EPPSP: BLUEPRINT 2020:
A Guidebook for School Leaders Moving Forward

BUTLER COLLEGE of EDUCATION
Experiential Program for Preparing School Principals
In early March of 2020, the COVID-19 pandemic began to wreak havoc on every aspect of life as we all knew it. Events were cancelled, businesses began to close, and classrooms became virtual spaces. The world looked and felt very different from anything we had ever known.

Like most colleges across the nation, Butler University shifted its in person coursework to virtual. This included the College of Education’s Experiential Program for Preparing School Principals (EPPSP)--a program for current educators seeking to become educational leaders and administrators. As we all adapted to our new normal and the initial tumult began to settle, these graduate students began having conversations centered around the pandemic and its effect on education. Many valuable questions were raised regarding the safe return of students and staff to learning within school buildings and the changes that would need to be made in order to re-enter successfully.

Because of these thought-provoking conversations, EPPSP director and facilitating professor, Dr. Deb Lecklider and the 44 students vowed to spend the summer portion of their coursework researching, compiling, and sharing information pertaining to twelve different aspects of safe school re-entry.

These twelve topics range from curriculum and instruction, to trauma support, to school operations and finance. Each area was thoughtfully researched by a small project team with the thoughtful direction and guidance of experts in the specified field.

While each group closely studied a different aspect, all research was driven by a Design Thinking Approach and the Butler University College of Education’s Core Values:

❖ The appreciation of diversity and similarity
❖ The excitement of teaching, learning, and mentoring
❖ The challenge of integrated practice and collaboration
❖ The strength of integrity and responsibility

In these documents are careful considerations for schools in urban, suburban, and rural settings; students of all races, grade levels, and abilities; and personnel including district-level professionals, school administrators, teachers, and parents. The hope in creating and sharing these documents is that they benefit each reader and aid in the safe and successful reintegration of in person teaching and learning.

“We can’t turn this into another inequity for students.”

Dr. David Marcotte, Executive Director of Indiana Urban Schools Association
All research, synthesis, and compilation of these documents occurred between May 1 and June 30, 2020, in the midst of the COVID-19 pandemic. We understand the fluidity and constant evolution of this situation. Butler University’s Experiential Program for Preparing School Principals (EPPSP) is composed of graduate students who are current educational professionals who are striving to become building-level leaders and administrators. Students in this program were guided by experts in each of the fields of research. All information was researched during a five-week period of time, and is valid and current as of June 30, 2020. Because of the uncertainty of this situation and the factors that surround it, we hope that this document serves as a guide for anyone who reads it, but recommend contact with national, state and local health departments, and with district officials, when implementing any and all changes to school policies and procedures.

Additionally, given the variety of topics discussed in this Blueprint, you may notice that the phrases “remote learning”, “virtual learning”, and “eLearning” are used interchangeably throughout the sections. Please understand that these all refer to and can be adapted for the style of out-of-school-learning your district has elected to implement.
All research, synthesis, and compilation of findings in these documents occurred between May 1 and June 30, 2020, in the midst of the COVID-19 pandemic. It is important to note the fluidity of the current situation and the continuous changes in guidance and regulations. We hope that this document serves as a resource to all who read it, and can provide thoughtful information regarding re-entry into the traditional school setting.

The students of Butler University’s Experiential Program for Preparing School Principals (EPPSP) would first like to thank each field expert and school leader who took the time to provide information, guidance, and advice throughout the research process. Each of you has been an exemplary model of strong leadership during an ever-changing situation. We could not have successfully compiled these findings without your support. A complete list of these experts can be found in the Advisors section of this document.

We would also like to thank College of Education adjunct professor, Tina Merriweather Seymour for assisting in the leadership of this project. She, along with her colleagues at The Mind Trust, have provided insight into the thoughtful compilation and presentation of this research.

Finally, we would like to thank the Butler University College of Education for providing us with the opportunity to learn and grow as educational leaders through our graduate coursework and research. Specifically, we would like to thank EPPSP director and professor Dr. Deb Lecklider for instilling a sense of empowerment and advocacy in each of us. The unwavering support you provide has guided us through this tumultuous time. Your ambition and dedication are contagious factors that are, undoubtedly, helping us all grow as stronger leaders.

Final documents were designed, organized, and revised by the Communications Team: Jackie Fowler, Carolyn Gassmann, Ethan Kuhn
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ATHLETICS AND EXTRA CURRICULARS

Researched, organized, and compiled by:

Cara Burchett
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The information researched and compiled by Cara Burchett, Brian Dunn, and Jameria Johnson of Butler University’s Experiential Program for Preparing School Principals.

Our team worked with IHSAA Commissioner Bobby Cox, ISSMA Executive Director Mick Bridgewater, IASC Executive Director Michael Lovely, and a team of Athletic Directors, coaches, and teachers from around the state in order to compile this document.

Since the Indiana DOE provided guidance, but left many decisions up to local leaders, our mission is to provide as many questions, ideas, and resources to those in leadership roles to make the return to Athletics and Extracurriculars as smooth as possible.
Leaving re-opening up to “local decisions” is **smart** and **empowering**, but also frustratingly **complex** for those making the decisions.

Our group went **straight to the top**, interviewing the:
- IHSAA Commissioner
- ISSMA Executive Director
- IASC Executive Director

We also interviewed a panel of leading ADs and Coaches from a variety of schools to get you the **questions** to consider, **ideas** to implement, and **resources** to view to help your school’s activities reopen smoothly!

Some information compiled in this section is a summary of notes collected from advisor interviews, the State of Indiana list of appropriations, and articles published by professionals made available to the community online. A full list of references and advisors is listed at the end of the document, or by contacting bdunn@butler.edu.
It is the duty of school administrators to get it right so kids can continue to safely participate in extracurriculars throughout the reopening phase and until a vaccine is found and administered for COVID-19. The CDC’s guidelines are briefly summarized in the video above.

Overall, the CDC’s guidelines for youth sports are a great place for school administrators to start when planning for the reopening process in terms of sports and extracurriculars. NFHS also has fantastic guidelines available.

Checking symptoms, washing hands, social distancing, wearing cloth face coverings when possible, and staying home when you are sick are things to emphasize throughout the reopening process.
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## Athletics and Extracurriculars

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How far is too far?

Let’s face it. Sports and extracurriculars require contact, loud voices, and enclosed spaces. This is about the mitigation, not the elimination of risk. The best bet is to instead focus on what safety measures make that contact as safe as possible.

- **Limiting the number of schools/teams/individuals that participate in tournaments**, or canceling them altogether, may be a necessity.

- If such drastic measures are necessary to significantly alter an event, cancellation of events is preferable. School administrators often tout “safety first” and this is no exception. For example, IHSAA Commissioner Bobby Cox said the IHSAA will not consider major rule-changes to sports. Football will **not** become flag football, cheerleading will **not** become a silent activity, etc.

- Massive calendar changes can have larger implications. Some state associations have considered switching the spring and fall sports seasons. Track and Field (less contact) would compete in the fall and football would move to spring. However, according to Commissioner Cox this could potentially leave some students without a track season two years in a row, severely limiting their ability to obtain scholarships and reap other benefits of sports. A fall cancellation, though tragic, would only be one season cancellation for these teams, rather than two. The same applies for all sports and activities...significantly altering the calendar might hold unanticipated fallout.

- **Minimizing the number of participants is one of the best decisions school administrators can make.**
  
  - Consider smaller group meetings or conducting them via Zoom.
  
  - Consider webcasting videos via Canvas, Google Classroom, or your school’s LMS. Have sponsors/coaches set up online classes that run alongside daily practice schedules.
  
  - Separate days/locations for JV and Varsity events. Allow time for one group to clear out before another enters. Disinfect commonly-touched surfaces.

- **Contest officials will be difficult to get.** The IHSAA stated that a vast majority of their officials are over the age of 60, and many are considering taking a season off. Schools will have to be resourceful in booking these.

- The NFHS Guidelines state that eliminating sportsmanship gestures such as handshakes are a simple way to limit spread in all student activities

- Competing locally (not traveling long distances for tournaments) is another way to reduce geographic spread. Use county by county or state by state data when considering which teams to compete with.

**Common-sense changes to the way we operate and to prevent the spread of disease should not be short-term fixes.**

Disease-prevention strategies are something all schools and activities should constantly consider and monitor.
Implementation of “Phases”

Not just a statewide game

- “Phases” allow for an easy rollout for “opening” but they also allow for an easy rollout of “closing” schools should the coronavirus spread/spike.
- Activity sponsors should use county by county or state by state data when considering which phase your school/department/organization should be in.
- Timelines for phase implementation should vary by locale, and take into consideration the testing data from the area.
- **State and Local ordinances must be followed first, but in effect school administrators, coaches, directors, and sponsors are the “end of the line” in terms of keeping participants safe.**
- Phases, such as those issued by NFHS and the Indiana DOE, should contain plans for screening athletes, participation in each sport/activity, weight room and locker room procedures, and the ability to move back a phase should a “surge” occur.
- Phases should also be implemented for competitions and fans. Again, building in slowly will allow better monitoring and tracking of locales.
- Transportation might also require phases. For example, phase 1 might allow parents to transport their children to practice and/or games, while phase 2 might allow students to space out on buses with temperature checks.
- Limiting the number of contact hours per day or week is one of the best ways to phase in/phase out of activities safely. Appendix C of the Indiana DOE guidelines provides guidance for the time allowed on campus for each phase.
- Since phases are likely to change, **communication is key.** Setting up a group Remind is becoming a necessity. If students and families do not know which phase they are in, or do not understand what each phase implies, the phases can quickly lose meaning.

Phases give definition to the many gray areas surrounding reopening
Making all students the priority

According to Michael Lovely (Executive Director, IASC), school administrators may be so focused on the return to athletics and performing arts that they forget about the many other activities students are involved in. In many cases, student clubs such as Student Council, Dance Marathon, Key Club, Best Buddies, and other service groups can be a safe way to get kids involved in helping their communities through a difficult time. And don’t forget kids still need to have fun events!

- Jill Slinker is the Director of Student Programs for IASP and is a great resource for student activities. They will soon release guidance for Academic Spell Bowl, Future Problem Solving, The Indiana Cheer Championship, Quiz Bowl, M.A.T.H Bowl, Science Bowl, and Academic Super Bowl.
- School leaders should ask: if we can return to the classroom safely, and we can return to the football field safely, why would we cut the clubs that are often lower-risk and still benefit a large portion of our student body?
- Encourage your clubs to begin meeting virtually to plan before school starts, with a small leadership team that involves students.
- Involve your Student Council (or other student leadership group) in the decision-making process. Since these students are the social leaders of your building, they will help set a safe, relaxed tone for the school year.
- Mr. Lovely also stated that teachers and staff should actively engage students in truthful conversations about the virus, why precautions are necessary, and allow students to ask questions about procedures so they gain buy-in.
- Students have lost much in this pandemic: summer camps, time with family, and time with friends. Acknowledge that loss and don’t add to it unnecessarily.
- The easy path is to cut student activities. The right path is finding ways to make student activities work despite difficult circumstances.
- Find the positive in this negative time. We are now equipped to better serve our students virtually, in addition to face-to-face interaction.
- Student travel has been postponed or canceled in many districts. Find ways to learn together virtually such as IASP’s Virtual Field Trips.
- Scholastic offers Virtual Book Fairs as a substitute for the fairs that kids (and their parents) look forward to so much!
- ISBA offers many resources on graduation and virtual graduation ceremonies available here.
- Virtual Dances and Proms have also been a hit!

“...You don’t always have to be a leader. You can step back and be a follower and let someone else be empowered. Take ownership by empowering others.”

-Michael Lovely, Director IASC
Involvement During Closures

What if we close back down?

- The number one priority is to stay up with student mental health. You might even consider getting expert help from an expert such as mentaltrainingplan.com
- Stay-at-home orders are almost certain to increase childhood obesity and general fitness.
- The NFHS has fantastic guidance for coaches and sponsors concerning keeping students involved during closures. They recommend:
  - Weekly Competitive Fitness Challenges
  - Staying Connected: Daily/Weekly Check-ins via Zoom
  - Keep fostering and building relationships- freshman and senior mentor/mentee program
  - Activities that focus on the mental/ emotional state of students, not just their physical fitness
  - Team-building activities
  - Access to information via Google Classroom or another LMS
  - Film Review: In many activities, such as marching band or football, film reviews can be used to further understanding of the mental side of the activity.
  - Service Projects are a great way to build team camaraderie and also engage students in service learning. With jobless rates soaring, now is a great time for your club to step up their service game. Continue with volunteer activities as much as possible: sew masks, assist with food distribution, cleaning up the community, and many other activities can be done safely while social distancing.
  - Continue to praise. For example, a “Superstar of the Week” is a good way to highlight students and keep them engaged.

“We’re building a culture of accountability, trust, and togetherness. Entitlement will not be tolerated.”
- Brad Stevens
Social Distancing in Practice and Group Meetings

Set the tone for a safe return

- Perhaps the best study being conducted is being led by the University of Colorado. This study is measuring the transmission of viruses in water droplets from instruments, voices, and even theatrical speech. Resources found by those conducting the study can be found here.
- Per NFHS guidelines, all state and local guidelines for group limitations must be followed and social distancing is encouraged.
- According to the CDC, social distancing helps to contain the spread of viruses to those that are most at-risk.
- Watching the “match stick” video below is a good way to explain to kids the power of social distancing.
- Social distancing also means that only essential individuals should be in attendance. Parents watching practice, alumni returning to visit, and guest speakers should be limited and might be moved into an online format.
- Schedule practice times with “pods” of students. This allows doctors and administrators to “get ahead” of the virus by better understanding who might contract it next.
- The number of participants in each “pod” may increase with each phase, per Indiana DOE guidance.
- Indiana DOE Guidance also suggests scheduling adjustments to reduce the number of events, durations and or participants present.
- NFHS has specific guidance for marching bands, which state music rehearsals are safer outdoors.
- NFHS Guidance Appendix I also offers a pre-made participant monitoring form with key questions each participant should be asked each day they participate.
- Coaches and directors should lead by example: wear a mask, demonstrate cleaning procedures, wash hands often, and promote these behaviors with students.

Watching the “match stick” video below is a good way to explain to kids the power of social distancing.
Life and death decisions

- **Sectional 10 of the IHSAA Basketball Tournament** (from which 5 individuals died) may be an epitome of the worst-case scenario. Though it is impossible to prove whether or not those infected contracted the disease at the game, it still serves as a great example that the decisions contest organizers make do matter.

- **Per Indiana DOE re-entry plan:**
  - Any student who prefers to wear a face covering for activities should be allowed, if doing so will not cause a health risk.
  - Non-students, including coaches, medical-related staff, directors, security staff, supervisors, etc. should wear face coverings at all times unless under rigorous activity or poses a health risk.
  - Consideration should be given to vulnerable individuals and it is encouraged for those individuals to seek medical guidance regarding his/her individual level of participation.

- **NFHS Guidance** suggests limiting the number of tickets sold or even limiting activities and competitions to a team-only setting as was used initially during the Big East Basketball Tournament.

- Our panelists also discussed the following measures:
  - Adding hand-sanitizing stations to events
  - Selling concessions as pre-packaged only
  - Ensuring ticket-takers have proper PPE in place
  - Requiring fans to wear masks during events
  - Introducing bleacher sections for high-risk individuals to adequately social-distance
Travel with Large Groups

Getting them there safely

- According to the Indiana Department of Education’s re-entry guidance, the safety precautions for traveling with large groups that pertain to athletics and extracurriculars include:
  - Assign drivers to a single bus and/or a specific route and establish consistent driver assignments for extracurricular activities.
  - Assign students to a single bus and to a specific seat. This will assist local health officials in contact tracing.
  - Limit students to one route.
  - Consider adding buses to promote social distancing.

- The panel of coaches and administrators we met with also suggested the following in regards to travel:
  - Limit the number of “away” competitions as much as possible.
  - Eliminate travel to away games for unnecessary participants. For example, consider eliminating cheerleaders at away games.
  - Require students and coaches to wear masks on buses to and from away games.
  - Have students board the bus from back to front in order to limit congestion as much as possible.
  - Consider handing out disinfectant wipes to coaches to aid in sanitizing the bus. Be sure these coaches have proper PPE including gloves to limit exposure. This lines up with the CDC Guidance for Bus Operators.

- The NAPT (National Association for Pupil Transportation) also has a webinar on how we can limit the transmission of viruses while students ride school buses. The PowerPoint from that webinar can be found here.

- As illustrated in the video below, one New Jersey School District has added Protexus sprayers as part of their nightly disinfecting routine. Each sprayer is $700 and takes about 10 minutes to clean one bus.
Capacity and cleanliness

- Locker and Storage Rooms are a Catch-22 of Cleanliness because they are close-quartered, but also serve as areas for cleaning.
- Many times, the best practice is to focus on limiting capacity. Per Indiana DOE re-entry plan, if locker rooms or meeting rooms are used, 50 percent capacity is recommended. Balancing this, if the restriction to 50 percent capacity at competitive events creates a hardship and impacts the hygiene or safety of students, a 50 percent or greater capacity is allowed per Indiana Guidelines.
- Gathering sizes should be decreased as much as possible to reduce risk. Showering, cleaning, and storing equipment, should be conducted in defined, smaller groups of students with the same students always together. For example, freshman might end practice early and head to the locker/storage area, followed by each corresponding grade-level (per AD/Coach panel).
- Cleaning schedules should be created and implemented for all facilities and equipment to mitigate any communicable diseases. Review the plan and supply inventory to thoroughly clean and disinfect prior to and after usage following CDC, EPA, and OSHA guidelines. The EPA guidance is especially useful as it defines which cleaning products eliminate the virus and how much time is required for the chemicals to do so.
- The plan should be clear on who cleans and appropriate training and PPE is provided for such. Custodial staff should clean these areas nightly if possible. If schools launder student gear or uniforms, PPE must be available for the person in charge of laundering.
- Per Indiana DOE, appropriate clothing/shoes should be worn at all times to minimize transmission. No sharing of clothing, shoes, towels, or water bottles.
- Hand sanitizer should be plentiful and available at all times, especially as students enter or leave the locker/storage room.
- If equipment must be shared, including sports balls, weight room facilities, non-wind instruments, etc., should be cleaned prior to use and immediately following usage. Responsibility for cleaning should be clear and appropriate training and PPE should be provided. NFHS has specific guidance for marching bands concerning this.
- Students must be expected to shower at school or at home and wash workout clothing immediately upon returning to their home. If a student does not have a laundered uniform, he/she may not be allowed to participate.
- Masks should be worn if possible to reduce the spread of disease. Attached link provides guidance/information on masks.

Locker/storage areas are often cramped; find ways to space out their use!
Ground zero for hygiene

- Coaches (especially strength and conditioning coaches) should familiarize themselves with the National Strength and Conditioning Association’s Guidance for weight room procedures, along with the CDC’s guidelines for preventing MRSA and other diseases.
- Strength and Conditioning activities should be completed in designated well-marked areas for individuals to stand, with a minimum distance of 6 feet between individuals at all times.
- Student-athletes should be placed in groups of 5-10 individuals always working out with the same individuals. Should one group member become ill, the other members of the group should have their family contacted and may require isolation from the rest of the team to prevent spread.
- Adequate cleaning schedules should be created and implemented. According to the NFHS guidelines, weight equipment should be wiped down thoroughly before and after individual’s use of equipment.
- Hand sanitizer should be available and encouraged around the weight room.
- Prior to an individual or group of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized.
- Appropriate attire should be worn at all times.
- Students should be encouraged to shower and wash their clothing immediately upon returning home.
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- All students should bring their own water bottle. It is encouraged to turn off drinking fountains and instead encourage participants to bring multiple, large bottles if necessary.
- Any equipment such as weight benches, athletic pads, etc with holes should be covered and temporarily closed.
- Disinfecting machines, such as those made by Halosil, are an interesting (albeit expensive) option for schools to consider. Effective fogging systems can cost upwards of $10,000 with the recurring cost of fogging spray.
- Students will return to us out of shape, so it is important that they build slowly into weight training in order to avoid injury.

Strength and Conditioning Coaches are no strangers to hygiene. Revisiting cleanliness procedures will keep our kids fit and safe!
Financial Considerations

What about the budget?

- **Dr. Phil Downs presented to Indiana Legislators** on the reductions in school funding in February. Following this presentation, the pandemic hit. Since school funding is tax-based, and tax collections are dwindling, many are concerned about the financial implications on schools. **Check EPPSP BLUEPRINT 2020’s FINANCIAL SECTION FOR DETAILS!**

- As of June 17, [Indiana Governor Eric Holcomb announced there would not be budget cuts to schools](https://www.in.gov/gov/5451.htm), but the crystal ball of State Funding does not look promising for schools (see Phil Downs statement above).

- Bobby Cox stated to our group that “the financial implications of not having football would be devastating.” The IHSAA has already lost over $1M in revenue after losing the majority of its basketball tournament and all other spring sports. The [IHSAA Foundation](https://www.ihsaafoundation.org/) is one potential source of money, but the Foundation is not intended to be used as a “rainy day fund” for sports. Cutting foundation money would hinder student-athletes in other fashions (lack of trained officials, leadership workshops, etc).

- In-line with Dr. Downs’ presentation (above), Commissioner Cox noted that this will impact small schools with limited resources the most.

- According to our Coach/AD Panel, coaches and schools should consider other avenues of revenue:
  - Livestreaming with advertisements
  - Looking for sponsorship dollars through local businesses
  - Increasing concession prices to account for the additional cost of pre-packaging food and drinks
  - Waiting as long as possible to make decisions, especially when those decisions cost a lot of money. For example, new uniforms might have to wait until next year.

- [Colleges have cut programs entirely (including 30 D-1 sports teams)](https://www.ncaalive.com/), while staying in-line with [Title IX implications](https://www.ncaalive.com/). High Schools may be forced to follow suit.

Student-Athletes worried colleges will cut their sport due to COVID-19
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<td>Mr. Marques Clayton, Ed.S.</td>
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<td>Commissioner</td>
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<td>Mr. Bill Halpin</td>
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Researched, organized, and compiled by:

Alicia Deckard
Jess Gowin
Karle Houghland
Andrew Matters
After months of remote learning due to school closure followed by summer break, our students will be returning (face-to-face or remotely) with what is being coined as the “COVID-19 Slide” or “COVID-19 Slowdown.” Some are projecting that students will return with roughly only 70% of the reading gains from the previous school year, and possibly only 50% of the mathematics gains. (Kuhfeld and Tarasawa, 2020). One can find other arguments that learning loss will not be quite this dramatic or that it can’t really be predicted accurately. However, almost all can agree that one of the most important things to do is to have an assessment plan in place. Knowing that districts across the country use a wide range of assessment tools, the following information gives suggestions and guidance towards assessing the well-being of students with their families, assessing grade-level priority standards, best practices and suggestions for using normative and growth assessments, and best practices and suggestions for using curriculum and program-based assessments.
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Assess Student Well-Being</td>
</tr>
<tr>
<td>32</td>
<td>Quick-Check Assessment</td>
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<tr>
<td>35</td>
<td>Assess Priority Standards</td>
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<tr>
<td>41</td>
<td>Assess Using a Growth/Normative Reference</td>
</tr>
<tr>
<td>46</td>
<td>Assess Using Curriculum Resources</td>
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<td>48</td>
<td>Conclusion</td>
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<tr>
<td>49</td>
<td>Resource Guide</td>
</tr>
<tr>
<td>51</td>
<td>Advisors</td>
</tr>
<tr>
<td>52</td>
<td>References</td>
</tr>
</tbody>
</table>
The term “whole child” has become a common catchphrase among educators in conversation regarding best practices. In most experiences the phrase is used to emphasize the development of the student’s social and emotional intelligence, which has long been a second thought when educating students. While the majority understand the necessity and the detail given to a student’s social and emotional development, there is need for further inquiry of what it means to truly educate the “whole child”, and how to best assess growth and development.

We offer here to begin with the family. Many great educators agree that adequate time is spent building relationships with students and their families. This is especially true at the beginning of a new school year. As schools begin to start what has been said to be “the most chaotic 9-10 months of a calendar school year” (Reddicks, 2020), we recognize the relational piece of education beaming at the forefront. We also recognize assessing the student’s well-being as priority and the family playing the integral role in this.
The role of the family has historically been at the forefront since public education began in the United States. Most states assess teacher effectiveness on how well that teacher includes the family in the learning of the child. Schools might choose to employ individuals solely responsible for being a direct line of communication to the families (Parent Involvement Educators). Photographs of students’ families are displayed on classroom walls. When families are integrally involved in the child’s education, the “whole child” and the whole community thrive.

Most would consider this enough evidence that the family is indeed vital, and that emphasis rests here. An educator can only build upon a foundation that is set within the family. Since the initial school closures, we have had an enormous opportunity to reevaluate much of education. We’ve been given the opportunity to truly deliver individualized education to each student (another topic consuming much conversation within education), and to support the family as the student’s first and forever teacher.

“...support the family as the student’s first and forever teacher.”
How do we support the family as the student’s first and forever teacher?

We offer here an assessment template designed specifically for the family. This “Quick Check Home Assessment” is to be given to families to complete. Teachers then schedule a time to meet with each family to review the assessment, note areas of growth, and to plan accordingly and individually for each student. The assessment offers a relationship of trust between the family and the teacher. It is also a tool for families to use when understanding which foundational skills are reaching proficient, and how the family can give additional support at home to ensure the student masters each foundational skill before moving to the next.

It would be helpful to have a quick list of standards for each grade that parents could use. I would feel more comfortable being entrusted with my kids’ education with this knowledge from an educator.

Luba Winship, parent at IPS/Butler Lab School 60
# Beginning/Middle/End of the Year Parent Meeting

Meetings will be held in 30-minute time slots. If in-person is not possible, we will utilize video or phone to conduct meetings.

<table>
<thead>
<tr>
<th></th>
<th>List date and time of meetings</th>
<th>Example: Friday, May 22\textsuperscript{nd} (afternoon)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>John 1:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy 1:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joe 2:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Julia 2:30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example: Monday, May 25\textsuperscript{th} (morning)</th>
<th>Example: Wednesday, May 27\textsuperscript{th} (afternoon)</th>
<th>Example: Thursday, May 28\textsuperscript{th} (morning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>1:00</td>
<td>9:00</td>
</tr>
<tr>
<td>9:30</td>
<td>1:30</td>
<td>9:30</td>
</tr>
<tr>
<td>10:00</td>
<td>2:00</td>
<td>10:00</td>
</tr>
<tr>
<td>10:30</td>
<td>2:30</td>
<td>10:30</td>
</tr>
</tbody>
</table>

# Quick Check Assessment

Please see the “Curriculum” section of this blueprint for identifying priority/power standards.

Note: In order to mark yes, child can do skill without any parent support.

<table>
<thead>
<tr>
<th>List Essential Learnings</th>
<th>Yes</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Writes first name</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not yet</td>
</tr>
</tbody>
</table>

# Social and Emotional (skills adapted from Indiana Early Learning Foundations, modify for target age, if needed)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show confidence in a range of abilities and the capacity to take on and accomplish new tasks.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Effectively use sentences and actions to express feelings.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Activity</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Manage transitions and adapt to changes in schedules, routines, and situations.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Regulate own emotions and behaviors when needed.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Independently initiate conflict resolution strategies with peers, seeks adult support when necessary.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Accept compromises when suggested by a peer or adult.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Engage in cooperative experiences for sustained periods of time.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Interact with peers in complex play and interaction including planning, coordination of roles and cooperation.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Demonstrates cooperative behavior in interactions with others.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Demonstrate health and hygiene related behaviors with minimal prompting</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Attend to personal body care practices with minimal adult support.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
<tr>
<td>Stay on topic in two-way conversations that involves multiple turns.</td>
<td>Yes</td>
<td>Not yet</td>
</tr>
</tbody>
</table>

**Home Learning Questionnaire**

During home learning, was a daily routine kept? Describe it.

What helped your child adjust while learning from home?
As the teacher, what did you discover about how your child learns? What is difficult for your child?

What additional support did you need to teach your child?

**Figure 1.** Quick Check Home Assessment. Modified from Indiana Early Learning Foundations, created by Alicia Deckard.

To access and make a copy of your own Quick Check Home Assessment please use the following links.

- Quick Check Home Assessment .docx
- Quick Check Home Assessment SPANISH.docx

**Determine foundational skills (priority/power standards, essential learnings)**

The following section “Assess Priority Standards” gives further guidance for teachers to follow when determining foundational skills to assess. Remediation, Instruction, and Curriculum offers detailed guidance to determine these, as well.
One suggestion as to how to assess students as they re-enter school is to use a standards-based assessment. It will be important to have a deep understanding of what standards from the previous grade level were not taught and/or mastered, and to determine how those standards need to be addressed and assessed throughout the school year. As stated in a blog written for the Center for Assessment by Kristen Huff, “Don’t waste time trying to make up for all the gaps; use surgical precision to accurately and quickly identify the prerequisite knowledge and skills needed to access the current lesson and scaffold for those who need more support.”

**Identify standards disrupted by school closures**

First, it will be important to work as a team with the students’ previous teacher(s) and look through the grade level standards (example: 4th grade teachers meeting with 3rd grade teachers), specifically the identified priority/power standards or essential learning standards. If your school district has not already identified priority/power standards, now might be a great time to do so. Please see the Diagnostics Resource Guide for resources that may be helpful in identifying priority/power standards. When teachers meet as grade level teams, the lower grade level should identify those standards that were either not taught at all or that teachers felt did not get mastered to about 75-80% proficiency (about 80% of students were proficient in that standard). While the school year was interrupted at a time when many skills were being solidified, keep in mind that schools were in session for 7-8 months. A majority of priority/power standards most likely were taught, so teachers should hopefully only be identifying a handful, if not a few standards, that were not taught to proficiency.
**Align and integrate identified standards**

Once those standards from the previous grade level have been identified, it would be a good idea to see where and/or if those standards/skills are further taught in the curriculum and/or scope and sequence. A question to ask oneself would be, “Does this standard need to be assessed and addressed right now before moving on, or can I assess and integrate it into my current scope and sequence to address when it occurs?” Teachers will want to spend time deciding at what point in the school year each standard should be addressed.

---

*Figure 2. Identification of Disrupted Standards. From Indiana Department of Education, 2014. Adapted by Karle Hougland.*
Pre-assessment of standards

When it is time to assess students to determine gaps in learning, create a short assessment (one could think of this as a pre-test) to determine which students have mastered the standards and which students may need support and/or remediation. For resources to assist in creating an assessment and/or finding probes and questions to include on the assessment, please see the Diagnostics Resource Guide.

Consider using a four-point scale to evaluate the proficiency of the identified standard, using both the previous grade level standard and the current grade level standard. The scale would show at what level the student is performing in regards to the two specific standards being evaluated. On the scale, a score of 4 ("Proficient") would indicate that the student is proficient in the tasks of the current grade level standard; a score of 3 ("Approaching Proficient") would indicate that the student is proficient in the tasks of the previous grade level standard only; a score of 2 ("Partially Proficient") would indicate that the student is proficient in parts of the tasks of the previous grade level standard only; a score of 1 ("Proficient with Help") would indicate that the student is proficient in some or parts of the previous grade level standard only if support is given.

It is suggested to use a scale like the one described above, as opposed to grading the pre-assessment with a percentage, because it allows the teacher, student, and parents to gain a better understanding of the student’s current proficiency level for the standard(s) and what the next steps are for that student. This scale also lends itself well to allowing the teacher to easily group students for remediation and small group work. For further clarification, please see the example that follows.
Mrs. Apple is a 4th grade teacher. The third grade team at her school has indicated that 3.M.5 was disrupted by the spring school closure. The 3rd grade standard reads that students will be able to “find the area of a rectangle with whole number side lengths by modeling with unit squares, and show the area is the same as would be found by multiplying side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.” The 4th grade standard (4.M.4) is similar, but reads that students will be able to “apply the area and perimeter formulas for rectangles to solve real world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the area of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems involving shapes.” Mrs. Apple knows she will be teaching this standard multiple times throughout her math curriculum and wants to assess the level students are at between the 3rd and 4th grade standard. She creates a short formative assessment that allows her to rate students’ proficiency levels of these standards using a scale of 1-4, with level 3 being proficient in the 3rd grade standard and level 4 being proficient in the 4th grade standard.
**Standard Assessment Scale and Chart**

Figure 3 shows how Mrs. Apple used descriptors to illustrate the criteria for receiving a score between 1 and 4. Below the descriptors is a student chart for the teacher to indicate where on the scale each student has placed. Teachers (and Mrs. Apple, too) should use the full document to continue tracking students’ progress through the year. As stated above, Mrs. Apple knew she would be teaching and working on the identified standard several times throughout the year, so she could give the same assessment/probe again to gather data later in the year to monitor student progress towards reaching proficiency.

To access and make a copy of your own data sheet, please use the following link.

[Standard Assessment Data Template](#)

**Communicate with families**

While collecting data on students’ proficiency levels of power/priority standards is important for the teacher, it is equally important to communicate a child’s progress with his/her family. Consider sharing the scale used to rate proficiency levels as well as the students’ performance and progress. When families know what their students’ strengths and weaknesses are, they will be better equipped to aide the student at home.
There are a variety of assessment platforms available for school districts to utilize in assessing the academic needs of their students. The AIRways assessment, now Voyager Sopris Learning’s ClearSight, has been a common assessment used in Indiana for this purpose. ClearSight has both fixed-form benchmark assessments and adaptive interim assessments over reading, writing, editing, math, listening, and science (Voyager Sopris Learning, 2020). The former AIRways assessment was a digital assessment platform in which school districts could administer fixed-form benchmarks and adaptive interim assessment. Each assessment was over grade-level standards. These formal standards-based assessments could be used to identify gaps and learning loss from the COVID-19 Slide by administering the previous grade-level assessments at the beginning of the year.

For example, Mrs. Apple and her fourth grade team could administer the 3rd-grade formal standards-based assessment (AIRways, ClearSight, etc.) at the beginning of the year to get a baseline of student performance. This might reveal that there were far more students underperforming with fractions. Mrs. Apple could then see that this was due to fractions receiving less face-to-face instruction due to remote learning. Once the assessment window opens for the appropriate 4th grade assessment, Mrs. Apple’s 4th grade students would take this test and Mrs. Apple could use this data to compare her current students’ strengths and weaknesses to the previous year’s 4th grade students. Mrs. Apple might find that her fourth graders are much weaker in comparing and adding fractions than in previous years. Potentially due to students missing face-to-face fractions instruction during remote learning. While it is not a perfect comparison as each year’s group of students differs from the last, it can give additional insight that may be beneficial. A challenge with large scale formal standards-based assessments is the time required to prepare and implement. We need to utilize as much instruction time as possible.
Assess Using a Growth/Normative Reference

Though we emphasize creating a quick-probe to assess understanding and mastery of priority standards, some school districts may choose to utilize their previous assessments already in place. If that happens to be the case for you, there are also tools and resources you can use and refer to for how to best take the information provided in these reports, interpret data and plan accordingly moving forward.

**NWEA** - The NWEA MAP Test is an adaptive achievement test that allows educators and parents to measure student performance and growth. The test creates a personalized assessment experience by adapting to student responses.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159-190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

**Figure 4.** NWEA MAP Growth Normative Data. From NWEA.
Comparative Data to inform Instructional Decisions

When armed with MAP Growth interim assessment data, you’re better prepared to meet your students when and where they need you most. Use the comparative data in the tables below as one of your data points for instructional decision-making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- Identifying and qualifying students for various instructional strategies
- Guiding teachers who do not regularly make decisions on instructional program choices for students
- Scheduling and grouping to meet students’ learning needs
- Screening for special or alternative instruction
- Staffing and resourcing

About the Chart

- The grade designations represent beginning-of-year grade levels
- The RIT scores defining each level are separated by \( \frac{1}{2} \) standard deviation, except for the highest level, which is set at the 95th percentile
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing and special programs
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>2015 Norms Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR (Smarter Balanced Level 3)</td>
<td>Spring</td>
<td>204</td>
<td>217</td>
<td>229</td>
<td>241</td>
<td>250</td>
<td>263</td>
<td>277</td>
<td>291</td>
<td>308</td>
<td>330</td>
<td>353</td>
<td>52-72</td>
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<tr>
<td>CCR (ACT x 22)</td>
<td>Spring</td>
<td>220</td>
<td>232</td>
<td>244</td>
<td>257</td>
<td>269</td>
<td>282</td>
<td>296</td>
<td>310</td>
<td>325</td>
<td>350</td>
<td>375</td>
<td>61-79</td>
</tr>
<tr>
<td>CCR (ACT x 24)</td>
<td>Spring</td>
<td>230</td>
<td>243</td>
<td>256</td>
<td>269</td>
<td>282</td>
<td>296</td>
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<td>400</td>
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<tr>
<td>CCR (SAT x 530)</td>
<td>Spring</td>
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<td>238</td>
<td>252</td>
<td>267</td>
<td>282</td>
<td>298</td>
<td>315</td>
<td>332</td>
<td>350</td>
<td>375</td>
<td>400</td>
<td>57-71</td>
</tr>
<tr>
<td>NWEA</td>
<td>Fall</td>
<td>165</td>
<td>174</td>
<td>190</td>
<td>202</td>
<td>212</td>
<td>225</td>
<td>236</td>
<td>247</td>
<td>258</td>
<td>269</td>
<td>286</td>
<td>95-100</td>
</tr>
<tr>
<td>NWEA</td>
<td>Fall</td>
<td>155</td>
<td>166</td>
<td>180</td>
<td>192</td>
<td>203</td>
<td>216</td>
<td>228</td>
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<td>252</td>
<td>264</td>
<td>281</td>
<td>84-89</td>
</tr>
<tr>
<td>NWEA</td>
<td>Fall</td>
<td>148</td>
<td>159</td>
<td>175</td>
<td>190</td>
<td>203</td>
<td>214</td>
<td>227</td>
<td>241</td>
<td>254</td>
<td>267</td>
<td>284</td>
<td>69-79</td>
</tr>
<tr>
<td>NWEA Median</td>
<td>Fall</td>
<td>140</td>
<td>152</td>
<td>177</td>
<td>190</td>
<td>202</td>
<td>211</td>
<td>218</td>
<td>225</td>
<td>232</td>
<td>240</td>
<td>252</td>
<td>50-59</td>
</tr>
<tr>
<td>NWEA</td>
<td>Fall</td>
<td>133</td>
<td>146</td>
<td>164</td>
<td>184</td>
<td>201</td>
<td>210</td>
<td>215</td>
<td>221</td>
<td>231</td>
<td>244</td>
<td>257</td>
<td>95-100</td>
</tr>
<tr>
<td>NWEA</td>
<td>Fall</td>
<td>125</td>
<td>139</td>
<td>157</td>
<td>177</td>
<td>186</td>
<td>197</td>
<td>202</td>
<td>205</td>
<td>209</td>
<td>212</td>
<td>219</td>
<td>71-75</td>
</tr>
</tbody>
</table>

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for: 230 Introduction to Algebra; 235 Algebra; 245 Geometry

*CCR benchmarks are projections in growth from grade 9.

