

Implementation Guide for Your Continuous Learning Plan



Superintendents and Charter School Leaders

This guide is designed to support you through the extraordinary circumstances that are impacting schools and districts. It will assist you develop a Continuous Learning Plan and complete a subsequent assurances document and application that will be approved by the New Mexico Public Education Department (PED).

Two documents support your planning process: 1) The Implementation Guide; 2) A packet that includes the Assurances Document and Continuous Learning Application. The New Mexico Public Education Department is indebted to the Kansas State Department of Education for their support and sharing of resources, including the thoughtful work of the Kansas Continuous Learning Task Force.

Table of Contents

1) PED Mission and Vision	Pg. 2
2) Executive Summary	Pg. 2
3) Essential Questions for Administration	Pg. 3
4) Essential Questions for Teachers	Pg. 6
5) Professional Learning Guidelines to Prepare for Continuous Learning Plan	Pg. 8
6) Continuous Learning Plan for LEAs	Pg. 10
a) Establishing a system for continuous learning	Pg. 10
b) Developing a Plan for High School Seniors	Pg. 11
c) Recommended Instruction Time and Schedules	Pg. 12
d) Student Support	Pg. 14
i) Special Education Guidance	Pg. 20
e) Technology Support	Pg. 23
7) Tips for Teaching Online	Pg. 29
8) Tips for Learning Online	Pg. 30

PED MISSION

EQUITY, EXCELLENCE AND RELEVANCE

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

PED VISION

ROOTED IN OUR STRENGTHS

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students.

Executive Summary

The goal of this document is to provide guidance to New Mexico educators to meet the needs of supporting learning outside of normal educational practices. Following our colleagues in Kansas, the New Mexico Public Education Department (PED) has adopted the term “continuous learning,” recognizing that instructional modalities will vary by community and, importantly, should be student centered. Purposefully, terms such as “virtual learning,” “e-learning,” or “distance learning” are avoided in an attempt to support the individualized learning needs of all students. New Mexico is a state that is grounded in diversity, and this strength should allow us to demonstrate equity, inclusivity, and creativity in supporting the needs of all students.

Key themes that should frame your Continuous Learning Plan:

- Focus on essential learning
- Emphasize relationships and connectivity in this new learning environment
- Prioritize socio-emotional wellness equally to academic engagement
- Recognize that decisions impact and must support all students
- Establish a consistent and agreed upon framework of expectations, communication models, and practices that all stakeholders share and can participate in
- Provide support and training for all staff who will implement the Continuous Learning Plan
- Be flexible and ready to adapt or pivot as needs arise
- Encourage patience and support and extend grace to all

Essential Questions for Administration

What information should be gathered to make resource allocation decision?

The leadership team may need the following information to better understand the school community's needs:

- a. Technology available to students; Internet/data and devices
- b. Student/family needs and preferences
- c. Family suggestions/feedback
- d. Staff needs

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

On [Friday, March 13th](#), Governor Michelle Lujan Grisham ordered all New Mexico Public Schools to close. In light of this, *students* should not be coming to school sites, unless attending childcare at a designated, open site or coming to pick up meals.

- Follow the guidance, policies, and procedures of the New Mexico Department of Health. <https://cv.nmhealth.org/>
- Stay informed and know where to go for the most current information. The best source of accurate information for our state is: <https://www.newmexico.gov/>.
- To the extent feasible, virtual meetings are recommended for staff rather than any face-to-face meetings, however staff members may need to retrieve supplies or materials from the building. Additionally, staff who may meet in person 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). PED recommends requiring administrative approval for any in-person meetings and developing guidelines for how to interact during meetings that ensure social distancing including adhering to a six-foot personal distance.

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

Schools should employ practices for cleaning and sanitizing items prior to student distribution. Districts and schools should distribute technology by designating times for students to pick items up via a grab and go, drive-through process. Schools may want to mirror meal delivery with designated stations and leveraging bus transportation for delivery. Check-out should be easy to manage with pre-recorded information ready to support easy deployment. Staff who are delivering technology should use protective wear when possible.

What professional learning will staff need?

A sample five-day professional learning plan is available on page eight. PED recommends that you go slow to move fast with professional learning, giving staff ample time to prepare, learn technology, and ask questions. Spend time determining critical outcomes required before the end of the school year. Focus on what is critical for graduation or advancement to the next grade level.

How will we meet special education requirements?

