



# Indiana Continuous Learning Guidance



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## Introduction

The Continuous Learning Guidance was developed by the Indiana Department of Education (IDOE) to meet the needs of school administrators, teachers, and the families they serve with immediate support to ensure learning may continue outside of the traditional school setting. IDOE is dedicated to providing quality support and resources to educators, families, and students.

IDOE has chosen to use the language “Continuous Learning” as opposed to “eLearning”, “distance learning” or “virtual learning” to help our school leaders think holistically and progressively about how to best meet the needs of all learners. The importance of access and equity for all learners was woven throughout all discussions during the development of this guidance and are visible in the guidance.

IDOE has provided a framework with guidance and support materials. We recognize that each district will have to make many local decisions that are unique to their student population, staff, and resources. IDOE encourages districts to develop and implement continuous learning plans in partnership with local county health departments, families, staff, and local boards of education.

We ask stakeholders to consider the following when making educational decisions during this unprecedented time:

1. Focus on essential learning for students
2. Be flexible and ready to adapt when needs arise
3. Emphasize relationships in this new learning environment
4. Support local decision making to honor local needs
5. Decisions must support all populations of students
6. Encourage use of materials, resources and platforms that are already in use
7. Instructional models may be a blending of non-technology and virtual platforms
8. Extend grace to all in these unique and trying times
9. Support educators seeking professional development and personal wellness

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## Under the Guidance of

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## Essential Questions for Administration

1. Where can I find the most up to date information and educator guidance?

IDOE has a dedicated [website](#) with up to date Covid-19 Resources for schools. In an effort to share information and answer questions, IDOE leadership will be hosting a weekly webinar. You can view the webinar live on [this page](#), Tuesdays at 10 a.m. E.T. All webinars will be archived to this page as well. An updated list of FAQs can be found [here](#).

If you have specific questions you cannot find the answer to, please reach out [here](#).

2. Can we bring students or staff into the building for small group meetings?

Follow the guidance, policies, and procedures of state and local authorities related to essential travel and conduct meetings virtually, whenever possible.

Up to date orders and guidance from the state can be found [here](#) and [here](#).

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

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

4. How will we meet SPED requirements?

IDOE's Special Education Team has put out guidance to special education directors and it is posted on the Special Education Services page of the IDOE [website](#). The district's special education director and the IDOE guidance should be consulted when making decisions regarding students with IEPs. Special Education and Compensatory Services were outlined during the IDOE leadership webinar on March 24, 2020, and can be found [here](#).

5. How do we deliver food and materials to students?

The Governor has determined that school meals provided to Indiana's students are essential, so meal service can continue despite the stay-at-home order. Schools and sponsors are recommended to implement the following procedures when providing grab and go meals to households:

- Ensure no one, except authorized personnel, enters the building
- Require families to stay in their vehicle
- Ask families to provide a sign in their windshield for the number of children needing meals

- Place meals in the trunk of the vehicle or place on a table where the family may simply roll down their window and grab the meal.

Additional information can be found under the School Nutrition Program section [here](#).

6. How do we effectively communicate with the community?

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

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

Having designated hours when each teacher will be accessible online is recommended. This provides consistency and structure. However, be aware that some households will be sharing a device, so it is important that teacher availability is spaced out over the day so all students can have an opportunity to contact their teacher.

8. What is the expectation for completing teacher evaluations for 2019-2020?

Specific guidance for teacher evaluations is forthcoming. For the latest updates, please be sure to tune in to the weekly webinar from IDOE leadership and subscribe to the weekly update [here](#).

9. Will students be required to complete state assessments?

Governor Holcomb's Executive Order 20-05 states, "All state-mandated assessments are cancelled for the 2019-2020 academic year." This includes the assessments on the above mentioned link, along with the United States Naturalization Exam and dyslexia screening. The notification sent to schools can be found [here](#).

10. Does the 2020 Cohort still have to meet all graduation requirements in order to receive a high school diploma?

Specific guidance for graduation and diploma requirements is forthcoming. For the latest updates, please be sure to tune in to the weekly webinar from IDOE leadership and subscribe to the weekly update [here](#).

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

State and local orders and recommendations for travel and group gatherings should be followed. If an event exceeds the group guidelines of your local county health department, then that event should not take place.

## Essential Questions for Teachers

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

This is a local decision, but it is recommended that educators choose one platform for communication and just a limited number of apps or programs. Sticking to familiar apps or programs used in the classroom will decrease frustration for families. Consider the frequency of communication and the format to ensure all students and families are connected with information.

2. What are my expectations for standards?

The recommendation is to address only high-priority standards for the remaining weeks of school. IDOE recommends the following when identifying high-priority standards:

- **Grades K-2:** Use grade 3 ILearn [Blueprints](#) and view the vertical articulation charts to see how the standards are utilized at the specific grade level. Teachers would then make the determination if a standard should be high-priority.
- **Grades 3-8:** Use the ILearn [Blueprints](#) for these grades and view the vertical articulation charts to see how the standards are utilized at the specific grade level.
- **High School:** Teachers at this level should use professional judgment. Reliance upon department dialogue, Professional Learning Community (PLC) discussions, and IDOE’s Academic Frameworks (a. [Literacy](#), b. [Math](#), and c. [Science](#)) would assist in this process.
- Discussions about high-priority standards, especially vertical discussions, are ways to guarantee equity with learning.

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

Weekly assignments, projects, video check-ins, and projects are all ways to assess learning. Once again, focus is on the high-priority standards needed for your content areas. Keep in mind that many families have limited data for the internet and one device which must be shared between multiple people. IDOE’s recommended guidelines for MAXIMUM student commitment each day are as follows and do not have to be completed consecutively:

Grade Levels	Time Recommendations
Pre-K	30 minutes
Grades K-1	45 minutes
Grades 2-3	60 minutes
Grades 4-5, Grade 6 in elementary	90 minutes
Grades 6-12	30 minutes per teacher (3 hours max in a day)

The guidelines above are meant for any delivery modes: packets, project/problem based, on-line, and hybrid.

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

#### 4. How am I communicating with students and families?

This should be a local decision, but having one to two consistent platforms is ideal. Multiple platforms can be cumbersome for students and families that have more than one child at different grade levels. SeeSaw, Google Classroom, and Remind are commonly used platforms for managing student work and communicating with families. Resources such as Zoom, Google Meet, and Skype *may be* used for meetings and conferences if platforms already in place do not have those capabilities. **Please note:** These platforms allow for meaningful discussions, but are not fully secure. For that reason, sharing of personally identifiable information is not advised. Confidential conferences for such concerns as case conferences (special education, English Language Learners) and discipline issues should follow the protocol set forth by local schools/LEAs.

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

Across Indiana, not all students and educators may have access to devices or internet access. IDOE encourages districts to reach out to local internet service providers to see what options are available for community members. See the document on Indiana Department of Education's COVID-19 webpage under the Family Resources section [here](#) for more information on resources to help families get connected.

- Many cell phone providers are removing the data usage cap for current subscribers. IDOE recommends reaching out to local cell phone providers for how best to relay this information to families and for instructions on how to utilize cell phones as hotspots.
- IDOE recommends sending devices home with students if the school has access to them in the building. Consult with your local county health department/local health officer to determine best practices for cleaning and sanitizing devices prior to pick up. Be sure to arrange pick up times that are spaced out to avoid large groups coming to your building at one time. Sharing a device could be an option in homes. If no device is available, it is important to provide learning packets or project/problem based activities to send home or have picked up weekly or bi-weekly with work and projects, to complete. IDOE highly recommends giving students voice and choice to demonstrate their learning. Consider service work for a neighbor and writing a reflection on their experience versus writing an essay reflection on a poem. Give options for students with or without the use of the internet.

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

Just as when students are in the classroom, it is essential for teachers to ensure students are learning remotely. Students will demonstrate learning through completion of assigned tasks. For this reason, tasks should be rooted in the school's curriculum and carefully designed to measure the degree of understanding and skill proficiency students possess. Collection of students' work is dependent on the platform being used. Remember, some students and families may possess limited technical understanding and require support to access and submit content.

While platform selection is a local decision, for simplicity it is suggested that no more than two be used. IDOE's suggested platforms for collecting student work are: SeeSaw (elementary), Google Classroom, Schoology, Canvas, Moodle, and ItsLearning. If student management systems are already in place, schools should utilize those platforms.

