Continuous Learning Task Force Guidance

KANSAS STATE DEPARTMENT OF EDUCATION

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MARCH 27, 2020

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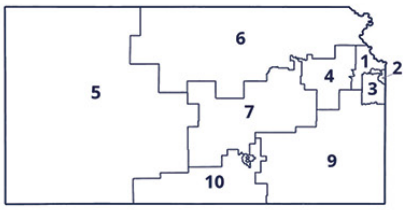

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MARCH 2020

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CONTINUOUS LEARNING TASK FORCE GUIDANCE

Executive Summary

The Continuous Learning Task Force's primary goal was to develop guidance for Kansas educators to meet the immediate need of supporting learning outside of our normal practices. The team intentionally adopted the word "Continuous" as a means to bring clarity and focus to the experience of our teachers, students and families as we finish the 2019-2020 school year. Avoiding terms like "distance learning" or "virtual learning" helps our school leaders to think globally and progressively about how to best meet the learning needs of all learners. One common refrain throughout this team's short time working together has been a message of inclusiveness and equity. The guidance and resource documents from the team will reflect these priorities.

The Continuous Learning Task Force has provided a framework with guidance and support materials. We recognize that each district will have to make many local decisions that are unique to their student population, staff, and resources. The Continuous Learning Task Force encourages districts to develop and implement Continuous Learning plans in partnership with local county health departments, families, staff, and local boards of education. The following common themes have emerged from the team's work:

1. Focus on essential learning for students -- "Less is More"
2. Be flexible and ready to adapt when needs arise
3. Emphasize relationships in this new learning environment
4. Support local decision making to honor local needs
5. Decisions must support all populations of students
6. Encourage use of materials, resources and platforms that are already in use
7. Instructional models may be a blending of non-technology, face-to-face and virtual platforms
8. Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
9. Support and training for all staff will occur prior to implementation of the school's program and throughout the duration of the remaining school year
10. Extend grace to all in these unique and trying times

The Continuous Learning Task Force's guidance includes the following components that can guide districts as they meet the needs of their students.

- Essential Questions for Administrators
- Essential Questions for Teachers

- 5 Day Plan for Establishing Continuous Learning
- A Sample 5 Day Professional Learning Plan
- Sample Parent Survey
- Recommended Time Guidelines for Students Across Grade Bands
- Content and Grade Level Guidelines for the following areas
    - Early Childhood
    - Elementary
    - Secondary ELA
    - Secondary Math and Science
    - Special Education
    - Student Support Services
    - Social Emotional Learning
    - English Language Learners
    - Technology
    - Family Partnerships
- Alternatives to Technology Resources
- Free Resources Links

The Task Force recognizes the priority of involving key stakeholders through the process of implementing a successful continuous learning plan. Teacher leaders and the technology department will be valuable voices to involve throughout the process. Significant time and resources have been included to help develop a technology support framework. These include, but not limited to, the following areas:

- Use of School Devices at Home
- Copyright and Student Safety
- IT Support
- Teacher Professional Development
- Educator Safety
- Digital Tools and Resources
- Learning Platforms
- Internet Provider Partnerships

The dedicated Continuous Learning Task Force voluntarily convened for 72 hours over the course of three days on this work. These teacher leaders shared their expertise and insight to help create this document for all Kansas communities. It is with sincere appreciation that we say thank you to the following team members for their commitment:

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Essential Questions for Administration

Administrative

1. What information must be gathered? (see sample survey)
    1. Technology available to students; internet/data and devices
    2. Student/family needs and preferences
    3. Opportunities for family suggestions/feedback
    4. Staff Needs Assessment

After you gather the information, please examine it with stakeholders and respond as needed to the needs shared. This is to get to know more about the students and families you are serving.

Can we bring students or staff into the building to work in small groups?

- First and foremost, follow the guidance, policies, and procedures of your local county health department/local health officer. The most current information always resides at the community level.
- Stay informed and know where to go for the most current information. Sources of accurate information include the CDC, KDHE, KSDE, and your local county health department/local health officer.
- Develop or update emergency preparedness and continuity of operations plans to address possible disruptions in program operations that include the following:
    - Critical functions and positions and plan for alternative coverage in the event of staff absences or closure;
    - Methods to communicate with staff and parents in the event of closure; and
    - Flexible sick leave policies that encourage staff to stay home when sick or when caring for sick family members.

Staff members who will be meeting should practice self-care, personal hygiene, and social distancing. They should follow all workplace policies and general guidance that includes staying home if sick, washing hands regularly and for at least 20 seconds with soap and water, and covering coughs and sneezes (in the arm/elbow).

We recommend requiring administrative approval for any in-person meetings and developing guidelines for how to interact during meetings that ensure social distancing. Busing must be an option for students. ALWAYS consult local health officials for current guidance.

At the time of scheduling a meeting, assess the family's situation by asking the following questions.

- Has there been travel within the last 14 days in a state or country identified as a hot spot?
- Has there been any exposure to an individual diagnosed with COVID-19?
- Is anyone in the home/family showing signs of illness including:
    - a fever greater than 100 degrees;
    - cough; and/or
    - shortness of breath.

If the answer to any of these questions is yes OR the family prefers not to have an in-person meeting, the meeting should be rescheduled for a later date or conducted virtually.

- As a general rule, reschedule the visit no earlier than at least 14 days. The 14-day recommendation is based on current guidance for self-quarantine related to COVID-19. Please refer to the KDHE COVID-19 Resource Center (http://www.kdheks.gov/coronavirus/index.htm) for the most current recommendations for quarantine and isolation and how to prevent spread.

While conducting the meeting

- Reassess risk by asking the same questions at the time of arrival and before entering the home/clinic/location for the visit. If the answer to any question is yes, act as directed above.
- Don't shake hands or touch others when greeting or interacting.
- Wash your hands frequently and use hand sanitizer when soap and water isn't available.
- Limit unnecessary contact with surfaces/items and avoid shared use of tablets, laptops, writing utensils, and cell phones. Regularly wipe-down all items.
- Follow the current COVID-19 guidance to protect yourself and those you come in contact with.

How do we get technology and personal materials to the students? How do we collect them at the end of the year?

Schools should consult with the local county health department/local health officer to implement policies and procedures, including practices for cleaning and sanitizing items prior to pickup and health screening protocol for individuals entering a school building. This may include designating times for students to pick items up either by driving through, or setting times for small groups to come to the school to pick items up.

What professional learning will staff need?

We have created a 5 day professional learning plan that is a general framework. Each district will need to make many local decisions. It is our recommendation that you "go slow to move fast" with professional learning, giving staff ample time to prepare, learn technology if needed, and ask questions. Much time and communication needs to be spent locally determining the critical outcomes that are needed to be met before the end of the school year. "Less is more" and focus on what is critical for advancement to the next grade level or graduation. We have also included a sample plan for you to consider as a jumping off point.

How will we meet SPED requirements?

KSDE's Special Education and Title Services Team has put out guidance to special education directors and it is posted on the Special Education Services page of the KSDE website, https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education. The district's special education director and the KSDE guidance should be consulted when making decisions regarding students with IEPs.

Without going into the specifics of this guidance, IEPs may NOT be universally modified.

How do we deliver food and materials to students?

If you determine that your current plan for serving meals is not meeting the needs of the community, and are considering using a survey to evaluate the effectiveness of the current plan, please contact Cheryl Johnson first. Do not send out a survey without contacting KSDE, as federal child nutrition programs are required to follow very specific guidelines regarding communicating to families and participant confidentiality.

Many schools are providing free meals through the USDA Summer Food Service Program due to Unanticipated School Closure for COVID-19. Meals are available to kids and teens ages 1-18 who come to a meal site or are part of a mobile route. Free meals will help families save money and stretch their already tight food budgets. Food served is healthy and follows USDA nutrition guidelines. Different from the summer meal program, meals will not have to be eaten on-site, but can be taken home. No application or proof of income is needed.

> Schools participating in School Nutrition Programs and institutions participating in the Child and Adult Care Food Program may be dismissed or closed due to Federal, state, or local public health requirements for social distancing due to COVID-19. Under these circumstances, Sponsors of Child Nutrition Programs may continue to serve meals to children affected by school or child care closures through the Summer Food Service Program (SFSP) or the Seamless Summer Option (SSO).

The Kansas State Department of Education has received approval of two waivers from the USDA Food and Nutrition Services (FNS). Specifically, they have waived the requirements to serve meals in a congregate setting and to serve meals at a non-school site for COVID-19 related SFSP or SSO meal service operations.

The waiver of the congregate feeding requirement for approved SSO and SFSP sponsors in good standing was approved through June 30, 2020, or upon expiration of the federally declared public health emergency, whichever is earlier. This flexibility allows for approved Sponsors to provide meals to be taken and consumed offsite, to allow for social distancing during the novel coronavirus.

Sponsors are not required to provide meal service during school closures. However, USDA FNS appreciates the willingness of Kansas Sponsors to consider continuing their meal service operations to ensure children receive meals they need during COVID-19 conditions. If you have questions or would like to serve meals during a school closure contact Cheryl Johnson (mailto:cjohnson@ksde.org), Jill Ladd (jladd@ksde.org) or Julie Henry (mailto:jhenry@ksde.org) for more information.

