

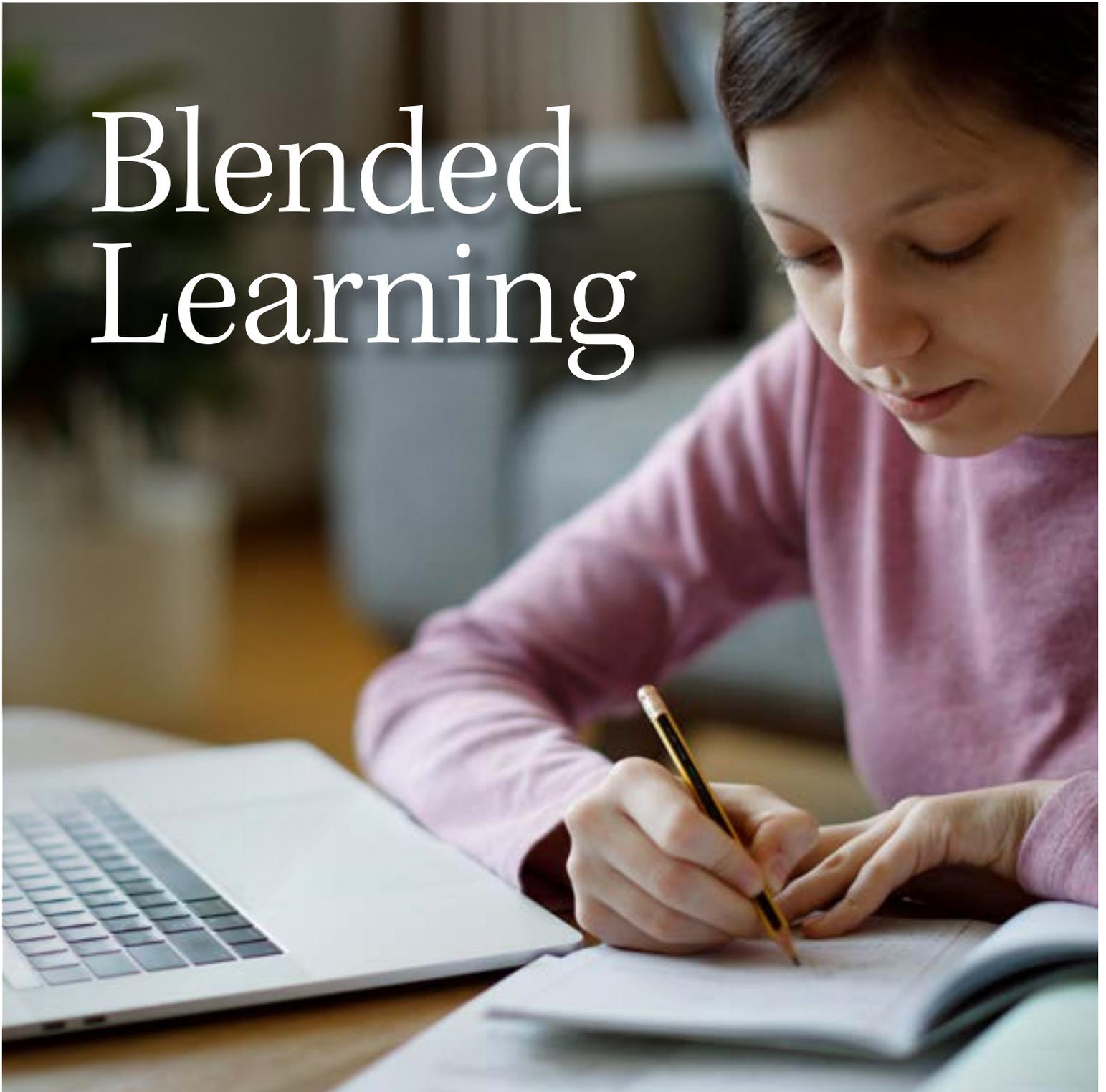


Indianagram

A publication of the Indiana Association of School Principals

AUGUST 2020 ■ VOLUME 22 ■ NUMBER 7

Blended Learning





Blended Learning

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The Indiana Association of School Principals leads in the advocacy and support of all principals in their commitment to every child.



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What's Next

Australian wildfires, pandemic, quarantined, face masks, murder hornets, remote learning, racial tension, protest, rioting, shortage of coins, school re-entry, and Kanye running for president. As school leaders, we faced schools shutting down, continuous Zoom calls, virtual promotions, new guidance on grades and graduation, postponed graduations, 6 foot social distancing in our building, hand washing, face masks, making sure athletes are safe with new guidelines, figuring out how to host athletics, open houses, orientations, safety drills, starting school on time in person, on time online, or delay the start, and how to feed everyone while we make sure we can contact trace. What's NEXT?



It can seem so overwhelming. You think you have it figured out and something gets added, or you are given a change in policy or practice. Even the most laid-back principals are feeling the stress of trying to start this year with such a quick turn around and under the cloud of the unknown. You may be asking yourself daily, "What's NEXT?"

There are two roads to travel with "What's NEXT?" There is the stress filled overwhelming road, or the road of opportunity. I think most of us have probably been living on the road to stress and are pretty familiar with that. Have you taken time to travel down the road of opportunity? Every problem and every setback is an opportunity for change and growth. As a leader, we should always be asking, "What's next?" How can I grow myself, my staff, my students, and my community? What changes can be made toward the positive to make my staff, my students, my community, and me better? What lessons can be learned that will positively impact me in the future? This process does not come easy or even natural. Our first instinct is to feel sorry for ourselves. We tend to navigate toward the negativity. We feel overwhelmed because we can't see a solution or the solution that is presented is different than the way we have always done it. Change makes us uncomfortable. The new solution may or may not work. We often begin to fall into the worst-case scenarios. Although it is important to be able to acknowledge the potential negative side effects, we can't dwell there.

This is why I'm so excited to be part of IASP. Right from the start, our Executive Director Dr. Bess and the IASP leadership began looking at "What's Next?" They weren't following the road of self-doubt, stress, and negativity. They were following the road of opportunity. Questions arose about how to best serve Indiana principals. What can we do to meet their needs in these times? How can we do it differently with the new restrictions? How can we help coordinate collaboration amongst principals? What can we learn from this? This approach resonated with our Board of Directors at our June Leadership Retreat as we all provided input into how IASP can grow in the areas of Advocacy, Leadership Development, and Member Support.

How do we avoid being on the road of being overwhelming and stay on the road of opportunity? First, recognize that there is nothing wrong with the feeling of being overwhelmed. Embrace it. Then move on. Second, think of possibilities instead of catastrophes. Focus on what good can come out of this and the necessary steps to achieve that outcome. What have I learned? How have I grown? What changes were actually needed to implement the changes? What changes can I use for a better future? Third, step away. You cannot let yourself wallow in the job at hand. You must find ways to shut off your brain from what you are doing and what you need to do. Go for a walk, play some golf, go shopping, exercise, meditate, take up a new hobby, shut off the phone, shut off the computer, shut off the TV, spend time with your family, play some games, etc. Decide your own, "What's NEXT!"