Figure 5. Comparative Data to Inform Instructional Decisions. From NWEA.
The comparative data included in the tables provides information from both the fall and spring. Norming data is provided for the fall term to aid in placement, screening, and scheduling/grouping decisions at the beginning of the year. Conversely, college readiness information (Smarter Balanced, ACT, SAT) is displayed for the spring term. This provides educators with end-of-year scores, for the purposes of student goal setting, to help get students to the point where they are on track to being college ready.

Learning Continuum

NWEA also provides a detailed report that groups students by skills and concepts they need to further develop. Teachers can then use this information to modify instruction for individuals or groups. In the example above, teachers can quickly identify areas of needed focus per student and plan instruction accordingly. It is recommended teachers work within their grade level to support each other and students by creating groups across grade level based on need.
Using Assessment Data and Learning Continuum

First of all, let’s talk assessment administration. Some may question the validity of this assessment based on how and when it is administered. Below are some recommendations for creating a positive and successful assessment environment that promotes testing stamina and overall integrity of results.

- Communicate assessment dates with families and encourage good bedtime and morning routines (with breakfast!)
- Provide small group testing environments as applicable
- Allow students to have a water bottle at their seat
- Encourage students to take their time and remind them of the goal for the day (ie: You are not expected to finish today. We will work for XX amount of time and then take a break. Try your best!)
- Test in short sessions
- Provide extended time as needed to encourage students to do their best

Following the test, it is essential to gather the data provided as soon as possible in order to jump right into remediation. Let’s say Mrs. Apple pulls her NWEA data and quickly realizes that though a majority of her class demonstrates mastery of drawing conclusions based on the setting, a group of students demonstrates they don’t have mastery of this concept. Furthermore, another group of her students demonstrates that they are able to draw a conclusion based on a given setting; however, they are unable to recognize the setting in a description. Meanwhile, she has a third group of students that have mastered both of these concepts, but they struggle to identify how the setting of a story may affect characters. Lastly, she has a fourth group that is performing on-grade level for setting and are ready for the grade level standard of how the setting attributes to the plot of literary text. Mrs. Apple can plan groups based on needs and provide instruction that each student is ready for while providing enough challenge and not leaving some students behind at the same time. Again, it is recommended that Mrs. Apple works with her grade level teammates, as chances are they have students that can also fall within each group.

For further information and resources on the NWEA assessment, you may visit their website at nwea.org. NWEA also provides a resource library that includes information for both teachers and families.
Some school districts may administer the **Star Assessment** created by Renaissance Learning. Similar to NWEA, this assessment also provides a variety of reports that teachers can utilize to guide instruction.

If you’re new to the Star Assessment, it is said to provide specific benchmarking, screening, progress monitoring and diagnostic information for math and reading that teachers can use to tailor instruction, monitor growth and improve achievement for all students.

![STAR Growth Report](image)

**Figure 8.** STAR Growth Report. From Renaissance.

In the figure above, Mrs. Apple can use data to see where students have continued to grow and in what areas they have stayed stagnant or even regressed. Then again, Mrs. Apple can tailor instruction with small groups based on individual need. (Refer to NWEA example for grouping students.) It is noted that STAR does not provide a benchmark for typical growth; however, many states that have adopted SPG and consider 35-65 SPG as a typical growth. You can learn more about how states use data from this metric [here](#).

No matter what assessment your district utilizes, you can find resources available for dissecting the results of that assessment and then tailoring instruction based on that data using the same method as described above. Work with your teammates to analyze the data and plan instruction as quickly as possible for the students you serve. Lastly, don’t be afraid to create your own standards-based quick probe as outline in the previous section **Assess Priority Standards**. If you haven’t read through it yet, there is great information to guide your own assessment process.
Educators cannot overlook the resources available within their adopted textbook series and curriculum. No matter what route a school takes on delivering curriculum and assessing their students upon re-entry from the extended absence, one thing is for certain, you must continue to assess along the way. A school may choose to focus on standards that were not covered or had less instruction time devoted to them due to COVID-19 and remote learning. Schools may decide to continue with the grade-level curriculum as normal and provide extended support to standards that were impacted by remote learning. Whatever route a school chooses, it is best practice to continually assess the gaps in order to maximize instruction.

We recommend utilizing pretest data to identify gaps prior to starting a unit as well as at checkpoints throughout the year. All schools should utilize this process to maximize effectiveness. Grade level PLC (professional learning community) is a great opportunity to analyze student data gathered from these pretests and to plan effective instruction to address student needs.

Pretests can be teacher-created or provided by textbook publishers. Textbook series often have a combination of BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) assessments that are provided with the program for reading and math. These assessments could be given to students at the start of the year and then matched with the appropriate standards to identify gaps in student learning. For example, Mrs. Apple might find that on the BOY math assessment she gave her students, mastery of standard 4.M.4 was very low. Extra support for this standard could be incorporated throughout the year.
Before each chapter or unit, pretests must be utilized to effectively identify gaps. Mrs. Apple could have found on their chapter 3 pretest that students struggled with 4.M.4. Mrs. Apple then knows there needs to be an increased focus on this area of the chapter or unit. While simple, this is an effective way to differentiate instruction and plan for potential roadblocks or student struggles.

If unit pretests are not available, consider using study guides as a form of pretest. Before starting unit 3 of the 4th-grade math curriculum, Mrs. Apple could give students the chapter study guide as a pretest. This would give her the ability to identify how proficient students are for each problem and the associated standard(s). While many reading series may not have a study guide for each story or unit, a short teacher-created entrance and exit ticket over a skill (main idea, compare and contrast, etc.) could be used.

McGraw Hill Education’s Wonders reading series is an example of a textbook series that utilizes a combination of these assessments. McGraw Hill Education’s Everyday Mathematics is another example of a textbook series that utilizes unit previews, study guides, and periodic cumulative assessments. Whether your school utilizes one of these textbook series or a different option, investigate and be sure to understand all available resources and utilize each to assess and maximize instruction.

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<thead>
<tr>
<th>Assessment/Activity</th>
<th>Traditional Use</th>
<th>Retooled Use</th>
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<tbody>
<tr>
<td>Series Pretests</td>
<td>Identify initial unit gaps</td>
<td>Identify initial unit gaps</td>
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<tr>
<td>Study Guides</td>
<td>Review of unit material</td>
<td>Administer as a pretest</td>
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<tr>
<td>Homework/Worksheets</td>
<td>Review &amp; Application</td>
<td>Utilize as targeted pretests or exit tickets</td>
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<tr>
<td>Unit/Chapter Assessments</td>
<td>Unit/chapter mastery</td>
<td>Unit/chapter mastery, administer as a pretest</td>
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<tr>
<td>BOY/MOY/EOY Assessments</td>
<td>Identify gaps and concept/standards mastery</td>
<td>Identify gaps and concept/standards mastery</td>
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<tr>
<td>Entrance &amp; Exit Tickets</td>
<td>Regularly identify student performance and progress</td>
<td>Regularly identify student performance and progress</td>
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*Figure 9.* Methods for student pre-assessment. Created by Andrew Matters.
One of the most immediate concerns for re-entry is how we assess our students. How do we identify gaps from remote learning? How do we identify actionable steps to close those gaps?

Through a great deal of research and consultation, as noted throughout the document, we identified 4 crucial factors for effective assessment. First, you must assess student well-being. Second, you must assess priority standards. Third, there must be benchmarking through normative and growth assessments. Finally, you must explore and utilize your program-based assessments. If these four factors are used as the basis of assessment, we can maximize our time to close the learning gaps from COVID-19.
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<thead>
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<th>Resource</th>
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<td><strong>Smarter Balance</strong></td>
<td>a platform for test prep through benchmarking and summative assessments.</td>
<td>Smarter Balance Assessment Consortium Home Page</td>
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<tr>
<td><strong>IDOE 6-12 E/LA Vertical Articulation Chart</strong></td>
<td></td>
<td><a href="https://www.doe.in.gov/sites/default/files/standards/enla/ela-2014-standards-6-12-mccormick-update.pdf">https://www.doe.in.gov/sites/default/files/standards/enla/ela-2014-standards-6-12-mccormick-update.pdf</a></td>
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<td><a href="https://www.renaissance.com/about-us/blog/">Renaissance Star Assessment PDF</a></td>
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<tr>
<td>Ms. Caroline Marandino</td>
<td>Senior Director Professional Learning</td>
<td>Renaissance Learning</td>
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<tr>
<td>Dr. Jack Parker</td>
<td>Superintendent</td>
<td>Mt. Vernon Community School Corporation</td>
</tr>
<tr>
<td>Mr. Tommy Reddicks</td>
<td>Chief Executive Officer</td>
<td>Paramount Schools of Excellence</td>
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<tr>
<td>Mr. Scott Smith</td>
<td>Coordinator of Assessment and Data</td>
<td>Brownsburg Community School Corporation</td>
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<tr>
<td>Ms. Tina Merriweather Seymour</td>
<td>Senior Director of School Support</td>
<td>The Mind Trust</td>
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<tr>
<td>Ms. Amy Reno</td>
<td>District K-5 Coach</td>
<td>MSD of Washington Township</td>
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Researched, organized, and compiled by:

Allison Kempers
Sara Lauerman
Morgan Sheehan
Denver Wade
Matthew Wojas
Educational equity is not an additional aspect to any of the other research in this Blueprint. Instead, it encompasses and is interwoven with every single facet of education. As educators, our mission is to guarantee the facilitation of learning to all students, regardless of family background, race, culture, economic status, or sexual orientation. For many years, education has systematically not always lived up to this broad mission. Problems in ensuring learning for all students were exacerbated with the COVID-19 pandemic. Not all students had equitable access to technology; beyond just academics, minority and economically under-resourced communities were more strongly affected by the virus. Students and America as a whole experienced trauma with the unrest based in racial tension as the summer started. With this understanding, our schools can no longer idly sit by and hold different standards for students based on their backgrounds. Our work will outline how we as educators can use this opportunity to improve education and equitably address all students now and in the future.
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**Equity and Special Populations**

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Caption: Figure 1: A picture illustrating the concepts of equality, equity and justice attributed by Dr. Jamyce Banks. Original courtesy of Courtesy Advancing Equity and Inclusion: A Guide for Municipalities, by City for All Women Initiative (CAWI), Ottawa
How do we address these issues of equity now that they have been fully illuminated by the COVID-19 Pandemic?

What can districts, school leaders, educators, and communities do to improve equity in education upon re-entry?

Caption: Figure 2: A picture illustrating the impact of resources, socio-economics, and demographics on education and success. Center for Urban Education per USC University of Southern California, Infographic, https://cue.usc.edu/about/equity/
Special Education

Research/Findings:

While all of education was thrown into the unknown with the spread of COVID-19, the world of special education was most affected. Special education addresses the needs of students with disabilities and provides supports for these students to best learn while they gain skills and achieve goals based on their individual needs. These services are legally mandated across the country, federally coded in IDEA. Due to this legal nature, special education has traditionally been an area rife with litigation. The absence of in-person learning may exacerbate the contentiousness of this realm (one interviewed local school board attorney anticipated “an avalanche of lawsuits”). While it is important that school leaders are aware of this, they must also keep in mind their moral duty to best serve all students moving forward, finding collaborative, creative ways to do so with special education teachers, content area teachers, and families. As this will remain a “grey area” as we move forward into the 2020-21 academic year, we must remember to have a “north star” of guiding principles and do everything within our means to give our special education students what they need. Key ideas from our research are noted below.

What has Happened:

- Special education is a federally mandated program; however, there has been minimum federal guidance during the COVID-19 pandemic; this has put more stress on state departments of education and local school districts in coming up with ways to best serve their students.
- In many schools throughout the state and the country, services were at the minimum altered; in certain situations, some services could not be fulfilled due to unforeseen limitations.
- Evaluations could not be conducted appropriately, creating a backlog for the new school year.

What to Expect and How Leaders can Address This

- Special education teachers will be the busiest people in the school upon return. Administration must support them as they work through this process.
- While learning gaps may have developed among many students, we must not disservice neither the students nor the adults by over-diagnosing learning disabilities; those students with disabilities absolutely must be serviced; every student must have his/her needs met, but that does not necessarily have to be with an IEP.
- School leaders should leverage the CARES Act for funding, including the utilization of the school nurse into plans.
- Development of instructional aides and provision for reliable services and training (especially for an eLearning context) for them is important to fulfilling our duty to special education students.
Equity and Special Populations

The Seven Principles to having Equitable Schools

*The next two slides focus on an established set of principles to serve as an equitable standard by which public school options should be assessed by families, policymakers, and other stakeholders, specifically during the COVID-19 Pandemic.

I. Accessibility: During COVID-19, the concepts of accessibility continue to apply. However, they may also be expanded to consider how schools will make sure any changes to transportation plans, physical spaces, and hygiene measures are adapted to be accessible for all students; how distance learning plans can include practices such as teleservices, assistive technology devices, closed captioning, and other necessary supports and technology to provide meaningful engagement for all; how to include students with chronic health conditions or other health concerns if and when students return to physical buildings (e.g., enabling the option for some students to continue distance learning while others return to the school building); and developing plans for delivery of related services driven by student need.

II. Inclusion: Inclusion in the context of COVID-19 presents new challenges and opportunities for schools as they seek new methods of engagement and creative connection points through which to build a positive culture of inclusivity. Creating and enabling new methods of connection in general education settings, such as inclusion in general education video conferencing with push-in and pull-out supports provided virtually, and enabling meaningful participation through accessible and adapted curricular and co-curricular activities will allow schools to maintain and build strong inclusive practices in the current context. As students return to physical buildings, schools must ensure that adaptations and supports are designed with all students at the forefront of the planning process.

III. Quality: In order to ensure high-quality learning during COVID-19, schools must find new pathways to developing and providing strong curriculum and structures that enable meaningful educational opportunities for all students. Schools must plan for appropriate staffing and professional development to meet the expanded needs of students, including cross-training and leveraging co-teaching models to increase accessibility; providing high-quality, evidence-based instruction; and assessing and addressing lack of progress and instruction that was lost, rather than merely focusing on addressing regression. Schools must prioritize training both general and special education teachers and other staff on how to accommodate learners and differentiate instruction, leverage technology and remote learning tools and techniques, and implement strategies for enhancing meaningful participation and inclusion. The focus must be on determining where the student would be academically in the absence of COVID-19 and then finding the path to get them there.
V. **Collaboration:** Collaboration is more critical than ever during COVID-19, as the relationship between the school and students and families is pivotal to achieving strong outcomes. Schools should leverage their communication with parents/guardians as part of the IEP team to gain insight into barriers to meaningful access; to assess and learn how to best accommodate student needs; and to determine what types of support the school can provide in order to improve engagement and learning through methods such as establishing a designated point of contact for each family. Parents/guardians must be valuable, equal partners in this work for collaboration to be meaningful and to assure student success.

V. **Accountability:** High standards remain a priority during COVID-19, and accountability still requires schools to be aware of, responsive to, and proactive about planning in alignment with all applicable laws and guidance. Regardless of whether states have been granted flexibility in administering statewide assessments, schools need to find innovative ways to assess and track student progress. Attendance requirements and continued expectations that all students can participate meaningfully must be maintained. Additionally, schools must activate tools that enable a strong assessment of all students’ present levels of performance in order to demonstrate measurable progress in the evolving context. In addition, all federal obligations under IDEA remain in place. Therefore, schools must track the provision or withholding of services guaranteed by a student’s IEP (such as by utilizing apps or online tracking systems), conduct evaluations, whether in person as public health guidelines allow or remotely, and plan for the delivery of appropriate services.

VI. **Autonomy and Flexibility:** The opportunity to leverage autonomy and lean into the charge for innovation cannot be understated in the context of COVID-19. As the entire world grapples with the opportunities created by the current circumstances, schools can and must rise to the occasion to engage in out-of-the-box thinking and utilize whatever autonomy and flexibility they have to develop new and innovative strategies that continue to prioritize high quality and standards of equity. This may include approaches such as combining synchronous and asynchronous classes, leveraging community learning opportunities, and reimagining use of physical spaces in the school. Schools must encourage staff to bring innovative ideas forward and anticipate that ongoing flexibility and adaptations that prioritize inclusion and access are essential to a successful and equitable path forward that will benefit all students.

VII. **Resources:** Adequate resources that provide educators, related service providers, and students with access to the supports and services required as part of each student’s Individualized Education Program are a critical component of equity during COVID-19. As budgets are strained and reconsidered, schools must prioritize equity as they proactively plan for increased academic, social, emotional, and behavioral needs of students while calculating and assigning costs for the likely increased need for special education services. Planning and estimating costs associated with increased staffing needs, transportation constraints, number of necessary service hours, and technology requirements are critical and essential equity considerations.

Caption: Figure 3: *A picture illustrating the 7 key principles of equitable schools* attributed by Dr. Azure Angelov. *Original courtesy of the National Center for Special Education in Charter Schools*

Emergent Bilingual Learners

Research/Findings:

As schools shut down in the spring, many emergent bilingual students left the only place in which they were formally instructed in English. While school leaders may be concerned about a possible lack of growth in these students’ English skills, they must not create the narratives for these students, who may still have been learning English with their families and/or translating for their families. Also, these students were able to develop skills in their native language if they were with family members who did not speak English. Upon return to school, this idea of developing bilingual students in a holistic fashion must be emphasized, and the concept of monolingual instruction only valuing English should be eliminated, not only for the immediate effects of valuing these students but also for the long-term effects of their development.

What has Happened:

- Prior to COVID-19, the world of English learners, or emergent bilingual students, has been the least understood in a general education setting due to a lack of training in traditional educator prep programs.
- Many content area teachers within a school do not understand the importance of the emergent bilingual teacher. Traditional educational leadership programs have neglected this as well.
- While emergent bilingual instruction is now being paid more attention by state departments of education, there is not a national framework as with special education. Many states and corporations have a lack of uniformity in addressing emergent bilingual students.
- As there is not a uniform model, some schools still have used a pullout model, which is neither just for the bilingual students nor for the non-bilingual students in the classroom.

What to Expect and how Leaders Can Address This

- Leadership from the emergent bilingual teacher will be paramount for these students’ growth. Teacher leadership in this area utilizes “creativity, resistance, and advocacy” (Morita-Mullaney, “Intersecting Leadership and English Learner Specialty, p.1). Administration can help foster this leadership by regularly meeting with the EB teachers and setting up times for the EB teachers to work with content area teachers. Additional supports to assist with the EB teachers’ time must be provided (Champion).
- Using only a pullout model for emergent bilingual students could hinder development upon return to school. Inclusion creates more belonging and helps to develop true bilingualism (Morita-Mullaney).
- School administration must foster a culture in which emergent bilingual teachers are viewed as a co-teacher or outright teacher, not as aides or instructional assistants.
- School administration must allow for greater advocacy from teachers of emergent bilingual students in order to best facilitate these students and empower their learning.
Caption: Figure 4: A picture illustrating the growth mindset approach of ensuring equity for the emergent bilingual population. Courtesy of Mindset is Everything by Blog Experts, February 2nd, 2018, https://www.nwaea.org/connections-blogs/english-language-learners-blog/2018/02/02/mindset-is-everything. Original infographic created by Valentina Gonzalez.
5 Things Districts Can do to Support Instruction for English Learners During COVID-19

Ensure two-way systems are in place for parents and educators to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their learning needs are being met. Translation technology and/or interpretation services should be in place. See guidance from the USDOE English Learner Toolkit.

Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See NABE- and TESOL-recommended resources). The home language is a powerful asset for learning valuable content. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc).

Guide and monitor implementation of remote learning to ensure equitable access for ELs for coherent instruction and learning. Collect information on common barriers to accessing curriculum for students and move quickly to respond to needs. Provide oral and written step-by-step instructions in the home language for any technology platforms. (See this guidance for designing online lessons).

Collaborate with the vendors of your current instructional materials to ensure continuity and coherence of grade-level learning for ELs and create a plan that provides specific recommended adaptations to current curricular tools for remote-learning modalities, or prepare to use other instructional materials more appropriate for these modalities.

Provide innovative educator support solutions and job-embedded professional learning programming that promote coherent use of instructional materials and are inclusive of EL learning needs. In the short term, these may be email, conference calls, or other communications to prepare for the immediate transition to remote learning, with district EL staff given a voice to ensure equity.

High Ability Learners

Research/Findings:

It is important for parents, teachers, and caregivers to realize that "one size does not fit all" for gifted children, and even those with similar IQ scores may not have similar skills, personalities, rates of development, abilities, or interests. While school leaders and teachers are developing plans to ensure they continue to meet the needs of their high ability learners in the classroom, it is equally important to focus on meeting the social-emotional needs of the whole child.

What Has Happened:

- Less than 10% of students in Gifted and Talented Education (GATE) programs are Black students (United States Department of Education, Civil Rights Data Collection)
- Just as there should not be an overdiagnosis of special education students upon return to school, there should not be an underdiagnosis of high ability students
- High ability learners often place unrealistic, high standards for performance on themselves. This may result in anxiety, frustration, or self-blame for less-than-perfect performance.

What to Expect and how Leaders can Address this:

- Develop a plan with daily opportunities for social-emotional learning activities in the school setting
- Leaders and teachers need to be aware that high sensitivity is a common characteristic in gifted students--this may increase anxiety and depression during this time
- Skills-based application and benchmarks need to be adjusted for methods of evaluation
- School leaders and teachers should develop an understanding on asynchronous development--an uneven intellectual, physical, and emotional development

Caption: Figure 6: A picture illustrating the zone of proximal focused teaching and learning. Original is courtesy of Hill and Crevola (unpublished) and provided by Victoria State Government
Financially Under Resourced Students: Health & Connectivity

Research/Findings:

“We are all in the same storm, but on different ships.” This metaphor paints a picture of how all students experienced trauma in some form or other with the cancellation of in-person schooling; however, some students went home to stable, food-secure, connected environments able to facilitate continued learning. On the other hand, many students faced increased food insecurity and/or a lack of internet connectivity, creating inequitable situations for their learning. Many students in a high-poverty environment also face unhealthy living conditions, causing detriment to their learning, both in school and now at home. Student connectivity and health will have to be major focus points for school leaders as we move forward.

What Has Happened:

- ELearning was as good as it could have been -- under the circumstances in which the need arose; however, connectivity problems created a gap for students who could not access resources.
- Unhealthy living conditions have always played a role in student achievement (8 trips to the school nurse is equatable with 8 points lower achievement on standardized testing (Angelov)); some students have been living in these conditions, now no longer even leaving them for school.

What to Expect and how Leaders can Address This

- **Student Connectivity**
  - Finding a solution for connectivity is vital. Two possible ways (of many) to do this follow: first, a school can invest in mobile hotspots that are based on a cell phone payment plan; second, a secured school-only network for all student homes can be created so that students could have access to the same web resources that they have at school (McAlister).
  - Schools and teacher training programs must address eLearning best practices with teachers; schools must facilitate online communities of practice

- **Student Health**
  - Schools should use available health data in MTSS/RTI process
  - A school nurse is a valuable asset. Every school should make having a school nurse a top priority. A school may pay for a nurse using moneys from the general fund or by partnering with a local hospital who supplies the necessary services.
  - A school nurse’s data is important; therefore, the nurse must be involved in a school’s academic plan/SIP.
5 WAYS TO DISMANTLE-THE EQUITY PROBLEM

ICLE Senior Fellow Dr. Tyrone Howard explains how educational leaders can address achievement gaps in their schools. It starts by simply having conversations:

LET DATA LEAD

Collecting and analyzing data across demographic groups will show where and how extensive the achievement gaps are in your school. It will help you frame your approach to finding solutions.

BE PREPARED TO BE UNCOMFORTABLE

In conversations about race and inequity, there will be uncomfortable moments. Remind participants that such conversations may be awkward and clunky, but we are moving through them for our students and their futures.

ASK EVERYONE TO SPEAK HIS AND HER TRUTH

An open exchange of real stories and real perspectives is crucial. Leaders often need to go first—share a bias that you have and how you’re working to correct it. Showing courage will inspire others to do the same.

KEEP EVERYONE ENGAGED

Create circumstances that limit the ability of participants to disengage from the conversation when they feel uncomfortable. Be willing to adjust the experiences to keep people’s hearts and minds in the conversation.

EXPECT AND ACCEPT NON-CLOSURE

Remind everyone that the goals are to advance the conversation and to conceive and test ideas to improve circumstances in your school. Finding solutions will take time—and far more than any single notion.

See Tyrone in action:

hmhco.com/TyroneCHoward

Caption: Figure : A picture illustrating 5 ways to deconstruct the equity issues that schools face. Courtesy of the International Center for Leadership in Education per Dr. Tyrone Howard.
Recommendations

- Make all students, families, and teachers feel as comfortable as possible.
  - **Be able to address the fear** - Provide reassurances.
  - Reestablish routines, structures, and norms in the classrooms.
    - Extension of time periods for students to relearn them.
    - Involve students in the process (modeling).
    - **Be transparent.**

- Provide professional learning opportunities for staff (including time and space for grade team and cross-grade team collaboration):
  - Race and Racism (impact in school setting)
  - Equity and Implicit Bias
  - Culturally Responsive Practices (CRP)
  - Social Emotional Learning (SEL) Sensory supports, outside play and exploration.
  - Inclusive Practices

- Develop a plan with daily opportunities for social-emotional learning activities in the school setting
  - Create a student support team to develop a “safety net” for students who are transient or experiencing homelessness

- Generate partnerships with local daycares and afterschool programs to create blueprints for instructional opportunities in the event of additional school closures.
  - This will help to ensure students are able to access synchronous or asynchronous instruction during the day.

- Create a streamlined, clear, and consistent communication plan for parents
  - Focus on building positive relationships with all students, staff, and families.
  - Create safe spaces for students, staff, and families throughout the school year, especially as new situations arise
  - Ensure a learning blueprint for parents in the event of additional school closures

- Develop relationships and partnerships (communal, churches, business, family, etc.) to to obtain hygiene products, food products, and to push student involvement.
  - Hygiene lessons during school days and the importance of preventing the spread of COVID-19.
  - Establish food pantry options or options for a district-wide food program for families and staff members
Recommendations

Recommendations for Special Education Learners:

- Educate teachers on special education procedures to curb overidentification of students upon return.
- Be flexible and offer parents and guardians the option of virtual or face-to-face case conference meetings.
- Emphasize the importance of collaborative two-way communication between the family and the special education teacher.

- Educate parents
  - Videos and brochures to let parents know what to expect heading into the fall and how to navigate -> simplify these resources.
  - Utilize other parents to push out information to parents in the community (trusted parent liaison): Barbershops, community center, churches, local congregational area as hotspots of disseminating information.
  - Use existing structures that are already in place.

Recommendations for Emergent Bilingual Learners:

- Administration should provide time and support for emergent bilingual teacher to confer with administration and voice concerns, advocating on behalf of these students.

- Establish language goals and develop instructional plans to accelerate progress

- Provide picture supports for unfamiliar vocabulary.

- Make the most of built-in online features for using language flexibly to engage with their virtual assignments and make choices to build on their strengths.

- Make direct outreach with parents to determine communication methods/needs/questions/concerns to partnership and community

- Individualized Learning Plans (ILPs) should be adapted to reflect the evolving instructional environments to ensure equitable access to grade-level content and avoid a “watering-down” of services
Recommendations

Recommendations for High Ability Learners:

- Develop a plan with daily opportunities for social-emotional learning activities in the school setting
- Ensure students have scaffolded, engaging, and rigorous learning opportunities--re-teach/review information by using scaffolding to assess and expedite the learning process
- Create parental support groups so that parents can use one another as resources

Recommendations for Financially Under Resourced Students & Connectivity:

- District-issued devices provided to all students AND staff members
- Develop specific plans for students and staff who do not have internet access, whether through a closed network, paralleling what would be available in schools, or through mobile hotspots.
- Create online communities of practice for teachers who are improving in facilitation of eLearning
- Provide students with access to adaptive, self-paced software with targeted practice minutes i.e. Lexia™ or Dreambox™
- Intentionally provide students with meaningfully practice on how to use digital tools to access curriculum (this will help to ensure familiarity with digital resources)
We cannot develop a new “routine” without first having open and honest conversations about inequities impacting the school setting: Linguistic background, socioeconomic status, ability level, race, and the health and well-being of all students.

**EQUALITY VERSUS EQUITY**

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
<table>
<thead>
<tr>
<th><strong>Special Education</strong></th>
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</thead>
<tbody>
<tr>
<td>IDOE Continuous Learning and Accomodations</td>
</tr>
<tr>
<td>Parent Guidance</td>
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<tr>
<td>Key Considerations for Special Educators and the Infants, Children, and Youth They Serve as Schools Reopen</td>
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<th><strong>Emergent Bilingual</strong></th>
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<tr>
<td>IDOE Emergent Bilingual Resources</td>
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<tr>
<td>Distance Learning for Emergent Bilinguals Needs Assessment Tool</td>
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<tr>
<td>Some links in this document may only be accessible to be open as a Google Doc.</td>
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<tr>
<td>Project Puede: Resources for Teachers with Emergent Bilingual Students</td>
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<tr>
<td>WIDA Resources for Teaching Multilingual Students Online</td>
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<td>Supporting Your Gifted Child</td>
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<tr>
<td>Enrichment Resources for Online Learning</td>
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<td>Teaching Online: Best Practices, Resources, Tools</td>
</tr>
<tr>
<td>Guiding Students with High Abilities: Social and Emotional Considerations</td>
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<td>Promising Practices and Recommendations</td>
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<td>Digital Learning Tools/Products Free to Schools</td>
</tr>
<tr>
<td>Schoolhouse Connection: Strategies for Serving the Needs of Under Resourced Students</td>
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<tr>
<td>Parent/Caregivers Guide to Coping with Covid-19</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Dr. Azure DS Angelov</td>
</tr>
<tr>
<td>Ms. Jeanne Baldwin</td>
</tr>
<tr>
<td>Dr. David Bateman</td>
</tr>
<tr>
<td>Ms. Molly Champion</td>
</tr>
<tr>
<td>Dr. Jamyce Curtis Banks</td>
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<tr>
<td>Mr. Pat McAlister</td>
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<tr>
<td>Dr. Trish Morita-Mullaney</td>
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<tr>
<td>Dr. Dennisha Murff</td>
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<tr>
<td>Mr. Adam Pitt</td>
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<tr>
<td>Ms. Alyssa Preddie-Allen</td>
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<tr>
<td>Ms. Georgina Schneider</td>
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<tr>
<td>Mr. Francisco Valdiosera</td>
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Angelov, Azure, Ph.D., Zoom Interview (2020, May 22).


Morita-Mullaney, Trish, Ph.D., Zoom Interview (2020, May 28).


McAlister, Patrick, Zoom Interview (2020, May 27).


Center for Urban Education (n.d.). Equity and Student Success. University of Southern California Center for Urban Education. https://cue.usc.edu/about/equity/


FINANCIAL IMPLICATIONS

Researched, organized, and compiled by:

Jon Adams
Will Rogers
Courtney Wesson
Foreword from the Financial Implications Committee:

The complexity of school finance in the state of Indiana has increased with the uncertainty of how COVID-19 will impact state revenue for years to come. School districts throughout Indiana are quickly reviewing how their budgets are structured through state and local sources and are making considerations for how their schools can maintain a quality education for students in the face of decreased revenue.

When we dove into research, we thought it would be appropriate to educate others on how the school budget works. We reached out to experts throughout the state to get an idea of how different school administrators and state officials are navigating the impacts of COVID-19. Our hope is that our research and discussion can bring an understanding of school finance and actionable solutions that schools could consider using that could help them during this time of uncertainty.

“All information collected from written sources is qualified with an in-text citation. Information left without citation should be read as a summary of what was learned through conversations with expert advisors.” - The Financial Implications Team
The research below will facilitate a comprehensive understanding of the financial implications to education funding in consideration of COVID-19 impacts to school districts in Indiana:

**State of Indiana Budget for education and sources of revenue**
- Comprehensive state budget
- Allocations for K-12 education spending

**Sources of funding for local school districts**
- State vs. Local revenue
- CARES act implications
- Complexity index and Vouchers
- Financial investment and academic outcomes

**The impact of COVID-19 on school district funding throughout Indiana**
- What are the consequences of state budget cuts?
- State Revenue-Education Fund (Possible Budget Decrease)
- Student Enrollment-ADM/Tuition Support
- Local Property Taxes-Operations Fund (Push Back Tax Payment Deadline)
- Increase Cost to support E-Learning and COVID-19 Safety
- Teacher Pay/Teacher Jobs

**Q & A analysis of schools from Urban, Suburban, and Rural Communities**
- MSD of Wabash County
- Southwest Allen County Schools
- Plainfield Community School Corporation
- Wayne Township School Corporation
- North Harrison Community Schools

**Solutions and Actionable Steps to support school funding during COVID-19**
- CARES Act Money
- Actionable Steps to boost school Budgets
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<td>Q&amp;A Analysis of Schools from Urban, Suburban, and Rural Communities</td>
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<td>References</td>
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State of Indiana Budget for Education and Sources of Revenue

- Comprehensive State Budget
- Allocations for K-12 Education Spending

Figure 1: Cover of the List of Appropriations (Vincent, 2019).
Comprehensive State Budget

All information on this page comes from the State of Indiana List of Appropriations (Vincent, 2020).

- Overall State budget \((\text{millions of dollars})\)
- Budget is set for a biennium. The upcoming budget cycle is for 2021-2023

  - 2019-2020 – 37,987.7 Million
    - General Fund – 16,552.0 (44%)
    - Dedicated Fund – 5,568.6 (14.7%)
    - Federal Fund – 15,501.6 (40.8%)
    - General Fund (unforecasted) – 365.6 (1%)
  
  - 2020-2021 – 38,576.4 Million
    - General Fund – 16,968.2 (44.4%)
    - Dedicated Fund – 5,727.7 (14.8%)
    - Federal Fund – 15,488.6 (40.2%)
    - General Fund (unforecasted) – 391.9 (1%)
State of Indiana Budget for Education and Sources of Revenue

Allocations for K-12 Education Spending

All information on this page comes from the State of Indiana List of Appropriations (Vincent, 2020).

- Sources of education funding in Indiana (*millions of dollars*), including higher ed, administration, and pension.
  - $10,651.6 – 62.3% of the General Fund Budget
  - $44.4 – 0.7% of the Dedicated Fund Budget
  - $1,051.4 – 6.7% of the Federal Fund Budget

- State appropriation for Elementary and Secondary Schools
  - 2019-2020 – 7,653,183,409
  - 2020-2021 – 7,832,583,409

- Local Sources of income:
  - Property tax distribution
  - Local tax referendum
Sources of Funding for Local School Districts

The information in the following section is a summary of notes collected from advisor interviews, the State of Indiana List of Appropriations (Vincent, 2020), and articles published by professionals made available to the community which are cited when applicable. Anything not directly cited comes from personal conversations with our advisors and experts. A full list of references and advisors are available at the end of the Financial Implications team document.

- State vs. Local Revenue
- Complexity Index and Vouchers
- CARES Act Implications
- Financial Investment and Academic Outcomes
Sources of Funding for Local School Districts

State vs. Local Revenue

- According to Cavazos (2015), school districts receive money from two main sources of revenue:
  - State distributions based on enrollment and calculation of complexity index;
  - Local sources based on residential and commercial property tax distributions and referendum spending.

Complexity Index and Vouchers

- **State Voucher programs** exist to offer Indiana families financial assistance if they choose to enroll in a non-public school outside of their local school district.
- Financial assistance is based on demonstrable need and can contribute 50%, 75%, or 90% of a student’s tuition.
- Vouchers redistribute state education dollars away from the education fund and do not directly impact local school budgets.
Sources of Funding for Local School Districts

Complexity Index and Vouchers

- Indiana distributes dollars to school districts based on an Annual Daily Membership (ADM) and a Complexity Index.
- ADM is calculated by the number of students enrolled for school within that district.
- The **Complexity Index** is calculated using the number of students who receive federal Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families (TANF) benefits or who are in foster care.
  - Many school stakeholders suggest using alternative data such as tax returns or census data to measure district poverty.
  - Some families do not apply for these benefits due to the hassle.
Complexity Index and Vouchers

All information on this page comes from Cavazos (2015) unless otherwise indicated.

- Complexity index and the funding gap
  - Prior to 2015, the complexity index was based on the number of students who qualified by family income for meals at a free or reduced cost.
  - Because income data was self-reported, some legislators questioned that data to be an accurate measure of need.
  - Beginning in 2015, need was measured based on applications for food stamps, TANF, and foster care.
  - This new calculation of need clashed with some districts participation in the “Community Eligibility Provision” – which essentially offered schools in high poverty areas free lunches regardless of income (Hinnefeld, 2015).
  - As a result, fewer families were reporting free-lunch eligibility which played a large role in determining state funding according to the complexity index.
  - No change prior to 2021.
Financial Investment and Academic Outcomes

The information in this section (on this page and the next) is extracted from a collection of research compiled by Kirabo Jackson - professor of human development and labor economist at Northwestern University (Berkley Electronic Press, 2018).

- “There’s no formula for how much money it takes to close achievement gaps.”
- There is documented academic improvement linked with financial investment in schools.
- 10% increase in per-pupil spending each year for all 12 years of public school leads to 0.31 more completed years of education, about 7% higher wages, and a 3.2 percentage-point reduction in the annual incidence of adult poverty.
  - Jackson’s research also finds that the effects are more pronounced for children from low-income families.
  - Using test score data from the National Assessment of Educational Progress (NAEP), Jackson’s research finds that School Finance Reforms increase student achievement in these low-income districts.
  - His team was able to conclude that a one-time $1,000 increase in per-pupil annual spending, sustained for 10 years, increased test scores by between 0.12 and 0.24 standard deviations.
CARES Act Implications

- **CARES Act Funds** are given by the federal government to the states as a one-time boost to help school districts meet their financial obligations in the face of a budget shortfall due to COVID-19.

