

Connections Newsletter



2020

SERVING CHASE, DUNDY, FRONTIER, HAYES,
HITCHCOCK & RED WILLOW COUNTIES

Educational Service Unit No. 15
344 Main St.—PO Box 398
Trenton, NE 69044
www.esu15.org

*“Educational Service Unit 15,
as a partner with our area schools and
communities, will provide leadership
and services to support the improve-
ment of teaching and learning.”*



Paul Calvert, Administrator

Calendar of Events

*Please continue to watch for updates
as COVID-19 guidelines change with
the status of area cases in our schools & communities*

Dec. 9th	ESU 15 Regular Board Meeting 6:30 pm—Trenton Office
Dec. 23– Jan. 4	ESU 15 Offices Closed—Xmas Break
Jan. 6th	ESU All-Staff Meeting—TBD
Jan. 8th	PRT—McCook Office— noon



SUPERINTENDENT'S

Thank you for your continued leadership
during the COVID-19 Crisis!

Enjoy a well-deserved break!

Watch your email for 2021 Meetings!



Bus Driver Training In-Person Trainings Level I & II Available Online ONLY

Please see the attached flyer regarding available COVID-19 webinars
regarding pupil transportation

Please see the link below to register or for more details on Bus Driver Training.

https://www.unk.edu/offices/safety_center/pupil-transportation.php

For more detailed information or questions, please contact :
Nebraska Safety Center at (308) 865-8256 or bus@unk.edu



Thank you teachers, staff, & students at all of the ESU 15 schools!

You Have Been AMAZING IN 2020!

Hang in there!

- We will get through this together -



Professional Development

Does your school have areas that you need additional training or would like to improve? Do you have a new teacher that could use some coaching or extra support? Do any of the teachers seek expansion on information learned at one of the PLC meetings?



Don't forget...during the COVID-19 ever-changing protocols—we are here to support staff so students have a positive learning experiences this fall as schools learn to adapt to the new normal!

Please reach out via email with your needs, questions & concerns!

We are here for you! ~Contact the ESU 15 Professional Development Team~



Kelly Erickson or Stephanie Malcolm
to discuss a plan of action or to schedule a visit to your school.
Kelly—kerickson@esu15.org or Stephanie—smalcolm@esu15.org

Special Education News



 **Spring 2021 - coming soon!**

SPED - Spring Meeting 2021
Keep watching for details!

Central Region ASD Network

Check out ASD Network events on the webpage at:

<http://www.unl.edu/asdnetwork>

Find more information on trainings at the Central Team website:

<http://www.esu10.org/programs-services/special-education-services/Autism>



Early Childhood Planning Region Team 15



*January 8th ~2021
Noon at ESU 15-McCook*



*Region 15 is the McCook Planning Region.
It serves the counties of Chase, Dundy,
Frontier, Hayes, Hitchcock, and Red Willow*



Educational Service Unit 15

Administrator—Paul Calvert

~ESU 15 Board~

Kate Repass District 4 (President)

Allison Sandman, District 3 (Vice President)

Cheri Burke, District 1 (Secretary)



John Metzger, District 2

Don Remington, District 5

David Jibben, District 6 ~ Jesse Stevens, District 7

Dennis Chipman, District 8 ~ Marty Conroy, District 9

Jason Loop, District 10



ESU 15 Policy of Non-Discrimination:

Educational Service Unit 15 does not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion, or age in admission, access, or treatment with regard to its programs and activities or with regard to employment. Additionally, Educational Service Unit 15 does not discriminate on the basis of handicap in violation of State or Federal law, including Section 504.



2020-21 NEW EDUCATOR ONLINE LEARNING OPPORTUNITIES

Professional learning to support the success of new educators in the classroom, instructional growth and retention in the profession.

Times listed for the sessions below are in Central Time.

Join NEA Teacher Quality in a series of webinars designed to help you master the ins and outs of distance learning. *Click the links to register for the sessions listed.*

- November 9, 2020: [Social Emotional Learning in a Virtual Space](#)
- December 7, 2020: [Assessments: Formative and Summative from a Distance](#)

NEA has added two independent study courses, written by NEA webinar facilitators. They are self-guided modules through NEA's Learnupon, and include short videos, questions for reflection and practice. These courses are:

- [Getting Started with Google Classroom](#)
Maximize Google Classroom for remote teaching and learning purposes with embedded opportunities for social emotional learning, more complex assignments, interactive learning environments, tools for one-on-one student support and opportunities to differentiate practice to fit your students' needs'
- [Seesaw Basics](#)
Take a deeper dive into the many features of Seesaw and models of how we can organically embed authentic social emotional supports. Learn to create your own custom Seesaw activities. Also discover how Seesaw's built-in features—like folders, skills, and blogs—can help streamline the assessment and feedback processes, whether at home or in the classroom.

Session *

- ☐ Tuesday, Oct. 13, 8 PM - Advocacy for Rookies: Protect Your Job
- ☐ Thursday, Oct. 22, 7:30 PM - Know Your Paycheck
- ☐ Tuesday, Oct. 27, 8 PM - More on Effective Online Learning and Student Engagement
- ☐ Thursday Nov. 5, 8 PM - Self-care for Educators
- ☐ Wednesday Nov. 11, 8 PM - Google Basics
- ☐ Tuesday Dec. 1, 8 PM - Differentiation Online
- ☐ Thursday Dec. 3, 8 PM - Trauma Informed
- ☐ Tuesday Dec. 8, 7:30 PM - What is Delegate Assembly?

First Name *

Last Name *



Phone

School District *

Are you a current State Association member? *

- ☐ Yes - Nebraska State Education Association
- ☐ Yes - South Dakota Education Association
- ☐ No

After you click submit, you will receive a confirmation email. That email will contain the instructions needed to log into the webinar. SAVE that email, or use the "Add to Calendar" buttons included in that email.

SUBMIT



NEW EDUCATORS

The New Generation of Educators in Nebraska (NGEN) exists to drive early career educators towards success by fostering membership engagement, advancing teaching excellence through professional development, and creating a network of support through mentorship opportunities and classroom resources.



JOIN NOW

NSEA is here for you. From professional growth opportunities and support, to amplifying your voice in public policy affecting you and your classroom, to providing perks like college debt assistance, NSEA has your future in mind. Learn more and join NSEA now.



THE NSEA CHILDREN'S FUND

NSEA established the Children's Fund in 1994 to fulfill modest and immediate needs of struggling students encountered daily by NSEA members in their workplaces. Find out how you can help a child today.

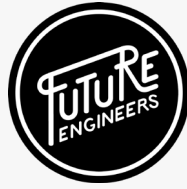


Nebraska State Education Association
605 S. 14th St.
Lincoln, NE 68508
[Toll Free: 800-742-0047](tel:800-742-0047)
[Local: 402-475-7611](tel:402-475-7611)
FAX 402-475-2630



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ARTEMIS MOON POD ESSAY CONTEST (THE “CHALLENGE”) RULES

Page 1 of 6

****Rules Clarification Issued on Oct 19. See Privacy Rules****

The Challenge

Your challenge is to imagine leading a one-week expedition at the Moon’s South Pole – with the whole world cheering you on. Write an essay that tells us about the types of skills, attributes, and/or personality traits that you would want your Moon Pod crew to have and why. How many would be in your pod? Also describe one machine, robot, or technology that you would leave on the Moon to help future astronauts explore. Your participation in this Challenge is governed not only by these Challenge Rules but also by the [GENERAL RULES](#), which are incorporated herein.

Who Can Enter

Legal residents of the United States who are registered students in grades kindergarten through twelfth grade attending a public, private, or home school in the United States (including U.S. Territories or Possessions and schools operated by the U.S. for the children of American personnel overseas) are eligible to enter (eligible “Participants”). Employees of Future Engineers (“Sponsor”) and the National Aeronautics and Space Administration (NASA) (“Challenge Parties”), and their immediate family members (spouse, parent, child, sibling, partners and their respective spouses, and foster and step-relations) regardless of where they reside, or those living in the employee’s same household (whether or not related) are not eligible to enter or win a prize.

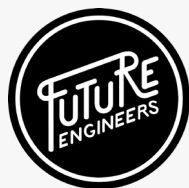
Submission Criteria

Submissions that violate the rules will be ineligible to win and may be flagged for resubmission.

- Your Submission Must Include:
 - TITLE of your essay
 - Maximum 75 characters (which will not be included in the word count maximum)
 - ESSAY about your Moon expedition (“entry”)
 - Grades K-4: Maximum 100 words
 - Grades 5-8: Maximum 200 words
 - Grades 9-12: Maximum 300 words
- LIMIT ONE eligible entry per student. Team entries are NOT allowed. You may edit your submitted entry, but your last version of the submitted entry before the deadline will be judged.
- Keep it G-rated! No inappropriate content. (as determined by Sponsor in its sole discretion).
- All submissions must be 100% created by YOU. Adults may assist younger students with typing the online submission, but the title and essay must be the **student’s** own creative, original work.
- Your entry must not contain copyrighted material or plagiarized text.
- Your entry must not contain URLs that link to external sites, files or videos such as Google Docs or YouTube. Referring to general sources or URLs (without a direct link to them) such as “NASA” or “Space.com” is ok as long as it is intended to identify a source, not provide additional content that is not included in your essay.



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ARTEMIS MOON POD ESSAY CONTEST RULES

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Privacy Rules

Submissions will be reviewed for privacy and student safety prior to judging. Entries that moderators find not to be compliant, for example that contain personal information, may be flagged for resubmission (or may be rejected if after the deadline). For example:

- **NO NAMES!** Don't write your name, or anyone else's name (eg. your friend, teacher, or parent) in your essay or title. Referencing names of significant figures (eg. a historical or present-day scientist, engineer, or astronaut) is OK in your essay if needed to factually explain your entry.

