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Restart & Recovery:

Home Digital Access Data Collection:

Blueprint for State Education Leaders

In partnership with



Education
SUPERHIGHWAY

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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INTRODUCTION

The COVID-19 pandemic has created a renewed urgency for closing the digital divide in America's education system. Schools had to quickly pivot to online learning, turning living rooms into classrooms for [55 million students](#)¹ at the peak of the crisis. Without access to an Internet connection or dedicated learning device at home, [millions of the most vulnerable students](#)² were at risk of falling significantly behind during school closures. Closing this digital access gap has become a priority, as many local education agencies (LEAs) anticipate continued reliance on remote or blended learning delivery when school returns in the fall. Addressing this challenge will help our schools navigate the pandemic more effectively in the short-term and be a crucial long-term investment in ensuring all learners can access Internet connectivity and digital learning.

The first step in solving this pressing equity challenge is to conduct high-quality data collection to identify which students are impacted. The [Council of Chief State School Officers \(CCSSO\)](#) has partnered with the national nonprofit [EducationSuperHighway](#) on their [Digital Bridge K-12](#) project to develop a blueprint for how state leaders can facilitate this data collection. Special thanks to the [State Educational Technology Directors Association \(SEDTA\)](#), the [U.S. Department of Education](#), and the [Center for Democracy & Technology \(CDT\)](#) for providing guidance and input in an advisory capacity.

This document is intended to be a jumping-off point for state education agency (SEA) leaders. Whether your state has historically been collecting data on student home digital access or is just starting to contemplate this challenge, this blueprint will offer constructive guidance. Note that it is a living document that will be updated as we receive feedback from the community and continue to identify effective strategies and important considerations.

BACKGROUND AND CHALLENGES

When COVID-19 caused nationwide school closures in the spring of 2020, LEAs undertook incredible efforts to quickly transition to online learning. Many schools, recognizing that students without a device and Internet connectivity at home would be unable to participate, made a push to identify which learners needed additional supports. While some of these approaches effectively identified the need and enabled schools to deliver timely solutions, many LEAs encountered challenges like low survey response rates and inaccurate responses. Also, because there was limited coordination of these efforts across LEAs, the resulting data sets are inconsistent. Understanding these issues, SEAs now have the opportunity to provide guidance to school districts that will make home digital access data collection more effective and more consistent moving forward.

WHY THIS DATA COLLECTION IS CRITICAL

LEAs and SEAs need to move from understanding the estimated percentage of students who do not have adequate home digital access to understanding specifically which students do not have access, in order to connect those students to consistent, high-speed Internet.

Knowing which students lack home Internet access and/or a dedicated learning device enables LEAs to:

- Understand the impact that lack of home digital access has on learning outcomes

1 Education Week (May, 15, 2020) [Map: Coronavirus and School Closures](#)

2 Common Sense Media and BCG (2020) [Closing the K-12 Digital Divide in the Age of Distance Learning](#)

- Identify and call out the digital access gap as an educational equity issue
- Target resources to students in need of digital access
- Determine the most effective Internet connectivity solutions, making sure to engage with local community and business leadership for input and implementation of solutions
- Gain leverage when seeking funding to help close the gaps

This information will enable SEA's to:

- Understand the impact that lack of home digital access has on learning outcomes
- Advocate to state and federal government for funding to close the digital access gap
- Direct state resources, including funding, to LEAs
- Share guidance with LEAs on how to use state and federal funding, including CARES Act funding, to support home Internet connectivity projects ([see Appendix 1](#))
- Engage local Internet Service Providers to develop and implement effective, replicable solutions (e.g., assisting LEAs with aggregated procurement strategies)
- Facilitate data sharing, with appropriate security safeguards, for organizations that can help to implement digital access gap solutions

The SEA's Role in Home Digital Access Data Collection

The SEA's role is to create a framework for consistent data collection across LEAs and guide LEAs on best-practice strategies. The SEA's primary functions are to:

- Establish common data elements
- Recommend data management best practices
- Communicate guidance on data collection strategies

Additionally, as with all student data collection activities, the SEA has both a legal obligation and an ethical mandate to ensure that the collection and sharing of student information do not compromise their privacy, safety, or well-being. Please refer to the [Student Data Privacy Considerations](#) section of this document for more detailed guidance.

SEA Action Plan - Priority Steps for Back to School

1. Send a memo to LEAs emphasizing the importance and urgency of collecting students' digital home access data, and continue communicating guidance. Many states will want to simultaneously offer guidelines for LEAs on how to report this data to the SEA.

[Memo Example: Indiana Department of Education](#)

2. Work with the Student Information System (SIS) vendors in your state to incorporate the students' digital home access [data fields](#) recommended in this blueprint into their SIS software. CCSSO is helping to coordinate cross-state asks to the SIS community.

[CCSSO Letter to SIS Vendors](#)

3. Provide LEAs with resources to help them complete data collection.

[Digital Bridge K-12: Home Access Needs Assessment Playbook](#)

DATA ELEMENTS

Establishing a set of common elements for collecting data about student home digital access will help school districts understand which pieces of actionable information they should be gathering. It will also help ensure that this data can be aggregated at the state and national levels with confidence.

The following data fields were identified in collaboration with SEAs, LEAs, and industry experts. By collecting the following information about every student, administrators will be able to identify (1) whether a student has access to Internet connectivity and/or a dedicated device at home and (2) whether that access is sufficient for high-quality online learning. Note: This recommended data framework is in the process of being aligned with the standards organizations.

Data Field	Question	Response Options
Digital Device	What device does the student most often use to complete schoolwork at home?	Chromebook Desktop computer Laptop computer Tablet Smartphone Other None
Device Access	Is the primary learning device a personal device or school-provided? Is the primary learning device shared with anyone else in the household?	Personal - Dedicated Personal - Shared School Provided - Dedicated School Provided - Shared None
Internet Access in Residence	Can the student access the internet on their primary learning device at home?	Yes No
Internet Access Type in Residence	What is the primary type of internet service used at home?	Fiber Cable DSL Microwave Satellite Dial-up Personal hotspot/smartphone School-provided hotspot Unknown Other None
Internet Performance	Can the student stream a video on their primary learning device without interruption?	Yes, with no issues Yes, but not with consistent quality No

DATA STANDARD

A next and critical step will be to codify these initial data elements into a data standard to ensure an ability to share and analyze comparable data. CCSSO will take the lead on working with existing standards bodies to facilitate the community development, vetting, and release of appropriate data standards. This work will begin with the [Common Education Data Standards \(CEDS\)](#), as the source of education data dictionary standardization, and expand out from there to include interoperability and implementation standards and efforts.

DATA MANAGEMENT BEST PRACTICES

The home digital access data LEAs collect should be stored in a common repository that is secure, easy to update, can produce customizable reports and is readily accessible to education leaders. This data would be best captured in the SIS, which would allow for seamless aggregating and reporting back to the SEA, and integration across other student data points (e.g., demographic and academic data). This could be valuable for gleaning deeper insights into which populations are most affected as well as impact on learning outcomes.

Opportunity to Engage with SIS Vendors

The spring 2020 COVID-19 school closures were unforeseeable and have necessitated short-order data collection. Moreover, LEAs are now facing aggressive timelines and will likely bump up against SIS limitations. Because the data fields recommended above are not yet built into most systems—and given that SIS vendors ordinarily require significantly more lead time to develop required changes—some LEAs may not be able to utilize their SIS for managing this data in the immediate term. In these instances, they may need to rely on ad-hoc tools like [spreadsheets](#). SEAs are encouraged to support LEAs by engaging with the SIS vendor community to underscore the urgency of this issue and encourage them to make the needed adjustments for the 2020-2021 school year. Some states have already taken the lead on this, and CCSSO is coordinating a cross-state effort to make a [collective “ask” of the SIS vendor community](#). The Ed-Fi Alliance has been working closely with their community to develop a working draft of [Ed-Fi’s Digital Equity Collection](#), providing a responsive option that some vendors are proceeding to incorporate with the understanding that a robust data standard is under development.

PROVIDING GUIDANCE FOR LEAs ON DATA COLLECTION STRATEGIES

SEAs should promote the following best practices for schools:

- **Embed data collection into existing processes.** Determining students’ home digital access status is a priority for the 2020-21 school year, and it will continue to be a concern for schools until equitable digital access is ubiquitous. To ensure comprehensive and consistent data collection, LEAs are encouraged to integrate the data-collection process into existing operations (like registration and enrollment).
- **Infer access gaps from student engagement.** If an LEA’s registration timeline does not align with the start of school, the LEA should leverage the data already available and analyze indicators of distance-learning engagement to infer which students may not have home digital access. For example, schools could identify those students who have not “attended” online learning or have not logged on to core distance-learning applications. Some schools also could analyze Internet traffic on school-provided, take-home devices to infer which students lack home connectivity.

- **Conduct targeted outreach.** After prioritizing segments of students who may not have digital access, LEAs are encouraged to conduct a targeted survey of, and direct outreach campaign to, impacted families.

EducationSuperHighway's [Home Access Needs Assessment Playbook](#) contains tools and resources to support school districts in these efforts. The playbook, based on best practices gathered from LEAs across the country, includes:

- A data collection tool
- A question bank for school districts (aligned with data elements outlined in this blueprint)
- Call scripts and email templates (available in English or Spanish)
- Case studies of LEAs that have successfully collected home digital access data
- A password-protected mapping tool that enables LEAs to develop strategic solutions, by uploading their home digital access data and overlaying available ISP options sourced from FCC Form 477 data to more accurately locate and resolve the access gaps.