Instructional Education Plans (IEPs) may NOT be universally modified. The district or charter special education director should be consulted when making decisions regarding students with IEPs and how students with exceptional needs will be addressed in the Continuous Learning Plan. PED's special education team can provide further guidance to special education directors.

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

In addition to robocalls, the PED suggests using multiple communication strategies to reach families and communities such as emails, social media, mass text messages, and websites. Formal press releases to local newspapers and radio stations may also be appropriate, and larger districts might consider a formal press conference. Keep communication clear, consistent, and constant. Provide communication in languages representative of student and family/caregiver populations, importantly ensuring Spanish and indigenous language needs are met. Having consistent messaging and clarity of the school's plan is critical. The PED recommends building administrators do a weekly group check-in with all staff using video conferencing technology.

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

PED recommends teachers have designated online office hours. Office hours provide consistency and structure. However, because some households will share a device, it is important teacher availability is spaced throughout the day so all students can have an opportunity to contact their teacher. Be sure to communicate what platform the district or charter will be using for communication. Joint office hours with teams of educators might also work well, as teachers begin to support one another and differentiated groups of learners dynamically in this new space. Some available platforms for connectivity are:

- K-5+ : SeeSaw, Google Classroom
- Grades 6-12: Google Classroom, Microsoft Classroom, Bloomz, Canvas

What are our requirements/obligations to student teachers?

The PED is encouraging candidates to remain involved in their clinical placement school system, as districts and charters will be providing state-wide continuous learning. This is an incredible learning and teaching moment for the newest members of the teaching profession, and they should be included as much as possible. There could be innovative roles for student teachers through virtual meetings under the direction and supervision of a cooperating teacher. In the event you are unable to continue to provide a meaningful clinical placement, each university can define a sufficient number of required weeks for a candidate. This may mean adjusting current requirements. Universities provide PED with program completion documentation, and PED accepts these assurances as final. If universities and colleges determine eight weeks was sufficient, PED will accept their professional determination. If there are candidates who did not complete a sufficient amount of student teaching, the university can determine remediation.

Can we waive evaluation of teachers in the second semester?

PED encourages districts and schools to use data already collected through Frontline to support educators and provide feedback. However, PED will not be issuing teacher evaluation reports for the 2019-20 school year. Frequently asked questions about educators and licensure are answered below.

1. What happens to teachers who are on the alternative pathway via their summative report? **Please ensure any data collect this year in Frontline is finalized, and if the educator has completed all other requirements please send a letter to the PED stating the teacher has met the competencies to become a Level 1 teacher. These letters should be sent to Jessica Green, Licensure Staff Manager at Jessica.Green@state.nm.us.**
2. What about teachers who want to complete this pathway moving forward? **As of March 26, 2020 PED will no longer accept applications to complete an alternative license via the educator effectiveness pathway. Teachers who are already on this pathway will be able to complete. Other alternative pathways available are the OPAL pathway or an Educator Preparation Program. As we continue to review licensure and teacher evaluation, we will look at other pathways to consider in the future.**
3. Our district would like to produce a report for our teachers, is that ok? **Yes, your district or charter school may produce a report at the district level. We would suggest using what is available in Frontline to complete this process.**
4. What about surveys? **Due to the current situation teacher, student, and family surveys will not be required this year. However, we are examining methods by which we can ensure family and student voice are collected and heard.**
5. Will principals receive an evaluation this year? **We know that you've worked throughout the year to provide your principals with support and guidance. If you already have completed the evaluation, we would encourage you to share it with your principals. However, it is not required.**

Will students be required to complete state assessments?

No. A waiver for federally required assessments was submitted and approved by the US Department of Education.

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

The PED waiver will remove the requirement for seniors to attend a minimum of 1,080 hours. All students are still required to complete at least 23 credits of required and elective coursework. End of semester final grades should be calculated, reported and transcribed in the school's student information system. PED is encouraging schools and districts to adopt a pass/fail grading system for the last grading period.

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

Yes. These events should not take place because they exceed the specifications of current public health orders.

Essential Questions for Teachers

What technology/apps/student learning platform do we need to use?

This is a local decision, but PED recommends teachers in grade band choose one platform for communication and use a limited number of apps or platforms.

What is the expected time for students to spend learning each day? How do I hold students accountable for learning?