7. How should I grade student work completed remotely?

Grading practices should never be punitive in nature. A best practice would be to not let a grade be lowered during continuous remote learning. Consider the following best practices for continuous remote learning:

- Consider competency based grading rather than assigning percentages and grading everything for right and wrong
- Encourage the development of rubrics to grade the body of work rather than many individual assignments
- Consider alternative ways students can demonstrate their learning
- Give meaningful feedback on progress once or twice a week
- Concentrate on meaningful feedback, where students are in their learning and where they can improve

8. What do I do with my AP Course work? Are there resources available for virtual learning for AP classes?

College Board has started [free AP review classes](#) delivered by some of the top AP teachers in the country accessible on demand starting March 25, 2020. Check the [schedule](#) for live streaming, or access the classes at any time on the [AP YouTube Channel](#). These are accessible on demand starting March 25, 2020. These are supplemental, optional, mobile-friendly, and accessible classes. They focus on the review and practice of the content and skills from the first 75 percent of each course. If desired, there are also supplementary lessons on the last 25 percent of the course not included in the abbreviated online exams being developed.

9. Will the College Board still administer AP Exams?

Yes. Traditional face-to-face exams will be replaced with a 45-minute online free-response exam at home. There will be two different testing dates for each AP subject allowing students a choice

of when they want to take the exam. Dates and times for each exam will be released by the College Board on April 3, 2020.

These exams will cover the first three fourths of the course content reflecting the end of in-person instruction due to the closure of most schools in mid March. Click [here](#) for the latest information from the AP Program. The College Board is aware that not all students have access to a mobile device or internet connectivity. Please click [here](#) to indicate student needs for mobile tools and connectivity.

## A Continuous Learning Framework

### Establish a local philosophy and approach for continuous learning.

Sample: *Although districts are temporarily closed, learning continues as we engage children with experiences that continue the planned learning program and help them stay connected with teachers and classmates. These learning experiences offer authentic opportunities to focus on key concepts, knowledge, and skills. They emphasize interaction and creativity and involve a balance of traditional and digital tasks that help connect to previous learning and the current curriculum.*

### Questions to consider for every grade band and content area:

1. How might the makeup of each family impact the way they engage with continuous learning (race and culture, family structure, location - urban, suburban, rural, financial resources, etc.)?
2. How can we provide culturally and linguistically relevant resources for each particular student and family?
3. How can we see families and their children's learning through a trauma-informed lens? What social-emotional support can we provide?
4. In what ways can we allow families to individualize continuous learning?
5. How can we use relationships with families to provide us honest and timely feedback on how the management of learning is going at home and how we can best support them?

### General Recommends and Considerations for Student Learning of All Ages

These are general practices to utilize, but may be individualized. Educators should encourage those working with children to provide flexibility, availability, and grace to all families. In addition, educators may feel pressured to be available for children and families at all times. It is important to stick to scheduled times and office hours to balance their own family's needs and to prioritize self care.

#### General Recommendations and Considerations

##### Provide Social-Emotional Learning (SEL)

- Watch, listen to, and take care of the needs of all children, families, and educators.
- Leverage school staff personnel to identify and help meet the needs of families:
  - School counselors, psychologists, paraprofessionals

##### Establish "office hours" to communicate with families

- Be available to answer questions and provide guidance.
- Differ hours a few times a week at different times of the day based on the needs of children and their families.
- Utilize a variety of communication methods including email, phone, text, mailings, and newsletters (if possible).
- Record personal messages or demonstrations for students to view at home.

### Use familiar, common platforms

- Choose one communication platform that is accessible and abundant to communicate with families. If possible, consider common platforms across the district or school.
- Be consistent in delivery of expectations, timelines, and communication from the district to families.
- Communication platforms should be used to share information with families, ask children questions, connect children with their classmates, create learning groups, and offer individual help:
  - Google Classroom, Zoom, Skype, Google Hangout, or Canvas

### Give flexibility with schedules and due dates

- Be mindful and realistic with expectations.
- Focus on student progress and learning, not assignment completion and due dates.
- Be mindful that families may be sharing one device or have limited to no Internet access.

### Provide access to resources, materials, or devices with families

- Consider providing families with hands-on materials, school supplies, manipulatives, books, or consumables through scheduled pick up times or mailing them.
- Establish a check-out/check-in routine for materials at buildings, local libraries, or other places families might frequent.

Note: IDOE recommends consulting with your local county health department or local health officer to determine best practices for cleaning and sanitizing devices, manipulatives, books, and materials prior to pick up. Be sure to arrange pick up times that are spaced out to practice social distancing and avoid large groups coming to your building at one time.

### Consider Instructional Practices

- Prioritize what needs to be done to receive credit or provide enrichment versus what is usually taught in class.
- Focus on mastering outcomes (competencies, benchmarks, proficiencies) versus reproducing each experience, worksheet, test, or quiz given in the typical classroom.
- Determine whether children are expected to work online, traditionally, or a combination of both with a plan for families with little or no access to the internet.
- Limit the number of online apps and programs provided to families.
- Use resources already being utilized in the district and classroom:
  - Choice boards, book studies, journaling, creating non-digital projects, address various learning styles
- Consider strategically embedding digital citizenship concepts within lessons, and remind children how to be safe and responsible online.
- See IDOE's COVID-19 webpage [here](#) for more ideas.

### Encourage opportunities for movement

- Give children opportunities to learn and explore through movement, creation, and music to express themselves.
- Allow unstructured time for children to play, move, or engage in activities of their choice.

## Recommended Times and Activities for Student Learning Based on Age

These are estimated times and may be individualized. Educators should encourage those working with the children to provide time and space for children to pursue their interests in addition to other opportunities.

<b>Early Learning - Pre-K</b>	
Daily Learning Time: 30 minutes of teacher planned activities	
Sample Schedule	<ul style="list-style-type: none"> <li>● 5 minutes: Daily Routines/Traditions (Traditional large group meeting activities - songs, fingerplays, etc.)</li> <li>● 5 minutes: Story Time (video from teacher or read to by caregiver)</li> <li>● 5 minutes: Brain Break (music and movement - ideas provided by teacher)</li> <li>● 5 minutes: Introduce new content (video from teacher or instructed by caregiver)</li> <li>● 10 minutes: Hands-on activity related to content or story (activities provided by teacher)</li> </ul>
Daily Learning time may include: (5-minute increments)	<p><u>Imaginative play</u></p> <ul style="list-style-type: none"> <li>● Ask children to imagine they're the teacher and ask questions about their classroom and activities they would plan.</li> </ul> <p><u>Creative arts</u></p> <ul style="list-style-type: none"> <li>● Provide activities that focus on the art process (i.e. use of materials/tools) and not an expected product.</li> </ul> <p><u>Music and movement</u></p> <ul style="list-style-type: none"> <li>● Provide songs that may be familiar to students that encourage singing and/or movement. Also consider sending home materials to make musical instruments.</li> </ul> <p><u>Outdoor exploration</u></p> <ul style="list-style-type: none"> <li>● Encourage families to take walks outside their home if and when possible.</li> </ul> <p><u>Gross motor</u></p> <ul style="list-style-type: none"> <li>● Provide examples of various exercises appropriate for Pre-K students (e.g. jumping jacks, hopping on one or both feet, etc.)</li> </ul> <p><u>Fine motor activities</u></p> <ul style="list-style-type: none"> <li>● Provide materials that encourage the student to practice fine motor skills (e.g. pencils, markers, and paper).</li> <li>● Consider sending home book making materials for children (stapled white paper) so they can write their own stories.</li> </ul>
Extra Suggestions for Extended Learning	<ul style="list-style-type: none"> <li>● 60 minutes of outdoor play</li> <li>● 10-20 minutes of reading with family (books of their choice - hard copies or utilizing storytime online)</li> <li>● 90+ minutes of imaginative (free) play</li> </ul>

## Early Learning Considerations

- Consider opportunities to work with children in small groups virtually while providing recorded videos for large group time.
- Consider sending home visual supports with potential uses that would help families create predictable routines. Include times when families are together or they might be working.
- Provide guidance in how to follow their child’s lead, and what success with continuous learning looks like.
- Provide prompt questions for families to use during play and reading that encourage critical thinking (e.g.: “Tell me about what you are drawing.” “What made you think of that?” “How could you...”)
- Consider sharing IDOE’s [Early Learning Family Guides](#) and encourage families to incorporate learning into their daily activities or things they are already doing.
- Refer to the IDOE’s [Early Learning Foundations Guidance](#) for additional thoughts or suggestions.

