



Together for Tomorrow (T4T) Reopening Plan Q&A

Aug. 7, 2020

Maize USD 266 has reviewed questions and provided the following answers, organized by the following topics. It is the district's intention to continue to update this document with additional information. Please note that the date next to the answer indicates the date the answer is posted.

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Delayed start

Q. Will there be a staggered start to school for kindergarten, 6th-, and 9th-grade students, as there have been in past years?

- A. The first-week-of-school schedule will be as follows:
- **Tuesday, Sept. 8:** preschool and kindergarten students with last names beginning with letters A through K, all students in grades 1 through 5, and students in grades 6 through 12 whose last names begin with letters A through K.
 - **Wednesday, Sept. 9:** preschool and kindergarten students with last names beginning with letters L through Z (but not those with last names beginning with letters A through K), all students in grades 1 through 5, and students in grades 6 through 12 whose last names begin with letters L through Z.
 - **Thursday, Sept. 10 and Friday, Sept. 11:** all students, with students in grades 6 through 12 following their assigned hybrid schedules. (Aug. 7)

Q. How will the delayed start affect athletics and activities?

- A. The district will continue to operate within the parameters of its [Facility Access Plan](#), which is regularly reviewed and updated based on a variety of factors during this time of heightened awareness. The district also will follow the guidance of the Kansas State High School Activities Association (KSHSAA) as well as that from [organizations including the National Federation of](#)

[State High School Associations and the National Association for Music Education](#). The district is working to implement safety precautions that will allow students to participate in most extra- and co-curricular activities. For those activities that pose the greatest risk to students and staff members, such as contact sports, instrumental music, and choral activities, some modifications to these activities may be necessary. (Aug. 7)

Q. If the 2020-21 school year is extended, does that affect the start of the 2021-22 school year?

- A. District leaders and the district's calendar committee of educators will review options for next year's district calendar. It is not anticipated that the 2020-21 calendar as proposed would affect the 2021-22 district calendar. (Aug. 7)

Q. How will the delayed K-12 start affect dual enrollment for students who also are taking college courses?

- A. The answer to this question will be dependent at least to some degree by the college partners. The answer may be different from course to course, as well. Administrators have communicated with postsecondary partners on the courses and programs and their relative start dates and locations. As plans further develop, students and staff members will receive information about specific details. The hope is that students will be able to access these dual credit opportunities as planned. (July 21, 2020)

Health and safety

Q. Is it possible to do temperature checks?

- A. Families will be asked to independently review a brief self-assessment for each child each morning prior to reporting to school. This includes a temperature check. Schools also will have thermometers and will test the temperature of students who display or express potential symptoms. For families who are unable to conduct a self-assessment prior to coming to school, the district will comply with all state and local requirements. (Aug. 7)

Q. If the district does not require elementary school students to wear face masks, will the district still allow families to send face masks for their elementary-age child(ren) to wear?

- A. If a parent wishes for his/her child(ren) to wear a face mask at a date/time not required by the district, the child may wear a face mask at school, during the school day, on the school bus, etc. One of the Universal Precautions in the district's proposed reopening plan indicates that the district will strictly follow state and/or local face mask-wearing requirements. In the absence of a state or local requirement, face masks will be worn based on current district guidance. Per current state executive order, all students and staff members will be required to wear a mask. (Aug. 7)

Q. How will social distancing work on school buses?

- A. Please refer to Transportation in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. Will instruction time be lost to safety procedures, such as students washing their hands hourly?

- A. While the necessary time and resources will be devoted to ensure safety and wellness, focus will remain on quality instruction and education, as well. (Aug. 7)

Q. Regarding face masks, what about students with special needs, such as breathing problems?

- A. This comes from the Kansas State Department of Education (KSDE) FAQ regarding Executive Order 20-59: Are students with special health care needs required to wear masks? 1(e) exempts persons with a medical condition, mental health condition, or disability that prevents wearing a face covering – this includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. 1(f) exempts persons who are deaf or hard of hearing, or communicating with a person who is deaf or hard of hearing, where the ability to see the mouth is essential for communication. (Aug. 7)

Q. How will the students be managed if there is someone they have come into contact with who tests positive for COVID-19?