IMPORTANT CLARIFICATION TO THE RULES: As part of our Rules, for privacy reasons, we ask that entries do not contain actual names of real people (other than those of significant figures). To clarify, an entry may reference fictional first names only (i.e. first names that are pretend, imagined, or made-up). Fictional last names are not allowed. However, if Sponsor reasonably suspects that an entry contains first name(s) of an actual person, Sponsor reserves the right to fictionalize names for purposes of potential semifinalist, finalist and winner selection.

- **NO USERNAMES!** Don't submit a username from any site or platform
- **NO SCHOOL NAMES!** Don't submit your school name in your essay or title.
- **NO CONTACT INFO!** Don't submit an address, email address, phone number, or any combination of information that could be used to identify or contact a student.

Judging Criteria

The Judging Panel will score all eligible entries based on the following Judging Criteria:



40 POINTS

Your Moon Pod crew's ability to address the challenges and opportunities of exploring the Moon

40 POINTS

Usefulness of your proposed science or technology left on the moon

10 POINTS

Originality and innovation of the ideas presented

10 POINTS

Quality of the essay

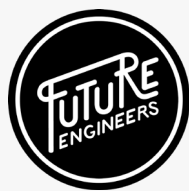
The final interview (only applicable in the final judging round) will generally consist of an online virtual interview, where finalists present the Moon Pod expedition described in their essay to a panel of judges and then answer questions from the judges ("final interview"). 40 Points Quality of responses; 10 Point Persuasiveness.

Tie Break

In the event of a tie at any stage of judging, the tie will be broken (amongst those tied entries) with the highest score in the 'Your Moon Pod crew's ability to address the challenges and opportunities of exploring the Moon' category, or a tie in the final interview will be broken (amongst those tied) with the highest score in the quality of responses category.



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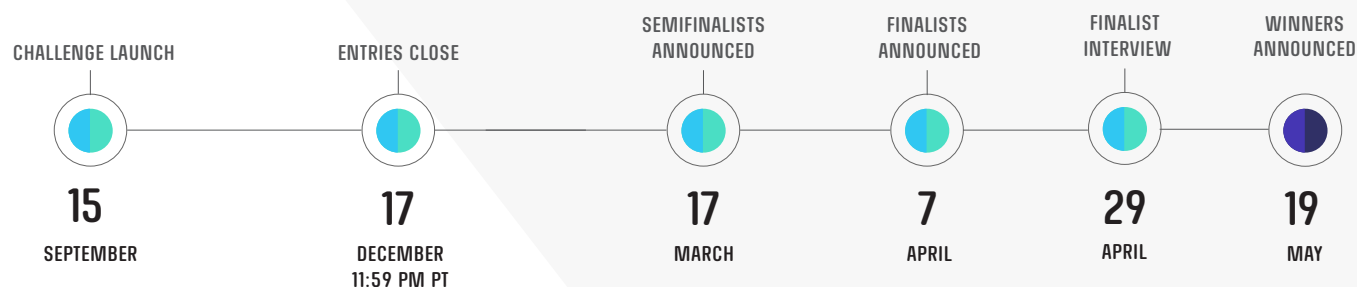


ARTEMIS MOON POD ESSAY CONTEST RULES

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Program Dates

All entries must be received by: DECEMBER 17, 2020, 11:59 PM Pacific time. Parent consent must be received by the time requested, otherwise participant will be deemed ineligible to win. It is anticipated that Challenge dates/deadlines will be on or about as follows; however, all dates may be subject to change due to necessity of the circumstances, as determined by Sponsor in its sole and absolute discretion.



Winners and Honorees:

There are three separate grade Categories (Grades K-4; Grades 5-8; and Grades 9-12, each is a grade "Catego-

SEMIFINALISTS (156):

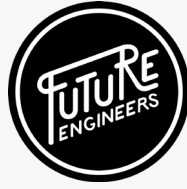
Eligible entries will be assigned to one of fifty-two (52) regions based on the school postal code associated with the entry, or if a school postal code was not provided by an educator, the postal code provided at registration (each a "Region"). Eligible entries received will be judged in accordance with the above Judging Criteria. One (1) entry with the highest score in each Grade Category per Region will be selected as prospective semifinalists and, subject to eligibility and compliance, will then be announced.

Semifinalist Regions (52) are as follows:

- District of Columbia (DC) and Armed Forces (AA, AP or AE)
- South Carolina (SC) and Virgin Islands (VI)
- Hawaii (HI), Guam (GU), Northern Mariana Islands (MP), & US Minor Outlying Islands (UM)
- Puerto Rico (PR)
- Alabama (AL)
- Alaska (AK)
- Arizona (AZ)
- Arkansas (AR)
- California (CA)
- Colorado (CO)
- Connecticut (CT)
- Delaware (DE)
- Florida (FL)
- Georgia (GA)
- Idaho (ID)
- Illinois (IL)
- Indiana (IN)
- Iowa (IA)
- Kansas (KS)
- Kentucky (KY)
- Louisiana (LA)
- Maine (ME)
- Maryland (MD)
- Massachusetts (MA)
- Michigan (MI)
- Minnesota (MN)
- Mississippi (MS)
- Missouri (MO)
- Montana (MT)
- Nebraska (NE)
- Nevada (NV)
- New Hampshire (NH)
- New Jersey (NJ)
- New Mexico (NM)
- New York (NY)
- North Carolina (NC)
- North Dakota (ND)
- Ohio (OH)
- Oklahoma (OK)
- Oregon (OR)
- Pennsylvania (PA)
- Rhode Island (RI)
- South Dakota (SD)
- Tennessee (TN)
- Texas (TX)
- Utah (UT)
- Vermont (VT)
- Virginia (VA)
- Washington (WA)
- West Virginia (WV)
- Wisconsin (WI)
- Wyoming (WY)



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ARTEMIS MOON POD ESSAY CONTEST RULES

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Winners and Honorees (continued):



FINALISTS (9):

The Judges will again apply the Judging Criteria described above to select from the Semifinalists the three highest scoring entries in each Grade Category from across all Regions (potential “Finalists”). Once verified, Finalists will be announced and contacted for a final interview.



GRAND PRIZE WINNER SELECTION (3):

A panel of Judges will again apply the Judging Criteria described above, including the final interview and applicable judging criteria, to select from the Finalists the highest scoring entries in each Grade Category; one Grand Prize winner in each Grade Category will be selected and announced subject to verification of eligibility and compliance.

Future Engineers reserves the right to (i) select fewer semifinalists, finalists (if there are not enough eligible entries received) or (ii) to select more semifinalists, and/or finalists or (iii) to award additional prizes (except for the Grand Prize) or (iv) not award a prize, or to disqualify any Participant/entry at any time (and require immediate prize return, if applicable) if it determines or suspects that Participant/entry is ineligible, incomplete, non-compliant, or that awarding the prize to any such Participant might bring the Sponsor or into public disrepute, scandal or contempt. If a semifinalist, finalist and/or winner is disqualified for any reason, Future Engineers or NASA may award the subject prize to an alternate even if the disqualified Participant has already been announced.

Prizes / Approximate Retail Value (“ARV”)



SEMIFINALIST PRIZES (156, 52 per grade Category):

- An Artemis prize pack. (ARV \$375)
- Invitation to participate in four (4) Artemis Explorer virtual sessions with NASA experts



FINALIST PRIZES (9 total, 3 per grade Category):

A 3-day 2-night trip for finalist and one parent to NASA Johnson Space Center to learn about Artemis and moon exploration. Trip consists of: roundtrip economy class air transportation to/from commercial gateway airport near winner’s residence and prize location; 2 night standard hotel accommodations (double occupancy, room and tax only); ground transportation to/from airport/hotel and hotel/Johnson Space center; and meal per diem. (ARV: up to a maximum total value of \$2,700 per Finalist prize)





ARTEMIS MOON POD ESSAY CONTEST RULES

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Prizes / Approximate Retail Value ("ARV") Continued:



GRAND PRIZE (3 total, 1 per grade Category):

A 3 day, 2 night trip to Kennedy Space Center for each grand prize winner and up to 3 additional family members (subject to budget limitations) and invitations to watch the Artemis 1 launch at Kennedy Space Center, currently scheduled for Fall 2021. Trip consists of: roundtrip economy class air transportation within the U.S. to/from commercial gateway airport near winner's residence and prize location; 2 night standard hotel accommodations (double occupancy, room and tax only); ground transportation to/from airport/hotel and hotel/Kennedy Space center; and meal per diem. (ARV: up to a maximum total value of \$5,000 per Grand prize).

Further specifics and limitations with respect to trip prizes will be provided in applicable winner documentation. If a winner lives within a 150 mile radius of prize location, ground transportation may (in Sponsor's discretion) be provided in lieu of air transportation. Actual value depends on winner's residence and other factors; any difference between actual and approximate value will not be awarded as cash or otherwise and Sponsor reserves the absolute right to limit particular elements of a prize, including but not limited to reducing the permissible number of accompanying travel companions, based on budgetary constraints and prize values. Prizes are awarded by Sponsor, but are subject to coordination with NASA and any additional limitations and/or restrictions imposed by NASA, as communicated in the Winner Release Documents.

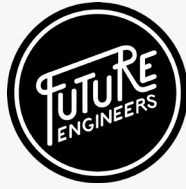
Ownership and Public Licensing

Entries may be displayed in a public gallery. Depiction in the gallery shall not be deemed a representation of an entries' ranking, score, or eligibility for the Challenge.

In addition to the rights granted to the Sponsor pursuant to the General Rules, by participating in this Challenge selected Finalists will be **assigning their Entries to NASA**: By participating in the Artemis Moon Pod Essay Contest the Participant, or, if Participant is a minor, Participant's Parent/Guardian, agree that Participant's entire contest submission, including both the essay and title, become the property of NASA if the Participant's contest submission is selected as one of the top nine (9) finalist entries, and therefore it is understood and agreed that NASA will have the ability, but without obligation, to use Participant's submission, in whole or in part, for any purpose, in any manner or medium now or hereafter known through-out the world, without having to give any attribution or compensation to Participant (except for the awarding of the prize to the winner of this contest). Further, by virtue of participation, should Participant's contest submission be chosen as one of the top nine (9) finalist entries, Participant or Participant's Parent/Guardian (as appropriate) agree to execute the Waiver Agreement that will be provided to Participant by the Sponsor, which Waiver Agreement will assign any and all rights in the submitted essay to NASA.