## Elementary

### Grades K-1: Daily Learning Time: 5-10 minute time spans, a total of 45 minutes

Daily learning time may include:

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Utilize independent reading, reading to family, family reading to child(ren), or listening to a story online.</li> <li>● Practice word work with high-frequency, or sight words. Read, trace, write words on cards or pieces of paper. Hide words around the room for child to find and read. Create sentences using words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Retell a story by drawing pictures of the beginning, middle, and end. Be sure to include labels or sentences of each section.</li> <li>● Keep a log or journal of daily activities or routines.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>● Count collections (e.g. coins, rocks, buttons) and sort by shape, color, size, or value. Create patterns with the collections.</li> <li>● Play or create games that encourage counting and/or recognizing patterns (e.g. tic-tac-toe, Connect Four, Chutes and Ladders, dominoes).</li> <li>● Measure amounts for a recipe using teaspoons, tablespoons, and cups</li> <li>● Add or subtract items (e.g. adding two groups of Legos together and give the total amount or eating one piece of orange and tell how many are left).</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>● Build using available items (e.g. Legos, blocks, cans, cups, etc.).</li> <li>● Experiment with colors using water. Try mixing food coloring in water to create new colors.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>● Sort objects or information in a useful order or in various ways.</li> <li>● Design problem solutions using a block-based programming language.</li> </ul>

<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● Use a calendar to keep track of days of the week, months of the year, and activities.</li> <li>● Talk about community helpers and their roles.</li> </ul>
<b>Additional Considerations</b>	<ul style="list-style-type: none"> <li>● Access IDOE's <a href="#">Literacy Family Guides</a> and <a href="#">Math Family Guides</a></li> <li>● Refer to the IDOE's <a href="#">Literacy Framework</a>, <a href="#">Math Framework</a>, <a href="#">Science Framework</a> for content specific resources, academic vocabulary, and learning targets.</li> <li>● See IDOE's <a href="#">STEM page</a> for more curriculum and instruction resources.</li> </ul>

**Grades 2-4: Daily Learning Time: 10-15 minute time spans, a total of 60 minutes**

Daily learning time may include:

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Utilize independent reading, reading to family, family reading to children, or listening to a story online or audio book.</li> <li>● Practice word work with high-frequency vocabulary words or vowel patterns.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Respond to a story or text through drawing and writing.</li> <li>● Create a book review for family or classmates. Write why you would recommend or not recommend a book.</li> <li>● Keep a log or journal of daily activities or routines.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>● Estimate the heights of nearby objects. Measure to check your estimation.</li> <li>● Discuss how to regroup household items (e.g. eggs, juice boxes, cans). For example, a dozen eggs can be regrouped into three groups of four.</li> <li>● Write out a number from hundreds to millions. Have students round that number to the nearest hundred, thousand, hundred thousand, etc.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>● Build 3-D objects using available items (e.g. Legos, blocks, cans, etc.).</li> <li>● Create a sequential search algorithm for searching for something that you lose all the time. Make a list of all the places you could look for the item. Test out your sequence and see if it works!</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>● Identify where computers exist in the home (i.e. beyond the device being utilized to complete remote work).</li> <li>● Design problem solutions using a block-based programming language.</li> <li>● Offer students a platform to collaborate on projects to either solve problems, conduct extensive research, or design artifacts.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● Create a timeline of events.</li> <li>● Explain the role of citizens at the state and national levels.</li> </ul>
<b>Additional Considerations</b>	<ul style="list-style-type: none"> <li>● Access IDOE's <a href="#">Literacy Family Guides</a> and <a href="#">Math Family Guides</a></li> <li>● Refer to the IDOE's <a href="#">Literacy Framework</a>, <a href="#">Math Framework</a>, <a href="#">Science Framework</a> for content specific resources, academic vocabulary, and learning targets.</li> <li>● See IDOE's <a href="#">STEM page</a> for more curriculum and instruction resources.</li> </ul>

**Grades 5-6: Daily Learning Time: 20-25 minute time spans, a total of 90 minutes**

Daily learning time may include:

<b>Reading</b>	<ul style="list-style-type: none"> <li>Utilize independent reading, reading to family, or listening to an audio book in a variety of genres.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Annotate a text or article.</li> <li>Respond to a text or article.</li> <li>Create a book review for family or classmates. Write why you would recommend or not recommend a book.</li> <li>Keep a log or journal of daily activities or routines.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>When making a recipe that needs to be halved or doubled, have students help with conversions.</li> <li>Use length, width, and depth to design a garden in your backyard.</li> <li>Research a city that experiences temperature extremes. Create a number line with the five coldest and five hottest days of the year.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Build 3-D objects using available items (e.g. Legos, blocks, cans, etc.).</li> <li>Build your own kite. Go outside and test the best way to fly it.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>Design problem solutions using a block-based programming language.</li> <li>Offer children a platform to collaborate on projects to either solve problems, conduct extensive research, or design artifacts.</li> <li>Evaluate online sources of information for accuracy and relevance.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Read about the American Revolution and discuss the impact it made on America.</li> <li>Create a map that includes landmarks, states, and major geographical features.</li> </ul>
<b>Additional Considerations</b>	<ul style="list-style-type: none"> <li>Access IDOE's <a href="#">Literacy Family Guides</a> and <a href="#">Math Family Guides</a></li> <li>Refer to the IDOE's <a href="#">Literacy Framework</a>, <a href="#">Math Framework</a>, <a href="#">Science Framework</a> for content specific resources, academic vocabulary, and learning targets.</li> <li>See IDOE's <a href="#">STEM page</a> for more curriculum and instruction resources.</li> </ul>

<b>Secondary</b>	
<b>Grades 7-12: Daily Learning Time: 30 minute time span per class, a total of 3 hours</b>	
<b>Recommended times</b>	<b>Middle School: 30 minutes for each class, breaks every 15-20 minutes High School: 30 minutes for each class, breaks as necessary</b>
Daily learning time may include:	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Utilize online platforms like <a href="#">Newsela</a> to read nonfiction articles and engage with the discussion questions.</li> <li>Read a novel students already have or choose a book from an online library or audiobook.</li> <li>Practice increasing the amount of time the student reads. Start with 10 minutes and increase in five-minute intervals.</li> <li>Talk with the student about what they are reading. Consider using the <a href="#">Lexile Framework for Reading</a> as a resource to generate questions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Create opportunities for students to discuss what they are reading via online chat platforms like Zoom, Google Hangout, or Webex.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Encourage students to keep a journal or blog where they can write about what they are experiencing. Consider writing in any form: sentences, poetry, song lyrics, or a comic strip.</li> <li>● Pose fun and engaging questions in online discussion boards and require students to respond using evidence from resources or personal experience. Encourage students to comment on responses of their peers to create a dialogue.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>● Engage students in meaningful mathematical discourse through social media, online discussion boards, or video recording platforms such as <a href="#">FlipGrid</a>.</li> <li>● Develop quantitative literacy while giving students the opportunity to communicate their critical thinking and analysis through writing and discussion with <a href="#">Turner’s Graph of the Week</a>.</li> <li>● Encourage students and families to see math in everyday things.</li> <li>● Provide <a href="#">Open Middle</a> tasks to build students’ number sense and computation skills.</li> <li>● Make connections between geometry and functions through <a href="#">visual pattern</a> recognition.</li> <li>● Students and families can email, call, or chat for free math homework help or tutoring sessions through <a href="#">AskRose</a>.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>● Challenge students to ask a question about how the world around them works and then apply the scientific method to answer that question.</li> <li>● Research how scientific discoveries led to various technological inventions such as the internet, smartphones, or social media.</li> <li>● Identify common misconceptions or poor interpretations of scientific facts and dispel them through scientific research and valid arguments.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>● Offer students a platform to collaborate on projects to either solve problems, conduct extensive research, or design artifacts.</li> <li>● Study real world data to analyze, interpret, and evaluate its meaning and the effects it may have on society.</li> <li>● Design problem solutions using a block-based or text-based programming language.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● Utilize current event articles and news sites to have children write about themes from social studies content areas (e.g. for geography: “What is the impact on place, movement, location, region, and human interaction with the environment?”)</li> <li>● Propose problems from COVID-19 that may appear to be in conflict with the Constitution, laws, and tradition.</li> <li>● Compare global issues to the current pandemic situation.</li> <li>● Review the social studies literacy standards and design instruction that encompasses the academic standards. (Note: Content Area Literacy standards are located at the end of each set of <a href="#">2020 Indiana Academic Standards for Social Studies</a>.)</li> </ul>