- The amount is a significantly small portion of most school budgets but will cover a few costs incurred to maintain safety during COVID-19.

- For more information about CARES Act funding, click [HERE](#).
The information in the following section is a summary of notes collected from advisor interviews, the State of Indiana List of Appropriations (Vincent, 2020), and articles published by professionals made available to the community which are cited when applicable. Anything not directly cited comes from personal conversations with our advisors and experts. A full list of references and advisors are available at the end of the Financial Implications team document.

- State Revenue - Education Fund (Possible Budget Decrease)
- Student Enrollment - ADM/Tuition Support
- Local Property Taxes - Operations Fund (Push Back Tax Payment Deadline)
- Increase Cost to Support E-Learning and COVID-19 Safety
- Teacher Pay / Teacher Jobs
State Revenues-Education Fund

Indiana schools have a fund called the Education Fund. This fund is directly used to pay teacher, administrator, and teaching aid salaries. This also helps pay for employee benefits. Combined this makes up roughly 90% of the fund. The other 10% of the fund can be used towards school supplies, instructional materials, and curriculum.

The education fund is entirely funded by the state of Indiana. It is still unknown what the impact of COVID-19 on state funding for schools will be. However, according to the advisors and experts that we talked to, as well as published reports by the Associated Press, the worry amongst legislators and school administrators is that state school funding could take anywhere from a 15% to 20% cut (Mulvihill, 2020).

They admit that this is far more of a revenue cut than what happened back in 2008-2009 when H1N1 had swept the country and the Great Recession occurred due to the housing industry. At that time the education fund was cut by nearly 5%.
Mr. Jud Wolfe, Assistant Superintendent for the Plainfield Community School Corporation, expressed concern with how entirely different the COVID-19 impact will be compared to the impact on finances due to H1N1 and the Great Recession.

When asked how this COVID-19 situation relates to the H1N1 and the Great Recession situation in regards to the budget, Mr. Wolfe stated the following:

“In the 2009-2010 year, when the state cut schools by about 5%, much of our savings in the general fund was in utilities. At that time, utilities were in the general fund. Now utility costs are in the operations fund and not impacted by state funding to the education fund. My concern with the education fund is that it is the "instructional fund" and most of the cost is people and their benefits.”

Schools are doing everything they can to save as many jobs in their corporation as possible. On December 15, 2009, the state reduced school funding by $310 million dollars following the recession and H1N1. Though promised by legislators to return these funds that were taken out of the state school fund, no funds have yet been returned.
According to the Michael Griffith, researcher at the Learning Policy Institute ("Learning in the Time of COVID-19," 2020), and illustrated in Figure 2 above, states took at least 6 years (from 2008 to 2014) to recover the loss in education funding, and at least half did not return to the funding levels they had experienced in 2007 until several years later.

Figure 2: State Elementary and Secondary Revenue Compared to 2008 Revenue Levels (Griffith, 2020).

In the 2009-2010 year, when the state cut schools by about 5%, much of our savings in the general fund was in utilities. At that time, utilities were in the general fund. Now utility costs are in the operations fund and not impacted by state funding to the education fund. My concern with the education fund is that it is the "instructional fund" and most of the cost is people and their benefits.”

- Mr. Jud Wolfe, Assistant Superintendent for the Plainfield Community School Corporation
The Impact of COVID-19 on School District Funding Throughout Indiana

Student Enrollment - ADM/Tuition Support

The governor’s office has indicated the state’s intent to maintain tuition support through the end of the current biennium, or June 30, 2021. According to Sue Loughlin in an article from the News and Tribune, Executive Director of the Indiana Association of School Business Officials (IASB) Dennis Costerison said, “We appreciate that public education is a priority for them” (2020).

Furthermore, Loughlin reports that Cris Johnston, director of the state’s Office of Management and Budget, made comment to our economy’s uncertain future which could affect future state budgets: “As it represents over 50% of the general fund budget, K-12 funding is a priority for the state. The duration of the adverse economic impact from the public health emergency is difficult to predict. Actual funding levels will be influenced by the availability of revenues from these future, uncertain economic conditions and the flexibility afforded with any federal assistance” (Loughlin, 2020).

During a press conference on Wednesday, June 17, 2020, Governor Eric Holcomb made the promise of maintaining state tuition support concrete by announcing that K-12 education would not see any budget cuts for the 2020-2021 school year. The state also agreed to a one year waiver of ADM qualifications for students who elected to do virtual schooling this coming year. This means that all students will be fully funded this coming school year. There was a provision to the state’s financial budget guidelines that for this year would allow schools to receive 100% tuition support for virtual students rather than the previously mandated 85% tuition support for virtual students. This news is relieving for school districts as of right now (Staff, 2020).
The Impact of COVID-19 on School District Funding Throughout Indiana

**Student Enrollment - ADM/Tuition Support**

The question of how student enrollment will affect school budgets is a factor which continues to be brought up in conversations with experts. Although funding will not be cut for the 2020-2021 academic year, our experts agree that there is looming uncertainty about school finance, including the impact of the upcoming election.

A new, two-year budget will be written when the new biennium begins in January 2021. Our experts indicate that schools are working tirelessly to plan ways to save jobs within their district, along with coming up with the funds to create a safe and sanitary environment this coming fall when students are expected to return.

In conversation with our experts, student enrollment numbers are a concern despite the favorable announcement regarding school funding. Schools are worried that parents will not enroll their students due to COVID-19. The finance team believes this would affect the education fund tremendously since each student accounts for a sum of money that is given to the school for tuition support. This is called ADM or Average Daily Membership.
Student Enrollment-ADM/Tuition Support

Average Daily Membership (ADM) is a basic grant that is put directly into the schools education fund. According to the Digest of Public School Finance in Indiana (2019), ADM is defined as the following: “Average daily membership is a count of students enrolled and expected to be in attendance for kindergarten through Grade 12 in Indiana public school corporations and all charter schools on a particular day.”

The Digest of Public School Finance in Indiana (2019) also explains that a school’s Average Daily Membership is the sum of the following enrollment situations: resident enrollment, transfer students, cash transfers, state obligations, dual enrollment and legal placement into a school district.

When our team asked what is the top school budget concerns coming into this school year following the pandemic, Dr. Chris Kuhn, Assistant Superintendent of Finance and Operations for MSD Wabash County, replied, “I am most concerned about student enrollment and how ADM will be affected. We are worried families will not enroll their students due to COVID-19. This would affect tuition support from the state.”
Local Property Tax - Operations Fund

In Indiana, public schools organize their financial obligations through different funds – each responsible for subsidizing different aspects of a school district’s responsibility. One source of revenue for public schools is local property taxes; these tax dollars are sourced to what districts refer to as the Operations Fund. This fund is directly used to support clerical staff, school utilities, buses, bus mechanics, bus drivers, custodial staff, major school construction projects, school repairs, and cafeteria supplies.

According to the *Digest of Public School Finance in Indiana* (2019), “Property tax dollars are no longer used to support education-related operating purposes of Indiana school corporations, except for a referendum tax levy approved by voters, but continue to support other expenses such as for transportation, capital projects, and bus replacement, covered under the Operations Fund, and for debt service.”

To alleviate financial hardship to Indiana residents as a consequence of COVID-19, the Indiana Department of Revenue, or DOR, announced on March 19, 2020 that it is extending the deadlines for filing individual and corporate tax returns by three months ([Indiana DOR](https://indianadotcom/), 2020). According to our experts, because schools rely on a percentage of local property tax dollars to fund their operations fund, they are struggling to create a budget with the looming uncertainty of projected revenue shortfalls. To facilitate responsible planning, schools have anticipated a drop in local property tax revenue and are budgeting for a decrease in revenue in January.

Filing deadlines for individual income and property taxes have been delayed until July 15. Corporate taxes deadlines have been delayed until August 15th.
The Impact of COVID-19 on School District Funding throughout Indiana

WHAT WILL IT COST TO REOPEN SCHOOLS?

This document estimates some of the expenses school districts may incur in response to the COVID-19 pandemic and as they plan to reopen for the 2020-2021 school year. These calculations assume the statistics of an average* school district with 3,659 students, 8 school buildings, 183 classrooms, 329 staff members, and 40 school buses (transporting at 25% capacity, or 915 students, to comply with recommended social distancing guidelines).

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand sanitizers for students in classrooms</td>
<td>$39,517</td>
</tr>
<tr>
<td>Disinfectant wipes for classrooms</td>
<td>$16,833</td>
</tr>
<tr>
<td>No-touch thermometers</td>
<td>$640</td>
</tr>
<tr>
<td>Oximeters</td>
<td>$360</td>
</tr>
<tr>
<td>Electrostatic disinfectant sprayers</td>
<td>$33,600</td>
</tr>
<tr>
<td>Deep cleaning of school after a confirmed case</td>
<td>$26,000</td>
</tr>
<tr>
<td>Additional custodial staff for increased cleaning/disinfecting of schools and buses to prevent spread</td>
<td>$448,000</td>
</tr>
<tr>
<td>Ensuring at least one FT/PT nurse in every public school</td>
<td>$1,440</td>
</tr>
<tr>
<td>Ensuring one aide per bus to screen student temperatures before boarding</td>
<td>$400,000</td>
</tr>
<tr>
<td>Gloves for custodial staff (five pairs/day for two custodians per school)</td>
<td>$148,190</td>
</tr>
<tr>
<td>Daily disposable masks for in-school staff</td>
<td>$44,415</td>
</tr>
<tr>
<td>Disposable masks for students who do not bring masks from home (est. 30% of students)</td>
<td>$168,750</td>
</tr>
<tr>
<td>Resume before/after school childcare programs (with social distancing and cleaning protocols)</td>
<td>$55,860</td>
</tr>
<tr>
<td>Fog machines and cleaner for buses (7 machines)</td>
<td>$10,534</td>
</tr>
</tbody>
</table>

**TOTAL ADDITIONAL EXPENSES AN AVERAGE* DISTRICT MAY INCUR TO REOPEN:** $1,778,139

*Costs will vary by district depending on many factors, including regional/market price as economy of scale (i.e., larger districts may have access to lower unit costs because they can buy in higher volumes), and the availability of labor and goods necessary to comply with recommended social distancing and cleaning protocols. Model assumes 25% transportation capacity to adhere to social distancing guidelines. (Bus fleets would need to quadruple in size to safely transport 100% of students under COVID-19 circumstances, which is financially unfeasible for districts.)

This list of costs is not intended to be exhaustive but illustrates how the overall cost of school operations will substantially increase to safely reopen as a direct result of the COVID-19 pandemic. For more information on the impact of the COVID-19 pandemic on K-12 education, please contact ASBO International & AASA.

External References:

Figure 3: Cost analysis of re-opening (AASA, 2020).
Increased Cost to Support E-Learning and COVID-19 Safety: A Grocery List for School Districts*

- Masks for students
- Face Shields
- Hand sanitizer
- Social Distancing Directional Arrows, Lines, and Signs
- Devices or Laptops to support E-Learning
- Soap
- Plexiglass Divider Systems
- Disinfectant spray
- Latex-Free Gloves
- Extra Cleaning Supplies
- Non-contact Thermometers
- Walkie Talkies
- Spray Bottles
- Paper Towels
- Disposable Trays and Silverware

*This list was compiled by the Financial Implications team in consideration of discussions with advisors and experts.*
The Impact of COVID-19 on School District Funding throughout Indiana

Impact on Teachers: Comparing 08-09 Crisis to COVID-19

Many have drawn comparisons between COVID-19 and the H1N1 and financial crisis of 2008-2009. According to Michael Griffith of the Learning Policy Institute, COVID-19 will be "far more severe and promises to cause much more substantial damage" (2020) than the budget cuts that occurred in 2008 during the Great Recession.

Also according to Griffith, between 2008 and 2010, during the Great Recession, our country lost more than 120,000 teaching positions due to financial budget cuts. According to the US Department of Education, on September 30th, 2010, the federal government’s Federal Recovery Act awarded 97.4 billion dollars worth of grants across the country. This saved 275,000 teacher, administrator, and counselor jobs. If the federal government did not step in and help, Griffith states that 395,000 educational jobs would have been lost. That is 12% of the educational jobs in the country.

![The Impact of the COVID-19 Recession on Teaching Positions](image)

*Figure 4: The impact of the COVID-19 recession on teaching position (Griffith, 2020).*
The Impact of COVID-19 on School District Funding Throughout Indiana

Impact on Teachers:
Comparing 08-09 Crisis to COVID-19

Prior to COVID-19, there was a push for increasing teacher salary in Indiana, including the Red for Ed movement. Over 100 School districts closed for one day in November for teachers and voters to protest at the statehouse in Indianapolis, fighting partly for teacher pay (DeLetter, n.d.). It is unclear how COVID-19 will impact Indiana’s movement toward better teacher pay.

<table>
<thead>
<tr>
<th>State Education Funding Cuts</th>
<th>Projected Lost Teaching Positions</th>
<th>Percentage Reduction in Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>27,944</td>
<td>0.7%</td>
</tr>
<tr>
<td>10%</td>
<td>173,511</td>
<td>4.6%</td>
</tr>
<tr>
<td>15%</td>
<td>318,882</td>
<td>8.4%</td>
</tr>
<tr>
<td>20%</td>
<td>459,850</td>
<td>12.2%</td>
</tr>
<tr>
<td>25%</td>
<td>584,094</td>
<td>15.5%</td>
</tr>
<tr>
<td>30%</td>
<td>697,675</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

Figure 5: Effects of Reductions in State Contributions to Education Funding, Nationwide (Griffith, 2020).
The Impact of COVID-19 on School District Funding throughout Indiana

Impact on Teachers: Comparing 08-09 Crisis to COVID-19

Based on a 15% Reduction in State Contributions to Education Revenue

<table>
<thead>
<tr>
<th></th>
<th>Estimated Lost Teaching Positions (%)</th>
<th>Estimated Lost Teaching Positions</th>
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<tbody>
<tr>
<td>Minnesota</td>
<td>20.5%</td>
<td>12,231</td>
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<tr>
<td>Hawaii</td>
<td>20.0%</td>
<td>2,644</td>
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<tr>
<td>Vermont</td>
<td>19.6%</td>
<td>1,780</td>
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<tr>
<td>Washington</td>
<td>19.5%</td>
<td>13,862</td>
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<tr>
<td>Alaska</td>
<td>17.9%</td>
<td>1,532</td>
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<tr>
<td>Wyoming</td>
<td>14.7%</td>
<td>1,140</td>
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<tr>
<td>Oregon</td>
<td>14.0%</td>
<td>4,734</td>
</tr>
<tr>
<td>California</td>
<td>13.8%</td>
<td>49,197</td>
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<tr>
<td>Kansas</td>
<td>13.7%</td>
<td>5,434</td>
</tr>
<tr>
<td>Indiana</td>
<td>13.2%</td>
<td>9,342</td>
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Figure 6: Largest Percentage Reductions in Teaching Force, by State (Griffith, 2020).

According to Michael Griffith of the Learning Policy Institute (2020), prior to June 17, 2020, Indiana school leaders were using the projections in Figure 6 above to measure consequences of a projected budget cut. Schools were bracing for up to 15% to 25% cuts in overall revenue going into next school year. For example, a 15% loss in combined state and local revenues would likely result in 9,342 teaching positions lost in the state of Indiana.
The Financial Implications team worked to reach out to administrators from rural, suburban, and urban school districts and invited them to share their insight and personal experiences with school finance and how they were preparing for the implications of COVID-19 for the next few school years.

We asked these experts to share information specific to their districts and community, as well as to speculate what they believed financial outcomes might be.

Their answers are presented on the following 11 pages, and their answers are colored-coded as such:

- **CHRIS KUHN**: MSD of Wabash County
- **PHIL DOWNS**: Southwest Allen County Schools
- **JUD WOLFE**: Plainfield Community School Corporation
- **BARRY GARDNER**: MSD of Wayne Township
- **LANCE RICHARDS**: North Harrison Community Schools
How will your school district handle budget deficits caused by COVID-19? What solutions or plans do you plan to put in place to handle our current budget scare?

| Urban | BARRY GARDNER: We know budget cuts are coming, if not this year, then next. Any cuts this year will be the result of enrollment, and right now, we do not have a picture of what that looks like. Right now we are freezing hiring except in high needs areas. We also paused some construction projects and are holding onto those dollars; for example, we scaled back a remodel that was planned and are waiting to see what happens to make decisions about how to spend that money. |
| Suburban | JUD WOLFE: At this time, we are planning for future reductions in Tuition Support revenue from the State. My feeling is that we will see a reduction in FY21 funding "after" the elections this fall. When the legislature meets in the spring of 2021 to pass a two year budget for FY22 and FY23, we will most likely see reduced State support to school districts. We will handle this by doing everything we can to reduce our expenditures in the Education Fund. |

PHIL DOWNS:
- Froze hiring classified open positions or creating positions
- Compensation model is fixed percentage wise, teachers make up 50% of education budget
- Rather than cut teachers, spread the loss our over everyone following same percentage of the budget
- Previously discussed and negotiated
- New contract year, could say no dice
- Admin raises are always a year behind the teachers, cuts come later
LANCE RICHARDS: Currently we are not experiencing financial difficulties. School’s financials are based on student counts in September and February. As a result, all of our current expenditures were already budgeted. We passed a resolution that paid all of our people for the balance of the school year as most districts did. The real challenge comes from the projected shortfall in the state’s revenue going forward. Schools are likely to be impacted in the next budget cycle. However, no one knows what that looks like. I won’t say that we are in a hiring freeze, but the ice is beginning to form. We did receive some CARES money that we are putting towards additional Chromebooks as we are looking at increasing our elearning capacities. If the state would give us a hold harmless on ADM it would go a long way in assuaging our fears. However, given their budget woes that is not likely.

CHRIS KUHN: Currently we have implemented the following items as we monitor the progression of potential budget deficits:

- Hiring freeze (unless we absolutely need it); wait for more accurate enrollment numbers in fall; maybe even have to wait until school starts for some positions
- Suspended Auto insurance for buses (Will auto insurance increase to make up for losses?)
- Reduction on utility usage (Renegotiated vendor contract for natural gas)
- Reduced trash pickup
- Reuse spring supplies for the fall
- Reduction on fuel costs (extended contracts until August 2021 at cheaper rates, less fuel usage)
- Going to one mechanic next school year
- Not replacing 4th grade teacher resignation for next year
- Not replacing 2nd grade teacher resignation for next year (unless PK numbers increase)
- Requested/Submitted Public Assistance application from FEMA in case we would need it (can use CARES money but not both)
- Look at re-negotiating some of our current vendor contracts
- Identify costs that may not be a necessity over the coming school year, such as slow project spending unless through a bond.
How does this COVID-19 situation relate to the 08-09 H1N1 spread and Great Recession situation in regards to the budget and decision making going forward?

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<tr>
<th>Region</th>
<th>Response</th>
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<tbody>
<tr>
<td>Urban</td>
<td>BG: The H1N1 crisis looked much different than this one. In 2008-09, the larger issue was the housing crisis rather than the H1N1 virus, therefore, school did not shut down or see budget cuts due to the virus, but rather from the housing market crash. We are most worried now that enrollment will negatively impact our budget.</td>
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<tr>
<td>Suburban</td>
<td>JW: Entirely different. In the 2009-10 year when the State cut schools by about 5%, much of our savings in the General Fund was in utilities. At that time, utilities were in the General Fund. Now utility costs are in the Operations Fund and not impacted by State Funding to the Education Fund. My concern with the Education Fund is that it is the &quot;instructional fund&quot; and most of the cost is people and their benefits. PD: It was nowhere near as impactful. Bought hand sanitizer and put signs on the door. Then moved on with school.</td>
</tr>
<tr>
<td>Rural</td>
<td>LR: No comparison or comparative financial relevance. I was an elementary school principal then. We did the vaccines and went on. We talked about it, but it was never an issue in general to our overall operation. CK: I was not in the position I am in now during that time. To my knowledge, the H1N1 situation did not have an effect on school budgets like Covid-19 will look to have. The recession that started in 08-09 was caused more by the banking crisis that led to the collapse of the mortgage industry which led to the market collapse, causing the economy to go into a recession. The current recession was caused due to a shutdown of the economy to help stop the spread of Covid-19. Both were and will be impactful to school budgets with some saying the current situation could be worse than what it was in 08-09. It took our corporation 4 years to start to even see an increase in revenue after the great recession and 10 years to get to the same amount of revenue that we had before the Great Recession.</td>
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### Are you currently planning on having to make cuts to certain programming this upcoming fall to save money?

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<th>Suburban</th>
<th>Rural</th>
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<tr>
<td>BG</td>
<td>We are not anticipating cutting any programming yet. We are fortunate to have a good cash balance in our district. We passed a referendum last year that we negotiated out of using revenues last year. Salaries that were on an increased ladder scale are no longer because schools can not afford it. This gives us flexibility to not make immediate cuts at this time.</td>
<td>Cuts are already happening.</td>
<td>Try to absorb positions. We are very lean already. We don’t have very many “extra” classes or positions. Kids have to be somewhere in an eight period day at the MS. They can’t be in two study halls.</td>
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<tr>
<td>JW</td>
<td></td>
<td>Waiting to get a sense of the revenue projections, people go first and the programs are attached to them. Allen county looks good on property taxes since people are paying. Will have bigger class sizes before cutting art music and PE. maybe low enrollment classes.</td>
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<tr>
<td>PD</td>
<td></td>
<td></td>
<td>At this time no. We will make adjustments to staffing based on class sizes, but we are not planning on eliminating any programs.</td>
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What processes do you use to make these difficult decisions about the budget during this time or at any time when you are going to spend money?

<p>| Urban | BG: Wayne township has 8 cabinet members under Dr. Butts. He has hired great leaders for these positions and they really help bring about his vision for the district. Our school board is very supportive and open-minded, especially about school finance and the things we can do with our money. We have had 4 members on the board for over 20 years, and one of those has been a member for 52 years. These members remember when schools used cash for almost everything and have learned about how school finance has changed over that time. The culture of the district is also unique and the cabinet and board keep that in mind when making decisions. |
| Suburban | JW: Depends on the fund. Typically you have to prioritize your expenditures depending on what the fund can be used for. PD: The business manager builds the budget, approved by Dr. Downs especially on the operations side. Then takes that to the board which is prescriptive by state law. Hearings which are public, then the board adopts it. |
| Rural | LR: The big challenge for me is whether or not to hire people. Can we get by without them for the next six months until I know what the state plans. As I said before, we are OK right now. However, there is a storm that is likely to happen. CK: We look at every expenses as a need versus a want and what will get us to our mission/vision statement. We do that every year when we create a budget, plan fees, add/decrease staff, renegotiate contracts or vendors, when unforeseen issues arise, in our future planning, etc. Education, conversation, and communication are important with stakeholders and those directly involved when difficult decisions are on the horizon or even when we are going to spend money. |</p>
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<tr>
<td>Urban</td>
<td>BG: We do not have a rainy day fund at this time, but we do have about 4 million dollars in the debt service fund. We plan to reimburse ourselves in the operations fund, then at the end of the year, we can't put it in the operations fund. We are ultimately paying to have more flexibility with our money, but this will be worth it given the circumstances.</td>
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<tr>
<td>Suburban</td>
<td>JW: Yes, about $2,000,000. Not sure if we will need to use this fund at this time. Way too early.</td>
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<td>PD: 1.7 million, we’ll dip in to cover more of the lunch cost. It is against the law to have a negative balance in a fund when the fiscal year starts, so use some to pay lunches since the deadline is before when the CARES Act will hit.</td>
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<tr>
<td>Rural</td>
<td>LR: We have $500,000 there at present. I hope not to have to dip into it. I need it for overall cash flow. We will if it comes to that.</td>
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<td></td>
<td>CK: Yes, we have a Rainy Day Fund. It currently has $490,039. We do not plan on dipping into this fund unless as a last resort. Using that fund will not fix the problems that you may be facing, but it will provide a corporation time to make the fixes that would need to be made. You must consider and realize that it is not a continued revenue source. It is one time money, that once it is used you won’t have it again for the next year.</td>
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<tr>
<td>Location</td>
<td>Funding Details</td>
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<tr>
<td>Urban</td>
<td>BG: $4.3 million - we don’t know what school is going to look like when we return, so we don’t yet know what this spending will look like. Someone said that the CARES Act money is like fool’s gold- great for now but it will run out fast. Since we will only receive this money one time, we will need to avoid using that to hire staff because we will need to pay those staff next year too but won’t have that money. We plan to complete the grant now and then amend it later based on the needs of our district. At this time, going fully one-to-one would cost us about $3 million up front, but then about 1 million per year after; we need sustainable funds to pay for the upkeep. We plan to offer virtual school to keep enrollment up and keep kids in Wayne. We also hope these virtual kids will be back in traditional classrooms soon, so we want to keep staffing up to be ready for them to return in the future. Only some of that money is going to PPE for staff and students.</td>
</tr>
<tr>
<td>Suburban</td>
<td>JW: Approximately $248,000. Chromebooks, charging cabinets, software, cleaning supplies, masks, thermometers, professional development. PD: 300k, recoup lunches from COVID</td>
</tr>
<tr>
<td>Rural</td>
<td>LR: We received 205,000. We are purchasing Chromebooks with most of it and purchasing some cleaning materials. CK: Our district will receive $177,223.81. We are currently waiting on what our re-entry plan will look like before we commit to anything specific. We initially thought that monies would be used for hotspots for students and/or buses, activities/staff to address gaps in learning, cleaning supplies and PPE, and additional services from our mental health partners.</td>
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<td>Region</td>
<td>Response</td>
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<tr>
<td>Urban</td>
<td>BG: No, we do not have local data at this time. Property tax deadlines were pushed back, so many were concerned this would delay dollars getting to the district. However, property taxes are stable at this time, with about 92% of property taxes paid. This is good news for our operations fund.</td>
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</table>
| Suburban | JW: COVID-19 has impacted both the local and state economy. On the local level, we will see less income taxes and excise taxes which will in turn negatively impact the Operations Fund. The loss of revenue at the State level will impact the amount of tuition support for the Education Fund. So, as we are managing our budget we will have to prioritize our use of dollars in each fund depending on the primary source of revenue.  

PD:  
- Schools need to open up, manufacturing is major job there.  
  People need to go to work.  
- Amish and Burmese populations spikes in COVID cases |
| Rural | LR: At this point in time, nothing big. We know we are impacted as is the rest of the state. The question will be how many have lost jobs as we reopen. The delay in local taxes could impact our Operations fund. However we have not received that first draw so we/I have no idea what that will entail. At some point, everyone will have to pay their property taxes, so that may just delay our receiving them.  

CK: Not to my knowledge. We have our local economic development group in Wabash County called Grow Wabash County. They would typically do research like that but nothing has been released at this time. |
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<th></th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>BG:</td>
<td>Financially privileged communities don’t have different needs than financial underprivileged communities; they have a need for more resources. Poverty and home stability impact how much kids in our community need- stress, mental health, food stability, and support at home are so hard to measure. Recently the state took some of this type of funding and put it in the basic fund instead.</td>
<td>JW: Indiana is ahead of the game on complexity and fair funding, scores highly in equity. Aligns better now than a few years ago. The problem is how they determine complexity. Poverty rates are the same but the type of poverty is not the same and this needs to be addressed. Carmel and Zionsville have the lowest ADM’s Rentals have higher property taxes, so think about residential suburban vs urban. Finland, about the size of Indiana, centrally run, very school pretty much runs the same, the most equitable system in the world. Indiana could do that! Confidence Interval over long time is just not possible.</td>
<td>LR: In short “No.” I called it “Reverse Robin Hood.” They took from the poor and redistributed to the rich and attempted to tell us how lucky we are. I had a Hamilton County representative tell one of our groups that he really could not define poverty or measure it. How quaint. This just helped the doughnut schools around Indy.</td>
</tr>
<tr>
<td>PD:</td>
<td>The urgency families are told their kids can’t fall behind. Those families have to send their kids to what are perceived as good schools!</td>
<td></td>
<td>CK: Fair is not always equal, and equal is not always fair. I do believe that there should be a difference in distribution between school corps that serve communities with socio-economic differences. I would just like the collection of information that is used to determine complexity to be more accurate and up to date with the current reality.</td>
</tr>
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Which major fund are you most worried about for your school corporation? Education or Operations fund?

<table>
<thead>
<tr>
<th>Urban</th>
<th>BG: We are most concerned about the education budget due to uncertainty about enrollment.</th>
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<tbody>
<tr>
<td>Suburban</td>
<td>JW: Education Fund because the primary source of revenue is the State of Indiana. The COVID issue has resulted in less income taxes and sales taxes coming into the State. And, schools are about 50% of the State budget. PD: Education because people are paying their taxes!</td>
</tr>
<tr>
<td>Rural</td>
<td>LR: Education is almost 100% state funded. I am concerned about the state’s ability to fund all schools going forward. Operations is largely property tax-driven. In the end, most will pay their property taxes. Having said that, there are some excise and property tax replacement credits that could impact Operations. So, thanks, now I will worry about that too! CK: With the changes in 2019 on fund structures, both of those funds have become dependent on the strength of each other. I still believe that the Education fund should be the strongest link in the chain, so that fund always has me the most worried. It is the fund that builds your instructional workforce and programming.</td>
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What are your top 3 concerns in regards to school funding going into next school year?

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<th>Urban</th>
<th>BG:</th>
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<tr>
<td></td>
<td>1. Although it has been said that virtual kids will receive 100% funding, we are worried this won’t remain the same, or will be frozen at best.</td>
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<td>2. Enrollment, no one has any idea who is coming to school</td>
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<td>3. We are worried about the moral of staff considering cuts or freezes, especially in salary. We are in the business of people and know any changes will impact the culture and the unique relationships in Wayne. We are really trying to be proactive to help our people by making changes to insurance, reinventing a health and wellness program for our staff, including hiring a wellness and nutrition coaches.</td>
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<table>
<thead>
<tr>
<th>Suburban</th>
<th>JW:</th>
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<tbody>
<tr>
<td></td>
<td>1. September '20 ADM,</td>
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<td></td>
<td>2. tuition support from the State for FY21</td>
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<td></td>
<td>3. the 2-year budget that the State will adopt in the spring of 2021.</td>
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<thead>
<tr>
<th>PD:</th>
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<tbody>
<tr>
<td></td>
<td>1. Teachers saying forget the shared loss, cut teachers, increase class sizes!?</td>
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<td>2. Public perception of the amount of cleaning and where does this money come from?</td>
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<td>3. Parents deciding to keep their kids home and it impacting the funding, state might look for ways to get money back out of us. 80% for at home kids possibly?</td>
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<thead>
<tr>
<th>Rural</th>
<th>LR: State revenues, state revenues, state revenues is the simple answer. I don’t want to RIF or lay off personnel. I don’t want to lose kids that might go elsewhere for better Virtual School options. Every kid is basically $6000 for us so if we were to lose 10 kids we lose a teaching salary. We are small, rural district. Our total education fund is 15 million. If we were to lose 50 kids we would have to look at reducing staff. Over 90% of our money is in people. You can cut all the toilet paper out of the budget you want. If you are having to cut serious money, it will involve people.</th>
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<tr>
<td></td>
<td>CK:</td>
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<tr>
<td></td>
<td>1. State reductions: What will our revenues look like? (Student losses, ADM or State Reductions, Tax collection implications)</td>
</tr>
<tr>
<td></td>
<td>2. How will we adjust our expenses?</td>
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<td>3. Implications of RIFing staff</td>
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CARES Act Money

The Senate passed a 2 trillion dollar CARES Act (CARES Act Works, 2020) bill that is intended to help spread relief across the American economy. K-12 education throughout the United States will receive roughly 13 billion dollars to be spread between each state. Indiana received 214 million dollars to use towards K-12 education. 191 million dollars of the money was distributed to Indiana Schools via title 1 formula. Schools with a greater population of title one students are getting more money. Local corporations will make the decision on how to use this money via the CARES Act guidelines. According to John Keller of the IDOE, Dr. McCormick wants to reserve 10% of the 214 million dollars to help with state education technology issues.

The remaining 61 million dollars is available for public schools, charter schools, accredited non-public schools, and higher education institutions to apply for to help with needs connected to remote learning. This competitive grant is called the GEER (Governor’s Emergency Education Relief) Fund. The Financial Team asked Dr. Katie Jenner, Senior Education Advisor to Governor Eric J. Holcomb, about the decision process behind what applications are approved for extra CARES Act funds compared to those who will not be approved for extra CARES Act dollars. Part of the selection process for these grants includes attention to an equity index which calculates need for funding based on a multi-varied analysis of the student community. Though, primarily, Indiana is looking to serve students throughout the state by encouraging schools to develop and submit creative solutions which would serve the needs that left districts and students exposed as a result of this pandemic. “Competitive grants drive innovation” suggested Dr. Jenner. “It’s not the state telling districts that they need certain devices - rather it’s [schools] in your local area asking ‘how can we solve for this.’” As a result, some of the solutions districts have developed to appeal for these extra dollars have been “pretty incredible if we can get them to launch,” according to Dr. Jenner.
Cares Act Money

According to Austin Reid (2020) of the National Conference of State Legislatures, CARES Act Funds to local districts can be used for coronavirus-response activities, such as planning for and coordinating during long-term school closures, purchasing educational technology to support online learning for all students, and additional activities authorized by federal elementary and secondary education laws.

Dennis Costerison, Executive Director of the Indiana Association of School Business Officials, stated when we interviewed him that schools can use their CARES Act dollars to purchase anything related to COVID-19 that school would need. Such things could include, for example, items for sanitation, items for preventing COVID-19 spread, anything related to supporting E-learning, technology to help with connectivity, and food supplies.

Barry Gardner, Chief Financial Officer MSD Wayne Township, was cautioned that other schools should be careful using their CARES Act money due to it being a one time relief check: “We received 4.3 million dollars. We don’t know what school is going to look like when we return, so we don’t yet know what this spending will look like. I have heard CARES Act money described as fool’s gold. It is great for now but it will run out fast. Since we will only receive this money one time, we will need to avoid using that to hire staff because we will need to pay those staff next year too but won’t have that money. We plan to complete the grant now and then amend it later based on the needs of our district.”

Based on this, the Financial Implications team believes that schools will need to consider what they need in regards to returning to school this fall and use the CARES Act money to fulfill those needs. School districts need to do this with the thought that when their CARES Act funding runs out, the school will then have to dip into their own funds to continue to pay for the items they need that are COVID-19 related.
Possible Solutions and Actionable Steps to Support School Funding during COVID-19*

By School Districts

- Utilize CARES Act dollars strategically.
- Apply for the GEER Grant to receive extra CARES Act dollars.
- Apply for FEMA grants.
- Offer an “at home learning” option to keep students enrolled in their schools.
- Invest extra dollars now while the market is low for return later.
- Pay for essential items through lease-to-own options at historically low interest rates.
- Use rainy day funds where available.
- Do not fill vacant positions where possible within the district, such as instructional assistants and assistant administrators.
- Lower or temporarily freeze raises for 20-21 SY where the contracts allow.
- Seek more funding through property tax referendums.
- Seek discounts or payment plans with vendors such as water, gas, electric, trash, and internet.

By Lawmakers

- Distribute money from 19-20 SY standardized testing to school districts.
- Cancel standardized testing for grades 3-5 for 20-21 and 21-22 school year and distribute those dollars to school districts.
- Look at adjusting or permitting taxation of new products in Indiana and use a percentage of excise tax for school funding.
- Re-organize school voucher system to allocate dollars more effectively.
- Increase state funding for education, especially to account for the current gap due to inflation.
## Financial Implications

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Dr. JT Coopman</td>
<td>Executive Director</td>
<td>Indiana Association of Public School Superintendents (IAPSS)</td>
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<tr>
<td>Dr. Lance Richards</td>
<td>Superintendent</td>
<td>North Harrison Schools</td>
</tr>
<tr>
<td>Mr. Barry Gardner</td>
<td>Chief Financial Officer</td>
<td>MSD of Wayne Township</td>
</tr>
<tr>
<td>Mr. Dennis L. Costerison</td>
<td>Executive Director</td>
<td>Indiana Association of School Business Officials (IASBO)</td>
</tr>
<tr>
<td>Dr. Phil Downs</td>
<td>Superintendent</td>
<td>Southwest Allen County Schools</td>
</tr>
<tr>
<td>Dr. Chris Kuhn</td>
<td>Assistant Superintendent of Finance and Operations</td>
<td>MSD of Wabash County</td>
</tr>
<tr>
<td>Mr. Jud Wolfe</td>
<td>Assistant Superintendent of Finance and Operations</td>
<td>Plainfield Community School Corporation</td>
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Community Eligibility Provision (CEP) | IDOE. (2020). Retrieved from https://www.doe.in.gov/nutrition/community-eligibility-provision-cep


Digest of Public School Finance in Indiana- Link


Financial Implications


WTHR.com Staff. (2020, June 22). $61 Million relief fund for remote learning available to Indiana Schools. Retrieved from Link

Researched, organized, and compiled by:

Ryan Ringenberg
Andrew Smeathers
Overview of Domestic and International Impacts on Education due to COVID-19

According to data from the UNESCO Institute for Statistics (UNESCO: Education, 2020), over 1.7 billion students in 194 countries have been affected by nation-wide closures of schools due to COVID-19. “Never before have we witnessed educational disruption on such a scale,” said UNESCO Director, General Audrey Azoulay (UNESCO Rallies, 2020). As nations around the globe have begun to reopen their schools amidst the current pandemic, school leaders in the United States have the opportunity to study and observe mitigation protocols and procedures that are already in place. Nations such as Taiwan, Sweden, Denmark, China, Norway, and Singapore have implemented measures to bring their students safely back to schools, and while cultural differences need to be considered, there is much that can be learned from these schools. Observing the global response provides a realistic glimpse of what a school day will look like during this pandemic and can help school leaders assess the most effective and equitable methods.

Over the course of this pandemic, equity has become an increasingly universal concern as nations around the world pursue effective methods to educate all of their youth amidst the challenges. One of the United Nations’ Sustainable Development Goals is Quality Education, and the pandemic has become a new barrier to that goal. The UN has stated, “To protect the well-being of children and ensure they have access to continued learning, UNESCO in March 2020 launched the COVID-19...
Global Education Coalition, a multi-sector partnership between the UN family, civil society organizations, media and IT partners to design and deploy innovative solutions. Together they help countries tackle content and connectivity gaps, and facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption...UNICEF also scaled up its work in 145 low- and middle-income countries to support governments and education partners in developing plans for a rapid, system-wide response including alternative learning programmes and mental health support” (United Nations, n.d.).