- A. Please see Exposure Protocol and Procedures in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. What is the plan for when positive cases do happen? How will quarantine be managed? Will those involved switch to remote learning during that time?

- A. Please see Exposure Protocol and Procedures in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. Has it been considered to require students and/or teachers to wear gloves?

- A. In specific circumstances, employees will be encouraged to wear gloves. For instance, a supply of adhesive bandages and gloves will be provided to recess monitors, office staff members, and others in an effort to reduce visits to the health office. Coaches and sponsors also will have gloves to use as appropriate. (Aug. 7)

Q. What is the plan for assessing sickness in children? Children will still have the same illnesses they normally do, including strep throat, sinus infections, colds, flu, asthma, bronchitis, etc. Will a student be required to take the COVID-19 test in this situation? Will this decision be led by parents and the child's pediatrician?

- A. Please see Health Services in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. What if my child tests positive for COVID-19? Does every other student and teacher they have been around quarantine?

- A. Please see Exposure Protocol and Procedures in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. Will students experience less mixing of classmates?

- A. Generally, yes. Social distancing is one of the Universal Precautions of the draft Together for Tomorrow Reopening Guide. Students should keep moving and not congregate. Conversations held during passing periods should maintain appropriate social distancing. Student hallway lockers will not be used. Lockers will not be used. In elementary schools, students will remain in stable groups, to the extent possible, throughout the day. One purpose of the hybrid schedule for secondary students is to mitigate the risk of viral spread using social distancing, which is very difficult to accomplish without reducing the daily population. (Aug. 7)

Q. How does sending students to school only two or three days a week minimize risk?

- A. The district's Together for Tomorrow (T4T) Reopening Plan has a district-wide plan for Wednesdays, which includes time for cleaning, connecting with students, supporting students' remote learning development, IEP and parent-teacher meetings, professional development (on topics including curriculum/instruction alignment, competency development, technology, remote teaching/learning strategies, and small group activities, both in-person or remote). The normal school environment, including the physical makeup of classrooms and hallways, prevent social distancing at full capacity. Only having half of each secondary school's students present each day helps keep students farther apart and mitigate risk of transmission/exposure. (July 21, 2020)

Q. Will there be a waiver of liability that families sign?

- A. At this time, the district does not have a plan for such a document but may explore such option pending the advice of the district's legal counsel. (July 21, 2020)

Q. What data supports the plan that younger students are less likely to contract and spread the virus?

- A. The district continues to consider the advice, guidance, and research of several resources, some of which are listed on the [resources page of the July 13 presentation to the Maize Board of Education](#). According to one of those resources, [the American Academy of Pediatrics](#), "[children may be less likely to become infected and to spread infection.](#)" A [recent study indicates that older children are as likely to spread the virus as adults](#). (July 21, 2020)

Q. What is a safe age for children to be home alone?

- A. Children should not be left home alone before the age of 12, according to the [National SAFE KIDS campaign](#), but each child and his or her needs should be considered. [The American Academy of Pediatrics provides some factors for parents to consider before deciding whether a child is ready to be home alone](#). The Kansas Department for Children and Families offers guidance, as well, including that "[children from 0-6 years should not be left alone for even short periods of time. Children 6-9 years should be left for only short periods, depending on their level of maturity. The factors to follow should also be considered. Children 10 and above probably can be left for somewhat longer periods, again dependent upon the other factors.](#)" (July 21, 2020)

Q. Is the district concerned about face masks being a barrier to education?

- A. The district must balance health and safety and educational needs. At this time, [research supports the use of face masks to minimize the spread of COVID-19](#). While district leaders are eager for a time when such safety measures are no longer needed, educators will adapt as needed should face masks continue to be necessary for a safer learning environment. (July 21, 2020)

Q. What is the protocol if a student has a mask that is dirty or ineffective (ill-fitting, etc.)?

- A. The district will have face masks available for students and employees to wear, if needed. (July 21, 2020)

Q. Can students/educators wear face shields instead of face masks?

- A. Current guidance does not support face shields being an effective substitute for masks. In the medical field, they often are used as a secondary level of protection. There will be specific cases in which students and/or staff members may use face shields without masks as needed and in designated circumstances when necessary for individual instruction. (July 21, 2020)