As the IASP President for 2020-2021, I am excited for the "What's NEXT" for our association and know that our road of opportunity, while difficult at times, is the path we need to take for the benefit of our students, staff and community. Thank you for joining IASP and me on this road that we are traveling together.

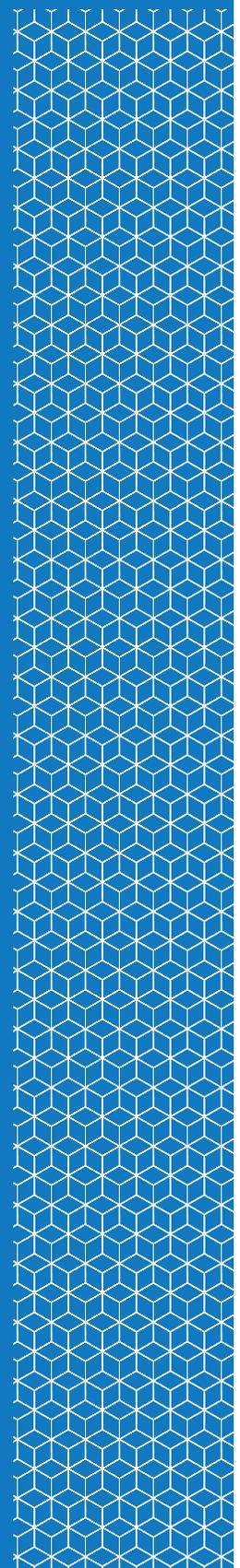
Eric Gilpin

Principal of Batchelor Middle School and IASP President

Welcome to the new IASP Indianagram



Long valued by IASP members for insightful articles, IASP news, and Dave Emmert's Legal Issues column, we are excited to present the August issues as reimagined by IASP leadership and the Indianagram Editorial Board. Featuring themed issues with more in-depth articles and graphics that reinforce the content, the Indianagram will serve not only as the monthly go to for resources, but also as your leadership library to draw upon as you lead your schools in the coming years. Expanding on our digital footprint redesign, the Indianagram will keep you connected on the educational trends and issues. Best of all, it will feature IASP Members writing about their experiences and their successes that provides all of us with a roadmap of how best to serve our students, staff, and communities. It is kind of like the AP and Fall Conference concurrent sessions packaged for you monthly at a time when we need each other the most. Our sincere thanks to those on the Indianagram Editorial Board, and to our Director of Member Services, Tiffany Barrett, who has led the redesign as we grow and serve IASP members even more. Enjoy this issue and let us know how we did, look to the next page for a listing of our upcoming themes and how you can provide feedback to us.





While we may have been aware of Blended Learning prior to March, 2020, we certainly were probably not immersed in the concept. State-wide school closures forced us to become virtual learning institutions even while desiring to have face-to-face contact with our students. As we now return for 2020-21, or know that it is upon us soon, we have the opportunity to use Blended Learning to benefit our students. Even those that are full-time in our schools can take advantage of online resources prior to being in class so that we maximize our time together. Is this easy, no. Is it important, yes. That is why our Indianagram Editorial Board made this topic the focus for our back to school issue as IASP supports school leaders. We hope you enjoy reading their articles and also our regular features. Thank you for your leadership and let us know how we can help you in any way.

Dr. Todd D. Bess
IASP Executive Director

Future Indianagram themes

Remote Learning/Digital Citizenship	September 2020
Supporting Students, Teachers, and Ourselves (Wellness/SEL)	October 2020
Interventions (RTI/MTSS)	November 2020
Professional Learning Communities	January 2021
Alternative Education/Traditional Education	February 2021
Digital & Physical Building and School Safety	March 2021
Culture/Celebrations	April 2021
Highlighting Community Partnerships	May 2021
Professional Development	June 2021

Share your thoughts on the Indianagram
<https://forms.gle/sCmLHwnh4aYcTJdr8>

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Blended Learning is Leading to Student Success in the Alternative Program Setting

Kelly Storms,

NLCS Administrator,
Gateway Academy Director

Program Overview

North Lawrence Community Schools (NLCS) is finding success with blended learning. With the creation of Gateway Academy, an alternative approach, NLCS has developed ways in which to better meet the needs of those students who were not engaging well in a traditional school setting approach.

North Lawrence Community Schools has set out to find success for students as well as district success in the form of decreased exclusion discipline and increased student success. The immediate answer was to offer alternative approaches to discipline, student engagement, and learning environments. From those discussions Gateway Academy was created. While the academy is an alternative approach, it does differ from a typical alternative school in some ways. The goal of the district initially was to simply, “keep kids in school.” The statement, “Exclusion is not Intervention”, seems to rise to the forefront of the early conversations. Targeted student populations that were settled on include high school students in need of credit recovery, middle school and high school students that are unable to engage due to medical or social emotional issues, and middle school and high school students that are being faced with exclusion due to behaviors. With programming details being worked out and staff being put into place, Gateway Academy was officially offered to NLCS students in August 2019.

With only one year of operation, Gateway Academy is proving to be highly beneficial to the community. Placing individual student success at the very top of the list of priorities, academy staff have developed effective programming and students are achieving. A blended learning format has become a key

element in our success. Our version of blended learning ranges from the formal definition of blended learning to what one might refer to as hybrid models using instructional strategies that enhance student academic achievement, motivation, and increased self-confidence. The academy serves students in grades 6-12 who are referred by their building principal.

Student Learning Plans

NLCS is finding that several high school students who are falling behind in credits and lacking motivation can achieve more by approaching their academic requirements a bit differently. By offering an academic schedule that allows for student pacing, ownership, high interest courses, and support, we are seeing increased success. Gateway Academy students actively enrolled in our district high school are given the opportunity to work with online courses during the school day in order to regain lost credits needed for graduation. While we customized each student’s plan for what they need to meet graduation requirements, most will attend the academy for a half day and the district’s high school campus for half a day. What is unique about this approach is that we can apply blended learning strategies to increase students’ engagement and motivation. Having the opportunity to self-pace courses through an online format with a teacher able to provide academic support has proven highly successful. Our teaching staff provides individual,

small group, and whole group lessons in order to enhance understanding. For example, academy staff will schedule a day to provide an Algebra lesson to all that are enrolled in Algebra and then continue by assisting individual students. Another example would be for the courses that students are attending in the traditional setting on campus or at our career center, Gateway Academy staff are in communication with those teachers in order to provide tutoring, classwork assistance or additional re-teaching sessions, one on one or in small group settings. This opportunity is provided to students that may be failing that class or who have requested additional assistance. ■

*North Lawrence
Community Schools
has set out to
find success for
students as well as
for the district.*

Blended Learning After COVID-19

Dr. Angela M. Sellers, Ed.D.

Marion High School in Marion, IN. Ivy Tech Dual Credit and AP Mathematics Teacher as well as the Lead Technology Teacher.

Blended learning in all classrooms is more important now than ever for students after COVID-19. When schools closed, many teachers in schools without e-learning or remote learning practice quickly had to learn how to meet the needs of their students emotionally while still engaging them in learning. This unique educational situation for learning and teaching quickly developed a new version of blended learning, namely all virtual remote learning with face-to-face instruction online. As the school year’s end approached, teachers and students considered lessons learned that could be applied in future all virtual remote blending learning situations.

