Speeding Ahead: COVID-19 School Closures and Distance Learning

UPDATED: April 8, 2020

Every state in the U.S. has either ordered or recommended the closure of public elementary and secondary schools and at least a dozen have ordered or recommended that schools remain closed through the end of the academic year. To help districts stem the dramatic loss of learning time for students, most states are providing guidance and support as they embark on an effort to deliver long-term remote instruction.

As advocates interested in preventing the exacerbation of achievement gaps in this time of crisis, we believe it is important to evaluate what states are doing and how quickly they have been able to mobilize in the face of unprecedented interruptions in classroom learning. Our new analyses of all 50 states and Washington, D.C., show that:

- Nearly all states—47 and DC—are providing access to instructional resources for teachers and families.

- 44 states have issued guidance on addressing the needs of students with disabilities during school closures. Many of these have taken the form of Q&A documents, addressing specific questions states are receiving from district officials. Alaska has been hosting daily webinars to answer questions related to SWD and COVID-19.

- More than two-thirds of states—36—are also providing teachers with access to accelerated professional development opportunities, including how to engage students online and how to prevent being "zoom-bombed." GaDOE has created two online courses for teachers on distance learning, with a third on synchronous learning coming soon.

- 35 states have documented actions they are taking to improve home access to the internet or provide guidance to districts on how to do so. Idaho, for example, has a list of over 30 options for districts and

families to access no/low-cost internet, while South Carolina has a map showing wifi hotspots around the state (many on schools buses they've deployed in low-access neighborhoods).

- Only 33 states currently are requiring all districts to provide distance learning. For example, California, which enrolls more than 10% of our nation's students, has declared that "The transition to distance learning, including when instruction and grading resumes, if it has been halted, is a local determination."

- 30 states have included instructional resources and digital accessibility options for English Learners (EL). However, only 20 states have issued any specific guidance to districts about how to best serve EL during school closures. For instance, Minnesota has a section of their district learning plan template dedicated to considerations for EL, along with a link to separate guidance and instructional resources specific to EL.

- Only 20 states have focused on ensuring that students have internet-connected devices that they will need to access digital resources. Washington, DC, for example has promised that "all high school students without access to a device at home will now receive one.**"** Those states late to the game on this are likely to be shut out as districts around the country have already reported difficulty and delays when ordering new laptops.

When states are able to conduct needs assessments and present districts with guidelines on how to develop distance learning plans and deploy necessary resources, they can help level the playing field between and within districts and narrow the digital divide. North Carolina has a consistently updated [website](#) devoted to distance learning, with guidelines for districts developing comprehensive plans, strategies for schools deploying technology, a series of trainings for teachers, and instructional resources for building remote lesson plans. By contrast, Maryland still has not published any guidance to districts on its Department of Education website, apparently leaving districts largely to their own devices.

In light of state guidance, or in some cases in spite of the lack thereof, districts are also forging ahead with a range of remote learning efforts, which are constantly evolving. A Brooklyn parent told us that after the first week in which parents took the lead on instruction and few Black and Latinx students participated, in week two "with teachers leading the video meetings, with free Internet having been offered by Spectrum, and with the delivery of several hundred thousand laptops/tablets across the city to kids who needed them, both my kids' classes are at 99% participation."

For a more comprehensive look at district responses, check out the Center on Reinventing Public Education, which has an ever-growing [database](#) of individual district approaches to distance learning. *The 74* has also profiled efforts in districts around the country including [NYC](#), [Los Angeles](#), and [Guilford County, NC](#).

With regard to state action on distance learning, we're not saying here that fast is necessarily good or that slow is inherently bad. Each state faces different challenges and in many instances states and districts may be proceeding more slowly because either they or the families they serve lack the capacity necessary to fully carry out homeschooling. We are presenting this update in the hope that states, districts, policymakers, educators, and parents can learn from each other about how best to serve as many students as possible as effectively as is practicable.

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We will continue to provide updates in the coming days and weeks to include the most up-to-date information on state initiatives.

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Alaska
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Idaho
Illinois
Indiana
Kentucky
Maine
Michigan
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New Mexico
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Maryland

- **Alabama (50 mph)**
  - 3/27 Guidance
    - Provides a list of instructional and formative assessment resources, and links to a Google Drive folder with additional information on these resources.
      - Folder includes **information and resources for supporting EL in distance learning**
    - Provides various options for ensuring seniors receive necessary credits for graduation
  - 3/27 Academic Continuity Plan Template
    - District distance learning plans are due to ADE by 4/3.
    - Rather than open-ended questions, districts choose from a set of options in each section of the plan.
    - **"Make every effort to provide services for all students with disabilities**, including students with 504 plans, and maintain appropriate documentation to support all efforts"
    - "Provide effective two-way **communication with families in a language that they understand. Tailor instruction and assessments to students' English Language proficiency needs** in all four language domains (Listening, Speaking, Reading, and Writing)."
  - 3/27 Special Education Q&A
    - Clear, simple guidance document on how to address the needs of SWD through distance and online learning.

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[1] Unlike most states, all schools in Hawaii are part of a single district. Thus, Hawaii is likely focusing on direct communications with schools, rather than issuing guidance. Since this inventory of state actions is largely based on official communication via state websites, Hawaii's score may not fully reflect the scope of work the state is doing to transition to distance learning.

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- "Distance learning has the potential to look different for students with disabilities. **Individualized supports and services should be provided to those for whom an online model is appropriate, accessible, and reasonable.** All options must be considered in light of the current COVID-19 circumstances and the educational needs of the child. As a reminder, federal law requires distance instruction to be accessible but does not mandate specific methodologies. **If technology is a barrier, educators may use equally effective alternate access.**"
  - [3/26 Executive Order](#)
    - Governor Kay Ivey closed all schools for the duration of the school year and **required districts to implement distance learning plans, starting on Monday 4/6.**
  - "Alabama Superintendent of Education Eric Mackey said Thursday that the **state is developing plans for how the distance learning would work**. The governor said schools will use alternate instruction such as online lessons or take-home packets." [Alabama schools to finish year through distance learning](#)
  - [3/18 Press Release](#)
    - ALSDE created a task force to look into distance learning options. "The task force will first **work to identify various research-based learning pathways and resources** that are available to meet the needs of all districts in Alabama, **evaluate the capacity of current statewide "non-traditional" instructional delivery methods**, and develop a statewide plan for short and long-term implementation.
    - "As of today, Wednesday, March 18, all 142 of Alabama's public school districts will be closed and have provided students with short-term '**optional enrichment learning activities** through a variety of delivery methods, including hard copy, digital, and blended models.'"
  - [3/13 Guidance](#)
    - **Most districts are not prepared to implement a distance learning model, such as online learning, on short notice.** Some districts and schools may be in a position to continue teaching using distance learning methods; however, **equity is a critical consideration**. It is important to note that if educational services are being delivered to students in any form, in order for the district to remain open, access to those services must be equally provided, including to students who don't have access to technology at home and students receiving special education services. **For most districts, it will make more sense to cancel school altogether than to organize a learning model that cannot be accessed equitably by all students.**

- **Alaska (65 mph)**
  - [DEED COVID-19 Landing Page](#)
    - "On March 20 Governor Dunleavy issued a health mandate announcing that ALL PUBLIC SCHOOLS WILL REMAIN CLOSED TO STUDENTS THROUGH MAY 1, 2020. A universal preapproval relating to school closures is being provided and the Governor is suspending the regulatory requirement that school districts apply to DEED to receive a school calendar waiver. **The suspension of these requirements are contingent upon providing distance-delivered educational services through the duration of school closures.**"
  - If a school is closed, DEED will expect the district to submit an education plan.

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- ○ DEED has been **hosting daily Special Education (SPED) webinars** at 1:30 pm to answer questions relating to the COVID-19 outbreak.
- ○ 3/25 Special Education FAQs
    - ■ "District special education directors will have processes that may vary from one district to another, **but as a minimum, special education teachers should review student services identified in the IEP and prepare for solutions to service provisions** and consider possible compensatory education plans."
    - ■ "As a result of the change in delivery method overall, **there may be an inevitable reduction of services statewide, however, student IEPs must be based on the student's needs and not district preference."**
    - ■ "Packet work with telephonic support is recommended for homes without internet."
- ○ All students around the state have the opportunity to enroll in Alaska Statewide Virtual School classes.
- ○ AKLearns.org provides a number of resources for educators, parents, and students:
    - ■ Instructional resources by grade span and subject, as well as a separate page devoted to no/low-tech options
    - ■ Links to free internet options for families
    - ■ **Information about digital accessibility tools for EL and SWD**
    - ■ Distance education webinars and trainings for educators

- ● **Arizona (50 mph)**
    - ○ COVID-19 homepage
        - ■ "**HB 2910 requires local education agencies (LEA) to offer educational opportunities, as determined by the LEA**, during the school closure in order to receive continued formula funding. The Board and ADE are required to adopt the manner in which LEAs attest to providing educational opportunities."
        - ■ LEAs must complete a distance learning plan by 4/15
    - ○ 3/25 Webinar
        - ■ Provides links to federal special education guidance, though doesn't present as state specific guidance or clarifications.
    - ○ Title IV-A web page has links to a variety of training opportunities for teachers working on implementing distance learning.
    - ○ The Virtual Resource Hub is a spreadsheet with a variety of online instructional resources for teachers and families.
    - ○ 3/17 Guidance
        - ■ **"School closure is NOT a complete shutdown of school operations and instructional obligations to students.** During school closures, staff are still expected to engage in work-related activities, and students and families are expected to meet the instructional requirements of their teachers and schools."
        - ■ **"School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time.** Specifically, during the closure, educators and community leaders are called on to: • **Continue to deliver educational opportunities to the extent possible** through remote learning and independent study, which may or may not include online learning or printed materials,

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among other options; • Provide school meals; and • Arrange for supervision of students during ordinary school hours."

- ○ [3/17 Webinar](#)
  - ■ **"PEAs must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services** identified in the student's IEP developed under IDEA, or a plan developed under Section 504. Schools should take into consideration **alternate methods for providing educational services** to children with disabilities, such as home visits, teleservices, homework packets, or Internet-based lessons."
  - ■ "Through this entire process, it is **crucial that schools communicate frequently with families to think and plan about how best to meet the needs of their children** in what may be a chaotic and constantly-changing environment. These challenges can best be met together."
- ○ "Educator and Family Resources" tab has links to virtual learning options and options for low cost internet. [Office of Communications](#)

- **Arkansas (65 mph)**
  - ○ *New* [English Learner Guidance](#)
    - ■ "While some English Learners may be able to progress with the same AMI activities, or related supports, as provided to all students, **keep in mind that if a student needs language support at school, they will also need it at home.** This may include providing differentiated materials, visuals, language scaffolds such as sentence frames for responses, and graphic organizers. **Schools will need to address any accommodations a student might need whether through distance learning or other means.** Keep in mind that English Learners often need practice speaking about a topic before being able to clearly write about that topic. Consider this when creating writing assignments, especially for students at the lower levels of English proficiency."
  - ○ [4/1 ESOL AMI Supports](#)
    - ■ Instructional resources for EL
  - ○ [Alternative Methods of Instruction webpage](#)
    - ■ Contains [video](#) that **explains district options, encouraging districts to revisit current AMI plans** to ensure they are suitable for an extended period of time with [accompanying presentation](#).
    - ■ Link to [Google Drive folder](#) that contains:
      - ● Sample **instructional plans** for the first two weeks of AMI for PK-8, in both English and Spanish
      - ● **Suggested accommodations for SWD**
      - ● A district distance learning consideration To-Do list
    - ■ Links to two state digital course providers that 7-12 educators can use to to teach core content. Both providers also offer **teacher training on their platforms.**
    - ■ Sample approved AMI plans
  - ○ [Digital Learning Resources](#)
    - ■ Information and trainings on digital platforms for delivering remote instruction
  - ○ [3/31 Special Education Guidance](#)

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- - "FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically. Districts should be communicating with parents and guardians prior to, during, and after a school closure regarding their child's IEP services."
  - ○ 3/26 Guidance
    - ■ "**Districts may utilize the Arkansas AMI guides in place of current AMI plans, or they may continue with local plans.** Districts should be mindful of the challenges that families are facing right now and be sure that their AMI decisions have reasonable expectations."
    - ■ "The impact of AMI needs to be considered for each child based on his/her individual needs and how he/she will access the special education services and supports outlined in the Individualized Education Program (IEP). As the district plans for the continuation of AMI, **educators need to ensure students with disabilities have equal access to curriculum as compared with their peers.**"
    - ■ "**DESE has established an AMI Hotline** that will operate from 8 a.m. to 8 p.m. daily beginning Thursday, March 26, 2020. The AMI hotline will be staffed by DESE personnel and is intended to support school district officials, teachers, parents, and students who have AMI questions. We anticipate that many of the questions that we receive will most likely be district-specific questions; therefore, it is imperative that every school district have local personnel available to also answer questions or concerns from parents and students."
  - ○ 3/19 Press Release
    - ■ "Arkansas public schools will remain closed for onsite instruction through April 17 due to the increasing spread of COVID-19 across the state. The decision to close schools will be re-evaluated in a few weeks based on public health conditions at that time. With this latest announcement, the **Arkansas Department of Education is expanding the use of Alternative Methods of Instruction days during this additional three-week period,** which will begin after Spring Break next week. Under the authority granted by Governor Hutchinson's amended emergency proclamation, **the department is waiving the 10-day limit on AMI days, with the department automatically approving the additional 15 days for each district.**"
    - ■ "**Districts that have the capacity to plan for and deliver additional instruction allowed through their AMI plans** *may* (emphasis added) **continue to do so.** For districts with limited capacity, ADE is working in partnership with Arkansas PBS to develop AMI lessons and resources for students in grades K-8. ADE also is working with Virtual Arkansas and the Arkansas Public School Resource Center to develop options for students in grades 9-12. Details about these efforts will be sent to education leaders in the coming days, but **districts should plan for the continuity of learning using a blended approach with digital, virtual, or additional delivery of educational packets to students.** Special considerations are needed for special populations."

- **California (65 mph)**
  - ○ *New* 4/2 Special Education Webinar Notes
    - ■ Notes from a 4/2 webinar on SWD and distance learning, with a focus on best practices discussed.