Q. What will be the protocol for student restroom access?

- A. The district is exploring options to allow the safest use of restrooms. This may include limiting the number of students in a restroom at any given time and/or closing some restrooms as part of a plan to deep clean spaces. During class transition times, staff members may monitor restrooms to limit occupancy. (July 21, 2020)

Q. What happens if students do not comply with requirements, such as social distancing and face masks?

- A. District leaders and the Maize Board of Education will review policies and procedures related to personal protective equipment and safety measures. Students and visitors must comply with board policy to remain in schools and on district property. (July 21, 2020)

Q. Why are you willing to sacrifice social distancing for bus riders but not for the students at the buildings?

- A. This comment was made during a board of education presentation simply as a talking point. However, the district is legally obligated to provide transportation to and from school for many students. The limited supply of qualified staff members may, at times, limit the district's ability to have students socially distanced while riding a bus. Other preventative measures will be implemented to mitigate the risk of virus transmission. (July 21, 2020)

Q. What will the face mask requirements/expectations be for elementary school students?

- A. District leaders continue to explore this. (July 21, 2020)

Q. How can educators wear masks while allowing students to see their smiles/mouths/lips while teaching?

- A. The district is exploring face masks with a clear portion for employees who support students with hearing issues, those in primary grades, or have other specific learning needs. (July 21, 2020)

Q. How can elementary students go to school all day and still socially distance in their classroom?

- A. District leaders considered the need for elementary students to have daily face-face instruction and research on reduced rate of transmission among younger children. The district will implement many other steps to mitigate health concerns for these students and staff members. (July 21, 2020)

Q. Has the district considered zoning options so that cases are limited and tracing is much easier? Could students, for example, learn in smaller clusters or pods?

- A. Staff members are working on strategies to keep students in consistent groups and limit mixing groups when possible in order to reduce the number of students and staff members who may be exposed to a positive case and then need to quarantine. (July 21, 2020)

Assessments

Q. How will state assessments be handled for full-time remote learners?

- A. The Kansas State Department of Education (KSDE) has not yet published requirements regarding the administration of state assessments for full-time remote learners or the testing window for when state assessments will take place. It is possible that remote students will be required to complete state assessments in a setting that is proctored by qualified staff members. (Aug. 7)

Q. Will students receive grades rather than pass/fail?

- A. Yes. (July 21, 2020)

Operations

Q. Will the district have all of the safety and cleaning products it needs, including hand sanitizer, in light that some material has been short on stock and given recent recalls?

- A. District leaders have been working this summer to establish vendors and supply chains on items needed/desired for the district and schools this summer, including thermometers, hand sanitizer, touchless water bottle water fountains, face masks, plexiglass barriers at front office desks, etc. The district will routinely monitor inventory and availability and make adjustments as needed. (Aug. 7)

Q. Will school buildings be cleaned every night?

- A. Please see Cleaning and Sanitizing under Universal Precautions in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. What cleaning will happen during nights after school is held face-to-face in buildings?

- A. District leaders are developing a plan for daily and weekly cleaning of schools and other spaces. This includes the use of district-owned and -operated electrostatic sprayers used to dispense hospital-grade Vital Oxide disinfectant. (July 21, 2020)

Q. If daycare centers can be open, why can't schools?

- A. Daycare centers and public schools are not governed or operated by the same types of governing boards, state departments, etc. Many daycare centers are privately owned and operated. [\(Please also see the answer to the question "What data supports the plan that younger students are less likely to contract and spread the virus?"\)](#) (July 21, 2020)

Q. Will there be arrangements to allow for increased parent pick-up/drop-off, considering more parents may be transporting their children to avoid potential increased exposure on school buses?