In my eighteen years of teaching math in grades seven through twelve and college courses, I learned the importance of teacher and school flexibility in unforeseen circumstances. This fall’s return as my high school’s lead technology teacher will prove to be more important and rewarding than ever. As students return to school this fall following unexpected extended closures due to COVID-19, the face of teaching and learning will transform from traditional classroom settings to different versions of blended learning. Many schools will re-enter buildings and find a variety of schedules, plans, and procedures to address recommendations by local health departments and the CDC.

One lasting effect of COVID-19 is that families are provided the options of learning onsite with face-to-face traditional teaching by classroom teachers, learning remotely through virtual remote teaching online, or by a combination of both of these options during times of quarantines due to illness or outbreaks that could occur. To better prepare for additional closures and to help families be better prepared for the possibility of all-virtual remote learning in the future, schools will be integrating blended learning into onsite settings.

What is Blended Learning?

Blended learning is any educational plan that integrates face-to-face traditional instruction with online and remote e-learning. Students engage in some form of self-directed learning using online materials and instruction as well as teacher-supervised learning and support within a face-to-face classroom setting within a building or through online live meeting tools such as Google Hangouts Meet. As students return to school this fall, many high schools across the state will likely offer some version of blended learning to their students for a plethora of reasons. High school students specifically may be engaged in learning using one of these three blended learning methods, while others may have developed a new version of blended learning more relevant to school and student needs since COVID-19. Through basic online searches, one can find many examples of blended learning scenarios; three of those methods are summarized in the table. The table describes the teacher and student responsibilities in addition to the type of schedule the student chooses in each type of blended learning.

Table 1: Blended Learning Models & Responsibilities of Teachers and Students

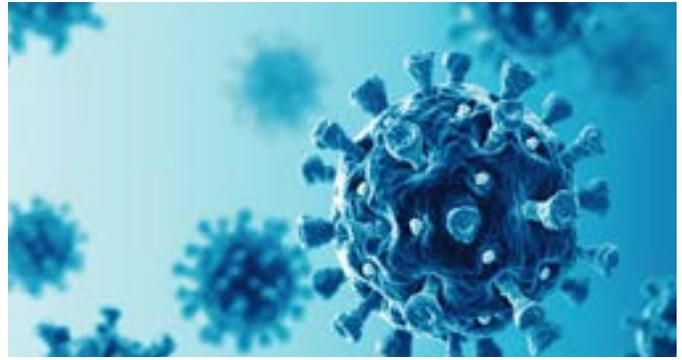
Model Name	Teacher	Student	Schedule
Flex	<ul style="list-style-type: none"> • Provide mostly online content and instruction • Provide onsite support as needed • Respond to Individual student needs 	<ul style="list-style-type: none"> • Access materials online • Work mostly independent • Find support from teachers as needed 	<ul style="list-style-type: none"> • Customized and Fluid • Courses are online with fluidity in schedule to meet onsite with teacher as needed
Self-Blended	<ul style="list-style-type: none"> • Provide onsite traditional instruction with online materials 	<ul style="list-style-type: none"> • Attend online courses or use online supplements onsite • Attend traditional courses onsite 	<ul style="list-style-type: none"> • Students choose which online courses and traditional courses based on their needs • Self-blended, customized and non-fluid
Enriched-Virtual	<ul style="list-style-type: none"> • Provide online instruction for online courses • Provide onsite traditional instruction for identical onsite courses 	<ul style="list-style-type: none"> • Provide Attend online courses remotely • Attend onsite courses 	<ul style="list-style-type: none"> • Non-fluid • Customized • Determined by student onsite traditional courses

Blended Learning Lessons Learned After COVID-19 Closures

Never having been a school or corporation to practice e-learning or virtual remote learning, when schools in my district closed our practices quickly changed, and we had to learn how to meet the needs of our students emotionally while still engaging them in learning. This unique educational situation for learning and teaching quickly developed a new version of blended learning for us as a corporation, namely all virtual remote learning with face-to-face instruction online. We were in a unique position as only the high school students took their iPads home daily, and teachers in the lower grades provided packets for weekly pickup from the schools. Additionally, not all work assigned was returned or graded since submissions of completed work varied by grade level and teacher. As the school year's end approached, teachers and students considered lessons learned that could be applied in future all virtual remote blending learning situations.

Students and teachers alike found they relied much more heavily on technology than they had previously in a traditional classroom setting. This led to teachers needing and requesting more technology support and training to better connect and interact with their students. Students in high school with devices who rarely used their device found themselves quickly learning how to take notes on the device, turn in assignments electronically, and use their email. As we move into the new school year and begin with onsite face-to-face instruction, practicing modified versions of the flex method of blended learning in the classroom prior to having to go all remote will prove beneficial for teachers and students. Students will be in the classroom with teachers but instruction will be online. This allows practice for teachers and students to make the transition easier if closure is necessary.

Another lesson learned from teachers and students was to have a mostly non-fluid schedule prepared with student and teachers expectations for blended learning in all virtual remote situations. Teachers were thrown into an all virtual classroom setting without a planned schedule, and there were multiple teachers teaching live lessons concurrently. This proved troublesome for the students who wanted to and could attend live lessons at home. The beneficial part of this blended learning was that teachers recorded their live lessons and posted them online for later viewing. Students suggested this supported their learning because they could potentially watch the video multiple times. The downside was that they missed live time to ask questions. Students added to make sure teachers have some consistent office hours for this all virtual remote blended learning to work for them.



Students admitted they would attend live Google Hangout Meet lessons with teachers but would turn their cameras off and leave the room. Advice from students suggests that they will engage more in online live lessons if they are required to turn on their cameras and communicate either with the chat or their microphone during the lessons. They need teachers to understand that they still need to hold students accountable even if not onsite.

Schools without one-to-one devices or students without access to adequate internet service may view blended learning differently in an all virtual remote learning situation. A lesson learned to be applied early in this new school year is for all schools to develop and show parents and students ways to communicate, turn in work, and engage in learning.

Finally, if students are using some version of Flex blended learning in the classroom to prepare for an all virtual remote learning situation, online instruction can be used in the classroom to better support the physical distancing required to keep students safe. By engaging in online and face-to-face instruction in the classroom, students and teachers will be able to interact with each other in ways that keep them safe such as online class discussions, online shared Google documents or Google slide shows, and other interactive online materials.

At the end of the day, as school reconvenes in the fall, whether online or onsite, a version of blended learning will likely be used across the state. Through my experiences with all virtual remote learning, such as teaching using online materials, teaching in live videos that I recorded for students with inadequate internet access, and to grading assignments, assessments, and final projects online, evidence exists that today's COVID-19 climate classroom is about more than simple traditional onsite teaching. The expectations set and the methods of instruction provided to students, instructions for parents and students for how to fully engage in blended learning situations, and communication are vital to our success as we move forward onsite and online in classrooms after COVID-19. ■

Reconceptualizing Learning and Our Roles Within It: Why Online Education Looks and Feels So Different

Rebecca C. Itow, PhD
Principal of Indiana University
Online High School

Our sudden shift to online learning in Spring 2020 challenged us to use our expertise and experiences to provide students opportunities to learn while keeping them and the broader community safe and healthy. We rose to that challenge, and despite some bumps and roadblocks, as a community educators worked together to do something pretty remarkable. We know that online learning in pK-12 schools can and must be better in the Fall and everyday moving forward, but before we continue to tackle that mountain, let's take a moment to celebrate the massive achievement it was to move an entire school, community, city, state, and nation to a completely new learning context.