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- ○ [4/1 FAQs](#)
  - ■ "LEAs will continue to receive state funding for those days so that they can: Continue delivering high-quality educational opportunities to students to the extent feasible through, among other options, distance learning, and/or independent study"
- ○ [4/1 Grading FAQs](#)
  - ■ "**The transition to distance learning, including when instruction and grading resumes, if it has been halted, is a local determination.** LEAs should develop a timeline using stakeholder input to clarify how distance learning is being implemented, including when and how grading of student work will begin."
  - ■ Includes various considerations for educators and school leaders regarding grading during distance learning.
- ○ [3/17 Guidance](#)
  - ■ 'School districts, county offices of education, and charter schools (local educational agencies/LEAs) **should immediately begin developing a plan for distance learning** for their students and providing training and professional development for their teachers to implement the adopted distance learning strategy as effectively as possible."
  - ■ **Outlines key considerations for developing distance learning plans**, including examples from various districts.
  - ■ Suggests using school busses to distribute meals, **WiFi hotspots,** and printed instructional materials, pulling from South Carolina's best practices.
  - ■ "equitable access does not require that LEAs offer the exact same content through the same channel for all students. Instead of abandoning a promising e-learning approach because not all students will have equal access to it from home, **the plan should include an analysis of alternate deliveries of comparable educational content**."
  - ■ Contains [appendix](#) on Resources that Support Distance Learning, which includes
    - ● **Instructional resources for teachers** and families, **including those for supporting English Learners** and in different languages
    - ● Links to [external guidance](#) on EL and SWD
    - ● Training and advice for teachers implementing distance learning; [Lessons from the Field: Remote Learning Guidance](#) contains additional external resources and PD for teachers.
- ○ [3/20 Special Education Guidance](#)
  - ■ CA is encouraging districts to be flexible and creative when it comes to delivering instruction to SWD.
  - ■ "If the LEA can continue providing special education and related services as outlined in the IEP, or an agreed upon amendment to the existing IEP, through a distance learning model, they should do so. **The LEA can also consider alternative service delivery options such as in-home service delivery, meeting with individual students at school sites, or other appropriate locations to deliver services.** Further, LEAs are **encouraged to work collaboratively with Nonpublic Schools and Agencies (NPS/As)** to ensure continuity of services, including moving to virtual platforms for service delivery to the extent feasible and appropriate."
- ○ CA is providing information on ways to access affordable internet [Educators' Toolkit](#)**,** as does [Getting Internet Access](#)

- **Colorado (65 mph)**
  - CDE initiated a [Community Needs Inventory](#) on 3/27 to ensure all districts are getting the resources they need to implement distance learning. LEA's have until 4/2 to complete the survey.
  - [Instructional Guidance](#)
    - "Educational services should strive to include equitable access to instruction for all students. **Equitable access does not require that all students receive instruction in the same format** (e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs."
    - "In instances where technology is not accessible or where educational materials are not available in an accessible format, educators may still meet their legal obligations by providing equally effective alternate access to the curriculum or services provided to other students."
    - **"Schools must make every effort to provide support to English learners to allow them to access academic content.** English language development is a part of universal instruction. Grade level content needs to be provided with adequate scaffolds and supports that English learners need to access the grade level content being provided by online/virtual programming."
    - Provides a number of **strategies to engage students who have limited or no access to internet/devices**, as well as a few ideas of how to improve access.
  - [Special Education Guidance](#)
    - Guidance that focuses on identifying new students, otherwise CDE refers to federal guidance.
  - CDE's [Learning from Home](#) web page has **clear, simple guidance** for distance learning for teachers, parents, and students and provides a common set of language to avoid confusion. Instructional resources are organized by subject and gradespan and includes **separate resources for EL and SWD**. **It provides important links for internet connectivity**. There are also **links to numerous trainings** so teachers can quickly learn a variety of digital tools.
  - [3/20 Letter from CDE Commissioner](#)
    - States CDE is taking their time and will be issuing guidance soon.
    - **There will be a statewide instructional hour/day requirement waiver.** We are working on the specific guidance, expectations and minimal documentation we'd request. Many of you have given us feedback on what guidance, flexibility and framing would be important and thus we are taking a little more time to craft the guidance and provide useful resources. We want district input so we are working to get it through my Superintendents and Rural Councils. We are also trying to get clarity from the US DOE on support of students with disabilities and English learners during this challenging time. Many, many of you have questions on this. **Thus, we are taking the time we need to address it thoroughly.**
  - [3/18 Executive Order](#)
    - Directs the CDE to develop guidance for districts around distance learning, and **requires districts and charters to make every effort to deliver instruction during school closures.**
  - [COVID-19 FAQs](#)

- All districts may not be able to count distance learning efforts as part of required instructional hours, but CDE looks like they may be allowing flexibility around normal e-learning requirements:
- "Many districts are inquiring about the use of e-learning days in lieu of cancelled student contact days. **Districts and schools that have not yet implemented e-learning days may find it difficult to meet the requirements for e-learning days in the near future.** However, the use of **remote learning and student engagement will be considered part of a good faith effort to make up lost instructional time."**
- "Remote learning and student engagement may include posting or dissemination of pre-recording of lessons to students, live streaming class lectures and discussions, and distribution of assignments and homework. **Districts and schools should take into consideration the individual needs of their community, including access to electronic equipment and resources**, when planning for remote learning and provide alternative approaches to facilitate learning and engagements for all students."

- **Connecticut (65 mph)**
  - 3/30 Professional Support Series
    - Provides a list of **upcoming webinars to support teachers and district officials** as they implement distance learning.
  - 3/24 Special Education Guidance
    - "Given that Connecticut has mandated statewide school closures, it is **essential that school districts focus on providing continued educational opportunities for all students**. School districts must ensure that students receiving special education have access to these opportunities. For students with individualize education program (IEPs), **school districts must ensure that each student is provided the special education and related services identified in the student's IEP developed pursuant to the IDEA, to the greatest extent possible.**"
  - RESC Alliance and CSDE Resources for Distance Learning
    - Provides links to 11 different Google Drive folders that contain comprehensive resources including:
      - Districts' full distance learning plans
      - Special education guidance
      - Options for low/no cost internet
      - Teacher professional learning opportunities
      - Instructional resources
    - This is really **the hub for all resources** provided by CT, though it's hidden in a large list of links on CSDE's main COVID webpage.
  - Special Education Guidance and Resources for COVID-19 webpage provides a series of links to state and federal resources for addressing the needs of SWD in light of COVID-19
  - Google spreadsheet as links to various **instructional resources for EL.**
  - Resources to Support Student Learning During School Closures Due to COVID-19
    - Provides a variety of **instructional resources for teachers and families, organized by both subject and grade level.**
    - *New* A 2nd edition was posted on 3/31
  - 3/16 Guidance

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- Wants districts thinking about longer term distance learning, rather than short-term supplemental resources.
        - "Do not wait for a perfect plan to be developed to start your distance learning."
        - Plans need to be approved by CSDE, but these can be done retroactively to allow districts to move forward with distance learning as soon as possible.
        - **Districts are expected to administer distance learning, but are not required to submit plans to the CSDE.**
    - The Partnership for Connecticut donated over 60,000 laptops that will be provided to high school students in the lowest-performing districts in the state, which will help address the technology gap that exists in the state. [Laptops headed to students in struggling school districts so learning can resume](#)

- **Delaware (65 mph)**
    - [COVID-19 landing page](#)
        - Links to two options for free internet access
        - Instructional resources for families organized by subject and grade span, along with **resources for EL and SWD**.
    - [District and Charter School Support page](#)
        - Links to instructional and planning resources for educators from [TNTP](#) and [Instruction Partners](#)
        - Links to [Remote Learning Resources for Delaware Districts and Charter Schools](#) document, which contains resources on building educational learning plans as well as instructional resources by subject.
    - [3/30 Guidance](#)
        - Provides additional guidance and considerations for districts developing distance learning plans, as well as educators developing instructional materials.
    - [3/27 Special Education Guidance](#)
        - "**Remote learning plans must include instruction for students with disabilities.** DDOE understands that, during this national emergency, schools may not be able to provide all services in the same manner typically provided."
        - "Although federal law requires remote instruction be accessible to students with disabilities, it **does not mandate specific methodologies**. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, **educators may still meet their legal obligations by providing children with disabilities equally effective alternate access** to the curriculum or services provided to other students."
    - [3/26 Guidance](#)
        - "**Districts/charters must submit a remote learning plan to the DDOE by April 3, 2020.** This plan should account for the completion of 1060 hours (grades K-11), 1032 hours (grade 12) and 188 teacher days no later than June 30, 2020."
        - "Student hours should primarily focus on the critical standards needed for the content areas. Student hours may include, but are not limited to, Phone contact/instruction with teacher, Online or hardcopy lessons, Weekly assignments, Projects, Video lessons, Additional learning experiences **The recommendation is to address the critical standards for the remaining weeks of school.**"

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- **District of Columbia (65 mph)**
  - *New* [4/6 Press Release](#)
    - DCPS will now begin issuing 16,000 devices to students in K-8, after their initial distribution focused on high school students.
  - *New* [Distance Learning Webinar Calendar](#)
    - Put out by DC Public Charter School Board (DCPCSB), this contains links to upcoming webinars a various aspects of distance learning
  - *New* [Distance Learning Resources for LEAs and Families](#)
    - Instructional resources by subject, including separate resources for EL, provided by the Office of the State Superintendent of Education (OSSE).
  - Educator guidance is not available on DCPS' website, but there are many family and student resources available.
  - [Learners: DCPS Instructional Continuity Plan](#)
    - Distance learning portal for students and families
    - Content is organized by grade and subject and has **separate sections for EL and SWD.** Each grade-subject has weekly assignment packets as well as digital supplemental materials.
  - [INTERNET ACCESS RESOURCES FOR FAMILIES](#)
    - Provides for options for no/low-cost internet access
  - [3/24 Letter to Families](#)
    - "Just last month, we announced the distribution of technology devices as part of the Empowered Learners Initiative (ELi), and we are proud that **all high school students without access to a device at home will now receive one.** We will be in touch with students and their schools directly on how they will pick up items to assist with distance learning."
  - [3/20 FAQs](#)
    - "**Staff will provide students with disabilities, to the greatest extent possible, all special education and related services in their IEP and will work with individual families and IEP / 504 teams to create plans appropriate for each student.** Teleservices may also be offered as needed for related services provision. Additionally, the content in **our Canvas site was created by general educators and special educators with consideration for accommodations students with disabilities might need**."
  - [3/20 Letter to Families](#)
    - Provides a link to the distance learning portal and an instructional video, as well as information about how to get internet access as well as printed packets.
  - [3/18 Letter to Families](#)
    - "**Distance learning will start next week on Tuesday, March 2**4 after Spring Break (March 17 to March 23). DCPS **prepared printed packets of materials for every grade level** from Pre-K through 8th grade and each graduation requirement course for 9-12th grade."
    - "**Any family in the district can download lessons specific to a student's grade level or course through DCPS' Canvas site**, with no login or password necessary. There, you will also see links to DCPS' collection of other online learning tools and helpful

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resources for students and families. Bookmark — bit.ly/DCPS_ICP — and start downloading distance learning lessons on Friday, March 20."

- ○ 3/13 Letter to Families
  - ■ "**DCPS prepared instructional contingency plans that will allow meaningful, relevant learning to take place while schools are closed.** We developed resources for every level in grades PK-8 and each graduation requirement course for grades 9- 12. Information about how to pick up printed copies of these lessons throughout the city or access them online will be shared in the coming days."

- **Florida (65 mph)**
  - ○ Best Practices for Distance Learning
    - ■ Provides districts with guidance and considerations when developing distance learning plans, including digital platforms and resources
  - ○ Memo from Florida Virtual Schools
    - ■ "Students who will be using FLVS Flex courses to continue their in-progress brick-and-mortar classes this semester, due to COVID-19, will **no longer need to be withdrawn from their school of record to continue their course with FLVS**. FLVS teachers will work with individual students who are impacted by COVID-19 to assess and place students in the correct portion/lesson of the course to keep their education on track. FLVS will provide course progress for each student back to the brick-and-mortar school, upon his/her return or at the end of the school year (by June 30, 2020)."
  - ○ 3/27 Press Release
    - ■ Announces the new Online Learning Community created by Florida Virtual School
    - ■ "With content created for individual or school district needs, the FLVS Online Learning Community provides multiple educational tracks and subject areas, including:
      - Online Learning 101: videos and other resources designed to **help students, parents and teachers explore the world of online learning**
      - **Courses for educator**s with pre-recorded webinars and training courses, including technology and educational systems
      - Live workshops and webinars from FLVS trainers, learning specialist and school counselors to support online teachers and parents
      - **Emergency training for educators** moving to online learning due to unexpected circumstances such as COVID-19 or natural disasters"
  - ○ 3/26 Superintendent Call
    - ■ Provides **guidance and instructional resources related to supporting EL** during distance learning.
  - ○ 3/24 Guidance
    - ■ Shares best practices and guidelines for districts working on **distributing devices** for online instruction.
  - ○ 3/19 Q&A Guidance
    - ■ "Yes, although campuses are closed, school is still in session and students are still earning grades."
    - ■ "Each student with an IEP, or 504 plan, **should be included in the school district's instructional continuity plan to the same extent as all other students**. This plan may include virtual instruction, as well as virtual specialized instruction and related services

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t**o the extent practicable.** All areas of the student's IEP or 504 must be considered. Any and all required evaluations, IEP meetings etc. may also be held virtually to the extent practical."

- ○ 3/17 Guidance
    - ■ "To support students with identified IEP-related services who may have a disruption in services, school districts are given flexibility for the remainder of the school year to **provide alternative services or delay services until later in the summer months**, in coordination with a student's parents and IEP team."
- ○ Schools have extended/early spring breaks to allow districts time to plan for distance learning. **All schools are expected to be implementing distance learning by 3/30.** Some districts started offering distance learning on 3/23. Coronavirus (COVID-19)
- ○ All teachers were given the opportunity to participate in **Online Teacher Training**, given by the state's virtual school. 3/12 Press Release
- ○ FDOE is not issuing guidance to districts/schools about how to provide internet or technology, but their site does have **options for free and low cost internet** posted on their COVID-19 "Family Resources" page.

