

Modified from Original

Continuous Learning Task Force Guidance





KANSAS STATE BOARD OF EDUCATION

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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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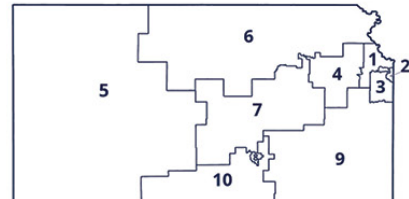


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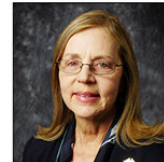
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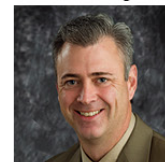
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Professional Learning Guidelines to Prepare for Continuous Learning Opportunities

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

CONTINUOUS LEARNING TASK FORCE GUIDANCE

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

CONTINUOUS LEARNING TASK FORCE GUIDANCE

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)

CONTINUOUS LEARNING TASK FORCE GUIDANCE

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., & 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 towards others; people are having different life experiences than normal right now.

CONTINUOUS LEARNING TASK FORCE GUIDANCE

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)

CONTINUOUS LEARNING TASK FORCE GUIDANCE

- 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 & staff to troubleshoot/promote positive culture/answer questions/help each other
- Weekly touchpoint meeting with district grade or content team

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:

Elementary	
Pre-K	<p>Daily Learning Time: 30 minutes of direct instruction</p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"> • 5-minute increments • hands-on activities between instruction <ul style="list-style-type: none"> ○ imaginative play ○ creative arts ○ music and movement ○ outdoor exploration ○ Exercise ○ fine/gross motor activities

CONTINUOUS LEARNING TASK FORCE GUIDANCE

	<p>Sample Schedule</p> <ul style="list-style-type: none"> • 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) <p>Extra Suggestions for Extending Learning</p> <ul style="list-style-type: none"> • 30-60 minutes of outdoor play • 10-20 minutes of reading with family (books of their choice) • 90+ minutes of imaginative play
K-1	<p>Daily Learning Time: 5-10 minute time spans, a total of 45 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts or other learning activities • P.E., art, music, etc. • Social-Emotional Learning
2-4	<p>Daily Learning Time: 10-15 minute time spans, a total of 60 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts or other learning activities • P.E., art, music, etc. • Social-Emotional Learning
5-6	<p>Daily Learning Time: 20 minute time spans, a total of 90 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts or other learning activities • P.E., art, music, etc. • Social-Emotional Learning

Secondary	
Middle and High School	<p>Daily Learning Time: 3 total hours a day for all classes</p> <ul style="list-style-type: none"> • Recommend time: <ul style="list-style-type: none"> ○ 30 minutes for each class - middle school ○ 30 minutes for each class - high school ○ After 15 minutes, strongly recommend students get up to move. <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • 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	<p>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).</p>

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 technology that mirrors online work • Coordinate distribution of packets or online work

<p>guidance. Family communication is critical to your students' success</p> <ul style="list-style-type: none"> • 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 	<p>at this time. If this is not already being done, there will be resources available for teachers to choose from at this time</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing <p><u>Alternatives to Tech:</u></p> <ul style="list-style-type: none"> • Grab and Go Packets: Print materials, games, school supplies, books, manipulatives 	<ul style="list-style-type: none"> • Collaborate with cross-curricular content areas to maximize efficiency: <ul style="list-style-type: none"> ○ Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing • Reflect through writing/journals: <ul style="list-style-type: none"> ○ How are students processing this situation? ○ How are students doing (mental health)? ○ How are students' roles changing at home or work? ○ 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
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CONTINUOUS LEARNING TASK FORCE GUIDANCE

<p>whatever time frame works best for each family</p>		
<p>Early Childhood: Opportunities for Voice and Choice</p>	<p>Elementary: Opportunities for Voice and Choice</p>	<p>Secondary ELA: Opportunities for Voice and Choice</p>
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Use the resources already being utilized in the district and supplement with additional tools: <ul style="list-style-type: none"> ○ Choice boards ○ Book Study ○ Journaling ○ Create non-digital projects ○ Address various learning styles (movement, art, music) 	<ul style="list-style-type: none"> • 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