In addition to an international outlook, it can also be valuable for school leaders in Indiana to analyze the guidelines that other state leaders are putting into place as a means to triangulate best practices. Analyzing perspectives outside of the state and the country will help provide a more well-rounded approach to bringing students safely back into the classrooms.

This section will present information from primary and secondary source documents that highlight selected COVID-19 guidelines based on the Indiana Department of Education’s IN-CLASS (2020) document sections covering operations and health protocols, social distancing practices, extra-curricular/co-curricular re-entry considerations, special education, student transportation considerations, and mitigation recommendations being implemented around the world on 6 continents.
1,725,082,528 Total Students Impacted
As of 25/05/2020


“Never before have we witnessed educational disruption on such a scale.”
- UNESCO Director, General Audrey Azoulay (UNESCO Rallies, 2020)
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While school operations can include a multitude of areas, this part of the Blueprint will focus on practical logistics that are already being implemented in various nations around the globe to create a safe environment for students and staff during the COVID-19 pandemic. More detailed local guidelines can also be found in the Operations and Management section of this Blueprint.

“We are working together to find a way to make sure that children everywhere can continue their education, with special care to the most vulnerable and disadvantaged communities,” said Tedros Adhanom Ghebreyesus, Director-General of the World Health Organization (UNESCO Rallies, 2020).

“The private sector, including, Microsoft, GSMA, Weidong, Google, Facebook, Zoom, KPMG and Coursera have also joined the UNESCO COVID-19 Global Education Coalition, contributing resources and their expertise around technology, notably connectivity, and capacity strengthening...Philanthropic and non-profit organizations, including Khan Academy, Dubai Cares, Profuturo and Sesame Street are also part of the Coalition, mobilizing their resources and services to support schools, teachers, parents and learners during this time of unparalleled educational disruption” (UNESCO Rallies, 2020).

Even media outlets such as the BBC World Service have joined the Coalition to produce and share advice, stories, and media education materials to help isolated young people understand how the Coronavirus may affect them (UNESCO Rallies, 2020).

“With its emphasis on equity and gender equality, the Global Education Coalition will respond to countries’ specific needs, as envisaged during the meetings of Education Ministers convened by UNESCO. It will endeavor to match needs with free and secure solutions, bringing partners together to address connectivity and content challenges among others. It will provide digital tools and learning management solutions to upload national digitized
educational resources, and curate resources for distance learning and strengthen technical expertise using a mix of technology and community approaches, depending on local contexts. In all interventions, special attention will be placed on ensuring data security and protecting the privacy of learners and teachers” (UNESCO Rallies, 2020).

There are a number of differences in guidelines, such as the distribution and use of facemasks in some countries, as others do not require facemasks. Some nations such as Sweden provide a wide amount of decision-making by local principals, while others enforce nation-wide mandates such as Singapore. The idea behind sharing these guidelines is to provide school leaders in Indiana a glimpse of some mitigation and operational protocols already in practice that might be used in our schools.

“In Shanghai, students and staff alike were required to enter the school building via a thermal scanner when school reopened last week after three months of lockdown. The walls are papered with posters on measures to tackle the coronavirus and in the spotlessly clean school canteen, glass walls divide the tables, so only two students can eat together... It may be more like going to a hospital than a school, but the Shanghai students returning to class after three months of lockdown are thrilled to be there” (Reuters, 2020).

“It may be more like going to a hospital than a school, but the Shanghai students returning to class after three months of lockdown are thrilled to be there.” (Reuters, 2020)
Schools around the world have instituted health protocols that attempt to mitigate the spread of the coronavirus. These protocols include careful cleaning of hard surfaces, placement of hand sanitizer around the building, removal of drinking fountains, use of face masks, and health screening. Some of the following protocols overlap with information in the Operations and Management section of the Blueprint.

Photo 1: Students wearing face masks are seen inside a classroom during a government-organised media tour at a high school as more students returned to campus following the coronavirus disease (COVID-19) outbreak, in Shanghai, China on May 7, 2020 (Reuters, 2020).
Guidance from Other Countries Specific to Operations and Health Protocols

**Australia** (Will, 2020)

- Staggered arrival and departure times, as well as recess and lunch, to prevent crowds of people in one area.
- Custodians doing extra cleaning of high-touch surfaces during the day, and enhanced cleaning at night. Playground equipment can only be used if it can be cleaned after each use, and water fountains are only to be used for filling up water bottles.

**Denmark** (Will, 2020)

- Like the UK, the Danish government has not recommended wearing masks. They also do not check students’ temperature before they enter the school building. “Instead, parents are told to keep their children home if they display any symptoms of COVID-19.”
- Hand-sanitizing stations are at every entrance and exit. Water fountains have been shut down, and instead there are stations where students can fill their water bottles.

**Singapore** (Ministry of Education: Singapore, 2020)

- Daily temperature-taking and visual screening will be implemented for all students and staff.
- Students and staff will be required to wear masks; however, face shields can be used instead for students under the age of 12 or for those with health issues.
- Singapore’s Ministry of Education has declared that there “is currently no evidence that spraying disinfectant on a fully clothed individual would ‘disinfect’ the individual. In addition, as the virus is carried within the airways of the infected person, spraying disinfectant onto the skin cannot eradicate it. The disinfectant may also cause skin irritation or other complications such as eczema.”
- “Schools can also leverage technology to carry out Home-Based Learning. Teachers may assign students lessons from the Singapore Student Learning Space (SLS). Teachers will be able to monitor the students' learning progress and submission of assignments through SLS...”
- Reducing class sizes and having separate morning and afternoon sessions is too disruptive because students would have different teachers and less time with the subject teachers due to reduced periods to fit two sessions.
South Africa (Department of Basic Education: Republic of South Africa, 2020)

- South Africa has created a website with a plethora of information and courses for individuals to learn from.
  - A guide for teachers to help them learn about the COVID-19 virus, as well as how to implement teaching strategies while teaching at school during a voluntary lockdown or virtual learning. The COVID-19 Guide for Teachers also includes information on supporting students' parents and self-care.
  - There is a similar guide for students about learning during the pandemic called COVID-19 Guide for Learners.
  - The primary website also provides parents with tips on how to help their students be successful and improve learning outcomes from home.

Sweden (Skolverket, 2020)

- Depending on the need, principals can decide to
  - increase the hours of the school day if necessary;
  - increase or decrease the total number of school days per academic year;
  - hold a school day on Saturdays, Sundays, and holidays;
  - have education be conducted remotely;
  - change the teaching time distribution of different subjects;
  - determine a student's grade if the teacher who would have otherwise have decided is absent due to COVID-19;
  - change the date for the end of the school year for different grades if certain tasks need to be prioritized for certain grades;
  - distribute the teaching time in a different way;
  - outsource the teaching.
- Encouraging teachers to conduct class outdoors whenever possible.
Taiwan (Will, 2020)

- Taipei American School requires mandatory temperature checks for everyone upon entering the school building or boarding school buses. This equals more than 3,000 temperature readings a day. The school purchased about 80 “thermometer guns,” and asked staff to volunteer to man the stations. (Hourly workers are paid extra.)

- Students with a fever of more than 37.4 degrees Celsius (99.3 fahrenheit) are pulled into a screening room where a school nurse validates the temperature and, if necessary, sends the child home. In 57 days of temperature screenings, only 10 students recorded a fever.

- Alcohol-based hand-sanitizing stations have been placed throughout the campus, and people are required to use them before entering the school building. This has been a large cost.

- During the day, custodians use an alcohol-based solution to regularly wipe down high-touch surfaces like doorknobs.

- The Taiwanese government provides all adults nine masks every two weeks, and all children 10 masks every two weeks. Taipei American Schools gives staff members an additional five masks every two weeks so they can have a new mask every day.

Thailand

- To reach all learners nationwide, one approach being taken in Thailand is to televise newly recorded lessons and existing lessons on a Digital Learning TV station, particularly to reach underprivileged students (UNESCO Bangkok, 2020).

- Hands-free door openers (foot panel plates) for all applicable pull/push and sliding doors and additional door openers and self-closing mechanisms (Harrow International School, 2020).

- Increase access to sinks and hand sanitizer, including outside of building and in classrooms (Harrow International School, 2020).

- Students in P.E. Class will not have to wear masks during strenuous activities. Will have to put the masks back on after the P.E. Class. Teachers will not wear masks during the class either (Ministry of Education: Singapore, 2020).

- Disinfectant shoe mats at key entry points (Harrow International School, 2020).

- Use of a four level cleaning system. Click HERE to access a copy of the plan (Harrow International School, 2020).
Guidance from Other Countries Specific to Operations and Health Protocols (Cont.)

**United Kingdom** (UK Department of Education, 2020)
- Wearing a face covering or face mask in schools or other education settings is not recommended in the UK.

**United States** (New York State Education Department, 2020)
- The state of New York is suggesting that schools use coronavirus cleaning supplies from this list because they are deemed effective. Click [HERE](#) to access the list.

**Uruguay** (Ministry of Education and Culture: Uruguay, 2020)
- Each student's stay in the center cannot exceed 4 hours a day; therefore, each center must redistribute and/or prioritize the participation of each student.
- Each student must be allowed to attend at least two days per week, minimum.

**UNESCO Global Education Coalition** (UNESCO Rallies, 2020)
- Help countries in mobilizing resources and implementing innovative and context-appropriate solutions to provide education remotely, leveraging hi-tech, low-tech and no-tech approaches.
- Seek equitable solutions and universal access.
- Ensure coordinated responses and avoid overlapping efforts.
- Facilitate the return of students to school when they reopen to avoid an upsurge in dropout rates.
Many nations that have already reopened their school buildings have implemented social distancing practices that limit the number of students in a single classroom and limit the movement of students throughout the building. The rotation of teachers from classroom to classroom instead of students is a method used to restrict the movement of students. Arrival and departure times have also been staggered to limit the number of students in contact with one another.

This section has been broken down into three areas of social distancing in schools around the globe: classroom and hallways, arrival and departure, and lunch.

**In Classrooms and Hallways**

- Lower grades class sizes reduced to 10 or 11 with primary teacher rotating between two “classes” ([Denmark](#)) (Learning Policy Institute, 2020).
- Upper grades students stay in “home room” and teachers rotate them; Biology and Chemistry are the exceptions ([Denmark](#)) (Learning Policy Institute, 2020).
- Students will stay in their “enclave”, or bubbles, all day. The single-subject teachers create lessons that either the homeroom teacher will lead or that can be played on the Smartboard. Instead of collaborative seating at tables, students sit at their own desks, which were initially spaced six feet apart. They each have their own classroom supplies, and there is no sharing allowed ([Denmark](#)).
- Students also eat individually packaged lunches in their classrooms, to avoid gathering in the cafeteria. ([Denmark](#))
- 15 students max class size elementary and 20 max middle school ([Norway](#)) (Learning Policy Institute, 2020).
No max class size; teachers rotate to different rooms (Thailand) (Learning Policy Institute, 2020).

Mandatory use of masks (Thailand) (Learning Policy Institute, 2020).

Masks may be taken off during class (Austria) (Learning Policy Institute, 2020).

K-2 use of stable clusters for students to sit with others and interact (Singapore) (Learning Policy Institute, 2020).

Segregation barriers to support one-way systems within buildings and walkways (Thailand) (Harrow International School, 2020).

The first three grades of elementary school and the last two grades of high school were allowed back, redistributed in classes capped at 15 pupils (Israel) (Reuters, 2020).

Classrooms were half full to reduce crowding and desks spaced two metres (6.5 feet) apart. (Switzerland) (Reuters, 2020).

Ensure that only a quarter of pupils in year 10 and year 12 are in school at any one time (UK Department of Education, 2020).

Teachers are to escort their students into and out of the building (Uruguay) (Ministry of Education and Culture: Uruguay, 2020).

### Arrival/Departure

Children at Geneva’s La Tour School had parents dropping students off at a distance. (Switzerland) (Reuters, 2020).

Student arrive to school based on their grade level, follow appropriate social distancing as they enter (Denmark) (Learning Policy Institute, 2020).
Social Distancing (Cont.)

- Required use of masks and must wash hands when entering the school (China, Austria, Thailand) (Learning Policy Institute, 2020).
- Thermal imaging cameras at entry points (Thailand) (Harrow International School, 2020).
- Staggered start times for students to support social distancing (Thailand) (Harrow International School, 2020).
- The entry and exit times must be staggered by group to avoid crowds in access. Each student must enter according with the established schedule. There must be an educator to observe if students are covering their mouths correctly and disinfection their hands (Uruguay) (Ministry of Education and Culture: Uruguay, 2020).
- There must be a minimum of twenty minutes between the arrival of the groups of students (Uruguay) (Ministry of Education and Culture: Uruguay, 2020).

- **Lunch**
  - Eat lunch in your homerooms and have the food delivered to the students (Learning Policy Institute, 2020).
  - Use of dividers to reduce germ transmission/individualized seating (China, Thailand) (Learning Policy Institute, 2020).
  - Split lunch time if use of cafeteria is required, should use assigned seating that is partitioned/spaced out (China, Norway) (Learning Policy Institute, 2020).
  - Norway discourages use of the cafeteria but suggests that, when used, only one homeroom group enter at a time (Norway) (Learning Policy Institute, 2020).
The two main areas of consideration for extra-curricular and co-curricular activities focused on the reintroduction of sports and athletics within the school and the opportunity for students to participate in clubs or attend additional learning opportunities outside of the normal actions within a classroom.

The United States has a robust system of sports and athletics at all grade levels and is fairly unique when compared to other countries. Most European, Oceanic and Asian public schools do not have school sponsored sports and primarily rely on their local sports teams and regulatory bodies to provide sporting opportunities to their youth. Guidance on sports returning to schools was difficult to find and was often lumped into information on physical education courses in schools. The guidance on P.E. can be summarized as implementing social distancing while participating in non-contact exercise without sharing of equipment.

In regards to co-curricular activities, with the focus for schools reopening on educational content, most schools are suspending field trips and other additional activities that are not pertinent to learning for the foreseeable future.

**Alberta Canada** (Alberta Education, Government of Alberta, 2020)
- Continuing to explore options with the Alberta School Athletics Association to identify when and how they could start playing school sanctioned sports.

**France** (Ministry of Education: France, 2020)
- Limit practice to only low intensity physical activities if maintaining physical distancing is not possible
- Prohibit ball/contact games.

**Sweden** (Interview with Ms. Angelica Granqvist)
- Prohibit the use of sports equipment that can be handled by all.
- Students should wear practice gear to practice in order to close locker rooms.

**Uruguay** (Ministry of Education and Culture: Uruguay, 2020)
- Students are able to practice their sports at their schools with no outside competition.
- No physical contact during sport or other activities.
In comparison to the other countries that have been studied, the United States continues to maintain higher expectations and legal obligations for students with special needs. It appears as if other countries offer more flexibility in terms of providing services for their students but have also been more accommodating compared to schools in the United States.

Whereas, it is expected, in the United States, that students with disabilities will continue to receive their educational and non-educational supports following their legal educational documents, IEPs/ILPs/504s, regardless of the setting in which the learning takes place. And as such, students who do not receive their full minutes of services during the 19-20 school year may demand to receive compensatory services during the 20-21 school year, unless otherwise agreed upon in a case conference (Reddick 2020)

Many, if not all, schools in USA opted to completely shut down their schools which is proven to be more detrimental to students in special education settings than those in general education settings. Other countries, including the UK, opted to allow students with disabilities to continue to attend school in-person while their lockdown was still in effect so that they could better serve those at-risk students.

While many other countries have similar governance for their students with disabilities it appears that they are more flexible in the servicing of their students when compared to the expectations defined by the IDOE and USDOE. Other countries have taken unique approaches to serving their students who have higher needs and those are listed below. While examining their approaches, please remember that these options may not be appropriate when considering the legal implications and the special education laws of Indiana or the United States, in general.
Guidance from Other Countries Specific to Special Education

**Canada - Alberta** (Alberta Education, Government of Alberta, 2020)

- If at-home learning continues into the new school year, teachers and other staff, including speech language pathologists, physiotherapists, occupational therapists, mental health workers, family school liaison workers, teacher of the deaf/hard of hearing or blind/visually impaired, “will provide specialized supports and services to children and students, including those with disabilities in consultation with families in order to support learning outcomes at home, while avoiding direct contact to protect children, students and staff health.

- “Teachers will be responsible to ensure that individual support plans/individual program plans (ISPs/IPPs) are implemented, monitored and evaluated for children and students who may be in need of specialized supports and services, as per the Standards for Special Education.”

- “Teachers will consult with parents through their chosen communication methods, such as email, phone and/or other digital modes, to develop ISP/IPPs for the 2020-21 school year.”

**Canada - British Columbia** (Ministry of Education: British Columbia, 2020)

- “School authorities have the flexibility to identify educational assistants that are needed to support an educational program for a particular child or student, and to decide if a particular educational assistant is needed to deliver a particular education program, while the student is learning at home.”

- While density restrictions were in place there were three sets of students who were eligible to continue to receive in-person instruction on an optional basis: children of essential service workers, students with disabilities/diverse abilities, and students who require additional supports.
France (Ministry of Education: France, 2020)

- Schooling of pupils with disabilities in the classroom is based on the choice of families, however, instruction remains compulsory.
- Outside supports, such as social services, support teams, rehabilitators, under agreement with the school, should support students and their families in the school setting to minimize or limit the number of times students must travel outside of their home.
- Take time to redevelop and enforce routines and rituals that were lost or changed during the time spent on virtual learning. Take time to allow students to express emotions and fears. Also, expect students to have attention difficulties and increased impulsivity and anxiety.

Ireland (Department of Education and Skills: Ireland, 2020)

- Understand and communicate to teachers and parents that there is an increased likelihood of students who have a disability, especially children with autism or other complex disabilities, may show signs of regression in multiple areas related to and not related to school.

Sweden (as shared by Ms. Granqvist in personal interview)

- K-9 grade was never shut down so ran as normal.
- 10-12 grade students received virtual instruction for the remainder of the school year.
- SPED teachers were encouraged to call students and parents and co-teacher online classes with the classroom teachers.
- Students could apply with the principal to come onto campus to receive help from their SPED teacher. If the principal approved, they were able to work one on one with social distancing in place to receive help on their work.
- Classes were synchronous with the normal schedule even though they were being taught virtually.
Singapore (Ministry of Education: Singapore, 2020)

- Students with disabilities who struggle to wear face masks or protective screens will not be forced to wear the protective equipment. Parents are encouraged to obtain a doctors note for verification of their need to not wear PPE.

- Students who attend Special Education schools will return to in-person learning earlier than general education students.

- Students who receive other SPED services outside of the scope of educational support will be able to meet those health workers in a 1 on 1 environment by appointment only. Group therapy sessions are not allowed at this time.

United Kingdom (UK Department of Education, 2020)

- While their schools were closed, the government had expectations for, “Vulnerable children of all year groups continue to be expected and encouraged to attend education provisions, unless they are self-isolating or there are other reasons for absence.”

- For parents who did not want to send their students, social workers and education providers would communicate with parents to explain the steps to keep their child safe and continue to learn.

- Students with health risks were expected to attend following a risk assessment and if the assessment came back stating, “Their needs can be as safely or more safely met in the educational environment.”

- Schools remained closed for in-person classes for general education students who were shifted to online learning.
In the United States more than 16 million public school students ride a school bus to and/or from school. Upwards of 480,000 school buses are utilized to undertake this necessary support to ensure the education of all citizens (Guidance for Social Distancing on School Buses, 2020). The limited resources and the cost associated with school buses and other modes of transportation makes it very difficult to comply with the social distancing standards of spacing a minimum of six feet apart (CDC: Social Distancing, 2020). This is taken into consideration with the Indiana Department of Education’s guidance on reopening schools that focused on school bus practices. The IDOE (Indiana Department of Education, 2020) states, “These precautions are not required by law and while not feasible for some, should be considered.”

Guidance and recommendations from other states, countries and organizations is limited on how to move students on buses while taking into consideration social distancing guidelines. It is clear that unless you are able to increase drives and buses, proper social distancing will be all but impossible to achieve. Instead, it is clear through the research that when possible, students should take alternative transportation to arrive at school safely. Consider encouraging walking or riding a bike to school or the use of personal transportation.

The guidance below is from sources outside of the United States. If you are interested in learning more on how other states are handling student transportation in the United States the School Transportation News has compiled a list of states that have provided specific guidelines on the use of transportation on their website at: http://stnonline.com/safety-resources/#state-guidance
HOW WE GO BACK TO SCHOOL

Guidance for Social Distancing on School Buses

SAFETY MEASURES
- Provide hand sanitizer when entering the bus and during the ride
- Install Plexiglass barrier around driver’s seat
- Disinfect all interior surfaces between routes
- Open windows and use fan to circulate fresh air
- Assign attendant to enforce social distancing during ride

SEATING
- With masks, one student per seat, alternating left and right positions
- Without masks, one student seated every other row, alternating sides
- Siblings may sit together to increase capacity
- Mark seats with tape to show students where to sit

CONTACT TRACING
- Keep passenger logs to enable contact tracing if someone tests positive for COVID-19
- Assign a single driver to the same bus and same routes to minimize groups of people mingling.

16 million public school students ride a school bus, which puts about 480,000 buses on the road every day.

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Image and icons: Getty

EducationWeek

Figure 2: Guidance for Social Distancing on School Buses (2020).
Guidance from Other Countries Specific to Transportation

**Australia - Victoria** (Victoria State Government: Australia, 2020)

- “The seats behind the driver must remain vacant and sectioned as ‘do not use.’”
- “Schools are to work with bus operators to coordinate arrangements for waiting or queueing outside school grounds if needed.”
- “Sit next to their siblings if possible.”
- “If a driver and supervisor are both onboard, supervisors should be seated away from the driver (potentially at the rear of the bus) to support distancing whilst maintaining care for student travellers.”
- Students who are no longer taking the bus
  - Public Transport - may receive a refund for their pass if they are no longer using public transportation to go to and from school.
  - School Transport - If a school utilizes bus program fares or fees, families should work with the school to obtain a refund or retain the fare for future travel costs associated with the school.

**Canada - British Columbia** (Ministry of Education: British Columbia)

- “Students from the same household can share seats if space is limited.”
- “Encouraging private vehicle use where possible to decrease transportation density”

**Denmark** (Learning Policy Institute, 2020)

- Students should arrive at school based on their grade level, following appropriate social distancing as they enter the school building.

**France** (Ministry of Education: France, 2020)

- Favor a staggered arrival, by area of the building (i.e. floor, wing, etc.).

**Ireland** (Department of Education and Skills: Ireland, 2020)

- “Promote alternative means for children to get to school in a safe way, including walking and cycling”
- Rural areas will struggle to encourage alternative modes of transportation and should plan to operate under constraints due to increased costs of transporting students while maintaining social distancing standards.

**Canada - Alberta** (Alberta Education, Government of Alberta, 2020)

- “Students from the same family should sit together” while riding buses.
Guidance from Other Countries Specific to Transportation (Cont.)

Sweden
- As shared by Ms. Granqvist, students are encouraged to use alternative modes of transportation at the high school level other than public transportation.

Singapore (Ministry of Education: Singapore, 2020)
- Students will sit in alternating patterns on the bus.
- Students will “refrain from talking” while on the bus and are required to wear face masks.

United Kingdom (UK Department of Education, 2020)
- “Parents, children and young people are encouraged to walk or cycle where possible and avoid public transport at peak times.”

USA - Arizona (Arizona Department of Education, 2020)
- Posting clear and visible signage on buses that communicate symptoms students should not have if traveling on a school bus.

Education Week (Guidance for Social Distancing on School Buses, 2020)
- “Provide hand sanitizer when entering the bus and during the ride.”
- “Open windows and use fan to circulate fresh air.”

- If students wear masks - seat students one per seat, alternating left and right positions.
- If students do not wear masks - one student seated every other row, alternating sides.
- Siblings sit together to increase capacity.
- “Mark seats with tape to show students where to sit.”
- “Keep passenger logs to enable contact tracing if someone tests positive for COVID-19.”
As referenced by the IDOE’s IN-CLASS document (Indiana Department of Education, 2020), local school districts are to follow CDC guidelines as well as work with their local health department to ensure a safe environment for the return to school (Indiana Department of Education, 2020). Schools will need to continue to communicate with the local health department if/when new cases of COVID-19 arise in their communities. This guidance is common practice outside of the United States as the cooperation between Departments and Ministries of Education in other countries continue to rely on the support from their national health departments and other organizations such as the World Health Organization and the European Centre for Disease Prevention and Control.

As mitigation strategies for Indiana schools should be supported and jointly developed by your local health department, no suggestions or outside information will be listed in this section. Instead, if you would like to learn more on how other countries are combating the COVID-19 pandemic please, consult the list of government health agencies located outside of the United States in the International Primary Source Links - Education and Health Governing Bodies section of this document.
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<td>Ministry of Education</td>
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<tr>
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<tr>
<td>*Sweden</td>
<td>National Agency of Education</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Department of Education</td>
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<tr>
<td>*Uruguay</td>
<td>Ministry of Education and Culture</td>
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* Denotes websites that are not originally written in English but may be translated through the use of Google Translate through the Chrome browser or similar tools.
<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
<tr>
<td>Australia</td>
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<tr>
<td>China</td>
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<tr>
<td>Denmark</td>
<td>Danish Health Authority</td>
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<td>WHO</td>
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</table>

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3 Items to Remember

Remember, 1.7 billion + students are impacted by COVID-19. You are not alone and there is no one right answer.

Be open to new ideas from new places. Don’t reinvent the wheel, modify it.

Sometimes the answer is complicated and other times it is simple.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Hope Amor</td>
<td>Assistant Principal</td>
<td>Middle School at the International School of Indiana</td>
</tr>
<tr>
<td>Ms. Ana (Bia) Franklin</td>
<td>Graduate Student</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Ms. Angelica Granvqvist</td>
<td>-Swedish High School Teacher of English &amp; Swedish -Doctoral Student in Language Education -Self proclaimed Butler-Swedish-Hoosier</td>
<td>-Vallentuna Municipality -Stockholm University</td>
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<tr>
<td>Ms. Amy Skeens-Benton</td>
<td>Assistant Principal</td>
<td>Carmel High School</td>
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Researched, organized, and compiled by:

Allison Harris
Matt Molitor
Trenton Worden
Operations and Management Overview

The needs of individual districts, schools, and their stakeholders ultimately determine their hierarchy of needs and the decisions they make regarding the operation and management of their facilities. As the spread of COVID-19 evolved into a pandemic, many traditional practices and procedures which school systems had relied upon for decades became unsafe for staff and students. Alternative practices were put into place immediately as school districts were required to make decisions which best served their constituents.

As many school districts closed their books on the 2019-2020 school year, a chance to rest, refocus, and recalibrate presented itself. Taking our findings from the last months of the previous year and pairing it with the guidance from local and national organizations and governmental bodies, will provide a much-needed framework for decision making in the future.

With safety and health considerations being paramount in the decision making processes for the upcoming school year, a need to adapt to the ever-changing landscape and its fluid list of demands must also be at the forefront of our minds. It is the intent of the Operations and Management committee to provide a decision making framework which is easily accessible and provides insight into synthesized information from experts in the field. The information presented in this section highlights the findings of experts regarding guidelines and considerations on elements of operations, management, provisions for health/safety.

Utilize this section as a tool which will aid in decision making and provide guidance when creating an environment which is safe, healthy, and structured to be proactively responsive to the ever changing demands of our circumstances while sustaining an educational atmosphere our students deserve.
Considering the operations and management of all elements of an educational environment, paramount is the health and safety of students, staff, community stakeholders, and visitors.

Included in this section are guiding principles and considerations regarding many operational components of a school environment which could be considered to maximize health and safety, while reducing contamination and exposure.

The following guiding principles and considerations are based on the findings from federal and state government, along with credible educational organizations and institutions.
“[COVID-19] is the most complex and uncertain thing that we have ever dealt with in education.”

Dr. Jeff Butts
Superintendent, MSD of Wayne Township
As we work our way back to a sense of normalcy amidst this pandemic, it is imperative that we search for a mode of re-entry which is both safe and sustainable. Each avenue back to our pre-pandemic “normal” has risk associated with it. The health and safety of all stakeholders in education is dependent upon our awareness of these risks and the actions which are taken to mitigate their effects. The following table provides guidance as which scenarios and factors compound risks and the guidances which can aid in the creation of an environment which is conscientious of and is set-up to take proactive steps in reducing the impact of COVID-19.

**According to the CDC, the risk of COVID-19 spread increases in school settings as follows:**

<table>
<thead>
<tr>
<th>LOW</th>
<th>Highest risk setup and scenario for spread, contamination and exposure.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➔ Students and teachers engage in <em>virtual-only</em> classes, activities, and events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MORE</th>
<th>More risk based on greater interaction between student and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➔ Small school functions (<em>classes, activities, events</em>)</td>
</tr>
<tr>
<td></td>
<td>➔ Students stay together, with same teacher throughout entire day.</td>
</tr>
<tr>
<td></td>
<td>➔ Students and staff remain 6 ft. apart</td>
</tr>
<tr>
<td></td>
<td>➔ Rotation of hybrid and in-person class structures and staggered days for student attendance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIGH</th>
<th>Lowest risk of spread, contamination, and exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➔ Full sized, in person school functions</td>
</tr>
<tr>
<td></td>
<td>➔ No student/staff spacing regulations</td>
</tr>
<tr>
<td></td>
<td>➔ Shared school supplies and materials</td>
</tr>
<tr>
<td></td>
<td>➔ Mix between classes and activities</td>
</tr>
</tbody>
</table>

Additional guiding principles and considerations for arranging and sustaining a healthy and safe physical learning environment:

**Center for Disease Control**

- [Considerations for Schools](#)
- [Stakeholder Call: Schools and Child Care Program](#) *(Youtube Video)*

**World Health Organization**

- [Physical Distancing Guidelines](#)

  *(See page 4 in the above document for considerations for physical distancing at school.)*

**IDOE IN-CLASS Report**

- [Social Distancing in the School Environment](#)

  *(See page 15 in the above document for considerations regarding social distancing in the school environment.)*
School leaders and staff should be aware of highly used areas inside and outside of the building. According to the CDC’s cleaning guidelines, the routine cleaning of these areas will lower the chance of COVID-19 spreading throughout the facility or campus. It is imperative that all community members are working together to fight the spread of COVID-19 by participating in the regular cleaning and sanitizing of commonly used facilities, such as those included in graphics below.
According to CDC and EPA guidelines, adequate cleaning and sanitization practices include the following elements:

**CLEANING**

Follow *typical* cleaning procedures.
Ensure cleaning of both *hard* and *soft* surfaces.

Clean *hard* surfaces using soap and water.

Frequently-touched surfaces:
- *tables*, *doorknobs*, *light switches*,
- *countertops*, *handles*, *desks*, *phones*,
- *keyboards*, *toilets*, *faucets and sinks*,
- *touch screens*, *school supplies*
  
  (CDC, *Guidance for Cleaning and Disinfecting*, 2020)

Clean *soft and porous* surfaces *(i.e.,
carpet, pillows, upholstered furniture, etc.)*
with EPA/CDC approved disinfectants

**SANITIZATION**

Follow up cleaning procedures with EPA approved disinfectant.

*List of Disinfectants for Use Against SARS and COVID-19*
(Click link above to access list)

Per the *CDC Guidelines for Cleaning and Disinfecting* document,
coronaviruses on surfaces will die within hours to days. This timeframe can be sped up with warmer temperatures and exposure to sunlight.

Establishing an environment which is warm, has exposure to UV light, and is regularly cleaned and maintained will reduce the spread and exposure to COVID-19.

The following guidelines and considerations provide suggestions and best practices for regular cleaning and maintenance of school spaces. Following these procedures may reduce contamination and spread of disease, including COVID-19.

**CDC** - [Reopening Guidelines for Cleaning Public Spaces](#)

**CDC/EPA** - [Cleaning and Disinfecting Guidance](#)

**CDC/EPA** - [Cleaning and Disinfecting Guidance Tool](#)

**EPA** - [6 Steps for Safe and Effective Disinfectant Use](#)
Per [CDC](https://www.cdc.gov) guidelines and considerations, schools should ensure that ventilation systems operate properly through **standard and regular** maintenance procedures and increase outdoor air circulation if possible. HVAC filters should be replaced according to **normal** schedule.

Doing so will supplement cleaning and disinfecting practices to increase the likelihood of a healthy and safe learning environment.

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**Figure 1. Reopening America Cleaning and Disinfection Decision Tool**, From Center for Disease Control and Prevention, 2020, p. 2.
The efficient and safe transporting of students to and from school on buses is an essential component of any school corporation or district’s operation. Efficiency is key when ensuring that the school day and school-related events operate in a timely fashion and that all students who need transportation are guaranteed a safe mode of arriving at school every day.

Due to the integral role that the school bus plays in the daily operations of individual school buildings and many school-related events, it is essential to ensure that the bus environment and those who find themselves within it on a daily basis have their health and well-being considered and protected.

The guiding principles, considerations, and recommendations below may provide insight on how to maintain and sustain a healthy and safe school bus environment during a time when COVID-19 is still a threat.

IDOE
- Coronavirus Information- School Transportation

National Association for Pupil Transportation
- NAPT General COVID-19 Guidance
- “How to Protect Students and Drivers from Infectious Disease and Outbreak on Buses” (Webinar)

Tyler Tech
- “How to Clean Your IC Bus”
Students will maintain social distancing as much as possible, while being encouraged to use PPE such as cloth face masks and hand sanitizer.

If the student’s symptoms have not changed throughout the day, he/she will be permitted to enter the bus.

School leaders may decide to take student temperature again if new symptoms are present.

Inappropriate Temperature / Symptoms

Student will not be permitted to enter the bus.

School systems will need to prepare a plan for any young student that is not capable of going back to their home alone.

Appropriate Temperature

Student can enter the bus, while maintaining social distancing.

The use of PPE and hand sanitizer will be encouraged upon entry.
Family Provided Transportation
Guiding Principles and Considerations

### Adult drops student off at school

- Adult and student stays in vehicle while student is being screened by a staff member upon arrival.
- School system has clearly displayed what signs and symptoms will restrict a child from entering the building.

### Appropriate Temperature

- Student can enter building while maintaining social distancing.
- The use of PPE and hand sanitizer will be highly encouraged upon entry.

### Inappropriate Temperature / Symptoms

- Student will return to the vehicle he/she arrived in and leave school grounds with the adult present.

### Adult picks up student from school

- Adult will communicate which child he/she is picking up from school, and show proper identification while staying inside their vehicle.
- School staff will prepare a system to efficiently retrieve the student from the school building, and return him/her to the adult.

---

Symptoms of Coronavirus (COVID-19) Poster
(Click link for printable PDF)
It is imperative that schools continue to prioritize their meal services, as many students rely on these meals for their daily nutrition and energy. The American Federation of Teachers and Indiana’s Considerations for Learning and Safe Schools suggest that students and staff continue to socially distance during meal times. If possible, schools should close the communal dining spaces and allow for students to eat in their classrooms to avoid large gatherings. Below, school leaders can find more guidance pertaining to how school lunch periods should operate.

**If possible to close communal dining space**

- Individually plated / pre-packaged meals will be served in the classroom.
- Students will use disposable utensils when possible.
- Discourage any food or utensil sharing amongst students.

**If not possible to close communal dining space**

- Stagger the use of the communal dining space and maintain social distancing while in use.
- Students will use disposable utensils when possible.
- Discourage any food or utensil sharing amongst students.
- Clean and disinfect the area in between uses.

**IDOE**

- Child Nutrition Programs - COVID-19
  *See document for information on the following:
  - Parent and administration resources
  - Funding assistance
- Food and Employee Safety During COVID-19 *(See document for information related to cleaning and employee hygiene along with food preparation and distribution.)*

**CDC**

- Guidelines for School Nutrition Professional
Restroom and Water Fountain Use
Guiding Principles and Considerations

- Water fountains should be closed off entirely and not open for use
- No-touch Hydration Stations could be allowed or installed
- Staff and students should be encouraged to use personal water bottles.

Limit number of students in restroom, allow for 6ft. of social distancing
Schedule staggered restroom breaks to avoid overcrowding
Install plastic barriers between sinks/urinals when 6ft. distance is not feasible
Clean/sanitize restrooms regularly throughout the day or during passing periods (if applicable)

Promote healthy habits within your school for all students and staff. A teaching point which will help mitigate contamination and the spread of harmful germs, including COVID-19. (CDC’s “Life is Better with Clean Hands” campaign contains visuals in English and Spanish which provide directives on healthy clean hand habits and best practices with washing.)

Figure 2 Information derived from Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation, From Center for Disease Control and Prevention, 2020, p. 2.
Guidance for Nurse’s Station

- Clinic staff should wear mask and gloves
- Clinic visitors should have their temperature taken upon entry
- Follow proper CDC self-distancing protocol
- Equipment/furniture used should be sanitized after each visitor

Per the IDOE’s IN-CLASS guidance schools are encouraged to have isolation rooms separate from the nurses clinic. All visitors and staff must wear appropriate PPE and area used by sick person should be cleaned and disinfected.

Isolation Area Considerations

- “Isolation” room for students displaying symptoms
- Isolation room should be separate from clinic and visitors must wear appropriate PPE
- Individuals who are sick should go home or to healthcare facility
- Areas used by sick person should be cleaned and disinfected

For additional recommendations on creating a safe and healthy clinic environment and best practices for providing care, visit NASN’s (National Association for School Nurses) guidances regarding care during the time of COVID-19.
Reacting to an Illness
Guiding Principles and Considerations

Student or staff member tests positive for COVID-19 or is showing signs/symptoms

School will follow a predetermined safety plan to keep students, staff and community as safe as possible.

School Responsibilities
- Immediately separate staff and students from those displaying signs/symptoms of COVID-19.
- Contact family or health care facility to safely transport the individual off of school premises.
- Close off area used by sick person(s) and wait 24 hours (if feasible) to clean and disinfect the areas.
- Notify local health officials, staff, and families of the positive case, while maintaining confidentiality of the person(s).