Having weekly assignments, projects, video check-ins, and projects are all ways to assess learning. Focus on the **critical standards** needed for your content area. Keep in mind that many families have limited data, minimal access to the Internet, and one device which must be shared between multiple people. Our recommended guidelines for maximum student commitment in terms of direct instruction 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. Additional reading time or storytelling is always encouraged.

Teachers may find that they have to adjust after their first week.

How am I communicating with students and parents?

This should be a local decision, but using only 1-2 platforms is ideal. Having parents and students manage multiple communication platforms from multiple teachers is cumbersome. Streamline communication when possible. SeeSaw and Google Classroom are two example platforms where parents can be added. Facebook Groups are also a way to connect.

What are my expectations for academic standards?

PED recommends addressing only the critical standards for the remaining weeks of school. This is a local curriculum decision based on the local sequencing of standards prior to the health crisis. PED recommends that grade bands across one district/charter align and emphasize the same critical standards when creating lesson plans that best meet the needs of students and consider of the instructional delivery tools (Google, Zoom, packets, etc.)

What if my students don't have devices or the Internet?

Internet access will be an issue for many families in New Mexico. Staff and students may lack the resources to connect remotely. PED encourages districts to reach out to local internet service providers to see what options are available for community members. 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. A list of service providers is included later in this document.

PED recommends sending sanitized devices home with students. If no devices are available, it is important learning packs with work and projects can be sent home or be picked up weekly or bi-weekly. PED highly recommends giving students voice and choice to demonstrate their learning.

What about AP exams for my students?

The College Board is providing a 45-minute online exam students can take at home. Educator-led development committees are currently selecting exam questions. Some students may want to take the exam sooner rather than later, while content is still fresh. Other students may want more time to practice.

- There will be no traditional, face-to-face exam administrations. Students can take a 45-minute online exam at home. For each AP subject, there will be 2 different testing dates.
- Students will take exams on any device they have access to—computer, tablet, or smartphone. Taking a photo of handwritten work may also be an option.
- College Board is working to provide access for schools and students with limited technology assets. Contact College Board directly at <https://collegeboard.tfaforms.net/74>.
- The exam will only include topics and skills most AP teachers and students should have covered in class by early March.
- Any student already registered for an exam can choose to cancel at no charge.
- AP Coordinators should indicate students' fee reduction eligibility in AP Registration and Ordering by April 30.

Important AP Links

- Beginning Wednesday, March 25, students and teachers have the option attend free, live AP review courses. <https://apstudents.collegeboard.org/coronavirus-updates#free-ap-classes>
- To see the full exam schedule and modified exam details (April 3), get help with using AP Classroom, and see complete information about AP testing. <https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>
- AP coordinators who haven't collected exam fees have the option to arrange a payment partner through which students can make payments. <https://apcentral.collegeboard.org/ap-coordinators/exam-ordering-fees/exam-fees/managing-fee-collection/ap-exam-fee-collection-providers>

Professional Learning to Prepare for a Continuous Learning Plan

Below is a sample five-day plan to prepare for implementation of a Continuous Learning Plan. The sample plan is a resource for districts to modify and use as appropriate and is not a requirement.

Prior to Five Day Plan

- Ensure you have worked with all stakeholders including: teacher leaders, special education departments, technology, and bilingual education departments, food service, local education leaders, etc., and involve them in discussions and decision making
- Send out surveys about the availability of technology
- Review survey results
- Identify teacher leaders in curriculum and technology integration
- Identify learning platforms or systems that are already in place that teachers will use

Five Day Plan

Day 1

- District/Charter administration meets
 - Review survey results
 - Establish continuous learning philosophy, expectations, and overview
 - Problem solve local issues such as Internet access and availability of materials
 - Upon approval from building administration, a small group of educators might come into district offices or schools to prepare and support special education students, students without Internet 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

- School-wide staff meeting through a video conferencing platform such as Zoom, Go-To meeting, WebEx, or a conference call.
 - Establish philosophy, expectations, and broad overview
 - Share results of surveys or information you have gathered and plans for continued food service, IEP services, child care, and technology with whole staff
- Via virtual connection, meet in grade bands (PreK-2, 3-5, 6-8, 9-12) or, for high school, content areas and pathways (e.g. CTE tracks).
 - 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 (establish the critical outcomes necessary for the remainder of year)
- Train staff on technology
- Administration communicates with school community

- Expectations, philosophy, and plan
- How and where to pick up breakfast and lunches during extended closure
- When to expect communication from teachers and who will receive the communication
- How students will get materials and technology if needed -- plans for delivery and pick up of paper learning packets (consider aligning with grab and go lunch pick-ups).