How one SEA is using these principles to overcome the home digital access data challenge

Bridgeport Community Schools know that about 25% of their students do not have access to the Internet, but they can't identify which students they are with confidence. To support their teachers in planning to deliver solid instruction in the coming year—whether in person or remotely—the district leadership knows they need a “full-court press” on collecting this data for each student. This is also vital if they want to leverage their CARES Act funding and resources from local philanthropic and community supporters to ensure an optimal learning infrastructure. The district leadership team has decided on a three-prong strategy to obtain and maintain this data for the long-term:

1. Enrollment / Registration 2020-2021 campaign
2. Follow-up phone campaign
3. Collaboration with SIS provider for longer-term, efficient data management, and reporting

Using the data fields established by this blueprint, Bridgeport has identified how to use its registration process to identify home digital access gaps. Trained school volunteers will follow up after fall registration to seek clarification or to track down data missed during the registration process, using the phone scripts provided in the playbook. These strategies incorporate language developed by the district communications department explaining why this data is needed and affirming the district's commitment to protecting the students' data.

STUDENT DATA PRIVACY CONSIDERATIONS

SEAs have a legal obligation to protect sensitive student information and an ethical mandate to ensure that any collection and sharing of students' information does not compromise their privacy, safety, or well-being. When collecting data on digital access, SEAs and LEAs need to consider:

- **Data minimization:** Collect each piece of data intentionally and tie it clearly to an intended use.
- **Legal compliance:** Keep in mind that this is Personally Identifiable Information (PII), so follow all protocols required by the Protection of Pupil Rights Amendment ([PPRA](#)), Family Education Rights and Privacy Act ([FERPA](#)), and any of the 130 state student privacy laws that are pertinent. ([see Appendix 2](#) for SEA data agreement example)
- **Restrictions on access:** Specify that access to this data will be limited to only those who need it.
- **Secure collection:** States might opt for collecting this information via the SIS, manually (e.g., via a spreadsheet), or through a third-party survey vendor. However, any method used must be secure (e.g., not via email). If working with a third party, it will be key to have appropriate agreements in place which utilize a Family Educational Rights and Privacy (FERPA) [exception](#).

Federal and state legal requirements will inform data sharing, as well. Sharing students' PII with Internet Service Providers (e.g., for procurement purposes), must be based on parental consent or a FERPA exception. In addition to legal compliance, PII-protective best practices for data sharing entail:

- **Restrictions on use:** No student data should be used for marketing purposes, now or later.
- **Retention and deletion:** A finite period should be specified during which the data may be maintained, after which it must be deleted through an agreed-upon method.
- **Written agreement:** Data sharing with SEAs and with Internet Service Providers should be based on a written agreement detailing use, access, and redisclosure restrictions; security requirements; and data retention and deletion requirements. The U.S. Department of Education has provided [guidance](#) and a [checklist](#) for drafting such agreements. ([see Appendix 3](#) for SEA data agreement example)
- **Secure transfer:** Similar to the security requirements for data collection, data to be shared must be transferred securely—for instance, by secure FTP or similar protocols.

Have feedback on this document? Please contact Brent Engelman at
brent.engelman@ccsso.org

APPENDIX 1: RELEVANT CARES ACT/FEDERAL FUNDING RESOURCES

- [Office of Educational Technology, Funding Digital Learning](#)
- [Dear Colleague Letter: Federal Funding for Technology](#)

This letter provides some examples of how funds under Titles I through IV of the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), may support the use of technology to improve instruction and student outcomes.

- [CARES Act Funding to support Remote Learning](#) - The Department of Education received \$30.75 billion through the CARES Act. There is much flexibility in how CARES Act funding can be spent, including to support technological capacity and access (including hardware and software, connectivity, and instructional expertise) to support remote learning.
 - [Elementary and Secondary School Emergency Relief Fund](#) - Approximately \$13.2 billion; SEAs must subgrant at least 90% of state allocation to LEAs, but they are allowed to retain 10% for state-level activities. More information in the ESSER FAQ [download this PDF](#).
 - [Governor's Emergency Education Relief Fund](#) - Approximately \$3 billion awarded as grants to governors' offices by formula; governors' offices may provide sub grants to LEAs, institutions of higher education, or "education-related entities." More information in the GEER FAQ, and A-16 specifically addresses the use of funds for distance learning [download this PDF](#).

APPENDIX 2: DATA USE AGREEMENT BETWEEN SEA AND LEA

- [Example from Wisconsin Department of Public Instruction](#)

APPENDIX 3: DATA USE AGREEMENT BETWEEN SEA AND VENDOR

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This letter provides some examples of how funds under Titles I through IV of the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), may support the use of technology to improve instruction and student outcomes.

- [CARES Act Funding to support Remote Learning](#) - The Department of Education received \$30.75 billion through the CARES Act. There is much flexibility in how CARES Act funding can be spent, including to support technological capacity and access (including hardware and software, connectivity, and instructional expertise) to support remote learning.
 - [Elementary and Secondary School Emergency Relief Fund](#) - Approximately \$13.2 billion; SEAs must subgrant at least 90% of state allocation to LEAs, but they are allowed to retain 10% for state-level activities. More information in the ESSER FAQ [download this PDF](#).
 - [Governor's Emergency Education Relief Fund](#) - Approximately \$3 billion awarded as grants to governors' offices by formula; governors' offices may provide sub grants to LEAs, institutions of higher education, or "education-related entities." More information in the GEER FAQ, and A-16 specifically addresses the use of funds for distance learning [download this PDF](#).

APPENDIX 2: DATA USE AGREEMENT BETWEEN SEA AND LEA

- [Example from Wisconsin Department of Public Instruction](#)

APPENDIX 3: DATA USE AGREEMENT BETWEEN SEA AND VENDOR

- [Example from Wisconsin Department of Public Instruction](#)



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2020-2021 Indiana Assessments Policy Manual

The Office of Student Assessment



How to Use the Indiana Assessments Policy Manual

The 2020-2021 Indiana Assessments Policy Manual serves as the foundation for established guidelines regarding appropriate test administration in Indiana for key stakeholders including educators and test coordinators. The following document contains policy guidance and contains appendices which pertain to specific aspects of test implementation including test security reporting and monitoring.

Readers must review all documents in their entirety for quick access to information during test administration.

IDOE publishes a separate 2020-2021 Accessibility and Accommodations Guidance to further delineate policy for specific needs during test events. General information is included in this manual, but specific guidance related to student needs is more thoroughly addressed in the supplemental guidance document.

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Introduction

The information in the Indiana Assessments Policy Manual applies to all state-required assessments, including ILEARN, I AM, ISTEP+ Retest, IREAD-3, NAEP, ISPROUT, and WIDA, unless otherwise noted. In addition, “school corporation” includes public schools, charter schools, accredited nonpublic schools, and Choice schools, unless otherwise noted.

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- Social Media and/or Unallowable Devices Concern Report
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 - Fidelity Assurance Form
 - Non-Standard Assessment Accommodation Request Form

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Section 1: Communication from the Indiana Department of Education

Part A: DOE Online. Corporation Test Coordinators (CTCs) must review contact information in DOE Online (<https://doeonline.doe.in.gov>) for accuracy by August 14. CTCs must ensure all contact information listed in DOE Online for the CTC is accurate and shipping addresses for any materials are to a corporation-owned site (i.e., a home address is not appropriate). When contact information changes, the CTC must ensure DOE Online is updated promptly. In the event that a change in CTCs occurs, the departing CTC or the Superintendent (public schools) or School Leader (charter schools, Choice schools, and accredited nonpublic schools) must update DOE Online with contact information for the new CTC.

Ensuring CTC contact information in DOE Online is accurate is critical as key assessment updates and guidance from the Office of Student Assessment (OSA) are distributed using the contact information from DOE Online.

Part B: Test Coordinator Corner (in Moodle). CTCs must join and access the Test Coordinator Corner community in [Moodle](#) to review assessment resources and key information.

Part C: Requirement to Share Assessment Communication. CTCs and School Test Coordinators (STCs) are required to share assessment communication from OSA and testing vendors with appropriate school staff, including administrators and/or educators in a timely manner (ideally weekly as messages are disseminated). The Indiana Department of Education (IDOE) identifies key aspects in messages which highlight these updates for specific audiences. CTC communications disseminated to STCs and/or relevant staff from OSA will be requested and reviewed during IDOE's monitoring visits.

Listserv messages are disseminated each Monday to CTCs. Urgent listservs related to current assessment administrations may be delivered during the week as necessary by circumstances. CTCs must note key announcements that are indicated for educators or other staff for dissemination.

Section 2: Indiana Department of Education Monitoring of Test Administration

OSA conducts unannounced onsite or announced online monitoring visits (via an online meeting platform) during testing windows. The purpose of monitoring is to ensure the fidelity of the test administration and test security requirements. Schools are identified for monitoring based on previously submitted test irregularities, test security concerns, failure of a CTC to complete required training by designated deadlines, failure to return secure test materials by required deadlines, Data Forensic Analysis concerns (see Section 9 Part F), and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during most test administration windows. Monitoring is an expectation defined for states by the United States Department of Education.

Prior to the start of each testing window:

- CTCs must review the Monitoring Checklist (see Appendix B);
- CTCs must notify staff that monitoring visits may occur at selected sites across the state during test administration windows; and
- CTCs must provide a copy of the monitoring checklist to administrators and STCs to prepare for monitoring visits.

