent Initials
	Biology/Smith	Zoom Virtual Class/Review Cell Function/Parts/Complete Quiz on Canvas	Y				50		
	Algebra I/King	Zoom Virtual Class/Exponents/Complete Assignment on Canvas	Y				60		
	World History/Jackson	Continue with machine design/upload pictures to Canvas	Y				75		
	Orchestra/Yu	Practice cello for upcoming concert/Log practice time in Canvas	Y				75		
	Mind/Body								
	Fitness/Hernandez	Zoom Virtual Work-Outs/log participation times in Canvas	Y				45		
	World Language (French 2)/Hartman	Begin rough draft to write an Informative Essay in French	Y				60		
	Ceramics I/Doolittle	Choose ceramic jewelry design/begin construction of jewelry	Y				40	405	Parent Initials
Name of teacher(s) who made contact Wednesday: Smith, Donnelly, Hernandez, Doolittle									
Wednesday	English/Donnelly	Zoom Virtual Class/Act III Romeo & Juliet/Complete Canvas Assignment	Y				90	Wed	Parent Initials
	Biology/Smith	Zoom Virtual Class/Begin Building Model of Cell using selected materials	n/a				75		
	Algebra I/King	Zoom Virtual Class/Continue with Exponents/Complete Canvas Assignment	Y				50		
	World History/Jackson	Continue with machine design and begin construction after teacher approval	Y				60		
	Orchestra/Yu	Continue to practice cello for upcoming concert/Long practice time in Canvas	Y				30		
	Mind/Body								
	Fitness/Hernandez	Zoom Virtual Work-Outs/log participation times in canvas	Y				40		
	World Language (French 2)/Hartman	Continue with Informative Essay	Y				45		
	Ceramics I/Doolittle	Continue with ceramic jewelry					90	390	Parent Initials
Name of teacher(s) who made contact Thursday: Yu, Hernandez									
Thursday	English/Donnelly	Choice Board Writing Prompts Assignment	Y				40	Thurs	Parent Initials
	Biology/Smith	Continue with cell model and measure	n/a				50		
	Algebra I/King	Web based Exponent practice	Y				60		
	World History/Jackson	Technical writing for machine operation	Y				75		
	Orchestra/Yu	Continuing to practice cello/log practice time	Y				75		
	Mind/Body								
	Fitness/Hernandez	Zoom Class/log times on Canvas	Y				45		
	World Language (French 2)/Hartman	Finish writing Informative Essay/be prepared to share with class on Friday	Y				60		
	Ceramics I/Doolittle	Continue with ceramic jewelry design/construction	Y				40	405	Parent Initials
Name of teacher(s) who made contact Friday: Doolittle, Hartman, King									
Friday	English/Donnelly	Analyze the character Mercutio	Y				40	Fri	Parent Initials
	Biology/Smith	Compare and Contrast cell formation of cells A & B on Canvas	Y				50		
	Algebra I/King	Canvas Break Out Room/Cooperative Learning	Y				60		
	World History/Jackson	Peer editing of technical piece in Canvas	Y				75		
	Orchestra/Yu	Continue practicing cello/log times in Canvas	Y				75		
	Fitness/Hernandez	Zoom Class/log times in Canvas					45	Total	Parent Initials
	World Language (French 2)/Hartman	Share Informative Essays					60		
	Ceramics I/Doolittle	Complete construction of ceramic jewelry/upload pictures to Canvas					40		

I certify that I am enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Student signature Margaux Deveraux Date 9/4/2020

I certify that my child is enrolled and participating in courses offered through Manhattan-Ogden USD 383.

Parent, guardian or responsible adult's signature [Signature] Date 9/4/2020



Special Thank You to the Planning Committees

Instruction and Technology Committee

Cheryl McCormick
Abby Bowen
Sheree Lambert
Angela Bunker
Janell Shumaker-Walters
Karyn Sullivan
Brooke Blanck
Jackie Kirkaby
Roger Christian
Trina Dibbini
Andy Hutchinson
Elisabeth Nelson
Casey Ewy
Brandey Nelson
Lucas Loughmiller
Lucas Shivers
Ashley Smith
James Neff
Dave Martinez
Emily Cherms
Shelly Ingram
Seth Dills
Joyce Eckelberry
Tara Appel
Jenna Grater
Alyssa Gudenkauf
Erica Bammes
Michael Dorst
Vickie Kline

Budget and Support Committee

Eric Reid
Lew Faust
Kathy Stitt
Tracy Newell

Andrew Turner
Stephanie Smith
Andrea Adams
Mike Ribble
Matt Davis
Jaime Gregory
Jill Tatum
Karla Hagemeister
Darell Edie

Facilities and Safety Committee

Jurdene Coleman
Michele Jones
Beth Neitzel
Darell Edie
Erik Prohaska
Mindi Sturm
Roger Christian
Matt Davis

Coordination and Communication Committee

Matt Davis
Diane Denison
Trina Dibbini
Lew Faust
Lori Goodson
Karla Hagemeister
Curt Herrman
Paula Hough
Michele Jones
Eric Reid
Mike Ribble
Lucas Shivers
Andrea Tiede
Andrew Turner
Marvin Wade



USD 383 2020-21 PLAN

APPENDIX A SAFE REOPENING PRINCIPLES

- PLANS SHOULD BE IN PLACE FOR HIGH-RISK INDIVIDUALS TO WORK/LEARN.
- DEVELOP OPTIONS FOR REMOTE LEARNING, SHOULD THE SITUATION REQUIRE LIMITING IN-PERSON ACTIVITIES.
- PROMOTE HEALTHY HYGIENE PRACTICES, INCLUDING FREQUENT HAND WASHING, COVERING COUGHS AND SNEEZES WITH AN ELBOW, AND STAYING HOME WHEN SICK.
- INTENSIFY CLEANING AND DISINFECTION PRACTICES. FREQUENTLY TOUCHED SURFACES SHOULD BE DISINFECTED OFTEN.
- AS MUCH AS POSSIBLE, STUDENT GROUPS SHOULD REMAIN THE SAME AND NOT INTERMINGLE.
- A SIX-FOOT DISTANCE BETWEEN PEOPLE SHOULD BE MAINTAINED AS MUCH AS POSSIBLE.
- BARRIER MASKS/FACIAL COVERINGS ARE REQUIRED, PER GOVERNOR KELLY'S EXECUTIVE ORDER 20-59.
- LIMIT SHARING OF MATERIALS AND SUPPLIES. WHEN ITEMS ARE SHARED, THEY SHOULD BE DISINFECTED AFTER USE AND ALL INVOLVED SHOULD PRACTICE GOOD HAND HYGIENE.
- LIMIT NON-ESSENTIAL OUTSIDE VISITORS.
- MAINTAIN HEALTHY OPERATIONS. EACH BUILDING TEAM SHOULD ESTABLISH PROTOCOLS FOR THE MANAGEMENT OF STAFF AND/OR STUDENTS EXHIBITING COVID-LIKE SYMPTOMS, INCLUDING IDENTIFYING ISOLATION AREAS/SUPERVISION.
- APPROPRIATE PPE SHOULD BE SUPPLIED AND WORN WHEN HEALTH/MEDICAL PROCEDURES OR CARE STANDARDS NECESSITATE IT (CLOTH BARRIER MASKS/FACIAL COVERINGS ARE NOT CONSIDERED PPE).