How do we communicate with the community? What are effective ways to ensure transparency?

Communication tools are important in this arena! We suggest emails, social media, and websites; keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. This may include designating a point person for each ESOL family/caregiver to access over the phone interpreting and/or designating specific personnel who can provide interpretation services. We recommend that administrative/leadership teams confer frequently at times when important information needs to be shared to the public and to school staff. Having consistent messaging and clarity of the school's plan is it critical. *It is HIGHLY recommended building administrators do a weekly group check- in with all staff using Zoom.*

How important will it be for each teacher to have the same "office hours?"

Having designated hours each teacher will be accessible online is recommended. This provides consistency and structure. However, be aware that some households will be sharing a device, so it is important that teacher availability is spaced out over the day so all students can have an opportunity to contact their teacher. Be sure to communicate what platform the district will be using for communication. Recommended platforms are:

- K-5^{+} : SeeSaw
- Grades 6-12: Google Classroom, Microsoft Classroom, Bloomz

What are our requirements/obligations to student teachers?

Student Teaching Recommendations – as it is the university responsibility to verify program completion, including student teaching and the candidate work sample. We are providing the following information:

You are urged to encourage your candidates to remain involved in their clinical placement school system, as many districts will be providing a state-wide continuous learning opportunity, under the guidance of the Kansas Department of Education. This is an incredible learning and teaching moment for our newest members of the profession, and they should be included as much as possible. We realize some candidates may not be currently living in the district where they were placed as a student teacher. However, there could be innovative roles for student teachers through virtual meetings under the direction and supervision of the cooperating teacher.

In the event you are unable to meet the above, each university can make the judgement as to when a sufficient number of weeks has been completed for each candidate. Under current circumstances, this may mean adjusting the 12 week requirement. Universities provide us with the program completion documentation, and we do not go back and review any specifics, as we accept your assurances as final. If you determine, as a university, 8 weeks was sufficient, KSDE will accept your professional determination under this unprecedented set of circumstances. If you have candidates who did not complete a sufficient amount of student teaching, again, the university can determine remediation in these cases, just as you would do at the end of a fall semester of student teaching, or at any other time a candidate is struggling.

CANDIDATE WORK SAMPLE:

It is KSDE's understanding many though not all candidates have gathered their data and are in the writing phase of completion. KSDE has already sent information to universities utilizing the KPTP, and the process of scoring will continue as normal. Our scorers have been contacted to determine availability as well. This means, candidates serving in online options would still have

opportunities to complete the work of the KPTP in a new learning environment, and again, what a great innovative and adaptive opportunity for candidate learning.

Test completion should not be an issue for your program completers. ETS has provided the attached document regarding test center closings and communication to candidates. If candidates are unable to sign up for and complete testing prior to the start of next school year, the One Year Non-renewable license will be available, giving them time to pass the assessment while allowing them to teach full-time next school year.

Can we waive evaluation of new teachers in the second semester?

No. Evaluations must still be completed and the process for evaluations is determined locally.

Will students be required to complete state assessments?

The Kansas State Department of Education does not expect schools to administer state assessments when schools are closed. Even though the Kansas state assessments are administered online, the tests can't be given to students in a remote location.

Do 12th grade students still have to meet all graduation requirements in order to receive a high school diploma?

The KSDE waiver will remove the requirement for seniors to attend a minimum of 1,086 hours. All students are still required to complete at least 21 credits of required and elective coursework. Many boards of education have local policy that requires more than 21 credits and/or identifies specific courses that are not a part of the state's list of required courses. In these cases, a local board of education can take action to amend their local graduation policy. Any change must still be in agreement with the Kansas graduation requirements. End of semester final grades should be calculated, reported and transcripted in the school's student information system.

Remember to have grace and patience as both student and teacher learn how to adapt in the new platform.

Are special events such as prom, concerts, and graduation cancelled?

If an event exceeds the group guidelines of your local county health department, then that event should not take place. Follow the guidance and recommendations from KDHE, KSDE, KSHSAA and others.

How do systems complete required site visits and reports for KESA?

A basic overview is as follows. For more information, see KSDE website.

Systems scheduled to be accredited this year:

- By now you should have already completed your System Yearly Update – Year Five in preparation for your "upcoming" visit.
- Reschedule your visit for when the system reopens and the dust has settled.
- Conduct your visit during the summer months.
- Conduct your visit via Zoom or any other web-based application.
- Conduct your visit by October 30, 2020.
- Keep KSDE informed of your decision.

Systems not scheduled to be accredited this year:

Conduct your visit as normal, even if students are not in session, by the end of the school year.

- Conduct your visit via Zoom or any other web-based application/program if it is difficult to have an actual onsite visit. --OR--
- Conduct two visits in 2020-2021. One in early Fall and one in the Spring. The Fall visit would be for 2019-2020, while the spring visit would be for 2020-2021.
- If a visit cannot be conducted at all for 2019-2020 or in early Fall 2020-2021 school year, then system's need to be sure to:
- Complete your System Yearly Update for 2019-2020.
- In the 2020-2021 System Yearly Update, the first section of "Telling your Story", please be sure to explain the COVID 19 situation. In a couple of years, we may even forget the year this occurred, and we want to be sure the reader understands why there was not an OVT visit report.

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Essential Questions for Teachers

Teacher

1. What technology/apps/student learning platform do we need to utilize?

   This is a local decision but it is recommended that grade bands choose one platform for communication and just a limited number of apps. Please see the free list of curriculum platforms that have been made available for free until July 1 in Kansas. See tech guidance.

2. How are students held accountable for learning and what is expected time for students to spend learning each day?

   Having weekly assignments, projects, video check-ins, projects are all ways to assess learning. Once again, focus is on the critical standards needed for your content area. Keep in mind that many families have limited data internet and one device which must be shared between multiple people. Our recommended guidelines for MAXIMUM student commitment each day are as follows:

   - Pre-K : 30 minutes
   - Grades K-1: 45 minutes
   - Grades 2-3: 60 minutes
   - Grades 4-5: 90 minutes
   - Grades 6-12: 30 minutes per teacher (3 hours max in a day)

   The guidelines above are meant for any delivery model -- packets, on-line, hybrid, etc.

   Teachers may find that they have to scale back and adjust after their first week with going online. Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

3. How am I communicating with students and parents?

   This should be a local decision but having 1-2 platforms to work from is ideal. Having parents and students manage multiple communication platforms from multiple teachers is cumbersome. Streamline communication and share the platforms. SeeSaw and Google Classroom are two highly recommended platforms where parents can be added. Facebook Groups are also a way to connect.

4. What are my expectations for standards?

The recommendation is to address only the critical standards for the remaining weeks of school.

5. What if my students don't have devices or the internet?

1. Internet access will be an issue for many families in Kansas.
2. Staff and students may lack the resources to connect remotely.
3. We encourage districts to reach out to local internet service providers to see what options are available for community members. See document ISP Information as of 03/18/2020 for more information.
4. Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to parents and for instructions on how to utilize cell phones as hotspots.

We recommend sending devices home with students if the school has access to them in the building. Consult with your local county health department/local health officer to determine practices for cleaning and sanitizing devices prior to pick up. Be sure to arrange pick up times that are spaced out to avoid large groups coming to your building at one time. Sharing a device could be an option in homes. If no device is available (see your survey results), it is important to provide learning packs to send home or have picked up weekly or bi-weekly with work, projects, to complete. We highly recommend giving students voice and choice to demonstrate their learning. Consider service work for a neighbor and writing a reflection on their experience vs. writing an essay reflection on a poem. Give occasional options for the students without the internet.

6. How do I collect student work and have students demonstrate student learning?

Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. Our suggested platforms for collecting student work are: SeeSaw, Google Classroom, Microsoft Classroom, Bloomz. If you have student management systems already in place (such as Canvas), utilize those platforms.

What do I do with my AP Course work?

We have some preliminary information and it can be found here: This information is directly from the college board.

https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update. It is recommended that you give this a quick read. There will be a release of new information related to these questions on Friday, March 20, on AP Central. The direct link is embedded below in blue.

Will the College Board still administer AP Exams?

"The AP program is finalizing streamlined AP exam options that would allow students to test at home, depending on the situation in May. We're working to give every AP student the opportunity to claim the credit they've earned. The AP Program will communicate the details of these additional solutions to educators and students by March 20. Click here for the latest information from the AP Program." Students who chose not to test during the spring 2020 semester, may request a full refund from their school.

Are there resources available for virtual learning?

"The College Board is developing tools to mitigate the impact of school closures on students in the Advanced Placement Program. All AP students and teachers will be able to draw on the free online resources that were provided to every AP classroom this fall. Additional resources will be made easily accessible to AP students and teachers through mobile phones and other devices. These include free online AP lessons and review sessions from some of the top AP teachers in the country."

More detail around this will be released on Friday, March 20, 2020.