During each testing window:

- Online Monitoring
 - Monitors send an online meeting link to the school principal 24 hours prior to the monitoring visit. The principal must in turn notify the STC so the STC can ensure all requested documentation is readily accessible to be shared during the online visit.
- Onsite Monitoring
 - One or more IDOE monitors notify school front office staff of their arrival;
 - Monitors will request to speak with the STC or a designee; and
 - Monitors will not interrupt the test administration occurring with students.
- Online or Onsite Monitoring
 - Monitors complete the Monitoring Checklist document (see Appendix B) based on their review of school documentation regarding training, test schedules, and security practices.

After each testing window:

- The CTC will receive a copy of the completed Monitoring Checklist with feedback within two weeks of the ending of the designated testing window;
- In the event that a monitoring topic receives a rating of “0” or “1”, the CTC will be required to submit a corrective action plan addressing any areas of concern.

Section 3: Opt-Out Guidance

Part A: General Guidance. Every student attending a public, charter, state-accredited nonpublic school, or Choice-participant school in Indiana must take the required Indiana assessments. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent/guardian to refuse to send his or her child to school for the purpose of avoiding tests, including state assessments (see IC 20-33-2), unless applicable under Part B. As with any test, additional consequences for failing to participate in a statewide assessment, and procedures to manage students who refuse to participate, should be determined at the local school level.

School administrators should be aware that section 1111(b)(2)(A) of the Elementary and Secondary Education Act (as amended by the Every Student Succeeds Act, or ESSA) requires the implementation of high quality student academic assessments in Mathematics, Reading or English/Language Arts (ELA), and Science. Section 1111(b) (2) (B) (i) (II) requires these assessments be administered to all elementary and secondary school students. In addition, section 1111(c) (4) (E) requires participation rates in statewide assessments of at least 95 percent for all students and each subgroup of students and factor this into the state's federal accountability system. Students' failure to take Indiana's assessments may result in a lower federal accountability rating. Lastly, please note that federal law requires 100 percent of English learners participate in the WIDA ACCESS English language proficiency assessments.

Part B: Guidance for Students with Disabilities. Recent Indiana legislation offers additional flexibility for students with disabilities regarding opt out flexibility. IC 20-32-5.1-18.8 should be referenced as part of recent updates for accommodations and instructional strategies.

Schools shall provide notice to parents of students enrolled in grade 3, 4, or 5 with an accommodation that is provided as part of the student's Individualized Education Program (IEP), Section 504 Plan, Service Plan, or Choice Special Education Plan (CSEP) if the accommodation utilized by the student instructionally is not allowed on all or part of the statewide assessment. This notice must be provided to families by February 1. If the parent does not attend the annual review, the schools must provide this notice via certified mail or personal delivery. The schools, in collaboration with parents, will determine whether the student may be eligible to opt out of any applicable section of the statewide assessment.

Section 4: Roles

Part A: Test Administrators. Assessments are to be administered only by personnel who hold an active license granted by IDOE. The license must be an instructional, administrative, or a school services license. Personnel with an emergency Indiana license (in one of these three areas) or a Transition to Teaching permit can also serve as Test Administrators (TAs).

NOTE: TAs must complete a brief certification process to initiate assessments in the Cambium Assessments, Inc. (CAI) platform. A separate certification is required to administer I AM based on specific protocols used for this assessment. TAs are required to complete training for all WIDA assessments they will administer. Training courses are accessible via the WIDA Secure Portal and must be completed bi-annually. TAs must be independently certified based on assessment requirements. Certified TAs cannot share login credentials with any other staff or student.

TAs cannot rephrase test items or answer student's factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the Test Administrator's Manual (TAM).

Spanish translated directions for the practice test and operational directions are available for the ILEARN assessment. A human reader administering the paper assessment to Spanish-speaking students must follow the script explicitly; the TA must not deviate from the script. TAs should review and be comfortable delivering scripted directions. Concerns or questions must be routed to the STC in advance of the test administration.

Read aloud scripts are available for a human reader administering the paper assessment to students who have a read aloud accommodation. The script must be followed explicitly; the TA must not deviate from the script.

TAs **MUST NOT** display or write anything on the board (e.g. smartboard/whiteboard) that is not stated or authorized in the TAM during testing. In addition, TAs **MUST NOT** say anything during testing that is not stated or authorized in the TAM.

Test questions are not to be read by anyone other than the student during the test session, with the following exception:

- TAs administering protocols based on a secure read aloud script, such as IREAD-3 or accommodated forms.

TAs should be thoroughly familiar with the administration procedures prior to the start of the administration of the test. This includes:

- Being fully aware of the local testing schedule and communicating any concerns to the STC ahead of testing;
- Studying the TAM (paying specific attention to the icons representing reading comprehension and calculator usage);

- Reviewing the Code of Ethical Practices and Procedures (in Appendix A of this manual);
- Reading all applicable portions of the current Indiana Assessments Policy Manual (this document);
- Reviewing accommodations needed by students in advance of the test administration; and
- Completing all applicable test administration, test security, and test accommodations trainings.

All TAs should be trained to understand the testing procedures and their responsibilities as TAs. Only those who are certified TAs may administer the assessment. If uncertified or untrained staff administer an assessment, the impacted student assessments are at risk for invalidations following IDOE review.

Part B: Proctors. Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the licenses described in the TAs section above) may only serve as Proctors, not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance and presence of a TA. Proctors may, however, assist the TA before, during, and after the test administration.

Parents, guardians, student teachers, and school volunteers are **not** permitted to serve as Scribes, TAs, or Proctors and cannot be present in testing rooms during testing. Scribes, TAs, and Proctors must be corporation/school employees or contractors. In addition, Scribes, TAs and Proctors are not permitted to administer assessments to their own child (i.e., when the Scribe, TA or Proctor is the parent/guardian of a child in a tested grade level) due to potential conflict of interest concerns.

The number of Proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one Proctor for every 15 students is recommended. Proctors must be trained on test administration procedures and test security before assisting with testing.

- **Before Testing.** Proctors may help prepare the room for testing and assist in distributing the test materials.
- **During Testing.** Proctors may only assist with the mechanics of taking the test. No additional assistance may be given. Proctors should adhere to the following guidelines:
 - Make certain that each student is working in the correct assessment session.
 - Prevent talking or sharing of answers.
 - Offer a neutral response, such as, "Decide what you think is correct and then go on." If a student asks, "Is this right?" do not suggest the correct answer to the student verbally or by gesturing in any way.
 - Inform the TA immediately if any unusual problems arise.
 - Ensure test questions are not read by anyone other than the student during the test session, with the following exception:

- TAs administering protocols based on a secure read aloud script such as IREAD-3 or accommodated forms.
- ***At the End of Testing.*** Proctors may also assist the TA in collecting assessment materials, such as any scratch paper, secure student login/access information, and paper assessment books.

Part C: School Test Coordinators. STCs should review carefully the changes in test administration procedures noted in the TAM. STCs¹ should distribute hard copies or ensure electronic copies of appropriate manuals are available during training in a secure group setting. If this or any other aspect of the STC's role is delegated to other personnel, they should be fully aware of proper test security practices and procedures and monitor completion of the tasks with fidelity. At the end of training sessions, TAs may retain the TAM until the assessment administration. Secure read aloud scripts may not be distributed to TAs during training. Secure scripts must be maintained and tracked at all times as part of the STC's chain of custody (sign in/sign out process) during the test administration window.

The STC must ensure the school:

- Provides test security, test administration, and testing accommodations training to all applicable staff prior to the start of the state testing window for each assessment. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed the required trainings is on file at the local level.
- Follows security regulations for distribution and return of secure test materials as directed, accounting for all secure assessment materials before, during, and after testing (i.e., controlling distribution within the building). Materials include those necessary for online and/or paper-and-pencil test administrations.
- Follows procedures located in testing manuals and those outlined by IDOE, including procedures referring to accommodations, testing conditions, timing, and instructions.
- Provides assessment accommodations accurately based on students' Individualized Education Programs (IEPs), Individual Learning Plans (ILPs), Service Plans, Choice Special Education Plans (CSEPs), and Section 504 Plans.
- Provides the necessary furniture and lighting to allow students to do their best work on the test.
 - All school personnel involved in administering the test are responsible for the quality of testing conditions.
- Submits a test for each student who participates in the assessment.

¹ "Test Coordinators", as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, Charter School Test Coordinators, and Choice School Test Coordinators.

- Reports any missing assessment materials or other irregularities to the CTC immediately.
- Shares assessment results with parents, students, and staff (as appropriate) via a secure, timely manner once results are available.

Part D: Corporation Test Coordinators.