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ARTEMIS MOON POD ESSAY CONTEST (THE “CHALLENGE”)

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Potential Semifinalist Notification

The potential semifinalists' parents or legal guardians will be notified via email and they will be required to sign and return additional documents by a specified time, which may include:

Affidavit (or Declaration, as determined by Sponsor) of Eligibility, Liability and, where legal, Publicity Release and a Waiver Agreement (“Winner Release Documents”).

If any prize, prize notification, email or other communication is returned as undeliverable, or if a potential winner (at any level) cannot be reached after two (2) separate unsuccessful attempts by email or phone, refuses the prize, or fails to properly sign and return all Releases within the time period requested, or if a potential semifinalist/finalist or their entry is found to be ineligible, the potential semifinalist/finalist may be disqualified. The next highest scoring entry (for the applicable prize level) may be notified, time permitting.

Sponsor and Challenge Parties:

Sponsor: Future Engineers LLC

Challenge Parties: NASA



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A SALUTE TO ENGINEERING

Participants will create and submit an original piece of writing that responds to the following contest prompt:

The COVID-19 pandemic profoundly changed how we work, learn, and play. Making these changes were – and continue to be – an immense challenge.

Fortunately, this is the kind of challenge that engineers are made for.

Since COVID-19 began raging across the globe, engineers have been working with public health officials, medical workers, business owners, and research scientists to implement solutions to problems posed by the pandemic. They have contributed essential insights and expertise to address issues like:

- protecting essential workers in different environments
- helping people work from home
- retooling factories to make medical or protective equipment
- mass producing and distributing medicines and vaccines
- maintaining supply chains when businesses are closed
- making schools safer for students and their families
- helping people stay connected

The 2021 EngineerGirl Writing Contest invites you submit a piece of writing that salutes engineering's role in meeting and defeating the challenges presented by COVID-19.

There are several different ways to approach writing your piece. Here are just a few examples:

- Share a story of engineers who helped solve a specific pandemic-related problem, or
- Present examples of several different kinds of engineering that were called upon to solve problems during the recent pandemic, or
- Explain how engineering will be important in preventing and protecting us during future epidemics, or
- Make a persuasive argument for how important engineers and engineering are in society – particularly in times of uncertainty or rapid change.

More tips for writing a winning entry can be found below.

WHAT DO I SUBMIT?

You should submit a piece of writing that salutes engineering's role in meeting and defeating the challenges presented by COVID-19. Your submission must also follow the specific guidelines and limits for your competition category – based on your grade level.

ELEMENTARY SCHOOL (GRADES 3–5)

Write a letter to the editor of a local paper or community website that pays tribute to the contributions of engineers responding to the pandemic. You may include an original artwork or graphic along with your letter. *Limit: 600 words.*

MIDDLE SCHOOL (GRADES 6–8)

Write a news story or blog post that illustrates the contribution of engineers in responding to the pandemic. You may include one original image or graphic and up to five references in an annotated bibliography that will help support your story. *Limit: 650 words.*

HIGH SCHOOL (GRADES 9–12)

Write an essay that examines the vital contribution of engineers in responding to the pandemic. You must include at least 3, but no more than 10 references in an annotated bibliography to support your essay. You may also include one image or graphic that will help the reader understand your ideas. *Limit: 700 words.*

ALL STUDENTS PLEASE NOTE: Your name, address, phone number, or any other personally identifying information should **NOT** appear in the text of your submission.

Elementary school students, we recommend that you sign your letter simply as “A concerned citizen” and use a fake street address such as 123 Main St., as your return address.

You may submit one entry in one – and only one - of the competition categories.

**All submissions must be original work.
Any evidence of plagiarism will immediately disqualify an entry.**

A Submission may not contain offensive, libelous, sexually explicit, disparaging or other inappropriate content and may not defame or otherwise violate the rights, copyrights, trademarks, or rights of publicity, privacy, or reputation of any third party. A Submission may not contain any material to promote sale of a product or service.

Each entrant is solely responsible for the information, data, text, graphics, and other materials included in the Submission, whether publicly posted or privately transmitted. A Submission must be original and the entrant must (1) hold all necessary rights to all the materials and information in the Submission or (2) have permission from the holder of such rights, or (3) the materials and information in the Submission must be in the public domain. Winners will have to ensure that they have all rights necessary to permit them to transfer ownership of the essay, including transfer of any permissions and rights obtained from third parties, to the NAE.

CAN I INCLUDE IMAGES OR DIAGRAMS?

Yes. Each contestant may include one, and only one, image or PDF document file to accompany his or her submission. Only .jpg or .pdf formats will be accepted.

CAUTION: Beware of using images found online. Most of these images are protected by copyright and cannot be used without permission. You should only submit images that you create or that you are certain you may use. If you use an image protected by a Creative Commons license, please indicate that with your submission.

While including images may improve your submission, they are not required and you should not rely on them to make your argument. Judges will be scoring the text of your submission; attached material may be used to break ties.

*PLEASE NOTE: Your name, address, phone number, or any other personally identifying information should **NOT** appear in the attachment. If it does, the file cannot be considered as part of your submission.*

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of resources that your readers can go to for more information about something you mention or use in your story. It can also be a list of the resources you used to research and prepare for writing your story.

Only middle and high school students should submit an annotated bibliography. When creating your annotated bibliography, list each resource using the APA citation style along with 1-2 sentences that explains why the resource is recommended reading. This does not count toward your word limit.

The quality of the annotated bibliography submitted with a story may be used to break ties.

HOW DO I SUBMIT MY ENTRY?

Entrants should, whenever possible, submit their work through the online Entry Form: <https://www.engineergirl.org/127907/contest-submission-form>

Those with unreliable or slow internet connections may request a fill-in PDF form that can be completed offline and submitted via email. Request a form by sending an email to EngineerGirl@nae.edu with the subject line "2021 Contest form request". There is no penalty for using the PDF form.

ALL entries, regardless of how they are submitted, are presented to the judges in the same format, which excludes all personal information.

WHAT IS THE DEADLINE?

The Competition will close at 11:59 PM, February 1, 2021, U.S. Eastern Standard Time. All entries, regardless of how they are submitted, must be *received* prior to this date and time in order to be considered.

WHO IS ELIGIBLE TO COMPETE?

The contest is open to individual girls and boys in the following three competition categories: Elementary School Students (grades 3-5), Middle School Students in (grades 6-8), or High School Students (grades 9-12).

The category for entry is based on US grade categories. Home schooled or international students should choose an appropriate category based on where the student would be placed if attending public school in the US.

Prior winners of the EngineerGirl writing contest who received a cash prize may not enter again in the same age group.

Employees of the National Academies of Sciences, Engineering, and Medicine and their immediate families or those living in the same household as a National Academies employee are not eligible to enter this competition.

HOW WILL ENTRIES BE JUDGED?

Submissions will be judged by a slate of volunteers that include professionals from various engineering fields. In addition to checking that submissions meet all of the basic rules, they will be looking for:

Presentation of engineering (40 points)

How well does the piece demonstrate engineering's positive and essential role in society? How well does it convey engineers' ability to solve a wide range of problems in different sectors?

Examples of engineering (25 points)

How well does the piece illustrate how engineering design can be used to reach working solutions to real-world problems? Does it include specific examples?

Celebration of diversity (20 points)

How well does the piece reflect how engineering is strengthened by diverse perspectives and approaches?

Quality of writing (15 points)

How well-written and persuasive is the piece?

Take time to review the contest scorecard, which is available online at:

<https://www.engineergirl.org/134862/2021-Contest-scorecard>

The quality of the annotated bibliography submitted with a story may be used to break ties.

Finalists will be judged by the EngineerGirl Steering Committee. The decisions of the judges are final and incontestable.

WHEN WILL THE WINNERS BE ANNOUNCED?

Finalists will be notified in writing via email by May 1, 2021 and will be required to submit a signed copy of the EngineerGirl Use License and Release giving the NAE permission to publish the entry should it be selected as a winner.

Winners will be notified in writing via email by June 1, 2021, and the winning entries will be posted on the EngineerGirl website by July 1, 2021. A list of contest winners may be obtained by submitting a request in writing to: EngineerGirl Writing Contest, National Academy of Engineering, 500 Fifth Street, NW, Washington, DC 20001.

WHAT ARE THE PRIZES?

Winners in each grade category will receive the prizes listed below:

First-place winners will be awarded \$500.

Second-place entries will be awarded \$250.

Third-place entries will be awarded \$100.

All winning entries will be published on the EngineerGirl website. Honorable Mention entries will not receive a cash award but will be published on the EngineerGirl website.

Prize funds will be distributed to an individual winner (or the winner's parent or guardian, if the winner is under 18 years old). Any federal, state, and local taxes, and all similar fees and assessments, are the sole responsibility of the prize recipient.

HOW DO I WRITE A WINNING ENTRY?

Take time to learn about engineers and engineering in general. The better you understand the engineering design process, the clearer and more persuasive you can be in your writing.

Include specific, detailed examples. This is one of the most effective ways to improve persuasive or non-fiction writing. Do plenty of research so that you can provide not only facts and numbers, but also testimonials, personal accounts, or historical comparisons.

Choose to focus on something that you care about or that you are curious about. It is easier to do research and write about something that's important to you. Your interest in the subject will also come through in your writing, making your piece – and your arguments – more powerful.

The most successful letters, stories, and essays will demonstrate how diversity and unique perspectives help engineers create better solutions to problems. As you conduct your research, make special note of projects that have been tackled by diverse teams or that addressed the concerns of specific (often underrepresented) groups.