As educators we expect the highest performance from ourselves, and our communities have come to hold that expectation of us as well. As people who live in a digital age, we have come to expect that — because we spend so much of our lives online — we should be able to turn the practices we do everyday into something meaningful in that very familiar digital context. However, while our basic goals in education remain constant across settings, it is neither realistic nor pedagogically sound. Just as we adjust our pedagogical approaches and teaching practices for different courses, schools, and student populations, an online learning setting is a unique learning context that requires

its own pedagogical approach. To read more about designing pedagogically sound courses in online contexts, check out [my article](#) in the recent special issue of Information and Learning Sciences on Emergency Remote Teaching. Today, let's focus on why learning looks and feels so different in an online context.

Consider that the bulk of time we spend online is spent in informal social spaces. We do informal professional development via Twitter and Facebook. We send professional notes to one another via email, but we have formal meetings in person. Our students do research online, but we still tie credibility of resources to the standards we learn as children. As Courtney Gaylord, a teacher at Indiana University's Online High School, explains in this [Screenside Chat](#) our behaviors in informal online spaces are somewhat in opposition to the behaviors we expect in formal learning environments. When we engage online, we often do not read from left to right, top to bottom, and all the way to the end. We scroll. We skip. We watch seven minutes of a video and move on. We follow links and “look for something to do” as Courtney points out. Our bodies have been trained — however inadvertently — to behave this way online.

Contrast this behavior with what we do in classrooms. A bell tells us when to sit, when to eat, when to take care of personal needs. Between bells, a teacher structures our focused learning time and shows us how to break extremely complex concepts into bite-sized pieces

(see this [Screenside Chat](#) for more on this). As a society, we have been trained to know how to behave in learning spaces, and those behaviors are very different than those we exhibit online. It is therefore not surprising that students (and families and teachers) have had difficulty blending these two very different worlds.

With all of this in mind, it seems that our work this Fall must be to simultaneously teach domain content and teach how to learn online. This is a monumental task, and involves reconceptualizing what learning looks like.



When I first saw this meme, I laughed. And then I realized it's not really true. When we learned to do research with library card catalogues, we made annotated bibliographies and note cards. We practiced articulating our question, determined which experts might be able to answer that question, and then found the libraries that housed the books and journals that could answer those questions. Then we synthesized all of that information (limited by which books the other students had not already checked out) and literally copied and pasted quotes into drafts before typing the final paper.

Today we have the world’s information at our fingertips. It feels like we can find answers to anything instantly. We can ask fairly vague questions and — thanks to sophisticated algorithms and record keeping — generally receive a relevant answer. And yet, having access to so much information brings new challenges: How do I articulate my specific question? How do I sift through all of the information that comes back from a single Google search? Which arguments are credible and what should I ignore? Who are these authors and what authority do they possess?

Learning in an online context can feel overwhelming because it lacks the structure to which we have become so accustomed. But simply because students are engaging with content, synthesizing information, and responding to pointed feedback does not mean that they are teaching themselves. In online courses, teachers instruct and build relationships with students through specific individual feedback — the kind of one-on-one teaching that is so difficult to do in a class with 38 desks. With this shift in understanding of what learning looks like (and our roles

within it), we can actually personalize education and help students practice important life skills in ways that can feel cumbersome in a brick-and-mortar setting. Here are some resources to help you begin this rethinking process:

- View these [Screenside Chats](#) with online practitioners and join the conversation in the comments.
- Read and share this [Advice for Excelling in Online Learning](#) written by IU High School graduate, Ceilidh, who earned her high school diploma online.
- Invite students to socially annotate a text and reflect on [what they learned from others](#).
- Read the recent special issue of Information and Learning Sciences on Emergency Remote Teaching, including this article on [using our current teaching experiences to transition to online instruction](#) and a forthcoming paper in that same special issue that outlines design guidelines.

Ultimately, one setting is not better than another. They are different, and each setting has its benefits and

constraints. To do what is best for children, we need to recognize and appreciate those differences, and follow the most appropriate practices (for there are no “best” practices) for our unique student populations. To do this, we have to release our grip on the conceptions we have of learning that are so tied to brick and mortar and be open to conceptualizing learning — and ourselves — in new ways. We have to remember that the goal of learning and the reason we teach is not to efficiently share a set of information and then have students walk out of our classroom all knowing the same stuff. The goal of our teaching and learning is to help cultivate life-long learners who think critically and participate thoughtfully as responsible citizens in our society by articulating questions, sifting through the wealth of information at our fingertips, drawing reasonable informed conclusions, and sharing their thoughts responsibly with the world. We must shift our conceptions of what learning looks like and our roles within learning contexts if we are going to facilitate educational opportunities for students that are personally relevant, useful, and usable. ■



Blended Learning Defined

Kara Heichelbech,
Innovation & Learning Manager
Indiana Online | CIESC

There is a lot of new terminology floating around right now in the world of education, some of it is new, some old, and some is being used incorrectly. By no means do I think it is being used incorrectly on purpose, but because with the speed of changes happening, definitions are getting lost in the mix and words are being intermixed. Before I explore blended learning, I want to make sure the right vocabulary is being used:

- **eLearning/Online Learning:** Broad range of programs that use the internet for instruction
- **Digital Learning:** Uses technology to strengthen the learning experience
- **Distance/Remote Learning:** Student and instructor in different locations
- **Blended Learning:** Leverages both online learning and face-to-face instruction
- **Continuous Learning:** Indiana DOE definition to think holistically and progressively on how to meet needs of all learners
- **Hybrid Learning Environment:** Students alternate between online learning out of the building and face-to-face instruction
- **Virtual School:** A public school that only offers virtual courses

Source: <https://districtadministration.com/misuse-of-distance-learning-terminology-can-cause-real-problems-for-districts/>

Now that the definitions are clear (as mud, right?), let's dive into this world of blended learning. I recently overheard an administrator saying the school district was going to try and do everything they could to not do blended learning. At first, I was dumbfounded because blended learning can be so powerful in the classroom. What I quickly realized, though, was that this particular administrator actually meant the school district wanted to avoid a hybrid learning environment where students are at home and then at school. Blended learning can be powerful when implemented well, and it should be what we aim for in the classroom.

We know the definition of blended learning is leveraging online learning and face-to-face instruction, but what exactly does that mean? Does using technology in the classroom constitute blended learning? Does the teacher control the use of the technology? If a district is one-to-one does it mean they are using blended learning? Not exactly.

The book, *The Perfect Blend: A Practical Guide to Designing Student-Centered Learning Experiences* by Michele Eaton (one of Indiana's own), shares that blended learning "does not mean simply integrating technology into your classroom. For instance, using such collaborative tools as Google Docs or Microsoft OneNote, video conferencing with students around the world, and introducing your students to online games to enhance learning are all great examples of integrating technology into the modern classroom, but not of online learning." (Eaton, 2020). In fact, Eaton goes on to explain that an essential component of blended learning is not only the delivery of the content, instruction and assessment, but also that the students have some control over the learning.