- **Georgia (65 mph)**
    - ○ 3/16 Executive Order
        - ■ Requires GaDOE to "implement measures providing for the health, nutrition, safety, educational needs, and well being" of students.
    - ○ GaDOE has an extensive Pandemic Planning Guide. While it is primarily focused on school safety it does include references to continuous education plans and special education guidance.
        - ■ Guidance related to continuing education plans includes examples of the types of activities that should be offered at various lengths of closures including supplemental, partial continuation, and full continuation of academic content.
        - ■ "School districts have a **responsibility to ensure that students with disabilities have both equal access to the educational opportunities** provided to all students, as appropriate, and access to FAPE. In planning for continued educational activities in the event of school closures due to a severe pandemic, States, SEAs, and LEAs must consider ways of ensuring that the planned activities are accessible to students with disabilities."
        - ■ "Where necessary to provide an individual with a disability an equal opportunity to participate in, and enjoy the benefits of the program, appropriate communications, educational materials, and instruction, **must be made available in accessible formats or through the use of auxiliary aids and services**. Planning for the use of captioning, narration, screen readers, magnifiers, high volume headsets, TTY, TDD, large print and Braille are some of the ways to ensure that educational materials are accessible to as wide a range of students with disabilities as possible. **Using multiple approaches or mediums for delivering continuing educational services**, such as paper, computer, and video, may be valuable for all students and may help ensure that students with disabilities receive the communications, materials and instruction they need to be successful."
    - ○ GaDOE partnered with Georgia Public Broadcasting to create Georgia Home Classroom, which has an extensive library of video content categorized by grade and subject. GaDOE also

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provides additional educational resources through the [Northwest Georgia RESA Digital Learning Community](#), which provides digital lessons for all subject and grade spans, as well as trainings for teachers about online classrooms.
- Georgia Home Classroom now also has resources for grades 6-12.
  - ○ GaDOE has free access to [two courses](#) for teachers, including one on supporting students with disabilities during distance learning.
    - An additional training course on synchronous learning has been added.
  - ○ [3/11 Digital Learning Planning](#)
    - Document provides districts with early considerations regarding preparing for distance learning, as well as some digital learning resources.
  - ○ "**GaDOE and GOSA's foundations are teaming up with other non-profits to provide devices/hotspots for schools in need.** We are working with providers to finalize details and will be sharing opportunities for districts shortly. To support this project, make a donation to the Georgia Foundation for Public Education or the Innovation Fund Foundation." [GaDOE's Digital Learning landing page](#)

- **Hawaii (35 mph)**
  - ○ *New* [Continuity of Education Website](#)
    - Contains educational resources for parents, organized by grade level.
    - Also contains resources for educators, which can only be accessed via a staff email.
    - Links to device guidance, however the link is broken on the PDF.
  - ○ *New* [4/3 Letter to Parents](#)
    - "At the start of this week, **schools began rolling out their distance learning plans.** For some schools, materials are being made available online. For others, educational packets are being provided for students who do not have technology resources available at home. And many schools are offering a combined approach to meet the needs of students and families. **Regardless of the platform or delivery, schools and teachers are committed to ensuring all students are able to participate and engage in remote learning opportunities being provided.**"
  - ○ [3/27 Press Release](#)
    - "**Beginning this week, schools started to prepare distance learning opportunities and/or learning packets** to be distributed via email, school websites and some in-person. Work packets will not be graded, but many teachers are identifying unique ways to provide feedback to students."
  - ○ [3/24 Letter to Parents](#)
    - "HIDOE and charter schools **will be sending out information about enrichment opportunities**, including online resources and instructional packets. We encourage you to look out for information from your child's school and teachers."
    - "By the end of this week, we will be sharing specific plans for our 10,000 eligible graduates. We will also be sharing out next-level information based on the planning work accomplished by our teachers and principals to guide us through the end of the school year. **The Department of Education remains focused on and committed to our educational mission and we look forward to resuming instruction and a sense of normalcy as quickly as possible.**"
  - ○ [3/24 Special Education Guidance](#)

- ■ "When all students are provided educational opportunities, the schools must implement, to the greatest extent possible, special education and related services. Schools may not be able to provide all of a child's services in the same manner typically provided."

- **Idaho (65 mph)**
  - [Idaho.gov Resources for Schools](#): One-stop-shop for all education COVID-19 resources
    - ■ Instructional resources for educators and families, including online curricula
    - ■ Trainings and guides for educators
    - ■ District and charter school distance learning plans
    - ■ Links to over 30 no/low-cost internet options
    - ■ Sample device take-home policies
  - [Educational Resources for Parents & Educators / SDE](#)
    - ■ Additional instructional resources for educators and families
  - [3/31 Special Education Guidance](#)
    - ■ Thorough Q&A addressing services, IEP meetings, and much more, including updated information on federal guidance.
    - ■ "Because special education services are determined on the individualized needs of each child, the determination as to whether services will be provided, and if so, to what extent and how the services will be provided, is made on an individualized basis, taking into consideration the resources available."
  - [3/27 Guidance](#)
    - ■ "Based on a school's demographics and unique student population, **a school or district may need to utilize a variety of learning modalities to meet the students' needs**. School districts and charter schools are asked to **think out-side of the box and do their best to meet their student and community needs** while keeping their staff and students safe and following the CDC social distancing guidelines."
    - ■ "**Remote instruction may encompass a number of modalities.** Some examples include the familiar on-line instruction and courses that have been provided through IDLA and virtual schools. Remote instruction could also include video conferencing with a class of students or class periods through a webinar, or providing assignments and instructions that can be sent through email or hard copies that can be picked up or dropped off in coordination with meal distribution or delivery."
    - ■ Provides multiple links to no/low-cost internet access options
  - [3/23 Guidance](#)
    - ■ "While students are not permitted in schools, **the State Board expects efforts to continue facilitating essential services and student learning**."
    - ■ "**Implement and/or develop remote learning strategies** that will benefit all K-12 students in school districts and charter schools. These plans should be designed in the event that a community needs to maintain closures for an extended period or the remainder of the school year."

- **Illinois (65 mph)**
  - [4/2 Guidance](#)
    - ■ "We are keenly aware of the challenges that may arise during the implementation of remote learning, especially for students with disabilities. The Illinois Assistive

Technology Program (IATP), located in Springfield, helps school districts with special education technology needs and with purchasing assistive technology devices in bulk."

- 4/1 Guidance
  - "Each school or district may utilize five Remote Learning Planning Days, consecutively or in separate increments, to develop, review, or amend its Remote Learning Day Plan. Remote Learning Planning Days shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the Code."
  - "School districts have full autonomy to provide continuous learning opportunities during the Remote Learning Days through whatever means possible, including through technology and free online resources. **We encourage every school and district to explore and implement what works best for the school community.** Please see the Remote Learning Recommendations. These recommendations were developed by an advisory group, composed of teachers, administrators, students, and stakeholders.:
- *New* 3/27 Remote Learning Recommendations
  - Provides extensive guidance for district and educators for developing distance learning plans, **including considerations for SWD and EL.**
- 3/27 Letter from State Superintendent
  - **Remote Learning Days will begin for schools statewide on March 31** and continue until in-person instruction can resume.
  - "During Remote Learning Days, **schools may implement either an E-Learning Plan or a Remote Learning Day Plan that provides students with instruction and access to educators through whatever means possible."** Schools may use up to five Remote Learning Planning Days at any time after March 30 to work on Remote Learning Day Plans in partnership with their collective bargaining units.
  - ISBE reverses their previous decision on counting instructional days: "Remote Learning Days, Remote Learning Planning Days, and Act of God Days count as actual student attendance days. All of these days count toward the minimum length of the school year and absolutely do not need to be made up."
- 3/27 Guidance
  - Provides extensive guidance for teachers and district officials developing distance learning plans, including special considerations for SWD, as well as differences in guidance for each grade span.
- Continuing Education Resources webpage
  - Contains links educator guides and training on distance learning
  - Contains instructional resources for educators
  - Contains links for free/no cost internet options
- 3/23 Guidance (Outdated)
  - **Any instruction that happens on "Act of God" days (3/17-30) will NOT count as an instructional day.**
  - "All days that a school district is closed pursuant to the Governor's Executive Order 2020-05 will be counted as Act of God Days. Emergency Days will not be used. **These Act of God Days do not need to be made up at the end of the school year. School districts are strongly encouraged to provide continuity of education to students during these Act of God Days through whatever means possible."**
  - Schools are not required to move spring breaks, but are strongly encouraged to.

- ■ "The Lead Area Homeless liaisons and School District liaisons are required to work directly with families during this trying time to make sure that homeless children and youth have all of the materials needed to complete assignments, to provide access to meals, and to ensure the safety and stability of this vulnerable population. "
  - ○ 3/20 Guidance (Outdated)
    - ■ "ISBE contemplates that **districts eventually will transition to Remote Instructional Days**. ISBE has **assembled an advisory group composed of teachers, administrators, and stakeholders to make recommendations about what Remote Instructional Days could look like**. This advisory group will explore what is possible and what is reasonable under these unprecedented circumstances, always recognizing the incredible diversity and varying capacity of our 852 school districts. We are in uncharted territory. But ISBE is committed to making sure you have everything you need to achieve two singular priorities for as long as it is necessary to suspend in-person instruction: 1. Ensure all students' nutritional needs are met. 2. **Ensure all students have access to remote instruction through whatever means possible.**"
  - ○ 3/18 Special Education Guidance
    - ■ "In summary, OCR stated that all Local Educational Agencies (LEA) must ensure that each special education student receives equal access to educational opportunities that are provided to general education students. Despite the guidance from the OCR, **there continues to be no flexibility from complying with federal and state laws; schools should continue to observe all relevant federal and state timelines during the statewide school closure.**"
    - ■ "Because statewide school closure days are considered to be Act of God days, many **special education timelines are tolled (frozen)** during the pendency of Executive Order 2020-05."
    - ■ "LEAs providing **continuity of education must do so equitably, through whatever means possible.** Special education personnel are encouraged to provide opportunities for students, **including any necessary accommodations, whenever possible.** Educators should keep detailed documentation of all educational opportunities provided to students during the statewide school closure."
  - ○ 3/13 Guidance
    - ■ "You have full autonomy to provide continuous learning opportunities in the way that you are able, including through technology and free online resources. We encourage you to explore and implement what works best for your school community."

- ● **Indiana (65 mph)**
  - ○ *New* 4/8 Special Education Q&A
    - ■ Document containing answers to common questions related to SWD
  - ○ FAQs (updated 4/3)
    - ■ "Pursuant to Governor Holcomb's Executive Order 20-16, **all K-12 schools in Indiana shall provide instruction via remote learning for the remainder of the 2019-2020 school year**."
    - ■ "By April 17, per the Governor's Executive Order (20-16) school districts, charter schools, and eligible choice **schools are required to create and submit a *Continuous Learning Plan.*"

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- The state provides a [template](), though it doesn't provide exemplar or sample answers.
    - Contains information about how to use federal funds to **purchase wifi hotspots for students**
    - "eLearning can be utilized strategically to address the needs of students enrolled in credit-bearing courses and/or by selected grade spans."
    - Contains links to additional guidance and resources
  - [4/1 Guidance]()
    - Comprehensive document that contains
      - Key distance learning considerations for administrators and teachers, **including special considerations for EL and SWD**
      - Student schedule recommendations
      - Technology guidelines
      - Recommended digital platforms and instructional resources
      - Internet connectivity options
  - [3/30 Special Education FAQs]()
    - "Local Education Agencies (LEAs) are encouraged to provide learning opportunities to students if possible so students can make educational progress despite the significant disruption of school closures. **This includes providing students with disabilities access to these opportunities to the greatest extent possible during this public health emergency**. If some services cannot be provided or minutes are reduced, the LEA must consider, whether and to what extent, compensatory services are required once the school reopens. These determinations must be made on an individual student basis."
  - Districts are encouraged to use [eLearning Day Program]() resources, but these are effectively for short-term weather related closures, rather than for a long-term closure. However, they do include important information such as district considerations for digital learning, sample learning plans, and educator trainings.
  - [2020 COVID-19 Remote Learning]() webpage
    - Has a separate list of resources for families and educators
    - Educator resources include instructional resources by subject, training guides about distance learning, **EL resources**, and links to resources from the Department of Special Education
    - Family resources include options for no/low-cost internet access and instructional resources
  - [Special Education Guidance]()
    - Existing eLearning Day Program guidance, not specific to COVID closures
    - "IDOE recognizes there are students with complex needs for whom the eLearning Day Program may not be a feasible option, even with additional accommodations or modifications. **The CCC will need to discuss and document within the IEP the agreed upon alternative plan for providing the requisite special education and related services** to those students."
  - [EL Guidance]()
    - Existing eLearning Day Program guidance, not specific to COVID closures
    - "EL staff must collaborate with certified classroom teachers to ensure that the e-learning content and delivery are accessible for ELs at their current level of English proficiency. This must align with accommodations and modifications indicated in the student's

Individual Learning Plan (ILP). It must encompass the delivery of content and assessments, appropriate scaffolds and supports, and equitable grading practices."

- **Iowa (50 mph)**
  - ○ Resources to Support Learning During COVID-19
    - ■ Supplemental instructional resources that could be either educators or families, organized by subject. **There are also specific resources for EL, SWD, and gifted students.**
  - ○ 4/2 Template for Continuous Learning
    - ■ Provides considerations for districts and educators as they develop distance learning plans
  - ○ 4/2 Guidance
    - ■ "All public districts and accredited nonpublic schools **are required to indicate which method of continuous learning they will use from April 13 through April 30** by submitting their responses in the CASA system no later than April 10. **Districts and accredited nonpublic schools may choose not to offer continuous learning**, in which case the Department will follow up to ensure that missed days of instruction are made up. The total required hours or days of instruction will be reduced by those already waived by the legislature."
  - ○ 3/31 Press Release
    - ■ "The Iowa Department of Education today r**eleased a host of optional resources for families and educators** to use as they support student learning during school closures due to COVID-19. The resources are available on the Iowa Department of Education's website and include interactive games, virtual field trips, coding activities and e-books. The learning resources for students in prekindergarten through 12th grade do not replace what they have learned at school, but instead help students practice or enrich the skills and strategies taught by their teachers."
  - ○ 3/27 Guidance
    - ■ **This guidance reverses previous guidance, allowing districts to begin offering "required educational services," in which all students must participate.** Districts wishing to pursue this option **must get approval from IDOE.**
    - ■ "Some Iowa districts have been working for a number of years to build their capacity to deliver educational services through continuous learning and are ready to use this approach to provide educational services during district closures due to the COVID-19 outbreak. **Recognizing this, the Department, in partnership with the Continuous Learning Task Force, is currently developing an expedited process for districts to be approved.** The expedited process is anticipated to be ready in the next several days. **Before requiring continuous learning, the Department urges districts and schools to consider the extent to which distance or virtual learning is suitable to all students or the circumstances of all parents.** Particularly during the COVID-19 crisis, districts and schools should strongly consider the imposition of any mandate that may frustrate the response to COVID-19."
    - ■ "It is important that **any district or nonpublic school engaging in continuous learning provides appropriate professional learning for staff** on the methods that will be used to engage with students. Online education, in particular, requires the use of

a learning management system (LMS) and differs from face-to-face engagement with students. There are several resources available to schools to access training for staff."

- ○ 3/26 FAQs
  - ■ "At this time, the Legislature has **waived the requirement for instructional hours and days through April 12** by passing SF2408. This legislation also gives Governor Reynolds the authority to waive requirements for instructional time past April 12 if necessary."
  - ■ "Public districts can offer educational services and opportunities but cannot require participation."
- ○ 3/17 Special Education Guidance
  - ■ "If a district continues to provide educational opportunities to the general student population during a school closure, **the district must ensure that students with disabilities also have equal access to the same opportunities**, including the provision of FAPE under Section 504 and Title II of the Americans with Disabilities Act."
  - ■ "**IEP teams may consider using alternative ways of meeting the instructional needs of the student.** If alternative ways of providing services are used, it is recommended that the IEP Team document in the IEP the alternative services that were provided, the effect of those services, and which services were not able to be met."
- ○ 3/16 Guidance
  - ■ "Districts and accredited nonpublic **schools may choose to use online learning options, but may not require student participation.** If used, any online learning options should be offered as equitably as possible, taking into consideration the needs of students living in poverty, students with disabilities, and students who do not speak English as their first language**. Consideration should also be given to staff members and their health."