- A. The district has asked parents about their intention to use district transportation this fall and will review the results when developing its plan for student dropoff and pickup time. (July 21, 2020)

Q. Will the hours of the face-to-face school day be adjusted to stagger start and stop times?

- A. District leaders are evaluating this potential, but transportation schedules and challenges make this very difficult. (July 21, 2020)

Q. What can be done to improve ventilation in schools?

- A. The district continues to review options, including maximizing fresh air, using fans, and providing time for students and employees to go outside for fresh air. The schools are equipped with air handlers and/or dedicated outdoor air systems that actively exchange the indoor air with outdoor air when the system is running. This process is established and automated by the building automation controls. District HVAC staff members have been working with contractors to verify the operation of each component of these systems, as well as reviewing programming to ensure exchange rate standards are being met. (July 21, 2020)

Pivoting between face-to-face/hybrid/remote learning

Q. Is it possible that the plan will change at the quarter or semester?

- A. The Maize Board of Education reserves the right to change school policies, including learning models available (hybrid, remote, etc.) at any time to meet the health and educational needs of students. It is expected that the board of education and superintendent will establish a formal

process using a set of metrics to determine the appropriate transition between learning models. (Aug. 7)

Q. If a family chooses to homeschool for 2020-21, what are the requirements for the student to return to USD 266 the following school year? Will the student have to test in? Will they be able to advance to the next grade level?

- A. All homeschools are classified as Non-Accredited Private Schools in Kansas. Homeschools are required by law to register the name and address of the private elementary or secondary school (homeschool) with the Kansas State Board of Education. More information about requirements can be found [here](#). Upon returning to Maize USD 266, students' grade-level placements will be determined by administration and may be decided based upon results of district-administered assessments. (Aug. 7)

Q. If a family chooses to homeschool for 2021, how can they find out what topics will be covered in a specific grade and subject?

- A. The Kansas Curricular Standards can be found [here](#). (Aug. 7)

Q. Are there restrictions that will limit a student's ability to change to and from face-to-face learning and full-time remote learning or vice-versa?

- A. According to the draft Together for Tomorrow (T4T) Reopening Plan: The Full-Time Remote Learning Option 1 - Remote Rigorous for PreK-12 requires a quarterly commitment for grades Prek-5 and a semester-by-semester commitment for grades 6-12. The Full-Time Remote Learning Option 2 - Remote Independence for Grades 6-12 is a semester-by-semester commitment. For either option, a transition prior to the terms stated may be considered by both district and building administrators based on need. Please see Teaching and Learning in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. If a student is physically attending school and becomes sick, will he or she be allowed to switch to remote learning during quarantine?

- A. The guidelines for this transition will be outlined in the final plan. It will be the district's goal and expectation for in-person students to continue learning at the same pace with their normal teachers/schedule as they are able. (Aug. 7)

Q. Should COVID-19 cases rise in the OneMa1ze community and beyond, how will the district respond to that? Might it need to transition to fully online?

- A. This will be something considered by the Maize Board of Education. ([Please see the question "Is it possible that the plan will change at the quarter or semester?"](#)) (Aug. 7)

Q. If we choose remote learning for our child(ren), will there be the option to return to face-to-face learning? If so, when could we opt to make that transition (at quarter, at semester)?

- A. The district plans to create a path for full-time remote learners to return to the traditional learning environment. The plan will be dependent on community health data, staffing availability, and mitigation strategies. (July 21, 2020)

Q. Will the district look at changing between these approaches (face-to-face, hybrid, remote learning) based on COVID-19 case?

- A. Yes, one of the major reasons for implementing the hybrid schedule is to provide the best opportunity for success when a transition is necessary. (July 21, 2020)

Q. Will this be the plan for the entire 2020-21 school year?

- A. It will be the goal of the district to return all students to the traditional learning environment and schedule as soon as possible. This transition will be dependent on community health and safety guidance. (July 21, 2020)

Q. How often will this situation be assessed?

- A. District leaders will be constantly reviewing the situation, but transitions and any changes will take some time to implement. (July 21, 2020)

Q. What metric are you using to judge when we can return to a more normal schedule?

- A. There are several components, including the district's ability to mitigate and manage virus transmission, the ability to maintain necessary staffing levels, data about community spread, and guidance from state and county health agencies. (July 21, 2020)

Q. Would a student who transitions between being a full-time remote learner and a face-to-face student retain the same teacher?

- A. It is too early to know for sure, but this seems unlikely at this time. (July 21, 2020)

Weekly schedule

Q. Could middle school students stay in just one classroom with the same group of peers and have the teachers rotate to them to minimize student movement and potential exposure?