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Professional Learning Guidelines to Prepare for Continuous Learning Opportunities

Prior to Five Day Plan

- Ensure you have worked with all stakeholders, including, teacher leaders, SPED departments, technology departments, food service, local education coops, etc.. and involve them in discussions and decision making
- Send out surveys on technology
- Review survey results
- Begin groundwork for developing a five-day plan
- Identify teacher leaders in curriculum and technology integration
- Identify learning platforms that are already in place that teachers will utilize

Day 1

- District administration meets
    - Review survey results
    - Establish continuous learning philosophy, expectations, and overview
    - Problem solve local issues such as internet access and availability of materials
    - If teachers need a small group to come in it must be approved by building administration. Examples such as SPED, students without access, and specific content area needs.
- Develop a more detailed schedule for professional learning for the following days
- Plan with teacher leaders to lead their teams and provide technology training

Day 2

- Whole staff meeting school-wide (Honor the latest CDC guidelines on numbers) This may mean you rotate in small groups or have join a Zoom in small groups
- Establish philosophy, expectations and broad overview
    - Share plans for food service, IEP services, child care, technology, and results of surveys
- Meet in grade bands (PreK-5, 6-8, 9-12)
    - Establish norms for student and teacher time and workload expectations
    - Establish a singular communication platform, learning management systems, and content delivery methods (Limit diversity of options to create coherence across all ages)
    - Determine essential outcomes to focus on while adhering to the continuous learning philosophy of workload expectations (less is more - establish the CRITICAL outcomes necessary for remainder of year)
- Train staff on technology
    - Practice, practice, practice
- Administration communicates with school community
    - Share expectations, philosophy, and plan
    - How and where to pick up breakfast and lunches
    - When to expect communication from teachers and who will receive the communication
    - How can students get materials and technology from the building if needed
    - How to set up free Wifi if needed

Day 3

- Work time
    - Plan lessons
    - Create content
    - Continue working on essential outcomes (less is more - focus on critical outcomes; Quality over Quantity)
- Meet in grade levels and content bands, adhering to CDC guidelines
- Share content
    - Reflect on expectations
    - Continue collaborating on best practice
    - How will students demonstrate their learning
- Whole staff meeting. This may mean you rotate in small groups or have join a Zoom in small groups
    - Answer new questions that have come up
    - Collaborate and problem solve
- Train staff on technology (could be done virtually, using links shared for app support)
    - Practice, practice, practice

Day 4

- Work time
    - Plan lessons
    - Create content
- Meet in grade levels and content bands
    - Share content
    - Reflect on expectations
    - Continue collaborating on best practice
- Communicate with students and guardians
    - Establish expectations
    - Detail what students will need in order to be successful (Materials and technology)

Day 5

- Meet as a staff. This may mean you rotate in small groups or have join a Zoom in small groups
    - Answer final questions
    - Problem solve any new challenges
- Teacher prep time
    - Plan lessons
    - Create content
    - Answer questions from teachers and students
- Collaborate with grade level or content teachers as needed. This can be done virtually or meeting in small groups.

Sample 5 Day Professional Learning Plan

Before Starting

- Administrators will develop the district philosophy for continuous learning opportunities
- Notify staff of 14-Day quarantine requirement if they have traveled to affected areas and work out distance professional learning opportunity for them
- Team leaders and technology leaders will be notified of the need for their expertise

Monday, March 23rd 8:30-11:00 Administrators, team leaders, and technology integration leaders meet at a central location. The goal here is to communicate safety expectations and continuous learning philosophy to team leaders and answer questions that team leaders have. A few thoughts to share with them:

- Establish clear communication on your team
    - Team agreements/norms/wellness checks:
- What will your team do to stay connected moving forward?
- What time each week will you meet, and how? Zoom? Google Hangout?
- Private Facebook Group?
- What are the essential outcomes to be addressed for the remainder of the school year?
- Develop daily expectations
    - How much time do we expect students to spend each day and how is that broken up?
    - Specials Teachers (Library, Music, P.E., and Counselors) will work with classroom teachers to develop cross-curricular content to meet a variety of standards. These will be provided to teachers to be uploaded to Seesaw at their discretion.
        - PreK 30 minutes
        - Grades K-1 45 minutes
        - Grades 2-3 60 minutes
        - Grades 4-5 90 minutes
        - Grades 6-12 30 minutes per teacher (3 hours max in a day)
- Remember everyone processes differently; this is a traumatic situation
- Show empathy to others
    - Have gracious assumptions toward others; people are having different life experiences than normal right now.

12:30 - 4:00 Whole staff report to buildings for staff professional learning . Use Zoom meeting (Use Zoom meeting within grade level groups -adhering to 10 person guidelines from KDHE)

- Video from district administration
- 15 minutes to process and list top questions for district administration
- Answer questions
- What and when are we sharing with parents
- Overview of the week
- Length of learning expectations: (maximum time allowed per day)
- Introduction to platforms to be used
- Communicate plans for foodservice, learning kit pickups, and technology access.
- Share needs and platform for staff to care for each other
- Spend more time checking in on kids rather than delivering content

Tuesday, March 24th 8:30-11:00 Meet with district teams

- Establish grade level vision
- Determine essential outcomes
- Create schedule of each day
- Plan first three weeks (Divide and conquer tasks if possible)
- Develop "responsibilities" and "possibilities" ideas
- Learn MUST USE technology as a team 11:00-11:30 Staff check in (Use Zoom meeting within grade level groups -adhering to 10 person guidelines from KDHE)

12:30-3:00 Meet in building teams OR grade level teams

- Depending on where everyone is in the curriculum, etc…
- Reflect together on personal teaching schedule, teaching environment, etc…
- Start making stuff (Videos, materials, schedules, resources lists)
- Group reflection and problem solving
- Personal work time
- Learn from technology leaders in library as needed
- 3:00-3:30 Staff check in (Use Zoom meeting within grade level groups -adhering to 10 person guidelines from KDHE)

Wednesday, March 25th 8:30-9:00 District Update Zoom call (With chat for questions) 9:00-11:00 Personal work time

- Continue making videos and materials
- Begin gathering supplies for students as needed
- Learn from technology leaders in library as needed 12:30-1:00 Staff check in (Use Zoom meeting within grade level groups -adhering to 10 person guidelines from KDHE) 1:00-3:30 Collaborate and continue prep work
- Check in with district and content teams (On Zoom if needed)

- Continue preparing lessons, videos, and materials
- Learn from technology leaders in the library as needed meeting KDHE guidelines

Thursday, March 26th 8:30-9:00 District Update Zoom call (With chat for questions) 9:00-11:00 Personal work time

- Continue making videos and materials
- Finish gathering supplies for students as needed
- Ensure each students' supplies are available and clearly labeled
- Organize so that they are easy to find by last name or family 12:30-3:30 Staggered pickup of student supplies/devices/materials
- Plan for pickup created by each building

Friday, March 27th 8:30-11:00 Work Day

- Work on own or with team as needed 12:30-3:30 Staggered pickup of student supplies/devices/materials
- Plan for pickup created by each building

Stuff to do/will need to be done/shared

- Gather supplies for students
- Make sure iPad and Chromebook chargers are available
- Admin develop plans for food service, distribution of materials, and technology, mystery science materials
    - Communicate and problem solve a coherent plan for pickup of student technology and property
- Graphics/handouts for staff and parents for continuity across schools
- Read alouds MUST happen in private groups only available to students
- Student passwords/clever logins shared w/ parents
- Chart showing what each grade/content level will be using as far as resources go.
- Buildings need to create shared documents so that specials teachers can drop their assignments in for classroom teachers to add them into seesaw.
- Norms and expectations for students using devices at home
    - Student-created video?

Questions

- What about SIT? Progress Monitoring? AIMS?
- What does this look like for students with adaptive/resource services?
- Can librarians do book checkout? (Help from specials teachers, interventionists)
- If K-2 is non-technology, will Sheri need help at the copy center?
- Tech issues for students- whom do they contact?
- Will students be able to download new apps while at home?
- Tech Questions- who do families contact? Teachers? Tech Dept?

During Worktime, these Learning Opportunities Exist: Below are examples of technology - Must Use and May Use Must Use (Unique to local districts)

- Seesaw (PK-5, +)
- Google Classroom (6-12)
- Flipgrid (K-12)
- Lexia (K-5)
- PowerUP (6-8)

May Use (Unique to local districts)

- Facebook Private Page, Remind.com, Bloomz (how to use for parent engagement/communication)
- Screencastify and Screen Recording on iPad
- Zoom
- Content-based resources from task force(6-12)
- Document Camera Recording
- Additional apps you use with students

Philosophy/Expectations

- Comment on at least one piece of student work each day or call a student each day to check in
- Weekly touchpoint meeting between district/building admin and staff to troubleshoot/promote positive culture/answer questions/help each other
- Weekly touchpoint meeting with district grade or content team

Information for School Closure (Parent Survey)

https://docs.google.com/forms/d/1XQOo6VJbyk11W43jMmPP59HMWqGSxkdDMuRR_yyd5E8/view

This confidential survey is for staff to thoughtfully plan for school closures due to COVID-19.

Our school is calmly planning for continuous learning for all students. We want to ensure that we are equipped to transition to a continuous learning environment, and are responsive to the needs of all families.

Student name(s)

Please enter the names of all your children who are currently attending our schools. Please indicate the school they attend. ie: (Sally Smith, Washington Middle School) The information in this survey will not be shared publicly.

Access to Technology at Home

Does your child have access to a device at home that is capable of supporting online platforms like Google Classroom, Zoom, video player, etc. ?

