



**EMERGENCY DISTANCE LEARNING GUIDANCE**  
AUGUST 2020



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## INTRODUCTION

May 2020

Dear Arizona Educators and Administrators,

The last few months have presented us with circumstances that few of us in public education could have ever imagined. Despite the difficulties we are facing, I have never been so inspired by our educators' commitment to students and families, and I would like to express my gratitude to every single school leader and school employee in our state. You all have risen to meet the challenges imposed by COVID-19 to make sure our schools can continue to provide resources, meals, and learning opportunities for all of Arizona's students.

While there are still many unknowns about the future of COVID-19 and its impact on our state, the Arizona Department of Education is committed to providing the field with as much guidance, support, and clarity as we can. That is why leaders across our agency developed our "Emergency Distance Learning Guide," which is intended to support you and your school community as you transition to distance and online learning amid COVID-19 related school closures.

In the following pages, you will find recommendations and guidance related to distance and online learning instruction, professional learning for staff and educators, providing services to students with disabilities, updates to 2019-2020 statewide assessments, and more. These recommendations have been tailored for students from early childhood through twelfth grade.

I hope you will continue to reach out to the Arizona Department of Education with your questions, feedback, challenges, and success stories. You have our promise to continue to provide you with clear and timely support and guidance. Together, we will get through this. Together, we will make sure all our students and their families have what they need to succeed.

Gratefully,

Kathy Hoffman, MS, CCC-SLP  
Superintendent of Public Instruction

## THANK YOU

Arizona would like to recognize all the statewide stakeholders who shared their expertise in the development of this document. We particularly acknowledge the Kansas State Department of Education for their early work in Continuous Learning and their influence in Arizona's Distance Learning Guidance.



## COMMON THEMES



Focus on essential learning for students-  
"less is more"



Be flexible and ready to adapt when needs arise



Emphasize relationships in this new learning environment



Support local decision making to honor local needs



Decisions must support all populations of students



Encourage the use of materials, resources and platforms already in use



Blending instructional models: non-technology, face-to-face and virtual platforms



Establish a consistent and agreed upon framework of expectations, communication models and practices



Support and training for all staff



Extend grace to all in these unique and challenging times



## Essential Questions for Administration

### What information must be gathered? (Create a survey)

1. Technology available to students; internet/data and devices
2. Student/family needs and preferences
3. Opportunities for family suggestions/feedback
4. Staff Needs Assessment

After you gather the information, please examine it with stakeholders and respond as necessary to the needs shared. The purpose is to get to know more about the students and families you are serving.

### Can we bring students or staff into the building to work in small groups?

- First and foremost, follow the guidance, policies, and procedures of your local county health department/local health officer. The most current information always resides at the community level.
- Stay informed and know where to go for the most current information. Sources of accurate information include your local county health department and/or local health officer.
- Develop or update emergency preparedness and continuity of operations plans to address possible disruptions in program operations that include the following:
  - Critical functions and positions and plan for alternative coverage in the event of staff absences or closure.
  - Methods to communicate with staff and parents in the event of closure.
  - Flexible sick leave policies that encourage staff to stay home when sick or when caring for sick family members.

Staff members who will be meeting should practice self-care, personal hygiene, and social distancing. They should follow all workplace policies and general guidance that includes staying home if sick, washing hands regularly for at least 20 seconds with soap and water, and covering coughs and sneezes (in the arm/elbow).

We recommend requiring administrative approval for any in-person meetings and developing guidelines for how to interact during meetings that ensure social distancing. Busing must be an option for students. ALWAYS consult local health officials for current guidance.



## Can we hold parent meetings in person?

**At the time of scheduling a meeting, assess the family's situation by asking the following questions.**

- Has there been travel within the last 14 days to a region, state, or country identified as a hot spot?
- Has there been any exposure to an individual diagnosed with COVID-19?
- Is anyone in the home/family showing signs of illness including:
  - a fever greater than 100 degrees,
  - cough, and/or
  - shortness of breath?

**If the answer to any of these questions is yes, or the family prefers not to have an in-person meeting, the meeting should be rescheduled for a later date or conducted virtually.**

- As a general rule, reschedule the meeting/visit no earlier than at least 14 days. The 14-day recommendation is based on current guidance for self-quarantine related to COVID-19. Please refer to <https://www.azdhs.gov/preparedness/epidemiology-disease-control/infectious-disease-epidemiology/index.php#novel-coronavirus-home> for the most current recommendations for quarantine and isolation and how to prevent spread.

## While conducting the meeting:

- Reassess risk by asking the same questions at the time of arrival and before entering the home/clinic/location for the meeting/visit. If the answer to any question is yes, act as directed above.
- Do not shake hands or touch others when greeting or interacting.
- Wash your hands frequently and use hand sanitizer when soap and water is not available.
- Limit unnecessary contact with surfaces/items and avoid shared use of tablets, laptops, writing utensils, and cell phones. Regularly wipe down all items.
- Follow the current COVID-19 guidance to protect yourself and those with whom you come into contact.

## How do we get technology and personal materials to the students? How do we collect them at the end of the year?

Schools should consult with the local county health department/local health officer to implement policies and procedures, including practices for cleaning and sanitizing items prior to pick up, and health screening protocol for individuals entering a school building. This may include designating times for students to pick items up either by driving through or setting times for small groups to come to the school to pick up items.

## What professional learning will staff need?

All educators and support staff across the state and the nation are facilitating learning and supporting students in ways never seen. While it is typical for those who work with children to



jump right in and do whatever it takes, it is also imperative that these same people have the support and training they need in order to best support children and families. As lifelong learners, educators are presented with a unique opportunity to expand their own learning during this time. Through different forms of professional learning, they can ensure they develop young minds, reach all learners, and continue to help build the next generation of world changers.

### **“ALL Means ALL”**

- ALL educators and support staff, including elementary, secondary, single subject, early childhood, special education, and specialized teachers, and staff, support ALL students regardless of age, race, zip code, language, physical, or intellectual ability, capacity, or competency.
- Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture, and ensures full access for all students to participate in all school-related activities.

### **Take the Time**

- It is critical that LEAs are intentional about providing the support and the time for staff learning as well as for students. All staff will need varied and continuous learning in new models of delivering instruction and supports.
- LEAs are also encouraged to allow significant time for educators to collaborate in this process to level the learning curve within their communities.
- LEAs should also reinforce cross-curricular work within their staff to strengthen the skills of its students. If any of this means taking a day or more to “pause” classwork in order to allow professional learning time, LEAs should feel empowered to take that time.

### **Do What You Can**

- To support the ongoing efforts to extend learning during this time.
- LEAs, in whatever ways are feasible and practical, engage their staff, students, and communities in learning opportunities that will better prepare everyone for transitioning to learning at a distance.
- These opportunities will look different in each school community, but communication, clarity, and collaboration are key.
- The expectation is that LEAs utilize their Comprehensive Needs Assessment, Root Cause Analyses, and Integrated Action Plans during this transition, adjusting and revising the plans as necessary.