- A. Schedule work is being done now and every attempt will be made to minimize student transitions. The plan will reduce the number of students in the buildings because it will be more difficult to keep groups together at the secondary level. (Aug. 7)

Q. Can there be an option for students to attend school five days a week for teachers/students who prefer that?

- A. At this time, the Together for Tomorrow (T4T) Reopening Plan does not include a plan to have students in schools face-to-face five days a week. During the process to develop the reopening plan, the need for midweek deep cleaning, as well as other Wednesday activities, was identified. The district's Together for Tomorrow (T4T) Reopening Plan has a district-wide plan for Wednesdays, which includes time for cleaning, connecting with students, supporting students' remote learning development, IEP and parent-teacher meetings, professional development (on topics including curriculum/instruction alignment, competency development, technology, remote teaching/learning strategies, and small group activities, in-person or remote). (July 21, 2020)

Q. How will it be decided when secondary students will go to school (Monday-Thursday or Tuesday-Friday)?

- A. The plan includes allowing siblings enrolled in the same school to attend school on the same days whenever possible. District leaders recognize the challenges of blended families and will work to accommodate, if possible. The most likely plan will use an alpha system according to students' last names. The district also will work with families in cases in which siblings have different last names. (July 21, 2020)

Q. What daycare/childcare options are there for families on Wednesdays or days their children will not be in school?

- A. Maize USD 266 leaders acknowledge the challenge that this plan places on parents and families. District leaders are working with district partners to explore possible solutions. (July 21, 2020)

Q. What steps will be taken to ensure teachers are capable or skilled to teach remotely? Will students be expected to spend seven to eight hours in front of a screen?

- A. A T4T team of Maize employees and educators dedicated to professional learning are developing rigorous professional development for Maize USD 266 educators with a goal of a successful remote teaching and learning experience and an emphasis on building relationships. The district is exploring options for remote learning and will be able to benefit from expertise, experience, and support from virtual educators at Maize USD 266's Maize Virtual Preparatory School. Unlike the Continuous Learning Plan used in the spring, the district will be able to exchange materials such as books, worksheets, etc. (July 21, 2020)

Q. How will this plan work for households with two working parents or single parents?

- A. Maize USD 266 leaders acknowledge the challenge that this plan places on parents and families. (July 21, 2020)

Q. If the district deep-cleans middle and high schools on Wednesday and weekends, could the same students attend Monday-Tuesday or Thursday-Friday to minimize the risk of spread by having two groups of students in the building back-to-back before the deep cleaning?

- A. District leaders considered this strongly and leaned toward the current proposal, which favors best instructional practices. Two days physically in school and five days physically out of school (including the weekend) likely would not be as instructionally effective. (July 21, 2020)

Q. How will projects be handled for those students who are enrolled in Career Academy classes or if there are labs that require teaming up and require more than one day to complete?

- A. The district administrative team is working with postsecondary partners on the fall semester's dual credit courses. These conversations include seat time requirements, practicum opportunities, etc. As administrators and teachers revisit all Career and Technical Education (CTE) classes and curriculum, they will examine how competencies can be achieved within the parameters of the Together for Tomorrow (T4T) Reopening Plan. Some classes may dictate more or less frequent time in the classroom, and staff members are working on this strategy. (July 21, 2020)

Q. Will there be changes to the 2020-21 district calendar? Will there be changes to breaks, such as winter break, during the 2020-21 school year? Will the weekly schedule be adjusted if there are not five school days in a week, such as during holidays, etc.?

- A. District leaders, school administrators, and educators will review the district calendar and lesson plans in a similar way to how educators have made adjustments and adaptations to lesson plans when semesters or terms are not the exact same length or when a snow day occurs, etc. The entire district calendar is being evaluated to maximize instructional time. The Maize Board of Education will consider proposed changes prior to the start of school. (July 21, 2020)

Q. What are the expectations for middle and high school students on the three days they are not in school face-to-face?

- A. Educators will explore options for remote learning, homework, independent study, digital platforms, etc., maximizing technology available via the district's one-to-one device plan. Teachers will communicate expectations to their students in advance. (July 21, 2020)

Q. Why does the T4T Reopening Plan have middle and high school students attending face-to-face two days a week and elementary school students attending face-to-face four days a week?