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WEBINAR ARCHIVE

All past webinars are found at:
http://www.cde.state.co.us/cdesped/sd-autism_pd

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<https://www.unl.edu/asdnetwork/webinars>

Certificates of attendance are earned for completion of webinar study questions.

Anyone with an interest in learning about the characteristics of autism spectrum disorders and evidence-based practices is invited to attend any of our webinars. This may include administrators, general education teachers, specialist teachers, family members, paraprofessionals, special education professionals, healthcare, and related service providers.

September 2, 2020: Reopening Schools for All Students: Planning and Designing for Effective Instruction

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September 9- How to Prevent Bullying in Educational Settings

Presenter: Anthony Ianni

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September 24- Trauma Informed Practices: Understanding Why Students Do What They Do

Presenter: Linda Aldridge, Ph.D.

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October 1- How do you Support Executive Functioning During Online Learning?

Presenter: Laura Anthony, PhD

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October 7- Strategies for Increased Interprofessional Collaboration between Educators, Behavior Analysts, & Speech Pathologists to Support Children with Communication Needs

Presenter: Teresa Cardon, PhD., CCC-SLP, BCBA-D

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October 14- Getting Started with PEERS for Adolescents: Social Skills Training for Adolescents with Autism Spectrum Disorder

Presenter: Mary Schlieder Ed.D.

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October 21- Getting Started with PEERS for Adults: Social Skills Training for Adults with Autism Spectrum Disorder

Presenter: Mary Schlieder Ed.D.

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November 4- Social Engagement & The Steps to Being Social

Presenters: Marci Laurel, MA, CCC-SLP & Kathleen Mo Taylor, OTR/L

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November 11- Strategies to Support Better Student Behavior

Presenters: Ashley Bauer, M.Ed, BCBA, LBA, Meggin Funk, M.S.Ed, CCC-SLP, BCBA

Registration Link: <https://www.surveymonkey.com/r/NYSDXYQ>

December 2- Mental Health & Autism Spectrum Disorders: Identifying and Meeting the Needs of Students

Presenters: Teri McGill M.Ed., BCBA/ Annette Wragge M.Ed., BCBA

Registration Link: <https://www.surveymonkey.com/r/QTGK8KP>

January 27- Masking and Mental Health

Presenter: Jacquelyn Fede, Ph.D.

Registration Link: https://us02web.zoom.us/webinar/register/WN_uxhy6LIESE2g_q6F7_Ktvw

February 10- Changing Mindsets to Prepare Students with Disabilities for Integrated Employment and Success in Adult Life

Presenter: Beth Clavenna-Deane, Ph.D.

Registration Link:

https://us02web.zoom.us/webinar/register/WN_mQYvcOlXQmG9JqDls_dotA

February 17- Down Syndrome and ASD Tips and Strategies with Focus on Digital Solutions

Presenter: Sean J. Smith, Ph.D.

Registration Link: <https://www.surveymonkey.com/r/QRLFKBZ>

March 17- Evaluating autism in young children: identifying diagnostic features

Presenter: Susan Hepburn, Ph.D.

Registration Link: <https://www.surveymonkey.com/r/QRNKJ3N>

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Circle of Friends (Peer Mediated Intervention) Mary Schlieder

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Developing Meaningful Goals for Students with Autism- Ruth Aspy

Earning Instructional Control with Verbal Behavior: The Seven Steps - Robert Schramm

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Part 3

Educational Identification of Autism Spectrum Disorders:

Part 1

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Educational Identification of Autism Spectrum Disorder: The Law and Eligibility in the Schools - Ruth Aspy

Errorless Teaching: A 4-Step Process to Increase Skill Acquisition and Decrease Problem Behavior - Ashley Meyer and Jessica Broderick

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Executive Functioning Skills: STOP

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Part 3 - Conversational Social Communicators - Susan Danner

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Overcoming Daily Drama: Strategies to Improve Everyday Routines - Torri Terjal

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Peer-Mediated Interventions - Erik Carter

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Part 1 - PEERS - An Overview

Part 2: PEERS - Strategies for Handling Teasing/Bullying

Picky Eaters: 2 Part Series

Part 1: Prevalence, Eating Challenges, Ethics and Assessment - Melinda Henson

Part 2 : Facts and Interventions - Janine Kesterson

Pivotal Response Treatment - Bob and Lynn Koegel

Part 1

Part 2

Preparing for Non-Routine Events

Programming for Middle and High School Students with ASD: 4 Part Series

Part 1 - Using Assessment and Curriculum Guides to Direct Programming for Middle and High School Students with ASD

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Self-Care: Your Work is as Good as You Are

Sensible Sleep Strategies - Torri Smith Terjal

Sensory Processing: 2 Part Series

Part 1 - Overview and Strategies - Cara Woundy and Jamie Lewis

Part 2 - Self Advocacy and Strategies - Judy Endow

Sex Abuse Prevention through Sex Education: 2 Part Series - Michelle Grayson-Feldman

Part 1

Part 2

Skills for the Real World: Preparing Students with ASD - Susanna Johnston, Claudia Schulte, and Jeanne Smay

Social Emotional Development: 2 Part Series with Emily Rubin

Part 1 - The importance of Social and Emotional Development

Part 2 - Defining Engagement in Classroom Settings for Students on the Autism Spectrum

Supporting Literacy through Assistive Technology

Standards Based Education for All - Melinda Graham

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Toilet Training for Children with ASD - Melinda Henson

The Elements of Structured Teaching: 5 Part Series

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Part 4 - Person Centered Planning for the Future - Sonja Peetz

Unstuck and On Target: with Laura Anthony

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Part 2: Helping Students with Planning, Organization and Flexible Thinking

Part 3: Helping Students with Planning, Organization and Flexible Thinking

Verbal Behavior Milestones Assessment Placement Program – the VB-MAPP - Stacey Martin

Verbal Behavior 2 Part Series - Rhonda Ayres and Deb Rauner

Part 1 - Teaching using Verbal Behavior

Part 2 - Using Verbal Behavior Strategies in Your Classroom

Working with Students and Parents from Poverty - Anna Huynh

Coming Soon!

Using The Incredible 5-Point Scale - Kari Dunn Buron - Spring 2019

Interoception, The 8th Sense: An Interview with Chloe Rothschild - Spring 2019

Autism Spectrum Disorders for Administrators - Spring 2019

Differential Diagnosis: Serious Emotional Disability & Autism Spectrum Disorder: Implications for Programming - Susan Hepburn - Spring 2019

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Laurie Brenning <lbrenning@esu15.org>

ASD Network State Conference 2021 - Call for Proposals Now Open!

1 message

UNL - ASD Network <awragge2@unl.edu>
 Reply-To: awragge2@unl.edu
 To: lbrenning@esu15.org

Fri, Oct 30, 2020 at 9:00 AM



2021 ASD Network State Conference Call for Proposals Now Open!

ASD Network Virtual State Conference April 8 & 9, 2021

Call for Proposals

We are looking for presenters to share their knowledge, expertise and learning experiences. Our goal is to provide relevant information for attendees at all levels, including those who are new to autism and those who have years of experience. Presenting at the ASD Network State Conference provides an opportunity to build your professional network and share your experiences with those working or living in the autism community.

Primary Topic Areas: We're looking for high quality proposals that include practical strategies and evidence based research addressing a range of issues facing individuals with autism and their families. Areas of interest include:

- Girls/women on the spectrum
- Supports for non-verbal individuals with ASD
- Sensory topics
- Sessions with advanced level content
- Behavior topics
- Classroom and Instructional Strategies
- Early Intervention
- Circle of Friends/PEERS/Social Skills
- Adult focused sessions (transitions, workplace, etc.)
- Adolescence/puberty
- Self-advocacy
- Mental health; depression, anxiety, and PTSD
- Twice exceptional

Proposal Information

- All breakout sessions are 75 minutes in length
- The conference committee requests that a minimum of 10 minutes for Q&A is built into each session
- Presentations will be required to be recorded ahead of time, and facilitated live when the conference session is aired.
- Presenters may only submit or be included in 2 proposals

Selection Timeline

- December 31, 2020 – Deadline to submit proposal
- Mid January, 2021 – Decision notices are sent
- March 15th, 2021 – Presentation handouts of accepted proposals due
- March 15th, 2021 – Recorded Sessions Due

Submit your proposal online at: <https://neasdnetwork.wufoo.com/forms/2021-ne-asd-network-call-for-proposals/>

**Submission Deadline:
December 31, 2020**

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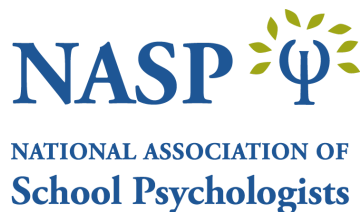
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NASP 2021 Virtual Convention



Important Dates

Early Registration Deadline

Jan 27, 2021

First Day of NASP 2021 Virtual Convention

Feb 23, 2021

NASP 2021 Is Going Virtual

Because of the COVID-19 pandemic, the NASP convention will be held virtually, February 23–26, 2021. We're putting together a robust program containing 20+ hours of live, NASP-approved CPD* as well as 300 on-demand sessions and 300 poster sessions, which you'll have continued access to for 60 days after the convention. View [program highlights](#) and topics and download a [customizable letter](#) and talking points to get the conversation started with your supervisor.

Plan Early to Cut Costs

Registration is projected to open December 15. Plan to register by January 27 to save \$50 with the early registration rate. The first 3,000 people who register by January 27 will receive a welcome pack in the mail containing a "Thrive" coaster, a die-cut "Helping Children Thrive" sticker, a convention insulated beverage cooler, a NASP Practice Model magnet, and a school psych-themed sticky note pad. We're also offering a deeply discounted registration rate for Student members—only \$29 through January 27. View [rates and deadlines](#) to learn more.