### **Be Creative**

These are not traditional times of learning for students or teachers. Explore creative ways to provide learning to your educators and staff:

- Teachers virtually mentoring other educators
- Virtual coaching
- Cross-curricular planning between teachers and support staff
- Grade-level or subject-level collaborative planning for consistency across buildings or districts
- District teams collaborating with other districts to design plans together
- Content leaders and teachers attending ADE K-12 Standards Office Hours to collaborate, and problem solve with other educators around the State





## Stay Connected

**Social Presence:** As teachers move online, a critical first step is to create a safe virtual space that will help students develop their social presence. Do not assume that the community they have established in person will automatically translate into the online environment. Establish open, honest, and respectful communication in an online community that clearly defines the expectations for behavior in an online environment.

**Teaching Presence:** Treat Google Classroom or learning-management system (like Schoology or Canvas) as an online classroom. Think of it as a place where students engage and learn, not just a place to post things. Adopt a modular approach to designing distance-learning experiences. Teachers must break up the learning activities into smaller parts to give students time to self-pace through those activities.

**Cognitive Presence:** Engage the class in meaning making. Base a learning experience that extends over a week or several weeks around standards-based themes.

### Strategies for making these individual connections include:

- Send individual messages.
- Make phone calls.
- Send a brief letter to each of your students and include a stamped envelope so they can respond.
- Use a folder in Google Classroom or other file-sharing program for students to share art and other work.
- Hold "office hours" during which students and caretakers can check in through messaging.
- Create routines.
- Establish daily check-ins.
- Use the village approach. Ask members of the school community who may not be involved in remote learning (such as paraprofessionals, school nurses, or counselors) with a list of families to contact.

### [Maintaining Connections, Reducing Anxiety While School is Closed](#)

#### Online Classroom Articles/Resources:

- [A New Reality: Getting Remote Learning Right](#)
- [Preparing to Take School Online](#)
- [With School Closures: Teachers Can Keep Their Lessons Going Remotely](#)
- [Advice for Newly Remote Instructors](#)
- [Innovative Schools Find Lessons and Opportunities in Remote Learning](#)
- [On-line Learning isn't the Only Way](#)
- [How to Forge a Strong Community in an Online Classroom](#)

### [Three Keys to Instructional Coaching in a Virtual Learning Environment/](#)



## How will we meet Special Education requirements?

Based on guidance provided by the [Office of Special Education Programs](#) (OSEP), March 12, 2020, and the [Office for Special Education and Rehabilitation Services](#) (OSERS), March 21, 2020, students with disabilities must be provided equitable access to educational learning opportunities available to all students, and must also be provided a free and appropriate public education (FAPE) in accordance with their individualized education programs (IEPs). This includes accommodations and modifications outlined in a student's IEP at the time of school closure.

All public education agencies (school districts, charter schools, secure care schools, and state institutions or PEAs) are encouraged to facilitate creative collaboration between parents, educators, and administrators to continue to meet the needs of students with disabilities. Consideration should be given to practices such as: distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

Robust, current information regarding special education during the COVID-19 national emergency, including federal and state guidance, distance learning resources for special educators, and frequently asked questions can be found on the [ADE/ESS COVID-19 webpage](#).

## How will we meet the needs of English learners?

English learners (EL) students have rich linguistic resources and cultural knowledge that both teachers and students can leverage to further develop language and literacy. Educators must remember that any opportunity to develop language should be provided, valued, provided, and fostered as students continue with distance learning.

As you make decisions focused on teaching and learning for English learners (ELs), please note the following:

- HB2910 may alleviate some state responsibility for schools during closures; however, schools should be aware they are still responsible for their federal obligations. ELs must have access to the same educational opportunities as their English-speaking peers.
- The requirements outlined in SB1014, may not be possible when school is not in session or through remote learning; however, LEAs should continue to provide instruction for language acquisition to the extent possible.
- After review of guidance documents provided by the US DOE for students with disabilities and that of the Arizona Attorney General's office, the department has concluded the following specific to instructional services being planned and implemented for students identified as English learners, Migrant, Homeless, or in Foster Care:
  - *If the LEA continues to provide instructional opportunities to the general student population during a school closure, the school must ensure that, like students with disabilities, English Learners, also have equal access to the same opportunities.*
  - *If an LEA is unable to provide appropriate services over an extended period, then once school resumes, the LEA must make every effort to determine whether or to what extent compensatory services must be offered for makeup of skills missed.*
- As a result of extended school closure, continuing education through distance learning can, even if limited, provide an opportunity for quality educational instruction. Some suggested considerations for LEAs as they plan and implement these opportunities include:



- What type of technology and/or software have teachers and students already been trained on and use as part of their current curriculum or instructional day?
- What type of technology and/or software, already used by the district, embeds necessary scaffolds and linguistic accommodations for students learning English as a second language?
- What consumable materials have teachers and students been using as part of their current curriculum or instructional day?
- What type of interventions or extended learning opportunities were already being provided with minimal support?
- What skills and language have students demonstrated mastery of already, and could benefit from continued practice?
- What types of academic tasks could be less focused on content and more focused on an opportunity to develop language around student experiences, likes, families, hobbies, etc.?
- What Social Emotional Learning activities could be the focus for learning and an opportunity for language development?
- What software/materials do we have available in multiple languages?
- What language, skills, or content can be practiced independently?

### **How do we deliver food and meals to students?**

The Arizona Department of Education is working with schools that intend to continue their meal service programs for children during the time schools are closed due to COVID-19. ADE is operating the child nutrition programs by utilizing nationwide waivers from the USDA Food and Nutrition Service. These waivers include the mealtime waiver, congregate meal waiver, parent pick up waiver, meal component waiver, and others that support school meal service programs. Your school may be eligible to offer school meals during closures even if it does not currently utilize the Summer Food Service Program.

Current Guidance for Operating a meal service program during COVID-19 school closures:

- [Summer Food Service Program](#) including how to apply and updated bus routes
- [Child and Adult Care Food Program](#)
- [Meal Delivery, Home-Delivery, and Distance Learning](#)

On March 14, 2020, FNS granted ADE's request for non-congregate feeding, as well as ADE's request to serve meals at school sites through the SSO and SFSP during unanticipated school closures associated with the novel coronavirus. Schools can provide multiple meals for multiple days for children to consume at home. Additionally, ADE submitted waiver requests for CACFP sponsors operating the At-Risk Afterschool Meals program. The waivers are now in place, allowing schools that operate the At-Risk Afterschool Meals Program, to operate a non-congregate meal distribution model and forego the enrichment activity which is currently required.