- A. There are several factors that led to this idea, including that middle and high school students would be better able to self-direct in a remote learning setting. Research also emphasizes the need for our youngest students to have face-to-face frequent engagement with a teacher to develop numeracy skills and other elements that are foundational to a lifetime of learning. [\(Please also see the answer to the question "What data supports the plan that younger students are less likely to contract and spread the virus?"\)](#) (July 21, 2020)

Q. Is it possible for sixth-grade students to attend school for four days a week for additional academic and social support?

A. District leaders are considering this option. (July 21, 2020)

School schedules

Q. How will PE on any level be handled?

A. Physical Education teachers will follow the universal precautions listed in the T4T Reopening Guide. Classes may be taught outdoors (weather permitting) when instructionally appropriate. (Aug. 7)

Q. Could 6th- and 9th-grade students be taught face-to-face on Wednesdays? They are going through the most changes and are the most developmentally immature.

A. Please see In-Person Learning Option in the [draft Together for Tomorrow Reopening Guide](#). One purpose of the hybrid schedule for secondary students is to mitigate the risk of viral spread using social distancing, which is very difficult to accomplish without reducing the daily population. (Aug. 7)

Q. How can the district help align schedules for families with children at different schools?

A. District leaders will work to be as flexible as possible to provide solutions for school social distancing, transportation, and family needs. ([Please also see the answer to the question “How will it be decided when secondary students will go to school \(Monday-Thursday or Tuesday-Friday\)?”](#)) (July 21, 2020)

Q. Will elementary schools have class parties?

A. Class parties and outside food, beyond food specifically packed for a student meal or food that is otherwise medically necessary in predetermined circumstances, are prohibited in the current plan. Educators may explore virtual options. (July 21, 2020)

Q. Will elementary schools have specials (library, music, PE)?

A. One option the district is exploring is to have students participate in specials in their classroom to minimize student movement in the school to minimize exposure. Some activities, such as singing or certain sports, may need to be adapted. (July 21, 2020)

Q. Will elementary schools have recess?

A. Yes, it is the goal for students to have outside time and even “mask breaks,” but those details still need to be developed. (July 21, 2020)

Remote learning

Q. For full-time remote students, when will teachers be available to help?

- A. Teachers, whether supporting students face-to-face in the classroom or remotely, will be available to assist students with their education, including social-emotional learning, via lessons and relationship-building. Educators can work to communicate a schedule to students and their families that allows for adequate help while still realizing that the district will not expect teachers to be available 24/7. (Aug. 7)

Q. What will the expectations and daily schedule be for full-time remote learners? What will the format be?

- A. Please see Remote Learning in the [draft Together for Tomorrow Reopening Guide](#). (Aug. 7)

Q. If a student opts for remote learning, will classes be taught by Maize USD 266 teachers? Or will they be done through an outside agency such as Edgenuity?

- A. Remote learning may include both online and offline learning. There are two options. Both remote options will be taught by a Maize USD 266 teacher, as required by the state. Both programs require the submission of a daily log.
- **Full-Time Remote Learning Option 1 - Remote Rigorous for PreK-12:** This option will have required attendance at predetermined times for the courses. The student would have less control over his or her daily schedule.
 - **Full-Time Remote Learning Option 2 - Remote Independence for Grades 6-12:** This option would include a blend of offline learning and online learning, which students can access as their schedule permits. This option also offers more schedule flexibility and will include some Edgenuity curriculum, has been used in recent years by the district and the Maize Virtual Preparatory School. (Aug. 7)

Q. For high school students, would all courses, including honors, AP, and dual credit classes, be offered online?

- A. The district will make every effort to offer the same core curriculum, but it will be dependent on the availability of instructors and enrollment numbers. Not all elective courses may be available due to the nature of course requirements and staff availability. This will be determined as schedules are modified based on student learning model selections. (Aug. 7)

Q. Will all students, including those in elementary school, be assigned a Chromebook in order to complete schoolwork on remote days?