Day 3

- Small group virtual work time
 - Plan lessons
 - Create content and upload to devices when appropriate
 - Continue working on essential outcomes (focus on critical outcomes; prioritize quality over quantity)
- Share content with cross-functional teams or whole staff
 - Offer each other the ability to reflect on expectations
 - Ensure you are able to continue collaborating on best practice
 - Share how students will demonstrate their learning
- Virtual whole staff meeting
 - 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)

Day 4

- Work time
 - Plan lessons
 - Create content and upload to devices when appropriate
- Meet in grade levels and content bands
 - Share content
 - Reflect on expectations
 - Continue collaborating on best practice
- Educators should begin to implement outreach; communicate with students and guardians
 - Establish expectations
 - Detail what students will need in order to be successful (materials and technology)
 - Administration should have a plan to begin to think about how they will track this

Day 5

- Virtual whole staff meeting
 - Answer final questions
 - Problem solve any new challenges
- Teacher prep time
 - Plan lessons
 - Create content and upload material as appropriate
 - Answer questions from teachers and students
- Virtually collaborate with grade level or content teachers as needed

Continuous Learning Plan*

Establishing a Plan for Continuous Learning

Establish a local philosophy and approach for Continuous Learning.

Sample communication to parents and caregivers: *Although our school district is closed for onsite learning, “school” continues as we engage students with experiences that further their 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.*

**With gratitude to the Framework established by the Kansas State Department of Education*

General Recommendations for Consistency:

- 1) Identify essential outcomes and standards at a district or school level (example grade level &/or department) so that teachers can determine outcomes/needs/and competencies while lesson planning and considering their delivery tools (Google, Zoom, packets, etc.).
- 2) Ensure 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 the flexibility to complete the work and tap interest/motivation.
- 4) Use 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) Districts, buildings, and grade levels need to consider and include non-technology based options.
- 6) Ensure communication is coherent and consistent from districts administrators to building administrators to teachers to students and families.
- 7) Consider ways to focus on relationships and connections, not just content.
- 8) **Target support for graduating seniors.**

Developing a Plan for High School Seniors

Primarily, schools and districts should develop plans for how they will ensure seniors have the ability to complete course requirements, demonstrate competency, and complete their Next Step Plans.

Districts and schools can include in their plans an extended timeline for seniors, allowing them up to June 19 to complete requirements. PED is recommending all school move to a pass/fail designation rather than finishing the school year with letter grades. Valedictorians/ Salutatorians and GPAs may need to rely on seven semesters rather than eight semesters of cumulative performance.

Course Requirements: The following are ways seniors can earn credit and achieve eligibility for graduation:

1. Credit via a locally designed series of assignments or work completion:
 - a. Examples include online coursework, written work packets, project-based learning, portfolios, or applied work experiences (where current high school course standards align with a student's employment).
2. Credit via competency-based assessment(s):
 - a. Examples include a locally designed test, formative and summative assessments, online PSAT/SAT prep, leveraging a determined cut score from a college entrance exam, spring dual credit, world language competency, industry recognized credential or certificate, or college admissions/placement.
3. Credit through expanded course equivalency:
 - a. College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits. Schools should consider local emergency approval of additional equivalencies between college courses or CTE courses that are aligned high school courses to ensure seniors earn core credits.
4. Two-for-one policy:
 - a. CTE courses locally determined to be equivalent to existing standards in a non-CTE course may be used to meet two graduation requirements with a single 1.0 credit course.

Local Demonstration of Competency:

Most students meet competency requirements with their junior year assessments. For students who have not, they may demonstrate assessment competency in a variety of ways determined at a local level by the district or charter. Some examples of local demonstrations of competency include:

- a. Portfolios
- b. Project-based learning
- c. Capstone projects
- d. Oral presentations

PED recommends districts and schools move quickly to determine which students are eligible for graduation and which students will need targeted support to meet graduation requirements.