- **Kansas (50 mph)**
  - ○ Sample distance learning plans from four districts.
  - ○ Kansas is leaving most decisions in the hands of district officials, but there is an expectation that districts will provide distance education.
  - ○ 3/19 Guidance
    - ■ The state commissioned a Continuous Learning Task Force that released **extensive guidance** on ensuring student access to learning through the end of the year, including **separate considerations for EL and SWD.**
    - ■ Guidance includes a **five-day plan** for schools and districts to develop an educational plan for students.
    - ■ **Created a survey for schools to send to parents regarding technology access.**
    - ■ Notes that internet connectivity WILL be an issue, provide potential resources for districts and families
    - ■ Links to instructional resources

- **Kentucky (65 mph)**
  - ○ *New* Learn at Home
    - ■ Instructional resources provided in partnership with KY's local PBS station
  - ○ *New* 4/8 COVID-19 homepage

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- Newly updated homepage easing navigation to guidance and support documents for district leaders, teachers, and families, including sample distance learning plans from six counties.
  - *New* [4/8 Continuing Education Task Force webpage](#)
    - Page with all updates from the newly created task force, including results of a [survey](#) of state school administrators related to graduation
  - *New* [4/7 Instruction Guidance](#)
    - Poses key questions for educators as they transition to distance learning and provides some best practices
  - *New* [4/7 Professional Development Guidance](#)
    - Lists considerations for district leaders looking to provide distance learning professional development opportunities for teachers
    - Links to [calendar](#) of upcoming PD webinars, including some related to distance learning
  - *New* [4/6 Commissioner Update](#)
    - On March 31, the Kentucky Department of Education (KDE) **held a Special Superintendents' Webcast to answer questions from districts about how best to help students requiring special education services** while all of our state's 172 districts are serving students using non-traditional instruction (NTI).
  - [4/2 Special Education Guidance](#)
    - "If a local school district elects to utilize Kentucky's NTI program to provide educational opportunities to the general student population then the district must also ensure that students with disabilities have equal access to the same opportunities, including the provision of a free appropriate public education (FAPE)."
  - [4/1 Instructional Resources](#)
    - Contains links to instructional resources as well as PD opportunities for teachers (unrelated to distance learning)
  - The Education Continuation Task Force held their first [meeting](#) 3/23 with the goal of issuing distance learning guidance soon. Their next meeting is scheduled for 3/30.
  - All school districts are utilizing the Kentucky Department of Education's Non-Traditional Instruction (NTI) Program to ensure that educational services continue during the closure period. [Gov. Beshear recommends school closure period be extended until April 20](#)
    - Typically districts have to apply to use this system of instruction ahead of time, but this was waived due to COVID-19
  - Superintendents have been advised to prepare at least 6 weeks of virtual content.
  - [About NTI](#)
    - NTI is an existing structure in KY since 2014 due to extended weather-related closures across the state. (83 districts (48%) already were accessing this program in the current school year.)
    - **Instruction can done digitally or in printed format**
    - **NTI includes guidance for SWD and ensure students have access to technology/WiFi**
  - [New KDE task force will aid districts during COVID-19 closure period](#)
    - Task force developed to help districts provide the best instruction for students and better utilize NTI

- **Louisiana (50 mph)**
  - *New*[4/6 English Learner Guidance](#)
    - Provides suggestions for accommodations for EL during school closures as well as links to instructional resources
  - [FAQs](#)
    - "**School systems are not required to offer distance learning. Schools may offer complete distance learning, as capabilities exist.** The required 63,720 instructional minute requirement per year shall also be suspended and minutes will not have to be made up."
  - [Special Education Guidance](#)
    - Provides general special education guidance as well as specific strategies (both high and low tech) to implement distance learning for SWD.
  - LDOE has created a 3-part Continuous Education Toolkit
    - [Part 1](#) contains **instructional resources** for all grades and subjects, as well as **some guidance for SWD**.
    - [Part 2](#) contains guidance for school and district leaders as they develop **distance learning plans**. This includes guidance on **improving access to the internet and devices**, as well as communication plans.
    - [Part 3](#) gives schools and districts guidance on staffing.
  - [3/17 Guidance](#)
    - "**School systems are not required to offer distance learning.** Schools may offer complete distance learning, as capabilities exist. The required 63,720 instructional minute requirement per year shall also be suspended and minutes will not have to be made up."
  - [3/13 Executive Order](#)
    - Districts *may* provide distance education "as capabilities exist"
  - Districts are currently not required to provide distance learning due concerns around equitable access to resources, services, and technology.
  - LA is partnering with local PBS stations to provide educational programming and resources [At-Home Learning](#)
    - But this seems more intended for families and students to access in the absence of district learning opportunities

- **Maine (65 mph)**
  - *New* [English Learner Guidance](#)
    - "If online classwork is provided, it must also be designed around the needs and abilities of students who are ELs. Bear in mind that not all families have reliable internet access and that the **parents/guardians of ELs may not be equipped with sufficient English language skills to support their children's learning at home the same way that other parents/guardians might**."
    - Also provides links to instructional resources
  - [Commissioner Updates](#)
    - *3/27:* "Because the provision of public education is a covenant between the schools and the communities they serve here in Maine, we've asked that you obtain school board approval for your plans for offering continuity of education. **Each SAU must have a plan**

for providing for remote learning, and should be scalable in the event of a longer cessation of classroom instruction."
- Plans do NOT need to be submitted to DOE.
■ *3/25:* "**We urge you to provide the best programming you can for all students and to offer as many accommodations as possible to facilitate universal access.** FAPE under more "traditional" circumstances likely looks different from FAPE under a state and national emergency that has temporarily redefined what public education looks like. IEPs were based on a set of basic circumstances one would expect in a traditional school setting, and education for all students is very different right now. **Fear of putting forth anything short of perfection at this time will immobilize you and your teams of educators when you most need to be proactive and innovative.**"
■ *3/23:* "We will waive the minimum number of required school days and attendance requirements for this school year….**We urge you to make plans for providing educational services for all of your students, including those with and without disabilities.**"
■ *3/19:* "Today, we've been working with Sen. King's office, service providers, and potential funders **to explore options for providing tablet devices, equipped with wireless internet hubs to the estimated 36,000 students in grades 3-12** who do not have access to internet and/or a device that would facilitate distance learning during the COVID-19 emergency. If/when we are able to secure these resources, we will be in touch with details, professional development, and support around device management."
■ *3/18:* "Governor Mills provided a recommendation on Sunday evening, 3/15/2020 that Maine schools cease classroom-based instruction as soon as practicable and for the duration of our state of civil emergency (which is for 30 days, but could be re-established for as many times as the situation warrants)."
○ DOE's COVID-19 [homepage](#) provides multiple no/low-cost internet access options as well as online instruction platforms for educator
○ [Continuity of Learning Resources | Department of Education](#)
■ Contains a comprehensive spreadsheet of educational resources, categorized by subject and grade level
■ Has separate subject area pages for educators, some of which have links to educator training/guides for distance learning.
■ Link to instructional resources for families
○ [Special Services COVID-19 Resources | Department of Education](#)
■ Has separate resource pages related to SWD for administrators, teachers, and families

- **Massachusetts (35 mph)**
  ○ [4/3 Special Education Webinar](#)
    ■ Provides examples of and resources for remote delivery of special education.
  ○ [3/26 Special Education Guidance](#)
    ■ "DESE recognizes that these unprecedented circumstances may affect how all educational and related services and supports are provided. While USED and DESE will offer flexibility where possible, USED has emphasized many disability-related modifications and services may be effectively provided remotely or online."
  ○ [3/26 Guidance](#)

- ■ "Please note that the guidance below is a set of recommendations and does not constitute a requirement for any district or school. **We encourage districts and schools to view the remote learning guidance below as a baseline or starting point that they can modify in collaboration with local stakeholders to fit their unique contexts, capacities, and needs.** We expect that you will customize our recommendations for individual districts and schools and for individual students within them."
        - ■ "If districts/schools have not already developed a remote learning model, they should take time to engage in a thoughtful planning period with local stakeholders in order to launch in early April. This planning should include an assessment of the district's or school's capacity and resources to support a remote learning model."
        - ■ "**We strongly recommend that districts and schools focus on reinforcing skills already taught this school year and applying and deepening these skills.** We recognize that in some cases, teachers and students may wish to continue with new material, particularly at the high school level. In these cases, districts should consider equity of access and support for all students."
    - ○ [3/25 Press Release](#)
        - ■ "During this time, the Department of Elementary and Secondary Education (DESE) is **requesting that educators continue to develop and assemble high-quality educational materials to provide students with effective remote learning resources through the month of April.** The Department is also creating a model for districts to use and modify in collaboration with local stakeholders to fit their school district's needs, and will continue to work with schools to identify best practices for implementing effective remote learning."
    - ○ [3/23 Commissioner's Update](#)
        - ■ "Academics: **Students should be doing as much learning as possible while they are at home, and DESE is working to make this easier.** Staff in the Center for Instructional Support have assembled a list of resources that districts can add to their own, and DESE is working with public broadcaster WGBH and its partner station WGBY to provide other resources….**Additional guidance from DESE will be forthcoming.**"
    - ○ While additional guidance is developed, the state has partnered with WGBH, the state's public television station to provide a [Distance Learning Center](#), which has an extensive collection of educational content indexed by subject and grade level. It also provides guides for teachers to integrate the content into Google Classroom.
    - ○ Instructional [resources](#) are available for students and families, including links to documents with **guidance and resources for EL and SWD.**

- ● **Maryland (25 mph)**
    - ○ *New* [Teacher Resources](#)
        - ■ Contains links to guidance and trainings for teachers on distance learning
        - ■ Contains links to instructional resources, including for EL.
        - ■ There is also a separate, similar document for [parents](#).
    - ○ As of 4/3, the state has not issued any guidance related to distance learning, however State Superintendent Karen B. Salmon issued a statement related to distance learning.

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- ■ "I am **working in concert with all local school system superintendents**, including multiple calls per week, in order to provide the continuity of learning to all of our students in every jurisdiction across the State of Maryland during this time.

    We are already working very closely with every school system to address issues affecting their ability to provide educational services to all of their students. **It should also be noted that we will be diligent in providing educational services to our students with disabilities.**

    Local superintendents have provided me with their plans for the continuity of learning during the additional closure period. My staff at the Maryland State Department of Education has been reviewing the plans and determining what supports and resources the State can provide where needed.

    More information will be available in the coming days as we work collaboratively on a statewide plan that maintains equitable standards and expectations for students. Local school systems will be communicating with their individual school communities as they move forward with implementing their plans. We plan to resume the continuity of learning next week, and we will be working closely with local superintendents, school administrators, and our teachers to activate that plan."
  - As of 3/24, the state has issued no guidance regarding distance learning since closing all schools on 3/16. There is no mention of continuing education during closures anywhere on the MSDE's website.
  - 3/11 Guidance
    - ■ Only K12 guidance currently provided on the MSDE website. Only provides basic information about the disease itself. Nothing about continuing instruction.

- **Michigan (65 mph)**
  - 4/3 Continuity of Learning and COVID-19 Response Plan
    - ■ Reverses the state's decision to make distance learning optional for districts
    - ■ "As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, s**chool districts must submit a Continuity of Learning and COVID-19 Response Plan ("Plan") in order to continue to receive state aid for operations**. Although schools are closed and not providing in-person instruction, **teaching and learning must continue.** Michigan educators have been called to provide our students with continued learning."
    - ■ "requires all schools to begin providing learning opportunities for all students no later than April 28, 2020"
    - ■ Also contains general guidelines for plan development and a template
  - MDE - Instructional Resources
    - ■ Hub for schools and districts preparing for distance learning that contains
      - ● Guidance documents for distinct leaders developing distance learning plans, including **separate guidance for EL.**
      - ● Instructional resources for students by subject, **as well as resources for EL**
  - Professional Learning

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- ■ Provides various training materials for teachers on distance learning
  - ○ 3/27 Guidance
    - ■ Notes new flexibility allowed for using federal funds to pay for technology to facilitate distance learning, as well as educator training.
  - ○ 3/23 Special Education Guidance
    - ■ "If a district chooses to provide educational support (online learning, instructional packets, enrichment/enhancement activities, among other approaches) to all students, **districts must consider the additional needs of students with disabilities, including accessibility.** Educational supports provided through distance learning approaches are designed to assist students in maintaining skills, and in some cases, make progress in the general education curriculum. **Districts must address the unique and individual needs of students with disabilities when utilizing these approaches.** If technology is needed for a student with a disability to access an educational activity, the needed technology and support must be provided by the district at no charge to the student."
  - ○ 3/20 Guidance
    - ■ **Any distance learning will not count toward instructional time** that schools must complete by the end of the school year. This is a dramatic departure from other states and limits the effectiveness of other positive steps the state is making.
    - ■ "There is no mechanism to earn instructional time during a period of mandated school closure. However, schools can and are encouraged to offer **supplemental learning opportunities** to students using distance learning methods as they see fit. **MDE will not be granting seat time waiver requests** during this time."
  - ○ 3/18 Guidance
    - ■ "Only those districts and schools that can ensure that all students have equitable access to quality learning opportunities should pursue a full transition to online learning.
  - ○ 3/18 Readiness Guidance
    - ■ MDE provides planning and logistical guidance to districts considering providing distance learning, including **links to order free devices and internet access.**

- ● **Minnesota (65 mph) *New***
  - ○ MDE COVID-19 Homepage
    - ■ "Governor Tim Walz and Education Commissioner Mary Cathryn Ricker have announced that **all Minnesota public school districts and charter schools will implement a Distance Learning Period beginning on March 30, 2020, until at least April 30, 2020**. Read Executive Order 20-19. The pair previously announced that all Minnesota public schools closed from March 18 through March 27, 2020, to allow districts and charter schools to develop distancing learning plans, which they will now begin implementing on March 30, 2020."
  - ○ 3/27 Guidance
    - ■ "**MDE expects that students who participate in distance learning have full access to appropriate educational materials.** We've developed **resources for distance learning planning in various academic content areas.** Districts and charters must maintain educational continuity for schools and programs. As a district or charter, you

must ensure equity in your plans. School districts and charters must ensure equal access to ALL students."

- ○ Distance Learning Plan Template
  - ■ Provides districts with 16 overarching questions to consider as they develop their distance learning plans, with a particular focus on equity including **considerations for EL and SWD.**
- ○ Student Instruction COVID-19 Resources
  - ■ Provides a series of guidance documents to assist educators in planning for distance learning. There are guides for core subject areas, **as well as for English Learners.** The general guidance document contains links to Instruction Partners, which has educator guides and trainings on distance learning.
- ○ Special Education COVID-19 Resources
  - ■ Contains a series of guidance and Q&A documents related to SWD and distance learning, including separate documents on ECE SWD.
- ○ 3/24 Q&A on School Closure
  - ■ "The eight days between March 18 and March 27 are for planning purposes only. **The expectation is that school districts and charter schools plan for an unprecedented potential break in school: possibly 8 weeks of lessons delivered equitably for every student** – those with IEPs and 504 Plans, those learning English as a new language, those who are experiencing homelessness, those who need mental health supports, all while determining and communicating with students and families how you are going to take attendance and distribute school meals daily. **That is why eight days have been set aside for planning.**"
  - ■ "School districts and charter schools will **post their distance learning plans to their website by Friday, March 27**"
  - ■ "The Minnesota Department of Education is defining distance learning as providing students with access to appropriate educational materials and ensuring they receive daily interaction with their licensed teacher(s). **E-learning is one method for delivery, but is not required as part of distance learning.** Distance learning can be provided without the use of technology."