**NASP is also approved by the American Psychological Association to sponsor continuing education for psychologists. NASP maintains responsibility for this program and its content. Attendees can also claim CPD credit for on-demand sessions as Category H (self-study). See [CPD guidelines](#).*

Exhibitor Prospectus and Sponsorship Brochure


Complete details about convention exhibitor and sponsorship opportunities are now available, including the exhibitor prospectus and sponsorship brochure. Download now to learn how you can reach thousands of school psychology professionals interested in the latest and most effective products, services, training, and best practices to improve their skills.

National Association of School Psychologists

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NSLHA
Nebraska Speech-Language-Hearing Association

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September 17-18, 2020 Fall Virtual Convention

Events

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Practice in Nebraska

NSLHA Advocacy Events

Calendar of Events

Sponsor an Event

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Practice in Nebraska


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(402) 476-9573

Vision

NSLHA will be the leading voice and partner in promoting speech, language,

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	<p>hearing, balance, swallowing and related disorders in Nebraska, and will be an expert in advocating for the rights and interests of persons with communication disorders.</p>	

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Stressed Out: Understanding and Conquering Stress, Fear, and Anxiety

NASP Practice Model Domain 10

Credit(s): 1 Documented CPD Credits/Hours

Duration: 1 hour

Date: December 9, 2020
3:00 PM - 4:00 PM (Eastern)

[FACEBOOK](#)

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Description
Credits
Faculty

This presentation is designed to be a make-and-take for school psychologists which will allow them to subsequently present to students, parents, and school staff on what anxiety is, what stress is, and learning how to manage both through an understanding of the reasons we experience such and the physiology and evolution behind stress. Participants will leave with a foundation in anxiety, stress, coping skills, and de-escalation which can be taught to the true first responders - parents, teachers, and even other students.

Category: [Mental & Behavioral Health](#)

Learning Objectives:

At the end of the session, participants will be able to:

1. understand the connection between anxiety and stress,
2. understand how to teach others about anxiety, stress, and coping; and
3. empower teachers, students, and parents to know when help is needed.

PURCHASE OPTIONS

GoToWebinar
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\$45.00

Member Price

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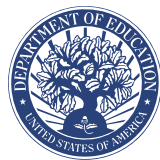
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Parent and Family Digital Learning Guide



OFFICE OF
Educational Technology

Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. [OET-FY21-01]

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Amelia Vance, Future of Privacy Forum

Casandra Woodall, International Society for Technology in Education

What can this guide do for you? Your involvement in your child's education can lead to better learning results and outcomes. This "Parent and Family Digital Learning Guide" will inform you, as a parent or caregiver, as you monitor your child's progress as your child accesses and uses technology for learning.

This guide aims to help all parents and caregivers, including those who have limited experience with digital tools, those who are expert with these tools, and anywhere in between. Each section starts with foundational pieces and builds from there.

INTRODUCTION

What should my child know and how do I know if they have learned it? How can I be sure that my child is progressing and getting the help they need? How should my child use technology for learning, and what technology is needed for my child's learning? What is the right balance of being online versus offline? How can my child stay connected with their friends and teachers? How can my child stay safe?

Parents, educators, and researchers have asked these questions for years; they are even more relevant in light of the effects of the COVID-19 pandemic.

Is technology the answer to all of these questions? No, of course not. Technology is a tool. Technology, when used appropriately, can empower learning, engage and motivate students, and help make learning interactive. Students can benefit from educational technology because it can personalize instruction and adapt to their strengths and weaknesses. Today's digital tools and resources support and enhance learning at home and in the classroom. In some cases, a student's engagement with educational technology can help them develop communications and technical skills for their futures.

Digital tools (such as devices, apps, and platforms) can enable multiple places for your child to learn, help you and your child set clear and easy to understand learning goals, and track progress. These tools can also help facilitate communication between you, as your child's primary educator, and your child's other teachers, allowing you to work together toward ensuring success. To take full advantage of the potential of digital tools, your child will need access to a device and the internet (at home and at whatever school option you choose for your child). You are also responsible for guiding your child on how to use technology safely and appropriately. This guide provides resources to help you fulfill that responsibility. While having multiple options for access, devices, internet connectivity, and digital tools is the ideal, it is not the reality for everyone. This guide focuses on empowering you with information and resources to improve your child's opportunity for successful and safe digital learning.

PART ONE

BENEFITS OF DIGITAL LEARNING



The following sections explain three distinct benefits of digital learning. Digital learning can help meet the specific needs of your child, monitor your child's academic progress, and connect you and your child with your school community and beyond.

Digital Learning

Digital learning is used throughout this guide to refer to learning that leverages digital tools and resources, regardless of where it occurs.

MEETING THE LEARNING NEEDS OF YOUR CHILD: PERSONALIZED LEARNING

This section in 30 seconds: Technology and digital tools can help your child learn in ways that work for your child. These tools can help change the way content is presented and how learning is assessed. They can make instruction personalized based on what will help your child learn.

For decades, most American classrooms have taken a “one size fits all” approach to instruction, teaching to the average student and largely ignoring the uniqueness of each learner. Educational technology can move us toward meeting the needs of each student and providing support tailored to each student's strengths and interests.

To personalize learning, the learning experiences and resources provided should be flexible and should adapt to and build on your child's skills. You know your child best. Working with your child's teachers to help them understand your child's needs can contribute to their personalized learning. The sections below outline technology-based approaches that can help personalize your child's education.

Personalized Learning

Personalized learning is an educational approach that tailors learning experiences to each student's strengths, needs, skills, and interests.¹

Digital tools can provide multiple ways to engage your child in personalized learning. Learners can be motivated to learn in different ways, and a wide variety of factors can influence learning engagement and effectiveness. These include:

- relevance (e.g., can my child imagine using this skill outside of school?),
- interest (e.g., does my child get excited about this topic?),
- culture (e.g., does my child's learning connect to the culture they experience outside of school?),
- language (e.g., do the assignments that are given to my child help build vocabulary, especially if English is not my child's native language?),
- background knowledge (e.g., can this topic be connected to something that my child already knows and can build upon?), and

- differences in how they process information (e.g., does my child have a disability such as a specific learning disability (e.g., dyslexia, dysgraphia, dyscalculia), or a sensory disability such as blindness or visual impairment, deafness or hearing impairment? Or does my child have a learning difference that is not a disability, but that affects the way my child processes or accesses information?).²

Effective digital tools can help accommodate your child's needs and preferences. Here are **five** ways that technology can be used to customize learning:

1. **Choose your preferred learning environment.** Digital technologies allow learning to take place synchronously with others (i.e., at the same time with you, a teacher, or other students), asynchronously (i.e., not at the same time), or both (i.e., with a mix of live interactions and assignments completed independently by each student based on their own schedule and pace). Learning can be organized for individual, small group, and whole class interactions, which may appeal to different learners' needs and preferences. As you consider schooling options for your child, the examples below may help you consider how synchronous and asynchronous learning approaches and activities may meet the particular needs and preferences of your child.

Examples of Synchronous Activities

- A scheduled class in a school or online.
- Live video conferencing with interactive participation.
- A scheduled online live chat session.
- Scheduled times (e.g., office hours) when teachers or tutors are available.

Examples of Asynchronous Activities

- Completing assigned work independently.
- Viewing a playlist of videos.
- Engaging with learning software or online educational materials at a time and sequence of the student's choice.

2. **Uncover new learning opportunities.** Many digital tools can support partner or group work and facilitate feedback from peers and teachers. Such applications can also help your child find new things to learn. For example, many sources of information are available online, such as from museums and libraries, historical sites, scientific laboratories, and other sources from the web that support curiosity, inquiry, and research. These tools can also help your child access digital books, simulations, games, interactive content, and online explorations. We have listed several examples in the resources at the end of this section.
3. **Support creative expression.** Your child can learn to use digital tools for organizing, researching, writing, publishing, and creating media on topics that are important and interesting. Such digital tools can be used to help your child creatively think through solutions to challenging problems while fostering their abilities to communicate, collaborate, and otherwise develop their creative skills. Students can also keep their own personal portfolios, a record of their learning, and a blog or journal including reflections on their goals and learning progress.

4. **Provide fast feedback.** Technology can offer real-time assessment of learning and progress to inform and guide your child as they work. Such feedback enables your child to self-monitor and gives you, and your child's other teachers, information to know how to provide effective support.
5. **Provide multiple means of interacting with content.** Learners differ in how they best access, process, and comprehend information. Your child may need or benefit from special supports, for example:
 - If your child has a sensory disability (e.g., blindness or deafness), or;
 - If your child has learning disabilities (e.g., dyslexia, dyscalculia, dysgraphia), or;
 - If your child has another health impairment (e.g., attention deficit disorder, attention deficit hyperactivity disorder); or
 - If your child is an English learner, or;
 - If based on your child's unique cultural background and experiences, they may benefit when content and resources are presented in a variety of ways.

Technology that your child with a disability may use, referred to as assistive technology, may include software and systems that translate text to speech or speech to text, closed captions, translation tools, and resources available in multiple media formats such as text, audio, and video. Some of this technology can present content in shortened or lengthened formats to accommodate students who have limited attention spans or other disability-related needs.

Under federal laws that prohibit discrimination on the basis of disability, websites and apps used in schools must be accessible or, if necessary, schools must provide equally effective alternate access.³

Accessibility

The Office for Civil Rights (OCR) at the U.S. Department of Education has recognized this definition: "'Accessible' refers to information or technology that, at a minimum, affords a person with a disability the opportunity to acquire the same information, engage in the same interactions, and enjoy the same programs and activities as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use."⁴

Federal law also requires schools to provide support services for English learners: "Parents or guardians may choose for their child to receive services to learn English if their child is identified as needing these services. School districts and schools are required by federal law to provide these services. Schools must ensure meaningful communication with English learners."⁵

Additionally, your child may differ in the ways that they can best demonstrate what they know. Your child may be able to express themselves well in written text but struggle with speech, or vice versa. Children may be able to show what they have learned through illustration better than following conventions of text on pages and margins. With the right tools and appropriate accommodations throughout the learning process, all students can have multiple means of accessing content and demonstrating content mastery.