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Continuous Learning Framework 2020

Purpose

The Continuous Learning Task Force's primary goal was to develop guidance for Kansas educators to meet the immediate need of supporting learning outside of our normal practices. The team intentionally adopted the word "Continuous" as a means to bring clarity and focus to the experience of our teachers, students and families as we finish the 2019-2020 school year. Avoiding terms like "distance learning" or "virtual learning" helps our school leaders to think globally and progressively about how to best meet the learning needs of all learners. One common refrain throughout this team's short time working together has been a message of inclusiveness and equity. The guidance and resource documents from the team will reflect these priorities.

Establishing a System for Continuous Learning

Establish a local philosophy and approach for Continuous Learning.

Sample: *Although the campus is temporarily closed, "school" continues as we engage students with experiences that continue the planned learning program and help them to stay connected with teachers and classmates. These learning experiences offer authentic opportunities to focus on key concepts, knowledge, and skills. They emphasize interaction and creativity and involve a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum.*

General Recommendations for Consistency:

1. Identify essential outcomes/needs/competencies in content areas at a district level.
2. Cross-curricular planning to assist in the students' ability to manage work and new responsibilities at home.
3. Create projects/choice boards that give students and families flexibility to complete the work and tap interest/motivation.
4. Common platforms (suggested or already in use) across a district to alleviate any confusion for parents/ students whether students are completing work online or traditionally.
5. All districts, buildings, and grade levels need to include non-technology based options.
6. Single-delivery method consistency in expectations, timelines, and communication from the district to teachers, parents, and students.
7. Consider ways to focus on relationships and connections, not just content.

Recommended Time Guidelines for Student Learning Based on Age:

<table>
<tr><th colspan="2">Elementary</th></tr>
<tr><td>Pre-K</td><td>Daily Learning Time: 30 minutes of direct instruction

Daily Learning time can include:
5-minute increments
hands-on activities between instruction
imaginative play
creative arts
music and movement
outdoor exploration
Exercise
fine/gross motor activities
Sample Schedule
5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines)
5 minutes: Story Time (video from teacher or read to by caregiver)
5 minutes: Brain Break (music and movement - ideas provided by teacher)
5 minutes: Introduce new content (video from teacher or instructed by caregiver)
10 minutes: Hands-on activity related to content or story (activities provided by teacher)
Extra Suggestions for Extending Learning
30-60 minutes of outdoor play
10-20 minutes of reading with family (books of their choice)
90+ minutes of imaginative play</td></tr>
<tr><td>K-1</td><td>Daily Learning Time: 5-10 minute time spans, a total of 45 minutes

Daily learning time can include:
Reading
Online work
Handouts or other learning activities
P.E., art, music, etc.
Social-Emotional Learning</td></tr>
</table>

Elementary	
2-3	Daily Learning Time: 10-15 minute time spans, a total of 60 minutes Daily learning time can include: • Reading • Online work • Handouts or other learning activities • P.E., art, music, etc. • Social-Emotional Learning
4-5	Daily Learning Time: 20 minute time spans, a total of 90 minutes Daily learning time can include: • Reading • Online work • Handouts or other learning activities • P.E., art, music, etc. • Social-Emotional Learning

Secondary	

Middle and High School	Daily Learning Time: 3 total hours a day for all classes
	• Recommend time:
	  o 30 minutes for each class - middle school
	  o 30 minutes for each class - high school
	  o After 15 minutes, strongly recommend students get up to move.
	
	Daily learning time can include:
	• Reading and reflection
	• Writing
	• Recorded lectures
	• Handouts or packet work
	• Discussion boards
	• Online resources
	• Content-based activities

Specials	
Visual Arts, Music, PE, Health, Languages, etc	The time allotted for special/electives will vary greatly by school district and level. Suggested time frames for specials should be considered part of the total continuous learning load for all classes. Consideration should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).

Student Support

General Recommendations for all populations

1. Establish office hours: Teacher availability/ check-ins
2. Use common platforms (suggested or already in use) across a district to alleviate any confusion for parents and students.
3. Determine whether students are completing work online or traditionally.
4. Keep variables in mind when you plan your lessons *considering students may have*:
    a. Multiple classes
    b. Other responsibilities
    c. Personal or family illness
    d. Limited access to devices and internet

Questions to consider for every grade band and content area

1. How might the makeup of each family impact the way they engage with continuous learning (race and culture, family structure, location - urban/rural, financial resources, social-emotional support, etc.)?
2. How can we provide culturally and linguistically relevant resources for each particular student and family?
3. How can we see this family and their student's learning through a trauma-informed lens?
4. In what ways can we allow families to individualize continuous learning?

Specific Grade Bands and Content Areas

Early Childhood	Elementary	Secondary- ELA
• Connect with each of your students every week - via video chat, Zoom, or phone calls • Establish "office hours" for communication with families - this will be a consistent time you are available to answer questions and provide guidance. Family	• Focus on student progress and learning, not assignment completion and due dates • Communicate with students first with the tools teachers are already utilizing and familiar with at this time. If this is not already being done, there will be	• Select high interest and engaging materials • Utilize suggested materials on resources document • Adjust resources according to different grade levels as needed • Provide weekly packets or printouts (of same stories/materials) for students w/o access to

Early Childhood	Elementary	Secondary- ELA
communication is critical to your students' success • Provide resources/directions for caretaker for all activities. (It may be older siblings helping with instruction) • Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly) • Help families create predictable routines for learning - share recommendations for minutes of each activity that families can easily accomplish • Establish a timeline to complete work with caregivers (Examples: weekly check-ins with each family, open-ended discussion with the child, have parents take pictures of work and submit through app/email, weekly or daily "challenges" to showcase learning, etc.) • Emphasize the importance of daily reading with your children Work with families to create a predictable routine each day for learning and play, in whatever time frame works best for each family	resources available for teachers to choose from at this time • Check on student's progress and learning rather than due dates • Create learning opportunities that resemble classroom content using familiar wording • Create cross-curricular work when possible to maximize efficiency. o Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing <u>Alternatives to Tech:</u> o Grab and Go Packets: Print materials, games, school supplies, books, manipulatives	technology that mirrors online work • Coordinate distribution of packets or online work • Collaborate with cross-curricular content areas to maximize efficiency: o Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing • Reflect through writing/journals: o How are students processing this situation? o How are students doing (mental health)? o How are students' roles changing at home or work? o What are students learning about this pandemic - what questions do they have? • Establish check-out/ check-in routine at building/ local libraries (# of students/ availability of this resource is dependent upon CDC/KDHE recommendations and school district) • Create or share screen video tutorials about how to use resources for students

Early Childhood: Opportunities for Voice and Choice	Elementary: Opportunities for Voice and Choice	Secondary ELA: Opportunities for Voice and Choice
• Help parents understand what this looks like in the classroom, and how that translates to the home setting. • Provide guidance in how to follow their child's lead, and what success with continuous learning looks like. • Provide prompt questions/video sources for families to use during play and reading that encourage critical thinking. (Examples: "Tell me about what you are drawing." "What made you think of that?" "How could you…") • Share what you do in your classroom that could work at home (use resources your students are familiar with)	• Use the resources already being utilized in the district and supplement with additional tools: o Choice boards o Book Study o Journaling o Create non-digital projects o Address various learning styles (movement, art, music)	• Provide independent reading resources: • Library scheduled checkout times (# of students/ availability of this resource is dependent upon CDC/KDHE recommendations and school district) • Links to free online books on district websites or district ELA website or classroom communication platforms • Encourage reading and writing through project-based learning for when applicable • Provide guidelines/expectations/ parameters for students • Facilitate written and visual discussion boards/ Flipgrid

Secondary - Math and Science	Secondary - Social Studies	Specials

• Provide internet access
• Construct "continuous learning kits" that could be either picked up, dropped off, or made available through parent email for those without devices, reliable internet or printer access *Note: make a plan for how kits will be returned considering the possible transmission of the viral particles*
• Focus on no more than 1 or 2 essential learning targets a week
• Provide lessons that include: daily instruction/practice, screen tutorials (daily/weekly), YouTube videos, and/or podcasts
• Post personalized videos for the hook, connection and content of current learning (Max 5-7 mins)
• Suggest simple hands-on tasks with materials found in or around most homes
• Setup live on-line sessions (regular meeting times or office hours)
• Promote and support cross-curricular and cross-grade level tasks or activities
	• Recommend journaling of the student experience during this time (see resource page)
	• Recast the idea of sacrificing personal freedoms for the common good
	  ○ This will connect students to past national challenges.
	  ○ Tie in the current situation with historical moments.
	• Provide a forum for students to communicate as a class/in groups
	• Offer a delivery that is manageable by students.
	  ○ Students have lots of subjects and lots on their plate.
	  ○ Create a schedule so that students do not have to choose which class to "attend" online
	
	When possible or if possible, utilize cell phones in activities.
	  ○ Keep it simple with little streaming, data may be limited.
	• Communication is important. Find a communication avenue you are comfortable with so that students may ask questions, connect with their class, and get more individual help
		• Prioritize what needs to be done (essential items) to receive credit or provide enrichment vs. what is usually taught in class
		