<p><b>Additional Considerations</b></p>	<ul style="list-style-type: none"> <li>● Provide multiple ways to demonstrate learning and thinking (checklists or choice boards).</li> <li>● Provide a forum for children to communicate as a class or in groups.</li> <li>● Collaborate with cross-curricular content areas to maximize efficiency.</li> <li>● Encourage child self advocacy.</li> <li>● Access the IDOE’s <a href="#">Literacy Framework</a>, <a href="#">Math Framework</a>, <a href="#">Science Framework</a> for content specific resources, academic vocabulary, and learning targets.</li> <li>● See IDOE’s <a href="#">STEM page</a> for more curriculum and instruction resources.</li> </ul>
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## Other Considerations

<b>Specials</b>	
<p><b>Visual Arts, Music, PE, Health, Languages, etc.</b></p>	<p>The time allotted for specials or electives will vary greatly by school district and grade level. Suggested time frames for specials should be considered part of the total continuous learning load for all classes. Consideration should be given for the fraction of the school day or year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other specials or electives. Children are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).</p>
<p>Prioritize what needs to be done (essential items) to receive credit or provide enrichment versus what is usually taught in class. Reach out to state and national professional groups for assistance.</p> <p>Options for schools <b>without digital learning</b> for families:</p> <ul style="list-style-type: none"> <li>● Distribute fitness calendar or art prompts to give a broad “menu” of options using little to no home equipment.</li> <li>● Consider creating art packs to distribute to families (pencils, crayons, scissors, etc.).</li> <li>● Create a document with familiar songs for children to sing at home.</li> <li>● Create lessons for world language instruction that focus on the Five Cs: Communication, Culture, Connections, Comparisons, and Communities.</li> <li>● Create a list of projects or skills that can be completed to meet required competencies.</li> </ul> <p>Options for schools <b>with digital or online</b> access:</p> <ul style="list-style-type: none"> <li>● Provide links to projects online (practice tracks for music, video demonstrations, project resources shared through a content management platform, and world language conversations).</li> <li>● Follow copyright expectations as outlined by school’s policies.</li> <li>● Use technology such as Flipgrid, Screencastify, Screentcast-O-matic, and Screentastic to record short practices and provide feedback.</li> <li>● Consider focusing on providing opportunities to encourage art behaviors or “studio habits of mind” as outcomes, rather than specific art content.</li> </ul>	

- Consider strategically embedding digital citizenship concepts within lessons, and remind children how to be safe and responsible online.

## Career and Tech Ed

Options for schools **without digital learning options** for families:

- Projects, prompt lists or choice boards can be distributed to give a broad “menu” of options using little to no home equipment.
- Utilize work-based learning skills or projects that can count as credit (follow school and health department guidelines).
- Provide opportunities to job shadow or complete work-based activities (as allowed by health department guidelines).

Options for schools **with digital or online** access:

- Provide links to projects online (video demonstrations, project resources shared through a learning management system, etc.). Be sure to consider copyright restrictions.
- Create a list of projects, skills, or online certifications that can be completed to meet required competencies or certifications.

## Career and Tech Ed: Additional Considerations

Develop and work on [employability skills](#) activities, hone their workplace skills by developing on-line skills, virtual field trips, remote conversations with a mentor or job shadow.

Provide CTE work-based and/or project-based learning activities that will cover competencies needed to complete class requirements. Find online CTE lessons and projects [here](#).

## Student Support Services

### Internet

- Ask if your school is purchasing hotspots that can be checked out.
- Provide a list of free internet providers in the interim of school closings.
- Park buses in neighborhoods to use as hotspots for internet access.
- Allow small groups of children to come to school to access the Internet, following Indiana State Department of Health (ISDH) guidelines.

### Devices

- Attempt to provide at least one device in each child’s home.
- Partner with a business that may be willing to donate devices.
- Ensure that each child’s device is adequate for what the child is going to be asked to do on the device (e.g. the child may have access to a device, but that device could be so old that

the app or platform the district or teacher decides to use cannot be downloaded onto the device).

Offer a variety of ways to engage continuous learning without devices or internet

- Assignments should have both tech and non-tech options for completion, if not all children have access to necessary devices or the internet.

Check-in with school staff to ask children and families about their ideas and needs (daily if possible).

## Social-Emotional Learning (SEL)

Acknowledge that children will watch reactions and expressions of adults in their lives. This is an opportunity for all adults to model SEL competencies such as grit, teamwork, and problem solving.

Provide parents with lists of outside mental health resources.

- See this [link](#) for information on hospitals, Community Mental Health Centers, and other local supports.

Ask staff members to make a list of their “most vulnerable” children. Which children are you “keeping an eye on?” That list should only be shared with the district’s mental health or student services team to maintain privacy.

Identify resources schools were providing children and their families, and work to maintain that support.

Conduct regular check-ins with children:

- Utilize a Google Form, phone call, virtual check-ins, etc.
- Contact a school administrator or school service personnel if the teacher is concerned about the child or family. If the situation warrants, [DCS reporting](#) should still occur.
- Keep the ratio as small as possible (1:25): Elementary: Check in with their class of children. Secondary: Check in with advisory, homeroom, or seminar. For more individualized interactions and small groups in Pre-K, IDOE recommends six children or less.
- Continue SEL curriculum or cross-curricular integration if teachers are trained in SEL implementation (e.g. if teachers were using Second Step, they should continue to teach those essential SEL concepts using the provided curriculum). If not, consider requesting a virtual training from IDOE's Social-Emotional Behavior Wellness (SEBW) team: <https://form.jotform.com/92025254415955> for your school or grade-level.

Focus on the two or three most important SEL competencies during this time.

- IDOE’s SEL Competencies Mindset, Connection, Regulation, and Sensory-Motor Integration may be most appropriate for continuous learning.

Establish possible “office hours” posted on social media where individuals can meet with school counselors on an as needed basis.

School districts coordinate and engage with community members that can share the responsibility and opportunity to engage with families in a meaningful way.

*School counselors, school social workers, and school psychologists will receive guidance from their professional organization as well to help support the teachers and students.*

## Social Emotional: Opportunities for Voice and Choice

Encourage children to identify or name how they are feeling. What do they need?

- Respond appropriately (i.e. talk to parents or trusted family member(s), contact school, participate in a self-care activity, etc.)

Include reflection activities that build student voice such as:

- Show and tell where students describe an item of importance they have collected
- Use visualization activities where children are asked to take imaginary tours of an experience that was impactful to them.
- Ask students to compile a list of questions left unanswered at the end of an activity or lesson to solicit feedback and open dialogue.
  - Consider use of Google Forms to collect anonymous questions to increase access and solicit all voices.

## Special Education

Provide specific materials for students as appropriate for making progress on the Individualized Education Program (IEP) goals, ensuring that children with disabilities have equal access to the same opportunities as their peers.

- If additional steps are needed to make sure lessons or assignments are accessible, make sure directions are clear and succinct.

Collaborate between general and special education educators regarding lesson planning and lesson execution.

Understand that special education teachers and related service providers will continue to work on the IEP and evaluation paperwork within the required timelines. Special Education Administrators will work with individual teams if Case Conference Committee (CCC) meetings are going to be held via phone or in another format such as Zoom or Google Hangouts.

Document communication with families as attempts to make progress (notes section of IIEP, communication log, etc.).

Adjust students' IEPs to meet needs in-home or blended learning environments. These revisions can be made with a case conference done virtually. If these learning environments are not included in the student's IEP, this revision needs to be made to be in compliance.

Investigate and determine whether newly introduced apps or platforms are accessible to a student based on the student's unique needs. For assistance, visit the [PATINS Project](#), a state-wide technical assistance network that connects Indiana's local education agencies (LEAs) to accessible materials, assistive technology, professional development and technical support through the Indiana Departments of Education and Administration.

Considerations for students with high or unique support needs:

- Modify information for persons with disabilities (i.e. such as persons who are deaf, deaf-blind, or blind). Information and materials must be provided, as appropriate, in alternate accessible formats to facilitate effective communication.
- Provide directions to allow families to be able to use add-ons or apps at home.

*Any decisions regarding Special Education and Related Services for an individual student should be made by the child's CCC Team, and should not be based on diagnoses, eligibility categories, or blanket policies.*

## Special Education: Additional Considerations

Create highly motivating, interest-based activities:

- Consider using choice boards or menus to allow students flexibility in how they complete assignments and activities.