Your child's personalized learning approach may also need to be addressed in your child's Individualized Education Program (IEP).⁶ The requirements for an IEP for eligible children with disabilities are contained in the Individuals with Disabilities Education Act (IDEA), and those same requirements do not apply to students who do not have a documented disability.

QUESTIONS TO ASK YOURSELF, YOUR CHILD, THEIR TEACHERS, AND SCHOOL LEADERS: PERSONALIZED LEARNING

- *What technology tools, resources, and apps do you recommend for my child?*
- *What educational enrichment websites do you recommend?*
- *What audio books do you recommend for my child?*
- *What assessments do you use to help us know where my child needs further instruction?*
- *What should my child do if they finish their work quickly or if they are struggling with content?*
- *If my child has a disability and needs additional support, are there assistive technology devices, services, or other resources that can assist my child?*⁷
- *Are the materials, technology tools, and applications that my child uses at school accessible while my child is learning remotely?*
- *Are there culturally relevant resources available to assist my child?*

RESOURCES



• Guides with Tips and Tricks

- View other guides and resources funded by the U.S. Department of Education: [Family Guide to At-Home Learning](#) from the CEEDAR Center; [Parents: Supporting Learning During the COVID-19 Pandemic](#) from the IRIS Center.
- Find more [resources lists](#) compiled for by Comprehensive Center Network funded by the U.S. Department of Education.
- [Career Hacks for Workforce Readiness](#) increases learners' workforce readiness by building strengths in key interpersonal skills, such as problem solving, leadership, communication, teamwork and collaboration, and critical thinking (produced by WGBH).
- More information on personalized learning is available from organizations such as [Understood.org](#) and [KnowledgeWorks](#).
- Websites such as [Edutopia](#), [Understood.org](#), and state education departments offer helpful [family resources](#) to meet your child's needs at home.
- Make the most of screen time. You can find out what's appropriate for your child's age, find tips on setting screen-time limits, and help your child develop positive habits with technology. Examples of how to do this can be found on [Common Sense Media](#), among others.



• Digital Tools

- The U.S. Department of Education has also funded the creation of tools that help provide students flexibility in accessing educational resources. [Bookshare](#) helps make reading easier for people with reading barriers. [iCanConnect](#) provides educational equipment to people with significant vision or hearing loss.
- Here are [some examples](#) of learning apps, games, and websites for your kids by age from Common Sense Media.
- Hundreds of digital books by topic, grade, and language are available at, for example, [Unite for Literacy](#), [Storynory](#), [Lit2Go](#), and [Story Shares](#).
- [Hats & Ladders](#) uses proven game mechanics, up-to-date occupational data, and personalized instruction to empower teens and young adults with career-building experiences, skills, and opportunities.
- Accessibility is explained and features presented at [Apple Inc.](#), [Google](#), and [Microsoft](#).



• Instructional Activities

- Summertime offers special learning opportunities, such as [Summer Learning Week](#) with the National Summer Learning Association and virtual math summer camp with Camp Khan, available in [English](#) and [Spanish](#).
- [Khan Academy](#) offers sample home learning schedules with grade-level activities.
- Examples of learning activities designed for summer, but can be applicable at any time, are available at [EdNavigator: Resource Bundle on Summer Learning](#).
- Discover free learning activities online, such as a live webcam of the [National Zoo](#), Smithsonian [museums](#), NASA's [faraway place](#), or [how to do science experiments in the kitchen](#).
- Online resources and daily events are curated along with virtual field trips at [Wide Open Schools](#), among others.

UNDERSTANDING YOUR CHILD'S PROGRESS: COMPETENCY-BASED LEARNING

This section in 30 seconds: Your child masters content and develops skills at their own pace. Many children learn effectively when the support they receive is customized for each new skill. In a competency-based system, your child can be empowered to learn skills in a personalized manner and to take responsibility for and make more decisions in their own learning. As a result, your child may be more engaged and successful in their learning.

What is it? Competency-based learning (also known as performance-based, mastery-based, or proficiency-based education) is an approach in which the parent and teacher builds a structure around the difference in pace of each student. The learning is set up to help ensure that students progress after showing mastery of the skills and competencies. For example, rather than allowing

only one week for all students to learn two-digit addition before moving on to a new topic, the expectation is that each student will be able to solve two-digit math problems using addition, and that they can work at their needed pace to demonstrate mastery.

In this approach, the learning environment supports the strengths, weaknesses, and unique abilities of each student who learns in different ways and at different paces. While each student is tracking their own progress, they are not alone in their learning. Students can work with their parents, peers and get support from members of their learning community. Technology can help parents and teachers provide the variety of support that each student will need to progress and help students know when they have gained a specific competency.

Goals of competency-based education at a glance:

- Your child progresses based on evidence of learning a concept, not the amount of time spent on that concept.
- Your child is empowered to make learning decisions, including how to demonstrate what has been learned.
- Assessment is a positive experience for your child and provides timely, relevant, and actionable information.
- Your child receives different support based on their individual learning needs.
- Strategies to ensure access for your child are embedded in the learning experience.
- Expectations for learning are clear and measurable.⁸

Why do some find competency-based learning beneficial? Competency-based approaches and systems value flexible learning environments where learning may happen at different times and in different spaces. The development of new skills can be independent of location, and students have the ability to pause or move ahead with their learning as needed.

QUESTIONS TO ASK YOURSELF, YOUR CHILD, THEIR TEACHERS, AND SCHOOL LEADERS: COMPETENCY-BASED LEARNING

- *What skills and competencies can my child learn? When should they learn such skills and competencies?*
- *What opportunities to learn skills and competencies are made available to my child at their school and outside of their school?*
- *What are the learning expectations of my child in their school for this subject or this academic year? What are examples of grade-level skills and competency work?*
- *What if my child's development of skills and competencies do not meet or exceed the expectations of their grade level? Is remediation or accelerated skill and competency development available for my child?*
- *What can I do to help my child develop skills and competencies? What resources are available and recommended?*
- *Is my child on track to develop the skills and competencies they need to promote to the next grade or graduate on time? If not, what can my child do to get back on track?*

In the case of school building closures, ask:

- *Which assignments/activities are mandatory, and which allow for choice/flexibility?*
- *What should my child do if they complete a task earlier than expected? What should my child do if they need more time?*
- *How can my child demonstrate and keep track of what they have learned and what they still need to learn?*
- *How will my child be graded?*

RESOURCES



- **Be A Learning Hero** is a website that provides resources to help keep your child on track, including math, reading, life skills, planning for college, and more.
- This **Readiness Check** allows you to see how your student has progressed with important math and reading skills. This tool also connects to books, videos, and other resources to help students review content they have learned and practice key skills.
- **GreatSchools Milestones** show examples of grade-level reading, writing, and math skills.
- The **NBC News Learn Parent Toolkit** shows examples of what important math, English, and social-emotional skills look like by age.
- **Show What You Know: A Parent's Guide To The Global Shift to Competency** explains additional benefits of competency-based learning.

CONNECT WITH YOUR COMMUNITY AND BEYOND: DEVELOPING PARTNERSHIPS

This section in 30 seconds: Students are more engaged when parents and families are involved in education.⁹ Using digital learning resources provides new opportunities for your family to develop a strong partnership with your school or education provider. Technology can help you and your child stay connected to your local community, your child's school and teachers, and other parents and children.

Social emotional support from your local community

Emotions and social relationships are essential components of learning.¹⁰ In a national survey of parents related to COVID-19, the top concern for parents during school closures is that their child is missing important social interactions at school and with friends.¹¹ Schools provide counseling services and community spaces and can play a pivotal role in the social development and mental well-being of your child.

If your school is providing instruction virtually or your child is learning from home, technology can help support social connections. Consider these examples of ways technology can help. You and your child could:

- Hold a video conference to stay connected to teachers and peers. Take pictures of their work or their creations and share them with their teacher or classmates. They can get to know their teacher and classmates better by exchanging pictures, stories, and special memories.

- Practice writing by sending letters and e-mails to friends and relatives.
- Set up virtual playdates for your younger child, and make sure your older child has time to talk with friends.
- Set up video chats with grandparents and other family members.

Social connections can reduce the impact of stress while also helping children develop communication, problem-solving, and empathy skills. For example, time with friends can help your child build relationships and talk with others who understand and relate to their feelings.

Learning resources and support from your learning community

Staying connected to school and learning communities will help parents and families while better supporting their children in their learning environment moving forward. Two-way communication with your child and their learning community can be essential. Your child's school, district, or education provider's website may include important updates and information. Your child's teacher may post assignments online or communicate them through email. You may seek to establish lines of communication with your child's teacher or education provider to ask questions and exchange information through phone, email, text messaging, or other means.

Virtual communication can help you:

- Better understand your child's progress and different subjects they are learning.
- Learn about opportunities from device distribution to enrichment programs to exam preparation.
- Know right away if your child's teacher or education provider has identified any issues, academic or non-academic.
- Share what you know works best to support your child with their teacher or education provider.

Ways you and your child's teacher might use technology to facilitate connections and collaboration include:

- Having your child share projects and essays by creating a website or photo gallery.
- Providing opportunities for your child to share experiences, engage in digital class discussions and small group work, and support one another.
- Providing avenues for your child to share questions, comments, and concerns that are related to instruction, as well as those related to how they are feeling.
- Making space for informal connections and personalized support by regularly scheduling a virtual meeting with you, your child, or both of you.

Technology for two-way family and school connections include the school website, video conferencing, phone, text messaging, email, online office hours, and online surveys.

Learning resources and support from beyond your local community

Technology can give your child opportunities to engage in research and problem-solving activities and to share ideas and collaborate on projects with other learners beyond those in their local community.

Access to virtual learning schools

You may identify and pursue a virtual learning option that meets the needs and requirements of your child. This option may include full courses that are self-paced, access to a virtual classroom that provides teachers, content, and assessments, or some combination. If your child's school is closed or the options that it provides do not meet the particular needs of your child, a virtual learning option may provide access to what your child needs to continue progressing in their learning.