- **Mississippi (35 mph)**
  - ○ Learning at Home Resources for Districts
    - ■ Contain an extensive list of instructional resources by subject **and for EL**, as well as a series of guides and training materials for educators on distance learning. There is also a link to free internet service from Comcast.
  - ○ 3/24 Guidance
    - ■ Includes links to a series of upcoming distance learning webinars for educators and well as an Edmentum guide for schools and districts implementing distance learning.
  - ○ 3/23 Guidance
    - ■ "The MDE is not directing districts that they must transition to delivery of all content online, as online access and remote support for rural students as well as students with disabilities will certainly pose equity issues across the state. **Districts do need to consider how they can help facilitate continued learning within homes across the state – through online delivery or by making grade-level instructional packets,**

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Family Success Guides, and other resources available for pick-up at school or various locations within the district."

- ○ 3/20 Guidance
    - ■ "School districts have access to Special Ed Connection (www.specialedconnection.com). Special Ed Connection is your one-stop shop for guidance, proven strategies and helpful tools you can use every day to obtain clarification of special education requirements and services. **In response to the COVID-19 pandemic, the team at Special Ed Connection will be providing guidance and resources that address many of the issues you are facing with regard to how to provide FAPE to students with disabilities during school closures**."
- ○ 3/18 Guidance
    - ■ "Many districts have requested additional guidance regarding the feasibility and legality of providing online learning in the event of an extended school closure. **For districts considering a transition to online delivery, the following should be taken into consideration.** These include, but are not limited to:
        - ● Ensuring all students in the school or district will have equal access to the learning and required materials, including technology.
        - ● Ensuring the online learning system can effectively support the district's different learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student's Individualized Education Program (IEP) must be provided if the district is operating.
        - ● Ensuring students can access the assessments associated with dual credit coursework.
        - ● Ensuring the systems in use are secure and will not allow for the release of protected student or staff information.
        - ● The ability to provide school meals."
    - ■ **"Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and risk."**

- **Missouri (50 mph)**
    - ○ Special Education FAQ
        - ■ "LEAs should ensure that students with disabilities have equal access to these opportunities to the greatest extent possible. The LEA, in collaboration with the parents, should discuss and document the specific accommodations, modifications, assistive technology, instruction, consultation, related services and/or supports each student will need during the school closure in a distance learning plan."
    - ○ 4/1 Email to school administrators
        - ■ "DESE has seen and heard about a number of creative solutions districts/schools are using to work around these issues, including:
            - ● Delivering hot spots to students' homes or placed on buses that are parked strategically in the community

- Strengthening WiFi devices at school buildings, so they can be used outside the buildings or in the parking lots
- Providing paper packets or documents on USB drives for students with internet access issues
- Printing assignments and educational materials in the local newspaper
- Using open channels on media provider platforms, such as Spectrum, to deliver educational content
- Providing instructional content on local TV access channels or PBS"

  - [DESE COVID-19 Homepage](#)
    - "The Department of Elementary and Secondary Education has **heard from school leaders and families across the state about technology and internet access needs during COVID-19 school closures**. DESE has asked school leaders to provide specific details on this important topic and **will use this information to better inform decisions and guidance** at the state level."
    - "As with any situation where a possible closure can be anticipated, **districts are encouraged to consider what alternative plans can be developed and implemented to support student learning in the absence of standard instructional practices**. While the Alternative Methods of Instruction (AMI) statute does not take effect until the 2020-21 school year, t**he guidance DESE issued with the AMI application can assist schools in planning for both general and special education.**"
    - **"Computers, tablets, modems, hotspots, etc. are allowable expenses under Title IV. A. and Title V. Title IV.A. allows for the purchase of technology for either 'Access to a Well-Rounded Education' or 'Individual Learning using Technology.' Title V (Rural and Low-Income Schools) allow for technology purchases**. Budgets must be amended prior to obligation of funds. Purchasing equipment, such as connections in/to a child's home that would ultimately be owned by a private citizen, is not an allowable expense."
    - "The Office of Special Education, with assistance from the Washington Department of Education, has **developed a [model form](#) to provide LEAs with one place to document information that impacts the provision of FAPE for students with disabilities."**
  - [3/27 Guidance](#)
    - Allows for school buses to be used to distribute food to students and act as WiFi hotspots.
  - [3/13 FAQs](#)
    - "DESE **strongly encourages supporting student learning during any extended closure.** Since hours can be forgiven and will not harm a school for accountability purposes, we encourage schools to focus on what will best benefit students rather than "attendance credit." **DESE will not require an approved plan for alternative instruction** during a period of closure related to COVID-19."
    - "DESE encourages supporting student learning during any extended closure. Since attendance hours can be forgiven and will not count against a school for accountability purposes, schools should focus on **whatever alternative methods of instruction best support students.** Schools have the **flexibility to use virtual or traditional instruction, or a combination of those methods."**

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- ■ "If an LEA continues to provide educational opportunities to the general student population during a school closure, the **LEA must ensure that students with disabilities have equal access to the same opportunities,** including the provision of a Free Appropriate Public Education (FAPE). To the extent possible, each student with a disability should be provided the special education and related services identified in the student's IEP."
  - ■ **Delivery of local content virtually by local educators provides the greatest continuity for students. It also requires that the school have significant resources and training in place well before the closure.** Delivery of vendor content by either local educators or vendors allows schools to leverage the instructional management systems and content of commercial providers. Schools may choose to have their teachers deliver content created by others or they may choose to purchase both the content and the delivery from a vendor.
- ○ [Supports for Remote Teaching and Learning webpage](#)
  - ■ Contains links to various **instructional resources** by subject and for **EL**
  - ■ Links to [3/24 Guidance](#), which gives considerations schools and district leaders should use when **developing distance learning plans**.
- ○ DESE provides links to [existing guidance](#) on distance education, including guidance for teaching SWD.
- ○ [Missouri Course Access and Virtual School Program](#) (MOCAP) is providing expedited access to its virtual education resources from external vendors. External vendors have also indicated that they will provide accelerated training to teachers, to allow for quicker transitions during this crisis.

- **Montana (65 mph)**
  - ○ [3/27 FAQs](#)
    - ■ "With the Governor's extension of public school closure and with the assistance of MTPEC [Montana Public Education Center], the next steps for the education community and school districts include: With your school employees and community, **develop a plan to provide:**
      - **Offsite learning instruction and structure**
      - School meals, consistent with what the district regularly provides
      - Services for students with disabilities
      - Other services customarily provided to students"
    - ■ "MTSBA has **developed a Student Device Check Out Form**. You can access that form [here](#) for district utilization."
  - ○ MTPEC provided districts with a [model plan of action](#) to be used as a template.
  - ○ [Special Education Guidance](#)
    - ■ "Distance or remote learning does not automatically mean online learning and, no specific methodology is required. Although there are technology-based practices that may work for many students, they may not be an option for every student. **Districts must be creative in continuing to meet the needs of students with disabilities and will need to consider available low-tech options as well.**"
  - ○ [Online Resources for Teachers](#)

- - - ■ Spreadsheet of over 400 instructional resources for teachers, categorized by subject. Also include a link to distance learning trainings for teachers.
    - ○ [ACADEMIC RESOURCE GUIDE FOR OFFSITE STUDENT LEARNING](#)
      - ■ Simple guidance document with considerations about access to technology and other resources, as well as a sample daily learning schedule.
    - ○ [Digital Learning & COVID-19](#)
      - ■ NEA guidance document linked from [MTPEC COVID-19 homepage](#)

- **Nebraska (50 mph) *New***
  - ○ [3/26 Guidance](#)
    - ■ "The NDE is now recommending that all schools remain in alternate learning environments, with no students reporting to schools, through the remainder of the 2019-2020 school year. With this recommendation, **each public school district is required to submit a Continuity of Learning Plan.** This plan will describe the temporary actions that support the continuation of teaching and learning for all students during the interruption of normal school attendance center operations. **The information submitted will help the NDE tailor support to schools for the remainder of the school year and throughout the summer.** Continuity of Learning Plans are due by Friday, April 3."
    - ■ "The NDE advises districts to continue student learning using available resources. The NDE Office of Teaching, Learning, and Assessment has compiled virtual educational resources that are available on the E-Learning Days web page, and will continue to add resources as they become available."
  - ○ [Continuity of Learning Plans Guidance Document](#)
    - ■ "**School districts/school systems will want to take some time (e.g. 5-10 days) to develop their Continuity of Learning Plans and should consider how they will serve all students, including students with disabilities and English Learners.** This will allow the school district/school system to determine the best way to move forward."
    - ■ Lists a number of considerations districts need to make, including serving SWD, as they develop their distance learning plans and provides links to other resources.
  - ○ [E-Learning Days](#)
    - ■ Contains general guidance for distance learning
    - ■ Links to a [Google drive folder](#) with resource documents by subject, including CTE course. Resources indicate the appropriate grade level and whether it is a resource for students or teachers. Notes the folder is being updated daily.
    - ■ Provides information on digital platforms for teachers
    - ■ Parent guide for scheduling home schools days (in English and Spanish)
  - ○ [3/23 Guidance](#)
    - ■ "**Continuity of learning is NOT running "school as normal" in a different setting.** Today I will begin to message broadly that continuity of learning is about creating enrichment to support your students broadly. This is NOT intended to be school as normal in a different setting. I am asking that you take the pressure off your teachers and staff, and even yourselves, to **provide a thoughtful enrichment program**. Parallel to the enrichment program, you should be thinking about your kids and families with the greatest need, including adjusted special education services, services for students in

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poverty, and services for English Learner families. Again, the primary concern is the well-being of students and their families."

- ○ 3/22 Commissioner Presentation
  - ■ "**NDE will require a brief continuity of learning plan** based on the following basic outline: Planning Phase- (First 2 weeks approximately)... Implementation Phase – (Remainder of the year in continuity plan 4-8 weeks)... Return to normal operation? – (In the unlikely event that school year can be completed under normal operation)... Final Phase – End of school year 'report'"
  - ■ "Maintain educational continuity by using a variety of strategies appropriate to your needs including e-learning (or virtual) methods. **Understand the challenges of equity in e-learning** in your communities. AGAIN – **Building Continuity of Learning Plans at the local level as best possible is important and continue to work with partners to fill gaps.** Many possible partnerships are in the works across the state. BE CREATIVE at this point to meet your local and regional needs."
- ○ 3/22 Special Education Q&A
  - ■ "**District leaders should consider the use of accessible distance technology, the use of small groups of students with disabilities and access to nondisabled peers, instructional phone calls, and other curriculum-based activities.** District staff and staff from other impacted agencies and facilities should be included in planning efforts, as they bring expertise regarding services to students with disabilities, which can be embedded through the district plan. There may be "exceptional circumstances" that could affect how a particular service is provided, which may result in a later need to provide compensatory education."
  - ■ "Once distance learning instruction begins for all students in districts, this also includes students on IEPs in all instructional settings, including those students in Level 3 programs."

- ● **Nevada (50 mph)**
  - ○ 3/20 Executive Order
    - ■ **Required that all districts submit distance education plans** to NDE for approval by 3/23. (All districts except Clark County, which educates the majority of the state's students, met this deadline.) Unlike typical distance learning plans, districts are **allowed to incorporate non-digital components.**
    - ■ Days between 3/23 and a district plan's approval will need to be made up at the end of the year. "In approving these Requests for an Emergency Program of Distance Education, the Superintendent of Public Instruction shall prioritize the health and safety of pupils and County School District and Charter School employees. The Superintendent of Public Instruction **shall also consider the ability of the Emergency Program to continue the meaningful and substantive education of all children**."
  - ○ 3/19 Press Release
    - ■ "NRS 388.826 defines distance education as the instruction which is delivered by means of video, computer, television, or the internet or other electronic means of communication, or any combination thereof, in such a manner that the person supervising or providing the instruction and the pupil receiving the instruction are

separated geographically for a majority of the time during which the instruction is delivered. **The Governor's directive expands this definition to include paper correspondence to ensure students have access to educational opportunities regardless of their means, access to technology, or at-home support.**"

- Provides subject-based [resources](#) that can be used by teachers and educators. Some, but not all, of the subject further divide their content by grade-level.
- Provides a [link](#) to an extensive list of resources (compiled by SAGE publishing) to prepare teachers for distance learning on topics including instructional best practices, student engagement, family communication, and connecting with other teachers.

- **New Hampshire (65 mph)**
  - [3/15 Executive Order](#)
    - Gov. Sununu ordered all public schools closed starting 3/16 and all schools needed to transition to distance learning no later than 3/23.
  - [3/16 Special Education Guidance](#)
    - "Our approach is a **three-tiered safety net of support for students with an IEP**: 1) Services may be of a nature that they can be provided in a remote instructional environment. This may include, for example, daily "check-ins" with a student, which may be able to be provided seamlessly in a remote instruction model. 2) Another option may be to have a limited number of students (hence lower COVID-19 risk) continue to come to the school for those specific services. This might be OT/PT, or perhaps speech therapy or student counseling. You may determine that these students can come to the school building for these limited services only. 3) When services cannot be provided, the child can expect to receive compensatory services (to make up for the special education and/or related services the child missed), or A combination of any of these options."
  - [3/19 Press Release](#)
    - **"Many schools are providing laptops** for their students. **Comcast is offering free internet access for families that can't afford it**. And in areas with low broadband coverage, school districts are providing hard copies of materials. **Remote instruction does not necessarily mean online, and many schools are using analog methods.** school districts are working hard to provide remote instruction and support to students regardless of access to technology."
    - "Some special education students will be able to receive support services in a remote instruction environment. Other services may require face-to-face, small group, or 1-on-1 delivery at the school or other location. These represent very low risk for the spread of COVID-19. For those students we cannot serve during this period, we will work with local districts to provide compensatory services."
  - VLACS, NH's virtual charter school (already used by some students in most districts), is providing a series of free webinars for parents, students, and educators to ease the transition to distance learning. [VLACS offers free webinars for parents, students, and educators](#)
  - NH has a new website devoted to remote learning http://www.nhlearnsremotely.com/
    - Contains instructional resources for teachers, families, and students including **resources for EL and SWD.**

- **New Jersey (35 mph)**

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- ○ Teacher Resources for Remote Instruction
  - ■ Provides instructional resources for teachers, organized by subject
- ○ Special Education
  - ■ Provides instructional resources for teachers working with SWD
  - ■ Links to special education guidance
    - ● "Home instruction/services shall be consistent with the student's Individualized Education Plan Program (IEP) to the most appropriate extent possible. Districts should talk to parents, who are key members of the IEP team, and help them consider how they may best ensure that students with disabilities have the necessary supports, including medical supports, in place during a public health-related school closure. Consultation with the parents should explore how students with disabilities will gain equitable access to home instruction."
- ○ 3/23 Guidance
  - ■ **"All students served by the district must be addressed in the plan,** including students in preschool if the district has state funded preschool and/or if the district services preschoolers with disabilities. The plans developed must include age-appropriate strategies and materials to meet the needs of all students. Districts offering preschool should remember to include contracted providers—private preschool providers and Head Start providers—in their planning activities. **Each district plan must also include developmentally appropriate strategies and materials to meet the needs of all students with disabilities** including those educated in out-of-district placements. Districts are encouraged to consult with the school in which the student is placed to provide continuity of instruction to the maximum extent practicable."
  - ■ "Districts should consider **collecting information on which students have access to a device**, how that device is or is not shared, and what access each student has to a network."
- ○ 3/13 Guidance
  - ■ Districts *may* offer distance learning, but are not required to do so.