The CTC must:

- Review the Test Coordinator's Manual (TCM) well in advance of a test administration.
- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of assessment materials.
- Maintain documentation and evidence that secure test materials were returned to testing vendors by established deadlines (i.e., tracking information).
- Ensure that assessment content is not discussed and/or reproduced in any manner.
- Ensure listserv messages and updates from OSA and testing vendors are distributed to relevant corporation and school staff **each week**.
- Ensure all school staff (including, but not limited to, principals, teachers, custodians, front office staff, etc.) are aware that once assessment materials are delivered to the corporation office, a school, or other location identified by the school corporation, the materials must be securely stored until the materials are in the care of the CTC or STC. In the rare, but possible, event that test materials have been routed to the wrong location, all school staff must be informed of the locally developed protocol that must be followed to ensure the materials are correctly routed immediately to the CTC or STC.
- Ensure all staff (including, but not limited to, TAs, Proctors, principals, teachers in tested as well as non-tested grade levels, front office staff, teacher aides, custodians etc.) complete Test Security and Integrity Training by September 30 annually. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed the required trainings is on file at the local level.
- Ensure TAs and Proctors complete test administration training, test accommodations training, and a refresher test security training prior to the start of the state testing window for each assessment. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed the required trainings is on file at the local level.
- Ensure all staff review and sign the current school year's Indiana Testing Security and Integrity Agreement annually by September 30, as described in the Code of Ethical Practices and Procedures. (**NOTE:** For new staff hired after September, the training should be provided and the signed Agreement should be collected and appropriately filed as soon as possible

once the staff member begins employment.) In addition, it is important that a review of the content of the Indiana Testing Security and Integrity Agreement is completed with staff prior to each test administration.

- Follow procedures outlined in the Code of Ethical Practices and Procedures.
- Follow procedures located in testing manuals and those outlined by IDOE.
- Ensure schools provide assessment accommodations accurately based on students' IEPs, ILPs, Service Plans, CSEPs, and Section 504 Plans.
- Return all used and unused (including damaged², large print and/or braille) assessment books to the testing vendor by required deadlines.
- Share assessment results with parents, students, and staff (as appropriate) via a secure, timely manner once results are available.
- Report any testing irregularities or test security concerns in a timely manner to IDOE via the appropriate forms.
- Please see Appendix H for more details on assessment roles.

Part E: Other School Staff. Other school staff, including but not limited to, teachers in non-tested grade levels, front office staff, custodians, and teaching aides not involved with testing are required to complete Test Security and Integrity Training by September 30 annually. Although these staff members may not come into contact with testing materials, it is important that they receive Test Security and Integrity Training to ensure they are aware of procedures and requirements in the event they observe and need to report a violation or are asked to engage in activities that could be a violation.

There are considerations that must be accounted for related to certain staff members or contractors. For instance, cafeteria workers may receive a modified (shorter) Test Security and Integrity Training that is incorporated into an already scheduled staff/contractor meeting. In addition, only cafeteria workers may write "Not Applicable" next to #12 when signing the Testing Security and Integrity Agreement. Also, providing Test Security and Integrity Training for individuals that are not school staff (i.e., central office staff, contractors, etc.) is a local-level decision. Since roles and responsibilities for these titles can vary by school and corporation, it is a local-level determination whether these individuals should complete training. If these individuals will be in schools when testing is taking place, they should complete Test Security and Integrity Training similar to other school staff. Corporations should strongly consider the degree of risk for test security violations if the individual(s) that are not school staff do not complete training. Lastly, bus drivers are not required to complete Test Security and Integrity Training or sign the Testing Security and Integrity Agreement.

² Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should not be returned. Please refer to the TCM for further instructions on how to handle these documents.

Section 5: Formal Training for Staff and Testing Security and Integrity Agreement

The administrative regulation 511 IAC 5-5-5 requires that “Any individual who administers, handles, or has access to secure test materials at the school or school corporation shall complete assessment training and sign the Indiana Testing Security and Integrity Agreement to remain on file in the appropriate building-level office each year.” The Indiana Testing Security and Integrity Agreement is available in Appendix A of this manual.

As it relates to completion of Test Security and Integrity Training, this includes, but is not limited to, CTCs, STCs, TAs, Proctors, Scribes, principals, teachers in tested and non-tested grade levels, teacher aides, front office staff, custodians, etc. (see Section 4 for more details).

Failure to participate in training may result in action by IDOE against the noncompliant school corporation. This action can include, but may not be limited to, the school corporation being required to develop a corrective action plan (signed by the CTC and school corporation’s Superintendent) explaining how it will ensure mandatory trainings are completed by all appropriate staff. In addition, TAs that administer assessments without completing the required trainings may impact the reporting of the student results (e.g., invalidations for misadministration of the assessment).

Section 6: Test Administration

Part A: Administration Outside of Standard Testing.

1. **Requesting Alternative Test Dates.** IDOE often receives inquiries regarding alternative test dates based on emergency circumstances. Please contact IDOE at INassessments@doe.in.gov if additional guidance is needed.
2. **Testing on Weekends.** CTCs and other school leaders tasked with creating local test schedules may administer assessments during evening and/or weekend hours of an established test window, if needed as the systems and procedures will not prevent this implementation.

However, these **three main risks** must be noted and understood by the CTC and corporation leadership:

- **No technical support will be available.** While each vendor help desk is staffed during regular hours (Monday – Friday) to assist corporations and schools with any technical issues, such service is not available during the weekend. All vendor help desks are closed on Saturdays and Sundays and have limited hours during the evenings.
- **Policy support will be limited.** IDOE is closed on evenings and weekends, and staff may be unable to offer guidance to support schools during other hours. During standardized conditions, irregularities may occur. It is in the best interest that these irregularities be managed when support is accessible.
- **Assessment windows will not be extended.** Corporations and schools should not wait to assess near the end of the assessment window and/or rely on testing during weekend hours to complete testing. IDOE will not extend assessment windows to corporations due to technology or other irregularities that occur based on schedules defined during weekends. IDOE's expectation remains that all corporations and schools complete testing within the established assessment window.

IDOE strongly recommends corporations and schools schedule testing to take place during the normal school hours throughout the course of an established assessment window. Guidance regarding test schedules can be directed to IDOE for further assistance at INassessments@doe.in.gov.

Part B: Before Testing.

1. **Communication with students regarding test protocols.** It is extremely important to clearly communicate the following expectations to students before test administration begins.
 - It is a violation of test security procedures for students or staff to discuss, rephrase or paraphrase test questions/materials (in person, by phone, via email, texting or social media, or any other communication method) with anyone, including, but not limited to, other students (“other students” not

only refers to students within the same school but also applies to students attending any school) or other educators. Student-level consequences for any such violations will be determined by the local school corporation in addition to review of test invalidations by IDOE. Consequences for school corporations will be determined by IDOE.

- It is a violation of test security procedures for students or staff³ to have access to cell phones, smart watches, or any other unauthorized device during testing. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations and student reporting will be determined by IDOE.
- It is a violation of test security procedures for students or staff to take videos, pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share videos, pictures or snapshots of test materials with anyone. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations and student reporting will be determined by IDOE.
- It is a violation of test security procedures for students or staff to review or respond to test questions ahead of or following the test session the student is currently completing. Please review the “Students Who Proceed to Another Test Section/Segment Without Permission” or “Order of Test Sessions” guidance in Section 6 Part C for more details. Student-level consequences for any such violations will be determined by the local school corporation in addition to review of test invalidations by IDOE. Consequences for school corporations will be determined by IDOE.
- It is a violation of test security procedures for students to review or change answers in test sessions that were previously completed prior to the student working in his/her current test session. Student-level consequences for any such violations will be determined by the local school corporation in addition to review of test invalidations by IDOE. Consequences for school corporations will be determined by IDOE.

2. **Acceptable and Unacceptable practices for student preparation.** The following are examples of actions that can take place **prior to the opening of an assessment window for a standardized assessment.** School staff **MAY**:

- Incorporate and review ELA and Mathematics standards when reviewing other subject areas.
- Review assessment objectives as part of a general review of critical curricula.
- Give students enough practice with various item formats of assessments to ensure that assessments measure students’ knowledge and understanding, not their test-taking skills.

³ The one exception to the cell phone policy for adults is if this is the school’s only means of communication regarding an urgent matter. However, even in these unique situations, all test security requirements must be implemented.

- Extensive use of test practice materials is not appropriate (see below for details).

The following are examples of actions that CANNOT take place at any time during the school year. School staff may NOT:

- Use current, past, or parallel test items as test preparation materials. IDOE releases items annually as examples of functionality and test content expectations. The intent of these items is not overuse by educators or students with test preparation.
 - It is also not acceptable to use unreleased test items, making minor alterations in those test items (such as changing the order of multiple-choice answers) and using such materials for review or instruction.
- Call students' attention to the fact that a similar question will be on the assessment.
- Develop and use elaborate review materials (workbooks, worksheets, live or online lessons, etc.)
 - Educators need to be good consumers of practice items, making sure the items used truly align to standards and not making the items exclusively the curriculum. IDOE recommends that educators are mindful when presenting content to students or parents/guardians that may be viewed as test prep materials (e.g., ILEARN Prep Time) since the assessment aligns to the depth and breadth of Indiana's Academic Standards. Examples of elaborate review materials include:
 - A large packet of review items (online or hardcopy) that takes a significant time away from daily classroom instruction or that is used during Test Prep Sessions/Clubs outside of school hours (before or after school) just prior to testing;
 - Review items that paraphrase or mirror actual test item; and
 - Drilling students on items from a review booklet that accompanies the textbook or digital curriculum.

Educators need to use best practice with these types of materials. Appropriate use of the items that align might include a daily warm-up activity. It is important for educators and students to consider that assessment is part of teaching and learning. Pep assemblies and spirit weeks may overemphasize the anxiety associated with test events.

The following are examples of actions that CANNOT take place. School staff may **NOT**:

- Teach assessment content that has not been previously covered during the time period immediately preceding the assessment ("cramming");
- Engage in assessment prep review games or activities;

- Review standards and concepts with only those students to be assessed;
- Review only the Indiana Academic Standards covered by the assessment;
or
- Review only those objectives on which students performed poorly on previous assessments.