		Options for schools without digital learning for families:
		• Create "project packs" for students in need of supplies (paper, pencils, consumable manipulatives or supplies).
		• Distribute fitness calendar/art prompts to give a broad "menu" of options using little to no home equipment.
		• Create a document with familiar songs for students to sing at home
		• Create a list of projects/skills that can be completed to meet required competencies
		
		For schools with digital/online access:
		• Keep any electronic platforms the same/similar to what is currently in place at school
		• Provide links to projects online (practice tracks for music, video demonstrations, project resources shared

Secondary - Math and Science	Secondary - Social Studies	Specials
	○ Communication platform examples: *Remind, GroupMe, ZOOM, Skype, Google Meeting, Google Hangouts*, etc.	through a content management platform) • Follow copyright expectations • Establish digital office hours • Send personal messages from teacher(s) • Use technology such as Flipgrid to record short practices and provide feedback

Secondary - Math and Science Opportunities for Voice and Choice	Secondary - Social Studies Opportunities for Voice and Choice	Specials Opportunities for Voice and Choice
• Provide multiple ways to demonstrate learning (checklists/choice boards) • Create a central location/time for student questions, concerns, etc. (teacher office hours) • Provide teacher check-ins (by specific former class period of day or advisory) • Encourage STE(A)M Project- Based or Inquiry-Based Learning • Encourage student self advocacy	• Maintain flexibility for completion of assignments • Use teacher check-ins to monitor progress • Focus on core competencies and skills • Support students with structures to ensure success and well-being • Work creatively and cross-curricularly, when possible, to develop meaningful learning experiences	• Consider focusing on providing opportunities to encourage art behaviors/"studio habits of mind" as outcomes, rather than specific art content (observe, envision, express, develop skill, engage and persist, reflect) • Focus on mastering competencies (outcomes) versus reproducing each experience/worksheet/test/ quiz given in the typical classroom • Provide options for completing work online or traditionally

Career and Tech Ed	Student Support Services	Social-Emotional
Options for schools without digital learning options for families: • Prioritize what "needs" (essential items) to be done to receive credit or provide enrichment vs what is usually taught in class. (80% of competencies need to be met) • Create "project packs" to be picked up for students in need of supplies (paper, pencils, consumable manipulatives or supplies) • Projects, prompt lists or choice boards can be distributed to give a broad "menu" of options using little to no home equipment • Create a list of projects/skills/ online certifications that can be completed to meet required competencies or certifications • Utilize work based learning skills/projects that can count as credit. (follow school and health department guidelines • Provide opportunities to job shadow/work based activities(as allowed by health department guidelines) For schools with digital/online access: • Prioritize what "needs" (essential items) to be done	• Internet - some school districts are purchasing hotspots that families can check out, o Provide a list of free internet providers in the interim of school closings, o Park buses in neighborhoods to use as hotspots for internet access o Allow small groups of students to come to school to access, following KDHE guidelines • Make sure that ALL kids are accounted for in the family needs surveys (phone, email, mail, staff contact, etc.) - so we make sure we are accommodating all needs • Devices - if possible, attempt to provide at least one device in each student's home, if able o Partner with a business that may be willing to donate devices o Ensure that each child's device is adequate for what the child is going to be asked to do on the device. (For	• Communicate to Students, Parents, Staff, Etc. do not see this school closure as an "extended break" o Adults need to acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as grit, teamwork, and problem solving • Provide parents with lists of outside mental health resources • Ask staff members to make a list of their "most vulnerable" students. Who are the kids that you were "keeping an eye on?" That list should be shared with the district's mental health team • Identify resources schools were providing students and their families, and work to maintain that support. Schools should have a plan for referring students in need or in crisis. • Conduct regular check ins with students o This could be done through a Google Form, phone call, home visit, etc. o Just like in the school setting, if a teacher/staff member feels like a

Career and Tech Ed	Student Support Services	Social-Emotional
to receive credit or provide enrichment vs what is usually taught in class • Use similar electronic platforms to what is currently in place at school • Provide links to projects online (video demonstrations, project resources shared through a content management platform, etc.). Be sure to consider copyright restrictions • Record personal messages/demonstrations from home teacher(s)	example, the child may have access to a device but that device could be so old that the app or platform the district or teacher decides to use cannot be downloaded onto the device) • Offer a variety of ways to engage continuous learning without devices or internet o All assignments should have both tech and non-tech options for completion, if not all students have access to necessary devices/internet o Provide supplies for non-tech options (paper, pencils, etc.) • Be responsive to family surveys and create a plan based on the needs of your populations (bringing kids to school, providing materials, etc.) • Ongoing, consistent communication with students and families and clear expectations or outline of how continuous learning will be completed	student needs counseling services, the school counselor, or mental health team member should be contacted, according to the plan. o Keep the ratio as small as possible. (1:25) ▪ Elementary: Check in with their class of students. ▪ Secondary: Check in with advisory/homeroom/ seminar • Encourage teachers to embed SEL competencies into their cross-curricular lessons • Focus on the 2-3 most important SEL competencies during this time. • Utilize any SEL curriculum that they previously used. o For example, if teachers were using Second Step, they should continue to "teach" those essential SEL concepts using the provided curriculum. • Establish possible "office hours" posted on social media where individuals can meet with counselors, social workers or school psychologists on an as-needed basis. • Mental health team members should continue to convene via virtual

Career and Tech Ed	Student Support Services	Social-Emotional
	• Provide mental health/counseling services both on campus and remotely (follow health department guidelines) ○ Include brief training about trauma and stress for teachers to be aware of how children and families might respond during their continuous learning • Establish routines at home for mental health check-in with self and certified staff	meetings to coordinate and provide continuity of care • Mental health team members will maintain records of referrals, contacts and services as per their professional standards to ensure continuity and coordination of services provided to students. *School counselors will receive guidance from their professional organization as well to help support the teachers and students.*

Career and Tech Ed Opportunities for Voice and Choice	Student Support Services Opportunities for Voice and Choice	Social-Emotional Opportunities for Voice and Choice
• Focus on providing opportunities to encourage behaviors/workplace skills as outcomes, rather than specific content (observe, envision, express, develop skill, engage and persist, reflect) • Focus on mastering competencies (outcomes) versus reproducing each experience/worksheet/test/ quiz given in the classroom • Develop and work on IPS activities or other portfolios (AET), hone their workplace skills by developing on-line skills, virtual field trips, remote conversations with a mentor or job shadow • Provide CTE work-based and/or project-based learning projects that will cover competencies needed to complete class requirement (80 % of competencies need to be met) • Provide options for completing work online and paper resources	• Check-ins with certified staff to ask students about their ideas/needs (daily)	• Encourage students to identify /name how they are feeling. What do they need? Etc. o Respond appropriately (i.e. talk to parents or trusted family member(s), contact school, participate in a self-care activity, etc.)

Special Education	ESOL
• Most students will require a combination of direct instruction in both general and special education settings spread across their day, with time for hands-on activities between instruction and/or incorporated into direct instruction • Provide resources that offer consistency and structure in the new learning environment • Examine each child's needs/abilities, give support both in school and at home • Provide specific materials for children as appropriate for making progress on Individualized Education Plan (IEP) goals, ensuring that students with disabilities have equal access to the same opportunities as their peers • Collaboration between General and Special Education regarding lesson planning and lesson execution • Special Education Teachers and Related Service Providers will continue to work on IEP and evaluation paperwork within required timelines. Special Education Administrators will work with individual teams if IEP meetings are going to be held via phone or in another format such as Zoom or Google Hangouts. • Document communication with parent/student as attempts to make progress (notes section of your learning management or IEP system, communication log, etc.) • Adjust students' plans to meet needs in home or blended learning environments • Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs • Provide meaningful access to communication from school officials to students, parents, and the community about any aspect of COVID-19 or actions	• Provide essential communications in languages representative of student and family populations o Reach out to each head of family to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for the families. o Designate a point person for each ESOL family to access over the phone interpreting and/or specific personnel within the district who can provide interpretation services. • Utilize suggested materials on resources document and materials teachers may already be familiar with • Adjust resources according to different grade levels and language levels as needed. • Provide options and multiple ways for students to demonstrate knowledge/skills. • Include technology and non-technology options. • Coordinate distribution of hard copies and/or online work. • Collaborate with General Education to maximize efficiency. • Offer "office hours" via phone and/or computer for scheduled check-ins with students. • Give suggested timelines that allow for students to work at their own pace. • Create or share screen video tutorials about how to use resources for students. • Share resources on how to use translation features in commonly used applications.

Special Education	ESOL
the schools are taking in response to COVID-19 • Modify information for persons with disabilities (such as persons who are deaf, deaf-blind, or blind). Thus, the information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities *Any decisions regarding Special Education and Related Services for an individual child should be made by the child's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies.*	

Special Education Opportunities for Voice and Choice	ESOL Opportunities for Voice and Choice
• Create highly motivating, interest-based activities • Work with parents to provide ideas to help with reinforcement of goals and benchmarks • Establish a routine for communication with families	• Provide choices and multiple ways for students to demonstrate knowledge/skills: o Menus o Choice Boards o Matrices

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Family Partnerships and Support

General Recommendations for all populations

1. Provide families with resources they need to meet basic needs so that they can support their student(s).
2. Provide families with the resources they need to meet their students' academic needs so that they can support their student(s).
3. Provide options and variety so that families can participate to the level they are capable.
4. Cross curricula work benefits students and staff as well as parents by streamlining continuous learning.