Family Responsibilities
- Stay home and monitor symptoms.
- Call ahead before seeing a healthcare provider.
- Avoid sharing household items that could lead to the spread of the virus throughout family.
- Practice good hygiene and wash hands regularly.
- Clean and sanitize your home regularly.

When to Return to School

COVID-19 with symptoms: At least 10 days after the positive test, and at least 3 days without symptoms

COVID-19 without symptoms: At least 10 days after the positive test
Building Visitors
Guiding Principles and Considerations

School visitors play a major role in the culture and climate of a school building. During this time any non-essential visitor should be limited to reduce the chance of contamination. Some schools will be allowing visitors to enter the building to sign students out, while others have discussed mandating guardians call into the office and the student will be walked out.

School leaders will need to monitor how school safety will be affected. For example, if more doors are opened for arrival and dismissal, those doors will need to be closely monitored by school staff members. Administrators need to ensure that students and staff members are safe at all times.

*Ensure the safety of visitors and building staff in accordance with the CDC Guidelines*

<table>
<thead>
<tr>
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<tr>
<td><em>Limit any non-essential visitors</em></td>
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<tr>
<td>• Encourage all visitors to call office upon arrival.</td>
</tr>
<tr>
<td>• Screen visitors for any symptoms aligned with COVID-19.</td>
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<table>
<thead>
<tr>
<th>IN BUILDING</th>
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</thead>
<tbody>
<tr>
<td>• Visitors should wear appropriate PPE.</td>
</tr>
<tr>
<td>• Encourage social distancing.</td>
</tr>
<tr>
<td>• Limit areas to which visitors travel in building.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>DEPARTURE</th>
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</thead>
<tbody>
<tr>
<td>• Visitors should sign out.</td>
</tr>
<tr>
<td>• Hard surfaces should be disinfected with EPA approved disinfectants.</td>
</tr>
</tbody>
</table>

The amount of visitors allowed in a school setting is dependent on the current [CDC guidelines](#) regarding social distancing measures. Schools should limit any non-essential visitors to avoid unnecessary exposure amongst students, staff, and the community.
School leaders across the state should keep in mind that each school building and its operational plan is *unique*. Assess your school’s current operational practices, and implement *feasible* changes that will prioritize the health and safety of all students and staff within your building.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jeff Butts</td>
<td>Superintendent</td>
<td>MSD of Wayne Township</td>
</tr>
<tr>
<td>Dr. Kent DeKoninck</td>
<td>Superintendent</td>
<td>Greenwood Community Schools</td>
</tr>
<tr>
<td>Dr. William Long</td>
<td>Assistant Superintendent of Operations</td>
<td>Center Grove Community School Corporation</td>
</tr>
<tr>
<td>Ms. Nora Hoover</td>
<td>Assistant Superintendent of Teaching and Learning</td>
<td>Center Grove Community School Corporation</td>
</tr>
<tr>
<td>Mr. Tony Burchett</td>
<td>Assistant Superintendent</td>
<td>MSD of Decatur Township</td>
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</table>


Guidance for Cleaning and Disinfection; Public Spaces, Workplaces, Businesses, Schools, and Home [PDF]. (2020, April 23). Centers for Disease Control and Protection.


How to Safely Wear and Take Off a Cloth Face Covering [PDF]. (2020, June 10). Centers for Disease Control and Protection.


Researched, organized, and compiled by:

Bryce Cottingham
Sylvia Denice
For schools and school leaders, parent and community engagement has always been of high priority. With the COVID-19 pandemic, parent and community engagement has never been more important for the success of schools. The National PTA has stated on the subject of reopening schools, “Inclusive stakeholder engagement is essential for effective decision-making and implementation. Any decision to reopen schools must involve parents, families, students, educators, school employees, public health experts and community members in the planning, implementation and monitoring of the 2020-2021 school year.” Communication between schools, parents, and community members is vital for school leaders to understand and meet the needs of parents and community members so they can find comfort as their children resume learning activities. Understanding the needs of parents and the surrounding community can better prepare a school to carryout learning at home opportunities, hybrid-learning opportunities, and/or in-person learning opportunities when school resumes. The Reform Support Network says, “The purpose of community engagement is to ensure that school improvement is done with the community, not to the community.” Understanding and working to meet the needs of parents and the surrounding community will help foster greater success among students. Based upon our research and conversations with experts we have provided insights on the importance of parent and community engagement, using surveys and focus groups to collect data, and resources for further investigation.
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<tbody>
<tr>
<td>175</td>
<td>Actionable Steps</td>
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<td>Why Parent/Community Engagement?</td>
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<td>177</td>
<td>Where to Begin</td>
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<td>179</td>
<td>Engagement Strategies</td>
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<td>181</td>
<td>Assessing and Addressing Needs</td>
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<td>The Importance of Focus Groups</td>
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<td>183</td>
<td>How to Design A Focus Group</td>
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<td>Surveys</td>
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<td>185</td>
<td>Community Resource Guide</td>
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<td>186</td>
<td>Advisors</td>
</tr>
<tr>
<td>187</td>
<td>References</td>
</tr>
</tbody>
</table>
Based upon the research of the Parent and Community Engagement Team, it is recommended that schools conduct a series of surveys (links located on the Community Resource Guide).

- Who should the survey include?
  - Teachers and Support Staff
  - Parents and Guardians
  - Community Members Involved with the School

Once survey results are collected, develop and conduct focus group interviews.

Tips for developing focus groups include:

- Participants should not be randomly selected
- Participants should be determined to have the information that is being sought
- Develop a plan for implementation of Focus Group meetings
- Develop questions to pose to the Focus Groups
- Have participants sign a consent form prior to beginning Focus Group meetings
Why Parent/Community Engagement?

- Students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (What Research Says, 2020).
- When parents are involved at school, the performance of all children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement (What Research Says, 2020).
- "Family engagement does not always mean families coming to school for events/information, but also includes the ways in which families support students at home." (Dr. Brooke Kandel-Cisco, Dean, Butler University, College of Education)

Research and fieldwork show parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.”
- National Education Association (Parent, Family, Community Involvement in Education, 2008)

- Parent attendance at school events, seminars, workshops, and community meetings around school improvement
- More outreach from families to schools (phone calls, direct requests, and feedback)
- Positive results and participation on surveys for parents
- Parents become organizers and advocates for school improvement
- Improved school climate
- Decline in behavior problems in schools
- Student attendance and satisfaction increase
- Student achievement: improved test scores, persistence in and graduation from high school

Where to Begin

1. Acknowledge where we are

2. With patience, build trust
   - Information should be complete, truthful, sincere, open, proactive, regular, and include ample opportunity for feedback
   - You may “be met with skepticism, disbelief, and lukewarm response… This is a rational response.”

3. Just start
   We are recommending...
   - Surveys
   - Focus Groups
   - Proactive Communication
   - Maintaining and Building Community Connections

Adapted from the work of Carmita Semaan, founder and President of the Surge Institute, a national nonprofit focused on leadership development for education leaders of color.

The purpose of community engagement is to ensure that school improvement is done with the community, not to the community.”

- Reform Support Network (RSN)
Communities move from participation to involvement to ‘true’ engagement where communities not only generate ideas but run programs and influence action.”

- Larry Fondation, Green Dot Public Schools
Assessing and Addressing Needs

1. Continue meeting pre-existing basic needs of families regularly serviced before school closure

2. Address families recommended for services before closure who had not yet been met

3. Meal distribution and technology access offerings available to all families no matter what communicated through social media, emails, newsletters, phone calls, etc.

(Suggested options from advisor Crystal Haslett)
The Importance of Focus Groups

- Focus Groups allow participants to share opinions in a group setting.
- Discussion fosters the opportunity to collect data on multiple perspectives at once.
- Participants are selected based upon what desired information is needed. This allows researchers to focus on a group of participants with the same or similar characteristics to get an understanding of that group’s viewpoints.
- Focus Groups can allow the researchers to identify specific strengths and weaknesses in programs they are involved with.
- Using focus groups allows school leaders to involve parents and community members in the decision making process which can, in turn, increase parent and community engagement.


How to Design A Focus Group-

1. Determine what essential questions need answered and decide what characteristics of participants will help attain those answers.
2. Recruit and select focus group participants.
   a. Participants should not be random.
3. Develop questions that will be asked during the focus group meeting.
   a. These questions should not be “yes or no” questions.
4. Select a moderator and assistant moderator that will conduct the focus group meeting.
   a. Ideally the moderator will be trained in facilitating a focus group discussion so as to not compromise the integrity of the data collected from the group.
5. Reserve a space to have the focus group meet.
6. Invite all participants
   a. It may be necessary to invite a few extra in case there are no shows.
7. Conduct the meeting.
   a. Moderator will ask the questions and facilitate conversation.
   b. Assistant Moderator will record the conversation and take notes.
8. Following the meeting, debrief and tabulate data.


## Surveys

<table>
<thead>
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<th>Survey Type</th>
<th>Original Sample URL</th>
<th>Make a Copy URL</th>
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<tbody>
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<td><a href="https://forms.gle/PKkJwt2hFuLoEhHs6">https://forms.gle/PKkJwt2hFuLoEhHs6</a></td>
<td></td>
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<td>in your School Community</td>
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<td>Original Sample</td>
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<td>DCS Resource Guidance: “Guidance for various programs and stakeholders regarding COVID-19,” including food, health, and childcare resources.</td>
<td><a href="https://www.in.gov/dcs/4089.htm">https://www.in.gov/dcs/4089.htm</a></td>
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<td>Indiana Department of Education Family Engagement Toolkit</td>
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<tr>
<td>Ms. Crystal Haslett</td>
<td>Social Worker</td>
<td>MSD of Washington Township</td>
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<tr>
<td>Ms. Heather Gorgas</td>
<td>Assistant Principal</td>
<td>River Birch Elementary School, Avon Community School Corporation</td>
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<tr>
<td>Dr. Brooke Kandel-Cisco</td>
<td>Dean of the College of Education</td>
<td>Butler University</td>
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<tr>
<td>Ms. Lauren Peterson</td>
<td>Senior Director of Community Engagement</td>
<td>The Mind Trust</td>
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<tr>
<td>Ms. Tina Merriweather Seymour</td>
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<tr>
<td>Ms. Ashley Verdin</td>
<td>Education Entrepreneur Fellow</td>
<td>The Mind Trust</td>
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RE-ENTRY AND SCHEDULING

Researched, organized, and compiled by:

Lindsay Carl
Evan Grossman
Jordan Johnson
Buffy VanWienen
Because of the fluidity of the current COVID-19 pandemic, schools will need to be flexible in regards to instructional styles and strategic planning at the school and district levels.

It is likely that schools will move between face-to-face and virtual instruction; thus, we, the Re-entry and Scheduling team, have researched state and national guidelines, spoken with experts in the field, and compiled strategies to best deliver instruction regardless of the setting. All of our suggestions follow the Center for Disease Control (CDC) and the Indiana Depart of Education (IDOE) requirements regarding social distancing, sanitation, and other actions that best provide for a safe yet effective learning environment.

In this section of the Blueprint, there are scheduling options and considerations for returning K-12 schools at 100% or 50% capacity. Additionally, there are checklists of best practices for the classroom, hallways, physical education spaces, and other areas to utilize when preparing for face-to-face learning.
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General Scheduling Considerations

- Allow students and staff to return to school 100% based on data supporting that COVID-19 is rarely passed by asymptomatic people (Feuer, 2020).
- Students are more likely to learn social skills and hands-on skills with in-person learning (Parkview Health, 2020).
- Work with families who are unwilling to send their students to school by providing a virtual opportunity for continued education (Indiana Department of Education, 2020).
- Children are not at a higher risk for COVID-19 based on available evidence (Coronavirus (COVID-19), 2020).
- Provide in-person instruction to elementary students and increase distance learning for secondary (“Maryland,” 2020; Missouri, 2020).
- Consider year-round schooling with alternating breaks (Missouri, 2020).
- Stagger schedule of start/dismissal times, recess, lunch, passing periods, and restroom breaks (“Maryland,” 2020).
- Consider a looping structure (students stay with the same teacher as they advance in grade level) to decrease risks to students and teachers (“Maryland,” 2020).

Hybrid/Opt-In or Opt-Out

All information from this section comes from Ferlazzo (2020).

- **Opt-In:** students/teachers return to school full-time.
  - Social distancing, cleaning, and hygiene practice used as much as possible.
  - Be prepared to return to distance learning if a second wave comes.

- **Opt-Out:** students/teacher learn virtually full-time.
  - Consider monthly re-entry for those who choose virtual learning at the start of the year.
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Career and Technical Education (CTE)

All information in this section comes from “Maryland Together” (2020).

- CTE students can participate in online modules that reinforce core content and that can be applied toward credit hour requirements.
- Consider using a compressed curriculum that focuses on essential components.
- Consider modifying work based learning experiences to allow for hours or projects to be completed virtually or alternatively.
Week Rotation

All information in this section comes from the California Department of Education (2020) and “Maryland Together” (2020).

- Students report to school for one full day a week on their designated day.
- Students are provided assignments to support their learning on the days they do not report to school.
- One day will be specifically for teacher planning and professional learning while students continue to complete learning at home.

Group Creation

All information in this section comes from conversations with Ms. Amy Boone, Assistant Principal of Southport High School

- Effort should be made to ensure all students from one household are in the same group.
- Alphabetically create groups, making modifications for siblings/students living in the same house that have a different last name.
- Using bus routes to create groups helps ensure family members are in the same group.
- Create a survey to have parents show a preference for group/days.
- Group by grade level.

Learning

- As per Mr. Brent Schwanekamp, Assistant Principal of Plainfield High School, the use of in-class days acts as a launchpad for virtual learning.
- As per Mr. Paul Ketcham, Superintendent of Batesville Community Schools, students are provided assignments to support their learning on the days they do not report to school.
- As per Ms. Amy Boone, Assistant Principal of Southport High School, students are taught and practice how to utilize virtual tools.
- Ms. Boone also says to use face-to-face time for working on and practicing prosocial behaviors and going over questions regarding technical questions.
- Consider these learning philosophies: Flipped Classroom, Anywhere/Anytime Learning, Scaffolding learning.
Week Rotation

All information in this section comes from the California Department of Education (2020) and “Maryland Together” (2020).

- Students report to school for two full days a week; it is recommended that these be back-to-back days with Wednesday being a fully virtual day.
- Students are provided assignments to support their learning on the days they do not report to school.
- One day (Wednesday) will be specifically for teacher planning and professional learning while students continue to complete learning at home. The school will be deep-cleaned on this day as well.

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Schedule

**Week Rotation**

All information in this section comes from the California Department of Education (2020) and “Maryland Together” (2020).

- The student population will be divided into two groups. Each group will attend four full days a week while the other group participates in distance learning at home.
- Each group will alternate weeks. (Group A attends week 1, Group B attends week 2, etc)
- Students will receive assignments that support learning on the days they do not report to school.
- One day will be specifically for teacher planning and professional learning while students continue to complete learning at home.

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Current Use of Attendance Requirements

- Attendance may determine school’s “Grade” and funding on the federal level.
- As of 2013, schools with a ‘B-grade’ or lower must develop a chronic absence reduction plan. **Chronic Absenteeism** is 10 or more days.
- Reporting absenteeism of 20% or greater to the IDOE is a current requirement.
- Award students and teachers who have 100% attendance rates; this needs to change as it should be encouraged for students and teachers to stay home when ill.

Attendance for Face-to-Face Instruction during COVID-19

- If a parent reports a student is ill, the attendance officer has the right and should ask if the student is showing signs of COVID-19.
- If a student or employee exhibits symptoms of COVID-19, the individual must abide by the following protocol:
  - Remain home for a minimum of 10 days from the first day of symptoms.
  - Remain home for a minimum of 72 hours (3 full days) after the individual has been fever-free without the use of fever-reducing medication.
  - Have two negative COVID-19 tests at least 24 hours apart.
- Schools must track reasons for absences and immediately report any possible or actual COVID-19 cases to the IDOE and local health department.
- If a student or employee has a fever but no other symptoms of COVID-19, the individual must remain home for a minimum of 72 hours after the individual has been fever-free without the use of fever-reducing medication.
- If a student or staff member has been exposed to COVID-19, he/she should remain home for 72 hours.
Importance of Keeping Attendance during Distance Learning

- Keep tabs on students’ social and emotional stability (Tadayon, 2020).
- Keep open communication in case a student is in need of something, whether that be for the class or for health/safety (Tadayon, 2020).
- Maintain a schedule of learning (Tadayon, 2020).
- Attendance, whether in person or virtually, shows a student’s participation in school (Tadayon, 2020).
  - As explained by Great School (2020), habitual absences are often linked with behavior issues and at-risk behavior.

Need for Continued Virtual Learning Options for At-Risk Students

*Everything in this section comes from The Center for Disease Control and Prevention (2020).*

- Schools will be required to allow virtual learning for “at-risk” students during each phase of reopening as well as options for teachers to teach virtually. Such students will not be labeled as having chronic absenteeism.
- All such students must be provided with a school technology device.
- The document pushes a request that attendance not be used to determine the effectiveness of a school.
- Any student or teacher who has been close to an individual infected with COVID-19, or any student or teacher who has tested positive, must stay home until it is evident he/she is healthy (minimum of 72 hours).
- A student/teacher who has a fever is encouraged to stay home until they are fever-free for 72 hours without the aid of fever-reducing agents.
- It is suggested to have high-risk teachers teach online courses to high-risk students.
Suggestions on Taking Attendance Virtually

- Many online platforms, such as Google Classrooms and Canvas, show student activity. Teachers could be required to check student log-in for attendance (Tadayon, 2020).
- Utilize best practices such as Question of the Day as a way to take attendance (Tadayon, 2020).
- Use completed assignments in place of actual attendance (Tadayon, 2020).

Ways to Encourage Student Participation and Attendance

- Videos and/or video meetings, as well as phone calls (Tadayon, 2020).
- Avoid rewarding students for perfect attendance and punishing students for multiple absences; schools should enforce the need for students/staff to stay home if feeling ill (Truitt, 2020).
- Communicate early on if a student is absent (Truitt, 2020).

Other Considerations for Attendance

All information in this section comes from Ferlazzo (2020).

- Allow students to show attendance beginning early in the day and later in the evening;
  - This allows secondary students who may need to work outside the home to maintain attendance.
  - This allows younger students who need to wait for a parent to get home from work to help them complete assignments to maintain attendance.
- Students and teachers cannot be negatively affected (teacher evaluation and student grades) based on attendance.
- Term “Absent from Learning” is different from “absent from school.”
Building Preparation

- Stagger arrival and entry times for student groups to help decrease the number of individuals entering the building at the same time.
  - Assign entry times based on names alphabetically, specific class location within the building, grades, etc.
  - As per Mr. Paul Ketcham, the Superintendent of Batesville Community Schools, arrange elementary, middle school, and high school start times to eliminate traffic build up.

- Increase the number of entry points for students to help decrease congestion. These entry points will need easy and safe access for students to enter the building.
  - Consider assigning entry points to specific students (bus riders, car riders, walkers, alphabetized, etc.).
  - Ensure all new entry points have accessible sidewalks for students to use when entering through this designated entrance.

- Install portable hand sanitizer stations at bus exits, building entrances, classroom doors, cafeteria doors, etc. to promote regular hygiene.

- Insert floor decals or markings to clearly direct the flow of students and foot traffic.

- Sanitize desks, tables, and other high traffic areas prior to class, after each transitioning class, and at the end of the school day.

- Eliminate or limit building access to non-students (Indiana Department of Education, 2020).
  - Parents and guardians will not be permitted past the front office, and should only enter the building when picking up student for early dismissal (Indiana Department of Education, 2020).
Increased Measures If Funding Allows

- As per Ms. Amy Dean, Director of Innovation and Assessment at East Washington School Corporation, offer drive-through testing for staff, students, and families prior to the start of the school year to ensure safety.

- Purchase thermometers, and establish temperature checks at the entry points to the building (Merrill, 2020).
  - If funds are unavailable, students/parents should ensure temperature checks have been conducted prior to leaving their home (Merrill, 2020).

- Utilize an open room within the building, and designate it as a quarantined space for students arriving with fevers or for those that develop fevers and other related symptoms (Merrill, 2020).
  - If space is unavailable, ensure the clinic has a clearly and safely separated space for these students (Merrill, 2020).
  - If the clinic does not have appropriate space, consider relocating to a larger room (Merrill, 2020).
    - If COVID-19 test kits are unavailable, this would not be as practical (Merrill, 2020).

- Encourage the proper use of PPE for staff and students. Place an emphasis on masks (Indiana Department of Education, 2020).
  - If funds are unavailable, strongly encourage students to purchase their own masks (Indiana Department of Education, 2020).
  - Masks that are made from fabric may be a more practical solution and can be washed regularly (Indiana Department of Education, 2020).
  - Masks are not a likely solution for younger students (Indiana Department of Education, 2020).
Capacity

All information in this section comes from Capital Region BOCES (2020) unless noted.

- Stagger times students are in the cafeteria (secondary) or have students eat at their desks in the classroom (elementary) (Missouri, 2020).
- Image of potential lunch room on next page.
- Consider alternate locations (e.g., classrooms) for eating breakfast and lunch.
  - If eating in classrooms, ensure appropriate daily cleaning of those classrooms.
  - If alternate spaces are not available, ensure classroom groups sit together in the cafeteria. Ensure adequate cleaning of tables between lunch periods.
- Review cleaning protocols for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions, and dishes/utensils, and update them accordingly.
  - Ensure that cafeteria tables are thoroughly cleaned between meal periods.

Food

- Serve food in pre-packaged boxes that include utensils (CDC COVID19 Response, 2020).
- Eliminate self-serve food items and family style meals (CDC COVID19 Response, 2020).
- Utilize disposable trays and utensils, and provide directly from staff (Parkview Health, 2020).
- Provide reminders about the importance of not sharing food or drinks (Capital Region, 2020).
- Restrict access to vending machines (Capital Region, 2020).
- Consider installing sneeze guards and serving high risk students separately (Indiana Department of Education, 2020).
Cafeteria

PRE-PANDEMIC
Typical 30" x 12' folding table
Capacity 12/table
100%

SOCIAL DISTANCING
Typical 30" x 12' folding table
Capacity 3/table
25% pre-pandemic capacity

SOCIAL DISTANCING
Typical 36" x 12' folding table
Capacity 4/table
33% pre-pandemic capacity

PRE-PANDEMIC
Typical 60" folding table
Capacity 8/table
100%

SOCIAL DISTANCING
Typical 60" folding table
Capacity 2/table
25% pre-pandemic capacity

SOCIAL DISTANCING
Typical 60" folding table
Slightly overlapping circles
Capacity 3/table
37% pre-pandemic capacity

Perkins & Will
Return at 100%

- Increase space between students during in-person instruction.
- Incorporate key times for students to wash hands throughout the school day: start of the school day, before eating, after restroom use, after blowing nose, sneezing, or coughing, and after using shared equipment (Merrill, 2020).
- If/When possible, have class meet outside to more easily properly follow social distancing guidelines.
- As per Mr. Paul Ketcham, Superintendent of Batesville Community Schools, students should all face the same direction in the classroom.

Hybrid Schedule

- Increase space between students during in-person instruction.
- Recommended class size is 10-12 students plus a single instructor (Kamenetz, 2020).
- As per Ms. Amy Dean, Director of Innovation and Assessment from East Washington School Corporation, toys, tables, and other student materials should be cleaned and disinfected daily, or prior to them being used by different students.
- Create a dedicated station in the classroom for major messes or accidents that occur that allow for students and staff to properly wash hands and materials (McRoberts, 2020).
- Aside from restroom breaks, students should remain in the classroom at all times; teachers of music and other specials should come to the students rather than vice-versa to help limit potential exposure between staff and students.
- Incorporate the same key times for students to wash hands throughout the school day as described above.
- If and when possible, have classes meet outside to more easily follow social distancing guidelines.
Return at 100%

- Use assigned seating, and increased space between students during in-person instruction.
- If/When possible, hold class outdoors to help adhere to proper social distancing guidelines.
- Create a plan to restructure classes like band, choir, physical education, and others to help with social distancing. For a more comprehensive plan, please refer to the music section.
- Immunosuppressed teachers and students are RECOMMENDED to wear PPE cloth masks while in the school building, but should not be forced.

Hybrid Schedule

- Class sizes should be reduced to help make social distancing possible:
  - Recommended class size is 10-12 students plus a single instructor (Kamenetz, 2020).
  - As per Ms. Amy Dean, the Director of Innovation and Assessment in East Washington School Corporation, shrinking class sizes may result in needing an A/B days or a half-day school schedule.
- Use assigned seating and increased space between students during in-person instruction.
  - Create and enforce a rule that students must remain seated while in the classroom.
- Students should not switch classrooms; rather, teachers should move around the building between different groups of students to keep students with the same group of staff (McRoberts, 2020).
- If and when possible, hold class outdoors to help adhere to proper social distancing guidelines.
Hybrid Schedule (Cont.)

- Create a plan to restructure classes like band, choir, physical education, and others to help with social distancing. For a more comprehensive plan, please refer to the music section.
- Consider ‘broadcasting’ in-person instruction to allow students to spread out and/or learn from home.
- Teachers and students are RECOMMENDED to wear PPE cloth masks while in the school building, but should not be forced.
Review the Health Office / Facility to Minimize Infection

- Provide a separate room for students/staff who might have COVID-19 that is disinfected frequently and restricted to authorized staff (Center for Disease Control, 2020).
- Ensure furniture and other surfaces can be easily disinfected (Center for Disease Control, 2020).
- Ensure trash cans are no-touch (Center for Disease Control, 2020).
- Examine equipment to determine if increased sterilization is needed (Center for Disease Control, 2020).
- Monitor all health clinic traffic (Center for Disease Control, 2020).
- Maintain proper ventilation in the clinic by opening a window or utilizing circulating fans (“Maryland,” 2020).
- Consider temporarily relocating the clinic in an area with better air ventilation (“Maryland,” 2020).

Social Distance in the Clinic

- Teachers should notify the clinic before sending a student if possible to be sure social distancing can occur (“Maryland,” 2020).
- Classrooms can be equipped with basic first aid kits to manage some clinic visits in class (“Maryland,” 2020).
- Nurses may visit a student in the hallway outside the classroom if the clinic is full (“Maryland,” 2020).

Review Health Plans to Determine If Revision Is Necessary to Minimize Infection

- Examine the care of students with respiratory illnesses (Missouri, 2020).
- Revise medication schedules to minimize the number of students in the nurse’s office at one time (Missouri, 2020).
- Use PPE and disinfect materials coming from a student’s home or being sent home (AASA, 2020).
Have a Plan in Place for If Someone Is Suspected of Having COVID-19

All information in this section comes from The Center for Disease Control and Prevention (2020) unless otherwise noted.

- Any person exhibiting signs of illness will be sent to the nurse immediately for evaluation.
- Provide a separate room for students/staff who might have COVID-19 that is disinfected frequently and restricted to authorized staff.
- Require all students and staff to sign in when visiting the clinic (Missouri, 2020).
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
Additions to Student Handbook

- Consider the section titled “Prosocial Behaviors,” as well as positive rather than negative language throughout.
- Include a list of actions that are necessary for the safety of all students:
  - No loitering: “For the safety of all, please move to your classroom.” Though loitering is already discouraged, it will need to be enforced and monitored at all times.
  - No borrowing from other students; teachers should have back-up supplies such as pencils, pens, and paper: “For the safety of all, please only use your own supplies or those provided by the teacher.”
  - No sharing of food or drinks: “For the safety of all, only eat food you have brought in or have purchased.”

Disciplinary Spaces

- Rooms must follow social distancing protocols.
- Eliminate some rooms, such as “tardy room,” and have students go directly to class.
- Consider having repeat offenders attending virtual learning for a period of time deemed worthy of the offense.

Establishing and Teaching Classroom Expectations

- Teaching classroom expectations and protocols will need to be more intentional than in the past.
- Designate time each day for the first week, and then continue the discussion as needed, to teach and model proper behaviors for Face-to-Face and virtual learning.
Establishing and Teaching Classroom Expectations (Cont.)

- Create essential agreements that work for both in-person and virtual teaching so that groups can move easily between the two learning settings.
- Consider having a plan in place for a substitute that outlines new safety measures.

Virtual Discipline

- Expectations and language should be similar to in-class expectations.
- Utilize the “waiting room” on Zoom to welcome students individually and prepare them for the class.
- Watch for trending behaviors and create ways of correcting them - there will be a learning curve.
- Consider smaller-group meetings rather than whole class meetings.
Class Size and Location

- Reorganize to allow for smaller classes and social distancing. Consider an alternate space or alternate schedule (Missouri, 2020).
- Hold classes outside when possible, and encourage students to spread out (Indiana Department of Education, 2020).
- Utilize student sections or work stations, adding partitions when social distancing cannot occur (Pennsylvania State, 2020).
- Partner or group the same students in each class if partnering/grouping is needed (Indiana Department of Education, 2020).

Materials

- Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.), and clean these items frequently (Capital Region, 2020).
- Students should be provided their own equipment for class/prohibit equipment sharing (Capital Region, 2020).
- Disinfect equipment before use, after use, and between classes (Indiana Department of Education, 2020).
- Individual schools should identify age-appropriate students that can assist in sanitizing equipment (Capital Region, 2020).

Learning

All information in this section comes from Missouri School Boards’ Association’s Center for Educational Safety (2020).

- Utilize blended learning for concepts relating to each skill standard, utilizing technology platforms.
- Utilize technology to broadcast instruction (e.g., microphone).
- Allow student-created projects and reporting to achieve standards/benchmarks, and avoid shared materials.
- Develop procedures to have in place for if a substitute teacher is needed.
Pre-K and Elementary Suggestions:
- Hallways should be marked with ‘lanes and avenues’ to help students walk in the hallways (McRoberts, 2020).
- Near the restrooms, marks 3 to 6 feet apart need to be present to help students social distance while waiting in line at the restroom (Indiana Department of Education, 2020).
- Students should be escorted to and from the classroom by their teachers, making sure they are socially distanced (Goldberg, 2020).
- Water fountains should be closed, and water provided to students on an individual basis (i.e., bottled water) (McRoberts, 2020).
- As per Mr. Paul Ketcham, Superintendent of Batesville Community Schools, students should be assigned different entrances to enter and leave the school building to assist with social distancing during arrival and departure from the school building.

Middle School Suggestions:
- Hallways should be marked with ‘lanes and avenues’ to help students walk in the hallways (McRoberts, 2020).
- Passing periods should be eliminated, and teachers should rotate to help reduce hallway traffic (McRoberts, 2020).
  - As per Mr. Paul Ketcham, Superintendent of Batesville Community Schools, if your school elects to maintain passing periods, staggering times by a few minutes can help reduce overall traffic.
- Mr. Ketcham also says to eliminate the use of water fountains, and water should be provided to students via water bottles and/or provide small individual use cups.
- Restrooms should be closed during passing periods and student entry and dismissal from the school building (Indiana Department of Education, 2020).

High School Suggestions:
- Hallways should be marked with ‘lanes and avenues’ to help students walk in the hallways (McRoberts, 2020).
High School Suggestions:

- Hallways should be marked with ‘lanes and avenues’ to help students walk in the hallways (McRoberts, 2020).
- Passing periods should be staggered to help reduce the number of students in the hallway at any given time (Indiana Department of Education, 2020).
- Mr. Ketcham, the Superintendent of Batesville Community Schools, says to eliminate the use of water fountains and that water should be provided to students via water bottles and/or small individual-use cups.
- Restrooms should be closed during passing periods, and scheduled restroom breaks scheduled for students throughout the school day (Indiana Department of Education, 2020).
Consider following a study being led by the University of Colorado that is measuring the transmission of viruses in water droplets from instruments and voices. Resources found by those conducting the study can be found here.

Follow phases suggested by the CDC found here.

**Class Size & Location**

- Reorganize to allow for smaller classes and social distancing. Consider an alternate space, going outside, or an alternate schedule (Missouri, 2020).
  - Follow phasing guidelines from the CDC for group size (National Association for Music Education, 2020).
- Hold class outside when possible (Indiana Department of Education, 2020).
- Use controlled entrances and exits, utilizing an outside entry door when possible (Missouri, 2020).
- Partner or group the same students each class/rehearsal if partnering/grouping is needed (Indiana Department of Education, 2020).
- Modify classes by bringing the specialist teacher to individual classrooms instead of having students go to the shared space (for elementary only) (Capital Region, 2020).
  - Ensure music teachers are familiar with the classroom/spaces so activities can be adapted (Capital Region, 2020).

**Equipment**

*All information from this section comes from SHAPE America (2020).*

- Students should be provided their own equipment for class / prohibit equipment sharing.
- Students should wipe down all equipment both before and after use, and between classes.
- Students disinfect hands in and out of class.
- Shared hydration stations should only be used to fill individual bottles.
Equipment (Cont.)

- Individual schools should identify age appropriate students that can assist in sanitizing equipment.

- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture, storage rooms, instrumental equipment, bathrooms, etc.) (National Association for Music Education, 2020).

- General music teachers should consider providing each student with a personal music kit that includes common classroom instruments (rhythm sticks, mallets, etc.) (National Association for Music Education, 2020).

Masks

All information from this section comes from The National Association for Music Education (2020).

- Any student who prefers to wear a cloth face covering during a practice, performance, or contest should be allowed to do so.

- Plastic shields covering the entire face shall not be allowed during contests.

- Directors and other personnel may wear cloth face coverings at all times.

- Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.

Limitations

All information from this section comes from The National Association for Music Education (2020).

- Students should not utilize changing rooms or storage spaces during phase 1.

- If teachers need to move within the 6-foot area to correct a student’s playing position, embouchure, posture, etc. they should do so briefly and then move back away.
Marching Band

All information from this section comes from The National Association for Music Education (2020).

- Social distancing should be observed when music is being taught. Students should learn the music standing still, spaced at a minimum of 6-foot intervals.
- Students should be spaced at a minimum of 3 step intervals (22.5” per step) for all drill and on field formations.
- Consider scheduling contests that require less travel when possible in order to reduce time spent on buses or vans.

For more guidance, see The National Association for Music Education’s guidelines.
Physical Education

Class Size and Location

- Reorganize to allow for smaller classes and social distancing. Consider an alternate space, going outside, or alternate schedule (Missouri, 2020).
  - Consider activities that allow for student rotations (partner work, half working and half self-reflection, or partner feedback) (Missouri, 2020).
- Hold class outside when possible, but avoid permanent structures while outside - e.g., benches, railings, etc (Indiana Department of Education, 2020).
- Use controlled entrances and exits, utilizing an outside entry door when possible (Missouri, 2020).
- Utilize student sections or work stations, adding partitions when social distancing cannot occur (Missouri, 2020).
- Manage social distancing when moving students to gymnasium/field (Minnesota, 2020).
  - Partner or group the same students each class if partnering/grouping is needed (Minnesota, 2020).
- Modify classes by bringing the specialist teacher to individual classrooms instead of having students go to the shared space (for elementary only) (Capital Region, 2020).
  - Ensure PE teachers are familiar with the classroom/spaces so activities can be adapted (Capital Region, 2020).

Equipment

All information from this section comes from SHAPE America (2020).

- Students should be provided their own equipment for class / prohibit equipment sharing.
- Students should wipe down all equipment before and after use.
- Disinfect equipment between classes.
Physical Education (Cont.)

Equipment (Cont.)

- Students disinfect hands in and out of PE class (hand-sanitizing stations, portable hand washing stations).
- Porous/cloth materials should not be used (foam, pads, mats, carpets, etc), or they should be covered if they must be used.
- Shared hydration stations should only be used to fill individual bottles.
- Individual schools should identify age-appropriate students that can assist in sanitizing equipment.

Learning

- Utilize blended learning for concepts relating to each skill standard (utilizing technology platforms) (Missouri, 2020).
  - Students observe and practice skill at home and receive feedback at school (Missouri, 2020).
- Utilize technology to broadcast instruction (microphone and PA System, megaphone, etc.) (Missouri, 2020).
- Allow student-created exercise plans and reporting to achieve standards / benchmarks (Missouri, 2020).
- Allow for multiple activity stations and personal choice with an emphasis on goal-setting and self-management (e.g., personalized logs/recording) (Missouri, 2020).
- Provide lessons that do not require close guarding or potential contact with another individual (Missouri, 2020).
- Consider lessons that require no contact and limited or no equipment (Missouri, 2020).
- Free-weight exercises requiring a spotter can be conducted. Safety measures in all forms must be strictly enforced in the weight room (Indiana Department of Education, 2020).
- Develop procedures to have in place for if a substitute teacher is needed (Minnesota, 2020).
Masks

- Follow [CDC guidance](https://www.cdc.gov) on social distancing when being active.
- If students are outside and socially distanced, no masks are needed (Hohman, 2020).
- If students are inside and socially distanced, no masks are needed, but consider moving outside when possible (Hohman, 2020).
- If students are not socially distanced, consider an alternate activity that allows for social distance or allow students to wear a mask (Hohman, 2020).
- Do not wear a mask for moderate to vigorous physical activity (Indiana Department of Education, 2020)
- Face masks can hinder breathing, and students should listen to their body (Hohman, 2020).
- Face masks can breed bacteria and will need to be washed frequently or replaced after each use (Hohman, 2020).
- If not engaging in vigorous activity, students should wear a mask (Hohman, 2020).
- Non-students should always wear a face covering/mask (Indiana Department of Education, 2020).
Locker Rooms

All information in this section comes from “Missouri School Boards’ Association’s Center for Educational Safety” (2020) unless otherwise noted.

- Locker rooms should not be open to students until social distancing requirements are eased. Utilize hallway bathrooms if necessary.
- Do not require students to dress out for PE.
- Students should wear appropriate clothing that allows for full movement and safe participation.
- Showers should not be required for instructional PE.

If locker rooms must be used:

- Restrict to 50% capacity (Indiana Department of Education, 2020).
- Supervise exit and entry to locker room, allowing a designated number of students at a time (Pennsylvania State, 2020).
- Practice social distancing when assigning/using lockers (Pennsylvania State, 2020).
- Students are expected to wash workout clothing immediately and should not keep uniforms overnight in locker rooms (Indiana Department of Education, 2020).

Pool / Swimming

All information in this section comes from “Coronavirus (COVID) Frequently Asked Questions” (2020) unless otherwise noted.

