



Helping Your Child Learn at Home

What to Do When You Don't Have Access to the Internet

Preparing for Distance Learning Without the Internet

- ❑ My child's teachers and related service providers are aware that I do not have access to the Internet.
- ❑ I know where and when to pick up printed/paper materials for my child.
- ❑ I know if and when my school provides Internet access, perhaps through mobile hotspots or by accessing the school's wi-fi outside the building.
- ❑ I know how to download materials on to my device to access them later and how to use jump-drives.
- ❑ I have devices that are necessary for learning (laptops, tablets, etc.), if required.
- ❑ I have asked the school whether they can provide additional materials to support my child's learning (calculators, graph paper, laptops, etc.), if necessary.
- ❑ My child has access to basic materials (pencil, paper, etc.) to support academics.
- ❑ If I have multiple children, I have thought about how to organize and share resources (workspace, family support, etc.) among them.
- ❑ Based on an IEP/504 Plan, my child has access to identified tools to help with learning – reading guides, graphic organizers, assistive technology, etc.
- ❑ I know how to use accessibility features that may help my child learn in the home (closed captioning, speech-to-text, text-to-speech, etc.).

Participating in Distance Learning Without the Internet

- ❑ I have a schedule set up for my child that identifies time for completing schoolwork.
- ❑ My child has a place to work that is quiet and comfortable.



- ❑ I know when and how to return completed assignments to be graded.
- ❑ I know how to check with my child's teachers to make sure assignments were received.
- ❑ My child's teachers have provided me with appropriate activities that we can complete at home without the Internet.
- ❑ I feel comfortable helping my child with schoolwork **or** I know who to call for help.

Problem Solving and Collaboration

- ❑ I know how to reach my child's teachers and therapists, and I communicate with them regularly.
- ❑ I know who to contact for technology support, such as accessing mobile hotspots or downloading files.
- ❑ I know how to reach my child's related service providers (therapist, psychologist, medical personnel, etc.).
- ❑ I can use available resources such as PBS television and library reading programs to supplement my child's learning.
- ❑ I am regularly informed about my child's progress and can share my concerns.
- ❑ My child's teachers and I have discussed how to support behavior and participation in learning.
- ❑ I have access to materials that will help me support my child's behavior (timers, visual schedules, etc.).

- ❑ My child is able to communicate with other family members or friends for social experiences (phone calls, writing letters, etc.)
- ❑ I can contact other parents and friends to talk about schoolwork.

Alternate Ways to Access the Internet

- ❑ Contact local service providers to ask for lower-cost Internet plans and indicate that your children need access for school.
- ❑ Contact your wireless provider about the possibility of using your phone as a hotspot to access the Internet.
- ❑ Consider purchasing a hotspot – this might be less expensive than regular wifi and may be useable in areas without good Internet options.
- ❑ Visit your local library – computers are typically available for public use.
- ❑ Go to a public place (fast-food restaurant, coffee shop, local recreation center, etc.) that offers free wi-fi.

Additional Considerations for Learning at Home

- ❑ My child has a schedule that includes recess and breaks. This schedule works for our family.
- ❑ I understand that learning at home will look different from a traditional school day.
- ❑ I celebrate the successes of learning at home and share them with my child's teachers.
- ❑ I know that juggling home, school, and work is tricky, and I need to give myself a break.
- ❑ I make sure to leave time for family fun!

Commonwealth of Pennsylvania

Tom Wolf, Governor