Work with families to provide ideas to help with reinforcement of goals and benchmarks.

Considerations for students with high or unique support needs:

- Create opportunities for families to be able to use what they have available to them when providing related services.
- Provide directions for families to be able to provide in-home therapy opportunities when appropriate.
- Provide the opportunity for related services to be able to provide services remotely by phone or video conference.

## English Learners

### Communication with Families

- Set up systems and services to effectively communicate in multiple languages and via multiple methods
- Ensure families are informed on all school matters, especially important announcements surrounding closures, accessing meals, etc.
- Ensure families have and understand method to communicate their needs and questions with school personnel
- Communicate overall structures, formats, objectives, language supports, and other instructional components of eLearning, which may be an unfamiliar concept to many

### Equitable Access and Supports for Instruction

- Ensure all students have appropriate technology devices and wifi access if distance learning is online, and if not, provide alternative options
- Foster consistent collaboration between EL and classroom staff to implement ILP and to differentiate grade level instruction
- Identify the language demands of the instruction, learning, and assessment and provide appropriate supports based on student language proficiency
- Utilize audio/video to explain and demonstrate content, allowing student to both read and listen to academic language
- Create opportunities for students to produce content-specific, academic language both written and orally
- Provide tutorials on how to use online resources and supports, such as online translators
- Create opportunities for virtual interaction between students to foster the sharing of ideas and language, and to maintain community
- Leverage technology to further individualize instruction, allow for student to student and student to teacher interaction, connect students with language supports, etc.
- Chunk material and allow ELs additional time to complete tasks

## English Learners: Opportunities for Voice and Choice

- Provide multiple pathways or methods to access grade level content, as well as for students to demonstrate knowledge or skills
- Encourage use of the native language to demonstrate skills, and connect students with bilingual texts and resources as possible options
- Create opportunities for students to connect content to their own lives and experience

## Social-Emotional Learning

Social-Emotional Learning (SEL) has been a priority for the Indiana Department of Education (IDOE). The desired outcome for teaching SEL is for students to evolve into positive and contributing members of their community. An individual whose basic needs are met and who feels safe and connected can learn emotional and behavioral regulation through SEL, thus removing barriers to academic success and contributing to development of relational trust, safety, and wellness of school staff. In January 2019 IDOE released Indiana's Seven Social-Emotional Learning Competencies developed in partnership with Butler University. IDOE's seven SEL Competencies are:

1. **Sensory-Motor Integration** is the ability to have body awareness and recognize sensations in the body. It is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.
2. **Mindset** is the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and the ability to give and receive constructive feedback.
3. **Collaboration** is the ability to work well with others, including in a group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
4. **Connection** is the ability to understand and respond to the needs of others. Gaining connections skills leads to effective communication, perspective-taking, and helps develop cultural sensitivity.
5. **Regulation** is the ability to recognize and manage one's emotions. Regulation skills build positive self-control, self-discipline, and impulse control.
6. **Critical-thinking** is the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical-thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
7. **Insight** is the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their strengths and areas of growth.

# Educator Wellness

## Science of Happiness

Both student and educator wellness should remain a top priority for schools in a continuous learning setting. There is no better way to ensure that your school and/or classroom will effectively function in this unique time than attending to the well-being of the educators leading the charge.

The Science of Happiness is a free, online course designed for educators to promote their own wellness. Participants will earn 45 professional growth plan points after successfully completing the course. This course is self-paced and includes information and personal reflection on the following topics:

- What Could Be the Cost of Caring About Your Students?
- Positive Emotions and Personal Strengths
- Engagement
- Relationships
- Meaning
- Accomplishment
- Physical Well-Being, Exercise, Nutrition, and Sleep

Find details about the technical requirements of the course for administrators and technology directors [here](#). Visit this [link](#) to enroll.

If you are a school administrator or building leader, interested in organizing a professional learning community around The Science of Happiness, check out this guide and overview of the modules [here](#).

## Book List

Professional development for staff on social, emotional, and behavioral wellness is an investment that will have a positive effect on your educator and student success. Consider leading a book club by using the following [Book List](#) as a starting point. Best practice would be to survey your group (using Doodle Poll, Google Forms, etc.) for preference and relevance.

## Strengthen Adult SEL

The third step in the Collaborative for Academics and Social-Emotional Learning or CASEL's Guide to Schoolwide SEL is *Strengthening Adult SEL*. Continuous learning can happen for educators in order to cultivate a community of adults who engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model effective social and emotional competencies throughout their interactions with students. Learn more about CASEL's recommendations and resources on this topic [here](#).

## Support Teachers with Different Comfort/Ability to Work in Digital World

Teachers wear many hats, teaching in an online format, with little notice and with a range of professional experience and learning related to remote learning. Some teachers are comfortable in the remote learning space; others are not. And, teachers themselves are dealing with stressful circumstances in their own families and communities. It is best to start simple and keep it manageable. Allow teachers to learn from successes and failures and meet them where they are.

- Plan time for teachers to engage with one another to develop lesson plans and share strategies, resources, successes, failures, identifying students who are not engaging in remote learning options, etc. (Connection, Collaboration)
- Support teachers to set boundaries. They are working harder than ever, under ever-changing stressful conditions. Which requires constant flexibility among educators and their students. With remote learning, it is easy to follow-up with students at all hours. Encourage teachers to keep a regular and predictable schedule for themselves and to practice self-care. (Sensory Motor Integration, Regulation)

## Student Wellness

Social-emotional learning is tier one support and should be provided to all students. Best practice is that SEL is embedded in everyday lessons and interactions. Some tier one strategies could include:

- Proactive language (trauma informed lens)
- Positive Behavior Intervention Supports
- [Social-Emotional Learning Competencies](#)
- [100 Days of Neuroscience lessons](#)
- Regulation strategies (boxes, zones, visuals)
- Literacy integration
- Morning meetings
- Mindfulness practices
- Brain Intervals

## Foster Safe and Supportive Environments

- Closely consider students' physical environment
- Arrange furniture and other aspects of the environment to increase safety, self-efficacy, and collaboration
- Normalize calming behaviors by decreasing stimulation (noise, light, clutter, etc.)
- Establish welcoming rituals and make them a part of your daily routines
- Develop school-wide consistency in affirmations and supports at all levels (i.e. PBIS)
- Build trust and transparency by explaining what will happen next or how you will learn together
- Get-to-know students' passions and interests beyond academics
- Develop a deeper understanding of your own social and emotional well-being, learn healthy coping skills, and strategies for improving personal wellness

- Understand that trauma isn't an excuse but an explanation of some behaviors
- Please continue to connect with all of your students. Foster youth are among our most vulnerable and at risk student populations. In Indiana we are all mandatory reporters for child abuse and neglect. It is important to do our due diligence with mandatory reporting during this time of social distancing

## Build Resilient Students

Teach social and emotional skills and knowledge and prepare students for future college plans and/or careers. For more information, visit [www.doe.in.gov/sebw](http://www.doe.in.gov/sebw).

<b>Insight</b>	Promote student voice
<b>Sensory-Motor Integration</b>	Facilitate deep breathing exercises or prioritize physical activity opportunities
<b>Regulation</b>	Help students recognize stressors and teach healthy coping strategies
<b>Collaboration</b>	Provide opportunities for collaborative learning games
<b>Connection</b>	Create adult to student and student to student mentoring opportunities Promote opportunities for service learning
<b>Critical-Thinking</b>	Focus on learning goals instead of achievement only goals
<b>Mindset</b>	Praise student process rather than student outcomes “I can tell you practiced!” “I noticed you using the strategy we practiced yesterday.”

## Technology SEL supports for students

[Pear Deck](#) for Google Slides is an add-on for Chrome that makes it effortless for educators to add interactive questions and formative assessments to presentations. There are SEL templates available in the template library.

[Common Sense Education](#) for free tips and tools to support school closures and transitions to online and at-home learning.

[Calm](#) allows for a ton of customization, teachers can engage students in a collaborative whole-group discussion on how to choose peaceful background noise and animated images for the day. Teachers could also set up a relaxation station in their classroom for students to use the app—with attached headphones—at their leisure after instruction. After recess or before a test, consider using this app in a whole-group session to help students.

[Zoom](#) for virtual connection.

## Indiana Specific-Social Emotional Learning (SEL) Resources

### [Indiana Social-Emotional Learning Competencies](#)

The newly created Indiana Social-Emotional Competencies for students in grades Pre-K through 12, address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. This document shows the research and PK-12 indicators and strategies to support the learning of each competency.