- “There is no evidence that the virus that causes COVID-19 can be spread to people through the water in pools, hot tubs, or water playgrounds. Additionally, proper operation of these aquatic venues and disinfection of the water (with chlorine or bromine) should inactivate the virus.”
- Continue social distancing both in and out of the water.
- Do not wear cloth face coverings in the water.
- Follow CDC guidance on cleaning/disinfecting water and common areas (handrails, ladders, etc).
Pre-K Restroom Suggestions:
- Preschool classes should have assigned times for restroom use so there is a reduced chance of overlap (Indiana Department of Education, 2020).
- To ensure social distancing, students should be permitted into the restroom one or two at a time (Kamenetz, 2020).
- Students should display themselves washing their hands before returning to the rest of the class (Kamenetz, 2020).
- Restrooms should be frequently cleaned and disinfected throughout the day (Indiana Department of Education, 2020).

Elementary Restroom Suggestions:
- Classroom teachers should be given an individual block of time to have their class use the restrooms, so that they do not get over crowded (Indiana Department of Education, 2020).
- Students should display themselves following proper handwashing protocol (Kamenetz, 2020).
- Restrooms should be cleaned and disinfected frequently throughout the day (Indiana Department of Education, 2020).

Middle School Restroom Suggestions:
- If you are conducting passing periods, restrooms should not be available for use during passing periods (Indiana Department of Education, 2020).
  - Employ a restroom monitor to allow for safe use (Indiana Department of Education, 2020).
- Restroom use should be limited to dedicated times during the school day (Indiana Department of Education, 2020).
- Restrooms should be cleaned and disinfected frequently throughout the day (Indiana Department of Education, 2020).
High School Restroom Suggestions:

- Restrooms should not be available for use during passing periods (Indiana Department of Education, 2020).
  - Restroom use should be limited to dedicated times during the school day (Indiana Department of Education, 2020).
- Restrooms should be cleaned and disinfected frequently throughout the school day (Indiana Department of Education, 2020).
Specials

- Modify classes where students are likely to be in close contact (music, art, P.E., etc.) by bringing the teacher to individual classrooms instead of having students go to the shared space (Capital Region, 2020).
  - Ensure teachers are familiar with the classroom/spaces so activities can be adapted (Capital Region, 2020).
- Hold classes outside when possible, and encourage students to spread out (Capital Region, 2020).
- Break classes into smaller groups as possible (Capital Region, 2020).
- Avoid the sharing of community supplies when possible (e.g., scissors, pencils) (Capital Region, 2020).
- Clean these items before and after usage (Capital Region, 2020).
- Each child should be given a zipped plastic wallet, labelled with their name, which contains basic supplies which should not be shared (Weake, 2020).
- Protocols for physical education modification can be utilized to adapt activities such as before- and after-school programs, extracurricular activities, sports practices, and recess (Missouri, 2020).

Recess

- Play in their designated part of the playground, marked off with sports cones. Each group will be allowed one set of simple equipment which can be easily cleaned (Weake, 2020).
- Alternate recess to minimize the numbers of students on the playground, require social distancing, and disinfect equipment between classes (Missouri, 2020).
- Use careful consideration before allowing students on large playground equipment due to social distancing. Large equipment should be regularly cleaned, but may not need to be disinfected (Coronavirus (COVID-19), 2020).
Recess (Cont.)

- Students should not wear masks if engaging in moderate to vigorous activity (e.g., running) (Indiana Department of Education, 2020).
- Students do not have to wear masks if they are socially distancing. Students should wear masks if socially distancing is not an option (Indiana Department of Education, 2020).

Classroom Physical Activity*

- Classroom energizers/mindful minutes can be done in the classroom where students stay at or near their assigned desks/workstations (Missouri, 2020).
- Provide regular classroom breaks for outdoor or hallway walking and movement activities (Missouri, 2020).

*SHAPE America and the CDC recommend that all students participate in daily physical education in grades K-12, with instruction periods totaling 150 minutes per week in elementary school and 225 minutes per week in middle school and high school.
Drivers

- Review and update the list of available drivers and verify qualifications (driver’s license, medical statements, annual training, etc.). Create and anticipate a list of available substitute drivers with appropriate qualifications (Missouri, 2020).
- Prepare a list of drivers for respective routes and other school-related functions (Missouri, 2020).
- Cross-train drivers on routes to ensure that more than one employee is prepared to drive a route if there are unexpected absences (Missouri, 2020).
- Encourage all drivers to obtain or update immunizations (Missouri, 2020).
- Recommend all bus drivers attend a meeting for updated policies and procedures, training, and enhanced cleaning guidelines (“Maryland,” 2020).

Bus Preparation

- As per Mr. Brent Schwanekamp, Assistant Principal of Plainfield High School, collect inventory of transportation plans for students prior to the start of the year.
- Clean and sanitize any bus used after spring semester and prior to fall semester (“Maryland,” 2020).
- Consider marking every other row (or larger spacing) with floor decals or tape to indicate where students will sit (Missouri, 2020).
- Provide all drivers with proper PPE (masks, gloves, protective barrier between seat and steps, etc.) (Missouri, 2020).
- Distribute appropriate cleaning and sanitation supplies to be used before, during, and after the work day (Missouri, 2020).
- Consider that buses transporting students with special needs may need additional materials, such as PPE, dividers, or additional buses, to allow for increased social distancing between these students (“Maryland,” 2020).
Bus in Route

- As per Ms. Amy Boone, Assistant Principal of Southport High School, increase the number of buses/routes if funds allow. Dividing students into A/B days, grades, half days etc. will reduce the number of students on each bus.

- Clean all areas of the bus prior to and after each use, with intensified focus on high-traffic areas (seats being utilized, steering wheel, step handles, etc.) (Missouri, 2020).

- Limit individual drivers and students to one bus and one route (Indiana Department of Education, 2020).

- Stagger pick-up and drop-off locations within bus routes (Missouri, 2020).

- Assign seats for individual students or families of students on each bus that are clearly marked by floor decals or tape (Missouri, 2020).
  - Individuals of the same household sharing rows will help maximize the numbers of individuals riding on a single bus while still considering social distancing (Missouri, 2020).

Other Means of Transportation

- Encourage parents/guardians to transport students to school or students with licenses to drive themselves. A larger non-bus means of transportation can greatly decrease issues related to bus transportation and complying with social distancing (Missouri, 2020).

- Recommend that secondary-aged students or elementary-aged students accompanied by a guardian walk or bike to school if it is a feasible commute and weather permitting (Missouri, 2020).

- As per Mr. Brent Schwanekamp, Assistant Principal of Plainfield High School, anticipate higher than normal traffic with increased number of parents transporting their students.
  - He says to create / evaluate an updated car drop-off / pick-up system if school is located at a high-traffic intersection.
Virtual Learning

Prior to the School Year

- Design and implement professional development days specific to online learning for all administrators, teachers, coaches, etc. with the focus on equitable teaching for all ("Maryland," 2020).
- Facilitate trainings and provide resources for parents in an attempt to help prepare and support them in guiding their children in online learning ("Maryland," 2020).
- Form a technology support team whose role is to be available to support teachers, students, and parents with technology issues when teaching and learning remotely (Missouri, 2020).
- Provide support to teachers in their planning for online learning.
  - Discuss as a district/building the plan and guidelines for assignment completion and grading while equitable teaching for all students remains the focus of instruction ("Maryland," 2020).
  - Plan and create lessons prior to the start of the school year (Missouri, 2020).
- Develop a timeline for progress reports to be submitted and for which standards will be taught within each specific time period (Missouri, 2020).
- Create and establish procedures for educator teams to meet and address student learning needs for both in-person and online instruction (Missouri, 2020).
- Ensure that teachers/staff over the age of 65 or members who fall within the high-risk/underlying health concerns category have the opportunity to teach from a virtual position if school is not already completely virtual (Merrill, 2020).
- Release students back into in-person classroom settings in phases when safe if beginning the school year completely virtually ("Maryland," 2020).
  - Phase in elementaries first, middle school following a successful elementary transition, and high school last ("Maryland," 2020).
Virtual Learning (Cont.)

Instruction

- Offer both in-person and remote instruction based on student need and parent concerns if schools are not completely virtual (Indiana Department of Education, 2020).

- Ensure students within the high risk category and students that develop symptoms have the opportunity to learn virtually if school is not already completely virtual (Mr. Paul Ketcham, Superintendent of Batesville Community Schools, Indiana).

- Create a daily schedule similar to that of a traditional school day (Accredited Online Schools, 2020).
  - Schedule will help students stay organized and keep on track with learning and assignments (Accredited Online Schools, 2020).
  - Routine will increase productively, eliminate stress from work overload if not on schedule, and ultimately provide positive habits for their emotional health (Accredited Online Schools, 2020).
  - Timely submission will be met by timely teacher feedback (Accredited Online Schools, 2020).

- Blend synchronous and asynchronous instruction and learning for students (Accredited Online Schools, 2020).
  - Balance allows for students to complete work independently, while still incorporating the whole class atmosphere (Accredited Online Schools, 2020).

- Ensure one-on-one meetings are taking place between teachers and individual students regularly. These conferences are a critical component for virtual learning, remediation, and enrichment (Accredited Online Schools, 2020).

- As per Mr. Brent Schwanekamp, Assistant Principal of Plainfield High School, and Mrs. Amy Dean, Director of Innovation and Assessment at East Washington School Corporation, guarantee all students have access to the necessary technology, including devices and internet.
  - Create additional hot spots.
  - Provide internet for families without access.
  - Utilize a large, open space within the building for internet access and work time.
Actionable Steps

Based on our research, next steps for administrators and schools could include the following:

- Analyze local health data about current COVID case trends in order to determine an appropriate schedule for returning to school (100% face-to-face, 50% with alternating days or weeks, etc).

- Stay informed by watching Superintendent McCormick’s [weekly webinar](#), Governor Holcomb’s [updates](#), and monitoring other state/country plans.

- Engage in school and district level re-entry task force and utilize best practices while planning.
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<td>Southport High School</td>
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<td>Ms. Amy Dean</td>
<td>Director of Innovation and Assessment</td>
<td>East Washington School Corporation</td>
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<td>Dr. Bryan Hearn</td>
<td>Managing Director of Instructional Support</td>
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<td>Mr. Brent Schwanekamp</td>
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REMEDICATION, INSTRUCTION AND CURRICULUM

Researched, organized, and compiled by:

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Upon the return to school, all school leaders will face the challenge of addressing larger learning gaps due to the COVID-19 pandemic. Our traditional methods of remediation and accommodations made to the curriculum will not adequately address the 3 months loss of face-to-face instruction. According to Mike Mattos with Solution Tree “COVID Slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains, and in some grades, nearly a full year behind what we would observe in normal conditions.” Figures 1 and 2 from NWEA.org show learning loss from “COVID-19 Slide” into comparison with the yearly “summer slide”. Curricula will need to be modified and adjusted in order to ensure standards that were missed during the months of March through May are taught.

In anticipation of the accommodations required to address learning gaps, the goal of this Blueprint is to provide a potential framework and process for school leaders when considering changes to curriculum, instruction, and remediation for the 2020-2021 school year. As a committee we surveyed a plethora of stakeholders...
involved in schools ranging from principals and assistant principals to teachers and parents. The ramifications of COVID-19 vary from school to school; therefore, we wanted to gauge the concerns of these stakeholders in order to guide our research for plausible, yet realistic, solutions. From the survey, stakeholders shared an enormous concern of students’ emotional and mental well-being. With Social and Emotional Learning (SEL) becoming more prevalent in schools, we recognize SEL as being a required curriculum integrated across all other curricula to meet students’ emotional needs.

As Dr. Lori Desautels shared, “High achievement, academic success, and closing those learning gaps occurs when we “prime” the brain for connection and purpose because many of our youth are coming from environments where emotional connection with a significant other and a sense of purpose have been lost, denied, or buried.” The pandemic could have resulted in additional lost emotional connection for our students. Other educators and stakeholders shared concerns of meeting the wide range of academic needs of all students and knowing how to remediate an entire school population. Teachers continued to stress how they will map out student individual needs with the current staff and resources they have.

This overwhelming bit of information from stakeholders has guided us on where schools should start when addressing student academics in regards to remediation, curriculum, and instruction. There are four components that we will suggest considering: School Master Schedule/Calendar, a Student Audit/Needs Assessment, New Curriculum Mapping and Suggested Interventions for Remediation.
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School Master Schedule and Instructional Calendar
Upon the return to school, it will be necessary for schools to implement a flexible calendar that involves a continuum of instruction in English Language Arts and Mathematics. Curriculum that would be traditionally taught at the beginning of a regular school year will likely need to be adjusted in order for teachers to assess where students are performing and collaborate with previous grade level teachers to determine what standards were missed or not mastered as a result of COVID-19.

According to experts Troy Knoderer, Chief Academic Officer for the Metropolitan School District of Lawrence Township, and Dr. Jill Jay, former school superintendent and current school improvement consultant with Tools for Success, a continuum of instruction must be built into the master schedule. Three phases of instruction will be implemented on a flexible timeline.

The continuum of instruction and the initial prerequisite assessment occurs over a three phase continuum, allowing adequate time for students to readjust to a school setting. Phase One should focus on social emotional learning and reacclimating to school. Students’ social and emotional needs are prioritized before academics are considered. The Collaborative for Academic, Social, and Emotional Learning (CASEL) states that by “prioritizing SEL and the needs and concerns of all students and families, leaders can begin to cultivate the healing, empathy, resiliency, and collective resolve needed to navigate the transition ahead and more effectively continue the work of teaching and learning” (An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community, page 5).

After Phase 1, the first two weeks of school, Phase Two will be implemented. Phase Two includes the grade-level-below standards that are identified as critical standards (or “power” standards)” that should have been mastered according to the ILEARN blueprints. Teachers will use curriculum maps from the previous grade level and determine where there is an overlap between the previous grade level critical standards and the current grade level critical standards. For more information on this process, see “Adjusting Curriculum and New Curriculum Mapping” on page 15 of this document. In addition to considering grade-level-below standards mapping, teachers will utilize this standard identification to create scaffolds of support that closely align to the current grade level standards.
According to Solution Tree, teachers should only include the critical standards that closely align or overlap with the new grade critical standards in their instruction to prevent additional learning loss in the 2020-2021 school year. Throughout Phase Two of this process, teachers will collaborate and identify where standards overlap from the previous grade level and the current, and then work to provide ways to scaffold instruction. For more information on this process, see “Adjusting Curriculum and New Curriculum Mapping” on page 15 of this document. Tina Seymour, Senior Director of School Support at the Mind Trust, states: “We have to dive into grade-level standards immediately and build systems of scaffolding to fill in the holes that may exist in student learning.” As teachers assess their students to determine mastery levels, Phase Two could range from a few weeks or more, depending on the school and students’ range of needs coupled with the data collected from formative assessments given throughout this phase.

Finally, Phase Three involves teaching standards that are ON grade level. By the time Phase Three is implemented, students should be receiving whole-group instruction including scaffolding to support on-grade-level standards.

The graphic below suggests a potential timeline for the continuum of instruction.

<table>
<thead>
<tr>
<th>First 9 Weeks of Reopening Schools</th>
<th>Suggested Curriculum Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 2</td>
</tr>
<tr>
<td>Phase 1 SEL Practices / Community building / New Procedures</td>
<td>Phase 1 SEL Practices / Community building / New Procedures</td>
</tr>
<tr>
<td>Initial Prerequisite Expectations</td>
<td>SEL integration</td>
</tr>
</tbody>
</table>

**Continuum of Instruction**

<table>
<thead>
<tr>
<th>Phases of Instruction</th>
<th>Description of Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Curriculum will focus on Social Emotional Learning lessons, practices, community building, and acclimating to new school procedures.</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Teachers will work to align and overlap grade-level-below critical standards with grade-level standards. Prior to the start of the school year, teachers will need to collaborate with grade-level-below teachers and curriculum maps to identify these standards and overlaps. Systems of scaffolding will need to be in place.</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Instruction will include grade-level standards</td>
</tr>
</tbody>
</table>

*Timeline of phases could vary in every school depending on student mastery and learning gaps.*
Professional Learning Communities

In order to ensure that teachers are implementing and executing best practices for students, it is crucial that collaboration takes place amongst the teachers, coaches, and administration. These collaborations can and must happen consistently in the form of Professional Learning Communities (PLCs) and therefore, they should be included into the master schedules and begin immediately. In these unprecedented times the range of abilities will likely be vast, and it is vital for educators to understand that the biggest obstacles will not be the lack of resources but overcoming their own traditions.

It is important to address the lag that is guaranteed after the occurrence of COVID-19. Our goal as educators is to help the students gain back what they may have lost during the shut down and guide them to a higher academic level. It is imperative that teachers begin conducting PLCs immediately to address which critical standards were pushed out from the grade levels below them March-May as well as share the standards they pushed out to the grade levels above them in their first several PLCs.
Time is one of the most consistent and pressing problems for schools trying to implement this model of professional development and will likely vary according to the school schedule and age range of students. For example, PLCs at an elementary school will likely be during the school day during a prep period due to most grade levels having prep at the same time as their grade level teachers, but for a middle school or high school they may need to meet before or after school, or they may even give the students a half day once a month for the teachers to collaborate in PLCs with their departments. If teachers are unable to return to school in the fall then it will be imperative that they still hold them virtually. A new curve will have to be taught to teachers that are used to working in a classroom with students face-to-face.

Learning more about PLCs is made possible by researching the father of PLCs Richard Dufour. When establishing PLCs Richard Dufour broke it up into three big ideas; ensuring that students learn, a culture of collaboration, and a focus on results. He knew that these things required hard work and commitment by quoting, “When educators work hard to implement these principles, their collective ability to help all students learn will improve.”

“When educators work hard to implement these principles, their collective ability to help all students learn will improve”

-Richard DuFour
Collaboration among all teachers regarding the “new approach” to curriculum will be a key solution to determine how to deliver the lost instruction and content from COVID-19. Just as before COVID-19, teachers will still need to address the social and emotional well-being of their students at any given moment throughout the day. Now more than ever, there will be a need to integrate content across curricula as a necessary strategy for all teachers and coaches; especially as they must embrace the expectation of covering additional content in an even shorter period of time. Figure 3 from the IDOE SEL Toolkit shows the SEL integration implementation in all Tier levels. The benefits of integrating content could be what our students need the most this Fall. According to Integration and Thematic Teaching: Integration to Improve Teaching and Learning, “Students who cannot see meaningful connections across content or skills are unlikely to be able to use their knowledge and skills to solve problems or make decisions about issues raised in the curriculum” (LIPSON, M., VALENCIA, S., WIXSON, K., & PETERS, C.1993, Integration and Thematic Teaching: Integration to Improve Teaching and Learning. Language Arts, p. 254).

Social and Emotional Learning will now need to be considered a core subject upon students’ return, but finding the time to implement such strategies and lessons could be hard in an already jam-packed day of content. Knowing how to embed SEL in core subjects will not only help with time constraints, but the social/emotional and academic success of students as well. Tatina Carter, the author of Four Ideas to Integrate SEL into Your Core Curricula, suggests that “teaching and reinforcing SEL concepts within the core content helps students engage in learning and develop more meaningful connections to academic material”.
She also suggests that, “Teaching SEL alongside your core content will not only deepen student engagement and learning but will also help students develop non-academic skills they need to succeed in life” (Carter, *Four Ideas to Integrate SEL into Your Core Curricula* 2019). Carter provides concrete examples of what integration of SEL looks like in all core subjects. Since a large portion of ELA is derived from books and characters, SEL components can be easily integrated through conversations, dialogue, and reflections (verbal and/or written) as it is related to the characters’ feelings or actions. Carter provides a [Double Entry Journal](#) as a way to discuss character feelings and reflect on their own emotions and how those emotions have an impact on the world around them (Carter, *Four Ideas to Integrate SEL into Your Core Curricula* 2019).

When thinking of how to integrate SEL into Math, it is important to recognize that students need “strong emotional skills to persevere through challenging problems (Carter, *Four Ideas to Integrate SEL into Your Core Curricula* 2019). Such skills include “relationship skills, management skills, the ability to analyze and evaluate a problem and reflect” (Carter, *Four Ideas to Integrate SEL into Your Core Curricula* 2019). For many students, Math can be frustrating and even stressful to learn. Students need to have strong communication skills to not only ask for help, but also in explaining the reasoning or mathematical steps. Carter provides an excellent [video](#) on an Elementary Teacher integrating SEL into his Math block (*How to Teach Math as a Social Activity* 2008). Further information on integrating SEL into Math/ELA or additional content areas can be found in Tatina Carter’s [article](#).
Establish & Plan Professional Learning Goals

Considering the 2020-2021 school year calendar, determining student and educator needs and establishing priorities for professional learning to address these needs will further support student outcomes. Identifying two or three focused priorities to address, creating an action plan, and monitoring the plan to meet established goals can be developed utilizing the suggested checklist for planning and implementing professional learning for educators. Recommendations for consideration may include trauma-informed instruction and community relationship building.

Professional Learning Planning Checklist

- Identify needs and determine priorities
  - Guiding Questions:
    - Considering student & educator needs, what are our 2-3 top priorities?
    - What specific outcomes do we hope to achieve and for whom?
    - What professional learning opportunities are already in place that would address these priorities and the desired outcomes?
    - What potential professional learning opportunities are needed to address these priorities and desired outcomes?

- Establish 2-3 SMART goals/objectives for professional learning
  - Guiding Questions:
    - Considering named top 2-3 priorities to address student and educator needs, what specific student centered outcomes do we hope to achieve?
    - How will we measure progress toward the specific goal? How will we know when it has been accomplished?
    - Is this student centered goal attainable?
    - Is this goal realistic? Are we willing and able to work this goal? What conditions would have to exist to achieve this goal?
    - What will be the timeframe for accomplishing this goal?
### Professional Learning Planning Checklist Continued

<table>
<thead>
<tr>
<th>Task</th>
<th>Guiding Questions</th>
</tr>
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</table>
| Map a 30:60:90 Action Plan | - What professional learning resources need to be considered to achieve SMART goals?  
- What data will be collected and what will be the frequency of collection for analysis of SMART goal progress?  
- What steps will be taken to effectively put this 30 day, 60 day, 90 day action strategy plan into place as it relates to professional learning? |
| Determine dates/times for professional learning opportunities for educators in the master schedule | - In the school year calendar, when does professional learning need to support:  
  - A sense of urgency?  
  - Communicating the vision?  
  - Eliminating obstacles and acknowledging educator realities?  
  - Empower action related to SMART student centered goals?  
  - Short-term wins?  
  - Assessments and closures? |
| Determine dates/times for administrative pre-planning of professional learning opportunities | - In the school year calendar, when is the best time for our team to meet to schedule ALL pre-planning working sessions prior to professional learning dates set above? |
| Work the plan and gather data | - See the Instruction Partners link to the left for a comprehensive list of guiding questions |
| Step back and adjust the plan | - See the Instruction Partners link to the left for a comprehensive list of guiding questions |
| Annually reset professional learning plans | - See the Instruction Partners link to the left for a comprehensive list of guiding questions |
Student Audit and Needs Assessment
Upon the return of school, Solution Tree suggests that teachers conduct a student audit on all students regarding the following pieces of information: who had access to wifi and devices; the level that students were engaged during the remote learning period; and whether or not there are other siblings in the home needing to access online learning. Teachers who had these students in the 2019-2020 school year should complete this audit prior to the 2020-2021 school year to serve as another data source. The audit could assist in providing teachers a better understanding of where the student currently stands academically. The audit could also be useful in offering information in the case of a future remote learning model during the 2020-2021 school year due to additional COVID-19 closures. Attached here is an example template of the Student Audit.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Access to a Device</th>
<th>Internet Access Yes or No?</th>
<th>Engagement Scale 0 = none 1 = partial 2 = full</th>
<th># of Siblings</th>
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Adjusting Curriculum and New Curriculum Mapping
When determining critical standards in English Language Arts and Mathematics (also called “power” or “high priority” standards), teachers of testing grade levels (3-8) must refer to the ILEARN blueprints provided by the Indiana Department of Education. ILEARN blueprints can be located here. Blueprints “define the essential content which will be measured by the assessment” (IDOE). When reading a grade-level blueprint, teachers should look for the proportion of content. According to the IDOE, “the proportion of content is reflected by ranges of items included on each assessment. Ranges offer flexibility for computer adaptive testing. Ranges beginning in 0 may not be assessed every year.” Standards and content that have higher proportions should be identified as critical standards when teachers begin to create their “Flashback / Flash Forward” protocol maps. For example, standards listed with a range of 2% to 9% would be considered critical or high priority.

Figure 4 from Indiana Department of Education
Teachers of Kindergarten through 2nd grade should use the same process to determine their critical standards; however, they will use the 3rd grade ILEARN Math blueprint and the 3rd grade ILEARN English Language Arts blueprint to identify those at their respective grade levels. Dr. Jill Jay suggests starting with the 3rd grade critical standards and then identifying the correlating standard at each grade level (2nd, 1st, Kindergarten) for both English Language Arts and Mathematics. These standards would be considered critical. Also in grades K-2, teachers can collaborate with each other during PLCs or other collaborative times to determine the standards that overlap across grade levels. In discussing this process with Ms. Amy Reno, district Math coach of the Metropolitan School District of Washington Township, she suggested having teachers pose the question: once a student has mastered knowledge of a grade level standard, how does that knowledge get used for the next grade level? Then the grade level above that? As well as: Is this standard a major part of what students need to know for the next grade level?
Once critical standards are identified, Solution Tree suggests organizing these critical standards in a “flashback - flash forward” protocol map. The first step is to address the “flashback” portion of the protocol map by determining what students already knew when they left us in March, as well as, compiling a list of all critical standards that were not covered from March to May. Teachers should determine what critical standards are *most concerning* that students did not master but need to in order to move forward. This information should be compiled in a simple format to share with the next grade level teachers for their Fall 20/21 planning (Friziellie, Schmidt, & Soiller, 2020).

As the untaught “flashback” critical standards are identified, inputted into a simple format, and passed onto the next grade level, the next step is to address the flash forward phase, or the “NOW” phase (20/21 Fall Semester). Solution Tree suggests that the most concerning critical standards from Spring 19/20 school year be taught only if they closely align with the critical standards of the next grade level moving into the Fall of 20/21 school year, and now renaming them as a “SuperHero” standard. Given the time constraints that many districts will face, Solution Tree suggests only identifying and focusing on three “SuperHero” standards and then devote to teaching these thoroughly. The attached link provides a completed sample of a “Flashback/Flash Forward” protocol map of critical standards. This sample from Solution Tree is a great visual for determining which standards align and need to be taught as part of the planning process (Friziellie, Schmidt, & Soiller, 2020).

Math Coach, Ms. Amy Reno, from Washington Township recognizes that Solution Tree’s suggestion of focusing on “three SuperHero” standards may not work for every school or district.
depending on the population they serve and the needs of their students. Reno stated, “I wanted to cover and look at all standards in a school year knowing that many of our students don’t need to be caught up on just standards from March to May” (Reno, 2020). Reno wanted to analyze and gather more data on what students need to be successful for the next set of standards in the 20/21 school year.” Similar to Solution Tree, Ms. Reno researched standards in each grade using Achieve the Core Coherence Maps to determine what critical standards aligned with other critical standards from other grades. In Figure 5, Reno provides her own example of a 3rd grade to 4th grade articulation map in which she includes a section indicating if the aligned standard is one that is identified as a grade level ILEARN critical standard. If the standard “checks” 2 of the three categories (i.e. 3rd grade standard that supports major 4th grade work, major 3rd grade standard, 4th grade ILEARN critical standard) then she would suggest teaching that particular standard in the Fall (Reno, 2020).

Although Solution Tree suggests only focusing on “three SuperHero” standards, Reno recommends this should be dependent on what curriculum the school/district uses and how that curriculum addresses standards throughout a typical school year. Depending on a resource or content area, some curriculums have units that cover blocks of standards, whereas, other curriculums incorporate standards throughout multiple units several times during the school year. If that is the case for your specific curriculum, then many standards are not necessarily new, but instead formatted in new information areas/units or in a new application for students in the months of March to May (Reno, 2020).
Grade level/content area teams including special education teachers, ELL teachers, and instructional coaches gather to utilize the Flashback and Flash Forward template to determine “SuperHero” standards for the fall 2020-2021 school year (Friziellie, Schmidt, & Spiller, 2020). A grade level/content area team meets with the team one grade level below to utilize this conversation/collaboration tool. Solution Tree recommends teams collaborate 3-5 days prior to the start of a new standard and/or unit to provide clarity to grade level teachers as well as special education teachers, ELL teachers, etc. to collectively clarify the standards and expected student outcomes. Solution Tree has provided a completed sample template outlining the components for this collaboration tool.

Considering the standard identified, teachers determine what students will do either by skill or verb to engage the standard. Teachers outline, collectively, what knowledge or concept students need to master to access the standard. Next, the team of teachers considers the DOK level and type of assessment to check the outlined learning targets named in the “What Will Kids Do?” section. The assessment will match the “What Will Students Do?” skill or verb named. The vocabulary is outlined to ensure that students “deeply understand the terms” (Friziellie, Schmidt, & Spiller, 2020) prior to measuring what teachers determine in the “What Will Kids Do?” section. Teachers discuss possible difficulties or barriers for students to do what they have outlined to master the “SuperHero” standard and name solutions for scaffolds and supports to provide student access to the skills.

<table>
<thead>
<tr>
<th>What Will Students Do (Skills or Verbs)?</th>
<th>With What Knowledge or Concept?</th>
<th>Level of Thinking or Type of Assessment</th>
<th>Vocabulary?</th>
<th>Scaffolds and Supports Ideas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>characters in a story (traits, motivations, feelings)</td>
<td>DOK 2- Constructed Response</td>
<td>Character Traits Motivations Feelings/Emotions</td>
<td>Begin with easier text to identify character traits, motivations and feelings. Progress to grade-level text. Match traits with characters manipulatives.</td>
</tr>
<tr>
<td>Explain</td>
<td>how characters’ actions contribute to the sequence of events.</td>
<td>DOK 3- Constructed Response</td>
<td>Plot structure-sequence of events</td>
<td>Use plot structure graphic organizer to identify sequence and connect character actions. Use visual representations of events... place them on the structure diagram.</td>
</tr>
</tbody>
</table>

Learning Progression:
1. Identify events to describe a character.
2. Authors use details to express the characters’ feelings and emotions.
3. Motivation is the reason why a character acts a certain way.
4. Develop character by their traits, motivations, and feelings.
5. Plot is the sequence of events in a story.
6. Plot development is affected by the characters and their actions.
7. Explain how characters’ actions contribute to the sequence of events.
8. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Figure 6. Collaboration Tool for unpacking standards from Solution Tree, 2020
Throughout this process assessments, both formative and summative, will be necessary to ensure students are mastering the standards they may have missed during the shut down. Formative assessments require engaging with the students to ensure they are grasping the lesson, which can include checks for understandings, exit tickets, observation of student work, discussions and progress monitoring. These formative assessments will happen more frequently than summative and they can be helpful for the teachers that may not be as familiar with these standards to see if the students are mastering them. Data drives instruction; therefore, these formative assessments also serve as a guide for moving forward with future lessons.

Summative assessments are formal graded assessments that generally take place near the end of a term, unit, or semester to decide whether state standards were met. They are also frequently given at the beginning of the year to determine the student’s starting point. These data points can be easily analyzed and compared to show student learning. Summative assessments can include state-mandated testing, district benchmarks, SATs & ACTs. By the time they have reached the summative assessments, the majority of students should have mastered the standard. These assessments can be used to place and evaluate the students as well as evaluate the teachers. If we look at the Learning Progression that Solution Tree provides us (for this specific standard), we are given EIGHT steps that progress from more informal and monitoring progress to higher DOK questions that would take a deeper level of understanding to master.
Remediation and Intervention Suggestions
As Mr. Troy Knoderer, Chief Academic Officer in MSD of Lawrence Township, stated in a personal interview, “remediation will need to be redefined” and it will no longer apply to some but rather all students. Based on projections from NWEA, significant learning loss for a number of students will result in learning gaps and therefore, core instruction will need to be adjusted to address these gaps rather than considering students for remediation. In addition, Mr. Patrick Jones, Senior Director of School Incubation at The Mind Trust, stated that “remediation is the adjustment of the current curriculum.”

Utilizing a Multi-Tiered System of Supports (MTSS), as outlined by University of South Florida, will support school-wide instruction and intervention to target student learning and address learning gaps.

“A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.” (University of South Florida College of Behavioral & Community Sciences)

Multiple tiers, Tier 1, Tier 2, and Tier 3, support the instruction and intervention needed to accelerate the performance of ALL students to achieve or exceed proficiency. Tier 1 is for “all” students in terms of instruction and student
supports by implementing core curriculum aligned to state standards. Tier 2 is supported by Tier 1 and provides additional time and intensive focus to instruction for “some” students in addition to Tier 1 instruction. Tier 3 is for “few” students and is the most intensive instruction that requires more time and focused instruction than Tier 2. The purpose of Tier 3 is to provide the school’s most intensive instruction to achieve Tier 1 proficiency levels determined by the district.

Considering the varying needs of students, selecting research-based intervention tools to support school, grade-level, and student-specific goals will support specific targeted learning needs identified by diagnostic assessments. Research-based interventions are determined to support and achieve the identified goals/objectives often connected to School Improvement Plan Goals. Selecting these research-based interventions that best target determined priorities can be supported by the Academic Intervention Tools Chart by National Center on Intensive Interventions at American Institutes for Research. Determining the best fitting intervention to meet prioritized goals/objectives can be compared utilizing a comparison tool by WestEd.

A circumstantial consideration may be to select an eLearning-accessible intervention program to support potential online learning for the 2020-2021 school year. Considering the number of student licenses available to the entire school may prove beneficial to support asynchronous or synchronous core instruction in the event of eLearning.
## Remediation and Intervention Suggestions

### Additional Resources

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<tr>
<th>Resource Title</th>
<th>Resource Summary</th>
<th>Resource Link</th>
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</thead>
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<tr>
<td>Rethinking Intervention by Instruction Partners</td>
<td>Video and transcripts of expert interviews regarding rethinking intervention by Instruction Partners</td>
<td><a href="https://instructionpartners.org/rethinking-intervention">https://instructionpartners.org/rethinking-intervention</a></td>
</tr>
<tr>
<td>Academic Intervention Tools Chart by National Center on Intensive Interventions at American Institutes for Research</td>
<td>Tools chart presents information about academic interventions including information and rating of technical rigor of study</td>
<td><a href="https://charts.intensiveintervention.org/aintervention">https://charts.intensiveintervention.org/aintervention</a></td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Organization</td>
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<tr>
<td>Dr. Lori Desautels</td>
<td>Assistant Professor and Author</td>
<td>Butler University</td>
</tr>
<tr>
<td>Dr. Bryan Hearn</td>
<td>Managing Director of Instructional Support</td>
<td>Instruction Partners</td>
</tr>
<tr>
<td>Dr. Jill Jay</td>
<td>Consultant</td>
<td>Tools for Success</td>
</tr>
<tr>
<td>Mr. Patrick Jones</td>
<td>Senior Director of School Incubation</td>
<td>The Mind Trust</td>
</tr>
<tr>
<td>Mr. Troy Knoderer</td>
<td>Chief Academic Officer</td>
<td>MSD of Lawrence Township</td>
</tr>
<tr>
<td>Ms. Tina Merriweather Seymour</td>
<td>Senior Director of School Support</td>
<td>The Mind Trust</td>
</tr>
<tr>
<td>Ms. Amy Reno</td>
<td>District K-5 Coach</td>
<td>MSD of Washington Township</td>
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Revising Curriculum [Interview by A. Reno]. (2020, June 11).


The information and research was compiled by Emily Wikle, Lindsay Hardin, and Liz Giesting of Butler University’s Experiential Program for Preparing School Principals.

Our team worked closely with Human Resource Directors and EPPSP graduates, Dr. Emily Haas Brown of MSD Lawrence Township and Mr. Chris Gearlds of MSD Decatur Township. We are fortunate for their time and service with EPPSP.

Prior to re-entry, administrators have to continue to recruit, retain, and provide professional development to all incoming and current staff members. Amidst COVID-19, school leaders are recommended to maintain a culture of community and prepare staff, families, and students for re-entry.
WHY is this important?

Our team finds this work valuable, as we hope to help school districts find strong talent, retain school personnel, and continue professional development amidst COVID-19 and re-entry. Now more than ever, it’s essential to create a culture of community in school districts. Students deserve a quality education that provides them with the toolkit that they need to be productive global citizens. In order for this to happen, school districts need to value their staff and students, while ensuring they are challenged with high expectations regardless of where their learning takes place. As we process virtual learning and all that it entails throughout re-entry, it’s recommended that staff members are given opportunities to grow as educators so that they can provide an exemplary education to all students. By doing this, school districts must seek out talented staff members in unique ways, yet mentor and coach their current employees to retain their highest quality personnel.
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“\[ If you can impact education, if you can impact this space, we need to do it. If you can do it as a leader, say ‘Yes!’ “\]

- Dr. Katie Jenner, Senior Education Advisor to Governor Holcomb
Everything a district does either attracts or discourages employees or future employees.”

-Recruit Like a Rockstar by Nimble
Recruit Early

➔ Develop relationships with colleges/universities to attract new teachers.
➔ Volunteer at undergraduate interview nights held at colleges to scout and build relationships with new recruits.
-Dr. Thomas Oestreich, Carmel Clay Schools

Virtual Hiring Fairs

➔ National Organizations like EdWeek and ASPA hold virtual hiring fairs to recruit talent. In addition, many university such as IU and Butler are also holding hiring fairs for teachers.
➔ Host an external hiring fair by asking your own teachers to send out invites to potential candidates.
-Dr. Emily Haas Brown, Lawrence Township
➔ Host an in-house hiring fair focused on attracting instructional aides and student teachers already in-district.
-Dr. Thomas Oestreich, Carmel Clay Schools
➔ Check out a template created by KIPP to host a virtual recruitment fair in your district. How to plan for a virtual recruitment event (KIPP)

“If I attend a hiring fair and come out of it with one great recruit, it is time well spent.”
-Dr. Oestreich
Assistant Superintendent of Carmel Clay Schools
**Support Students of Color at the Collegiate Level**

Students of Color that are preparing for a career in education face many obstacles that colleges and universities can help alleviate and better support these students. Butler University is partnering with Kappa Delta Pi to offer a series of summits on Building Capacity in the Successful Preparation of Teachers of Color. Below you will find an article that outlines various obstacles students of color face and how to actively support these students through a teaching preparation program.