### **How do we communicate with the community? What are effective ways to ensure transparency?**

Communication tools are important in this arena! We suggest emails, social media, and websites. Keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. This may include designating a point person for each EL family/caregiver to access over the phone for interpreting, and/or designating specific personnel who can provide interpretation services. We recommend that administrative/leadership teams confer frequently at times when



important information needs to be shared with the public and school staff. Having consistent messaging and clarity of the school's plan is critical. *It is HIGHLY recommended building administrators do a weekly group check-in with all staff using Zoom, Microsoft Teams, or other online platform.*

## What are the graduation requirements for 12<sup>th</sup> grade students?

On Tuesday, March 31, 2020, the State Board of Education unanimously adopted emergency ruling that does not penalize graduating seniors solely on the effects of COVID-19 school closures. This ruling will give districts more flexibility as they move forward with awarding high school diplomas. While decisions about graduation ceremonies will be determined at the district level, ADE looks forward to seeing the creative ways districts celebrate the class of 2020. See the official [Board Rules here](#).

- When deciding how to award academic credit and high school diplomas, schools should first base the decisions on the entire school year, including any educational opportunities provided during closure. School districts and charter schools determine what the educational opportunities are and how they are delivered. Examples may include independent study and online instruction.
- If a student has not yet completed or passed (60%) the Civics Exam due to barriers related to the COVID-19 public health emergency, that student's diploma should not be withheld and/or it should not prevent them from graduating per SBE guidance.
- If schools are unable to provide educational opportunities during the closure, then schools may look to the student's progress prior to the closure. Specifically, if the student already met the competency requirements for the course or was on track to graduate prior to the closure, then the school may award the credit or diploma. How to make this determination is at the discretion of the school district or charter school.
- These rules are intended to clarify pathways to award credit and diplomas as the result of the closures. Schools retain the authority to decide whether to issue diplomas or credit to students. However, schools may not base these decisions solely due to missed instructional time as the result of the closure.

## Are LEAs required to administer statewide assessments?

Per the school closure emergency legislation signed on March 27, 2020, Statewide assessments for 2019-2020 including AzM2, MSAA, and AIMS Science are  **canceled** . Find more information about [statewide assessments here](#).

On Tuesday, March 31, 2020, the U.S. Department of Education (ED) notified ADE that we have met all statutory requirements necessary to receive a federal waiver from testing and accountability. ED intends to issue formal approval of the waiver in the coming weeks.

### AZELLA

If you have questions about returning AZELLA Reassessment test materials for tests administered through March 20, 2020, please email the AZELLA Inbox at [AZELLA@azed.gov](mailto:AZELLA@azed.gov). All AZELLA Test Materials should be returned to Pearson by May 1, 2020. Submitted and returned tests will be scored and student scores will be available in June.

### Menu of Assessments

ADE has been working with ACT to identify possible options (State fall test dates) to replace the Spring 2020 State test dates. ADE will work with the State Board of Education regarding funds that can be utilized in the Fall. ADE will communicate with the designated District/Charter Test Coordinators regarding updates for the Menu of Assessments.



## **ACT**

ACT has rescheduled its April 4 national test date to June 13 across the U.S. in response to concerns about the spread of the coronavirus (COVID-19). All students registered for the April 4 test received an email from ACT informing them of the postponement and instructions for free rescheduling to June 13 or a future national test date.

## **SAT, AP, IB, and Cambridge International**

**SAT Exams:** The College Board has canceled the March 14th SAT test as well as its March 28th make-up test date. They have also canceled the May 2nd SAT administration. Students affected by these cancellations will receive refunds. Please visit [this website](#) for the latest details and updates on the SAT.

**AP Exams:** The College Board has announced that all **in-person** AP tests have been canceled for this year due to safety concerns related to the coronavirus (COVID-19). In their place, the College Board will make AP tests available to be **taken from home via a 45-minute online exam**. There will be **two different testing dates for each AP subject area test**. Also, **any student already registered for an exam can choose to cancel at no charge**. Please refer to the College Board for their [full statement](#). For more information, visit [www.azed.gov/advanced-placement](http://www.azed.gov/advanced-placement).

**IB Exams:** May 2020 scheduled for Diploma Programme and Career-related Programme [have been canceled](#) due to safety concerns related to the coronavirus (COVID-19). The IB will be taking the following actions for the 2020 May examination session:

- The May 2020 examinations as scheduled between April 30th and May 22nd for Diploma Programme and Career-related Programme candidates will no longer be held.
- Depending on the program for which the student was registered, the student will be awarded a diploma or a course certificate which reflects their standard of work. This is based on student's coursework and the established assessment expertise, rigor and quality control already built into the programs.

**Cambridge International:** International examinations have been canceled worldwide due to safety concerns related to the coronavirus (COVID-19). Exams impacted include Cambridge IGCSE and Cambridge AS and A Level. Read their [full statement here](#).



## Essential Questions for Teachers

Education is the expert, artistic melding of standards, curriculum, instruction, and assessment. During traditional and non-traditional instruction, standards set forth the learning a student is to master during a school year, curricula are the plans and resources used to teach the standards to students, instruction is the art of presenting and adjusting the curriculum to best position students to demonstrate mastery of the standards, and assessment is how evidence of student learning and mastery is gathered, which is then used to adjust and improve instruction.

During school closures, each of these pillars of education must be adjusted to best meet student needs in a fair and equitable manner.

### What technology/apps/student learning platform do we need to utilize?

This is a local decision, but it is recommended that grade bands choose one platform for communication and a limited number of applications. It is also best practice to utilize technology with which teachers and students are already familiar, instead of trying to incorporate new resources. Rule of thumb is to use what you have when possible.

### What are my expectations for standards, curriculum, instruction, and assessment?

#### Standards

What a student needs to know, understand, and be able to do by the end of each grade level.

Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

During a time of typical instruction, all grade-level standards are taught for student mastery. In this time of non-traditional instruction, it is important that administrators and teachers:

1. Identify the critical standards for each content area that need to be reviewed, reinforced, and/or newly taught during the remaining weeks of the school year.
  - a. Review, reinforcement, and new learning will all require different instructional approaches and levels of support.
2. Identify the critical standards for each content area that students still need to master to be prepared for the next school year.
  - a. Temporarily remove non-critical standards from the expectations for student work and learning during this time.
3. Identify essential outcomes for each content area for the remaining weeks of the school year.

#### Curriculum

The resources used for teaching and learning the standards.

Curricula are adopted at a local level by districts and schools.

Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to plan the pace of instruction, align standards and grade level expectations horizontally and vertically, set district



assessment and professional development calendars, and guide teachers as they deliver instruction.

During a typical school year, the curriculum for each content area is comprehensive and developed with a clear scope and sequence. In this time of non-traditional instruction, it is important that administrators and teachers:

1. Use curriculum materials, technology, and resources they have on hand.
2. Use technological platforms already in use across the school and district to limit confusion for teachers, students, and families.
  - a. Have teacher leaders provide virtual professional learning and support to other teachers, students, and parents on these platforms when needed.
3. Use consistent delivery methods for virtual and physical curricular elements (i.e., projects, assignments, handouts, etc.) across grade levels and content areas.
  - a. Have a clear plan to provide curricular materials to students who do not have technology readily available at home. This plan can include school curbside pick-up of materials, bus routes for dropping off materials, and mailing materials home.
  - b. Virtual and physical curricular resources provided to students need to be the same or as closely aligned as possible.
4. Facilitate cross-curricular planning to assist in the students' ability to manage work and responsibilities at home.
5. Facilitate choice in activities and projects that engage student interest to provide students and families the flexibility to complete the work in multiple modes/formats.
  - a. As much as possible, provide activities and projects that promote learning and are highly engaging for students.
6. Provide culturally inclusive materials and resources.
7. Communicate clear timelines and expectations for work completed at home.

