

Equity Guidance for Continuous Learning 2020





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900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org

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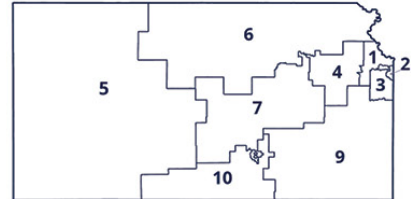


Kathy Busch
kbusch@ksde.org

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DISTRICT 1



Janet Waugh
jwaugh@ksde.org



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sroberts@ksde.org

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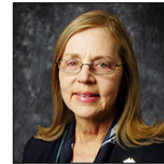
Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

DISTRICT 7



Ben Jones
bjones@ksde.org

LEGISLATIVE LIAISON
DISTRICT 9



Jim Porter
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



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EQUITY GUIDANCE FOR CONTINUOUS LEARNING 2020

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EQUITY GUIDANCE FOR CONTINUOUS LEARNING 2020

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Introduction

The purpose of this guidance is to provide clarity to schools and districts regarding expectations and considerations for equitable learning opportunities for all students during this time of Continuous Learning. Equity starts with educators checking their assumptions and biases. Educators can review outgoing language, materials, images and resources for cultural responsiveness, inclusivity and diverse representation. Reflect on what stereotypes and biases might be presented to learners. When educators simplify curriculum, students may lose important representation of racially and socially diverse perspectives. What singular stories are being told and who is being centered in the learning? Educators should create and maintain norms that honor, value and respect diverse perspectives and voices during live virtual learning sessions, chat functions and collaborative activities. Utilize the expertise of staff who are familiar with regulations and best practices for working with special populations. Liaisons, advocates and paraprofessionals can assist teachers in delivering continuous learning.

Equitable Continuous Learning Plans for English Learner (EL) Programming

English Learner Programming and Equity

- **Provide families with equal opportunities to access information in their native language.** Keep in mind that students may be proficient in English, but their parents or caregivers may not be.
- Providing service to students identified as EL is a matter of equity.
- Several state and federal laws clarify the legal and ethical responsibility for districts and schools to provide both access to academic content and facilitate student progress toward English language proficiency (ELP).

See the [U. S. Department of Education Civil Rights Obligations](#)¹

¹ <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Questions to Consider for Identified English Learners

- What role will English to Students of Other Languages (ESOL) teachers have with students?
- How might ESOL and Special Education teachers collaborate with general education teachers regarding students who are EL and have an Individualized Educational Plan (IEP)?
- How will students receive support for English language development?
- How will English Learners be supported in mainstream classes? What will teachers do to support English Learners?
- How will two-way communication be established with multilingual/multicultural families?
- How will Individual Learning Plans (ILP) be considered when supporting the student with Continuous Learning?
- 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.)?
- How can we provide culturally and linguistically relevant resources for each particular student and family?
- How can we see this family and their student's learning through a trauma-informed lens?
- In what ways can we allow families to individualize Continuous Learning?

Recommendations

- All teachers working with students identified for EL support should assume that students do not have access to reliable internet service even if provided by the district or municipal government. It is recommended that teachers provide options for students that can be accessed by a variety of methods, including cell phones. Learning packets may be distributed in a manner designated by the district.
- Districts should have clear expectations for student contact with the EL teacher. This student contact time (one-on-one or in a small group) should be used for conferring, providing feedback, setting individual learning goals and/or checking on progress.
- Contact minutes do not need to reflect the minutes served at school, but consideration should be given when developing a student's work plan at a distance.

Continuous Learning Challenges

- As you work to transfer EL instruction to Continuous Learning, it is important to remember that [research](#)² shows all students prefer to interact with human beings. Teachers can arrange “technology buddies” and integrate creativity into distance learning with role playing games, simulations, case studies, debates, group projects and experiments.
- Remember to let students explore and create. That is what has motivated human beings as learners since the beginning of time.
- Also, be careful to not overwhelm students with having to learn too much new technology.

Equitable Meal Distribution

As districts and schools decide if, when and where to serve meals to children within their communities, consider whether there are barriers to accessing sites for vulnerable populations. To better meet the needs of underserved student population groups, could a site be added near low-income housing that is known to house students within your district? Could the district run bus routes to distribute meals to meet the needs of students who lack access to transportation? Could the district possibly deliver meals to students who are known to be at-risk or from an underserved population? Please note that delivering meals directly to a household requires parental/guardian consent. Contact Child Nutrition and Wellness at (785) 296-2276 with questions or to add additional feeding sites. During the COVID-19 pandemic, leave a message with your callback number, and someone will call you back shortly. Meals are free for all children ages 1-18 at all meal sites.