- A. Each child will be assigned a Chromebook, and the family can check out a hotspot, if needed. (Aug. 7)

Q. If a family of an elementary child chooses the remote learning path, will they still stay connected to the same school they have attended previously (and would a parent still be able to stay connected with the PTO, etc.)?

A. Yes. (Aug. 7)

Q. Will students who are 100 percent remote learners have an online teacher? Will that teacher be the same as the in-class teacher?

A. Yes. The full-time remote teachers are being reassigned from the district's teaching corps. If a student enrolls in the remote option, his or her assigned teacher will likely change from what is listed in Skyward Family Access now. (Aug. 7)

Q. Will the remote learners use the same curriculum as those students in class?

A. Yes. In some cases, students will have an e-book instead of a traditional textbook. The content will be the same content. (Aug. 7)

Q. How will remote learning look different from the Continuous Learning Plan?

A. The Continuous Learning Plan and the Together for Tomorrow (T4T) Reopening Plan are not the same plan. The Continuous Learning Plan's focus was to support students and maintain what they already had learned during the 2019-20 school year. The T4T plan will have more academic rigor by design. It will include lessons, assignments, assessments, and will be as close to the normal environment as possible. Students will be expected to participate regularly and continually, as attendance/participation will be logged each day. (July 21, 2020)

Q. How can middle school students keep track of everything, with multiple teachers and classes?

A. The spring's Continuous Learning Plan revealed this as a significant challenge for many, especially at the middle school level, and that team is working to create a "hub" to better facilitate the organization of materials and communication. (July 21, 2020)

Q. Is the Maize Virtual Preparatory School an option for Maize students?

A. Maize USD 266's Virtual Preparatory School is a virtual school that has no openings for 2020-21 and 184 students on its waitlist for 2021-22. The Together for Tomorrow (T4T) Reopening Plan is not seeking a virtual school experience, but rather is incorporating remote learning into a more traditional bricks-and-mortar learning environment. The district will lean on MVPS' expertise and perhaps some resources to bolster the remote learning portions of the T4T plan. (July 21, 2020)

Q. Is it possible for teachers to use a consistent method for delivering lesson plans to students?

A. One goal of the Together for Tomorrow (T4T) Reopening Plan is to identify preferred platforms, such as Seesaw or Zoom, for students to use to help avoid potential confusion among students, parents, and educators. (Please also see the answer to the question "How can middle school students keep track of everything, with multiple teachers and classes?") (July 21, 2020)

Q. Could all classes be streamed?

- A. It is not a simple solution for the district to provide this, as the district must take care to protect student privacy and comply with the [Family Educational Rights and Privacy Act](#). (July 21, 2020)

Q. Would a student with an individual education plan (IEP) forego services if he/she is a full-time remote learner?

- A. No, the student participating in remote learning will not forego services. If a parent and the other members of the IEP Team agree that a student with a disability could or should participate in a remote learning option offered by the school district, the IEP Team should determine whether any changes are needed to the services and supports in the IEP in order for the student to participate in the alternative option.

Should a parent elect to have a student participate in remote learning for the 2020-21 school year and the other members of the child's IEP Team do not believe that the parent's choice for full-time remote will confer a free appropriate public education (FAPE), then the school's offer of FAPE should remain intact in the child's IEP. However, the IEP team also should create a temporary plan for the services and support necessary for the student to participate in the alternative option selected by the parent. (July 22, 2020)

Q. How do remote learners take their classes that are highly hands-on, such as weights class, EMT class, etc.?

- A. Unfortunately, some classes (or portions of some classes) simply may not be available in the remote environment. (Please also see the answer to the question "How will projects be handled for those students who are enrolled in Career Academy classes or if there are labs that require teaming up and require more than one day to complete?") (July 21, 2020)

Supporting students

Q. How are children with special learning plans, improvement class, and/ or additional needs that require face-to-face interaction being considered in the T4T planning?