- ● **New Mexico (65 mph)**
  - ○ *New* Implementation Guide for Your Continuous Learning Plan
    - ■ Provides considerations for administrators and teachers for distance learning, including **special considerations for high school seniors, EL, and SWD.**
    - ■ Strategies for overcoming the digital divide
    - ■ Options for no/low cost internet access
    - ■ Suggested digital learning platforms
  - ○ 3/27 Press Release
    - ■ "New Mexico public **education will shift to a learn-at-home model** as schools remain closed for the rest of the academic year"
    - ■ "**Students with special needs will receive all feasible supports and accommodations that can be delivered while maintaining safe social-distancing.** School districts must continue to support the transition of children from early intervention into preschool special education. Schools offering behavioral health services will remain open for that purpose."
  - ○ District must submit a continuous learning plan to NMPED by 4/15.

- ○ 3/27 FAQ
  - ■ **"Internet access will be an issue** for many families in New Mexico. Staff and students may lack the resources to connect remotely. PED **encourages districts and charter schools to reach out to local internet service providers to see what options are available for community members.** PED also encourages districts and charter schools to think about learning kits and other hands-on educational materials that meet the educational needs of students as well as family engagement needs. **PED is also looking at potential federal and state funding streams to help districts purchase things like laptops, tablets and mobile hotspots."**
  - ■ "PED recognizes there are students with complex needs for whom the virtual/on-line program may not be a feasible option, even with additional accommodations or modifications. **The IEP team will need to discuss and document within the IEP or an addendum the agreed upon alternative plan** for providing the requisite special education and related services to those students."
- ○ 3/25 Internet Guidance
  - ■ Provides an extensive list of local and national options for internet access available during the crisis.
- ○ 3/24 Resources for Educators and School Leaders
  - ■ Provides link to distance learning educator training resources
  - ■ **"Some schools and districts are well positioned to provide a computing device to staff and students, at school or at home, but not everyone has this capability.** There are options in some areas to borrow devices from local libraries or other organizations but many schools and districts will need to identify their own resources which could be used by those families in need. Unfortunately, now is not the optimum time to try and put into place a new initiative to provision computing devices to students so **many families may be required to find what they can and use that for their remote learning."**
  - ■ Links to Schoology's Distance Learning Readiness Kit, however the link on the document is broken (as are a number of other links on the document).
  - ■ Suggests various platforms to educators for conducting distance learning.
- ○ 3/19 Guidance
  - ■ Importantly, this toolkit is designed for temporary school closure. **PED will provide further, comprehensive guidance in the case of extended closure.**
  - ■ Provides best practices for distance learning and digital educational resources for teachers, as well as a few teacher training documents /webinars.
- ○ 3/13 Press Release (outdated)
  - ■ "Schools that are able to deliver distance learning to students **may choose to offer this option during the closure period**. PED will continue exploring all resources to provide educational opportunities to students while maintaining social distancing protocols and the prohibition of mass gatherings."

- ● **New York (65 mph)**
  - ○ 3/27 Special Education Guidance
    - ■ Provides general guidance for SWD, provides a Q&A, and links to a number of external resources

- ■ "School districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP). However, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. During this emergency, schools may not be able to provide all services in the same manner they are typically provided."
  - ○ Continuity of Learning webpage contains
    - ■ General guidance for distance learning
    - ■ Instructional resources for teachers, organized by subject, **as well as separate resources for EL and SWD.**
      - ● Districts also have access to EngageNY, an open-source curriculum for math and ELA.
    - ■ Links to many digital tools for educators
    - ■ Suggestions for non-digital instruction
    - ■ Educator guides and trainings on distance education
    - ■ District planning guides, including model plans from three NY districts.
  - ○ 3/20 Press Release
    - ■ "The New York State Education Department and New York's nine public television stations announced today that expanded educational resources and "Learn-at-Home" programming is now available for all of New York's students in response to school closings across the state. **In addition, NYSED has launched a dedicated website featuring remote continuity of learning resources** to provide districts and teachers with increased options."
  - ○ 3/17 Guidance
    - ■ "The Executive Order **directs school districts to establish a COVID-19 closure plan for alternative instructional options** (electronic and non-electronic), distribution and availability of meals, and child care, with an emphasis on serving children of parents in the health care profession or first responders who are critical to the response effort. **Such plans shall be submitted to the State Education Department** no later than by 5 pm on Thursday, March 19, 2020."
      - ● Lists a number of key considerations for education plans
    - ■ "The New York State Education Department is **compiling a digitized catalogue of resources that will assist schools in providing content** related learning activities for their students. This resource will be available in the coming days on the Curriculum and Instruction website."
  - ○ 3/13 Guidance
    - ■ "All education stakeholders should consider the effects of significant absences on student achievement and establish plans that not only ensure health and safety, but also **consider continuity of learning to the extent feasible and appropriate.** New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students."
    - ■ Plans should include the following considerations: "Designing for Unique Needs of All Students," " Supporting System Orientation/Preparation," "Ensuring Accessibility," and "Preparing for Short- and Long-Term School Closures."

- ○ [3/9 Guidance](#)
  - Recommends that districts, "Plan ways to continue to educate students, including students with IEPs, if schools are temporarily closed. Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, email, teleconferencing, mailed lessons and assignments, and instruction via local radio or television or other media.)"

- **New York City (65 mph)**
  - ○ [3/22 Letter to Parents](#)
    - "**Every school has been equipped with an online platform. Learning resources, including those for special education and multilingual learners**, have been developed and posted on our website—and there is so much more to come."
    - "If your child needs a device to participate in remote learning, and you have not yet filled out a device request form, please visit coronavirus.schools.nyc/RemoteLearningDevices. **We will help you get a device with internet connection.**"
  - ○ [3/17 Guidance](#)
    - Expectation is that all schools will provide remote, digital learning for all students.
  - ○ [iPad distribution](#)
    - "To keep students connected and able to participate in remote learning, the DOE is lending 300,000 internet-enabled iPads to students. Priority will be given to students most in need. All devices are granted on a temporary basis and will later need to be returned."
    - Distribution started 3/23
    - https://drive.google.com/file/d/1WF4sDmJzWCNfTepqVYc3jd5tlUzHOGLI/view
      - Paper packets will also be available online and at food distribution sites.
      - DOE is in communication with service providers to get free WIFI for all students.
  - ○ [Chancellor Carranza's message to families 3/22](#)
    - "There will surely be bumps in the road as we all adjust to this new reality, and I want to thank you for the patience that will be demanded of you as we undertake this transformation together."

- **North Carolina (65 mph)**
  - ○ NCDPI created a constantly updating [website](#) devoted to distance learning resources. This website includes:
    - Instructional resources for teachers and families, organized by subject and grade, as well as **resources for EL and SWD.**
    - Training options on distance learning for teachers, including a long list of upcoming webinars
    - Documents with key considerations for districts as they move to distance learning
    - Information on [online pedagogy](#) presented in a simple, yet thorough way. This includes information on presenting information digitally for SWD.
    - [Guidance](#) regarding access to devices, including low cost options for families, as well as separate [guidance](#) and access information for the internet.
  - ○ [3/25 Update](#)

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- ■ "Special education and related services support a student's involvement and progress in general education. As districts consider how the unique needs of students with disabilities are met during this time, consideration should be given to whether or not the LEAs activities are supplemental or mandatory distance learning required for all students. **Special education and related services should be accessible or delivered comparable to the district's instructional plan and reasonable in light of the student's unique needs.**"

- **North Dakota (50 mph)**
  - School Closure FAQs
    - ■ "The North Dakota Information Technology agency is analyzing which student homes lack access to high-speed broadband. The Broadband Association of North Dakota, which represents high-speed Internet providers, and the Dakota Carrier Network, which provides broadband connections statewide, are working on solutions to get access to those homes. Another note: Verizon, T-Mobile, and AT&T have removed data caps on their services."
  - 3/30 Guidance
    - ■ "At this moment, **utilizing virtual or online learning in lieu of traditional education methods, is not allowed within North Dakota Century Code.** The Governor's Office is currently researching the possibility to allow this as an option for schools. Until then, schools are not allowed to provide education to their students through an exclusively virtual or online setting. If the status of this changes, NDDPI will update and provide guidance accordingly."
    - ■ "**Most districts are not prepared to implement a distance learning model, such as online learning, on short notice.** Some districts and schools may be in a position to continue teaching using distance learning methods through the North Dakota Center for Distance Education (NDCDE); however, **equity is a critical consideration.** It is important to note that if educational services are being delivered to students in any form, in order for the district to remain open, those services must be provided to all students, including students who don't have access to technology at home and students receiving special education services."
    - ■ Includes special education guidance: "It is important to emphasize that federal disability law, including IDEA and 504, **allows for flexibility in determining how to meet the individual needs of students with disabilities.** The determination of how FAPE is to be provided may need to be addressed on an individual basis. Although federal law requires distance instruction to be accessible to students with disabilities, it **does not mandate specific methodologies**."
    - ■ Also includes **guidance related to EL** and homeless students, and internet access.
  - Distance Learning Plan webpage
    - ■ "In accordance with the North Dakota Department of Public Instruction interim guidance and the Governor's Executive Order, which will be released during the week of March 23, 2020, **all plans must be submitted to the North Dakota Department of Public Instruction** by March 27, 2020."
    - ■ "Local school leaders have decision-making authority regarding curriculum and instruction. **A school must show that it can provide adequate infrastructure in three**

areas: technology, instruction, and student engagement. These factors must be considered as distance learning plans are created and will be assessed based on the ability to provide quality instruction. There are several options when providing distance learning. **Only a plan that outlines a full continuation of services will be considered as replacing instructional time.**"

- Provides instructional plan [template](#).
  - [COVID-19 Special Education | North Dakota Department of Public Instruction](#)
    - Include general guidance for SWD and links to external resources.

- **Ohio (50 mph)**
  - *New* [4/1 Remote Learning Resource Guide](#)
    - Main source of distance learning information that contains:
      - Guidance for developing and amending district distance learning plans
      - Suggested digital learning platforms
      - Options for no/low-cost internet access
      - Instructional resources by subject **and for EL and gifted learners**, with separate sections for educators and families
  - [3/27 Special Education Guidance](#)
    - "Districts offering instruction to all students, including via alternative delivery models like online learning, blizzard bags or mail are required to make a good faith effort to provide special education services for students with disabilities during the ordered school-building closure. **If a student with a disability cannot access the alternative delivery models being offered to general education students, the district should consult with the student's parents and/or caregivers to determine the needs of the student and identify the most appropriate means for meeting those needs during the ordered school-building closure period.**"
  - [FAQs for Schools and Districts](#) (updated 3/23)
    - "**Schools should try to make a good faith effort** within available capabilities to support continued learning outside of school."
    - "Since the desire is for schools to make a good faith effort to provide educational services within available capabilities during this period, **there should be limited impact on minimum instructional hours requirements.**"
    - "We have confidence in the creativity and flexibility of our educators to work together and with community partners to provide what makes the most sense in these situations. **At the very least, identifying local resources, encouraging reading and writing practices during this three-week period, and other enrichment activities** can be conveyed to students if no other options available."
    - "If, however, a student with a disability cannot access the alternate delivery models being offered to general education students, then the district should consult with parents and/or caregivers to determine the needs of the student and **identify the most appropriate means for meeting those needs during the closure period.** In the interest of community health, districts should take steps to identify the most appropriate location for delivering those services, such as a daycare, home or other location. Compensatory services might need to be considered."

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- **Oklahoma (65 mph)**
  - *New* Learning at Home
    - Supplemental instructional resources provided in partnership with OK's local PBS station
  - *New* 4/7 FAQs
    - Updated FAQ document which includes a link to new distance learning **guidance** for EL
  - 3/26 FAQs
    - " While **school buildings will remain closed for the remainder of the year** for general student and personnel attendance, exceptions include: staff providing nutrition services, facilitating or supporting **required delivery of distance learning** and essential core services. Essential core services include governance, human resources, billing, maintenance and continuity of building functions, staff to maintain building access control and security measures, and student enrollment."
    - "Districts must begin their distance learning plans no later than April 6."
    - **Many areas of Oklahoma, particularly in rural communities, lack internet connectivity, while many districts have families without the devices necessary for online learning.** It is important to note that distance learning does not require technology or digital connectivity. … The Distance Learning Resources web page on the OSDE website offers comprehensive help for districts to best fit the needs of their students. In addition, OSDE has partnered with OETA television to provide in-home learning opportunities through gradespecific daytime instructional programming. **Virtual instruction is one form of distance learning, but it is far from the only way to keep children engaged in their education.**"
    - "OSDE has created a **5-day professional learning plan** that is a general framework which will be published on the agency's website. Each district will need to make a number of local decisions. It is best to remember that distance learning will be new to many teachers; "go slow to move fast" is the best way to prepare them. Give staff time to practice new technology and ask questions. In a rapidly changing, unfamiliar educational situation, focus on what is critical for student advancement to the next grade level or graduation. We have also included a sample plan, "Sample 5-day Professional Development Training Model for Implementation of Continuous Learning," for you to consider as a jumping off point. This information will be available when the OSDE Digital Learning page goes live in the coming days."
  - CORONAVIRUS/COVID-19 TECHNOLOGY INCENTIVES
    - Options for no/low-cost internet options for families
  - Distance Learning webpage
    - "We want to stress again, **what you develop should make sense for you and your local community.** We recognize that those closest to students and their families understand best how to serve them. **The frameworks and resources on this page are to support, not dictate**, how you should implement distance learning, in the short or longer term."
    - Provides surveys to evaluate staff preparedness to use digital platforms and families access to technology
    - "Essential Resources for Administrators" section has a **comprehensive guide for developing and implementing distance learning** including general guidelines, a

detailed 5-day implementation plan, suggestions for addressing technology issues, and **training suggestions for staff**.

- ■ "Essential Resources for Teachers" section contains tips for educators, including some by grade-level; sample schedules; **instructional resources** organized by subject and grade level; and **guidance and resources for SWD and EL, links to which are also included on all grade and subject instructional resource guides.**
  - ○ Special Education
    - ■ Has guidance and resources for both educators and families related to distance learning and SWD.