Strong, standards-based instruction is the best way to prepare students for any assessment.

3. **Display of reference materials.** Please note that guidelines are in effect regarding the display of reference materials during testing at all grade levels. Assessment spaces must be appropriately prepared for the administration of standardized assessments. School staff members may discuss concerns about the appropriateness of specific displays with their CTC or by contacting OSA prior to testing.

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

- All posted materials, such as wall charts or nameplates, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. This includes, but is not limited to, the following items:
 - Multiplication tables
 - Tables of mathematical facts or formulas
 - Fraction equivalents
 - Number lines and coordinate planes
 - Writing aids
 - Punctuation charts
 - Spelling or vocabulary lists
 - Phonics charts
- All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
- All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

The following material **MAY** be posted:

- Alphabet Chart (containing letters only)

4. **Built in Accessibility Tools and Allowable Resources and Strategies for ALL Students (refer to Accessibility and Accommodations Guidance).** Particular resources and strategies used during instruction are also allowable for all students with regard to assessments, and therefore, are not considered

accommodations. ILEARN, I AM, IREAD-3, and ISTEP+ assessments are equipped with online tools available to all students. Please refer to the Accessibility and Accommodations Guidance for more details.

5. **Assessment Experience.** Opportunities are provided for students, educators, parents/guardians, and community members to experience sample test items representing the type of questions that students will see on state assessments. Also, some of the online accommodations are available for practice. Visit the Released Items Repository for more information:
<https://inpt.tds.cambiumast.com/student>
6. **Testing Accommodations.** TAs are required by law to be familiar with the testing accommodations approved for students with disabilities, English learners, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure TAs are aware of all test accommodations a student will need prior to a test session and for ensuring that TAs receive training to provide appropriate accommodations. **If a student is not provided a test accommodation listed in his or her IEP, Section 504 Plan, Service Plan, CSEP, or ILP, the school must submit a Testing Irregularity Report, notify the student's parent/guardian, and contact IDOE for guidance as to whether the test session(s) must be invalidated.**
7. **Practice Tests.** The purpose of a practice test is to familiarize students with the testing experience, including accessing the test, using any provided tools or accommodations, and interacting with different types of items that are part of the operational test administration. Students need to engage in a practice test opportunity once per school year for each applicable assessment.

Schools must administer the content-specific practice test to every student at least once in advance of the content-specific operational assessment. Schools may use the practice test to reinforce the mechanics of responding to different item types and navigating the online testing system. IDOE will release practice test guidance to CTCs for distribution at the local level. TAs should reinforce system and item functionality during this time to minimize confusion during the operational assessment.

8. **Make-up Tests.** The same test administration, test accommodations, and test security procedures and protocols for tests administered during a school's regular testing schedule must also be applied to make-up tests. Schools must appropriately plan time in the testing schedule for make-up testing and/or continued work time for students participating in the computer-adaptive assessments. Make-up test sessions must be outlined in each school's locally

developed test schedule, as needed. School administrators must monitor make-up test administration to ensure TAs and Proctors are adhering to test administration, test security, and testing accommodations protocols. Students may not be left unsupervised during any testing including make-up testing. Make-up test sessions must be administered by a licensed TA (see Section 4 Part A for licensing details).

9. **Systems Readiness Test.** It is strongly recommended that schools participate in a Systems Readiness Test (SRT) prior to testing to ensure student devices and local infrastructure are correctly configured to support testing. Schools with special circumstances (e.g., new schools or schools requesting paper tests due to lack of technology) may be required to complete an SRT. Additional guidance is published in the SRT Guide.

Part C: During Testing.

1. Testing irregularity/Testing security concerns.

- **Testing irregularity.** Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must, at a minimum, be locally documented and reported to the STC, building Principal and CTC.

A testing irregularity is any unexpected event that significantly disrupts the testing environment of a student. The CTC must be made aware of testing irregularities and the Testing Irregularity Report form (located in Appendix C) must be completed and submitted. In addition, the CTC must sign each Testing Irregularity Report form prior to submission to OSA.

- **Test security complaints and investigations.** Each school shall investigate and report any complaint of inappropriate testing practices and testing security issues according to the Protocol for Reporting and Investigating Alleged Breaches as established and published pursuant to 511 IAC 5-5-4. CTCs must be promptly made aware of inappropriate testing practices and testing security issues. All test security concerns must be documented and immediately submitted to OSA utilizing the Testing Concerns and Security Violations Report form. See Protocol for Reporting and Investigating Alleged Breaches in Appendix A and the Testing Concerns and Security Violations Report form in Appendix C for more details.
- **Interruption to testing.** For timed assessments such as ISTEP+ or IREAD-3, when an interruption to testing has occurred, the test session can be completed IF the TA is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for

the TA to write down the current time. While students are waiting outside during the fire alarm emergency, the TA must not permit students to discuss the contents of the test. Upon returning to class, the TA may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. **For timed assessments (e.g., IREAD-3, ISTEP+), once a test session has started, the session must be completed during the same school day.** ILEARN consists mainly of untimed computer-adaptive tests (CATs) that will not expire until the end of the test window. Students are able to pause and resume these tests, as needed, throughout the test window. However, schools should review the ILEARN Scheduling and Timing Guidance for specific details related to the expiration of ILEARN performance tasks for Mathematics, Science, and ELA.

Interruptions, at a minimum, should be documented at the local level. When an interruption to testing has occurred during untimed assessments, such as I AM, the test session should be completed at a later date and/or time as the testing schedule allows.

2. **Review of inappropriate actions during testing.** CTCs and STCs must ensure staff are informed that **it is NEVER appropriate to:**
 - Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
 - Allow students to use any type of mechanical, technical or paper device or aid (e.g., calculators, computers, read aloud scripts or text-to-speech) unless the test directions allow such use or the device is documented as a necessary and allowable testing accommodation for the student (see Accessibility and Accommodations Guidance).
 - Answer students' factual questions regarding test content or vocabulary.
 - Simplify, modify or change test directions in an effort to make them easier for students to understand.
 - Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, ILP, CSEP, or Service Plan). In no case may reading comprehension questions be read to the student.
 - Alter students' answers during or after testing.
3. **Prohibition of cell phones, smart watches and other electronic devices.** Cell phones, smart watches and other personal electronic devices not directly used in the administration of the test must not be present in the testing environment. This applies to both students and adults. The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.

All schools must inform staff and students that cell phones, smart watches and other personal electronic devices not directly used in the administration of the test cannot be present in the testing environment. In addition, schools must have a plan in place for ensuring students do not have access to cell phones, smart watches, or other personal electronic devices during testing (i.e., a plan for the collection and secure storage of such devices).

In the event that a cell phone, smart watch, or other unallowable electronic device is found in a student's possession while test materials are present, CTCs must follow the action steps outlined in the Social Media or Unallowable Devices Concern Report form in Appendix C.

4. **Providing directions.** TAs and Proctors MUST NOT rephrase test items or answer student's factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the TAM.
5. **Monitoring of Students.** TAs and Proctors must actively monitor the testing session. It is not acceptable for TAs and/or Proctors to do the following: leave students unsupervised for any amount of time, concentrate on other tasks or materials, or otherwise ignore what is happening in the testing room.

TAs and Proctors must ensure that all students:

- Receive appropriate accommodations;
 - Follow instructions;
 - Respond to items in the appropriate places (e.g., online, paper test documents);
 - Do not exchange answers;
 - Do not interfere with or distract others; and
 - Use only permitted materials and devices.
6. **Monitoring of TAs and Proctors.** School administrators must have a plan in place to monitor during testing to ensure staff are adhering to test administration and test security protocols with fidelity. Documentation (i.e., monitoring logs/reports sharing monitoring dates/times, names of TAs/Proctors monitored, what was observed during monitoring, information referenced in the "Room Observation" section of IDOE's Monitoring Checklist, and any concerns) of monitoring conducted during testing must be kept on file at the local level. This documentation will be requested and reviewed during IDOE's monitoring of schools.

7. **Order of Test Sessions.** The prescribed sequence of test sections/segments is specific to each assessment. Please refer to the appropriate TCM or TAM for specific details regarding test administration guidance.
8. **Students Who Proceed to Another Test Section/Segment Without Permission.** If a student has completed one section/segment of a test and proceeds to the next section/segment without receiving specific instructions from a TA to do so, a test irregularity has occurred and a Testing Irregularity Report must be submitted. TAs must consult the appropriate assessment's TAM and/or contact their Test Coordinator or IDOE for instructions on how to proceed. When a situation is unclear, always contact IDOE for specific guidance. TAs must review students' test session entry requests closely before approving student entry into any online assessment. A common test irregularity occurs when TAs approve the incorrect test segment requested by one or more students.
9. **Invalidations.** Follow instructions for invalidation of a test session in the TAM or online user guide for the specific assessment. **It is important to note that once submitted in the online system, an invalidation is not reversible.**

It is critical that school administrators promptly contact parents/guardians in the event that their child's assessment is invalidated to inform parents/guardians about the circumstances that led to the invalidation and also to provide advanced notice that their child's Individual Student Report (ISR) will reflect the invalidation. While initial contact can be made by phone, it is important that more formal documentation (i.e., a copy of a letter or email notification sent to applicable parents/guardians) of the communication is kept on file locally. See Appendix G for additional invalidation guidance.