Guidelines for Student Learning and Instructional Time Based on Age:

Elementary	
Pre-K	Daily Learning Time: 30 minutes of direct instruction. Additional storytelling and play is always encouraged. Daily Learning time can include: • 5-minute increments of direct instruction • Hands-on activities • Imaginative play • Creative arts • Music and movement • Outdoor exploration • Fine/gross motor activities • Storytelling 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
K-1	Daily Learning Time: 5-10 minute time spans, a total of 45 minutes. Additional storytelling and play is always encouraged. Daily learning time can include: • Reading Foundations • Online or written math work and puzzles (use manipulatives and items at home!) • Hands-on learning activities that encourage cross-content science learning such as gardening, tracking and observing the weather • P.E., art, music, etc. • Social-emotional learning • Storytelling
2-4	Daily Learning Time: 10-15 minute time spans, a total of 60 minutes. Additional storytelling and play is always encouraged.

	Daily learning time can include: • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross-content science learning or social studies • P.E., art, music, etc. • Social-emotional learning
5-6	Daily Learning Time: 20 minute time spans, a total of 90 minutes Daily learning time can include: • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross-content science learning or social studies • P.E., art, music, etc. • Socio-emotional learning

Secondary	
Middle and High School	Daily Learning Time: 3 total hours a day Recommended Time: • 30 minutes for each class - middle school • 30 minutes for each class - high school Daily learning time can include: • Reading and reflection • Writing tasks • Recorded lectures • Online or written mathematics • Content-loaded tablets with text and activities • Discussion boards • Online resources • Content-based activities • Project-based or service-learning projects

Specials	
Visual Arts, Music, PE, Health, Computer Science, World Languages, etc.	The time allotted for special/electives will vary greatly by school district and level. <i>Suggested time frames for specials should be considered part of the total continuous learning load for all classes.</i> Consideration should be given for the portion 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. Consider online platforms for communities with access and conference calls for communities with limited access. Ensure families and students have access to counselors as well as teachers.
- 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 (e.g. submitting photos of work, delivery of completed packets).
- 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, etc.
- 5) Use communication platforms, for example: Remind, GroupMe, ZOOM, Got-To Meeting, WebEx, Skype, Google Meeting, Google Hangouts, etc.

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 (culture, race, family structure, location - urban/rural, financial resources, social-emotional support, etc.)?
- 2) How can we provide culturally and linguistically relevant resources and instruction for each particular student and family?
- 3) How can we see this family and their student's learning through a trauma-informed lens, particularly given the health crisis?
- 4) In what ways can we allow families to individualize continuous learning?

Specific Grade Bands and Content Areas

Early Childhood
1. Connect with students every week - via video chat, Zoom, or phone calls 2. Establish “office hours” for communication with families - this will be a consistent time you are available to answer questions and provide guidance. Family communication is also critical to your students’ success 3. Provide resources/directions for caretaker for all activities (It may be older siblings helping with instruction) 4. Make kits with hands-on materials or manipulatives to have families pick up/or to be delivered (weekly or bi-weekly) 5. Help families create predictable routines for learning - share recommendations for minutes of each activity that families can easily accomplish 6. 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.) 7. Emphasize the importance of daily reading with your children 8. Work with families to create a predictable routine each day for learning and play
<i>Opportunities for Voice and Choice at the Early Childhood Level</i> • Provide guidance to caregivers about how to follow a 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 • Encourage conversation and discussion • Honor other languages
Elementary
1. Focus on student progress and learning, not assignment completion and due dates 2. Communicate with students first with tools teachers are already using and familiar with

3. Check on students' progress and learning rather than due dates
4. Create learning opportunities that resemble classroom content using familiar wording
5. Create cross-curricular work when possible to maximize efficiency
6. Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing
7. Alternatives to Tech: Grab and Go Packets: Print materials, games, school supplies, books, and manipulatives. Consider that distributing these might require disinfection as well as should likely be consumable

Opportunities for Voice and Choice at the Elementary Level

- Use tools such as: Choice boards, Journaling
- Create digital projects that use voice recording
- Address various learning styles (movement, art, music)
- Encourage conversation and discussion
- Honor other languages

Secondary English Language Arts

1. Select high interest and engaging materials
2. Adjust resources according to different grade levels as needed
3. Provide weekly packets or printouts (of same stories/materials) for students w/o access to technology that mirrors online work
4. Coordinate distribution of packets or online work in a safe manner
5. Collaborate with cross-curricular content areas to maximize efficiency: Read a science or history article, use ELA-based questions for comprehension, discussion, and/or writing
6. Reflect through writing/journals:
 - 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?
7. Create or share screen video tutorials about how to use resources for students