Virtual Learning

Virtual learning refers to online learning that takes place outside of the school or brings what is outside of the school into the school. It uses an online environment to connect students who may be physically located in one place with a course or learning opportunity located somewhere else.¹²

Along with private virtual learning providers, some states have online K-12 schools that are operated by the state or district. These options can be helpful during school building closures and at other times that meet the particular needs and requirements of your child. Online schools may offer courses that your child may not otherwise have in their schools, and, if necessary, can also help your child make up credits to continue toward graduation.

QUESTIONS TO ASK YOURSELF, YOUR CHILD, THEIR TEACHERS, AND SCHOOL LEADERS: DEVELOPING PARTNERSHIPS

- *How often will my child have a one-on-one check-in with their teacher(s) or other school personnel?*
- *When and where are important school and class updates posted?*
- *What is the best way for me to provide information or ask questions? Through email, text message, or other means?*
- *Who do I ask to provide me with an interpreter at the school?*
- *Is there someone in the school who works with families?*
- *What supports (e.g., a counselor) are available to help my child cope with their emotions and mental health?*
- *Is there a virtual school option available through a private provider or through my district or state? What courses are available?*

RESOURCES



• Guides with Tips and Tricks

- Browse a [database of useful resources](#) for supporting continuity of learning during COVID-19 curated by the U.S. Department of Education, Office of Special Education Programs.
- Learn more about family engagement from, for example, [Understood.org](#).

- The Institute of Education Sciences has created an introduction to [“Supporting young children’s learning and well-being at home: A COVID-19 resource for teachers, parents, and caregivers.”](#)
- Learn more about federal laws that apply to your local school through the [“Understanding the Every Student Succeeds Act: A Parent’s Guide to the Nation’s Landmark Education Law.”](#)
- Visit the [Home School Legal Defense Association](#) to learn more about connecting to the homeschooling community, including [state-level requirements](#) such as testing and mandatory subjects.
- [Learn](#) to help children and teenagers adapt to new circumstances and manage anxiety, stress, and boredom with podcasts, videos, and articles.
- Explore the value of [gratitude](#) to help your child develop empathy, improve sleep, and manage trauma.
- [The Ultimate Guide to Online School](#) is a resource that explains how to switch to online school if schools are closed and not offering instruction and you decide it’s the best option for your child.

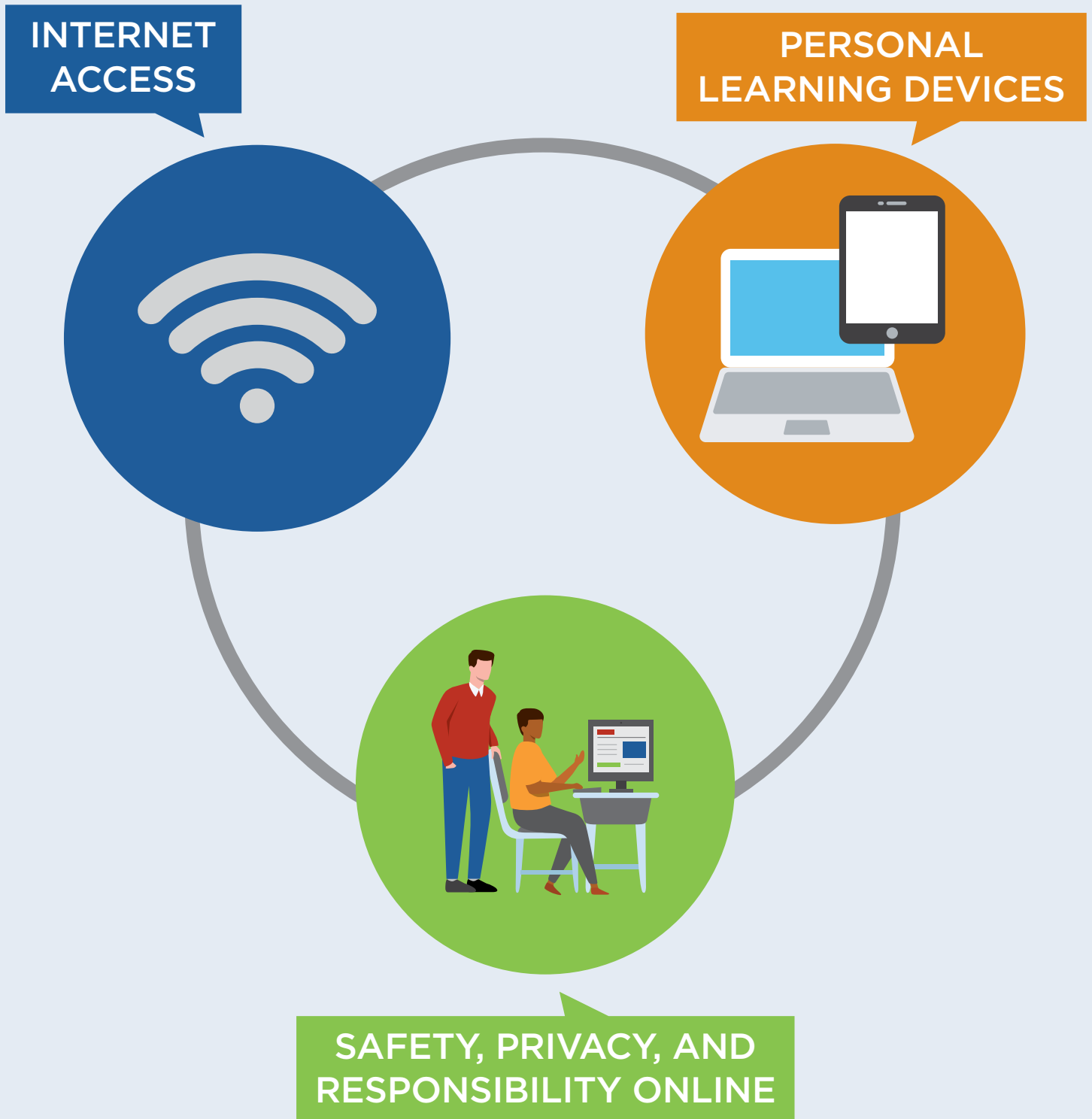


- **Digital Tools**

- Download a helpful [parent-teacher letter](#) from Prepared Parents.
- For grades K-8, using a tool, such as this [“Puzzle to Plan” tool](#), helps support home learning and home-to-school coordination. For high school, review subject and credit completion requirements with your child and create a plan together.
- [“The Reality of Virtual Schools”](#) from non-profit GreatSchools offers some things parents should know about the alternative to brick-and-mortar education.
- Find fun (and free) interactive resources to set your child up for success in the new school year and partner with teachers from [Learning Heroes](#) or other similar websites.

PART TWO

ENABLING DIGITAL LEARNING



To take full advantage of the benefits of digital learning, your child needs access to a personal learning device, such as a laptop, and access to the internet at home. While the hardware and software required on each device may vary based on your child's needs and their digital learning program, your child may generally need the ability to communicate reliably and safely with their personal learning device.

Ensuring access to a device and the internet can also facilitate a more seamless transition between school and home. Your child can access online platforms that record progress and provide digital learning activities and resources.

While having full access to devices and broadband connections is ideal, we know that isn't the reality for everyone. If your child has no device (or only a smartphone), limited internet access, or both no device and limited internet access, the sections below can help you find ways to obtain a device and connectivity for your child.

ENSURING YOUR CHILD'S ACCESS: PERSONAL LEARNING DEVICES

You may have multiple options to access a personal learning device for your child:

- **Learn about available personal learning device options.** There are multiple makes, models, and configurations of laptops, tablets, cameras, and software that can support digital learning. You, your child, or your school or education provider may maintain certain technical requirements and standards that affect your child's use of personal learning devices. Your school or education provider may or may not purchase personal learning devices for your child. Such devices may otherwise be made available to your child without cost or at reduced cost from your state or school district, from non-profit organizations, or from device manufacturers. Note though, that if your child has a disability and the device is required in order for your child to receive a free appropriate public education under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, the device must be provided to your child at no cost to you and your child.
- **Learn about device distribution opportunities at your school or education provider.** Reach out to your child's teacher or counselor to ask about access to a digital device, such as a laptop or tablet. Even if you already have a computer at home, each child should have their own reliable device so they can fully participate in digital learning when needed.
- **Get technical support.** Ask your device provider, school, or education provider if and how they provide support setting up devices and thereafter. Your school or education provider may host virtual town halls or other events for parents and families.
- **Learning without a personal learning device.** You may find opportunities for your child to learn without a device. Your child's teacher or local library may help you identify activities that your child can do without a screen so that your child can continue learning if a device is not available to them, and maximize meaningful use of screen time when a device is available.

ENSURING YOUR CHILD'S ACCESS: INTERNET SERVICE

Streaming and downloading content and participating in video conferences requires a high-speed, reliable internet connection. Although many public spaces offer internet access, obtaining access at home is critical for supporting continuity of learning. If you do not have access to the internet to support your child's learning, some options may be available to you.

- Discover school- or community-provided internet access. Some schools provide internet hotspots for students to check out, and some communities have open access to a community-based network. Check with your school and public library to learn about options in your community. The resources section below provides additional sources for finding internet access options in your community.
- Learn about your internet access. If you already have service, make sure it can support the increased online activity and that you understand any data limits (if applicable).

ENSURING YOUR CHILD'S SAFETY, PRIVACY, AND RESPONSIBLE TECHNOLOGY USE

Know your rights and learn what information is being collected or shared about your child.

While federal, state, and local laws have been developed to protect your child's safety and privacy online, your child's safety and privacy also depends on your child's and the education provider's safe and responsible online practices. We offer the sections below as helpful places to start discussing internet security and privacy with your child, and to outline the federal laws that govern privacy and safety.

Security Settings

Turn on the security features on any device your child may use for learning activities. These can be found in the device's general settings under the privacy menu. These features can:

- Restrict access to offensive or inappropriate content.
- Require approval for downloads.
- Limit time spent on certain apps.