- **Oregon (65 pmh)**
  - ○ Distance Learning for All
    - ■ Hub for all things distance learning, which includes:
      - ● Extended School Closure Guidance
        - ○ Guidelines and key considerations for distance learning, **including SWD, EL, and gifted learners**
        - ○ Strategies and timelines to aid in developing and implementing distance learning plans
      - ● Sample Instructional Day
      - ● Special Education Guidance
        - ○ "The work of the IEP team is to create a strong individual plan based on the unique needs of the student while considering how their disability impacts their ability to access general education curriculum. While schools will be closed, our Extended School Closure Guidance ensures that learning goes on. It will remain true, therefore, that IEP teams should consider the context of the general education setting, as distance learning, when making recommendations for Specially Designed Instruction, supplementary aids and services, and student progress towards goals."
      - ● Instructional resources for teachers and families
      - ● Professional development options for educators on distance learning
  - ○ 3/26 Guidance
    - ■ "During the closure, **schools must provide (to the extent possible) out-of-school supplementary education and learning supports**, school meals, and emergency child care."
    - ■ "This guidance includes initial steps in this effort, and ODE will continue to develop and provide resources to districts, schools, families, students, and communities. The SEALS guidance will be posted to the ODE COVID-19 website this weekend."
  - ○ COVID-19 Homepage (last updated 3/27)
    - ■ "Simply put, schools are closed for normal operation and, instead, they must pay staff their regular wages to perform new tasks, under new circumstances, in service to their community in unprecedented times. **During the closure, schools must provide (to the extent possible) out-of-school supplementary education and learning supports**, school meals, and emergency child care. Staff must be available to fulfill these obligations to earn their regular wages."

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- "Many **school districts are assessing the feasibility of providing online learning** in the event of extended school closures. In looking at this option, **it is important to consider the practical steps necessary to appropriately serve every student equitably** and the extent to which a traditional school environment can be quickly replicated online. It is not a simple task, nor is it one that should be attempted without serious consideration of equity and access."
- At this time, Oregon does not have the statewide capacity, infrastructure or expertise to equitably move to online learning in the event of prolonged school closures. **ODE does not expect districts to transition to online learning as schools close for health and safety reasons.** Should districts opt for providing online learning, ODE has a responsibility to ensure all students are served appropriately.
- The ODE does not recommend schools consider a transition to online learning unless the district can ensure, at a minimum, each of the above considerations are met. ODE also does not recommend that district's seek to deploy new technological platforms at this time.

- **Pennsylvania (35 mph)**
  - [Continuity of Education Resources](#)
    - Provides districts with free access to Odysseyware and Edgenuity
    - Links to Learning at Home with PA Public TV, which has instructional resources provided by local PBS stations
  - [3/31 Letter from the Secretary](#)
    - "As we navigate these unprecedented long-term school closures, the **work around continuity of education takes on greater importance**. We are aware that many schools have begun developing and implementing continuity of education plans over the past few weeks. To assist with these ongoing efforts, PDE is developing and making available additional resources to help schools ensure that all students have access to continuity of education experiences. T**hese voluntary resources are intended to help all schools but may be particularly beneficial to those not currently offering online platforms.**"
  - [3/27 Letter from the Secretary](#)
    - "One of our most significant milestones this week was working alongside our 29 intermediate units and three regional PaTTANs to develop resources and line up technical assistance opportunities to help you create and implement Continuity of Education plans. Many of you have already or will soon begin working with your local IU on your plan, and I wholeheartedly support and appreciate these efforts."
  - "'We are **strongly urging school districts** to not wait, to not stand on the periphery, to really engage students,' Pedro Rivera, Pennsylvania's secretary of education, said in a call with reporters late Wednesday morning. While **schools aren't required to offer educational services** to students during the shutdown, Rivera said he hopes schools are moving forward with alternate modes of instruction or, at least, optional enrichment activities to keep students engaged at home." [Pa. education secretary Pedro Rivera to schools: Don't wait to offer remote instruction](#)
  - [3/23 Letter from the Secretary](#)

- ■ "To assist schools during the extended closure, the state's 29 intermediate units are **ready to provide technical assistance to help develop continuity of education plans** for all students beginning tomorrow, Tuesday, March 24."
  - ○ Guidance/FAQs as of 4/3
    - ■ "PDE will not penalize districts/schools that fail to meet the minimum 180-day requirements as a result of COVID-19 response efforts."
    - ■ "PDE **strongly encourages all schools** to provide some type of continuity of education for all students in the most appropriate and accessible ways possible"
    - ■ "These options can take a variety of forms, including online/digital learning opportunities; non-digital learning opportunities (e.g., materials sent home with students); and other approaches designed in partnership with local IUs and regional PATTAN centers. **The decision to employ one or more of these methods is made at the local level based on feasibility, availability of resources, access and equity considerations, and in accordance with aggressive social distancing guidance.**"
    - ■ "Whatever decision is made, schools **must work to meet the needs of all students, with particular attention to free appropriate public education (FAPE) for students with disabilities and English as a second language (ESL) services for English Learners (EL)."**
  - ○ Pennsylvania Training and Technical Assistance website has **extensive instructional and training resources**, including information about **accommodating SWD and EL.**

- ● **Rhode Island (65 mph)**
  - ○ Google Drive link contains:
    - ■ Instructional resources for all subjects
    - ■ **Supports for EL and SWD**
    - ■ Educator distance learning trainings
  - ○ COVID-19 homepage provides link to **free internet access** for families
  - ○ All districts and schools need to have distance learning plans. Schools were off the week of 3/16 to allow educators time to plan. Distance learning started Monday, 3/23.
  - ○ "Many states have thrown in the towel," she said. "I'm not yet willing to throw in the towel. Some learning is better than no learning. I'm not going to sugarcoat it. It's never been done before, not here and not anywhere in America. I think we're ready to do it." Providence Journal

- ● **South Carolina (50 mph)**
  - ○ 3/16 Guidance
    - ■ SCDE is mobilizing their fleet of **school buses to act as WiFi hubs**, "Grab and go" locations for meals, and distribution locations for printed instructional materials.
    - ■ "The SCDE will prioritize stationing Wi-Fi enabled buses or mobile hotspots in rural and other geographic locations where the percentage of free and reduced meal populations is 50 percent or greater."
    - ■ Provides information about free internet available for low-income families through multiple providers.
  - ○ 3/12 Guidance

- - ■ SCDE is **requiring districts to submit 10-day instructional plans,** though given that schools are currently closed through April 30th, these plans will only cover a small portion of the time schools are closed.
      - ■ Notes the SCDE has provided guidance to help develop these plans, though this guidance is not linked to, and is not readily available on the COVID-19 page.
    - ○ SCDE has provided an extensive and well organized [Google Drive folder](#) with free resources designed for both parents and teachers, which will continue to be updated.
    - ○ SCDE's COVID-19 [homepage](#) contains:
      - ■ Maps of Food distribution sites and WiFi hotspots
      - ■ Links to instructional resources
      - ■ Links to federal special education guidance, though does not provide any state specific interpretations

- **South Dakota (50 mph) *New***
  - ○ [COVID-19 Homepage](#)
    - ■ "On March 24, Governor Noem asked schools to remain closed through May 1, 2020. During the closures, **schools are asked to continue assisting their communities.** Examples of ways to do this include:
      - ● Offering meals through the school lunch program.
      - ● Making child care available to school-aged kids of healthcare workers and emergency responders. With long term closures, this may include in-person instruction for these students.
      - ● **Putting online learning into action** for those with internet access.
      - ● **Getting instructional packets/materials to students** who don't have internet at home.
      - ● Offering limited, in-person services to special education and other students as necessary.
      - ● Continuing to pay hourly/classified staff through school closures."
  - ○ [Instructional Resources](#)
    - ■ Google document with links to subject specific documents with instructional resources for teachers, **including for EL**
  - ○ [4/1 Guidance](#)
    - ■ Provides guidelines and considerations for districts considering "flex learning"
  - ○ [3/27 Guidance](#)
    - ■ "If your schools were closed and no instruction was occurring during this time, you should add this time to the end of the calendar."
    - ■ "If a school district continues to provide educational opportunities to the general student 5 population during a school closure, **the school must ensure that students with disabilities have equal access to the same opportunities.** To the greatest extent possible, the district must ensure that each student with a disability be provided the special education and related services"
    - ■ "Some districts may be in a position to continue teaching using distance learning methods; however, **equity is a critical consideration**. It is important to note that if educational services are being delivered to students in any form, in order for the district to remain open, those services must be provided to all students, including students who

don't have access to technology at home, and students receiving special education services."

- ■ "The **South Dakota Department of Education has gathered a list of resources by content area to support educators who may need to access additional resources to support flex learning** while schools are closed due to COVID-19. The department is not endorsing any of the listed resources nor has the department thoroughly vetted them for alignment to content standards."
  - ○ 3/16 Guidance
    - ■ "**If a school believes it can continue to meet the learning needs of students** during an extended closure and wants these efforts to count towards the minimum hour requirements of SDCL 13-26-1, the school should submit documentation to the Department of Education's Office of Accreditation. A form for this submission will be shared soon."
    - ■ "If a school is considering e-learning platforms, the **recommendation is to use systems that are already in place** and consistent across the school."

- **Tennessee (50 mph)**
  - ○ *New* CARES Act: Public Survey
    - ■ TDOE survey to districts to determine priorities for state support, with an eye towards using new funds from the CARES act
  - ○ School Closure Toolkit for Districts: IT Supports for Distance Learning (updated 4/1)
    - ■ Provides options for districts/families for low- and no-cost options for cell phone and internet service, as well as devices.
    - ■ Provides guidelines and strategies for implementing digital classrooms, including a 1-week accelerated schedule.
    - ■ Trainings on digital platforms
  - ○ School Closure Toolkit for Districts: Special Populations (updated 3/27)
    - ■ Provides **clear guidance and best practices for SWD and EL.**
  - ○ School Closure Toolkit for Districts: Academics and Instruction (updated 3/24)
    - ■ "As you make plans for digital learning and other opportunities to engage children, we encourage you to find ways to maintain your focus on the same things that matter in every classroom: student safety, building strong relationships with students and families, and **creating equitable access to learning by accommodating students' different learning needs.** District and school staff must make decisions about the best way to support student learning during time away from school. A **district must understand the digital capacity of its community, the devices available to students, and the flexibility parents, teachers, and school leaders have to support the needs of students."**
    - ■ Provides **checklists for preparing for distance learning**, with specific **considerations and for paper and digital offerings, as well as by student grade level,** and sample schedules.
    - ■ Has recommended digital resources for teachers building distance curricula.
  - ○ 3/23 Superintendent Call
    - ■ "**The Department strongly encourages districts to maximize student learning opportunities, where viable.** Please reference the Academics Toolkit for ideas and

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strategies, use your CORE offices for support, and look for a Distance Learning Guide to be posted later this week."
- ■ Contains an extensive Q&A regarding SWD and distance learning.
  - ○ 3/16 Guidance
    - ■ **Provides a variety of options for providing EL services via distance learning.**

- ● **Texas (65 mph)**
  - ○ 4/3 Guidance
    - ■ Includes a summary of updated links throughout TEAs COVID-19 website, including new guidance for EL
  - ○ District Survey
    - ■ Survey districts completed by 4/2 to allow TEA to tailor support to districts in the coming weeks
  - ○ Instructional Continuity Detailed Guidance
    - ■ A consolidated version of the planning framework, with extended narratives and explanations
  - ○ District Instructional Continuity Planning Framework
    - ■ TEA has provided **a 4-step process designed to enable districts to provide long-term distance education**
    - ■ TEA has provided extensive resources for each phase of the process to ensure district and school leaders are prepared for distance learning. This includes professional development and instructional resources. Exemplars from districts are also provided.
  - ○ 3/19 Press Release
    - ■ "TEA has already stood up an **Instructional Continuity Task Force**. We recognize that not all students have access to computers and Internet at home. With that acknowledged, there are still proven 'low tech' solutions (e.g. workbooks, homework packets, phone calls with teachers, etc.), that will allow students to get the instructional support they need during this time outside of the classroom. Our Task Force is working to **ensure all school systems have access to the resources they need to support instruction remotely**, whether 'low-tech' or 'high-tech.'"
  - ○ Provides resources for **free and low-cost internet access** Guidance to Districts on Providing Internet to Students
  - ○ 3/20 Special Education Guidance
    - ■ "No defined or correct method"
    - ■ Districts need to be "flexible" and "make reasonable efforts"

- ● **Utah (65 mph)**
  - ○ COVID-19 homepage
    - ■ "**Local Education Agencies (LEAs) are required to submit a continuity of education plan** to the Utah State Board of Education **as a condition of the waiver allowing an exemption from R277-419**: Pupil Accounting which requires schools to provide 180 days and 990 hours of instruction."
      - ● Template provided, but without any suggested considerations or guidance.

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- - "The Utah State Board of Education (USBE) urges LEAs to consider the following recommendations in providing electronic or distance learning services during the dismissal:
    - **Ensure all students will have equal access to the learning and required materials, including technology.**
    - Ensure the online learning system can effectively support the district's different learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student's Individualized Education Program (IEP) must be provided if the LEA is operating.
    - Provide training to staff, students, and parents and guardians on how the system works and what expectations the LEA has.
    - Maintain the ability to track the attendance of both students and staff.
    - Ensure the systems in use are secure and will not allow for the release of protected student or staff information."
  - '**Taking a traditional school environment online is not a simple task– nor is it one that should be attempted without serious consideration of the practicality and risk.**"
  - Provides links to educator trainings, with a particular focus on student privacy.
- Statewide Connectivity and Learning Resources to Support Students During the Coronavirus Outbreak
  - Provides options for no/low-cost internet and suggest various digital learning platforms
- Learn @ Home - UEN
  - Has separate pages for teachers, families, and students
  - Teacher page has an **extensive list of trainings and webinars** to prepare educators for distance learning as well as instructional resources by subject.
- 3/28 FAQs
  - "Soft closure means: in-school instruction is suspended, but educational services continue remotely; meals where needed are provided; students have access to educators and other staff to support remote learning; and the number of adults in school buildings is limited to abide by state directives."
  - "**We are working with school districts and charter schools to ensure that a good faith effort is made to implement students' IEPs.** For the duration of the Governor's "Stay Safe, Stay Home" directive (effective until April 13), only online or virtual learning, instructional telephone calls and other curriculum-based instructional activities should occur. For those students who cannot access their services through these methods, IEP teams will convene after the soft closure to determine if compensatory services are required to ensure each student receives a free appropriate public education (FAPE)."
  - "Remote instruction does not necessarily mean online, and **many schools are using analog methods. Each local education agency is creating a continuity of education plan** detailing methods for providing remote instruction and to support students regardless of access to technology."
- 3/23 Press Release
  - "**Distance learning will continue** during the extended dismissal for all K-12 public schools, **where feasible**."