Grade bands are available to help show developmentally appropriate skills for students. Click each grade band for more information.

<a href="#">PK-2</a>	<a href="#">3-5</a>	<a href="#">6-8</a>	<a href="#">9-10</a>	<a href="#">11-12</a>
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### [Social-Emotional Learning Toolkit](#)

This toolkit has taken each competency and provided three-10 pages of interventions or strategies to support SEL implementation into the classroom. Try to identify one or two strategies that can be incorporated virtually within the classroom. For example: to teach

### [SEL Toolkit Video](#)

This explains the purpose and how to use the SEL toolkit in your district, building or classroom.

### [SEL Lesson Plans](#)

This document has detailed lesson plans for each competency and is age appropriate. Use the lesson plan to teach students about a specific competency. Any handout, video, or other resource is linked within this document. No need to create anything on your own.

### [Neuroscience Toolkit](#)

Teachers can use the 100 days of educational neuroscience to strategically implement lessons in the classroom. Use two to three lessons a week to discuss and reflect with students for five to ten minutes. The lessons are laid out in a manner that builds on previous understanding and knowledge. The guiding questions, strategies, and resources are intended to be a guide. The hope is that each teacher will bring a personal touch to each conversation, each year with uniquely different groups of students. In addition there are lesson plans around the movie "Inside Out."

### [Neuroscience Toolkit Video](#)

This explains the purpose and how to use the Neuroscience toolkit in your district, building or classroom.

### [Book list](#)

This list identifies books that can be used K-12 to teach SEL skills through literacy. Literacy integration is an easy way to start implementing SEL into the academy day.

[Early Learning Crosswalk](#)

This document shows the clear connection between Pre-K to 2nd Grade Competencies and Indiana's Early Learning Foundations (2015).

## Tips for Teaching Online – For Teachers

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

**Team Consideration:** Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level or content team? Is this a group of educator friends at school or online? Is this a professional learning community on social media? Be connected with other educators too.

### Creating a Foundation for Continuous Learning

Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you're available and not available. Use your district's common learning management system (e.g. Seesaw, Google Classroom, or Canvas) where you can post announcements and host discussions, both synchronously and asynchronously.

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

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

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

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

### Using Technology to Encourage Active Use at Home

Encourage active (instead of passive) use of technology at home. This can be done by providing families with suggestions such as:

- Talking to their child about the online content before the child engages and suggest things to watch for or pay attention to;
- Viewing content and interacting with their child in the moment (e.g. asking child to tell you what this means in their own words, why they think it's important, predict what might happen next when reading or watching);
- Helping children learn more about the content by connecting it to things they already know, things he or she is interested in, and/or to things in the outside world. Engage children in drawing pictures about the content.

Chat either by phone or video with 2-3 students each day. Use this time to engage in conversation; check in on what they are doing and how they are feeling; and to provide personal, specific feedback to students on assignments or work products. (National P3 Center, 2020)

Use technology to engage students with one another – either do a “whole class” meeting once a week, pair up students to check in with one another, and/or assign collaborative, small group work that will require students to be in virtual touch, but not close physical contact, with one another. This can occur through video chats, phone conversations, and/or old-fashioned letter writing. (National P3 Center, 2020)

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

Be sure you’re paying attention to copyright laws when creating and sharing content with students. Always model good digital citizenship.

### **Recognize Families’ Variable Access to Continuous Learning Options**

Engage students by picking interesting, enriching challenges and experiences. Find ways to extend their academic skills into the world they’re in right now. Be mindful all students may not have the same resources at home.

Be realistic with your expectations for how and when students complete assignments that require access to online resources. Keep schedules very flexible and provide students with the option to complete assignments across a week’s time rather than daily.

- Be mindful that if families have multiple children and possibly one device, they will need to coordinate online class time.
- Many parents and caregivers are still working and juggling “at-home learning” with their own work schedules and space. Be thoughtful as this may influence whether students can get online and/or if they have access to technology. (National P3 Center, 2020)

### **Support for Continuous Learning**

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

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

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

## Tips for Learning Online – For Students

*EDUCATORS - Please print or email this page to your families as a guide to learning online.*

You've found yourself learning online. Here are some tips to help you through!

- Find a place in your house that is free from distractions, where you can also be comfortable and focus on connecting with your class. Having a hard surface helps stabilize your device so no one gets motion sick watching your camera sway back and forth on your lap.
- Remember your teachers want to see and hear your voice! They are here to answer your questions and concerns. Don't be afraid to speak up.
- Keep a drink of water nearby, but be sure it has a tight lid in case of spills! No one wants a wet device!
- If you don't understand what is going on, ask a classmate. If they are giving you information that you are not sure about, ask your teacher. Remember where your teacher's contact information is kept. Is that an email, Google Classroom, Seesaw, or Canvas? Ask. Don't just sit and wait. While family members or classmates could try to help, sometimes those questions are best asked directly to your teacher.
- Don't wait until something is almost due to ask for help. Be proactive in getting help when you're feeling stuck.
- Take a study break! Don't just sit at the computer. Your eyes need a break (which includes video games too, if that's your favorite break) and your legs need to move!
- Be sure to be a good digital citizen. Be kind while you're online, give credit to your sources, and stick to the websites and apps that your teachers suggest.
- Help your family set a schedule that includes learning time, movement time, playtime, snack time, etc. Maybe it also includes board game time with your family. Brainstorm what your family's day will look like and start getting in that routine. Make sure everyone is on the same page so no one hassles you when you're taking a break.
- Do you like to listen to music or watch TV while you work? Sometimes that's awesome for tuning out the noises of the house, but you might find yourself watching the TV instead of working. Be mindful of what you're doing when you should be working.
- Watch the volume on those earbuds and headphones! Once your hearing is gone, it's gone. When in doubt, turn it down.
- Finally, have patience with yourself, your classmates, your family, and your teacher. This is new to all of us.

# Family Partnerships and Support

## General Recommendations for all populations

1. Provide families with resources they need to meet **basic needs** so that they can support their children.
2. Provide families with the resources they need to meet their children’s **educational needs** so that they can support their children.
3. Provide **options and variety** so that families can participate to the level they are capable and willing.
4. Cross-curricula work benefits students and staff as well as families by streamlining continuous learning.

## Essential Tasks

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

Need: Food	Need: Clothing	Need: Childcare	Need: WiFi / Tech	Need: _____ (Others as determined by district)
<i>Food Bank</i>	<i>List Local Resources</i>	<i>List Local Resources</i>	<i>List Local Resources</i>	<i>List Local Resources</i>

2. Establish a resource (phone number to call or text, e-mail, website, etc.) for families to contact with questions.
3. Create a plan for continuous guidance for families. Although it might make sense during the first day and first conversation, families will need support to continue learning and recognizing success.

## Essential Questions

- Depending on the age and developmental stage of the student, they may require hands-on involvement by families, caregivers, siblings, or others. Consider what you are asking families to complete as it may be a family who lacks time and ability to engage in continuous learning, or it may be a sibling or neighbor that is responsible for the child’s supervision and continuous learning.

- What is one small thing each family might be able to commit to? How can teachers help families identify one small goal for each week? *(Remember the goal is for learning to occur, which won't happen under stress and fear, so engaging families in a conversation about what they can manage will help uncover ways to successfully engage in continuous learning.)*
- How can we support our children and families during this process?
  - Provide families with a point person to reach out to if they have questions about the continuous learning process or the latest district information and impact on schools.
  - Connect families with a list of resources/ groups that can help support families and their needs.

Resources	
211	Housing Organizations and services (e.g. homeless and domestic violence shelters)
4-H	<a href="#">Instructional Support</a>
American Legion	Kiwanis
Boys and Girls Club	Libraries and library online resources
Boys Scouts and Girls Scouts	Lions Club
Chamber of Commerce	Local restaurants
<a href="#">Child Care Resource and Referral</a>	National Suicide Prevention Lifeline 1-800-273-8255
Churches	Parent Teacher Organizations (PTO)
Community and Neighborhood Centers	Rotary
<a href="#">Community Mental Health Centers</a>	Salvation Army
Crisis Text Line - Text IN to 741741	<a href="#">Indiana United Way</a> or local United Way
<a href="#">Early Intervention</a> and <a href="#">Special Education</a> contacts	Youth Assistance Program (if offered)
Food Banks	

Note: It is recommended that resources and information be mailed out to ALL families to ensure that resources are received when families do not have access to the internet and/or devices. Schools should consider the CDC's recommendations for social distancing when distributing resources and materials.