Essential Tasks

1. All families should be provided with a list of resources they can utilize to receive the things they need during this time. It is important to look at this through the lens of providing families with the resources they would be getting through the schools if they were in the building.
    a. If students receive F/R Lunch and/or Breakfast, the district should provide them with food resources.
    b. If students utilize a clothing bank, the district should provide them with other options.
2. A list of specific resources/agencies will need to be created by the individual districts (utilize district social workers and counselors as well as home visiting programs to not reinvent the wheel).

Need: Food	Need: Clothing	Need: Childcare	Need: WiFi/Tech	Need: _____
Food Bank	*List Local Resources*	*List Local Resources*	*List Local Resources*	*List Local Resources*

3. Establish a resource (phone number to call or text, e-mail, website, etc.) for parents to contact with questions.

4. Create a plan for continuous guidance for families because even though it might make sense during the first day and first conversation, families will need support to continue learning and recognizing success.

How much time can your students' developmental age handle for continuous learning? *And, how much time and ability can your families handle for continuous learning?*

- Depending on the age and developmental stage of the children, they may require hands-on involvement by parents, caregivers, siblings, or others. Consider what you are asking families to complete as it may be a family who lacks time and ability to engage in continuous learning, or it may be a sibling or neighbor that is responsible for the child's supervision and continuous learning.
    - What is one small thing each family might be able to commit to? How can teachers help families identify one small goal for each week? *(Remember the goal is for learning to occur, which won't happen under stress and fear, so engaging families in a conversation about what they* ***can*** *manage will help uncover ways to successfully engage in continuous learning.)*

How can we support our students *and families* during this process?

- Provide families with a point person to reach out to if they have questions about the continuous learning process or the latest district information and impact on schools.
- Send guidance out to the community as a whole to ensure all community members may best support students and families. For example: what about observing OTHER people/families who think they might need help.
- Connect families with a list of resources/ groups that can help support families and their needs (Reach out to district social workers and counselors for further support and information here.).
- Note: It is recommended that resources and information be mailed out to ALL families to ensure that resources are received when families do not have access to internet/devices.

Needs	Resources
Childcare Clothing Food Instructional Support Mental Health Services Transportation	4-H American Legion Boys and Girls Club Boy Scouts, Girl Scouts Chamber of Commerce Childcare (Child Care Aware of Kansas) Churches Community Mental Health Centers Early Intervention and Special Education contacts Food Banks Homeless and Precariously Housed Services Library Lions Club Local Restaurants Parents as Teachers PTOs Rotary United way

How might we provide support for each other during this process?

- Provide families with community resources (food, childcare, county health department, parent resources, academic resources, resource helplines, etc.)
- Reach out to family engagement programs such as Parents as Teachers and Early Intervention - they are experts in parent coaching and engaging families within the home environment and routines!

How can you virtually create a professional learning community for your content area for the rest of the year? (Facebook group just for KS teachers in this area?)

- Websites and phone numbers to agencies listed above
- What are local resources/groups districts can connect families to? (See above.)
- Use your district social workers, counselors, and home visiting programs for their expertise in how to engage families in continuous learning

Recommendations for voice and choice for students *and families*?

- Consider ways to gather family input before making district decisions that rely on family involvement (survey, virtual meeting, letter, email, etc.)

- Helping parents understand (guidance in how to follow their child's lead and what success with continuous learning looks like)

What 2-3 online resources/platforms would you recommend to teachers in this area across the state?

- Consider Trauma and ACES Harvard's University's FAQ about ACEs and Toxic Stress
- Institute for the Advancement of Family Professionals has multiple modules to assist professionals in engaging families on a variety of topics
- Kansas Parent Information Resource Center
    - Information about: Positive behavior supports, mathematics standard per grade, etc. Lots of resources are here! Reach out to Jane Groff for more info about KPIRC jgroff@kpirc.org
    - Kansas Family Engagement and Partnership Standards for Early Childhood
    - Help Your Child Succeed With Homework

Teacher Support

General Recommendations for all populations

1. Social media platforms such as Facebook or Twitter, or designated areas on KSDE's website.
2. Keep teacher stress down by "sharing our calm, don't join the chaos"
    a. Zoom other teachers
    b. Use #KansansCan on social media
    c. Create grade level wide assignments or options for statewide access
    d. Make and share "How-to" videos
3. Utilize familiar resources such as Google, SeeSaw, Nearpod, Office 365
4. Set up platform for teachers to share, talk, and work through this as a profession

Specific Grade Bands and Content Areas

Early Childhood	Elementary	Secondary- ELA
• Reach out to PAT and early intervention programs - they will have great support! • Weekly collaboration with other early childhood teachers (online or in-person) • Follow district and KDHE/KSDE guidance for home visiting early childhood programs ○ (Home Visiting programs might already have structure in place for virtual learning)	• Virtual Conferencing Tools and Collaboration Tools (Zoom, Skype, Google Drive, Office 365) • Social Media • Utilize tools on Technology Resource Page	• #KansansCanELA • Generate and update frequently asked questions document for each resource/ community board • List contact information/ office hours to help each other - identifying experts in different resources/platforms • Create or share screen video tutorials on how to use resources for teachers

Secondary - Math and Science	Secondary - Social Studies	Specials
• #KansansCanSTEM • Virtual meetings • Facebook groups divided by content • Shared platforms for teachers to share lessons and/or projects	• #KansansCanSS • Once a day, offer a meeting for teachers for professional collaboration. • Utilize KEEN Network of teachers and other professional organizations for support • Utilize the Twitter Chat for Kansas and National organizations to share ideas	• #KansansCanMusic, #KansansCanBand, #KansansCanArt, • Collaborate with teachers in-district so that 1 project could count toward 2-3 classes. • Provide a forum for questions and sharing of resources for content specific areas. • Consider grouping teachers in a building/district to create broad resources that can be used by multiple classrooms or grade levels (K-2, 3-5, etc.) to work toward the same learning objectives. This may reduce strain on families by simplifying the home support needed to complete activities. • Utilize state-wide and national Facebook groups for resources and ideas. Groups for Art, Music, FACS and Ag, Health and Physical Education teachers have already been created on Facebook. • Create a local group (or utilize a Group Me App, Zoom, Voxer) so teachers can seamlessly collaborate within their own districts.

Career and Tech Ed	Student Support Services	Social-Emotional

• Collaborate with teachers in-district so that 1 project could count toward 2-3 classes.
  o Create a project with the science, math, English, etc. to show the ways CTE incorporates each one of the core subjects.
• Provide a forum for questions and sharing of resources for content specific areas.
  o Collaborate with CTE teachers from neighboring districts to share content and ideas for lessons and projects.
  o Utilize resources to keep it simple for yourself and students
• Consider helping other teachers in the district with ideas for projects and hands-on activities for students to complete at home. Share your resources as an expert in the field of Learning by Doing in your classrooms and through work-based learning.
• Utilize state-wide and national Facebook groups for resources and ideas. Groups for CTE, FACS and Ag, and Health teachers have already been created on Facebook.
• Create a local group (or utilize a Group Me App, Zoom) so teachers can seamlessly collaborate within their own district.
	• Keep access at the forefront during collaboration,
	• Teachers could have a daily/weekly PLC for virtual learning
	• Focus on trauma-informed learning in teacher PLCs
	• Connect families to community resources (based on needs in community)
	• Utilize older students within families if they are willing
	• Make plans with all staff that reflect the needs of your students
		• Staff should be provided with the mental health service options in their area through their employee assistance program.

Special Education	ESOL
• Participate in intentional collaboration (virtual meeting rooms, instant messaging, group calls, face-to-face, etc.). • Communicate to staff from special education administrators about changes at the State/Federal level and what will be done locally. • Develop contingency plans to make-up services/substitute IEP support if providers are ill.	• Utilize current in-district resources, departments, and partnerships. • Generate and update frequently asked questions document for each resource. • List contact information/ office hours to help each other - identifying experts and or points of contact for different resources/platforms. • Create supports, communication, and training around ILP compliance. • Create or share screen video tutorials on how to use resources for **teachers,** including how to maximize tools on learning platforms that aid ESOL instruction (e.g. Microsoft/Google Translate, subtitle features, voice type speaker notes, etc.).

Technology Guidance

We Believe

- Continuous learning is not hours of screen time for teachers, parents, or students.
- Less is more. Districts should seek to implement a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support.
- Collaboration is key. We recommend collaboration with all district stakeholders in the decision-making process to select digital tools and resources for continuous learning.
- Learning success begins with streamlined platforms for both elementary and secondary levels. For example, a district might choose Seesaw for elementary and Google Classroom for secondary.
- Technology can open doors and break down barriers for children, youth, and adults with and without disabilities.
- Student privacy is a top priority.

Use of School Devices at Home

- Based on your parent survey data, create a system for devices to be checked out to students/families and returned to school.
- Develop a Tips and Tricks for device care, IT support help protocols, district policies, and Internet safety.