² <https://edpolicy.stanford.edu/library/publications/1241>

Equitable Continuous Learning Plans for Students with Exceptionalities

Equity and Learning for Students with Exceptionalities

- Once a district begins implementation of its Continuous Learning plan, the district must also begin providing special education and related services to students with exceptionalities in accordance with the student's IEP or for students entitled to a free appropriate public education (FAPE) under Section 504, consistent with any plan developed to meet the requirements of Section 504.
- Where, due to the COVID-19 outbreak and resulting closures of school buildings, there has been an interruption in providing IEP services, IEP teams must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.
- Access information from the U.S. Department of Education's Office for Civil Rights on providing services to students with disabilities at <https://www.ed.gov/coronavirus>.

Questions to Consider for Students with Exceptionalities

- How will this child advance appropriately toward attaining their annual IEP goals?
- How will this child be involved in and make progress in the district's Continuous Learning plan or appropriate activities for children ages 3-5?
- How might ESOL and Special Education teachers collaborate with general education teachers regarding students who are EL and have an IEP?
- If the district is offering any extracurricular or other nonacademic activities during implementation of its Continuous Learning plan, how will this child participate?
- How will this child participate in the district's Continuous Learning plan with their nondisabled peers?
- 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.)?
- How can we provide culturally and linguistically relevant resources for each particular student and family?
- How can we see this family and their student's learning through a trauma-informed lens?
- In what ways can we allow families to individualize continuous learning?

- What role will special education teachers, related service providers, paraprofessionals and school psychologists have with students? How can these educators support a child to participate in Continuous Learning?

Considerations

- Plan for appropriate modifications or accommodations based on the individualized needs of each student and the differences created by any change in modality (e.g., virtual vs. classroom-based).
- There is no single service delivery method that will meet the needs of every student. Provide a range of activities accessible in a variety of modalities and skill levels. Districts should consider the use of accessible distance technology, instructional phone calls and other curriculum-based activities that have been scaffolded based on student need.
- Students with disabilities face a variety of challenges when attempting to participate in and engage with curriculum online. This includes thinking through color selection to not impact students with color blindness, putting content in PDFs that are searchable, including meaningful graphics with tagged descriptions, text transcriptions with audio accompaniments, videos with synchronized captions, course navigation that does not rely on a mouse, if content is used from external links they meet the same accessibility standards, and review of courses with access of a screen reader in mind. (Rose, 2014). Consider using this [Described and Captioned Media resource website](https://greatlakesequity.org/covid-19-pandemic-resources-support)³ to get started. (<https://greatlakesequity.org/covid-19-pandemic-resources-support>).
- Educators designing online learning should create virtual learning spaces that are accessible to the widest possible range of students. This includes relying on Universal Design for Learning (UDL) by developing content that moves beyond the most traditional and basic forms of physical engagement and can be acted on in a variety of ways (e.g. auditory, visual, tactile, etc.) (Basham, Stahl, Ortiz, Rice, & Smith, 2015). Consider this [primer on equity and UDL](https://greatlakesequity.org/resource/universal-design-learning)⁴ to get started. (<https://greatlakesequity.org/covid-19-pandemic-resources-support>)

³ <https://dcmp.org/>

⁴ <https://greatlakesequity.org/resource/universal-design-learning>

Other Equity Considerations

- Advocacy and Social Justice
 - Advocate for social justice rights as issues arise within your school community. Special populations to consider could be based on race, gender, socio-economic class, ability, religious affiliation, gender identity, linguistic diversity and/or any other characteristic (Skelton & Kyser, 2016), as well as immigrant communities, migrant workers and families with inadequate or no housing.
- Technology
 - Provide technology, access to internet and technology support to families. Access to the internet has proven to be a challenge for those who are illegal and not able to secure service.
 - Do not assume that internet access will be reliable or able to keep up with the demands that video conferencing or video downloading require. What are other alternatives for checking in or providing access to learning resources?
 - Consider how offline learners also may be provided enriching experiences beyond textbook activities. Online students may be receiving access to various media, virtual field trips and teacher interaction.
 - As per [Governor Kelly's Executive Orders](#)⁵ regarding utilities, telecommunications and internet services may not be disconnected for nonpayment during this time of crisis. See the linked Executive Orders for more information.
 - [Executive Order 20-04](#)⁶
 - [Executive Order 20-05](#)⁷
- Trauma-Informed Education
 - Not all students will have a safe environment at home to support Continuous Learning. Consider ways to use specialized district staff to provide outreach and support to students and families during this time.
 - Whether or not families experienced trauma before this health crisis, they will all navigate the situation differently and may need various levels of support. Keep a trauma-informed lens on each situation and ask yourself if this is an issue of education or if there are other things that need attention, such as:
 - Food and housing insecurity.