Opportunities for Voice and Choice at the Secondary Level

- Provide virtual or printed independent reading resources

- Links to free online books on district websites or district ELA website or classroom communication platforms
- Encourage reading and writing through project-based learning when applicable
- Provide guidelines/ expectations/ parameters for students including using images and voice recording
- Facilitate written and visual discussion boards/Flipgrid
- Accept student-developed projects that demonstrate competency
- Encourage conversation and discussion
- Honor other languages

Secondary Math and Science

1. Provide Internet access
2. Construct “continuous learning kits” that can be either picked up, dropped off, or made available through parent email for those without devices, reliable Internet or printer access
Note: kits should be consumable, considering the possible transmission of the viral particles if returned
3. Focus on no more than one or two essential learning targets a week
4. Provide lessons that include: daily instruction/practice, screen tutorials (daily/weekly), YouTube videos, and/or podcasts
5. Accept student-developed projects that demonstrate competency
6. Post personalized videos for the hook, connection and content of current learning (Max 5-7 mins)
7. Suggest simple hands-on tasks with materials found in or around most homes
8. Setup live on-line sessions (regular meeting times or office hours)

Opportunities for Voice and Choice at the Secondary Level

- Provide multiple ways to demonstrate learning (checklists/choice boards)
- Encourage STE(A)M Project- Based or Inquiry-Based Learning
- Encourage student self-advocacy
- Honor other languages and world views

Secondary Social Studies and CTE

1. Recommend journaling of the student experience during this time
2. Tie in the current situation with historical moments
3. Provide a forum for students to communicate as a class/in groups
4. Provide links to projects online (video demonstrations, project resources shared through a content management platform, etc.). Be sure to consider copyright restrictions
5. Record personal messages/ demonstrations from home teacher(s)
6. Offer a delivery that is manageable by students
7. Attend to a culturally and linguistically relevant curriculum
8. Accept student-developed projects that demonstrate competency

9. Develop and work on activities or portfolios, virtual field trips, remote conversations with a mentor or job shadow 10. Provide CTE--work based and/or project based learning projects that will cover competencies needed to complete class requirement
<i>Opportunities for Voice and Choice at the Secondary Level</i> • Support students with structures to ensure success and well-being • Work creatively and cross-curricularly, when possible, to develop meaningful learning experiences • Encourage student self-advocacy • Encourage behaviors/workplace skills as outcomes, rather than specific content (observe, envision, express, develop skill, engage & persist, reflect) • Focus on mastering competencies (outcomes) versus completion of assignments

Specials
1. Prioritize what needs to be done (essential items) to receive credit or provide enrichment vs. what is usually taught in class 2. Distribute fitness calendar/art prompts to give a broad “menu” of options using little to no home equipment 3. Create a document with familiar songs for students to sing/play at home 4. Create a list of projects/skills that can be completed to meet required competencies 5. Accept student-developed projects that demonstrate competency 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 through a content management platform)
<i>Opportunities for Voice and Choice</i> • Consider focusing on providing opportunities to encourage artistic 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 experiences/worksheets/tests/quizzes given in the typical classroom • Provide options for completing work online or traditionally with the option to submit or text images • Honor other languages

Socio-emotional Support	EL Supports
• Adults should acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as teamwork, problem solving, and empathy • 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: This could be done through a Google Form, phone call, virtual platform, etc. Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor or mental health team member should be contacted • Keep ratios as small as possible for counselors or social workers • Elementary: Check in with students • Secondary: Check in with advisory/homeroom/ seminar students • Encourage teachers to embed SEL competencies into their cross-curricular lessons • Utilize any SEL curriculum that they previously used. For example, if teachers were using Second Step, they should continue to “teach” those essential SEL concepts using the provided curriculum • Establish office hours and post on social media where individuals can meet with counselors	• Provide essential communications in languages representative of student and family populations • Reach out to families 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 EL family to access over-the-phone interpreting and/or specific personnel within the district who can provide interpretation services • Recognize that resources may need to be adjusted according to different grade levels and language levels. • 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 staff 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 paces. • 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 • Provide strategies that support academic language needs • Use structured or sheltered English practices and highlight opportunities for students to engage in conversation virtually

Special Education Guidance

Federal guidance for special education

- Supplemental Guide from OSEP 3/21/2020 https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- OCR Fact Sheet (03/16/2020) <http://bit.ly/COVIDOCRFacts>
- FERPA Guidance (03/12/2020) <http://bit.ly/FERPA-COVID19>
- OSEP Guidance (03/12/2020) <http://bit.ly/OSEP-COVID>