Copyright and Student Privacy

- Consider how you might share copyright guidelines for educational fair use during continuous learning.
- Not all EdTech companies are student privacy sensitive. Consider how you might increase awareness for student data privacy during continuous learning.
- Here is a great resource to review Fair Use Copyright Laws.
- Ferpa/Sherpa is a great resource center aimed at answering student data privacy which is divided into three specific audiences, educators, students and parents.

IT Support

- Create protocols for providing IT support:
    - For teachers
    - For students/caregivers, if school devices are sent home
- Consider how teachers, parents, and students will submit a tech request if needing support
- Make it known that tech support is only there to assist with school-owned devices
- Consider IT support beyond school hours for teachers, parents, and students (Some won't necessarily be working during "school hours.")

Usernames and Passwords

- Districts will provide usernames and passwords to essential technology programs (previous and new) that students require access to.
- Develop a plan to distribute that information to students and parents. Keep in mind you must protect the privacy of your students.
- If students use a single sign-on, badge, or QR code sign in, consider developing a strategy to inform caregivers on these protocols during continuous learning.

Teacher Professional Development

- Consider the essential teacher PD that is needed for teacher and student success.
    - PD can be done virtually or possibly with small groups of people.
    - Utilize how-to tutorials and other resources already created.
        - ISTE, Google for Education, EdTech, and Apple all have wonderful how-to videos created.
    - This is a great time for teacher leaders to step up to the plate. Think about what skills the individuals in your district have and empower those people to help take the lead.
    - Consider recording sessions or inviting others to virtual meetings to learn tech tools.
    - Our students are also great resources. Be creative in ways we empower and engage them in this process.
    - Remember, we are in this together. Our best resource is each other! Consult or collaborate with other districts to provide PD on these tools.

- Don't be afraid to ask for help. There are many tech-perts in Kansas! We are here for each other!

Checkout of Peripherals

- Provide protocols for peripherals to be checked out to teachers (ELMO, document cameras, extra screens, etc.)

Educator Safety

- 1:1 Live Video Conferencing with a student is NOT recommended. Please include two adults or two students for accountability and liability. Utilizing classified staff to be video partners on live calls would be an excellent idea. Exceptions may apply to health-related staff such as counselors, social workers, school psychologists and nurses, who would continue to follow their professional standards.

Platform	Recommended Grade Levels/Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Remind	All levels	This is a way for the teacher to communicate with parents and students without using their cell phone number. Communication can happen via computer or cell phone.	Getting Started for Teachers Add People to your Class Join a Class	Free app download	Available from any Chrome Browser Download Available from: Google Play App Store (Apple) Chrome Web Store Android

Platform	Recommended Grade Levels/Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Google Voice	All levels	This allows educators the privacy of connecting with students and caregivers without having to give out their phone number. Both texting and voice features are available.	Getting Started Google Voice Help Center	One free Google Voice number per cell phone or landline	Any device which has internet access

Distance Learning - Parameters for Teachers

- Just because school looks different, the expectations must remain that individuals are professional and continue providing high-quality instruction.
- Consider setting boundaries and guidelines by including the following:
    - A set schedule and routine for educators
    - Set up an appropriate and adequate working environment
    - Professional dress attire during videos and video conferencing
- Model digital etiquette including:
    - Muting the mic before entering a session
    - Keeping the background clutter free
    - Pay attention to lighting
    - Minimize background noise

Distance Learning - Questions and Tools

- Determine which distance learning tool best meets the needs of your learning community.
- The best way to become familiar with these options is to use them. Consider using one of these to connect and check in with staff during the pre-planning times.
- Professional Development will be essential. Considering laying out district expectations for:
    - Duration of a call
    - Frequency of calls
    - Expectations of who is to participate
    - Ways to assist both students and parents in using this function

Tool	Capabilities	How-to Video	Number of Participants Allowed at One Time	Ability to Record	IT/Tech Dept Notes
Google Hangout Meet	Google Hangout Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	Google Hangout Meet Google Meet	Google has changed the limit to 250 people for schools who may be meeting virtually for the time being.	Yes	Departments must whitelist this feature for both students and staff.
Skype	Skype allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	How to use Skype	Up to 50 people	Yes	Departments must whitelist this feature for both students and staff.

Tool	Capabilities	How-to Video	Number of Participants Allowed at One Time	Ability to Record	IT/Tech Dept Notes
Zoom	Zoom is a video conferencing tool. It allows users to connect through video, audio chat or dial in. Users can easily share screens as they connect.	Zoom Free 45-minute Webinars to help teachers transition to teaching online using Zoom	Up to 100 people	Yes	Zoom will waive the 40-minute limit for school districts but you must go to the website and enroll your email domain. Departments must whitelist this feature for both students and staff.

Learning Platforms - Questions and Info

- Learning Success begins with streamlined platforms for both elementary and secondary levels
- Check that your devices are compatible with the option selected
- Check with IT and ensure that these sites are whitelisted

Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Seesaw	Elementary (K-5) Specials (PE, Art, Music, etc.)	Students can show what they know using photos, drawings, text, PDFs, and links. It is simple to get student work in one place and shared with families, and nothing is shared without teacher approval. Safe and secure that becomes a digital portfolio for students. Learn More	Getting Started (create a class, add students/parents, and add activities)	Basics - Free Forever Basics allows Creative Tools, Family Messaging, 2 teachers per class, 10 active classes per teacher, and 100 Create and Share Activities	Available for use on the web using a computer or Chromebook: Chrome, Firefox, or Edge Download from: Google Play App Store (Apple) Chrome Web Store Amazon Kindle

Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Google Classroom	Grades 3-12	Google classroom allows you to have easy access to post and share products from Google Docs and Google Drive. Instant collaboration between students and teachers outside the classroom. It is a simple set up and you can easily track a student's progress.	Create a Class Adding Students and Guardians How to Add Materials Interface, Organization, Grades	Always free for G Suite users	Available from any Chrome Browser Download from: Google Play App Store (Apple) Chrome Web Store

Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Bloomz	K-5	Communicate and coordinate with parents easily. All communications are private and secure and even if parents don't sign up for an account they will receive messages via email. Students can document and share with their projects. Learn More	Learn More (after account is set up)	*Can sign up/request Free Pilot of premium platform that will last until June 30, 2020	Download From: App Store (Apple) Google Play Available for use on the web
Microsoft Teams (formerly Microsoft Classroom)	6-12	A digital hub that brings conversations, content, assignments, and apps together in one place. Build collaborative classrooms, connect in professional learning communities, and connect with colleagues – all from a single experience.	Getting Started Guide Getting Started Creating a Class Creating an Assignment Quick Start Guide	Free online version for students and teachers.	Available for use on the web

Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until:	Compatible With:
Canvas	6-12	Canvas allows you to easily lay out all of your coursework from creating lessons to student discussion boards. It offers easy ways to submit assignments, create online assessments, and it even has the capabilities to grade and record from your account.	What is Canvas? How-to build a course in Canvas	Free Canvas will allow individual teachers to create and maintain class. A paid version is available.	Sign up for Free on the Canvas website. Available for use on the web.

Screen Recording - Questions and Tools

- Screen Recordings are a great way to introduce information and model concepts
- Check with your district IT to determine if any of these websites need to be added to the whitelist
- Consider using these tools to create PD for your staff members. People who experience a tool are more likely to use it

Tool	Recording Time Limit	Features	How to Video	Free Until	Compatible with:
Screencast-o-matic	15 minutes	Create tutorials or lessons for classroom instruction. Share videos with students so they can learn on their own and engage students with video conversations. Students can create videos to communicate their ideas or you can capture your lecture. Quick share videos to Facebook, Twitter, and Google Classroom or embed videos to a site or blog.	Beginner's Guide	Free version allows for 15 minutes of recording and easy sharing of videos.	Available for use on the web Download Available from: App Store (Apple) Google Play

Tool	Recording Time Limit	Features	How to Video	Free Until	Compatible with:
Screencastify	5 minutes	Video that can capture your tab, whole screen, or webcam only. Narrate with your microphone and you can record offline (no internet required). There is a mouse spotlight, drawing pen tool, and click highlighting. Recordings autosave to your Google Drive, instantly share Google Drive link, upload directly to YouTube.	Get Started/How-To	An administrator can contact sales@screencasitfy.com and they will do what they can to help at no cost (via Twitter)	Download as a Chrome Extension

Tool	Recording Time Limit	Features	How to Video	Free Until	Compatible with:
Loom	No time limit	Capture your screen, voice, and face and instantly share. When you hit stop, the link is automatically copied to your clipboard. Viewers can express themselves and react to your video with emojis and comments. You can require a password or make your video viewable only to specific email addresses.	Loom Video	Free for education - FOREVER! Allow up to 3 business days for verification. Sign up for Free	Works with: Windows, Mac, Chrome, iOS Can be downloaded as a Chrome Extension or Desktop App

Universal Tech Tools that Support All Students

	Description	How to Video	Free Until:	Compatible with:
Google Read&Write	Read&Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF and ePub) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. Text-to-speech, picture dictionaries, create and use voice notes	Quick Reference Guide	Free for teachers Text-to-speech free for teachers and students Premium access features for students, free for 30 days. *This tool may be more beneficial for individual special needs, there are packages for premium tools single student use, group, and district-wide.	Works with: Windows, Mac, Android, Chrome, iOS Download as a Chrome Extension