- A. As Maize USD 266 moves forward with reopening schools and educating students, the study of data and focus on students who face obstacles in access, engagement, and progress in learning will remain a priority for school personnel. The district is committed to remaining flexible and responsive with the programs, services, and educational supports necessary for students to continue to access and make progress with instruction delivered in the brick and mortar, hybrid, or remote educational setting. Students with existing 504 plans or IEPs will be provided equal access to the same educational settings (face-to-face, hybrid, remote) and attendance expectations as their grade-level peers. In the event some modification to attendance needs to be considered in light of the student's unique circumstances, the 504 and/or IEP team will meet, review all relevant data, and determine if the student requires modifications to the grade-level attendance schedule in order to address documented disability-related impacts and continue to receive a free appropriate public education (FAPE). (Aug. 7)

Q. How will the district support students who have a 504 or individualized education program (IEP) plan, especially for secondary students who will be learning remotely three days a week?

- A. Students with existing 504 or IEPs will be provided equal access to the same modes of instructional delivery as their grade-level peers. Schools continue to have an obligation to provide a free appropriate public education (FAPE) to students with disabilities. Maize USD 266 will make every effort to provide special education and related services to students in accordance with each student's individualized education program (IEP) or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504. In any instance when a student is not making appropriate progress, the 504 or IEP team would need to meet and discuss what changes can be made to the services and supports to address the student's lack of progress. Specialized instruction, related services, and service delivery options considered for any individual student should seek to comply with health and safety guidance from public health officials and the district with the primary consideration of the health and safety of students and staff members. (July 22, 2020)

Q. Would students with an individualized education program (IEP) have an option to attend in-person all four days?

- A. Students with existing 504 or IEPs will be provided equal access to the same educational settings (face-to-face, hybrid, remote) and attendance expectations as their grade-level peers. In the event some modification to attendance needs to be considered in light of the student's unique circumstances, the 504 and/or IEP team will meet, review all relevant data, and determine if the student requires modifications to the grade-level attendance schedule in order to mitigate documented disability-related impacts and continue to receive a free appropriate public education (FAPE). Decisions will be made on a case-by-case basis and in collaboration with the student's parent/guardian and appropriate school staff member(s). (July 22, 2020)

Q. How will the district support students with disabilities?

- A. Maize USD 266 will make every effort to provide special education and related services to students in accordance with each student's individualized education program (IEP) or, for students entitled to free appropriate public education (FAPE) under Section 504, consistent with a plan developed to meet the requirements of Section 504 while maintaining compliance with health and safety guidance from public health officials and the district with the primary consideration of the health and safety of students and staff members. (July 22, 2020)

Q. How can the district support students suffering because of social isolation?

- A. Maize USD 266 will continue to prioritize character education and the value of relationships using successful programs including Maize Way, Second Step, and Capturing Kids' Hearts. The Together for Tomorrow (T4T) team includes a committee working to identify methods and tools to support social-emotional needs of students, families, and employees. (July 21, 2020)

Supporting parents/families

Q. How can parents further share their opinion?

- A. E-mails sent to t4t@usd266.com are being shared with district leaders and members of the Maize Board of Education. (July 21, 2020)

Q. Will elementary latchkey be offered?

- A. In past years, the district has partnered with the Greater Wichita YMCA to provide before- and after-school programs in select schools. The district is exploring the status of this arrangement now. Currently, the YMCA only is licensed by the Kansas Department of Health and Environment (KDHE) to use portions of Maize school buildings, typically cafeteria, gym, and playground spaces. To minimize group sizes and maintain social distancing, this may need to be expanded. This is not a quick process. (July 21, 2020)

Developing the plan

Q. If 70 percent of parents are comfortable with their child(ren) returning to school, why wasn't the majority voice given consideration?

- A. District leaders gave consideration to this data. The survey was conducted at that time to begin to get a sense of how families felt about the current environment at that time. Since that poll, there have been significant changes in community spread of the virus. The decision about how and when to begin the school year is complex and requires numerous data inputs. (July 21, 2020)

Misc.

Q. Do students need the same school supplies as the current lists indicate?

- A. Yes. No changes have been made to school supply lists at this time. It is likely that masks, hand wipes, and other sanitizers will be recommended/required. (July 21, 2020)

Q. How will classes such as internships work?

- A. District leaders and educators will explore options on a case-by-case basis regarding internships, shadowing, and other opportunities in the community. (July 21, 2020)