Throughout my career as an eCoach, I have seen a lot of really great, technology rich classrooms. Teachers are using great tools and are encouraging collaboration and even active creation, but the teacher typically directs every component of the learning and the tech integration usually lands more on substitution of traditional learning. The lesson has a technology component that creates efficiency or is engaging, but it lacks true student ownership of the learning. A positive to blended learning is the incorporation of student voice and choice. Creating a student-centered learning space can naturally lend to student voice and choice. It can be scary, I know, but I have seen the powerful impact it can have on learning. One of my favorite activities when I was in the classroom centered around student choice, and at times I had 30 students working on 30 different tasks. It could be chaotic at times, for sure, but with some organization, it was worth it for how empowering it was for my students. In her book, Eaton does a really nice job of breaking down student voice and choice into four practical categories: Pace, Path, Time and Place. Spending some time upfront planning for each of these categories can help reduce chaos in the lesson.

As you navigate a blended learning approach, here are a few practical tips:

- **Leverage your Learning Management System (LMS):** An LMS is a very powerful tool to aid in blended learning. However, I most often witness it as a digital file cabinet and turn-in tray. Students watch a video stored on the LMS, complete a worksheet they download from the LMS and turn it to the LMS for grading. Leveraging your LMS to do more can create rich learning experiences for your students. Start with a pre-test and send students

on a learning path based on the results. Use the tools in your LMS to create the multiple learning path options with videos, activities, self-reflections, discussions, feedback, and assessments.

- **Ensure you tie your assessment to your objective:** The assessment does not have to be the same for every student. Going back to my earlier statement of student choice and voice, give students options to not only learn, but also to demonstrate what they know. Maybe one student wants to read about the content, converse with the teacher to clarify points and then write a paper to show an understanding of the material, but another student wants to watch video demonstrations, practice and refine their skill from feedback and then produce an infographic in order to meet the objective. As long as the assessment is tied to the objective, you can see where learning has occurred.
- **Remember that instructional design takes time:** For the online component of blended learning, it takes time to develop quality lessons, assessments and courses. In fact, [Quality Matters](#), a leader in quality assurance for online instruction, stated in a recent webinar that it takes 100-200 hours to develop a high quality course.

- **Explore the various models of blended learning and use one (or blend of a few) that works for you and your classroom:** In her book, Eaton describes the seven models the nonprofit [Clayton Christensen Institute](#) identified for blended learning:

- Rotation
 - Station Rotation
 - Lab Rotation
 - Individual Rotation
 - Flipped Classroom
- Flex
- A La Carte
- Enriched Virtual

These models are a great starting point for blended learning, and Eaton provides practical examples for incorporation throughout her book.

- **Fear is natural, but don't let it stop you:** As we embarked on this new journey in education, I have heard over-and-over from teacher friends, "Pretty soon, the technology is going to replace us." This fear based statement cannot be farther from the truth. We need our teachers now more than ever. Sure, a robotic, canned curriculum where students can easily find answers online that is automatically graded could replace teachers. But that is not the curriculum we want in schools. We want blended learning where our teachers are designing and facilitating rich learning opportunities for students. We want teachers using their expertise and experience creating

blended learning classrooms where they integrate technology to enhance their practice, not replace it.

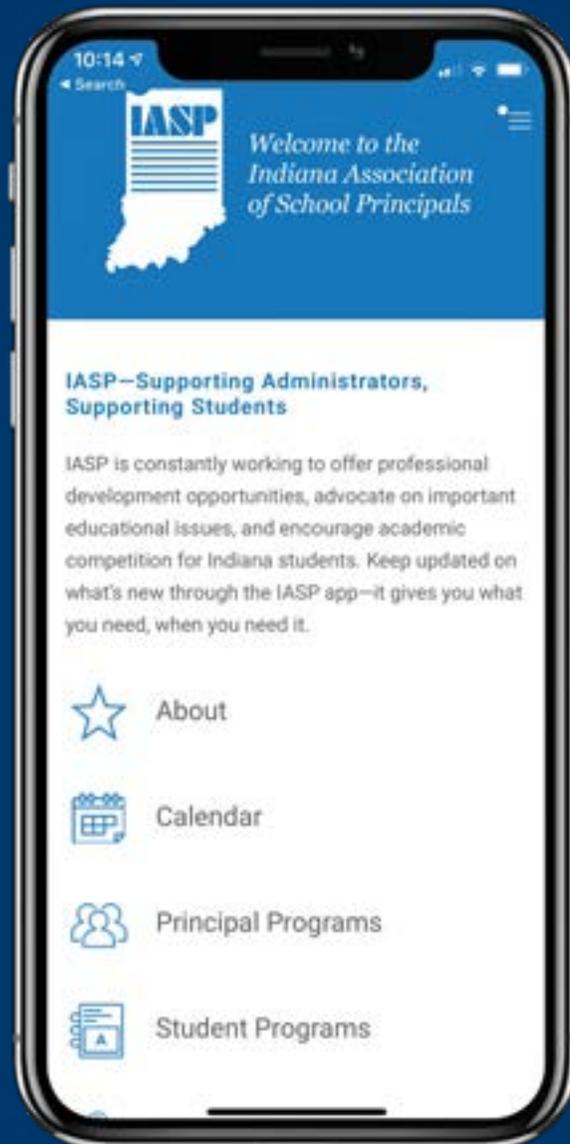
- **Start small:** We find ourselves on the cusp of revolution in education, and it is scary and exciting at the same time. We cannot change everything overnight, nor should we. Instead, start small. My advice has always been to start with the lesson you like the least or you feel needs improvement. If you already think it needs some love and attention, get the biggest bang and rework it.

It is certainly a new era in education. I encourage you to embrace the change and find ways to celebrate your growth and achievements...and celebrate them often!

You can purchase *The Perfect Blend: A Practical Guide to Designing Student-Centered Learning Experiences* by Michele Eaton through [ISTE](#) or [Amazon](#).



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Back to school: Indiana education chief favors acceleration over remediation



Emily Isaacman,
Chalkbeat Indiana.
chalkbeat.org

This article was originally published by Chalkbeat, a nonprofit news organization covering public education. Sign up for their newsletters here: ckbe.at/newsletters

Indiana's chief academic officer advised educators to use grade-level material this year rather than review previous curriculum to address widely anticipated student learning loss.

Robin LeClaire said teaching to accelerate will prevent students from falling into a catch-up cycle. This method could especially benefit Indiana's most vulnerable children, who have also been the most heavily affected by the coronavirus pandemic, she said. "If we focus on remediation, we will be playing catch-up with our students until they graduate," she said.

School officials across the country [do not yet know](#) the extent to which teachers will need to catch students

up this year—and potentially in years to come—after districts closed school buildings in March to guard against the coronavirus and teachers abruptly shifted to remote learning.

LeClaire spoke to educators Tuesday morning during Indiana Black Expo's virtual education conference of nearly 5,000 people, just two weeks before Indiana school leaders expect to restart. LeClaire said educators should teach to accelerate regardless of whether their school plans to reopen [completely virtually](#), as a hybrid, or offer a choice of [all in-person or all-online](#).