## Instruction

The methods and processes used by teachers in planning instruction and assessment.

Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards.

During a typical school year, instruction is most often delivered in person and with minute-by-minute adjustments by both the teacher and students in response to student feedback on learning. In this time of non-traditional instruction, it is important that administrators and teachers:

1. Focus instruction on both content and building/maintaining relationships between students and teachers.
  - a. Provide social-emotional resources for teachers, students, and families.
  - b. Provide culturally inclusive instruction.
2. Provide instruction using technological platforms, already in use across the school and district, to limit confusion for teachers, students, and families.
  - a. Have teacher leaders provide virtual professional learning and support on these platforms to other teachers, students, and parents when needed.
3. Use consistent delivery methods for virtual instruction across grade levels and content areas.
  - a. Have a clear plan to provide instruction to students who do not have technology readily available at home. This plan can include phone calls and YouTube videos, which can be readily viewed on cell phones.



4. Provide videos and/or scheduled online meeting times so that students can see their teacher's face and hear his/her voice.
5. Focus assignments only on critical standards.
  - a. Break assignments down into manageable chunks that can be readily completed at home.
  - b. Focus instruction on teaching critical standards.
6. Facilitate choice in activities and projects that engage student interest and give students and families flexibility to complete the work in multiple modes/formats.
  - a. As much as possible, provide activities and projects that promote learning and are highly engaging for students.
7. Determine if the assigned work is review, reinforcement, or new learning.
  - a. Provide instructional and curricular supports appropriate to the type of work.
    - i. New learning will need more direct supports than concepts that are being reviewed.

## Assessment

The process of gathering information about student learning to inform education-related decisions.

Assessments can reflect achievement of a wide variety of learning goals or targets, using a range of methods that serve many important users and uses at a variety of levels, from the classroom to the boardroom. In this sense, assessment is an essential part of informing the teaching and learning process.

During a typical school year, assessment takes many forms, from "in the moment" formative assessments to statewide summative exams. In this time of non-traditional instruction, it is important that administrators and teachers:

1. Have a clearly defined and communicated system for collecting, assessing, and providing feedback on student work across content areas and grade levels.
2. Assign and assess work focused only on critical standards needed to prepare for the next grade level.
3. Avoid assigning the same quantity of work during this time as would be assigned and assessed during typical instruction.
4. Determine a fair and equitable grading system for work completed during the school closure.
  - a. Key Questions:
    - i. Should work assigned and assessed during a school closure negatively impact a student's grade?
    - ii. What opportunities do students have, especially high school students, to improve their grades?
    - iii. How will feedback on high stakes assignments be clearly communicated to students?
    - iv. What communication systems are in place to communicate with administrators and families when a student has a failing grade?

## What if my students do not have devices or access to the internet?

1. Internet access is an issue for many families in Arizona.
2. Staff and students may lack the resources to connect remotely.
3. We encourage districts to reach out to local internet service providers to see what options are available for community members.
4. Many cell phone providers are removing the data usage cap for current subscribers.





We recommend reaching out to local cell phone providers on how best to relay this information to parents, and for instructions on how to utilize cell phones as hotspots.

We recommend sending devices home with students if the school has access to them in the building. Consult with your local county health department/local health officer to determine practices for cleaning and sanitizing devices prior to pick up. Be sure to arrange pick up times that are spaced out to avoid large groups coming to your building at one time. Sharing a device could be an option in homes. If no device is available (see your survey results), it is important to provide learning packs to send home or have picked up weekly or bi-weekly with work and/or projects to complete. We highly recommend giving students voice and choice to demonstrate their learning. Consider service work for a neighbor and writing a reflection on their experience versus writing an essay reflection on a poem. Provide options for students without the internet.

### **How do I collect student work and have students demonstrate student learning?**

Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. It is best practice to have students demonstrate learning in ways in which they already have practice and are comfortable.



## ESTABLISHING A SYSTEM FOR DISTANCE LEARNING

### General Recommendations for Consistency:

1. Identify essential outcomes/needs/competencies in content areas at a district level.
2. Implement cross-curricular planning to assist in the students' ability to manage work and new responsibilities at home.
3. Create projects/choice boards that give students and families flexibility to complete the work and tap interests/motivation.
4. Use common platforms (suggested or already in use) across a district to alleviate any confusion for parents/students, whether students are completing work online or traditionally.
5. All districts, buildings, and grade levels need to include non-technology-based options.
6. Single-delivery method consistency in expectations, timelines, and communication from the district to teachers, parents, and students.
7. Develop and implement a consistent system for grading and assessment across the district.
8. Consider ways to focus on relationships and connections, not just content.



## STUDENT SUPPORT

### General Recommendations for all Populations

1. Establish a clear system for teacher availability
  - a. Office hours
  - b. Teacher check-ins
  - c. Video check-ins
  - d. Phone calls for students without internet access
2. Use common platforms (suggested or already in use) across a district to alleviate any confusion for parents and students.
3. Determine whether students are completing work online or traditionally.
4. Keep variables in mind when you plan your lessons by considering that students may have:
  - a. Multiple classes
  - b. Other responsibilities
  - c. Personal or family illness
  - d. Limited access to devices and internet
  - e. Family employment status

### *Questions to consider for every grade band and content area*

1. How might the makeup of each family impact the way they engage with distance learning? (i.e., race and culture, family structure, urban or rural location, financial resources, social-emotional support, etc.)
2. How can we provide culturally and linguistically relevant resources for each student and family?
3. How can we see this family and the student’s learning through a trauma-informed lens?
4. In what ways can we allow families to individualize distance learning?