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Secondary - Math and Science	Secondary - Social Studies	Specials
<ul style="list-style-type: none"> • 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 <i>Note: make a plan for how kits will be returned considering the possible transmission of the viral particles</i> • 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) 	<ul style="list-style-type: none"> • Recommend journaling of the student experience during this time (see resource page) • Recast the idea of sacrificing personal freedoms for the common good <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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 <p>When possible or if possible, utilize cell phones in activities.</p> <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Prioritize what needs to be done (essential items) to receive credit or provide enrichment vs. what is usually taught in class <p>Options for schools without digital learning for families:</p> <ul style="list-style-type: none"> • 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 <p>For schools with digital/online access:</p> <ul style="list-style-type: none"> • 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 through a content management platform)

CONTINUOUS LEARNING TASK FORCE GUIDANCE

<p>Secondary - Math and Science</p>	<p>Secondary - Social Studies</p>	<p>Specials</p>
<ul style="list-style-type: none"> • Promote and support cross-curricular and cross-grade level tasks or activities 	<ul style="list-style-type: none"> ◦ Communication platform examples: <i>Remind, GroupMe, ZOOM, Skype, Google Meeting, Google Hangouts, etc.</i> 	<ul style="list-style-type: none"> • 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
<p>Secondary - Math and Science</p> <p>Opportunities for Voice and Choice</p>	<p>Secondary - Social Studies</p> <p>Opportunities for Voice and Choice</p>	<p>Specials</p> <p>Opportunities for Voice and Choice</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 & 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
<p>Options for schools without digital learning options for families:</p> <ul style="list-style-type: none"> • 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 & health department guidelines) • Provide opportunities to job shadow/work based activities(as allowed by health department guidelines) <p>For schools with digital/online access:</p>	<ul style="list-style-type: none"> • Internet - some school districts are purchasing hotspots that families can check out, <ul style="list-style-type: none"> ○ Provide a list of free internet providers in the interim of school closings, ○ Park buses in neighborhoods to use as hotspots for internet access ○ 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 <ul style="list-style-type: none"> ○ Partner with a business that may be willing to donate devices ○ Ensure that each child’s device is adequate for what the child is going to 	<ul style="list-style-type: none"> • Communicate to Students, Parents, Staff, Etc. do not see this school closure as an “extended break” <ul style="list-style-type: none"> ○ 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 • Conduct regular check ins with students <ul style="list-style-type: none"> ○ This could be done through a Google Form, phone call, home visit, etc. ○ Just like in the school setting, if a teacher/staff member feels like a student needs

Career and Tech Ed	Student Support Services	Social-Emotional
<ul style="list-style-type: none"> • Prioritize what “needs” (essential items) to be done 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) 	<p>be asked to do on the device. (For 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)</p> <ul style="list-style-type: none"> • Offer a variety of ways to engage continuous learning without devices or internet <ul style="list-style-type: none"> ○ All assignments should have both tech and non-tech options for completion, if not all students have access to necessary devices/internet ○ 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 	<p>counseling services, the school counselor, or mental health team member should be contacted</p> <ul style="list-style-type: none"> ○ Keep the ratio as small as possible. (1:25) <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ○ 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 on an as needed basis. <p><i>School counselors will receive guidance from their professional organization as</i></p>

CONTINUOUS LEARNING TASK FORCE GUIDANCE

Career and Tech Ed	Student Support Services	Social-Emotional
	<p>continuous learning will be completed</p> <ul style="list-style-type: none"> • Provide mental health/counseling services both on campus and remotely (follow health department guidelines) <ul style="list-style-type: none"> ○ 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 	<p><i>well to help support the teachers and students.</i></p>

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<p>Career and Tech Ed Opportunities for Voice and Choice</p>	<p>Student Support Services Opportunities for Voice and Choice</p>	<p>Social-Emotional Opportunities for Voice and Choice</p>
<ul style="list-style-type: none"> • Focus on providing opportunities to encourage behaviors/workplace skills as outcomes, rather than specific content (observe, envision, express, develop skill, engage & 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 	<ul style="list-style-type: none"> • Check-ins with certified staff to ask students about their ideas/needs (daily) 	<ul style="list-style-type: none"> • Encourage students to identify /name how they are feeling. What do they need? Etc. <ul style="list-style-type: none"> ◦ Respond appropriately (i.e. talk to parents or trusted family member(s), contact school, participate in a self-care activity, etc.)