With varying school formats, teachers will need to find new ways to diagnose students' skills.

"We cannot have business as usual as our mentality," LeClaire said. "We have to overcome that."

The State Board of Education approved a measure last week to [allow schools to administer a makeup third-grade literacy exam](#) this fall to assess fourth

graders' progress. Some charter schools are offering virtual summer school to try to close learning gaps.

The state does not require schools to add instructional time this year to make up for days lost in the spring, she said. But school districts can still choose to add time on their own.

Indiana requires districts to provide 180 days of instruction per year. Each day for elementary students must include at least five hours of instruction, and for secondary students, six hours. But, LeClaire said, that doesn't mean that students must be on camera for all of those hours if they're doing virtual learning. But they do need to be engaged in a learning activity or project.

The state education department is offering grade-level videos and exercises on its website that students can work on remotely, without Wi-Fi. In response to surging interest, LeClaire said, the department is also offering resources for teachers on civil rights education. ■

Pulling Together to Strengthen Our Schools: Developing Teacher Leadership

Annette Marie Jones
(2020 EdD BSU)

Marilynn Quick
Ball State University

A common message being heard from building and central office school leaders across the state indicates many parents have gained a new appreciation for teachers. As parents have been called upon even more to support their children's learning from home, they have a better understanding of the extraordinary service our teachers provide to their students. When students return to Indiana classrooms, educators will face new challenges in assessing achievement progress from e-learning environments and ensuring that any gaps are quickly remedied. Eleanor Roosevelt reminds us that "with the new day comes new strength and new thoughts." A research study recently conducted by Annette Marie Jones also reminds us of the strength and wisdom of teachers and the collective wisdom they bring to school improvement challenges.



Dr. Jones, a former school principal and Assistant Director of School Leadership for the National Catholic Educational Association, surveyed nearly 200 Catholic school principals and teachers who represented winners of the USDOE National Blue Ribbon awards from 2015 to 2018. Her study sought to better understand what both groups valued about teacher leadership qualities and how teacher leadership was best fostered in these award-winning schools. Her study resulted in 43 significant findings. However, we would like to focus on the most encouraging findings, because we believe these can guide all schools in improving and most effectively supporting and tapping into the expertise of teacher leaders.

Both administrators and teachers expressed that they thought teacher leadership capacity was most effectively developed through simply identifying teacher leaders, providing them with informal leadership roles (such as coaching and assisting new teachers), and promoting an atmosphere of openness and trust among the faculty. Although there are many more expensive and time-consuming strategies that can be used to develop teacher leadership, both administrators and teachers valued most the transparency of a principal identifying or affirming a teachers' leadership skills and offering some valued informal roles, such as mentoring new teachers.

Dr. Jones learned that a wide range of professional development activities had been provided to teachers in these schools to foster their leadership capacity. Unfortunately, many of these activities, such as traditional workshops, district training sessions, conferences, and online training or modules, were not perceived as very effective by many of the teachers or principals. The professional development activities that were most valued by teachers included mentoring, teacher groups, and teacher committees. Note that such activities often build collaborative relationships among the teachers and place teachers in informal leadership roles.

Principals who empower their teachers contribute to the development of teacher leadership in their schools. Teacher leaders can support the school's risk-taking, provide important input for their principals, and contribute to the school's partnership with the community (Augustine-Shaw, 2015; Rogers, 2005). When encouraged to add their voices to the decision-making in the school, teacher leaders can influence their colleagues, offer constructive criticism, and

assist the principal in managing conflict (McKenzie & Locke, 2014; Singh, 2012; Warren, 2013).

One surprise with the research results involved *instructional coaching*. Instructional coaching appeared to be viewed as a very effective professional development strategy; however, teachers indicated that instructional coaching was not often provided as often as they would have liked. Even veteran teachers can be stretched by working with an instructional coach or being trained to coach others.

Given the school's climate and the quality of internal relationships in a school, the professional development activities that are viewed as most effective could be cost-effective and accessible for all teacher leaders, regardless of their suburban, urban, or rural settings. Mentoring, forming teacher groups, creating teacher committees, and engaging in instructional coaching typically involve minimal, if any, costs and rely on the expertise within the school.

Another benefit of developing teacher leadership can be to encourage leadership succession. As talented teachers with an interest in leadership gain positive informal experiences, it becomes more likely they will pursue licensure and someday step into formal leadership positions. The challenges facing our schools can certainly be better addressed as all of us pull together. Principals may well want to consider how best to identify, support, and collaborate with teacher leaders in their schools to effectively tackle these challenges with a united front. ■

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Spotlight on Service-Learning



Beth Smith
Consultant, INSPIRE³



Virtual instruction and blended learning have become leading strategies for content delivery and response. As schools look to increase and improve their scope and delivery of content through virtual and blended learning formats, concerns arise regarding student engagement, social interaction, and efficacy. One way to promote engagement, social interaction, and effective content delivery is through service-learning delivered via the virtual/ blended format. Because students interact with content in a real-world application and discover that they have the power to be civically engaged and make a difference, they are more engaged in the content, and the content is more likely to be acquired for long-term use. **Virtual service-learning IS Blended Learning** because it involves **instruction, inquiry, problem-solving, self-reflection, collaboration, communication, and demonstration both virtually and in-person**. Students can apply service to their content while actively working to affect positive change.

Effective service-learning instructional approaches include:

- Promoting content with real-world application and reflection, giving instruction authenticity
- Working collaboratively with peers, adults, and community members to effectively solve problems
- Integrating and facilitating research, self-reflection, and action through technology

Secondary skills students develop include interacting in meaningful ways in a **virtual and blended learning environment**, collaborating with others to achieve shared goals, and communicating using various media.

The [Learning to Give website](#) has over 1700 teacher-created lessons ready for educators to use in the blended classroom. Educators can search for lessons that link directly to [Indiana Academic Standards](#). All lessons can be modified to fit the specific needs of the students.

Language Arts (K-12) educators can utilize these highlighted lessons to provide blended learning instruction.

Grades K-2 | [Animals Matter](#) — The students listen and respond to a story about caring and philanthropy related to environmental stewardship and animal welfare. Students review philanthropy and its meaning. They learn about the Beluga whale and endangered species through the reading of *A Symphony of Whales*. During and after the reading, students respond to questions about the book and endangered species and their personal responsibility. Students brainstorm things they can do as young people to take action for whales or other animals who need caretaking. Students present their ideas to their peers.

Grades 3-5 | [Dreaming of Gardens](#) — Students will listen to two stories and compare and contrast the activities of the main characters. As a final piece, students reflect by writing an answer to some essential questions such as: What does it mean to be a philanthropist? What does it mean to be a good steward of the earth? Students respond to and compare and contrast two pieces of literature about the environment. Students reflect on the essential questions of the lesson and write a reflection paper on being an environmental philanthropist.