*Responsively Serving Students of Color in Teacher Education Programs*

-Mrs. Angela Mager, Assistant Dean of Education at Butler University

---

**Create a Teacher Training Program**

Lawrence Township partners with IUPUI to provide a teacher training program for instructional aides in the district seeking to become a certified teacher. The program, District-Based Alternative Certification, allows instructional aids the opportunity to become certified teachers in 1.5 years at the elementary level and 1 year at the secondary.

-Dr. Emily Haas Brown, MSD of Lawrence Township

**Alternative Teaching Programs**

Many teachers of color come to the professional through non-traditional programs. Reach out to alternative teaching programs and be open to hiring these candidates.

-Sara Marshall, Senior Director of Talent at The Mind Trust

Butler University has recently launched a dual credit program called *Future Educators*. Future Educators is focused on helping school districts “grow their own, especially in high-needs areas.”

-Mrs. Angela Mager, Assistant Dean of Education at Butler University
Creative Recruitment Ideas

**Coffee Chats**
Invite candidates to attend virtual coffee chats focused on what the district/school has to offer. On a weekly basis, send out an invite and designate a topic for each chat—such as Coaching Support from instructional coaches to technology or even local eating, or shopping in the area.

-Mr. Chris Gearlds, MSD of Decatur Township

**Redesign Site**
Ensure your website is well-formatted and contains current information. In addition, have teachers with various levels of experience post a video of why they came to the district as well as what it is like as teaching in the district.

Colonial School District Exemplar Site (Lewis, 2020)

**Social Media**
Leaders within the district promote the district with social media posts on various platforms like Twitter, Instagram, and even Tik Tok. In this fun, creative way candidates can see what the school has to offer and that leaders are committed to utilizing technology.

-Mr. Chris Gearlds, MSD of Decatur Township

Example of Social Media Highlight
10 Step to Create the best Culture Company Video (SparkHire)

Check out the Holmes Program from AACTE that is dedicated to supporting historically underrepresented communities (*Holmes Program 2020*).

[Holmes Scholar Program](#)
Filtering Candidates

Washington Township uses SparkHire to filter through candidates. In this process, candidates create and upload a video of themselves answering predetermined questions through SparkHire. From there, the district is able to better determine which candidates are the best fit before setting up a virtual interview. In addition, when the candidate makes it to the virtual interview, the questions are deeper and narrowed because the interview panel already has a sense of the candidate’s strengths and personality.

-Dr. Thomas Oestreich, Carmel Clay Schools

Sending Information to Candidates Virtually

When interviewing in a virtual setting, it is crucial for candidates to be well prepared with technology and a set norms. Select the link to see a template of an email to candidates that can be copied and tailored. Interview Invitation Email (Nimble)

Privacy of Candidate’s Interview Material in a Virtual Setting

In an online setting, it is difficult to dispense and collect candidate’s materials from an interview. It is imperative to ensure that each person on the interviewing panel understands the need for the privacy of these documents. A district may consider collecting a candidate’s documents in a Google Folder and sharing “viewing only” access to the interview panel prior to the interview. After the interview is complete, retract the sharing privileges from the interview panel.

-Dr. Emily Haas Brown, Lawrence Township
<table>
<thead>
<tr>
<th>Implicit Bias</th>
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</thead>
<tbody>
<tr>
<td>During an interview, the interview committee needs to be aware of any implicit biases and how to be objective. Below you will find a training from TNTP on <a href="http://TNTP">Avoiding Bias in Video Interviews</a>.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Audition Video Lesson</th>
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<tbody>
<tr>
<td>If a district is requiring candidates to provide an audition video of a lesson, it is best to ensure candidates understand expectations and the process of uploading the audition video lesson. Below is a guide released for this process that can be taken and tailored to a district’s need. <a href="#">Audition Video Guide</a> (District of Columbia Public Schools)</td>
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<table>
<thead>
<tr>
<th>Survey of Candidate</th>
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<tbody>
<tr>
<td>During the interview, the interview committee should be filling out a survey of the candidate’s answers. In addition, it is imperative that after the interview is complete, the committee completes the survey and leaves without discussion to ensure privacy. <a href="#">Example of Candidate Interview Survey</a> -Mr. Chris Gearlds, MSD of Decatur Township-</td>
</tr>
</tbody>
</table>
**Survey of Interview Process**

After hiring, it is best-practice to survey the new hire on the interviewing process. How did they like the procedures of the interview? What was said during the interview to entice them to come to the district? Every district needs to continue to improve and better the interview process currently in place.

-Mr. Chris Gearld, MSD of Decatur Township

*Example of Interview Process Survey*

**Communication to School Leaders**

After a candidate is hired, it is imperative for the district to notify the school leader of the hire. The school leader should then reach out to the newly-hired teacher with directions on next steps. In addition, if a school has an onboarding team, the team should also be notified of the new hire.

-Dr. Thomas Oestreich, Assistant Superintendent of Carmel Clay Schools

**Spotlighting New Hires on Social Media**

Using social media to highlight newly hired teachers for the district is an inventive way to continue to recruit new candidates and reassure the newly hired teachers they made the right choice moving to the district.

-Mr. Chris Gearlds, MSD of Decatur Township

*Example of Highlighting New Hires on Social Media*
Retaining New Teachers

Onboarding Teams

Opportunities for Growth

Coach & Mentor

According to The Learning Policy Institute, the national average rate of teacher turnover is 8%. There are differing thoughts as to what attrition rates will look like this year due to COVID-19.

It is clear from the research that now more than ever, because of the uncertainty surrounding teachers, that we need to give new teachers extra support and veteran teachers opportunities to lead.
Onboarding Teams

A team of faculty members who will intentionally welcome, connect, and support new teachers for their first two years in the building.

The Must-Haves:

- Two-year commitment
- The team members should represent diverse experiences.
- One member serves as the “captain” and attends & provides training.
- There should be clear expectations and guidelines for the team.

Things to Consider:

- Will you have one team that serves all new teachers or individual teams for each teacher?
- Who else should be part of the team? Principal? Assistant Principal?
- What characteristics would team members need?
Opportunities for Growth

New teachers want to grow. Check out this article to see 6 things we can do to keep new teachers: 

\[\textbf{Why Understanding Millennials is Key to Fighting Teacher Attrition.}\]

---

**Promote Learning**
- Book studies
- Podcasts and webinars
- In-house PD
- Encouraging & recognizing self-guided PD

**Promote Leadership**
- Committees & Teams
- Onboarding Teams
- Teacher mentors
- Micro-credentialing
- Community leadership

---

Here is an idea to try that will promote learning and leadership:

**Expertise Board**

1. With one color of sticky note, staff members post topics they would like to learn about.

2. In another color, staff members respond with a posting if they can help.

3. This could be set up as a physical board in a common area or an electronic document.
Non-evaluative feedback can be given by anyone - a peer, principal, assistant principal, or instructional coach.

“Coaching is available to all of us and is not [just] a profession, but a way of being with each other.”
- Peter Block, author

Try following Jim Knight’s Impact Cycle

During every step:

1. **Ask Questions**
2. **Listen**
3. **Stay Curious**

### 2 Different Coaching Frameworks to Try

#### Teacher-focused Approach:

- **P** - **Powerful**
  - Will this goal make a real difference in students’ lives?

- **E** - **Easy**
  - Is it worth it?
  - Can I do it?

- **E** - **Emotionally Compelling**
  - Do I care enough?

- **R** - **Reachable**
  - Is it possible?

- **S** - **Student-Focused**
  - Will I see changes in the students?

#### Student-focused Approach:

- **P** - **Powerful**
  - Will this goal make a real difference in students’ lives?

- **E** - **Easy**
  - Is it worth it?

- **E** - **Emotionally Compelling**
  - Do I care enough?

- **R** - **Reachable**
  - Is it possible?

- **S** - **Student-Focused**
  - Will I see changes in the students?

---

More about:

- **PEERS goals**
- **GROWTH coaching**

---

What questions should I ask?
- 7 Coaching Habit Questions
- 549 Powerful Coaching Questions
- Alternatives to “How Are You?”

Can coaching still happen if learning is virtual?
YES!
Whether your teachers are in a physical classroom or online, they will still benefit from coaching. Click this link to be taken to a Google folder full of coaching templates and resources, many of which are virtual-specific.

How can I learn more?
Check out these authors and speakers:
Jim Knight
Elena Aguilar
Kathy Perret
Michael Bungay Stanier

“Coaching done well may be the most effective intervention designed for human performance.”
- Atul Gawande, Surgeon and Author
Retaining Veteran Teachers

- Listen to what teachers need
- Support them in multiple ways
- Build Trust in your buildings

“We don’t have a recruitment problem; we have a retention problem.”

-Dr. David Marcotte, Executive Director of Indiana Urban Schools Association
We want to make sure our teachers are heard, loved, & cared for. It’s about making sure they are valued.”

- Dr. Tom Oestreich, Assistant Superintendent of Carmel Clay Schools

“We see you. We hear you. We thank you.”

- Ms. Sara Marshall
  Senior Director of Talent, The Mind Trust

We are all listening, but is it clear that we are hearing and responding to what is being said?

### FOUR LEVELS OF LISTENING

*Adapted from Starr (2008)*

<table>
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<tr>
<th>LEVEL 1</th>
<th>COSMETIC LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If it looks like I’m listening, I’m not really – I’m somewhere else in my mind.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>LEVEL 2</th>
<th>CONVERSATIONAL LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m engaged in the conversation, listening, talking, thinking, then talking, thinking etc.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>LEVEL 3</th>
<th>ACTIVE LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m very focused on what you are saying, recording facts, paying attention and taking an active part in reflecting back what I hear.</td>
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<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>DEEP LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m more focused on you than me, and getting a deep sense of who you are.</td>
</tr>
</tbody>
</table>

Knight, J. (2020). Four Levels of Listeners. Distance Coaching Workbook.
Listen for the additional factors that are weighing on teachers during this season.

Three ways to LISTEN

Stay Survey
Why do your teachers stay in your district?
Ask them each year with a few simple questions:
- Chris Gearlds, MSD of Decatur Township

1. Why are you here?
2. Why have you stayed?
3. What are your biggest bright spots?
4. How can we continue to grow you as a leader?
5. How can we continue to tap into your expertise?

Check-In Form
Think about asking your teachers how they are doing, but if you do, be ready to act on what they share.

You may try something like:

Hi, How Are You?
Monday Morning Staff Check-In

Needs Menu
Dr. Lori DeSautels suggests providing staff with a menu of options so they can get what they need.

See an example here.

Teachers need support through re-entry. One resource to consider using to help them “cultivate emotional resilience” is Elena Aguilar’s book, Onward and its companion workbook.

Teachers need support through re-entry. One resource to consider using to help them “cultivate emotional resilience” is Elena Aguilar’s book, Onward and its companion workbook.
Support for teachers is multi-faceted, especially during times of uncertainty.

<table>
<thead>
<tr>
<th>Financial: Do you offer a competitive salary ladder that teachers can climb as they invest their time and talents in your district?</th>
<th>Professional: Do you offer opportunities for teachers to ask questions about their craft and try new ideas without feeling judged?</th>
</tr>
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<td>Medical: Do teachers have access to free or reasonably-priced quality medical care?</td>
<td>Mental Health: Do your teachers have access to counseling, wellness centers, and workout facilities?</td>
</tr>
</tbody>
</table>

“We want our teachers to feel like a million dollars!”

Dr. Tom Oestreich, Assistant Superintendent of Carmel Clay Schools

What is the turnover rate in your district? School? Is that acceptable or something you’d like to work on?
During re-entry, there is much uncertainty. If teachers trust their leaders, they’ll be more likely to trust the process. Great principals are key.

Communicate

Communicate Directly:
Use a variety of avenues such as coffee chats, e-mails, and classroom visits. Teachers want to hear from you.

Communicate Often:
Even if there isn’t new information to share, share what you’re thinking about and working on. That helps.

Protect

Physical Health:
If possible, provide options.
Ask questions.
Consider teachers’ families.

Emotional Health:
If possible, keep traditions.
Check in personally.
Celebrate staff often.

“Make it difficult for people to leave.” - Dr. David Marcotte
Teacher Professional Development

Strong Instructional Practices

Useful Strategies for Virtual Learning

Fostering an Effective Technology Toolkit

“Relationships change life trajectories.”
-Pearl Arredondo, San Fernando Institute for Applied Media School
Problem of Instructional Practice (POIP)  
Leadership Team Driven

POIP- A **problem** of **practice** is an area that a **school** or **school district** identifies that focuses on the **instructional** core, is directly observable, is actionable, and connects to a broader strategy of improvement.

**Goal Oriented**  
→ Instructional Coaches  
→ Strategic Planning  
  → Content, Standards Work  
  → Scope & Sequence (SEL, ELA, Math)

**Grade Level “Challenge”**  
→ Become stronger in small group instruction, etc.

**Implementation**  
→ Watch other teachers, bring strategies back to classroom  
→ Assess goals through data

“**Our solutions are within our house.”**

-Mr. Chris Gearlds,  
MSD of Decatur Township
Re-Entry for Teachers
Instructional PD

Seek → Reach **instructional growth** as educators

Discover → Best practices, dive into data

Confirm → Measure, decide if strategies show growth

Share → Share best practices schoolwide

Decatur Township POIP Template

-Mr. Chris Gearlds, MSD of Decatur Township Partnership with *Insight Education Group*
**Suggestions for “Day-of” PD:**
- Notetaker
- Moderator
- Technical support
- Small group facilitator (virtual breakout session leader)

**Have PD Goals:**
- What are the session goals?
- Are the topics aligned with the district’s vision and goals?
- Who is the target audience for each session?
- How often, and by whom, will follow-up be provided?

**Must Haves:**
- Have fun!
- Meet educators where they are
- Be prepared
- Be a facilitator
- Use participants’ experiences
- Celebrate your staff!
Virtual Professional Development Protocols

- Stay muted unless speaking
- Quiet location
- Business casual dress (school wear)
- Use chat for questions
- Keep camera on unless stepping away
- Notify a supervisor
- Limit multitasking

-Dr. Emily Haas Brown, Director of Human Resources, MSD of Lawrence Township

Adopt and model protocols for virtual professional development with all staff members.
1) Encourage Fun, Play, and Activity
Balance online and offline, academics and fun.

2) Communicate Clearly and Frequently
Regular communication is more essential than ever.

3) Seek Feedback From Families & Students
Keep your approaches fluid based on feedback.

4) Empower Learners With Choices
Choice boards are an effective way to differentiate.

5) Set Up Or Adjust School Guidelines
Ensure students, families, & staff know what to expect.

6) Ensure Teacher Wellbeing
Effective leadership and communication are key.

7) Consider Student and Family Wellbeing
Keep expectations reasonable and listen to families.

8) Embrace the Online Community
Many teachers are going through the same things.

9) Keep Your Class Connected
There are lots of creative ways to connect students.

10) Keep it Simple 💕
Just do your best. That is enough!

-Resources for Teaching Online Due to School Closures, Kathleen Morris (The Edublogger)

PD is ongoing and needs to be differentiated just like student learning.”

-Amy Sharp, @SharpEducation
## Virtual Communication Tools

<table>
<thead>
<tr>
<th><strong>Seesaw</strong></th>
<th>Students show learning, teachers gain insights, and families connect</th>
</tr>
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<tbody>
<tr>
<td><strong>remind</strong></td>
<td>Reach students and parents where they are. Communicate from the school, home, etc.</td>
</tr>
<tr>
<td><strong>ClassDojo</strong></td>
<td>A simple way to connect teachers with parents and students to build classroom communities</td>
</tr>
<tr>
<td><strong>Edmodo</strong></td>
<td>A global education network that helps connect all learners with people and resources</td>
</tr>
<tr>
<td><strong>Google Hangouts</strong></td>
<td>Communication developed by Google → bring conversations to life with photos, group video calls, and to keep in touch</td>
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</table>

## Virtual Learning Platforms
**Student Engagement Tools**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>nearpod</strong></td>
<td>Search, launch, and share lessons → make lessons interactive and unlock student understanding</td>
</tr>
<tr>
<td><strong>Kami</strong></td>
<td>A digital classroom app built to transform any document into an interactive experience for all students</td>
</tr>
<tr>
<td><strong>Screencastify</strong></td>
<td>Platform where teachers can have blended learning lessons by recording full/short lessons, verbal student feedback, etc.</td>
</tr>
<tr>
<td><strong>Flipgrid</strong></td>
<td>A platform where learners can reflect, discuss, and showcase their learning across all curriculum</td>
</tr>
<tr>
<td><strong>Mentimeter</strong></td>
<td>Build interactive lessons/presentations with questions, polls, quizzes, slides, images, and more to engage all ages</td>
</tr>
<tr>
<td><strong>:Padlet</strong></td>
<td>Have students of all ages interact with a topic on fun boards, documents, and webpages</td>
</tr>
<tr>
<td><strong>Adobe Spark</strong></td>
<td>Available to all ages → engage all students and drive their creativity</td>
</tr>
</tbody>
</table>

“Provide an uncommon experience for your students and they will reward you with an uncommon effort and attitude.” - Dave Burgess, @burgessdave-Teach Like a Pirate
However, preparing students for the future requires more than technology access; it requires educators who truly know how to leverage it to accelerate learning across content areas.”

- Brandon Olzsewski and Helen Crompton

Foster Effective Digital Learning
Teacher Professional Development

Power of the Question
National Association of State Boards of Education

Six questions to ask your stakeholders

- Are we setting a shared vision for effective teaching and learning with technology?
- Are all in-service educators provided with and incentivized for professional learning on technology-empowered teaching?
- Are educators preparation programs in our state preparing all pre-service candidates to use technology to improve practice and student outcomes?
- Are our funding models designed to sustainably improve educator quality and student learning experiences with technology?
- Is our state helping all students grow as productive digital citizens?
- How can our state board advance equity in digital learning?
Learn & Grow Together
Rowan-Salisbury Schools Professional Development Virtual Series

Over 40 webinars AND 20 hours of Professional Development for Staff
CEU (Continued Education) Credits for Teachers

Virtual Recordings:
- Instructional Strategies
- Transitioning Online
- Leadership Opportunities

2 Hour Webinars of PD:
- 30-45 minutes of learning
- Explore resources
- Complete Online Survey
- Webinar Tracker

“You are the inventors, creators, and visionaries of a new future for education.”
-Kelly Young, President of Education Reimagined
<table>
<thead>
<tr>
<th><strong>eLearning Leaders in Indiana, Learn from the BEST!</strong></th>
<th>Learn from Indiana’s best and connect with talented presenters that provide Professional Development sessions for state/district conferences</th>
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<tbody>
<tr>
<td><strong>eLearning Lab for Teachers</strong></td>
<td>Several Youtube videos that cover anything and everything Virtual Learning (tools, resources, &amp; curriculum for all ages)</td>
</tr>
<tr>
<td><strong>Professional Learning Opportunities</strong></td>
<td>Digital instructional materials and professional learning opportunities for all staff members</td>
</tr>
<tr>
<td>Advisor Name</td>
<td>Title &amp; Position</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Dr. Emily Haas Brown</td>
<td>Director of Human Resources</td>
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<td>Assistant Dean, College of Education</td>
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Knight, Jim. (2020). Distance Coaching Workbook.


Mitric, S. (n.d.) Responsively Serving Students of Color in Teacher Education Programs [PDF file]


TECHNOLOGY, DEVICES AND INTERNET ACCESS

Researched, organized, and compiled by:

AmySue Bacon
Becky Tippit
Eric VanVeelen
Nawla Williams
OUR MISSION & METHODS...

The "digital divide" (inequitable access to technology and digital content often caused by a student's access to resources) negatively impacted large numbers of students even before the COVID-19 pandemic brought in-person learning to a halt. However, lack of access to technology was an often overlooked and silent problem. The need for schools to rethink education methods and shift to remote or “home-Learning” due to COVID-19 exposed the digital divide as a crisis of monumental proportions for vast numbers of students. Inequitable access to technology, and therefore the path to an equal education, has the potential to be one of the great educational injustices of our time.

The Technology, Devices, and Internet Access committee focused on researching, discussing, and devising ways to bring about equitable access of technology to all students. We gathered information for this section through conversations with district and statewide leaders on the subject, as well as the latest research, planning guides, and district strategies from national sources and the state of Indiana. We remain vigilant in our mission to make lasting, impactful change in this area. We hope our findings and recommendations will provide school leaders with a blueprint for thinking about technology in their schools and encourage city and state leaders to ensure equitable access to technology for all students. We believe that our research and thoughtful responses to it has the potential to help schools close the "digital divide".
Why does ACCESS matter?

How do you CREATE and FUND equitable access?

What systems can help MATERIAL DISTRIBUTION?

How can you provide SUPPORT to all users?

Advisors, and References
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1. Why does access matter?
Why does ACCESS matter?

As society’s use of TDI (technology, devices and internet) increased over the years, there were some who saw the potential for educational inequities early. Over time, voices emerged, loudly advocating for technology to be equally accessible for all, only to be silenced one by one. In an article by Kevin Mahnken, a comprehensive overview of the attempts to bring attention to the issue and the failure to act, spanning three decades, is discussed. The technology access inadequacies, or digital divide issues that we now see, are not new. As a result of the recent pandemic, they are just accentuated.

In an article, authors Raeal Moore, PhD and Nycole Stawinoga define the digital divide as “the gap between people who have sufficient knowledge of and access to technology and those who do not—persists. In education, this digital divide is often referred to as the “homework gap” because of the challenges that students in technology-deficient circumstances face when trying to do their homework.”

TDI inadequacies currently affect millions of low-income families, in both rural and urban areas. Not having access to a computer or the internet means students are not learning. In a recent survey of 5000 teachers who taught during the recent COVID-19 pandemic, 55% reported that less than half of their students were attending class (50% < attendance rate). Although there are other factors that can affect whether or not a child
attends virtual class, making sure that our students are able to access the class should be the first priority. As educators, we now know that not having access is now an issue of societal and systemic inequities that have existed before COVID - 19 struck.

The inequities that we had the luxury of ignoring previously are now urgently necessary to address if we want to educate all students. What was once a “tolerated result of poverty”, is now a barrier to educational basics. Every student needs access to an adequate personal device and to have adequate internet access. The question is, why is it still so difficult for all students to have the same opportunities to their education?

“In a 2018 survey of 13-17 year olds, 1 in 5 teens told Pew researchers that they can’t complete assignments because they don't have reliable access to the internet or a computer...affected students are more likely to be from low-income and minority families.”

-“Coronavirus Exposes How Bad America’s Homework Gap Really Is” by Linda Poon, Bloomberg City Lab
In order for students to receive an adequate education, it is now imperative for every student to have a personal technological device. Data collected by the ACT Research and Center for Equity in Learning shows that minority students and students who live in households that are of lower economic status are more likely to not own the appropriate device needed in comparison to higher income peers. The data from the ACT Center also sheds light on what was already known - although students may have cell phones that give them connectivity, they do not have an adequate device that allows them to utilize the various platforms that are needed to participate in the virtual learning. Not having a device is one of the factors that go into the “digital divide” that exacerbates the already present inequities that exist in education.

Now more than ever, districts are utilizing federal programs and coming up with creative ways to find funding, that would allow them to purchase more devices. Districts are actively investing in providing every student with the opportunity to access curriculum. But getting devices in the hands of students is not necessarily an issue of funding alone.

“At some point, we just have to stop talking about this. We just have to start doing something.”

-Laura Larimer, IT Officer IPS
Michael B. Horn and Diane Tavenner of The 74 million.org report in a recent article that nationally, schools bought over 50 million devices over the last five years. The authors go on to state, “the problem is all those schools, all those devices, are sitting on laptop carts and in closets at schools. The vast majority of school districts have never sent a device home with a kid.”

Thankfully, when faced with the task of getting those devices to students in response to the pandemic, most districts mobilized quickly. Computers were delivered to students quickly and safely. An example of this is Indianapolis Public Schools and their response to their student need.

As Laura Larimer, IPS IT Officer, stated, “At some point, we just have to stop talking about this, we just have to start doing something.” It took lots of planning by district leaders and collaboration across several departments. Building administrators, teachers and volunteer staff then worked together to get devices in the hands of students during the month of April.

Class Disrupted-
Episode 1: Why Doesn't Every Student Have a Device and the Internet?
1. **Why does access matter?**

![Bar chart showing the number of devices students have access to at home.](image1)

**Figure 1.** Number of devices students have access to at home. ACT Research & Center for Equity in Learning | August 2018, p1.

![Bar chart showing the sole type of device students have at home.](image2)

**Figure 2.** Sole type of device students have at home. ACT Research & Center for Equity in Learning | August 2018, p5.

![Bar chart showing geographic location of residence of students with one device.](image3)

**Figure 3.** Geographic location of residence of students with one device. ACT Research & Center for Equity in Learning | August 2018, p5.
1. Why does access matter?

**Why doesn’t every student have internet access?**

Post COVID-19, in order for students to have a chance to receive an adequate education, it is now imperative for every student to have access to the internet. Even if they have a device, students need to be able to access the virtual platforms that will allow for learning to take place. Not having internet access widens the already existing equity gaps that plague our educational system.

Internet access issues occur in both rural and urban communities and are more prevalent as household income decreases. Minority students and students in poverty are affected at higher rates in relation to white, middle class and affluent families.

But inequities do not just center around race, demographics, or socio-economic status. The inequities that exist for some students are present because it is not profitable for internet providers to develop the infrastructure needed to offer services to rural communities. It is also not profitable for internet providers to make exceptions for families that are not able to afford internet costs or have accounts in collection status.

In response to the needs of students, internet providers have partnered with local districts, to address accessibility concerns, and other financial barriers that exist for minority families and those that are part of the lower socioeconomic class.

Other school districts, such as Hamilton Southeastern, purchased wifi devices and purchased data plans for students in need. According to Jeff Harrison, the districts Technology Director, it was helpful to have access to data from a survey of families in the district. From that data, Harrison and his team were able to plan and implement a response that addressed the need.

Over 150,000 children lack access to the internet access in Indiana”
-2018 American Community Survey
1. **Why does access matter?**

**Broadband access for Indiana households**

Internet access varies widely across Indiana. In some affluent areas, nearly 9 in 10 households have wired broadband. In many rural and low-income communities, subscription rates are much lower.

**Source:** U.S. Census Bureau 2018 ACS 5-Year Estimates
**Credit:** Sam Park, Chalkbeat

*Figure 4. Broadband access for Indiana Households. Chalkbeat Indiana | May 2020*

**Thousands of low-income households in Indiana have no internet subscription**

Households without any internet service by income level, 2018

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Number of Households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>154,869</td>
</tr>
<tr>
<td>$20,000 to $74,999</td>
<td>232,423</td>
</tr>
<tr>
<td>$75,000 and above</td>
<td>52,405</td>
</tr>
</tbody>
</table>

*Figure 5. Low-income households in Indiana have no internet subscription. U.S. Census Bureau 2018 ACS 1-Year Estimates. Chalkbeat Indiana. May 2020*

*“Join the Movement—Do you support ending the connectivity gap?”*

*Every Student Connected*
It is necessary for students to own a device and have adequate internet access in order to participate in virtual learning, which can quickly become the only option if “stay at home” orders go into effect. Why is it still so difficult for all students to have the same opportunities to receive an education as their peers?

Below are a few barriers to consider when attempting to understand why it may be difficult for students to obtain the access they need:

-Lower Household Income: According to an article by Pew Research Center 35% of students from families that have less than $35,000 a year, do not have internet access.

-Lack of Information/Resources: For example, according to an article by Chalkbeat Indiana, families are often not aware of how to access special service plans that offer assistance to lower-income households.

**Many school-age children live in households without high-speed internet**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
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</thead>
<tbody>
<tr>
<td>All households with school-age children</td>
<td>15%</td>
<td>10</td>
<td>25</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>By Annual Household Income</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Less than $30K</td>
<td>33%</td>
<td>28</td>
<td>41</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>$30K-$74,999</td>
<td>17%</td>
<td>13</td>
<td>21</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>$75K or more</td>
<td>6%</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Race and ethnicity are based upon the race and ethnicity of the head of household. Whites, blacks and Asians include only those who reported a single race and are only non-Hispanics. Hispanics are of any race. Household income data reported for the calendar year prior to the survey year.


Figure 6. Many school-age children live in households without high-speed internet. Pew Research Center 2018
1. **Why does access matter?**

**Why is it difficult for students to get the access they need? cont.**

- **Lack of legislation promoting development:**
  
  What the technology team learned in our research is that there needs to be a major push at the federal level for internet access/broadband to become a utility. This will allow for progress to be made in providing access, especially in rural areas of our country.

- **District Level Technology Policies:** In recent interviews, our team discovered that some school districts did not encourage students taking computers home with them for a variety of reasons. Some examples of this include an inadequate number of computers to meet the need and district level decisions that disallowed for devices to be sent home.

  "Some liken the rural internet access issue to the push to bring electricity to farms in the 1930s during the Great Depression — expensive but essential. Without basic electricity, rural areas were stuck far behind bigger cities until a presidential effort gave way to a federal program to run power lines out to remote homes."

  - Wang & McCoy, *Chalkbeat* May 2020
We did not anticipate millions of students would not be able to attend school in person. We did not foresee that we would need to provide every student with the technology in order for them to receive their education.

What COVID-19 has done is shed light on an issue that needed attention. From experiencing this pandemic as educators we now have the determination to plan for all possible educational situations, realizing that the virtual option needs to be a permanent part of a student’s educational experience.

Although each district is currently deciding what the educational experience will look like for the 2020-2021 school year, each option has a virtual component to be considered.

Knowing more about the impact of COVID, understanding how it further complicates the issue of equal access for all students, and realizing that those gaps need to be filled, where do we go from here?

Our team researched and will present our findings on how best to go about creating and funding access for all students, including how to identify and assess building needs and resources to do so, that will be helpful when considering devices, internet usage/policy, & specific options to obtain funding for your students.
2. How do you CREATE and FUND equitable access?

- Identifying & Assessing Needs
- Devices, Hardware, & Software
- Internet Considerations
- Technology Funding

Click on each banner to see more.
We were prepared in many ways for some elearning, but we were not fully prepared for sustained elearning. Remote learning will be a failure if we don’t make changes and improvements for next year.”

-Jason Urban, Principal of Fishers High School
2. How do you CREATE and FUND equitable access?

How do you determine the needs of your school community?

- If your school is not a 1:1 school, does your school have capacity to increase devices to become a 1:1 school?
  - Do you have a technology plan and/or a technology team for your school?
  - What support and/or guidelines does your district provide?
  - Will students be able to bring their own devices? Will the district/school be providing devices for all students?
  - Are there funding constraints?
  - What staff will be needed to support additional devices and remote learning connectivity issues?
- If your school does not have capacity to become a 1:1 school with devices, how will you determine who needs devices?
  - Electronic Surveys? [Horizons Family Survey]
    - How will you administer surveys to families to gather information?
    - What information will you include in surveys? What questions will give you a comprehensive picture of technology needs?
    - What personnel will be responsible for developing, sending, and disaggregating the data collected from surveys?
  - Phone calls to Families? [Horizons Script for Family Phone Calls]
    - What personnel will be required to complete phone calls?
    - Will there be a script so no data is overlooked?
    - Where will data be collected and who has access?
- How will you organize collected data and make it usable for decision-making?

Figure 6. Data on percent of Indiana schools with 1:1 devices. IDOE 2020 Tech Plan Data | May 2020
2. How do you CREATE and FUND equitable access?

How do you provide devices?

- What devices does the school/district currently own and have available for check out?
  - How are devices inventoried?
  - What type of device will be most age-appropriate to purchase for students? Will different ages need different types of devices?
- What is the comparison between cost of devices and durability of the devices?
  - What is the condition of currently owned devices?
  - What is the gap between needed devices and dependable, currently-owned devices?
- What technology vendors does the school/district already use to purchase technology?
  - Are other schools within your district also purchasing devices?
- What procedures/policies are in place for procurement of technology?
  - Who in the school and/or district is responsible for working with vendor, placing order, and receiving equipment?
  - Will new devices be set up for use and catalogued through the district or through individual school?
- What funds do you currently have available to purchase devices?

“Not all students can take advantage (of online learning) because of the lack of technology at home, a disparity known as the homework gap. Some 15% of households with school-age children don’t have internet at home, according to a Pew Research Center analysis of 2015 census data.”

-“Coronavirus Exposes How Bad America’s Homework Gap Really Is” by Linda Poon - Bloomberg City Lab
2. How do you CREATE and FUND equitable access?

**How do you provide hardware and software?**

- What protective cases/hardware are needed to keep devices in working order and from being damaged?
- What cost will protective case purchase add per device?
- What software licensing is required to make the device usable?
- What costs will the software licensing purchase add per device?
- What apps will need to be added to devices to make them usable for students? How will this vary between grade levels? What apps is the district already using?
- What learning management systems should be considered and added to devices to facilitate students’ navigation and organization of apps? Are there any LMS already being used by the district?
- What content filtering technology will the school need to put in place to be compliant with the Children’s Internet Protection Act? Will this be housed on the school’s network, handled on a district level, or be monitored by an outside provider? [EdTech Magazine - Content Filtering on School Networks](#)

- What personnel will be required to set up and prepare devices with software and apps?
- What is the final date needed for devices to be ordered to be in place for the beginning of the year?

“Without a sound contingency plan to get all students connected, already-disadvantaged youth will fall even further behind...the inequities in all our education systems are going to be even worse.”

-Angela Siefer - Executive Director of the National Digital Inclusion Alliance
2. How do you CREATE and FUND equitable access?

**How do you provide internet?**

- Is the school in a rural or urban location? What internet or wi-fi services are available in the area to support internet capacity?
- What are the local providers of internet? Vendors?
- What options best meet the needs of the school and families for supporting internet access and budget capacity of the school or district?
  - MiFi hotspots? Local internet providers? Outside connectivity companies?
  - School parking lots with connectivity?
- How will you determine which students need support to access internet?
- Electronic Surveys?
  - If implementing a survey, how will you administer surveys to families to gather information?
  - What information will you include in surveys? What questions will give you a comprehensive picture of technology needs?
  - What personnel will be responsible for disaggregating the data collected from surveys so it can be used effectively?
- Phone calls to Families?
  - What personnel will be required to complete phone calls?
  - Will there be a script so no data is overlooked?

![Figure 7. Data on number of Indiana schools with plans to provide internet connectivity. IDOE 2020 Tech Plan Data | May 2020](image-url)
Technology initiatives require the careful planning of schools and districts to foster and accommodate change.”

-Preparing a School District for a 1:1 Technology Initiative”  
  by Alexandra Lamb
2. How do you CREATE and FUND equitable access?

As of June 24, 2020 Indiana’s Governor shared:
https://www.doe.in.gov/GRANTS/GEER

Suggested Governor’s Emergency Education Relief (GEER) Fund Uses

The list of suggestions below is not exhaustive. All GEER Fund applications are subject to final selection and approval through the GEER application process and must adhere to all applicable local, state, and federal law.

- The GEER Fund is targeted for PK-12 schools and Higher Education to ensure improved readiness for future remote learning needs.
- Funding goals should focus on improving remote learning access and quality for Indiana students through:
  - Ensuring device availability for at-risk student populations,
  - Empowering creative, community-level internet connectivity solutions, and
  - Providing educator training and curriculum creation options to maximize quality of virtual education delivery.
- Funds may be awarded to applicants justifying the most significant need due to local impacts of COVID-19; priority will be given to applicants demonstrating quality, goal-oriented plans, providing data-driven evidence, and targeting critical inequities.
- Fiscal rules of EDGAR and OMB apply as any other federal fund.

Component 1: Device Availability

- Provide take-home devices such as laptops, Chromebooks, iPads, etc., for students and staff in need.
- Provide necessary accessories to devices such as chargers, cases, headphones, keyboards, microphones/headsets, external webcams, portable power banks, etc.
- Provide accessibility hardware and software for students with disabilities and English Learners such as tracking tools, magnification devices, audio aids, color overlays, etc.
- Consider sustainability options for device refresh, refurbish, and repair rather than one-time purchases.

Component 2: Connectivity

- Provide off-campus access to reliable high-speed internet for students and staff through the purchase of internet-connected devices and equipment, mobile hot spots, wireless service plans, installation of community Wi-Fi networks, etc.
- Provide virtual meeting platforms such as Cisco Webex, Google Meet, MS Teams, Zoom, etc.
- Provide VPN and filtering services for security and student safety.
- Consider forming partnerships with local broadband carriers and internet service providers for innovative county-level and regional solutions.
- Target and prioritize access for under-resourced communities.
- Provide timely technical support and assistance to students and staff experiencing connectivity issues.

Component 3: Educator Capacity

- Provide professional development, mentoring, and coaching for educators on best practices and effective strategies to deliver remote and digital instruction and ensure improved student outcomes during virtual learning.
- Curate high-quality curriculum for digital P-12 instruction; course content may include general education subject areas, career and technical education, social and emotional supports, and remediation tools.
- Provide capacity-building training modules and materials for parents, families, and students on virtual learning; compile virtual learning resources for public use, targeting current gaps and streamlining information for inclusive compatibility.
- Provide tools for administrators regarding how to navigate pandemic and post-pandemic educational decisions.
- Provide virtual learning content for teacher preparation programs and ongoing teacher training such as eLearning certifications or online teaching endorsements as applicable.
- Provide targeted student support such as hiring college students, including teacher preparation program students, or recent graduates to tutor targeted PK-12 students to overcome projected learning gaps or developing virtual field experiences such as project-based and work-based learning.

Resources below can be found at https://www.doe.in.gov/GRANTS/GEER
★ Geer Program Overview
★ Geer Application
★ Geer Budget Template

Application due date July 17 11:59pm EST
3. What systems can help MATERIAL DISTRIBUTION?

Click on each banner to see more

- Preparing for Material Distribution
- Material Distribution Plans
- Health/Safety Considerations
How do I prepare for distributing technological resources?

The PREPARATION school leaders do before any materials are distributed is KEY to success. It may be difficult to find time to think through this process (especially when it feels like our students' educations are on the line), but thinking through how students will physically get their technological resources is a worthwhile and necessary endeavor.