Special Education	ESOL
<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • Provide essential communications in languages representative of student and family populations <ul style="list-style-type: none"> ○ 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. ○ 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.

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Special Education	ESOL
<p>about any aspect of COVID-19 or actions the schools are taking in response to COVID-19</p> <ul style="list-style-type: none">• 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 <p><i>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.</i></p>	

Special Education Opportunities for Voice and Choice	ESOL Opportunities for Voice and Choice
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provide choices and multiple ways for students to demonstrate knowledge/skills: <ul style="list-style-type: none"> ○ Menus ○ Choice Boards ○ Matrices

Tech 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

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- 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.")

Username 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.

Platform	Recommended Grade Levels/Content Area	Strengths & 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 & 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 & 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.

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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	<p>Zoom will waive the 40 minute limit for school districts but you must go to the website and enroll your email domain.</p> <p>Departments must whitelist this feature for both students and staff.</p>

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 & 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
Google Classroom	Grades 3-12	Google classroom allows you to have easy access to post & share products from Google Docs	Create a Class Adding Students and Guardians	Always free for G Suite users	Available from any Chrome Browser

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Platform	Recommended Grade Levels/ Content Area	Strengths & Features	How-to Video/Info	Free Until:	Compatible With:
		and Google Drive. Instant collaboration between students & teachers outside the classroom. It is a simple set up & you can easily track a student's progress.	How to Add Materials Interface Organization, Grades		Download from: Google Play App Store (Apple) Chrome Web Store
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

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Platform	Recommended Grade Levels/ Content Area	Strengths & Features	How-to Video/Info	Free Until:	Compatible With:
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
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

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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@screencastify.com and they will do what they can to help at no cost (via Twitter)	Download as a Chrome Extension

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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	<p>Free for education - FOREVER!</p> <p>Allow up to 3 business days for verification.</p> <p>Sign up for Free</p>	<p>Works with: Windows, Mac, Chrome, iOS</p> <p>Can be downloaded as a Chrome Extension or Desktop App</p>

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	Quick Reference Guide	<p>Free for teachers</p> <p>Text-to-speech free for</p>	Works with: Windows, Mac, Android, Chrome, iOS

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	(including: Google Docs, PDF & 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		<p>teachers and students</p> <p>Premium access features for students, free for 30 days.</p> <p>*This tool may be more beneficial for individual special needs, there are packages for premium tools single student use, group, and district-wide.</p>	Download as a Chrome Extension
EquatIO	<p>Easily create mathematical equations, formulas, and quizzes. Intuitively type or handwrite, with no tricky math code to learn.</p> <p>Handwriting recognition</p> <p>Math, Chemistry, and formula prediction</p> <p>Graphing calculator</p>	<p>Getting Started Guide</p> <p>EquatIO Introduction</p> <p>EquatIO Overview</p>	<p>Free for teachers</p> <p>Premium access features for students, free for 30 days.</p> <p>*There are packages for premium tools single student use, group, and district wide.</p>	<p>Works with: Windows, Mac, Android, Chrome, iOS</p> <p>Download as a Chrome Extension</p> <p>* Compatibility with Sheets, Forms, Slides and Drawings is a premium feature</p>

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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%20tools-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	<p>Serves the library needs of Kansas citizens and provides access to high-quality online resources.</p> <p>Contact your school librarian and media specialist or library para to set you up with a state library card and library card numbers.</p>	<p>RBdigital - App, Register & Log-in (requires separate registration)</p> <p>cloudLibrary - App & Download</p> <p>Enki - Log-in</p> <p>Freeding - Log-in</p> <p><i>*all log-ins use state library card numbers</i></p>
EPIC	<p>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.</p> <p>This is free for all educators!</p>	<p>https://www.getepic.com/</p> <p>There is an app which is available for download.</p>
Vooks	<p>A kid-safe, ad-free streaming library of read-aloud animated storybooks. Students can stream books</p>	<p>https://www.vooks.com/</p>

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	<p>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.</p>	<p>Teacher Application (free for one year) https://www.vooks.com/teacher-appreciation</p>
<p>MyOn Books</p>	<p>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.</p> <p>Currently free for students.</p>	<p>https://www.renaissance.com/products/myon-reader/</p>

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.

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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 & 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.

For more information, contact:

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