### Specific Considerations

Content	Consideration
Early Childhood	<ul style="list-style-type: none"> <li>• Connect with each of your students and their families every week via video chat, Zoom, or phone calls.</li> <li>• Establish “office hours” for communication with families. This will be a consistent time you are available to answer questions and provide guidance. Family communication is critical to your students’ success.</li> <li>• Provide resources and directions for caregivers for all activities. (It may be older siblings helping with instruction.)</li> <li>• Focus on experiential developmentally appropriate activities aligned to the early learning standards.</li> <li>• Make kits with hands-on materials to have families pick up or be delivered weekly or biweekly.</li> <li>• Help families create predictable routines for learning. Share</li> </ul>



Content	Consideration
	<p>recommendations for minutes of each activity that families can easily accomplish.</p> <ul style="list-style-type: none"> <li>• Establish a timeline to complete work with caregivers. Examples include weekly check-ins with each family, open-ended discussion with the child, have parents take pictures of work and submit through app/email, and weekly or daily “challenges” to showcase learning, etc.</li> <li>• Emphasize the importance of reading daily with children.</li> <li>• Work with families to create a predictable routine each day for learning and play, in whatever timeframe works best for each family.</li> <li>• Emphasize that learning for young children does not look like a worksheet or always include a digital device. Anything and everything can be a learning activity. Cooking, walking, and other activities that build life skills can be great opportunities to learn. Do not forget to play! Play is an excellent opportunity for rich learning experiences to unfold.</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>• Focus and check on student progress and learning, not assignment completion and due dates.</li> <li>• Communicate with students first with the technological tools they are already utilizing and familiar with to avoid confusion.</li> <li>• Hold office hours and/or video chats so that your students can interact directly with you and with each other.</li> <li>• Communicate with students that you are so happy that they are present and participating.</li> <li>• Provide time for students to just talk with each other (i.e., Spirit Day, home scavenger hunt, guided question, etc.).</li> <li>• Communicate with families and caregivers about your support for their defined role in students’ learning experiences.</li> <li>• Create learning opportunities that resemble classroom content and use familiar wording.</li> <li>• Create cross-curricular work when possible to maximize efficiency.             <ul style="list-style-type: none"> <li><input type="checkbox"/> As an example, read a science or history article and then use ELA-based questions for comprehension, discussion, and/or writing.</li> </ul> </li> <li>• <u>English Language Arts</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remind parents that reading to and with their children is an excellent way to build early literacy skills.</li> <li><input type="checkbox"/> Recommend grade-level appropriate, high interest texts for students to read.</li> <li><input type="checkbox"/> Use high-interest videos on relevant topics (i.e., Scholastic Watch and Learn) to help build background knowledge and vocabulary.</li> <li><input type="checkbox"/> Communicate regularly with students either in scheduled virtual meetings and recorded videos, or for students with technology issues, over the phone.</li> <li><input type="checkbox"/> Use quality, grade-appropriate academic vocabulary in all communications with students to promote language-rich moments.</li> <li><input type="checkbox"/> Create events that spur additional reading and writing, such as telling and writing a story, taking a pen and paper on a walk outside to write what one notices, or writing letters/emails to</li> </ul> </li> </ul>



Content	Consideration
	<p>family members.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform read-alouds in videos for students, using works that are grade-appropriate and easily found online by parents.</li> <li>• <u>Math</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on reviewing, refinement, or new learning of major content topics.</li> <li><input type="checkbox"/> Create learning opportunities that are about mathematical thinking.</li> <li><input type="checkbox"/> Provide engaging math starters for students to be motivated to participate (i.e., puzzles, #Notice &amp; Wonder, Two Truths and One Lie, logic problems).</li> <li><input type="checkbox"/> Select quality tasks for students that are also in a context that interests students (i.e., Open Middle, Illustrative Math Tasks).</li> <li><input type="checkbox"/> Provide opportunities for students to talk about the mathematics with their teacher, families and caregivers, and with peers (phone, Zoom breakout rooms, Google Hangout).</li> <li><input type="checkbox"/> Curate student choice/menu of activities for the week (i.e., Center for Recruitment and Retention of Math Teachers - Math Menus for K-5).</li> </ul> </li> <li>• <u>Science</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have students use science ideas and practices to make sense of real-world phenomena and problems.</li> <li><input type="checkbox"/> Have students connect science learning to other content areas as a coherent set of ways to navigate the world using multiple disciplines.</li> <li><input type="checkbox"/> Have students use a variety of tools including science notebooks to track experiences and thinking, online short videos or books, and materials found in or around the house.</li> </ul> </li> <li>• <u>Social Studies</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on the idea that social studies exist all around students. Ask students to look at real world issues and problems through the lens of history, geography, civics, and economics/financial literacy.</li> <li><input type="checkbox"/> Practice inquiry by eliciting open ended questions and encourage students to develop answers using evidence and examples to support their conclusion.</li> <li><input type="checkbox"/> Encourage students to develop connections between social studies and other disciplines by writing about social studies, reading both fiction and informational text that illustrates social studies content, connecting science to geography, math to financial literacy, and exploring social studies through different modes of art and movement.</li> </ul> </li> </ul> <p><u>Alternatives to Tech:</u></p> <ul style="list-style-type: none"> <li>• Grab and Go Packets include print materials, games, school supplies, books, and manipulatives</li> </ul>
Secondary ELA	<ul style="list-style-type: none"> <li>• Select high interest and engaging materials and texts.</li> <li>• Allow a high level of student choice in text selection.</li> <li>• Use informational texts on current topics to engage student interest.</li> <li><input type="checkbox"/> Before using articles on COVID-19, gauge student sensitivity to being further immersed in the topic.</li> </ul>



Content	Consideration
	<ul style="list-style-type: none"> <li>• Provide multiple choices for assessments that allow students to demonstrate their learning, including final projects that appeal to student interests in art and/or technology.</li> <li>• Provide multiple supports, such as videos, podcasts, or access to free audiobooks for struggling readers.</li> <li>• Focus on critical standards that students need to master to be prepared for the next school year.</li> <li>• Adjust resources according to different grade levels as needed.</li> <li>• Provide weekly packets or printouts of same stories/materials for students without access to technology that mirrors online work.</li> <li>• Develop a consistent method of distribution for packets and online work.</li> <li>• Collaborate with cross-curricular content areas to maximize efficiency:             <ul style="list-style-type: none"> <li><input type="checkbox"/> For example, read a science or history article and then use ELA-based questions for comprehension, discussion, and/or writing.</li> </ul> </li> <li>• Reflect through writing in journals:             <ul style="list-style-type: none"> <li><input type="checkbox"/> How are students processing this situation?</li> <li><input type="checkbox"/> How are students' roles changing at home or work?</li> <li><input type="checkbox"/> What are students learning about this pandemic?</li> <li><input type="checkbox"/> What questions do they have?</li> <li><input type="checkbox"/> *Be sure to gauge student sensitivity to being further immersed in the topic.</li> </ul> </li> </ul>
<p>Secondary Math and Science</p>	<ul style="list-style-type: none"> <li>• Focus on critical standards that students need to master to be prepared for the next school year.</li> <li>• Adjust resources according to different grade levels as needed.</li> <li>• Provide weekly packets or printouts of same stories/materials for students without access to technology that mirrors online work.</li> <li>• Develop a consistent distribution method for packets/online work.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• <u>Goals for Student Learning:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use science ideas and practices to make sense of real-world phenomena and problems.</li> <li><input type="checkbox"/> Students connect science learning to other content areas as a coherent set of ways to navigate the world using multiple disciplines.</li> <li><input type="checkbox"/> Students use a variety of tools including science notebooks to track experiences and thinking, online short videos or books, and materials found in or around the house.</li> </ul> </li> <li>• <u>Key Features of Learning Experiences:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning experiences are developmentally appropriate opportunities to engage:                     <ul style="list-style-type: none"> <li>• with relevant and meaningful phenomena and problems that build toward learning goals.</li> <li>• regularly with peers and adults in social sense-making, productive challenging of ideas, and feedback cycles.</li> <li>• in self-reflection and metacognition.</li> </ul> </li> <li><input type="checkbox"/> Provide opportunities to promote authentic curiosity, learning in playful and relaxed ways, sense-making in contexts where the</li> </ul> </li> </ul>