Part D: After Testing.

- **Transcribing.** Transcribing occurs after the administration of the state-required assessments in several situations, including, but not limited to, the following scenarios:
 - The student circled (or otherwise marked) his/her answers directly in the test book on the multiple-choice portion of the test.
 - The original test book became damaged or unreadable.
 - The student completed I AM via a paper form.

In all of these instances, transcribing is not considered an accommodation. The steps for transcribing can be found in the TCM for the specific assessment, including directions on how to handle, transcribe, and return secure test materials (e.g., damaged test books, large print, braille).

Guidance on transcribing braille and large print is located in Section 6 of the Accessibility and Accommodations Guidance.

- **Secure destruction and return of testing materials following administration.**

Assessment books and supplies are secure materials. It is the responsibility of school officials and CTCs to adhere to all guidelines for the proper disposal and prompt return of secure materials following an assessment administration. Duplication of assessment materials constitutes a breach of test security.

Please refer to the TCM for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that all secure test documents are returned on time and to the appropriate vendor.

For most state assessments, CTCs must make arrangements for pick-up of secure test materials by the published pick-up date noted in the TCM or TAM for the specific assessment program. Student assessment books and answer booklets found more than one week (five business days) after the published pick-up date must be immediately returned to the appropriate testing vendor; however, the student's responses will not be scored.

Failure by a corporation or its employees to return all test materials may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7 or the school corporation being required to develop a corrective action plan (signed by the CTC and school corporation's Superintendent), explaining how it will ensure testing materials are disposed of and returned appropriately in the future.

Section 7: Guidance for Specific Categories of Students

Part A: *Foreign exchange students.* Neither Indiana nor federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in all required state assessments. This includes WIDA Screener and WIDA ACCESS assessments, as applicable.

Part B: *Recently-Arrived English Learners and Federal Flexibility.* Indiana defines a “recently-arrived English learner” as an English learner enrolled in U.S. schools for less than 12 cumulative months during the school year. Indiana will uniformly apply statewide flexibility for recently-arrived English learners to provide three years before fully incorporating the achievement results of recently-arrived English learners in accountability determinations.

- **Year One:** Recently-arrived English learners participate in all content areas of the statewide annual assessment, but ELA results will be excluded from accountability calculations and determinations.
- **Year Two:** Recently-arrived English learners participate in all content areas of the statewide annual assessment, and for ELA, only growth scores will be included in accountability calculations and determinations.
- **Year Three and Beyond:** Recently-arrived English learners participate in all content areas of the statewide annual assessment, and achievement and growth scores will be included in accountability calculations and determinations.

Part C: *Students with Temporary Conditions that Affect Ability to Test.*

- **Emergency / Temporary Accommodation Plan under 511 IAC 5-2-4(b).** School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the manner in which the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing. These recommendations must come from the student’s health care provider.

An Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) is a written plan that includes a description of what took place and describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that can be used by both providers and schools regarding academic accommodations. These documents can be found under the Return to Learn Protocol section at <http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest>.

The school is required to notify the student's parents/guardians of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** need to be submitted to OSA.

The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

- If a scribe is needed, follow the instructions for scribing in the TCM or TAM for the specific assessment.
- If the student will be typing one or more responses, follow the Computer-Generated Response Directions in the TCM for the specific assessment.
- If the test needs to be transcribed, the instructions for transcribing can be found in the TCM or the TAM for the specific assessment.

Part D: Students with Health-Related Concerns. Some students have health-related concerns that must be taken into account during a state-required assessment. For example, a student is required to take medication in the school clinic at 10:00 a.m. each day. Although the best-case scenario is to schedule the assessment around it, this is not always possible. Please note that the student is permitted to leave the classroom for such health-related concerns during a test session *as long as the teacher documents the length of time the student is absent from the classroom* (in this case, to take the medication). The student in this particular case would be allowed the total number of minutes for the test session despite the need to visit the school clinic. **Please note that students taking some ILEARN Performance Tasks (PTs), IREAD-3, or ISTEP+ Retest must complete an interrupted test session during the same school day.**

Part E: Illness During Testing. Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment due to an illness.

It is expected that the vast majority of students will complete state-required assessments. Under no circumstances may a student who is legitimately ill be required to attempt the test, and no assessments may be given after the end of the testing windows established by the Indiana State Board of Education. If a student has started a test session and is unable to complete it due to illness, the school may need to invalidate that particular session. If so, school staff should document the test session that is not completed, complete an invalidation form, and distribute the form to the appropriate personnel. Additionally, parents/guardians must be notified of the test invalidation. Invalid tests must be returned for scoring.

Documentation regarding the invalidation should be kept at the local school. For assistance regarding invalidation, please contact OSA by calling (317) 232-9050 or toll free at (888) 544-7837.

If a student has completed the majority of a test session or segment prior to becoming ill, contact OSA by calling (317) 232-9050 or (888) 544-7837 for assistance in determining whether to invalidate the session.

Part F: Students with Medical Emergencies During Testing. Under no circumstances may a student who would be considered too ill or injured to attend school or regular class be required to attempt the test. If the student is able to receive instruction during the testing window, including off-site instruction (e.g., at home or in the hospital/facility), the student is generally able to participate in an assessment utilizing the Emergency/Temporary Accommodation Plan listed above.

If determined by a licensed health care provider that a student cannot participate in the testing window, the school must obtain a written statement from the student's health care provider stating that the student is prohibited, due to their medical condition, from participating in any type of testing. The document must be on the provider's official letterhead and include the student's diagnosis, the reason for not being able to test, the provider's contact information, and must be signed and dated by the student's licensed health care provider. The school should maintain this documentation locally.

Part G: Medical Exemption for Accountability. There is no medical exemption for accountability submitted during the testing window. This is part of the audit procedure for accountability.

If the participation rate is 95 percent or higher for ILEARN and I AM, the participation rate defaults to 100 percent, so schools still receive 100 percent participation even if, due to a medical issue, all students do not test. If participation rate is below 95 percent, the school can submit the health care provider's statement. The statement must be on the provider's letterhead and must be dated immediately before or during the student's testing window. Students whose test results are considered "undetermined" will be included as nonparticipants when calculating participation rates for school accountability purposes. If you have questions about this procedure, please contact the Office of Accountability at schoolaccountability@doe.in.gov.

Part H: Testing Students at Alternate Sites. Schools may provide assessments to students at alternate sites under certain conditions. In cases where students receive services at an alternate site, the "accountable school" must oversee the test administration process. The accountable school is typically the school wherein the student has legal settlement; however, that may not always be the case. The accountable school is a student-by-student determination based on numerous factors outlined in Indiana Code § 20-26-11-1 *et seq.* and Article VII (for students with IEPs).

Schools must provide appropriate off-site staff with the formal training required of all TAs. This may be done via agreement between schools and the facilities providing testing services or by providing licensed TAs from the school to administer the assessment at the off-site facility. Schools must keep on file signed copies of the Testing Security and Integrity Agreement for all TAs, ensure that all test materials (e.g. STNs, test books) are stored securely at all times, and document the custody of the test materials throughout the test administration to maintain test security.

Guidance for different student populations is outlined below (please note that the guidance above regarding completion of required trainings and signing the Testing Security and Integrity Agreement applies to TAs testing any student population below):

1. **Homebound students.** Students who are normally enrolled in a public school, charter school, accredited nonpublic school, or Choice school, but are physically unable to attend school and receive instruction in their homes, are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, the CTC may request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form. The assessment may also be delivered online following IDOE established protocols.

The assessment can be administered during the student's scheduled service hours within the testing window, as long as the student does not have contact with other students. Any test materials must be stored securely at all times, including during transport to and from the student. It is essential to document the custody of test documents during the test administration to ensure security related to testing materials. If such a student requires special testing accommodations, please refer to Accessibility and Accommodations Guidance.

2. **Students who are hospitalized, and the hospital provides educational services to the student.** Schools must confirm that the hospital staff hold a valid Indiana license (instructional, administrative, or school services) before the hospital staff may administer the assessment to the student
3. **Students who are hospitalized, and the hospital does NOT provide educational services to the student:**
 - a. Schools must follow all test administration requirements and may administer the assessments in the hospital.
 - b. If the student does not test, the school must obtain a written statement from the student's physician or medical provider and maintain the documentation locally. This documentation may be requested by IDOE at a later date so schools should ensure that this documentation is located at the school and in the student's file.
4. **Nonpublic schools and home-schooled students.**
 - a. ***Students in accredited nonpublic schools.*** Students enrolled in accredited nonpublic schools must participate in state-required assessments (IC 20-32-2-3) at the accredited nonpublic school.
 - b. ***Students in non-accredited nonpublic schools.*** Students enrolled in nonpublic schools that are not accredited may not participate in state-required assessments at their nonpublic school.