	Description	How to Video	Free Until:	Compatible with:
EquatIO	Easily create mathematical equations, formulas, and quizzes. Intuitively type or handwrite, with no tricky math code to learn. Handwriting recognition Math, Chemistry, and formula prediction Graphing calculator	Getting Started Guide EquatIO Introduction EquatIO Overview	Free for teachers Premium access features for students, free for 30 days. *There are packages for premium tools single student use, group, and district wide.	Works with: Windows, Mac, Android, Chrome, iOS Download as a Chrome Extension * Compatibility with Sheets, Forms, Slides and Drawings is a premium feature
Closed Captions	YouTube - Some videos on YouTube have subtitles or closed captions. If teachers create their own YouTube content for students. Closed captioning is a universal design feature that helps all students. Caveat - YouTube CC may not be fully ADA compliant.	How-To	This is a quick and easy way to add captions on Youtube.	Works with: Windows, Mac, Android, Chrome, IOS
Microsoft Immersive Reader Tool	This tool was designed to help readers succeed. It enlarges fonts, highlights words as it reads them, allows you to set the rate of speech, and utilizes other helpful features.	How to Use Microsoft Immersive Reader	Free app in Microsoft 365 in Education	Works with Microsoft programs such as Word, Flip Grid, Powerpoint, etc.

If you are searching for additional resources to use with diverse learners, here is a great place to start:

https://www.iste.org/explore/Toolbox/30%20-tools-for-diverse-learners

Parent/Student Support

Tool	Video Tutorials	Quick Reference Guides
Seesaw	Intro to Seesaw for Parents	Download available on App Store (Apple), Google Play, Kindle Fire or sign-in on the web https://web.seesaw.me/families (link to website for parents and families)
Google Classroom	Parent Guide	Guardian Email Summaries
Bloomz	Parent Overview	Parent Support
Remind	Getting Started for Parents	Remind Families Website How to create an account How to join a class How to change notifications
Zoom	How to Use Zoom	How to Attend a Zoom Meeting
Microsoft Teams		Parent/Guardian Support Guide

Library and Media Resources

- Establish a protocol to provide library and media resources to teachers and students.
    - Open computer labs for small groups
    - Library check out opportunities for books and other materials
- Consider providing links to free online books and read alouds for students.

Resource	Description	Website / App
Kansas State Library	Serves the library needs of Kansas citizens and provides access to high-quality online resources. Contact your school librarian and media specialist or library para to set you up with a state library card and library card numbers.	RBdigital - App, Register and Log-in (requires separate registration) cloudLibrary - App and Download Enki - Log-in Freading - Log-in **all log-ins use state library card numbers*
EPIC	A collection of 35,000 books which are available for students age 12 and under. Teachers can assign books to students based on reading level and students personal interest. This is free for all educators!	https://www.getepic.com/ There is an app which is available for download.

Resource	Description	Website / App
Vooks	A kid-safe, ad-free streaming library of read-aloud animated storybooks. Students can stream books or download them to use when they don't have an internet connection. Books are sorted into categories to make selecting what's right for your student even easier.	https://www.vooks.com/ Teacher Application (free for one year) https://www.vooks.com/teacher-appreciation
MyOn Books	Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement. Currently free for students.	https://www.renaissance.com/products/myon-reader/

Internet Access

- Internet access will be an issue for many families in Kansas.
- Staff and students may lack the resources to connect remotely.
- We encourage districts to reach out to local internet service providers to see what options are available for community members. See document ISP Information as of 03/18/2020 for more information.
- Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to parents and for instructions on how to utilize cell phones as hotspots.

Internet Service Provider	Current Promotions
AT&T	• For 60 days AT&T will not terminate services due to inability to pay • Waive late payment fees • Keep public wi-fi hotspots open for any one who needs them • The service will also be offering unlimited internet data and offer access for limited incomes households at $10 a month through the Access from AT&T program (more details here)
Comcast	• Hotspots will be available for anyone who needs them for free, including non-subscribers • Data plans will be paused for 60 days, which will give all customers unlimited data for no additional charge • No late disconnects or late fees for those who contact the company • Internet Essentials, their broadband adoption program, is free to customers • More details here
Verizon	• Company will not terminate service to any residential or small business customers because of inability to pay bills • Waiving late fees for those impacted by COVID-19 • Tripling data allowance for Verizon Innovative Learning School • More details here

Internet Service Provider	Current Promotions
Sprint	• Won't terminate service if customers are unable to pay due to coronavirus issues • Waive late fees caused by economic disturbances • Customers with metered data plans will have unlimited data per month for 60 days at no extra cost • Customers will get an extra 20GB of mobile hotspot data per month for 60 days • Coming soon: Customers with mobile hotspot-cable handsets without a hotspot will get 20GB per month for 60 days at no extra cost • More details here
T-Mobile	• All current T-Mobile and Metro by T-Mobile customers who have data plans will have unlimited smartphone data, excluding roaming. • T-Mobile and Metro by T-Mobile customers will get an additional 20GB of mobile hotspots/tethering service for the next 60 days (feature coming soon) • Work with Lifeline partners to get customers extra free data up to 5GB per month over the next two months • Increase data allowance for free to schools and students for the next 60 days, which means at least 20GB of data per month for each participant. • More details here

https://www.abc10.com/article/news/health/coronavirus/free-wifi-hotspots/103-8002bb36-b9f8-4c32-8801-7da31bfb8449

Resources

Recommended and additional resources can be found at this link. This is a dynamic document and will grow as more resources are added. *This is a "live" document; please do not delete material.* You may make a copy for your district if you would like to personalize it for your own district's needs.

Tips for Teaching Online – For Teachers

Adapted with permission from ESSDACK

Internally with yourself: Start with your goals. What do you really want and need from and for your learners right now and long-term?

Internally with your team: Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level/content team? Is this a group of educator friends at school or online? Be connected with other educators too.

Let's get started

Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you're available and not available. Use your district's common communication management system such as SeeSaw or Google Classroom, where you can post announcements and host discussions, both synchronously and asynchronously.

Post videos of yourself, even if it's just to say "Good morning!". Show your personality and let your love of teaching and students shine through. This may also be an opportunity for you to engage with all members of the family.

Think about your physical set up. Are you comfortable? How is the lighting? Be sure you're lit from the front and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some students may have slower Internet connections.

Consider setting a consistent schedule when students can be with you for a check-in/class meeting. Do you have a regular classroom tradition for when students enter your room? Do it again! Greet them by name. This helps them feel connected and builds community. Find a thread that you can bring from the traditional classroom into this new classroom.

Break the work into smaller chunks. Learning online takes time -- more time than in the classroom. Be considerate and thoughtful as students adjust to a new learning process. Build in time for students to learn how to manage continuous learning.

Set times when you will be available to answer questions and connect students with technical support. Build in times for breaks – both for students and for you! Clearly communicate this schedule to students and their families.

Engage your students by picking interesting, enriching challenges and experiences. Find ways to extend their academic skills into the world they're in right now.

Provide the opportunity for your students to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships.

Remember: start slow to go fast. Feel free to add your own personal touch to this new online learning experience.

Lastly, set office hours for yourself. Build a time when you will NOT be connected and you will not be responding. Find balance.

Tips for Learning Online – For Students

Adapted with permission from ESSDACK

You've found yourself learning online. It's going to be different, for sure, but we can do this. And here are some tips to help you through!

Find a place in your house that is free from distractions, where you can also be comfortable and focus on connecting with your class. Having a hard surface or table helps stabilize your device so no one gets sea-sick watching your camera sway back and forth on your lap. Plus, it's just safer for your device!

Remember your teachers want to see and hear your voice! They are here to answer your questions and concerns. Don't be afraid to speak up.

Keep a drink of water nearby, but be sure it has a tight lid in case of spills! No one wants a wet device!

If you don't understand what is going on, ask a classmate. And if they're giving you info that you're not sure about, go ahead and ask your teacher. She or he will have given you contact information. Is that an email? Is that through your Google Classroom? Maybe SeeSaw? Ask. Don't just sit and wait. And while mom/dad/grandma/classmate could try to help, sometimes those questions are best asked to your teacher.

Don't wait until something is almost due to ask for help. Be proactive in getting help when you're feeling stuck.

Take a study break! Don't just sit at the computer. Your eyes need a break (which includes video games too, if that's your favorite break) and your legs need to move!

Help your family set a schedule that includes learning time, movement time, playtime, snack time, etc. Maybe it also includes board game time with your family. Brainstorm what your family's day will look like and start getting in that routine. And make sure everyone is on the same page so no one hassles you when you're taking a break. So if the schedule needs to change, ask for a family meeting/discussion so again, we're on the same page.

Do you like to listen to music or watch TV while you work? Sometimes that's awesome for tuning out the noises of the house, but you might find yourself watching the TV instead of working. Be mindful of what you're doing when you should be working. Figure out what works best for your learning.

Watch the volume on those earbuds and headphones! Once your hearing is gone, it's gone. When in doubt, turn it down.

Finally, have patience with yourself, your classmates, your family, and your teacher. This is new to all of us. .

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