Content	Consideration
	<p>purpose and value of the experiences are student and family established.</p> <ul style="list-style-type: none"> <li>□ Provide opportunities for learning experiences that focus on inquiry and problem-based learning.</li> <li>□ Provide supportive physical and social-emotional environments that allow students to prioritize and be present in learning.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Communicate with students that you are so happy that they are present and participating.</li> <li>• Bring the positive culture of the classroom into nontraditional teaching and learning.</li> <li>• Define the learning as review, reinforcement or new learning.</li> <li>• Focus on reviewing, refinement or new learning of major content topics critical for continuity towards success in the next course.</li> <li>• Create learning opportunities that are about mathematical thinking.</li> <li>• Provide engaging math starters for students to be motivated to participate (i.e., puzzles, <a href="#">#Notice &amp; Wonder</a>, <a href="#">Two truths and One lie</a>, <a href="#">logic problems</a>).</li> <li>• Select quality tasks that also are in a context that interests students (i.e., real world problems, <a href="#">Open Middle</a>, <a href="#">Illustrative Math tasks</a>).</li> <li>• Provide opportunities for students to talk about and/or problem solve the mathematics with their teacher and with peers (i.e., phone, Zoom breakout rooms, Google Hangout).</li> <li>• Curate student choice/menu of activities for the week.</li> <li>• If students are in an IB, Cambridge, or AP course, communicate testing expectations and provide online small group or individualized support for students to feel they can be successful with the changes in final assessments.</li> </ul>
<p>Secondary Social Sciences</p>	<ul style="list-style-type: none"> <li>• Focus on critical standards that students need to master to be prepared for the next school year.</li> <li>• Adjust resources according to different grade levels as needed.</li> <li>• Provide weekly packets or printouts of same stories/materials for students without access to technology that mirrors online work.</li> <li>• Develop a consistent distribution method for packets/online work.</li> <li>• Provide a forum for students to communicate as a class or groups.</li> <li>• Explore current issues and events through the lens of a historian, political scientist, anthropologist, sociologist, economist, geographer, and financial advisor.</li> <li>• Use primary sources with students including photographs, images, music, written sources, and others. Have students create their own primary sources and journals as they live through this time.</li> <li>• Examine tensions between rights and values during this time and compare to other similar historical moments.</li> <li>• Utilize inquiry as a way of thinking by posing questions, collecting evidence from multiple sources, and communicating evidence-based conclusions to deep and meaningful questions.</li> </ul>
<p>Specials/Electives (i.e., PE, Art, Music, etc.)</p>	<ul style="list-style-type: none"> <li>• Prioritize what needs to be done (essential assignments/activities) to receive credit or provides enrichment and engagement versus what is usually taught in class.</li> </ul>



Content	Consideration
	<ul style="list-style-type: none"> <li>• Fit expectations for worktime within the context of expectations across the grade-level to not overwhelm students.</li> <li>• Provide student choice in assignments and in methods to demonstrate learning.</li> <li>• Provide high-interest resources, materials, and assignments.</li> </ul> <p>Options for schools without digital learning for families:</p> <ul style="list-style-type: none"> <li>• Create “project packs” for students in need of supplies (paper, pencils, consumable manipulatives, or supplies).</li> <li>• Distribute fitness calendar/art prompts to give a broad menu of options using little to no home equipment.</li> <li>• Create a document with familiar songs for students to sing at home.</li> <li>• Create a list of projects/skills that can be completed to meet required competencies</li> </ul> <p>For schools with digital/online access:</p> <ul style="list-style-type: none"> <li>• Keep any electronic platforms the same or similar as to what is currently in place at school.</li> <li>• Follow copyright expectations.</li> <li>• Establish digital office hours.</li> <li>• Record personal messages/demonstrations from teacher(s).</li> <li>• Provide links to projects and activities online (i.e., video demonstrations, practice tracks for music, video links for movement, physical activity and wellness, and project resources shared through a content management platform).</li> <li>• Use technology such as Flipgrid, <a href="#">SmartMusic</a>, or audio recording apps on computers and phones to record short practices and provide feedback.</li> <li>• Use technology such as Artsonia to submit and explore students’ artwork. Utilize sketching apps on computers and tablets to explore creating digital art artwork.</li> </ul>
<p>Career and Tech Ed</p>	<p><i>These guidelines should only be used in an emergency status for both online and blended approaches. CTE programs rely heavily on hands-on learning.</i></p> <p>Options for schools without digital learning options for families:</p> <ul style="list-style-type: none"> <li>• Prioritize what CTE program technical standards need to be covered to receive credit. This will depend on the level of the course in the coherent sequence. (Intro classes will be at a different mastering level than advanced courses.)</li> <li>• Create “project packs” to be picked up for students in need of supplies (paper, pencils, consumable manipulatives, or supplies).</li> <li>• Projects, prompt lists or choice boards can be distributed to give a broad “menu” of options using little to no home equipment.</li> <li>• Create a list of projects/skills/online certifications that can be completed to meet required competencies or certifications.</li> <li>• Utilize work-based learning skills/projects that can count as credit. (Follow school and health department guidelines.)</li> </ul>





Content	Consideration
	<ul style="list-style-type: none"> <li>• Provide activities to reinforce Professional Skills.</li> </ul> <p>For schools with digital/online access:</p> <ul style="list-style-type: none"> <li>• District should prioritize what program technical standards to be covered or to reinforce skills in order to receive credit.</li> <li>• Use similar electronic platforms to what is currently in place at school.</li> <li>• Provide class lessons, assignment, and activities on a jump drive to be distributed to each student.</li> <li>• Provide online simulations or virtual learning when possible.</li> <li>• Provide links to projects online (i.e., video demonstrations, project resources shared through a content management platform, etc.). Be sure to consider copyright restrictions.</li> <li>• Provide activities to reinforce Professional Skills.</li> <li>• Record personal messages/demonstrations from home teacher(s).</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>• Provide resources that offer consistency and structure in the new learning environment.</li> <li>• Examine each child's needs/abilities, give support to the extent possible in the learning environment.</li> <li>• Provide specific materials for children as appropriate for making progress on individualized education program (IEP) goals. Ensure that students with disabilities have equal access to the same opportunities as their peers without disabilities.</li> <li>• Collaboration between general and special education regarding lesson planning and lesson execution.</li> <li>• Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. Special education administrators will work with individual teams if IEP meetings are going to be held via phone or in another format such as Zoom or Google Hangouts.</li> <li>• Document communication with parent/student as attempts to make progress (note section of your learning management or IEP system, communication log, etc.).</li> <li>• Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs.</li> <li>• Provide meaningful access to communication from school officials to students, parents, and the community about any aspect of COVID-19 or actions the schools are taking in response to COVID-19.</li> <li>• Modify information for persons with disabilities (such as persons who are deaf, deaf-blind, or blind). Thus, the information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities.</li> </ul> <p><i>Any decisions regarding special education and related services for an individual child should be made by the child's IEP team, and should not be based on diagnoses, eligibility categories, blanket policies, or variables specific to school closure.</i></p>