- How might we provide support for each other during this process?
  - Provide families with community resources (food, childcare, county health department, parent resources, academic resources, resource helplines, etc.)

- Reach out to family engagement programs such as Early Intervention or your local Head Start program - they are experts in parent coaching and engaging families within the home environment and routines!
- How can you virtually create a professional learning community for your content area for the rest of the year? (Facebook group just for IN teachers in this area?)
  - Websites and phone numbers to agencies listed above
  - What are local resources/groups districts can connect families to? (See above.)
  - Use your district social workers, counselors, and home visiting programs for their expertise in how to engage families in continuous learning
- What are recommendations for voice and choice for children *and families*?
  - Consider ways to gather student and family input before making district decisions that rely on family involvement (survey, virtual meeting, letter, email, etc.)
  - Helping families understand (guidance in how to follow their child's lead and what success with continuous learning looks like)
- What online resources would you recommend to enhance family support and partnerships?
  - Consider Trauma and ACES [Harvard's University's FAQ about ACEs and Toxic Stress](#)
  - [Institute for the Advancement of Family Professionals](#) has multiple modules to assist professionals in engaging families on a variety of topics
  - [Indiana Department of Education Remote Learning Family Resources](#)
  - [Parenting in COVID-19](#) - World Health Organization
  - [Helping Children Cope with Stress in COVID-19](#) - World Health Organization

# Technology Guidance

## We Believe

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

## Use of School Devices at Home

- Based on your family survey data, create a system for devices to be checked out to students and families and returned to school.
- Develop a Tips and Tricks for device care, IT support help protocols (tech hotline, device repair procedures, etc.), and internet safety.
- Remind students and families about district Acceptable Use Policies and other technology expectations (device care, [digital citizenship](#), etc.).

## Copyright and Student Privacy

- Consider how you might share copyright guidelines for educational fair use during continuous learning.
- Not all edtech companies are student privacy sensitive. Consider how you might increase awareness for student data privacy during continuous learning.
- Here is a great resource to review [Fair Use Copyright Laws](#).
- [FERPA/SHERPA](#) is a great resource center aimed at answering student data privacy which is divided into three specific audiences, educators, students and families.
- Educators should be mindful of digital resources that require teachers or students to create online accounts. Please check with district policies and consider [HIPPA](#), [FERPA](#), and [COPPA](#) laws with regards to student privacy BEFORE implementing any of these resources.

## IT Support

- Create protocols for providing IT support:
  - For administrators and teachers.
  - For students and families, if school devices are sent home.
- Consider how teachers, families, and students will submit a tech request if needing support.
- Make it known that tech support is only there to assist with school-owned devices.

- Consider IT support beyond school hours for teachers, families, and students (i.e. some won't necessarily be working during "school hours").

## Username and Passwords

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

## Teacher Professional Development

- Consider teacher PD that is essential for teacher and student success.
  - Determine possible virtual or asynchronous methods for PD delivery.
  - Utilize how-to tutorials and other resources already created (e.g. [ISTE](#), [Google for Education](#), [Edtech](#), and [Apple](#) all have wonderful how-to videos created).
  - Consider how to best leverage the knowledge and skills of teacher leaders in your district. Think about what skills the individuals in your district have and empower those people to help take the lead.
  - Consider recording sessions or inviting others to virtual meetings to learn tech tools.
  - Our students are also great resources. Be creative in ways we empower and engage them in this process.
  - Remember, we are in this together. Our best resource is each other! Consult or collaborate with other districts to provide PD on these tools.
  - Don't be afraid to ask for help. There are many ed tech experts in Indiana! We are here for each other!
  - Visit IDOE's School Improvement [Professional Development Menu](#)

## Checkout of Peripherals

- Define procedures for checking out peripherals for teacher use (document cameras, extra screens, etc.).

## Educator Safety

- Check your district policies with regard to video conferencing with students. Please consider including at least two adults or two students for accountability and liability. Utilizing classified staff to be video partners on live calls would be an excellent idea.

## Communication Resources

These resources have not all been vetted by IDOE, nor should this be considered an endorsement. Educators should be mindful of digital resources that require teachers or students to create online accounts.

Communication Resources					
Resource	Recommended Grades	Strengths and Features	How to Video Info	Free Until:	Compatibility
<a href="#">Remind</a>	All levels	This is a way for the teacher to communicate with families and students without using their cell phone number. Communication can happen via computer or cell phone.	<a href="#">Getting Started for Teachers</a> <a href="#">Add People to your Class</a> <a href="#">Join a Class</a>	Free app download	Available from any Chrome Browser  <b>Download Available from:</b> → Google Play → Apple Store → Chrome Web Store → Android
<a href="#">Google Voice</a>	All levels	This allows educators the privacy of connecting with students and families without having to give out their phone number. Both texting and voice features are available.	<a href="#">Set Up Voice</a>	Free app download	Available from any Chrome Browser  <b>Download Available from:</b> → Google Play → Apple Store → Chrome Web Store → Android

## Continuous Learning - Parameters for Teachers

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

- Keeping the background clutter free
- Pay attention to lighting
- Minimize background noise

## Continuous Learning - Questions and Tools

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

Extended Learning Tools					
Resource	Capabilities	How to Video Info	Number of Participants Allowed	Ability to record	IT/Tech Notes
<a href="#">Google Hangouts Meet</a>	Google Hangout/Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">Introducing the New Google Hangouts Meet</a>  <a href="#">2020 Google Hangouts Meet Tutorial</a>	Google has changed the limit to 250 people for schools who may be meeting virtually for the time being.	✓	Tech Departments must whitelist this feature for both students and staff.
<a href="#">Skype</a>	Skype allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">How to use Skype</a>	Up to 50 people	✓	Tech Departments must whitelist this feature for both students and staff.
<a href="#">Zoom</a>	Zoom is a video conferencing tool. It allows users to connect through video, audio chat or dial in. Users can easily share screens as they connect.	<a href="#">Zoom</a>  <a href="#">Free 45 minute Webinars to help teachers transition to teaching online using Zoom</a>	Up to 100 people	✓	Zoom will waive the 40 minute limit for school districts but, you must go to the website and enroll your email domain. Tech Departments

					must whitelist this feature for both students and staff.
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## Learning Management Systems (LMS) - Questions and Information

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

Learning Management System (LMS) Resources					
Resource	Recommended Grade Levels	Strengths and Features	How to Video Info/Features	Free Until:	Compatibility
<a href="#">Seesaw</a>	Elementary K-5 Specials (P.E., Art, Music, etc.)	Students can show what they know using photos, drawings, text, PDFs, and links. It is simple to get student work in one place and shared with families, and nothing is shared without teacher approval. Safe and secure that becomes a digital portfolio for students	<a href="#">Getting Started</a>	Basics - Free Forever Basics allows Creative Tools, Family Messaging, 2 teachers per class, 10 active classes per teacher, and 100 Create and Share Activities	Available for use on the web using a computer or Chromebook: Chrome, Firefox, or Edge.  <b>Download Available from:</b> → Google Play → Apple Store → Chrome Web Store → Amazon Kindle → Android
<a href="#">Google Classroom</a>	All levels Grades K-12	Google classroom allows you to have easy access to post & share products from Google Docs and Google Drive. Instant collaboration between students & teachers outside the classroom. It is a simple set up & you can easily track a student's progress.	<a href="#">Create a Class</a> <a href="#">Adding Students and Families</a> <a href="#">How to Add Materials</a> <a href="#">Interface</a> <a href="#">Organization</a> <a href="#">Grades</a>	Always free for G Suite users	Available from any Chrome browser.  <b>Download Available from:</b> → Google Play → Apple Store → Chrome Web Store