Additional State guidance for special education

- District guidance <https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Updated-COVID-19-for-Students-with-Disabilities.pdf>
- National Center for Systemic Improvement (NCSI) <https://ncsi.wested.org/>
- And national resources per OSEP <https://ncsi-library.wested.org/resources>

General Guidance:

Most special education 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
- 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
- Provide for collaboration between general and special education teachers 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 video conferencing format such as Zoom or Google Hangouts. Schools should continue to:

- Document communication with parents/students as attempts to make progress (notes section of the 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
- Modify information for persons with exceptional needs. Information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities (such as students who are deaf or blind).

If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

LEAs must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP.

Schools should take into consideration alternate methods for providing educational services to children with disabilities, such as, teleservices, learning packets, or virtual/online/e-learning lessons

PED recognizes there are students with complex needs for whom the eLearning/virtual/on-line program may not be a feasible option, even with additional accommodations or modifications. The IEP team will need to discuss and document within the IEP or an addendum the agreed upon alternative plan for providing the requisite special education and related services to those students through Prior Written Notice (PWN).

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.

Questions to consider when developing content for lessons:

- What standards are being addressed?
- What modes of communication need to be considered for accessing curriculum?
- What are the IEP goals, related services, and needs of each student?
- How are lessons/activities differentiated?
- What technology is integrated into instruction? What technology is used in class regularly? How can that be leveraged and reinforced with virtual/online education/e-learning?
- What is the focused work for specific classes
- What accommodations and modifications are needed for general education materials?
- How do we work with the parent/guardian/family to support student learning?
- How do we document student progress?

Strategies to consider when supporting students with disabilities:

- Virtual/online education/e-learning when appropriate; keeping the principles of Universal Design for Learning in mind
- Independent study

- Blended learning (virtual/online/e-learning)
- Telehealth (related services)
- Learning packets
- Ensure students have required assistive technology needs met
- Provide services at home when appropriate in accordance with CDC guidance and relevant New Mexico health orders. If you chose to do learning packets, consider: Adjusted reading levels, adjusted math levels, focused work for specific classes clarity of written instructions, shorter assignments and the ability of parent/ guardian /family to support student learning and sanitation

Resources for special education instruction

Preschool/early childhood support- recommended by OSEP

<https://ectacenter.org/>

School age resources recommended by OSEP

<https://ncsi.wested.org/>

<https://ncsi-library.wested.org/resources>

CEC (All ages) <https://www.cec.sped.org/>

PED Staff Support

Jacqueline Costales, Division Director for Curriculum and Instruction
505-469-8705 (call or text, please send name and district within text)

Jacqueline.Costales@state.nm.us

Topics: Standards (content considerations) and curriculum implementation, school day design in the continuous learning environment, distance learning strategies

Deborah Dominguez-Clark, Director of Special Education
Special Education Bureau

deborah.clark@state.nm.us

(505) 819-1337 (please send name and district within text)

Please click on the link for Education Administrators for your district

<https://webnew.ped.state.nm.us/bureaus/special-education/education-administrator-lea-assignments/>

Topics: IDEA-B and related issues

Technology Support

Key Ideas

- Continuous learning is not hours of screen time for teachers, parents, or students.
- Districts should seek to implement a few high-quality solutions for communication lines, teaching and learning, and student support.
- 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 educational technology companies are sensitive to student privacy. 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
- An additional resource from the US Dept. of Education on protecting student privacy can be found [here](#)

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 be working during school hours)

Username and Passwords

- Districts will need to 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 about these protocols during continuous learning

Educator Safety

- One-to-One Live Video Conferencing with a student is not recommended. Please include two adults and/or two students for accountability and liability. Consider having classified staff participate as video partners on live calls
- Schools and districts should think about protecting educator privacy by using applications such as [Google Voice](#) and [Burner](#)
- Please check your board policy regarding communications between educators and students via phone or the Internet

Distance Learning

Parameters for Teachers

- Consider setting guidelines for staff including:
 - Establish a set schedule and routine for educators
 - Set up an appropriate and adequate working environment
 - Remember 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

Below is a link to support teachers working with diverse student populations through distance learning:

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

Communication Tools

Platform	Appropriate For	Capabilities/ Strengths & Features	How-to Video/Info	Misc. Information
Remind	All Levels – basic communication tool	This is a way for the teacher to communicate with parents and students	Getting started for teachers	Compatible With any Chrome Browser