Content	Consideration
English Language Development	<ul style="list-style-type: none"> <li>• Provide essential communications in languages representative of student and family populations                             <ul style="list-style-type: none"> <li>□ Reach out to each head of family to discuss important facts and school structures for the remainder of the year including the distance learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for families.</li> <li>□ Designate a point person for each ESOL family to access over the phone for interpreting and/or specific personnel within the district who can provide interpretation services.</li> </ul> </li> <li>• Utilize suggested materials on resources document and materials teachers may be familiar with already.</li> <li>• Adjust resources according to different grade levels and language levels as needed.</li> <li>• Provide options and multiple ways for students to demonstrate knowledge/skills.</li> <li>• Include technology and non-technology options.</li> <li>• Coordinate distribution of hard copies and/or online work.</li> <li>• Collaborate with General Education to maximize efficiency.</li> <li>• Offer office hours via phone and/or computer for scheduled check-ins with students.</li> <li>• Give suggested timelines that allow for students to work at their own pace.</li> <li>• Create or share screen video tutorials about how to use resources for students.</li> <li>• Share resources on how to use translation features in commonly used applications.</li> </ul>



## Considerations for Social Emotional Supports for Students



- Recognize importance of adult self-care in order to effectively support children.

**Supporting Educator Resilience During Shelter in Place**

[webinar recording](#)

[Teacher need SEL now more than ever](#)

[The Success of Social-Emotional-Learning Hinges on Teachers](#)

- Acknowledge that the students in their lives will watch adult reactions. This is an opportunity to teach them SEL competencies of *self-awareness*, *self-management*, *responsible decision making*, *relationship skills*, and *social awareness*.

[SEL Core Competencies-CASEL](#)

- Provides resources to equip teachers and families during school closures.

[Resources for Families and Educators:COVID-19](#)

[CASEL Resources](#)

[Scholastic First Aid for Feelings Workbook](#)

- Encourage teachers to embed SEL competencies into their cross-curricular lessons.
- Focus on the 2-3 SEL competencies.
- Utilize any SEL curriculum used prior to school closures.
  - For example, if teachers were using a program such as Second Step, Conscious Discipline, Tribes, Teaching Kids to Cope, etc., they should continue to “teach” essential SEL concepts using the provided curriculum.
- Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with the district’s mental health/crisis team.
- Identify resources schools were providing students and their families, and work to maintain that support. Schools should have a plan for referring students in need or in crisis.
- Conduct regular check-ins with students.

[7 Ways to Maintain Relationships During School Closures](#)

[CASEL SEL 3 Signature Practices Playbook](#)

- This can be done through a Google Form, phone call, virtual home visit, etc.
- Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor, or mental health team member should be contacted, according to the school’s/LEA’s plan.
- Keep the ratio as small as possible.
- Elementary: Check in with whole class as well as with small groups of students.
- Secondary: Check in with advisory/homeroom/ seminar.
- Establish possible “office hours” that are posted on social media, where individuals can meet with counselors, social workers or school psychologists on an as needed basis.
- Convene mental health/crisis team members via regular virtual meetings to coordinate and provide continuity of care.
- Maintain records of referrals, contacts and services by mental health/crisis team members, per their professional standards, to ensure continuity and coordination of services provided to students.
- Provide parents with lists of outside mental health resources.



## Supporting Educator Resilience During “Stay at Home” Resources

Ricky Robertson

<b>Support Services: Crisis Hotlines, Mental Health, etc.</b>
<p>Find out what supports are available through your school district’s Employee Assistance Program.</p> <ul style="list-style-type: none"> <li>• In the event of an emergency, call 911.</li> <li>• SAMHSA Disaster Distress Hotline those struggling with emotional distress and/or substance use in response to a natural disaster, pandemic, etc.: <b>1-800-985-5990</b></li> <li>• Online 12-Step &amp; Recovery Meetings               <ul style="list-style-type: none"> <li>○ AA- <a href="http://aa-intergroup.org/directory.php">http://aa-intergroup.org/directory.php</a></li> <li>○ NA- <a href="https://na.org/?ID=virtual_meetings">https://na.org/?ID=virtual_meetings</a></li> <li>○ ACA- <a href="https://adultchildren.org/meeting-search/">https://adultchildren.org/meeting-search/</a></li> </ul> </li> </ul> <p><b>National Domestic Violence Hotline:</b> <b>1-800-799-SAFE(7233)</b>  <b>National Suicide Prevention Hotline:</b> <b>1-800-273-8255</b>  <b>The Trevor Project - Crisis &amp; Suicide Prevention Hotline for LGBTQ+ Youth:</b>  <b>1-866-488-7386</b> <a href="https://www.thetrevorproject.org/">https://www.thetrevorproject.org/</a>  <b>Information on Covid 19 from the CDC:</b> <a href="https://www.cdc.gov/coronavirus/2019-ncov/index.html">https://www.cdc.gov/coronavirus/2019-ncov/index.html</a></p>
<b>Self-Compassion &amp; Self-Care</b>
<p><b>Signature Strengths.</b> Choose one activity each day to live from one of your top five strengths:  <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p> <p><b>Three Good Things:</b> <a href="https://today.duke.edu/2018/08/one-easy-step-toward-building-resilience">https://today.duke.edu/2018/08/one-easy-step-toward-building-resilience</a></p> <p><b>Self-Compassion strategies from Dr. Kristin Neff:</b> <a href="https://self-compassion.org/">https://self-compassion.org/</a></p> <p>Getting ideas of things to try from the <b>Self-Care Wheel &amp; other free self-care resources:</b>  <a href="https://www.theplayerscoach.net/freeresources">https://www.theplayerscoach.net/freeresources</a></p> <p><b><i>Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach</i></b>        by Romero, Robertson, &amp; Warner (Chapter 2 is on Educator Resilience)  <a href="https://us.corwin.com/en-us/nam/building-resilience-in-students-impacted-by-adverse-childhood-experiences/book260339">https://us.corwin.com/en-us/nam/building-resilience-in-students-impacted-by-adverse-childhood-experiences/book260339</a></p> <p><b>Teaching with Grace &amp; Empathy</b>  <a href="https://medium.com/@gross_75366/crisis-teaching-with-empathy-and-grace-891850a635a8">https://medium.com/@gross_75366/crisis-teaching-with-empathy-and-grace-891850a635a8</a></p>
<b>Supporting Students &amp; Families</b>
<p><b>Child Mind Institute - Mental Health Resources for Children &amp; Families During COVID 19:</b> <a href="https://childmind.org/coping-during-covid-19-resources-for-parents/">https://childmind.org/coping-during-covid-19-resources-for-parents/</a>  <b>Equity, Culturally Responsive Teaching, &amp; Social-Emotional Resources from Teaching Tolerance:</b>  <a href="https://www.tolerance.org/supporting-students-through-coronavirus">https://www.tolerance.org/supporting-students-through-coronavirus</a></p> <p><b>Apps for Students with Special Needs:</b>  <a href="https://www.edutopia.org/article/apps-students-special-needs-school-buildings-shutter">https://www.edutopia.org/article/apps-students-special-needs-school-buildings-shutter</a></p> <p><b>COVID 19 Resources for Supporting ELLs:</b>  <a href="https://www.colorincolorado.org/coronavirus">https://www.colorincolorado.org/coronavirus</a></p> <p><b>7 Ways to Build Relationships During Shelter in Place:</b>  <a href="https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure">https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure</a></p>