⁵ https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fgovernor.kansas.gov%2fnewsroom%2fexecutive-orders%2f&c=E,1,CmFgxbHupKA1d0_107rCSeWpba8eWj6PtU8x9hCE9wMXhZoWdDzB57_8idlPVyRiSLX34oHit2f4vmqp5T9sVTPRfXUUiKEYQMbdu&typo=1

⁶ https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fgovernor.kansas.gov%2fwp-content%2fuploads%2f2020%2f03%2f20-04-Executed.pdf%2fa0%2fa0&c=E,1,vakbzPHnRb5K4Spa6hYCLRQv5waX-Z6xmFbiUv_gTLeSaboHyo5IQ8ckEVjESsi7Gj_APCJWx8xs2n2jtbZ5xsbTA5Rc92xNtxwzduVj&typo=1

⁷ https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fgovernor.kansas.gov%2fwp-content%2fuploads%2f2020%2f03%2f20-05-Executed.pdf%2fa0%2fa0&c=E,1,juxiXSi679WoMP2jHWDtSte2XtXlflU3Gs-tMZmWoT_QtsBDPLsYydmMNI2VC-seMNXtlnNxyuV-ejXRvRcZk99eEK5N5KBkTycyWY_86jYplFfWjCZLPQ,&typo=1

- Loss of employment.
- Health care needs and family or student illness.
- Older siblings watching younger siblings and having more responsibilities at home.
- Presence and quality of emotional support in the home.
- Potential increase of child abuse and neglect during this time.
- Some families may become overwhelmed by all the “help” that is being offered, especially if they have multiple children, are working from home or are caring for other children. Consider having one person from your staff be the main point of contact for a family.
- To facilitate learning, educators must create a sense of safety, find opportunities for connection and build hope for students. Suggestions for educators and families can be found at Teaching Tolerance and at the National Child Traumatic Stress Network.
- Prioritize self-care and wellness for all staff and educators.

Resources

For information and resources on COVID-19 for schools from the US. Department of Education, go to ed.gov/coronavirus.

For questions regarding serving and distributing meals, Contact Child Nutrition and Wellness at (785) 296-2276 or jladd@ksde.org.

For questions regarding Safe and Secure Schools, contact Susan McMahan at (785) 296-4946 or smcmahan@ksde.org.

For more information regarding civil rights obligations to English Learners and Families, go to <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

For considerations and resources on equity for all students, go to <https://greatlakesequity.org/covid-19-pandemic-resources-support>.

For resources to support students with exceptionalities, go to <https://ncsi.wested.org/>.

Ten Equity Considerations of the Coronavirus-COVID-19 Outbreak in the United States https://naacp.org/wp-content/uploads/2020/03/Ten-Equity-Considerations-of-the-Coronavirus-COVID-19-Outbreak-in-the-United-States_Version-2.pdf.

Teaching Tolerance⁸

- How to Respond to Coronavirus Racism
- Race and Ethnicity <https://www.tolerance.org/topics/race-ethnicity>
- Speak up at School

⁸ <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

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- A Trauma-Informed Approach to Teaching Through Coronavirus
- Speaking Up Against Racism Around the New Coronavirus
- Online Teaching Can Be Culturally Responsive

National Child Traumatic Stress Network⁹

Leading Equity Center <https://www.leadingequitycenter.com/132transcript>

Coping with COVID-19 <http://www.kumc.edu/student-affairs/counseling-and-educational-support-services/self-help-resources/coping-with-covid-19.html>

Disproportionate Racial Impacts of COVID-19

https://www.embracerace.org/resources/disproportionate-racial-impacts-of-covid?utm_source=EmbraceRace+Newsletter&utm_campaign=6bfdbb5ea6-EMAIL_CAMPAIGN_2020_04_06_02_29&utm_medium=email&utm_term=0_765f8c2a27-6bfdbb5ea6-144298109

⁹ <https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>

For more information, contact:

Dr. Brad Neuenswander
Deputy Commissioner
Division of Learning Services
(785) 296-2303
bneuenswander@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org