For additional information on online safety concerns and ways of protecting your child online, see [“Cyber Safety Considerations for K-12 Schools and School Districts.”](#)

Digital Citizenship

Talk with your child about how to be a responsible digital citizen. Remind your child that virtual communities are an extension of their classrooms and the same basic rules apply, such as treating others with respect. Let your child know that they should tell you, their teacher, or a family member if they or a classmate are being bullied or are worried about any troubling content, encounters, or activities online.

Password Management

Make sure you and your child have all the information to find their learning resources. Keep track of log-in and password information and URLs for each platform they use. Consider using a password manager in your internet browser, or keep passwords written down in a safe place. Change passwords regularly.

Video Conferencing

You may choose to talk with your child and your child's teacher if you aren't comfortable with your child using the video feature during virtual lessons. Many platforms allow you to use virtual backgrounds or images to protect the privacy of your home. If your child's teacher, school, or education provider plans to record a lesson or take screenshots during a lesson and you are uncomfortable, you may ask if your child can be off-camera or watch the recorded lesson later.

Privacy Policies

Keep in mind that your school or education provider may have different agreements with companies to protect the privacy of students, and checking with your school or education provider is always an important first step. Schools may use certain digital learning tools without your consent as long as the use of these tools aligns with state and federal law.

Federal Laws Governing Privacy and Safety: FERPA, IDEA, and COPPA

The Family Educational Rights and Privacy Act, known as FERPA, is a federal law that, among other things, generally prohibits FERPA-covered educational agencies (e.g., school districts) and institutions (i.e., schools) from disclosing personally identifiable information (PII) from the education records of a student without the prior written consent of the student's parent or the "eligible student" herself or himself (i.e., the student if he or she is 18 years or older or attends an institution of postsecondary education). 20 U.S.C. §§ 1232g(b), (h), (i), and (j), and 34 CFR Part 99, Subpart D. FERPA contains specific exceptions to this general consent requirement which are set forth in 20 U.S.C. § 1232g(b)(1)-(b)(3), (b)(5), (b)(6), (h), (i) and (j), and 34 CFR § 99.31. FERPA also generally provides parents and eligible students with the right to inspect and review their education records, and the right to seek to amend information in their education records that is inaccurate, misleading, or in violation of the student's rights of privacy. 20 U.S.C. §§ 1232g(a)(1)(A) and (a)(2), and 34 CFR Part 99, Subparts B and C. For more information regarding FERPA, please visit the U.S. Department of Education's Student Privacy Policy Office's website at <https://studentprivacy.ed.gov>. Of note, the U.S. Department of Education recently released guidance to parents on FERPA in April 2020 titled, "The Family Educational Rights and Privacy Act: Guidance for Parents," which is available at https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPAGuidanceForParents.pdf.

The Individuals with Disabilities Education Act (IDEA) also contains confidentiality of information provisions that protect PII in the education records of children with disabilities. 20 U.S.C. § 1417(c) and 34 C.F.R. §§ 300.610-300.626. IDEA also generally provides parents with the right to inspect and review their child's education records, and the right to seek to amend information in their child's education records that is inaccurate, misleading, or

in violation of the student's rights of privacy. IDEA's confidentiality provisions generally require parental consent for disclosure of PII in education records, to parties other than officials of participating agencies, and generally incorporate the FERPA exceptions to the prior written consent requirement. Note that the IDEA confidentiality of information provisions incorporate some of the FERPA requirements but also include several provisions that are specifically related to children with disabilities. More information about IDEA and FERPA confidentiality provisions is available at <https://studentprivacy.ed.gov/resources/ferpaidea-cross-walk>.

The Children's Online Privacy Protection Act (COPPA) generally gives parents control over what information is collected about their children online. Under COPPA, schools may, in certain circumstances, provide consent on behalf of parents to the collection of student personal information. The Federal Trade Commission recently clarified that "schools can consent on behalf of parents to the collection of student personal information—but only if such information is used for a school-authorized educational purpose and for no other commercial purpose. This is true whether the learning takes place in the classroom or at home at the direction of the school." More information about COPPA is available at <https://www.ftc.gov/news-events/blogs/business-blog/2020/04/coppa-guidance-ed-tech-companies-schools-during-coronavirus>.

QUESTIONS TO ASK YOURSELF, YOUR CHILD, THEIR TEACHERS, AND SCHOOL LEADERS: ENABLING DIGITAL LEARNING

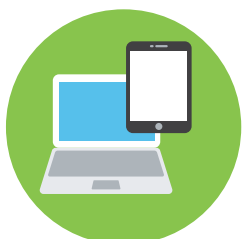
- *What apps or websites are being used in my child's classroom?*
 - *Do they require students to have an account?*
 - *What recommendations or tips are there for keeping track of usernames and passwords?*
 - *What data (information) about my child does the platform receive when my child uses the app or website?*
 - *How is my child's information secured?*
 - *How is my child protected from distracting or inappropriate content online?*
- *What, if any, forms do I need to sign to give consent for my child to use digital learning tools?*
- *How does the school or education provider manage privacy policies of applications being used for learning?*
- *Will the special education and related services in my child's IEP be supported over video? If so, will it be recorded? Who will have access to the recording, and how long will it be stored?*
- *Will my English learner (EL) be supported over video? What additional resources or language accommodations will be available for my child?*
- *Does the school's website have sections discussing student privacy policies and what educational technology is being used?*

RESOURCES



• Guides with Tips and Tricks

- Help your child build a positive online identity. Check out the resources on [Learning Keeps Going](#), which has guides and tips for developing a positive online identity.
- Reinforce that online actions matter. What your child posts, writes, and likes becomes permanent. Find more tips from Google at [Be Internet Awesome](#).
- Build your child's digital citizenship skills with family tips and activities from [Common Sense Digital Citizenship resources](#) organized by grade level in Spanish and English.
- [StopBullying.gov](#) provides information and tips for preventing and handling cyberbullying.
- Meeting in virtual classrooms can help students stay connected to their school community, but it's still important for parents to make sure their online interactions are safe. Check out [these tips from Common Sense Media](#) for knowing who your child is talking with online.
- The Future of Privacy Forum maintains a list of developers who have signed the [Student Privacy Pledge](#).
- The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the internet, and a [consumer guide](#) provides information on how to protect your child.



• Digital Tools:

- You can find free or low-cost internet service options in your area using the zip code search tool at [EveryoneOn](#), or explore the options compiled and explained by the [National Digital Inclusion Alliance](#).
- [Wide Open School](#) offers digital training, as well as great online and offline learning resources and events for students of all ages.
- Download a browser plug-in that limits tracking and advertisements to protect your child's information. Tools like [AdBlock Plus](#) and [Disconnect](#) provide step-by-step instructions.
- Websites like [Polisis](#) publish privacy policies for apps or websites your child might be using. [Common Sense Media](#) may have reviewed the tool's privacy policies and practices.

HOW TO FILE A DISCRIMINATION COMPLAINT WITH THE OFFICE FOR CIVIL RIGHTS

Educational institutions have a responsibility to protect every student's right to learn in a safe environment free from unlawful discrimination and to prevent unjust deprivations of that right. The Office for Civil Rights (OCR) in the U.S. Department of Education enforces several federal civil rights laws that prohibit discrimination on the basis of disability, race, color, national origin, sex, and age in programs or activities that receive federal financial assistance from the

Department of Education. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by public entities, whether or not they receive federal financial assistance.

Discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973 and, as noted above, by Title II of the Americans with Disabilities Act of 1990.

Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964. This includes discrimination based on a person's limited English proficiency or English learner status; and actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals).

Discrimination on the basis of sex is prohibited by Title IX of the Education Amendments of 1972. This includes discrimination based on pregnancy, parental status, and sex stereotypes (such as treating persons differently because they do not conform to sex-role expectations or because they are attracted to or are in relationships with persons of the same sex).

Discrimination on the basis of age is prohibited by the Age Discrimination Act of 1975.

Anyone may file a complaint with OCR. The person or organization filing the complaint need not be a victim of the alleged discrimination but may file on behalf of another person or group. You may file a complaint by mail or fax with the appropriate regional office (<https://www2.ed.gov/about/offices/list/ocr/addresses.html>), by email (ocr@ed.gov), or by using OCR's electronic complaint form (<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>). Generally, a complaint must be filed within 180 calendar days of the date of the alleged discrimination. More information about OCR is available at <https://www.ed.gov/ocr>.

LEGAL DISCLAIMER

This document contains resources that are provided for the user's convenience. The inclusion of these materials is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

ENDNOTES

1. Morin, A. (n.d.). Personalized Learning: What You Need to Know. Understood. Retrieved from <https://www.understood.org/en/school-learning/partnering-with-childrens-school/instructional-strategies/personalized-learning-what-you-need-to-know/>
2. Unless otherwise noted this guide does not address schools' responsibilities to provide services or modifications to students with disabilities under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or Title II of the Americans with Disabilities Act (ADA). Information about the IDEA is available at <https://osepideasthatwork.org/>. Information about Section 504 and Title II is available at <https://www.ed.gov/ocr>.
3. Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II).
4. Resolution Agreement: South Carolina Technical College System, OCR Compliance Review No. 11-11-6002.
5. English Learner Family Toolkit: Attending Schools in the United States. (2018). National Clearinghouse for English Language Learners. Retrieved from https://ncela.ed.gov/files/family_toolkit/EL-Family-Tool-Kit-Attending-Schools-in-the-US.pdf
6. Note that a student's personalized learning approach may also need to be addressed through the services and modifications provided to students with disabilities under Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. § 104.33.
7. The parents of a child with a disability have the right to request an IEP team meeting at any time to review the child's IEP and revise it, if appropriate.
8. Introduction to Competency-Based Education. (2020). Aurora Institute. Retrieved from <https://aurora-institute.org/our-work/competencyworks/competency-based-education/>
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