CONTINUOUS LEARNING PLAN IMPLEMENTATION GUIDE

		without using their cell phone number. Communication can happen via computer or cell phone.	Add people to your class Join a class	Free app download available from: Google Play, App Store (Apple), Chrome Web Store, Android
Google Hangout Meet	All levels – limit of 250 people	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	Departments must whitelist this feature for both students and staff. Can record
Skype	All levels –limit up to 50 people	Skype allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	How to use Skype	Departments must whitelist this feature for both students and staff. Can record
Zoom	All levels- limit up to 100 people	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	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. Ability to record

Learning Platforms

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; nothing is shared without teacher approval.	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	Available for use on the web using a computer or Chromebook: Chrome, Firefox, or Edge Download from: Google Play,

CONTINUOUS LEARNING PLAN IMPLEMENTATION GUIDE

		Safe and secure; becomes a digital portfolio for students.		teacher, and 100 Create and Share Activities	App Store (Apple), Chrome Web, Amazon Kindle
Google Classroom	Grades 3-12	Google classroom allows you to have easy access to post & share products from Google Docs 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.	Create a Class Adding Students and Guardians How to Add Materials Linking Grades	Always free for G Suite users	Available from any Chrome Browser Download from: Google Play, App Store (Apple), Chrome Web, Amazon Kindle
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
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	Free online version for students and teachers.	Available for use on the web

Other Great Resources

Tool	Link
EdGenuity	https://www.edgenuity.com/
K12 Inc.	https://www.k12.com/
Screencast-o-matic	https://screencast-o-matic.com/
Loom	https://www.loom.com/
Google Read and Write	See the Chrome Web Store for the app
Swivl	https://www.swivl.com/
Padlet	https://padlet.com/
Webjets	https://www.webjets.io/
ClassroomQ	https://classroomq.com/
ACT Academy	Available spanning grades Kindergarten through Grade 12 (https://academy.act.org/). It is available for all schools, teachers and parents at <i>No Charge</i> .

SERVICE PROVIDERS

AT&T

AT&T has removed usage caps for its home broadband internet service, which means customers that go over the old limit will not be subject to overage fees. The company also reminded people that its public Wi-Fi hotspots are still open to all.

Comcast

Comcast has made its Xfinity Wi-Fi hotspots accessible for free to everyone, including non-Xfinity Internet customers. You can view a map of all Xfinity hotspots [here](#). Once you're in a hotspot's vicinity, find and select the "xfinitywifi" network name in the list of available hotspots. Along with a host of other data providers, Comcast is giving all its customers unlimited data for the next 60 days. For the company's Internet Essentials program, which services low-income families, new customers will have access to the program for free for 60 days. The program normally costs \$9.95 per month. Comcast has also permanently increased the base Internet speed for all existing and new Internet Essential customers. Find out more about eligibility and applying for the service [here](#).

Sprint

As of March 18, Sprint is [upgrading](#) customers with existing data plans to unlimited data for 60 days. Customers will also have access to an additional 20GB of mobile hotspot data for free.

T-Mobile

T-Mobile is upgrading customers to free unlimited smartphone data for the next 60 days if they already have a phone plan that includes data, the company announced in an [open letter](#).

This is a dynamic document and will be amended to adapt to changing circumstances. If you are distributing this document to your school or district, you may personalize it for your own needs.

Here is a [link to additional resources](#) that PED provided to educators and families via an instructional support toolkit during temporary closure.



Tips for Teaching Online

For Teachers

Adapted with permission from ESSDACK and the Kansas State Department of Education

Internally with yourself: Start with your goals. What do you really 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 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. Check in with families and students and ask how they are feeling and managing through the change.

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. Help them learn etiquette for distance learning. 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 are 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.

Tips for Learning Online

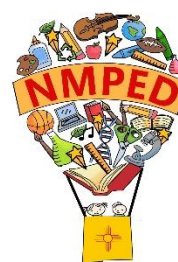
For Students

Adapted with permission from ESSDACK and the Kansas State Department of Education

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 cooking, hiking, honoring cultural traditions, playing board games, or storytelling 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
Dr. Gwen Perea Warniment
Deputy Secretary of Teaching, Learning, and Assessment
(505) 699-2059
gwen.warniment@state.nm.us



New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501
<https://webnew.ped.state.nm.us/>