- Before any students get their technological resources, choose and implement a way to TRACK each device.
  - If possible, try to incorporate this into a tracking system that already exists at the school/district. One possibility is using the textbook rental system a school uses for textbooks or the school’s library.
  - It is optional to choose a system of tracking that will alert you as to the location of the device. At this time, it is not a specific recommendation to have locating services attached to your students' technological resources. Being able to access students' personal location may raise issues and cause complications regarding student privacy and add to the IT workload of the technology professionals/administrators of the district. However, having a “location-tracking” device in each technological resource has the potential to limit the amount of stolen or misplaced devices.

- Create contracts/rental agreements and expectations regarding the use and care for the devices.
  - These are of critical importance so that families and students know their responsibilities and rights in regards to their technological resources. Any paperwork should be read and signed BEFORE the student receives their technological resources. When preparing, allow time for students and families.
  - These contracts should include: general guidelines and maintenance tips, clear directions on how to access support/IT help, how to report a broken/missing device, the fees/consequences that may be accrued if a device is repeatedly mishandled, and a page for families AND students to sign acknowledging that they have read and agree to the term in the contract.
3. What systems can help MATERIAL DISTRIBUTION?

How do I prepare for distributing technological resources? cont.

- **Hamilton Southeastern Schools IPad Rental Agreement 2020-2021**
  (this includes edits made by the technology administrators for the new school year- strike-through).

- **Finalize any plans with third-party vendors**
  - **It is recommend that all communication to and from third-party vendors in relationship to the physical technological resources students are using be sent directly to the principal/district. We do not recommend direct communication between a third-party vendor and students. This recommendation is made out of an abundance of caution in regards to students and in the hopes that districts are able to negotiate better quality agreements and are able to more strictly enforce a positive code of conduct with the third-party vendors.**

- **Communicate with families EARLY**
  - **It is recommended that district/school leaders reach out to families at least two-weeks in advance of material distribution with details about how their students will receive their technological resources.**
  - A school leader is encouraged to use as many different ways of communicating with families—email, social media (Twitter, Facebook, etc.), phone calls, etc. However, the most EQUITABLE way to communicate with families is by mailing something to the most recent address the student has on file. At this point, it is strongly encouraged that schools/districts use paper copies of all critical documents and mail them home in addition to having the documents be accessible by other means (i.e. digitally).
    - If possible, to reduce the number of items mailed, school leaders may want to send a form (digitally or on paper) allowing students to “opt-out” of physical mailings. However, this opt-out form should require a signature as well as require a valid email address from an adult in the household.
  - If a school leader chooses to address students and families through direct communications (ie. a letter home, a video, etc.) it is recommended that the leader use “positive-framing” (telling the students and families how and what they should be doing with their technological resources instead of what NOT to do) and articulate the “why” (or reasoning) behind each decision.
3. What systems can help MATERIAL DISTRIBUTION?

How do I get the technological resources to students?

It is strongly encouraged that school and district leaders work WITH the technology that is already in student’s household if the technology in the household is suitable for the apps, web portals, and academic work that will be required of the student AND it will be available for student use during the day.

- We suggest sending out a “Home Technology Inventory” allowing families to:
  - Self-identify the AVAILABLE technology at home
  - Make a decision to accept/decline use to the school’s technological resources

- This is NOT an anonymous survey and SHOULD require student and family contact info as well as a signature (even if it is an electronic signature).

  - Due to the sensitive and personal information shared during this survey, it is recommended that a very secure data collection tool is used to administer this survey. A district would likely need to utilize a service that they subscribe to rather than a free service.

- It is recommended that this survey be administered solely through virtual means, because this survey is actively seeking information about students’ and families’ digital habits and technology availability. It is the assumption that if a family cannot fill out this survey online, then they are family who will need the supplies offered by the district/school.

If a family doesn’t respond to the survey, the student(s) should be considered as needing all of the materials that the school/district can supply.

“Overall, just under one in five (19%) students from “underserved” backgrounds report having access to only one device at home—more than three times higher than the percent of students not qualifying as underserved who reported this.”

- ACT Research & Center for Equity in Learning, August 2018
When considering HOW to approach material distribution, schools and districts should consider the ability of families within the district/school to come to a specific location to acquire the resources. Reliable transportation is not always readily available to all families. To achieve educational equity, school leaders should be willing to accommodate all families’ differing needs regarding transportation and the ability (or inability) to travel to get technological resources.

**SCENARIO 1: Technology Resources are sent to ALL**

The most equitable way for technological resources to be distributed would be to have the technology brought to each student (either in-person by district/school personnel or through a postal service).

However, this is likely to be the most expensive and tedious option. In addition, because this plan is likely to involve students directly interacting and depending on a third-party service provider (i.e. the postal service), there is a great risk of confusion, error, and lost devices.

**SCENARIO 2: ALL are required to pick-up technology from designated locations**

This way of distribution is likely to have the least amount of error, but requires in-person contact and a significant workforce to be present. When using this system, it is encouraged that each school within a district be given the same guidelines and system as to how technology is to be distributed and then be encouraged to make their own plan based on their own context and community.

A suggestion is that each school look closely at their “Car Rider” drop-off and dismissal procedures and adapt those procedures to hand out technological resources. Times for resource pick-up should be staggered in order to limit large wait times and the potential for person-to-person contact. Staggered schedule could be arranged by grade level or by last name. Families with students in multiple grade levels or multiple last names can be encouraged to come in according to their youngest student.
SCENARIO 3: Families are HIGHLY ENCOURAGED to pick up technology at designated locations. If technology remains unclaimed, it is sent to student

It is recommended, if possible, using parts of both previously described scenarios to ensure that all students are able to receive their technological resources, while alleviating some of the burden on the district/school’s finances and workforce.

In this plan, families are HIGHLY ENCOURAGED to pick up technology from a designated location. This location will likely be their student’s school but could also be at public places, such as libraries, parks, or sport stadiums. We recommend that this process be planned for a duration of at least 4 days, with at least 1 day being an “unassigned” or “make-up” day for those students that didn’t make their scheduled time. School staff should be tasked with making phone calls to students who didn’t pick up their materials IMMEDIATELY after they have missed their scheduled time encouraging the families to pick up technology on the “make-up” day(s). After the final day of student pick-up. All remaining families should be reached out to and should have their technological resources delivered (by district personnel or by a postal service).

Can you utilize your current transportation system?

Many families don’t have access to reliable transportation, which will make picking up technological resources an impossibility. However, those families often times utilize school transportation (often school busses) to get their student to school. If possible, districts and schools could utilize the busses and bus routes to get students their materials.

Busses would need to have access to the internet (i.e. a “MiFi device”) and have both the technological resources and the tracking system aboard. It may be possible for school-specific personnel (teachers, aides, etc.) to collaborate and ride along with the current transportation providers (bus drivers, monitors, etc.) to complete this task.
The COVID-19 pandemic has made our entire society more conscious when it comes to preventative safety and health measures. Precautions should be put into place to protect everyone, particularly ones that may deal with vulnerable sub-populations (the old, young, or medically fragile).

When distributing any technological resource it is important to consider the health and safety of both the recipient of the resource and the person who is giving it out. For this reason, we suggest integrating the following precautions into the plan you create:

- **Social Distancing**
  - Students and staff members should not touch.
  - Students and staff should be able to maintain a distance of 6 feet from one another.
  - When possible, families should stay in their vehicle while staff members stay outside the vehicle.
  - Staff should have limited interaction with one another and try to remain 6 feet apart if possible.
  - There should be clear and MARKED pathways for all staff members to use. These pathways should ensure social distancing and should be traveled with care, patience, and caution.
  - Each door should be labeled as either an “ENTER” door or an “EXIT” door and should be used in only one direction.

- **Personal Protective Equipment/Hygiene**
  - Staff members should wear facemasks at all times.
  - Staff members who are handling resources should wear disposable gloves.
  - Hand sanitizer should be available for both staff members and students/families.
  - Before staff members begin, leave, or switch duties they should be able to individually wash their hands in a private location.

This is an opportunity for schools to work together in a more meaningful way.”

~Joe White - The Mind Trust
Example Plan:

1. Families arrive by car to a designated “Check-In” spot.
2. They are greeted by a staff member who:
   a. Takes the students’ names in the car and relays that to the staff members inside the building who begin to search for the students technological resources and gather them into a designated spot in the school and wait. This information can be relayed by cell phone, intercom, radios, etc.
   b. Gives the family the waiver and asks them to read and sign it. It could be best to put these forms on a clipboard and for the pens to be “disposable” so they can stay with the family (even after they leave the school)
3. The car moves forward and turns in the forms by placing them on a table at the “Check-Out” spot. A staff member ensures the waiver is complete and relays to the inside staff that the resources can be brought outside to distribution table. This staff member takes time to sanitize the clipboard (if applicable) and returns it to the “Check-In”.
4. The staff member from inside the building exits the building and places the resources on the “Materials Distribution” table outside the school building and backs away to a distance that is no less than 6 feet from the resources. The family picks up the resources, gets back into their car, and exits. The staff member re-enters the building.
4. How can you provide support to all users?

Tech Support

Training: Leaders & Staff

Click on each banner to see more

Training: Students & Families

Additional Resources for ALL Users

A Guide to Internet Access
4. How can you provide support to all users?

**Districts:**

- One contact number for staff and students (service desk.)
  - Don’t forget to have staff available for second language families.
- A main drop off location for broken devices and pick up a new one during learn at home
  - Or at school when in use
- Does your high school have a career center that students could learn to fix broken computers?

“... remember that all these numbers are kids...”

-Randall Smith, Online Learning Coordinator-IPS
Based on conversations with experts and research, having a Technology Director, or Technology Coordinator, or Chief Technology Officer for school districts allows for partnerships within the district as well as a team member to ensure staff/students are successful with technology, devices, and internet access.

Below are two examples of Tech Plans

“People around you are incredibly important.”
Laura Larimer
IT Officer, IPS
4. How can you provide support to all users?

**RESOURCE GUIDE**

“Wide Open School is a free collection of the best online learning experiences for kids curated by the editors at Common Sense.” [LINK]

“Free, universal access to an entire suite of live and recorded EdTech resources..” [LINK]

“Teach Indy is launching four resource pages, links below, to help those who are adjusting curriculum, teaching students virtually, and leading other educators during this time.” [LINK]

“Technology is changing the world, and it’s changing our schools and classrooms. It feels impossible to keep up with everything. You’re looking for meaningful ways use technology and keep students engaged. Don’t worry. You’re in the right place.” [LINK]
### 4. How can you provide support to all users?

<table>
<thead>
<tr>
<th>Resource Guide</th>
<th>LINK</th>
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<tbody>
<tr>
<td>“The Early Learning Network is an advocate for developmentally appropriate technology use in early learning settings.”</td>
<td><a href="#">LINK</a></td>
</tr>
<tr>
<td>“Our mission is to close the reading achievement gap for every child.” Resources for families, teachers and school systems</td>
<td><a href="#">LINK</a></td>
</tr>
<tr>
<td>“Videos, publications, books and videos. Our work explores learning and behavior through brain development, adversity, and resiliency!”</td>
<td></td>
</tr>
<tr>
<td>Visit the Blueprint SEL PD page for specifics on social/emotional resources.</td>
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4. How can you provide support to all users?

RESOURCES GUIDE

“The Early Learning Lab works to ensure children’s healthy development and kindergarten readiness. We identify and spread smart innovations and technology solutions that equip parents, caregivers, and teachers with better ways to help children from birth to age 5, when it matters most.” [LINK]

“Developed by educational researchers, Ready4K is an evidence-based family engagement curriculum delivered via text messages. Each week, parents and caregivers receive fun facts and easy tips on how to promote their children’s development by building on existing family routines” [LINK]

“Free reading tips and resources to make reading at home fun and easy!” Video describing the resource. [LINK]

“Early education is critical to children’s success -- but millions of kids in the United States still don’t have access to programs that prepare them to thrive in kindergarten and beyond. Enter the UPSTART Project, a plan to bring early learning into the homes of children in underserved communities, at no cost to families.” [LINK]

Claudia Miner-Cofounder and Executive Director of Waterford UPSTART

“A new way to get every child ready for kindergarten” [VIDEO]
4. How can you provide support to all users?

Are your families in need of tutorials (English & Spanish)? WideOpenSchool has resources for PreK-12. [LINK]

"How To"/ Tutoriales de plataformas online (Spanish & English)- “Many families we serve are not tech savvy and/or familiar with many basic platforms and educational tools to support their children’s needs. [LINK]
4. How can you provide support to all users?

You know your kids. We know media and tech. Together we can build a digital world where our kids can thrive. Families and teachers everywhere trust Common Sense for expert reviews, objective advice, helpful tools, and so much more. LINK

“One platform for all your digital resources.” LINK

Get more from the Talent, Personnel, and PD LINK

Additional Resources for ALL users
4. How can you provide support to all users?

**RESOURCE GUIDE**

**Tech Resources and advocacy organization.**
“...digital learning has the potential to provide all students with equal access to educational opportunity and that every school requires high-speed broadband to make that opportunity a reality.” [LINK](#)

“Digital Bridge K-12 is supporting school districts through the end of the 2019-20 school year to get students online so that they can continue learning remotely. The learnings from our pilot projects will be developed into a replicable playbook for school districts to meet the connectivity needs of their most at-risk students.” [LINK](#)

Multiple resources are offered through Kajeet—different connectivity options, device management, homework gaps, reports, and more. [LINK](#)

“Remote Device Management For ALL Platforms
Connect, Deploy, Patch, Support & More From Any Network” [LINK](#)
4. How can you provide support to all users?

Looking for locations near you with public wifi?
Public Wifi Map

Figure 9. IN.gov-Indiana Public Wifi Locations-LINK
4. How can you provide support to all users?

RESOURCE GUIDE

Internet Providers listed on Hamilton Southeastern COVID-19 WIRELESS ACCESS Page

eLearning Wireless Access LINK

“The National Digital Inclusion Alliance is a unified voice for home broadband access, public broadband access, personal devices and local technology training and support programs.” LINK

Could a mesh network be a solution for connecting students/school? What is a mesh network? VIDEO

“The Best Cheap Internet and Hotspots for Students During the coronavirus crisis, many Americans will begin homeschooling. Here are some suggestions and solutions for students who need home internet access or 4G hotspot access.” LINK
Team Suggested Action Steps

★ Develop technology committees within your school to assess family technology needs and create a technology plan that adjusts with the changing needs of families and the issues the community faces.

★ Utilize federal programs, grants, fundraising profits, and current budget allocations in order to purchase devices and internet access within your schools.

★ Create a system of material distribution that will get students the resources they need while keeping staff, students, and families safe and healthy.

★ Ensure equitable access to families by establishing a help desk for computer issues to support families to have working devices and understand how to use necessary software. Encourage efforts for families to become more technologically literate.

★ Continue to seek out new learning opportunities, apps, and online tools to increase your knowledge of available resources for this ever-growing topic.

★ Ensure that EVERY student has access to high-quality devices and internet access. One way to do this is to urge local legislatures to make “broadband internet” a necessary utility for all ensuring that high-quality internet can be used by all.
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
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<tr>
<td>Mr. David Brunsting</td>
<td>Director of Student Information Systems</td>
<td>Indianapolis Public Schools</td>
</tr>
<tr>
<td>Dr. JT Coopman</td>
<td>Executive Director</td>
<td>Indiana Association of Public School Superintendents (IAPSS)</td>
</tr>
<tr>
<td>Mr. Jeff Harrison</td>
<td>Director of Educational Technologies</td>
<td>Hamilton Southeastern Schools</td>
</tr>
<tr>
<td>Ms. Laura Larimer</td>
<td>IT Officer</td>
<td>Indianapolis Public Schools</td>
</tr>
<tr>
<td>Dr. Chris Lagoni</td>
<td>Executive Director</td>
<td>Indiana Small and Rural School Association</td>
</tr>
<tr>
<td>Dr. Deb Lecklider</td>
<td>EPPSP Director</td>
<td>Butler University</td>
</tr>
<tr>
<td>Mr. Pat McAlister</td>
<td>Director of the Office of Education Innovation</td>
<td>Indianapolis Mayor’s Office</td>
</tr>
<tr>
<td>Ms. Tina Merriweather Seymour</td>
<td>Senior Director of School Support</td>
<td>The Mind Trust</td>
</tr>
<tr>
<td>Mr. Randall Smith</td>
<td>Online Learning Coordinator</td>
<td>Indianapolis Public Schools</td>
</tr>
<tr>
<td>Mr. Jason Urban</td>
<td>Fishers High School Principal</td>
<td>Hamilton Southeastern Schools</td>
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"How To"/ Tutoriales de plataformas online (Spanish & English). (n.d.). Retrieved June 24, 2020, from https://www.youtube.com/playlist?list=PLxPODw1dQlZgZXLoAOLZQ2ggqB9CLlwOBs


State Education Agency Considerations for CARES Act Funding as Related to Digital Learning [PDF]. (n.d.). SETDA.


Researched, organized, and compiled by:

Keely Beaudette
Dani Fegett
Nikki Levi
Katie Roberts
As we enter a new school year, the world around us has changed drastically. We are facing a year where social and emotional supports must be a daily priority to equip students, teachers, administrators, and families to navigate the trauma from COVID-19. We have worked to collect and organize resources for all of these important educational players. While there will be a feeling for remediation and instruction to quickly take place, students’ mental health and access to social and emotional learning supports will be the initial priority before meaningful learning can take place.

The goal of these resources is to provide adaptable, usable strategies and tools to help with the following phases: re-entry, either virtual or in-person, finding a new normal, and building lasting habits. You will notice that our document is broken down to equip administrators with resources to care for their teachers. We then break down in more detail how educators can practice self-care and be mindful and equipped for how to help students coming back from traumatic or difficult events. There is also a section to empower parents with knowledge while helping their children navigate a new world. Our last section covers considerations for students and resources for SEL during each phase of the transition back.

Utilizing social and emotional research to educate and strategies to support is necessary to keep everyone in a healthy mental state. Our project group was able to talk with mental health and SEL experts with connections to schools. In our conversations with them, the overwhelming message was to prioritize SEL in every school to create a learning environment supportive of all students and the adults who are involved with those students. While this is a specific instance in history calling for a need to focus on the mental health of students, staff, and families, our hope is habits will be formed and become permanent fixtures in schools.
“Adults and students walk into work or school each day as our whole selves. We bring our strengths, challenges, and outside circumstances, which contribute to how we embrace or face the day. We transport our intentional goodwill and our implicit biases. We carry memory of our last time in this environment, as well as our history of similar situations.”

- Casel SEL 3 Signature Practices Playbook
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Phases of SEL

- Re-Entry
- Finding the New Normal
- Building Lasting Habits
SEL Color-Coded Labels

Teachers

Administrators

Parents

Students
Students will be returning to school having a range of experiences throughout the pandemic. We must acknowledge that not all students are coming back with the same feelings and emotions. Some had access to technology; others did not. Some had a great experience learning with family; others did not. Some are living in families that are struggling financially; and others are not. We will continue to have children who may be struggling because of their families situation. Just realize each is coming back with various issues and coping mechanisms.

It is also important for school leaders to acknowledge that the staff coming back to the building have and will continue to experience a wide range of traumatic experiences themselves. Whether that be the loss of a loved one, financial difficulties, or fear of the risk that returning to school may pose on the health of themselves and their families. Having dedicated and consistent support for both students and staff will be a critical component of returning to school.”

-IDOE Road Map for SEL Re-Entry
Phase 1: Re-Entry

“Caring adults act as resources that keep track of their moods, their beliefs, and their qualities. Safe and reliable relationships are the backup disc for children and young people when their own memory storage units have failed.” - Australia Childhood Foundation: Making Space for Learning

Things to Consider in This Phase:

- As administrators it is important to acknowledge, support, and provide staff with closure to the 2019-2020 school year. Providing staff with support, time, and closure will help to begin a fresh, new year together.

- Take time to survey and collect data on teachers’, parents’, and the communities’ needs. This data will help to focus your plans and understand what is needed to heal.

- Think about providing staff with professional development regarding SEL practices, trauma-responsive work, self care, and secondary stress. Professional development helps staff to gain knowledge to not only support themselves and their needs but also the needs of their students.

Resources: Websites, Books, Articles

- Teacher Re-entry Survey
- IDOE Staff Well-Being Survey
- Staff Care
- Staff Care: 180 Days to Self Care
- Dr. Becky Bailey (Conscious Discipline) Understanding Trauma Webinar
Phase 2: Finding a New Normal

“Research shows that school leaders who foster collaboration among teachers create strong school climates that ultimately lead to academic gains for students.”

(Allensworth & Hart, 2018)

Things to Consider in this Phase:

- Communication to staff and families about safety procedures and protocols that are in place. Teachers, parents, and students appreciate clear plans and protocols laid out and clearly communicated. This will help ease anxiety and stress.

- Providing resources and grief work for staff and students. Having professionals that teachers and students can seek out in a time of need can be valuable and appreciated.

- Administrators need to model for staff members personal self-care habits at school. This will show staff members how to use SEL tools and strategies themselves, which can encourage others to do the same.

Resources: Websites, Books, Articles

- Strengthening Adult SEL
- Managing Stress
- Support for Teachers Affected by Trauma
- How our Brains Learn, Feel, Behave, and Socialize when there is Adversity and Trauma
- Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
Phase 3: Longevity and Building Habits

“Each person must live their life as a model for others.” - Rosa Parks

Things to Consider in this Phase:

- Continue to review mandatory reporting and safety procedures with teachers and community. Having refresher courses or reminders from administration will help teachers become more confident in their duties.

- Continue to support teachers through conversation, professional development, and modeling. SEL needs to continue to be on the forefront of their minds, giving them opportunities to talk about and develop new ideas not only for themselves, but for their classrooms.

- Continue to conduct wellness check-ins with teachers and staff.

Resources: Books, Websites, Links

- [Dr. Perry Distress and Trauma Series](#)
- [Strategies to Reduce the Impact of Student Trauma on Teachers](#)
- [Secondary Traumatic Stress Management and Resources](#)
- [The Body Keeps the Score book by Bessel van der Kolk](#)
Based on research, things to consider as an educator are:

- Provide structure and routines; consistency is key for student success
- Acknowledge and provide closure from last school year
- Implement a daily morning meeting time for SEL, community-building and expectations
- Build awareness around student behavioral changes in the classroom when returning to school
- Embed trauma-informed care practices into behavior management system
- Integrate culturally responsive teaching strategies and practices into curriculum
- Make sure classroom literature and resources are multi-cultural and represent all students
- Engage families in two-way communication
- Make time for personal self-care on a regular basis

“
At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, and take delight in each other’s company. My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally...It is obvious that children will work harder and do things—even odd things like adding fractions—for people they love and trust.”

-Nel Noddings
Phase 1: Re-Entry

“Whatever the return to school shapes up to be, the social and emotional well-being of each child has to be considered before any academic advancements or remediation take hold.”

-Road Map to SEL Reentry (Indiana Department of Education, 2020, pg. 1)

Things to Consider in this Phase:

- Educators need to know procedures before coming to school. Stephanie Whiteside, Mental Health Coordinator of Carmel Clay Schools, emphasised that a foundation in structures, procedures and routines will provide students with the structure they need to stay safe in their environment. Some structures and routines might be provided by the administration for the health, safety, and well-being of students and staff in response to the COVID-19 pandemic.

- It's important to acknowledge and provide closure to the previous school year. Advisor, John Guthrie from Montgomery Community School Corporation, explained that students will come to school with questions, comments, and concerns about what will happen in this new academic year. Educators will need to stay calm and open to these discussions. Professional development might be needed to help educators have these discussions with students and families.

- Establish a time for social-emotional learning and community building during the school day. Often, this time might be called “community circle” or “morning meeting”. Dr. Lori Desautels recommends that embedding this time provides students with opportunities to feel safe and supported in the school and classroom environment. Other benefits include:
  - Provides opportunities for social engagement with peers
  - Establishes a safe environment for students to communicate questions and concerns
  - Builds positive relationships between students and educators
  - Allows for students and educators to regulate emotions

- Educators need to remember that self-care is just as important for themselves. Advisor Deanna Niberger, an SEL Coach of Metropolitan School District of Washington Township, knows educators who are not emotionally regulated will not be able to support dysregulated students. Therefore, incorporating self-care routines outside of school is important to an educator’s overall well-being. For Deanna Niberger, providing staff wellness checks will help educators regulate emotions and build resiliency.

Resources - Websites, Books, and Articles

- 180 Days of Self Care for the Busy Educator - Tina Boogren
- Self-Care during COVID-19 - TRIALS, The Regents of the University of Michigan
- Revelations in Education - Dr. Lori Desautels, Ph.D


**Phase 2: Finding the New Normal**

“Whether you are a parent, educator, or anyone in this time working with children and youth, I feel these practices and strategies will be very calming and helpful in the moments when we are overcome with fear and the anxiety of the unknown. It takes a calm brain to calm another brain. The good news is our brains and bodies are wired for healing, repair, and a return to a healthy homeostasis, producing an improved state of mind and calmness.” - Dr. Lori Desautels (Desautels, 2020, para. 1)

**Things to Consider in this Phase:**

- It will be important to identify and support the students and families that appear to need additional support during this time. The [CASEL Initial Guide to Leveraging the Power of Social and Emotional Learning](http://www.casel.org) states, “While not all students have the same experiences, some students may have experienced grief, anxiety, or trauma that may shape how they engage academically, socially, emotionally, or behaviorally.” (CASEL, 2020, pg 2) Supporting these students by following your administration’s protocols and procedures will be vital for the child’s success.

- Educators will need to know and follow the school’s mandatory reporting procedures to the best of their abilities. Schools and educators are a primary source and contact to the Indiana Department of Child Services when reporting cases of child abuse and neglect. According to advisor Melaina Gant, the Director of Educational Services for DCS, since students have been out of the physical school setting, the number of reports has decreased. Therefore, educators should know that they are considered mandatory reporters in Indiana and follow the school’s system for reporting.

- It’s important for educators to strengthen their own social and emotional learning skills. Advisor Christy Berger, Director of Social, Emotional, and Behavioral Wellness at the Indiana Department of Education emphasized that teachers will need to build their own resilience. She communicated that, just like children, adults experience trauma or stress and need to learn how to regulate themselves during these times. She recommends that educators need to give themselves the time and space for their own social and emotional needs throughout the school year.

**Websites, Books, and Articles:**

- [Indiana Department of Education - Child Safety Tip Sheet](http://www.in.gov/dcs/)
- [Managing Stress](http://www.in.gov/dcs/)
- [Secondary Traumatic Stress Management and Resources](http://www.in.gov/dcs/)
- [Support for Teachers Affected by Trauma](http://www.in.gov/dcs/)
Phase 3: Longevity and Building Habits

“Our character is basically composed of our habits. Because they are consistent, often unconscious patterns, they constantly, daily express our character.” - Steven Covey

Things to Consider in this Phase:

- Movement, either through focused-attention practices, mindfulness training, or brain breaks should be incorporated throughout the day. This can be done both in-person and virtually to provide students with opportunities to self-regulate.

- Educators should embed trauma-informed care practices into behavior management systems, so the responses to dysregulated students are approached with the appropriate level of care.
  - Be mindful of procedures and structures already put into place by administration.

- As a part of instruction, educators need to integrate culturally responsive teaching strategies and practices. This will allow teachers to integrate social and emotional learning into everyday experiences. This also includes looking at classroom libraries and resources to include diverse cultures, authors, and perspectives.

- Two-way communication between families and educators will be crucial in developing social-emotional learning habits that students can use in any environment. Educators need to be open to sharing what is happening in the classroom and receiving information from parents, guardians, and families.

Resources - Websites, Books, and Articles:

- [NN COVID-19 Stress, Distress & Trauma Series](#) by Dr. Bruce Perry, PhD
- [The Body Keeps the Score](#) by Bessel van der Kolk
- [Leading for Equity](#) by Stacey Childress, Denis Doyle, David Thomas, David Gergen
- [The 7 Habits of Highly Effective People](#) by Steven Covey
• Dr. Becky Bailey (Conscious Discipline) Understanding Trauma
  ○ Free, good for educators or parents
• The Science of Happiness
  ○ Self-Paced, Free, 45 PGP Points Upon Completion
• Social-Emotional Learning 101 (IDOE)
  ○ 1 Hour, Free
• Student Services Remote Learning (IDOE)
  ○ 45 Minutes, Free
• Sensory-Motor Integration and Play Remote Learning (IDOE)
  ○ 1 Hour, Free
• Understanding Grief (IDOE)
  ○ 1 Hour, Free
• Building Trauma Sensitive Schools
  ○ Self-Paced, Free
• Positive Behavior in Schools I: Introduction to Schoolwide Behavior Systems
  ○ Self-Paced (4 Hours), Free
• Understanding Student Development and Diversity – Revised
  ○ Self-Paced (2-3 Hours), Free
• Trauma-Informed Resilient Schools
  ○ Self-Paced (6 Hours), Free with Coupon Code: TRAUMAINFORMED
• Support for Teachers Affected by Trauma
  ○ Self-Paced, Free
SEL Book List

Listed below are books suggested by experts in the field of social and emotional learning. Many books have been used for book studies within school districts and leadership teams.

- *The Body Keeps the Score* by Bessel Van der Kolk
- *Brain-Aligned Strategies: Addressing the Emotional, Social, and Academic Health of All Students* (E-Book) by Dr. Lori Desautels
- *Eyes are Never Quiet* by Lori Desautels and Michael McKnight
- *The Invisible Classroom* by Kirke Olsen
- *Leading for Equity* by Stacey M. Childress, Denis P. Doyle, David A. Thomas
- *Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar
- *Poppy and the Overactive Amygdala* by Holly Rae Provan
  - For Elementary Students
- *The Whole Brain Child* by Daniel J. Siegel
  - Great for Parents
- *180 Days of Self-Care for Busy Educators* by Tina Boogren
- [IDOE Book List](#)
As Coronavirus spreads throughout the globe, we are surrounded by tragedy and uncertainty. We find ourselves navigating a terrain that changes daily. Work interruptions. Family disruptions. Health concerns. It appears no one is immune to an increase in stress and anxiety as we traverse into the unknown.

On top of everything, parents are struggling to take on the new role of teacher as schools close or move to online coursework. We feel the current tension affecting our ability to adapt to a new normal. Where do we start? How do we help our kids when we need help ourselves?

-Veronika Tait, Ph.D, Psychology Today

Based on research, things to consider as a parent or guardian are:

- Provide structure and routines such as family meal times
- Limit media exposure
- Model a positive attitude and outlook
- Set up student’s digital learning location away from distractions and interruptions
- Encourage children to be active and stay healthy
- Help children stay connected with family and friends
- Make time for self-care
Listed below are resources for parents and guardians to help support their children during this unprecedented time.

- **Virtual Summer Camps**
  - Registration for virtual summer camps through August ranging from free to hourly prices. Camps can be selected based on age, subject, or virtual class time.

- **Helping Families Cope**
  - PDF filled with resources to understand children’s responses to living in the time of COVID-19, useful strategies and conversations, and resources for parents and guardians to cope with additional stressors themselves.

- **Revelations in Education**
  - Social-emotional website by Dr. Lori Desautels, a leader in the field, containing updated resources and tips for helping children through this unique time.

- **CDC Parent Guidance for Children**
  - Resources and advice for keeping children healthy and active.

- **ACEs and Toxic Stress**
  - Harvard’s resources on Adverse Childhood Experiences (ACEs) such as COVID-19 and how to help children cope.

- **Helping Children Cope with Stress and COVID-19**
  - The World Health Organization lists several tips for helping children deal with and process COVID-19.

- **Common Behaviors and Reactions**
  - Indiana Department of Education’s list of common and behaviors and reactions of students during this time and suggested responses.

- **BEAM**
  - Mental health services and resources for black students and their families.

- **Aperture Education: SEL Resources for Home**
  - Social and emotional learning resources and ideas to be used at home for children from infancy through high school.

- **Pandemic Tool Kit for Parents**
  - Eight expert tips to help families stay regulated.
Based on research, things to consider for students are:

- Many students are returning with trauma from COVID-19 and racial unrest
- In each classroom, a designated area to use when students need a moment to reset their brain states in a more private, respectful way, is a helpful tool
- Students benefit from frequent movement breaks
- Clear and practiced routines, structures, and expectations will help students know how to meet requirements in the school setting again
- Allowing a consistent time for SEL in the classroom will provide students much needed structure and predictability
- Adults will need to be more aware of stress and grief in order to best equip students with appropriate coping strategies

“Our children are mirroring what they see, feel, and experience from us. That’s not a bad thing, but it’s important for us as parents and educators, and as a community right now, to acknowledge when we are feeling those stressful moments...Our brains are built for resiliency and they are built to repair and heal. They are constantly trying to find a balanced homeostasis where we can think clearly, pay attention, and focus.”

- Dr. Lori Desautels, COVID-19 Teaching Resource Video
In each phase, parents, teachers, and administrators will need to prioritize student care. Each resource listed below provides various opportunities for these groups to learn more about student trauma, the effects of recent experiences on a child’s brain, and how to best set-up daily structures and routines to provide a loving and consistent environment. Each phase has suggested resources; however, many of the resources can also be used at different times. Our hope is the explanations of the resources allow you to quickly find what you need and put them to use.

**Phase 1: Re-Entry**

**Revelations in Education Website**
- Dr. Lori Desautels, professor from Butler University, regularly updates her site with current and best practices. There are many ideas and resources for making connections through routines with students.

**American School Counseling Association COVID-19 Resources**
- Their page links to various resources divided into categories, such as Career Development, SEL Development, etc.

**IDOE SEL Toolkit**
- Created by the Indiana Department of Education

**CASEL SEL Re-Entry Preparation**
- This re-entry document provides guidance for reopening schools with SEL supports in place for students.

**Positive School Discipline**
- Since many schools will become more trauma-informed in response to student needs, positive discipline issues may need to be implemented.

**Creating Trauma-Informed Schools**
- The National Child Traumatic Stress Network has listed essential elements to create a trauma-informed school.

**Helping Traumatized Children Learn**
- The Massachusetts Advocates for Children has published guides for schools that can help traumatized children learn.

**Nurtured Heart Approach**
- This is a research-based approach to help connect with the most difficult students.

**Implicit Bias Assessment**
- Harvard University researched implicit bias and created a test for it. This tool can be helpful for staff members to check their personal biases when interacting with students.

**AASA SEL Guide**
- The School Superintendents Association created re-entry resources and this section focuses on SEL supports.
Phase 2: Finding the New Normal

- **Pear Deck SEL Templates**
  - The site offers SEL Lesson Templates.

- **Using CALM App in the Classroom**
  - The app CALM can be a utilized tool in the classroom for mindfulness lessons in the classroom.

- **SEL Lesson Plans by Grade (IDOE)**
  - The IDOE created lesson plans for classroom use. The site breaks them down by grade level.

- **Common Behaviors and Reactions**
  - The IDOE created this document to give teachers and parents insight into common behaviors they can expect to see from children and how to react with empathy and be helpful.

- **Managing Stress**
  - This guide helps educators understand how to help students navigate stress.

- **Mental Health Screening Form**
  - This form is adaptable and can be used with students when working to screen them for mental health issues they may be facing.

Phase 3: Longevity and Building Habits

- **Happiness Lab**
  - The site provides digital lessons for educators as they continue to provide supports for students.

- **100 Days of Educational Neuroscience (IDOE)**
  - The IDOE has provided a one hundred day scope and sequence with SEL lessons.

- **Dr. Desautels’ Youtube Channel**
  - Dr. Lori Desautels has created videos to explain some of her resources from her website and to help parents and educators
Without question, social and emotional learning (SEL) is a critically important priority that has emerged from the crisis and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must become a key focal point as some form of reopening occurs. In addition to requisite services and resources, SEL strategies and techniques must become a consistent part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community.”

-AASA, The School Superintendents Association

<table>
<thead>
<tr>
<th>Actionable Steps for Each Educational Stakeholder</th>
<th>Phase 1: Re-Entry</th>
<th>Phase 2: Finding the New Normal</th>
<th>Phase 3: Longevity and Building Habits</th>
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<tbody>
<tr>
<td><strong>Student Care</strong></td>
<td>Students will have needs to be addressed through routines, procedures, a trauma-informed staff, and re-introduction into the structures of school.</td>
<td>The school year will be settling in at this point; however, students could be dealing with the unknowns of potentially going in and out of virtual learning.</td>
<td>Students will benefit from the habits developed through the first two phases such as regulating emotions and building resiliency.</td>
</tr>
<tr>
<td><strong>Teacher Care</strong></td>
<td>Teachers will need to prioritize self-care during this time. They may need grief counseling or additional services as they return to school.</td>
<td>At this point in the school year, it will be important for administrators to continue fostering and encouraging self-care.</td>
<td>The goal is for teacher care to remain a constant priority and topic at the forefront in each school.</td>
</tr>
<tr>
<td><strong>Parent and Family Care</strong></td>
<td>As families are navigating unknown territory, providing them with resources and communication will be a vital role of the school.</td>
<td>Continued parent and family supports will be important with benchmarks and wellness checks.</td>
<td>The connections between home and school should remain close. Continued supports and services should be consistently and frequently communicated with families.</td>
</tr>
<tr>
<td><strong>Support from Administration</strong></td>
<td>Administrators will need to make sure to get a pulse on their staff from the very beginning. Giving them time with each other, time to process, and time and resources to plan.</td>
<td>Continued teacher and staff support throughout the year is imperative. Provide resources and support for your staff to be the best versions of themselves.</td>
<td>The goal is to continue to build and improve connections made between staff members and administration. Continue to provide resources and supports to encourage and maintain self care.</td>
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<td>Advisors</td>
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<tr>
<td>Ms. Christy Berger</td>
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Desautels, Lori, “Our Brains in This Time!”, 2020, Revelations in Education.
http://revelationsineducation.com/

https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources


https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1161&context=coe_papers

https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf


ADVISORS

Comprehensive List
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<tr>
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<th>Title</th>
<th>Institution</th>
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<td>Ms. Molly Champion</td>
<td>Department Chair / Head of Special Education</td>
<td>Creston Intermediate Middle School, MSD of Warren Township</td>
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Thank you for taking the time to read our EPPSP Blueprint 2020. Should you have any questions, you may contact:

The EPPSP Communications Team
butlereppsp@gmail.com

Visit this folder to explore more articles and resources related to all areas of re-entry considerations.

For further information about these documents or questions about EPPSP, please contact:

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www.butler.edu/educational-administration

Finally, to follow along with current and future EPPSP projects and events, visit us on social media. We are on

Facebook  Twitter  Instagram