Grades 6-8 | [Connecting Poetry with Philanthropy](#) — The students will use their knowledge of philanthropy and poetic conventions to write original poetry about philanthropic giving. Review the definition of philanthropy and discuss responses to the Anticipatory Set. Review poetic conventions discussed in lesson. Assign students the task of writing a poem of at least three stanzas and include at least three of the poetic conventions studied. This poem should relate to the theme of philanthropy. Once the poem is created, the learner should design an original illustration or select computer-generated clip art that matches the idea of the poem.

Grades 9-12 | [Freedom Isn't Free](#) — In a persuasive essay learners will describe responsibilities of American citizenship and determine the cost of freedom. They will determine whether philanthropic giving is a part of those costs. Students will: describe and give examples of the characteristics of persuasive writing; demonstrate the writing process for a persuasive essay; identify Core Democratic Values that describe the privilege and responsibilities of citizenship; and determine the cost of freedom.

Language Arts educators can find additional lessons in these ways:

- Conduct a basic [SEARCH](#) by content area, grade level, or LA Skill, such as persuasive writing or literary term
- Search by themes in literature from books that you are reading in class – kindness; social justice and peace; anti-bullying; friendship and caring; heroism; individual versus society; loneliness; good versus evil; etc.
- Search by [Indiana Academic Standard](#)

Science (K-12) educators can utilize these highlighted lessons to provide blended learning instruction.

Grades K-2 | [Talking Trees](#) — In this lesson, students learn about the interconnectedness of nature and the impact of people on the environment. Students are motivated by literature to teach others the importance of trees in our ecosystem. They respond to the literature selection and make posters with a “Save the Trees” message and discuss ideas for a community planting project.

Grades 3-5 | [Great Lakes at Stake](#) — Learners demonstrate knowledge and awareness of the importance of the Great Lakes, their respective ecosystems, and citizen responsibility to protect the waterways. Students research one of the Great Lakes and journal information: Have them gather, discuss, and include in the final product information relating to their lake on the five themes of geography discussed in this lesson. Students present their findings in a map of their Great Lake and their journal information.

Grades 6-8 | [Is It Breathable?](#) — Ask: “Is it your right to breathe clean air? Why or why not? What are the responsibilities of the community to keep the air quality clean? Students note responses on their paper. Develop understanding of air quality by having students develop definitions: smog, global warming, pollutants, and allergens. Students answer a set of questions in the lesson and research air quality reports. Students create PSA for clean air.

Grades 9-12 | [They Paved Paradise](#) — Ask: “What would happen to your paradise if it were paved, blacktopped, or cemented?” Students read the lyrics of “*Big Yellow Taxi*” by Joni Mitchell. Then play the song [here](#). Students’ journal about the implications of “paving paradise.” They find a map of the community on the internet and note all those places where there is no pavement such as golf courses, parks, empty spaces, water, etc. They reflect on essential questions noted in the lesson. Students define the term *environmental stewardship* and respond to questions about the responsibility of care of the Earth’s natural resources, such as: “Is it the government, the individual’s, business, environmental organizations or all? What actions can we take as environmental stewards? More specifically, what can we do to care for our natural groundcover? Students create a PSA for promoting green space.

Science educators can find additional lessons in these ways:

- Conduct a basic [SEARCH](#) by content area, grade level, or by type of Science 1) physical science; 2) earth science; 3) life science; 4) engineering; and 5) computer science.
- Search by [Indiana Academic Standard](#)

BLENDING and VIRTUAL learning can be a part of EVERY content area! Next month, look for connections and lessons to other content areas. Service-learning BLENDS into VIRTUALLY Everything!

Visit the INSPIRE3 page on the IASP website [here](#) and on the IMLEA website [here](#). ALL Spotlight or Service-Learning articles, written by Beth Smith, and Snapshots of Service-Learning Stories from our Indiana schools are archived under the [Spotlight on Service-Learning hub](#). Connect with INSPIRE3 by filling out this short form [here](#) to Request Updated Information that is listed on the form. For more information, contact Joan Belschwender, Director INSPIRE3, joan.inspire3@iasp.org or Beth Smith, Educational Consultant INSPIRE3, beth.inspire3@iasp.org.

Explore the free resources on [Learning to Give](#) and [generationOn](#) to find service and service-learning lessons and resources, meaningful ways to serve others and give meaning to content, help students discover their passions, and help them develop empathy through incorporation of service-learning into the existing content. 📌

Riley Kids Caring & Sharing Update

Thank you all for being such supportive friends to Riley Children's Foundation and Riley Hospital for Children. With the beginning of the new school year, many schools resume mailing in their gifts for the 2019-2020 school year with renewed access to school office/fundraising accounts. For Kids Caring & Sharing recognition purposes, all gifts received from schools prior to September 30, 2020, will be included when determining Red Wagon School achievement (\$1 per student), Red Wagon Corporation and Riley Corporation status, and Indiana Association of Student Councils (IASC) banner awards.

As you can imagine, the coronavirus emergency is causing many schools, groups, and individuals to reconsider or even cancel their traditional Riley fundraising events and campaigns for a variety of physical safety and fiscal concerns. The problem is, the needs of Riley and the kids and families it serves do not stop. In the true philanthropic spirit that is the statewide Kids Caring & Sharing program, I hope you will continue your dedicated support in the 2020-2021 school year.

We have many ideas and tools to help you protect your students and staff awhile taking your events virtual, should that be necessary. In fact, we recently launched a new online fundraising platform that will make raising money for Riley easier than ever before. Please check out the new [KCS launch page](#) and consider establishing a school team.

Updated Events Process

As a health-related organization, we feel an extra sense of responsibility to help contain the spread of coronavirus and to model public health best practices. With that in mind, we're closely evaluating all in-person events affiliated with Riley to ensure the safety of the community during this unprecedented time.



We know that as a school you are already taking every precaution to keep your students and staff safe, so we do not anticipate needing any additional in-school event permissions. However, for activities and events that occur outside of regular school hours, we're asking that a staff representative complete our [updated event application](#), which includes questions about how you're adjusting your plans to meet federal, state and local COVID-related guidelines. We're happy to assist you and answer any questions you may have.

You may also be asked to indicate an understanding of these updated Terms and Conditions before you can complete your order for free fundraising supplies. That familiar Riley red wagon logo on an event t-shirt or banner, or a red Riley collection bucket means something to people in the community and we want to be sure we are all representing well one of the nation's top comprehensive children's research hospitals!

Kids Need Riley. Riley Needs You.

We know the coronavirus emergency is turning many plans upside down, but we hope you won't let this virus stand in the way of fundraising for Riley Children's Foundation and Riley Hospital. We need you now more than ever. But more importantly, kids need you now more than ever. Cancer, heart conditions and other childhood diseases don't take a break for a pandemic. ■





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- **Dr. Kelly Andrews** began her tenure as Director of IPLI on August 1, 2020.



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Situation Briefs



Dave Emmert

Emmert School Consulting

The following issues have been presented to this writer in the recent past by school administrators. The summary responses are shared to improve administrator recognition of problem areas and to give a brief legal background to assist in problem resolution. Consultation with the school attorney is very important because each situation is different and the law to be applied is more complex than what is revealed in these responses. *This column is intended for informational purposes only and should not be viewed as legal advice.* Dave may be contacted on his cell at 317-432-4514 and on the web at: davidj Emmert@gmail.com.