- c. ***Students in home schools.*** Students enrolled in home schools may not participate in state-required assessments.
 - d. ***Students with dual enrollment⁴ (public and accredited nonpublic schools).*** If a student has dual enrollment in a public school and an accredited nonpublic school, the student is subject to required participation in state-required assessments at either the public school or the accredited nonpublic school.
 - e. ***Students with dual enrollment⁴ (public and non-accredited nonpublic schools, including home schools).*** If the student has dual enrollment in a public school and a non-accredited nonpublic school (including home schools), per Indiana Code 20-33-2-12, the student may be offered the opportunity to participate in state standardized assessments, but such participation is not required.
 - f. ***Students in non-accredited nonpublic schools or home schools receiving special education services (not enrolled in a public school or accredited nonpublic school).*** Although school corporations are required to offer special education services to these students, the students do not participate in state-required assessments.
5. **Suspended students.** It is the responsibility of an accredited public or non-public school to administer applicable assessments to all of its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present onsite near [but not inside] the testing room to ensure good behavior, etc.).
6. **Expelled students.** Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (e.g., alternative education, special education, "last chance" program) to a student who has been expelled or who faces expulsion, the school must administer state-required assessments to the student. A school may provide state-required assessments to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (e.g., testing at an alternative site, having a parent or guardian

⁴ To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in the school and participate in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the school corporation's Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating only in extracurricular activities are not considered enrolled.

available onsite near [but not inside] the testing room to ensure good behavior). If a student tests through an alternative education program, the student's scores will be aggregated with the results of the school corporation.

7. **Students in alternative schools/programs or private residential treatment facilities.** If a student is in an alternative school or program, the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must follow all test administration requirements and may administer state-required assessments in the alternative setting or at another location within the school corporation. The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

As provided by IC 20-26-11-11.5, if a student is placed in a private residential treatment facility described in IC 31-9-2-115(a)(1) by a physician, and the student receives educational services provided by the facility, the corporation of legal settlement is responsible for ordering and delivering the test materials as well as including the facility staff in formal training. The corporation of legal settlement must also have a Testing Security and Integrity Agreement on file for this staff (see Section 5). The student's scores will be aggregated with the results of the corporation of legal settlement. The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

If a student is placed in a private residential treatment facility by a physician, but the facility does not provide educational services to the student, the corporation of legal settlement is responsible for the student's participation in state-required assessments. The corporation of legal settlement must follow all test administration requirements and may administer state-required assessments in the private residential treatment facility. The student's scores will be aggregated with the results of the corporation of legal settlement. The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

8. **Students in correctional facilities.** If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must administer state-required assessments in the secure facility and follow all test administration requirements. The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

The Indiana Department of Correction (DOC) will test students in DOC facilities.

NOTE: In all instances noted above, student scores will be aggregated with the results of the corporation of legal settlement.

Part I: *Protocol for the Presence of a Medical Support During Testing.* If a student requires a medical support during testing, the following protocol must be implemented:

- The student's need for a medical support (e.g., Glucose Monitor, cell phone, smart watch) during testing must serve a medical purpose. The medical support must be documented in the student's formal plan (e.g., IEP, Section 504 plan, etc.) in advance of testing. In the event the school is monitored by IDOE, this documentation may be requested.
- The CTC must complete and submit a Fidelity Assurance Form to IDOE.
- The medical support cannot be visible during testing unless medically necessary.
- A Proctor must be present in the testing room (along with a TA).
 - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the support for anything unless there is a medical need (in this case, testing should be paused or stopped to allow the student to receive medical attention).
- Once testing is finished:
 - If a cell phone, smartwatch or similar device was used as a medical support, the student's support must be verified (parents may need to be contacted for assistance). The purpose of the verification is to review email, text messages, or any other social media outlets that were accessible to ensure the support was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
 - The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement confirming that the student was monitored during testing and the medical support was checked after testing to verify the absence of any test security concerns.
 - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Part J: *Students with No Mode of Communication.* The vast majority of students who participate in the alternate assessment are able to complete the test through various communication mechanisms. A small number of students have no observable way to communicate. TAs must implement a protocol during the

assessment which identifies these students as No Mode of Communication (NMC) during reporting. This process is clearly defined in the I AM TAM and the I AM TCM.

IDOE also developed a systematic review for these students identified as having NMC for subsequent years.

The review process is outlined below.

- **Year One:** The student is identified as having NMC on the alternate assessment. This would occur following the 2021 administration and reported as NMC.
- **Year Two:** The student is identified as having NMC on the alternate assessment for two years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings. This would include students who were reported as NMC for 2019 and 2021 only. Note: No assessment data is available for 2020.
- **Year Three and Beyond:** The student is identified as having NMC on the alternate assessment for three or more consecutive years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings. IDOE shares this information with the Indiana Resource Network to support corporations with new strategies to assist in moving toward communication by the student. This would include students who were reported as NMC for 2021, 2019, and 2018. Note: No assessment data is available for 2020.

Section 8: Scoring and Reporting

Part A: Scoring Process of the Open-Ended Assessments. Indiana's test contractors employ qualified scorers in ELA, Mathematics, Science, and Social Studies to score student responses to open-ended test items.

ILEARN Assessments: Indiana educators are recruited in late Winter to apply to score open-ended items from the ILEARN assessment. Each applicant must hold a minimum of a bachelor's degree from an accredited college or university and be currently employed as an educator at an accredited Indiana school. Teaching experience in ELA, Mathematics, Science, or Social Studies is preferred.

Scoring Directors employed by the scoring vendor, who meet the qualifications for a scorer and have additional training and experience, supervise the scorers. All scorers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is continually monitored. Scorers are monitored during scoring to ensure reliability. Any scorers with unacceptable levels of reliability are retrained or replaced and previous work is reviewed.

ISTEP+ Assessments: The ISTEP+ assessment scores open-ended items using a similar design. Scorers must complete a rigorous qualification process and demonstrate their competency in scoring. The scoring process is continually monitored by scoring directors working closely with IDOE staff. Scorers are monitored to ensure accuracy and reliability of scoring. Any scorers not achieving accuracy and reliability requirements are retrained or replaced and previous work is reviewed.

Part B: Aggregate Test Results and Special Accommodations. ILEARN, IREAD-3, ISTEP+, and WIDA test results will be reported at the state, corporation, and school levels for any of the following groups reaching the minimum number of participating students:

- General education
- Special education
- English learners
- Gender
- Race/Ethnicity

Additional aggregations are available through the provided Corporation Data File or School Data File.

Part C: Assessment Results. As per IC 20-32-5-9, corporations must promptly provide parents/guardians with information to access their child's assessment results. Corporations must use a secure method of delivery (e.g., delivery through local school information system [SIS], secure file transfer protocols, United States

mail) to provide test results to parents/guardians. Corporations must locally document the method and date of secure communication of test results to parents. IDOE may request this documentation to confirm compliance. Student assessment results are protected by FERPA and must be provided to parents/guardians in a secure manner.

Part D: Requesting a Rescore of a Student's Assessment.

ILEARN Assessments: A parent/guardian may request to have an open-ended item rescored if there is evidence of incorrect scoring. A rescore should not be requested solely based on the student's scale score. Rescores must be requested by schools on behalf of the parent within the published rescore window. **Once a rescore request is submitted in TIDE, it cannot be reversed.** Scores obtained through rescoring will be final. Parents and guardians should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score, if the score changes at all. Pursuant to Indiana legislation, ILEARN rescore requests may result in an **increased or decreased** score.

ISTEP+ Retest Administrations: IDOE automatically rescors (or second-scores) all open-ended items on ISTEP+ retests to provide a faster reporting timeline. ISTEP+ rescors will not result in a decrease in student score.

I AM and IREAD-3 Assessments: I AM and IREAD-3 assessments do not contain open-ended items. A rescore request process is not available for these assessments.

Section 9: Test Security

Part A: Overview. The purpose of this section is to describe what constitutes unethical practices related to the security of assessment materials, including those related to online and/or paper assessment administrations, before, during, and after test administration. Prior to the release of specific items by IDOE via posting on the website, all assessment materials are considered secure. Pursuant to 511 IAC 5-5-3(e), noncompliance with the Code of Ethical Practices and Procedures may result in action by IDOE under IC 20-28-5-7. In addition, pursuant to 511 IAC 5-5-3(f) IDOE has the authority to enforce applicable intellectual property laws.

Currently, for some assessments, assessment books are shipped to each Indiana school corporation about three weeks prior to the start of the assessment window. These secure materials might remain in corporations and schools up to one week after the test window ends. This schedule results in assessment books being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the assessment books a critical responsibility.

School corporation administrators must develop, implement, and assess procedures for the secure storage, administration and delivery of standardized test materials back to testing vendors by established deadlines. **Failure by a school corporation or its employees to securely store, administer and return all secure test materials by established deadlines may be considered an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7.** Again, student answer booklets found more than one week after pick-up must be immediately returned to the testing vendor, however, the student's responses will not be scored.

Part B: Secure Materials. Many assessment materials are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. CTCs and STCs must keep documentation locally on file verifying secure destruction of secure materials as well as the return of secure materials to vendors as outlined in IDOE's Materials Destruction and Return Guidance document.

Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to receive accurate test results. Please remember that schools will only receive one set of paper materials for each grade level for the I AM assessment. These paper forms cannot be duplicated at the local level. Additional I AM paper materials must be requested via a nonstandard accommodation request and approved by IDOE.

Under no circumstances may anyone view student test materials prior to administering the assessment.