<a href="#">Bloomz</a>	Elementary Grades K-5	Communicate and coordinate with families easily. All communications are private and secure and even if families don't sign up for an account they will receive messages via email. Students can document and share with their projects. <a href="#">Learn More</a>	<a href="#">Bloomz Tutorial</a>	Can sign up/request Free Pilot of premium platform that will last until June 30, 2020.	Available for use on the web.  <b>Download Available from:</b> → Google Play → Apple Store
<a href="#">Microsoft Teams (formerly Microsoft Classroom)</a>	Secondary Grades 6-12	A digital hub that brings conversations, content, assignments, and apps together in one place. Build collaborative classrooms, connect in professional learning communities, and connect with colleagues – all from a single experience	<a href="#">Getting Started Guide</a> <a href="#">Getting Started Creating a Class</a> <a href="#">Creating an Assignment</a>	Free online version for students and teachers.	Available for use on the web.
<a href="#">Canvas</a>	Secondary Grades 6-12	Canvas allows you to easily lay out all of your coursework from creating lessons to student discussion boards. It offers easy ways to submit assignments, create online assessments, and it even has the capabilities to grade and record from your account.	<a href="#">What is Canvas?</a> <a href="#">How-to build a course in Canvas</a>	Free Canvas will allow individual teachers to create and maintain class. A paid version is available	Available for use on the web.
<a href="#">Schoology</a>	All levels Grades K-12	Schoology's classroom management suite offers all of the tools that a teacher would use to support a connected online learning environment. Attendance, grade book, online posting of assignments and assessments. Teachers can create online quizzes & tests. This practice can provide instant feedback to the students, and differentiation opportunities for teachers.	<a href="#">Getting Started with Schoology</a>	Free for the Basic option Enterprise pricing is offered for institutions of any size on a quote request; hence, contacting the vendor is required.	Available for use on the web.  <b>Download Available from:</b> → Google Play → Apple Store

## Screen Recording - Questions and Tools

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

Screen Recording Tools					
Resource	Recording Time	Features	How to Video Info	Free Until:	Compatibility
<a href="#">Screencast-o-matic</a>	15 minutes	Create tutorials or lessons for classroom instruction. Share videos with students so they can learn on their own and engage students with video conversations. Students can create videos to communicate their ideas or you can capture your lecture. Quick share videos to Facebook, Twitter, and Google Classroom or embed videos to a site or blog.	<a href="#">Beginner's Guide</a>	Free version allows for 15 minutes of recording and easy sharing of videos.	Available for use on the web.  <b>Download Available from:</b> → Google Play → Apple Store
<a href="#">Screencastify</a>	5 minutes	Video that can capture your tab, whole screen, or webcam only. Narrate with your microphone and you can record offline (no internet required). There is a mouse spotlight, drawing pen tool, and click highlighting. Recordings autosave to your Google Drive, instantly share Google Drive link, upload directly to YouTube.	<a href="#">Get Started</a>	An administrator can contact <a href="mailto:sales@screencastify.com">sales@screencastify.com</a> and they will do what they can to help at no cost ( <a href="#">via Twitter</a> )	<b>Download Available from:</b> → Chrome Extension
<a href="#">Loom</a>	No Limit	Capture your screen, voice, and face and instantly share. When you hit stop, the link is automatically copied to your clipboard. Viewers can express themselves and react to your video with emojis and comments. You can require a password or make your video viewable	<a href="#">Loom Video</a>	<a href="#">Free for education - FOREVER!</a>  Allow up to 3 business days for verification. <a href="#">Sign up for Free.</a>	<b>Download Available from:</b> → Chrome Extension → Windows → Mac → Chrome → iOS → Chrome Extension

		only to specific email addresses.			→ Desktop App
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## Universal Tech Tools that Support All Students

Resource	Description	How to Video	Free Until:	Compatibility
<a href="#">Google Read &amp; Write</a>	Read&Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. Text-to-speech, picture dictionaries, create and use voice notes	<a href="#">Quick Reference Guide</a>	Free for teachers; Text-to-speech free for teachers and students; Premium access features for students, free for 30 days; *This tool may be more beneficial for individual special needs, there are <a href="#">packages</a> for premium tools single student use, group, and district-wide.	<b>Download Available from:</b> → Windows → Mac → Android → Chrome → iOS → Chrome Extension
<a href="#">EquatIO</a>	Easily create mathematical equations, formulas, and quizzes. Intuitively type or handwrite, with no tricky math code to learn <ul style="list-style-type: none"> <li>✓Handwriting recognition</li> <li>✓Math</li> <li>✓Chemistry</li> <li>✓Formula prediction</li> <li>✓Graphing calculator</li> </ul>	<a href="#">Getting Started Guide</a>  <a href="#">EquatIO Introduction</a>  <a href="#">EquatIO Overview</a>	Free for teachers; Premium access features for students, free for 30 days; *There are <a href="#">packages</a> for premium tools single student use, group, and district wide.	<b>Download Available from:</b> → Windows → Mac → Android → Chrome → iOS → Chrome Extension
<a href="#">Closed Captions</a>	Some videos on YouTube have subtitles or closed captions. If teachers create their own YouTube content for students. Closed captioning is a universal design feature that helps all students. Caveat - YouTube CC may not be fully ADA compliant.	<a href="#">Add your own subtitles</a>	Always	<b>Available from:</b> → Windows → Mac → Android → Chrome → iOS
<a href="#">Microsoft</a>	This tool was designed to help readers	<a href="#">How to Use</a>	Free app in	Available from:

<a href="#">Immersive Reader Tool</a>	succeed. It enlarges fonts, highlights words as it reads them, allows you to set the rate of speech, and utilizes other helpful features.	<a href="#">Microsoft Immersive Reader</a>	Microsoft 365 in Education	→ Microsoft Word → Flip Grid → Powerpoint
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Family and Student Support		
Resource	Video Tutorial	Quick Reference Guide
<a href="#">Seesaw</a>	<a href="#">Intro to Seesaw for families</a>	<b>Download Available from:</b> → Apple Store → Google Play → Kindle Fire → Web sign-up - <a href="https://web.seesaw.me/families">https://web.seesaw.me/families</a>
<a href="#">Google Classroom</a>	<a href="#">Family Guide</a>	<a href="#">Family Email Summaries</a>
<a href="#">Bloomz</a>	<a href="#">Family Overview</a>	<a href="#">Family Support</a>
<a href="#">Remind</a>	<a href="#">Getting Started for families</a>	<a href="#">Remind Families Website</a> <a href="#">How to create an account</a> <a href="#">How to join a class</a> <a href="#">How to change notifications</a>
<a href="#">Zoom</a>	<a href="#">How to Use Zoom</a>	<a href="#">How to Attend a Zoom Meeting</a>
<a href="#">Microsoft Teams</a>		<a href="#">Family Support Guide</a>
<a href="#">Schoology</a>	<a href="#">How to Use Schoology - Family View Sign - Up as a Parent</a>	<a href="#">Family Support Guide</a>

## Library and Media Resources

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

Library and Media Resources	
Resource	Description
<a href="#">EPIC</a>	A collection of 35,000 books which are available for students age 12 and under. Teachers can assign

	books to students based on reading level and students personal interest. This is free for all educators!  There is an app which is available for download.
<a href="#">Vooks</a>	A kid-safe, ad-free streaming library of read-aloud animated storybooks. Students can stream books or download them to use when they don't have an internet connection. Books are sorted into categories to make selecting what's right for your student even easier.  Teacher Application (free for one year) - <a href="https://www.vooks.com/teacher-appreciation">https://www.vooks.com/teacher-appreciation</a>
<a href="#">MyON Books</a>	Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement. Currently free for students.
<a href="#">Hoopla</a>	Digital media service offered by your local public library that allows you to borrow movies, music, and ebooks.  Free with a library card.
<a href="#">Overdrive</a>	Serve grades K-12 with a customizable digital reading platform for the classroom, library and home.  Free with a library card.
<a href="#">PBS Learning Media</a>	Resources organized by grade and subject area. Find videos, lesson plans, and activities. Create a free account to save and organize content.

## Internet Access

- Internet access could be an issue for many families in Indiana, as staff and students may lack the resources to connect remotely.
- We encourage districts to reach out to local internet service providers to see what options are available for community members.
- Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to families and for instructions on how to utilize cell phones as hotspots.

Internet Service Provider and Link to Promotional Information
<a href="#">AT&amp;T</a>
<a href="#">Comcast</a>
<a href="#">Sprint</a>
<a href="#">T-Mobile</a>
<a href="#">Verizon</a>

## Resources

Additional information and resources can be found on [IDOE's COVID-19 Remote Learning page](#).

## **References**

**College Board**  
250 Vesey Street  
New York, NY 10281  
(212) 713-8000

**ESSDACK**  
1500 E. 11th  
Hutchinson, KS 67501  
(620) 663-5734

**Kansas State Department of Education**  
900 S.W. Jackson Street, Suite 102  
Topeka, KS 66612  
(785) 296-3201

**National P3 Center**  
**School of Education and Human Development**  
**University of Colorado Denver**  
1380 Lawrence Street #629  
Denver, CO 80204  
(303) 315-5002