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- - 3/13 Press Release
    - "Teachers have up to two days to make plans to continue instruction. **Remote instruction will resume on Wednesday, March 18, at the latest, and may take many forms.** Parents and students can expect more information from their school districts and charters."

- **Vermont (65 mph) *New***
  - 4/1 Continuity of Learning Plan Reference Guide
    - Provides key considerations for each section of the plan template as well as links external resources,
  - 3/30 Remote Education Resources for Special Education
    - Instructional resources and digital accessibility options for SWD.
  - 3/26 Executive Order
    - 1. Schools for preK-12 students shall remain **dismissed for in-person instruction for the remainder of the 2019-2020 school year**, unless otherwise ordered by the Governor if the COVID-19 response should allow. 2. **Schools are required to have continuity of learning plans for remote learning implemented on or before Monday, April 13, 2020.**
  - 3/26 Maintenance of Learning: Guidelines for Educators
    - Provides general guidelines for teachers as well as internet options they can suggest for families.
  - 3/25 Transitioning to Remote Learning
    - Provides guidance and considerations for educators including links to guides and training materials on distance learning. Links to Kansas' Continuous Learning Task Force Guidance.
  - 3/21 Special Education Guidance
    - "**Appropriately supporting students in virtual learning environments requires key instructional planning and preparation.** When students with disabilities access online learning programs, additional planning may need to occur so students can be supported with additional services determined by the student's IEP. **These added programmatic needs often require extra levels of consideration** to determine the appropriateness of the online interventions and accommodations."
    - "This is an opportunity for each LEA and student team to review what service options are needed in each specific case, in order to meet a student's need. **Within each LEA there will be variation in what each student can access**, what types of support or transportation they have available to them, their health vulnerability and their needs. **Educators will need to base their plans for distance learning on the unique circumstances of each student** and of the staff providing those services"

- **Virginia (35 mph)**
  - 3/27 Memo
    - "School divisions should also be aware that Internet Service Providers (ISP) and major wireless carriers have released special COVID-19 offerings to help keep people connected. **Divisions are encouraged to check with their local ISP's and mobile carriers for special offers.**"

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- ○ [3/27 Guidance](#)
  - ■ "Options for supporting and delivering instruction may include but are not limited to: online instruction, virtual courses, instruction during summer school, TV-based instruction, packet delivery, or providing Internet hotspots to students or to the community through Internet providers."
  - ■ "As local school divisions begin to explore options for virtual or online instruction and other instructional delivery methods, **these decisions should be done with careful consideration of providing equitable access and support for a variety of student learning needs.**"
- ○ [3/23 Special Education Guidance](#)
  - ■ "The VDOE encourages school divisions to make local decisions that take into consideration the health, safety, and well-being of all their students and staff. As divisions begin to explore options for virtual, online or other instructional delivery methods these decisions should be done with careful consideration of providing equitable access and support for a variety of student learning needs. Additional consultation with special education staff as well as legal counsel should be a component of these planning discussions."
- ○ [3/23 Press Release](#)
  - ■ "The Virginia Department of Education (VDOE) **will issue guidance to help divisions execute plans to continue instruction, while ensuring students are served equitably, regardless of income level, access to technology, English learner status, or special needs.** This includes options for additional instruction through summer programming, integrating instruction into coursework next year, and allowing students to make up content."
- ○ [Open Resources VA](#)
  - ■ Provides open-source instructional resources, provided by VA educators
- ○ [3/18 Guidance](#)
  - ■ The state is taking a very cautious approach: "many school divisions are assessing the feasibility of providing online learning in the event of extended school closures. In looking at this option, it is important to consider the practical steps necessary to appropriately serve every student equitably and the extent to which a traditional school environment can be quickly replicated online. It is not a simple task, **nor is it one that should be attempted without serious consideration of equity and access**. Schools should thoughtfully evaluate their approach, understand their legal obligations, and maintain the standards for delivery of instruction and student supports."
  - ■ The state is providing little in the way of leadership or guidance. The only resources linked from VDOE are to a couple US DOE resources.
- ○ [3/13 Press Release](#)
  - ■ "The Department of Education is working closely with divisions to minimize disruptions to our students' academic development by encouraging schools to provide students and families with educational resources throughout this time," said Dr. James Lane, State Superintendent of Public Instruction.

- **Washington (65 mph)**
  - ○ *New* [4/6 Continuous Learning 2020](#)

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- Updated guidance for schools transitioning to distance learning, including **specific considerations for EL and SWD.**
  - ○ Resources for Continuous Learning During School Closures
    - Contains **instructional resources** organized by grade and subject. It also indicates whether each resource is aimed at parents, teachers, and/or students.
    - Contains instructional resources **specifically to support EL and SWD.**
    - Contains online **PD focused on distance learning**
  - ○ 3/24 Special Education Q&A
    - **Many disability related modifications may be effectively provided online**, such as extensions of time for assignments, videos with captioning or embedded sign language interpreting, accessible reading materials, a speech/language services through video conferencing. **OSPI encourages districts to sit down with their leadership teams and brainstorm ways of providing services using unique, alternative methods.** Health and safety considerations should be the priority, including social distancing recommendations.
  - ○ 3/23 Guidance
    - In a dramatic reversal from previous guidance (see below), OSPI now says that "Although schools are closed and are not providing traditional in-person instruction, **education must continue.** Further guidance will be **grounded in compassion, communication, and common sense; rather than the traditional compliance** measures we are all familiar with in our education community."
    - "We should **avoid assuming that continuity of education outside of a typical school building can only occur through online means**. Districts will provide instruction using printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet student needs."
    - Districts needed to start providing **distance learning by Monday, 3/30.**
    - Provides "Guiding Principles" and a sample plan that districts can use as a model in preparation for distance learning.
    - In a signal that states are beginning to share best practices, OSPI is direct districts to use Kansas' Continuous Learning Task Force Guidance
  - ○ March 20th guidance
    - Gives options for ensuring HS seniors can obtain credits to graduate, including online classwork, competency-based assessments, and using dual credit and CTE courses as core credits. Also notes state credit waivers available for non-core classes.
    - OSPI is developing resources for SWD for participating in online environments, specifically for high school seniors.
  - ○ 3/17 Letter to Superintendents and Labor Leaders
    - "Districts and their labor leaders should work together to consider modifications to the educational program, calendar, and employee responsibilities so they can deliver educational services to our students to the greatest degree reasonably possible. This will include considering how to satisfy graduation requirements and ensure equity in the delivery of services."
  - ○ *Previous Guidance*
    - Closure FAQ (Updated 3/13)

- - "Schools should not be providing online learning services unless they can provide those services equitably."
    - ■ [Parent Guide to COVID (Updated 3/7)](#)
      - "OSPI believes that for most districts, it will make more sense to cancel school altogether than to organize a learning model that cannot be accessed equitably by all students."

- **West Virginia (35 mph)**
  - ○ [4/1 Remote Learning Framework](#)
    - ■ Contains general considerations for engaging students remotely at different grade spans and recommendations about grading and social-emotional learning.
    - ■ "**If the mandatory suspension of in-person instruction extends beyond May 1st, county school districts will be required to create a remote learning contingency plan** unique to their county needs."
  - ○ [Resources for Teachers](#)
    - ■ Provides links a number of distance learning educator trainings/courses
  - ○ [Resources](#)
    - ■ Provides links to instructional resources with separate documents for K-5 and 6-12, which each have resources by subject.
    - ■ Provides separate instructional resources for SWD.
    - ■ Suggests no/low-tech options for educators by grade span.
  - ○ [Special Education Guidance](#)
    - ■ "There is no identified method or detailed guidance to adequately and equitably meet the needs of all students in an unprecedented event such as the COVID-19 pandemic. **School systems need to be flexible and consider employing a variety of delivery options as they make reasonable efforts to provide services to students with disabilities.** Communication and collaboration with families are of paramount importance in identifying the most appropriate course of action."
  - ○ [3/22 Guidance](#)
    - ■ "We also are in the process of providing you with additional guidance for student engagement. **For those who can continue with distance learning resources, please do so.** For those whose plan also includes the use of paper and pencil packets sent to children's homes, we strongly advise that you do not expect that work to be returned to teachers for grades. At this point in the process, our goal should be to maintain engagement with our children, and to assist in keeping their skills sharp."

- **Wisconsin (50 mph)**
  - ○ [4/2 Special Education Guidance](#) (previous guidance issued 3/18)
    - ■ "If a school provides hours of instruction through on-line learning, the LEA must ensure that the special education and related services are provided to the greatest extent possible. **The LEA must also determine if the student needs additional supports to access online learning.** If some services cannot be provided or minutes are reduced, the LEA must consider, whether and to what extent, compensatory services are required once the school reopens. **These determinations must be made on an individual student basis.**"

ERN

- ○ [District Planning and Implementation Resources for Continuity of Learning](#)
  - ■ Main landing page for distance learning resources, which includes:
    - ● Planning guidelines for districts, including a plan [template](#) and a [readiness rubric](#)
    - ● Remote instruction [checklist](#) for teachers
    - ● Google drive [folder](#) of distance learning plans shared from districts around the state
    - ● [Document](#) with links to Google drive folders of instructional resources, which are in the process of being developed
    - ● Information and how-to guides on digital learning platforms and links to external resources and trainings on distance learning
    - ● Strategies to bridge the digital divide
- ○ [Conditions Teaching Learning COVID 19](#)
  - ■ Provides basic, general guidelines for districts considering distance learning, **including links to separate guidance on SWD and EL.**
- ○ [3/31 Guidance](#)
  - ■ "I wish I could assure you of a certain date schools will reopen, but the situation continues to evolve. In the absence of certainty around school reopening, I **encourage you to do long-range planning as if students will not be back in school for the rest of this school year.**"
- ○ [3/27 Guidance](#)
  - ■ "PBS Wisconsin, Milwaukee PBS, and DPI have **partnered to support at-home learning for students and families** by broadcasting a new weekday television schedule of programming with digital resources that connect to Wisconsin's state academic standards."
- ○ [3/26 Guidance](#)
  - ■ **Keeping students and communities connected online is important during this time.** The DPI, in partnership with the Wisconsin Public Service Commission, has dedicated this [website](#) to inform Wisconsin on current connectivity offers, programs and resources to expand the ability to connect. The department knows connecting online is not possible for everyone, but to the extent it is, families and schools can utilize this site to stay informed on the most current offers and discounts. Additionally, the department has posted [information](#) around innovative ways to address the digital divide during an extended school closure as a reference.
- ○ [3/15 Guidance](#)
  - ■ "The order **does not prevent a school from providing virtual instruction** to pupils. The DPI provided information and resources to school districts who plan to use virtual learning time as allowed under the state administrative code provisions."
- ○ [3/13 Guidance](#)
  - ■ "If a school provides services through virtual learning, the **school must ensure students with disabilities have equal access to the same opportunities**, and that to the greatest extent possible, special education and related services are provided."
- ○ [3/10 Guidance](#)
  - ■ "In the event school is closed for an extended period of time, **it is important to think about continuity of learning, as well as required education for students with special needs.** To that end, DPI has provided information and created resources to help

you get started if you plan to use virtual learning time as allowed under the state administrative code provisions."

- **Wyoming (65 mph)**
  - 4/2 Update
    - "As of Thursday [4/2], the Wyoming Department of Education (WDE) **approved the Adapted Learning Plans for all 48 school districts**. Each district was required to submit a unique plan that lays out the strategies each district is implementing to continue to educate students while schools are closed due to the COVID-19 pandemic."
  - 3/27 Guidance
    - "**Each Wyoming school district must have an Adapted Learning Plan** approved by the Wyoming Department of Education (WDE) **prior to April 6** to continue to receive state funding."
    - "Once approved, Adapted Learning Plans are valid through the end of the 2019-20 school year. Status checks will be conducted by the WDE with each district at the end of April, and if necessary in May, to ensure adherence to their plans. Failure to adhere to plans may result in a determination that full funding is not appropriate, or that missed school days need to be made up".
  - Emergency School Closure Adapted Learning Guidance
    - "For the purposes of an emergency school closure, the information provided below is **guidance for districts wishing to implement Adapted Learning.** Assurances to maintain instructional fidelity for ALL STUDENTS remain the responsibility of the individual school/district. For emergency school closures, district/school **plans for Adapted Learning would not need to be submitted to the Wyoming Department of Education** (WDE)."
    - "The WDE is also **offering weekly virtual meetings** on Wednesdays from 2-3:30 p.m. MDT that are open to any district or school considering or working on Adapted Learning days"
    - Provides a thorough **checklist for districts developing remote learning plans**, as well as sample plans and communications from districts in the state.
    - "In light of this [OCR] guidance, **districts should make a reasonable effort to provide FAPE, always include guardians in the discussions, and document their efforts to continue to provide educational opportunities during the crisis.**"
    - Provides links to a series of distance learning training for teachers.
    - Provides links to 8 internet providers offering free service during school closures, as well as digitals tools, some of which have offline capabilities or that can work well on cell phones.
  - 3/20 Guidance
    - "The WDE is **exploring its ability to temporarily suspend or substantially reduce Chapter 41 requirements through emergency rules to maximize district ability to provide virtual education** to its own students. Remote education currently provides a flexible option for E-Learning between districts."

65 mph

Requires all districts in the state to participate in distance learning and provides *at least 4* of the following:
- Provides districts and schools with guidance/templates for creating distance learning plans.
- Provides access to distance/online education training for educators
- Provides instructional resources for educators and families.
- Issues clear guidance around accommodating special education students.
- Works to address the digital divide through improved access to high-speed internet and/or devices (laptop/iPad).

50 mph

Requires all districts in the state to participate in distance learning and provides *less than 4* of the following:

OR

Strongly encourages all districts in the state to participate in distance learning and provides *at least 4* of the following:
- Provides districts and schools with guidance/templates for creating distance learning plans.
- Provides access to distance/online education training for educators
- Provides instructional resources for educators and families.
- Issues clear guidance around accommodating special education students.
- Works to address the digital divide through improved access to high-speed internet and/or devices (laptop/iPad).

35 mph

Encourages all districts in the state to participate in distance learning and provides *2-3* of the following:
- Provides districts and schools with guidance/templates for creating distance learning plans.
- Provides access to distance/online education training for educators
- Provides instructional resources for educators and families.
- Issues clear guidance around accommodating special education students.
- Works to address the digital divide through improved access to high-speed internet and/or devices (laptop/iPad).

25 mph

Encourages all districts in the state to participate in distance learning and provides *1-2* of the following:
- Provides districts and schools with guidance/templates for creating distance learning plans.
- Provides access to distance/online education training for educators
- Provides instructional resources for educators and families.
- Issues clear guidance around accommodating special education students.
- Works to address the digital divide through improved access to high-speed internet and/or devices (laptop/iPad).

5 mph

Allows districts in the state to participate in distance learning but provides *none* of the following:

- Provides districts and schools with guidance/templates for creating distance learning plans.
- Provides access to distance/online education training for educators
- Provides instructional resources for educators and families.
- Issues clear guidance around accommodating special education students.
- Works to address the digital divide through improved access to high-speed internet and/or devices (laptop/iPad).