Part C: Test Security Violations. It is a violation of test security to:

- Use another staff member's username and/or password to access vendor systems or administer tests.
- Use a student's login information to access practice tests or operational tests.
- Use another staff member's training quiz answers or other unauthorized resources to complete required TA or proctor assessment trainings or quizzes.
- Review test questions prior to, during or after test administration.
- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment, for any reason.
- Alter student answer documents (paper-and-pencil or online) prior to, during, or after testing.
- Share or post actual or paraphrased test items/content or student responses in a public forum, social media, text, or email.
- Comment on test content in a public forum, social media, text, or email.
- Take pictures, snapshots, or videos of assessment materials.
- Deviate from the prescribed administration procedures specified in the TAM.
- Make answer keys available to examinees.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by IDOE.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

Part D: Required Local Test Security Policy. Every school corporation or other test administration location that administers tests under the Indiana Assessment System **MUST** have a locally developed written test security policy that is shared with staff. While IDOE does not require school board approval of this policy, corporations should follow local-level practices to determine whether this policy needs to be approved by the local school board. The test security policy developed must:

- Specify that secure test materials should not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Specify that teachers and other school staff members are not allowed access to secure materials (except for the TAM) more than four hours in advance of the test administration; and
- Describe the entity's plan for ensuring the security of assessment materials during testing and storage of all secure assessment materials before, during, and after testing. All test materials should be stored at a central location under lock and key.

Locally developed written test security policies must include, but not be limited to, the following descriptions regarding how the corporation will:

- Ensure that all appropriate staff have knowledge of the Code of Ethical Practices and Procedures and understand how to secure, administer, and handle the assessments while in their possession.
- Ensure all appropriate staff receive test administration training prior to the start of the state testing window for each assessment.
- Ensure all staff receive Test Security and Integrity Training prior to the start of the state testing windows.
- Ensure staff members who will provide students with testing accommodations are familiar with each student's individual accommodation needs as per the student's IEP, ILP, Section 504 Plan, CSEP, and/or Service Plan prior to testing.
- Ensure staff members who will provide students with testing accommodations receive focused training on providing such accommodations prior to the start of the state testing window for each assessment.
- Define and clearly communicate at least once annually for all appropriate staff how staff implementation of test administration and test security standards and procedures will be monitored by school administrators.
- Define and clearly communicate at least once annually for all appropriate staff all security procedures established for each assessment.
- Provide any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
- Establish a testing schedule. At a minimum, the schedule should include the assessment name, testing dates and times, applicable grade levels, content areas, and testing room locations. Local testing schedules must be developed prior to the start of the state testing window.
- Establish an access policy for assessment materials that allows only appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the reviewing of any secure test questions before, during, or after the assessment administration.
- Establish a process that ensures all student assessments are secure when they are not being administered.
- Annually review school materials and practices related to preparing students for assessments. The description must include an explanation regarding how the school corporation will ensure test preparation materials used by school staff are appropriate and do not violate test security protocols.
- Monitor testing to ensure staff are administering assessments with fidelity in terms of test administration and test security protocols/procedures and that staff are appropriately providing students with accommodations included in their IEPs, ILPs, Section 504 Plans, CSEPs, or Service Plans.
- Provide channels of communication that allow teachers, administrators, students, parents/guardians, and other community members to voice their concerns about testing practices they consider inappropriate (see the Testing Concerns and Security Violations Report form in Appendix C).

- Establish procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and ensuring the protection of both the rights of individuals and of the integrity of the assessment.
- Investigate any complaint of inappropriate testing practices or testing irregularities according to the Protocol for Reporting and Investigating Alleged Breaches as established and published pursuant to 511 IAC 5-5-4 (see Appendix A).

Part E: *Fidelity and Integrity – Requirements and Potential Consequences.* Any individual with a license granted by IDOE who violates the Code of Ethical Practices and Procedures as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws. Violations of test security, pre-test activities, testing conditions, and post-test activities may result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.

Part F: *Data Forensic Analysis.* IDOE receives data forensic information from testing vendors after testing has concluded. IDOE uses the following process steps related to analyzing the data forensic information received:

- IDOE reviews the analysis provided by each vendor.
- IDOE requires identified corporations to evaluate their data for test administration and/or test security concerns following this internal review based on defined flagging criteria.
- These corporations are required to complete documentation and conduct interviews to gather more details regarding any test sessions identified as concerns.
- IDOE reviews corporation documentation and notifies the corporation if additional action steps are necessary.
- IDOE determines if additional steps may be taken due to concerns regarding data integrity (i.e., validity and/or reliability) of the assessment administration.

AGENDA
State Board Of Education Business Meeting
August 12, 2020 at 9:00 AM EDT
Remote Via Webex
Meeting Streamed Live
<http://youtu.be/tv7pevv-un4>

- I. **Call to Order**
 - A. Roll Call
- II. **Approval of the Agenda**
- III. **Minutes**
 - A. June 3, 2020 - [Memo](#)
 - B. July 8, 2020 - [Memo](#)
- IV. **Statement from the Chair**
- V. **Board Member Comments and Reports**
- VI. **Consent Agenda**
 - A. Governing Body Change: MSD of Southwest Allen County - [Memo](#)
 - B. 2020-2021 Early Intervention Grants - [Memo](#)
 - C. School Technology Loans - [Memo](#)
 - D. Freeway Waiver: Cornerstone Christian College Preparatory Academy - [Memo](#)
 - E. Initiate Rulemaking: Teacher Training Requirements - [Memo](#)
 - F. Assessment Manual - [Memo](#)
 - G. Freeway Contract Amendment for World Changers School of the Arts (D917) - [Memo](#)
- VII. **New Business – Action**
 - A. Teacher Preparation Program: Ivy Tech Career Specialist Permit Pedagogy Component - [Memo](#)
 - B. Election of Secretary
- VIII. **Adjournment**

COVID-19 Screening for Parents

Every morning before you send your child to school please check the following:

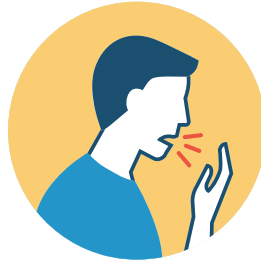
- 1** Your student does **NOT** have a fever greater than 100.4 degrees (*may be lower based on your school's policy*) OR lower if your child is not feeling well.
- 2** Other signs of illness such as:



CONGESTION
OR RUNNY NOSE



FEVER 100.4*
*or school board policy
if threshold is lower



COUGH



SHORTNESS OF BREATH OR
DIFFICULTY BREATHING



DIARRHEA



HEADACHE



NAUSEA
OR VOMITING



SORE THROAT



MUSCLE PAIN
AND FATIGUE



CHILLS



NEW LOSS OF TASTE
OR SMELL

- 3** Were you in close contact (within 6 feet for more than 15 minutes) with anyone confirmed with COVID-19 within the last two weeks?

➔ If the answer is **YES** to any of the questions, **DO NOT** send your student to school. Instead, begin quarantine of your child and contact your healthcare provider. Strongly consider COVID-19 testing.

COVID-19: When a student, faculty or staff member can return to school



Individual	Symptomatic	No Symptoms
Not Tested with Alternate Explanation (strep, influenza, etc. as determined by a provider)	May return to school after 24 hours resolution of fever AND note (including email and fax) from provider stating the individual has an alternate diagnosis and the provider believes it's appropriate for the patient to return to school.	N/A
Not Tested Without Alternate Explanation	Must remain home for at least 10 days from the first day symptoms appeared AND 24 hours fever-free without fever-reducing medicine and with improvement of symptoms.	N/A
Tested and Negative	<p>1) If no alternative explanation, <i>isolate</i> for at least 10 days from the first day symptoms appeared AND 24 hours fever-free without fever-reducing medications and with improvement of symptoms.</p> <p>OR</p> <p>2) The individual can return to school if tested negative AND with a note from the provider stating they believe the patient to have an alternate diagnosis and it's appropriate for the patient to return to school.</p>	May proceed with attending school. EXCEPTION: A known close contact (within 6 feet of a confirmed case for more than 15 minutes) must complete a 14-day <i>quarantine</i> , even if test results are negative for COVID-19.
Tested and Positive	<p>Must remain home in <i>isolation</i> for at least 10 days from the date symptoms began AND individual is 24-hours fever free, symptoms have improved.</p> <p>(CDC does not recommend test-based strategy except in certain circumstances, including provider's advice and test availability.)</p>	<p><i>Isolate</i> at home for 10 days from the day the test was taken.</p> <p>(CDC does not recommend test-based strategy except in certain circumstances, including provider's advice and test availability.)</p> <p><i>*If the individual develops symptoms, then isolation time starts on day 1 of symptoms (see symptomatic tests positive.)</i></p>
Close Contact (within 6 feet for more than 15 minutes of someone with confirmed COVID-19)	<p>N/A</p> <p>If an individual becomes symptomatic, refer to the symptomatic scenarios. The individual must <i>quarantine</i> for 14 days after contact with the COVID-19 Positive person even if the student has an alternate diagnosis for symptoms.</p>	<i>Quarantine</i> for 14 days before returning to school. Must remain symptom-free. If individual develops symptoms, then refer to the symptomatic scenarios.

Note: QUARANTINE keeps someone who was in close contact with someone who has COVID-19 away from others.

ISOLATION keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.

Updated:7/21/20

COVID-19 Screening for Parents

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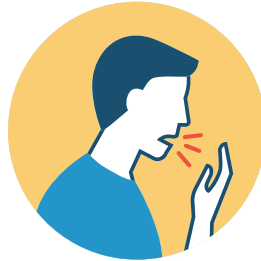
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CONGESTION
OR RUNNY NOSE



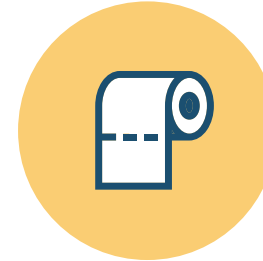
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