[Writer's note: Due to the Covid-19 pandemic, these were the only issues that I received from late May through July of 2020.]

Issue: I no longer am employed as a principal (or in any other position) by a school corporation. I have been asked by the school district in the community where I live to take a maternity leave position for a principal between August 5 and October 2, 2020 under a Temporary Contract. I plan to run for the school board in the November 2020 election and would like to know if it is legal to do this if I am under contract as a principal.

Response: I reviewed the Criminal Conflict of Interest Code at IC 35-44.1-1, specifically section 4(b) which makes

it a felony for a public servant to have a pecuniary interest or derive a profit from a contract that related to an action by the governmental body (e.g., a school board) that is served by the public servant. Since your employment under a temporary contract will be over well before the November school board election, and if you are elected, you will not take office until January 2021, you will have taken absolutely no official action (i.e., voting as a board member) that relates to your contract this coming fall. Thus, you will not have committed a criminal conflict of interest.

I also reviewed the Election Statute in Title 3 of the Indiana Code, specifically IC 3-8-2.5-2.5 concerning the candidate's petition of nomination which contains *no prohibition against a school employee becoming a candidate on the board that governs the employee's employer.* Under subsection (b)(6) of section 2.5, above, at most you would have to include in your petition is a statement of economic interest pursuant to IC 3-8-9, but you do not appear to have to state any economic interest because IC 3-8-9-8 applies to only those who receive more than 33 percent of their income from this employer during the "preceding calendar year" (which would mean 2019). So, you could validly file the necessary nomination petition while still employed in the temporary position, and it is my opinion that your acceptance of this temporary contract from August 5 to October 2, 2020 does not jeopardize your ability to run for the school board this coming November.

Issue: Would you please comment on graduation attire in regard to Native American cultural regalia? Specifically, what are the legal implications of a student requesting to wear Native American regalia for her tribe at the graduation ceremony? The school's policy is the standard cap and gown (no decor or extra regalia). With the cultural and religious aspect potentially involved, I

wondered if there was any state or federal law that would be applicable here.

Response: There is no specific federal or state code that addresses this issue to the best of my knowledge. I recall the case of *A.A. v. Needville Independent Sch. Dist.*, 611 F.3d 248 (5th Cir. 2010) where the Fifth Circuit ruled against a school's grooming policy and upheld the Native American student's right to wear his hairband as he liked based on his sincerely held religious belief, which is a fundamental constitutional right that requires the school district to prove that it had a **compelling** interest to prohibit this hair style during the regular school day. The Court found that the school's interest in its grooming policy was not compelling. Although this case does not set precedent in our Seventh Circuit, it does indicate how a federal trial court in northern Indiana, as well as the Seventh Circuit, would rule if you are challenged.

In my view, your student would have a strong chance of prevailing, but she does have the burden to prove that she has a sincerely held religious belief in the way she wears her hair. However, if her usual way of wearing it is like other female students and she just wants to wear it this way for graduation, my thinking is that you could successfully rebut any claim to a sincerely held religious belief that applies to special occasions like graduation.

Issue: I am not clear on the current status of the legality of CBD oils and/or other products, as well as what is known as "THC." Would you please try to clarify this for me?

Response: As to the issue of federal/state law regarding CBD products and THC, I have not researched this area because I am reasonably confident that there is nothing at this time with specific regard to schools. However, I provide the following general framework relating to the terms "CBD" and "THC."

The Legal Framework

One source that I located was published in 2019, and is found at <https://thomasdishaw.com/is-cbd-legal-federal-state-laws-2019/>, which states in part:

On December 12, 2018 Congress passed the 2018 Farm Bill that removed hemp-derived products from the Schedule 1 list under the Controlled Substances Act. The bill was passed by a Republican majority in both the House of Representatives and the Senate with the intention of providing relief for farmers by allowing them to apply for insurance and grants.

Schedule 1 drugs are substances, chemicals, or drugs considered by the federal government to have no medical use and a high potential for abuse such as heroin, LSD, and ecstasy.

Although the DEA refuses to remove marijuana from the schedule 1 list, the Farm Bill is considered to be the most important victory in the history of U.S. cannabis. This does not however, mean that all CBD products are now legal.

Only CBD products produced in compliance with the Farm Bill would be legal by federal law. This means that in order for a CBD product to be federally legal, it must meet all of the federal and state regulations, be THC free, and have used hemp derived from a licensed grower.

...

Indiana passed a law in March of 2018 stating that anyone can buy, sell, or possess a CBD oil product as long as it contains no more than 0.3% THC.

The second source I found was published in, 2018 is located at: <https://www.indystar.com/story/news/politics/2018/03/21/cbd-oil-now-legal-indiana-after-nearly-year-confusion/447431002/>, and states:

CBD oil is now legal in Indiana after nearly a year of confusion

Kaitlin Lange, IndyStar

Gov. Eric Holcomb signed a measure legalizing low-THC cannabidiol oil in Indiana Wednesday, after nearly a year of confusion over Indiana's laws. Senate Enrolled Act 52 allows any person to buy, sell and possess CBD oil, as long as it meets certain labeling requirements and contains no more than 0.3 percent THC, the substance that produces a "high."

Some lawmakers, however, worried the bill's requirements were too stringent and would accidentally cut manufacturers out of the industry and cause prices to jump.

The bill is also silent on the legality of manufacturing the product in Indiana, which could lead to more legal debates in the future.

Holcomb, however, had no qualms about the act.

"Indiana lawmakers delivered a bill that ensures Hoosiers who benefit from CBD oil can access it," Holcomb said in a statement. "The bill provides much needed clarity, with labeling requirements and a 0.3% THC limit on CBD products."

As to the language of your student handbook with regard to CBD and THC, at one time I advised against language that expressly permitted the possession of the substances that were legal and prohibited those that were illegal. My thinking then was to avoid the need for the administrator to take the time and effort to obtain a determination of the chemical content of the CBD product possessed by a student.

However, I altered my view once I learned parents were increasingly

purchasing "legal" CBD oil for their children to take to school that contained a minimal amount of THC. The motive of these parents was based on positive health reasons for their children, both mental and physical. This said, however, a school in my opinion has the legal authority to prohibit possession of products that contain CBD and THC, even in a "legal" amount.

Technically, if a school only wants to prohibit CBD oil with an illegal amount that exceeds the statutory limit of 0.3% THC, your handbook need not say anything in this regard because it most likely already prohibits the possession of items that violate state law, which would mean that the possession of any substance containing more than 0.3% THC would violate this rule.

However, I believe it makes more sense to craft language that speaks expressly to these substances in order to inform parents and students, and which will help avoid calls and emails inquiring about such possession at school and whether or not the student will be subject to discipline.

The simplest handbook language would be a mere statement prohibiting the possession of any substance containing CBD and/or THC, regardless of the amount of the content, assuming of course that the school wants to go this direction.

Or, the school has the option to prohibit CBD products with an illegal THC content with language such as the following:

"CBD products with a content greater than 0.3% THC are prohibited."

Although not technically needed, if the school chooses to ban products with an illegal quantity of THC, it could also accompany such language with an affirmative statement saying that "it is permissible for a student to possess a CBD product containing less than 0.3% THC." ■



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