**3 Ways to Foster Student Well-Being During Crisis:**

<https://www.edutopia.org/article/focusing-student-well-being-times-crisis>

**Supporting Grieving Students:** <https://www.edutopia.org/blog/supporting-grieving-students-anne-obrien>

**Building Empathy as an Antidote to Online Bullying:**

<https://www.iste.org/explore/ISTE-blog/3-strategies-for-using-empathy-as-an-antidote-to-cyberbullying>

**A General Overview of Resilience and Protective Factors:**

<https://www.resiliency.com/free-articles-resources/the-foundations-of-the-resiliency-framework/>

**Other Resources:**

- [Navigating Uncharted Waters: Guiding Principles for Educators and Caregivers During Coronavirus](#)
- [A New Realm: IFSEL's Tips for Distance Learning](#)
- [Trauma Informed Approach to Teaching - Coronavirus](#)
- [IES FAQ State and District Response to COVID 19](#)
- [Leaning into SEL Amid the Crisis](#)
- [SEL at a Distance Webinar](#)
- [COVID-19-virtual-resources-for-educators](#)
- [Trauma Informed Distance Learning](#)
- [5 Essential Trauma Informed Priorities for Remote Learning](#)

*School counselors will receive guidance from their professional organization as well to help support the teachers and students.*



## FAMILY PARTNERSHIPS AND SUPPORT

### General Recommendations for all Populations

1. Provide families with resources they need to meet basic needs so that they can support their student(s).
2. Provide families with the resources they need to meet their students' academic needs so that they can support their student(s).
3. Provide options and variety so that families can participate to the level they are capable.
4. Cross curricula work benefits students and staff as well as parents by streamlining distance learning.

### Essential Tasks

1. All families should be provided with a list of resources they can utilize to receive the things they need during this time. It is important to look at this through the lens of providing families with the resources they would be getting through the schools if they were in the building.
  - a. If students receive free or reduced lunch and/or breakfast, the district should provide them with food resources.
  - b. If students utilize a clothing bank, the district should provide them with other options.
2. A list of specific resources/agencies will need to be created by individual districts. (Utilize district social workers and counselors as well as home visiting programs to not reinvent the wheel.)

Need: Food	Need: Clothing	Need: Childcare	Need: WIFI/Tec	Need:
<i>Food Bank</i>	<i>List Local Resources</i>	<i>List Local Resources</i>	<i>List Local Resource</i>	<i>List Local Resource</i>

3. Establish a resource (phone number to call or text, e-mail, website, etc.) for parents to contact with questions. This resource should include both short-term situational resources and established long-term resource supports.
4. Encourage the establishment of a district/school parent support network.
5. Create a plan for ongoing guidance for families. Even though it may make sense during the first day and first conversation, families will still need support to continue learning and recognizing success.



How much time can your students' developmental age handle for distance learning? And, how much time and ability can your families handle for distance learning?

- Depending on the age and developmental stage of the children, they may require hands-on involvement by parents, caregivers, siblings, or others. Consider what you are asking families to complete as it may be a family who lacks time and ability to engage in distance learning, or it may be a sibling or neighbor that is responsible for the child's supervision and distance learning.
- What is one small thing each family might be able to commit to? How can teachers help families identify one small goal for each week? (*Remember the goal is for learning to occur, which will not happen under stress and fear. So, engaging families in a conversation about what they can manage will help uncover ways to successfully engage in distance learning.*)

How can we support our students and families during this process?

- Provide families with a point person to reach out to if they have questions about the distance learning process, or for the latest district information and its impact on schools.
- Send guidance out to the community at large to ensure how all community members may best support students and families. For example, consider observing people and families who think they might need help.
- Connect families with a list of resources/groups that can help support families and their needs. (Reach out to district social workers and counselors for further support and information.)
- Note: It is recommended that resources and information be mailed out to ALL families to ensure that resources are received when families do not have access to internet/devices.

How might we provide support for each other during this process?

- Provide families with community resources (food, childcare, county health department, parent resources, academic resources, resource helplines, etc.)
  - Reach out to family engagement programs such as:
    - [Birth to Five Help Line](#)
    - [Arizona Coalition for Military and Veteran Families](#)
    - [Arizona Statewide Family Engagement Center](#)
    - [Raising Special Kids](#)
    - [Child and Family Resources](#)
    - [Strong Families AZ](#)
  - [Family Involvement Center](#) They are experts in parent coaching and engaging families within the home environment and routines!



## TEACHER SUPPORT

### General Recommendations for all Populations

1. Keep teacher stress down by “sharing our calm, don’t join the chaos.”
  - a. Virtually reach out to other teachers.
  - b. Use #AZED on social media.
  - c. Create grade level wide assignments or options for statewide access.
  - d. Make and share “How-to” videos.
2. Utilize familiar resources such as Google, Office 365.
3. Set up platform for teachers to share, talk, and work through this as a profession.

Content	Consideration
Early Childhood	<ul style="list-style-type: none"> <li>• Reach out to your ADE ECE Program Specialist, coach, or technical assistance provider who will provide great support!</li> <li>• Weekly collaboration with other early childhood teachers (online or in-person).</li> <li>• Follow district and program guidance regarding the home visiting component of your early childhood program. (Home Visiting programs might already have structures in place for virtual learning.)</li> <li>• Get connected with early childhood professional organizations such as the Arizona Association for the Education of Young Children (AzAEYC).</li> <li>• Attend weekly Early Childhood <a href="#">Office Hours</a>.</li> <li>• Attend Early Childhood virtual professional development opportunities to enhance knowledge, skills, and competencies.</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>• Use virtual conferencing and collaboration tools (Zoom, Skype, Google Drive, Office 365) to maintain contact with peers.</li> <li>• Develop a consistent plan for virtual collaboration with fellow grade-level and/or content teachers.</li> <li>• Connect with statewide content-area organizations, such as the Arizona’s English Teachers Association, Arizona Science Teachers Association, and Arizona Association of Teachers of Mathematics.</li> <li>• Attend weekly K-12 Standards Office Hours Meetings:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">English Language Arts</a></li> <li><input type="checkbox"/> <a href="#">Math</a></li> <li><input type="checkbox"/> <a href="#">Science</a></li> <li><input type="checkbox"/> <a href="#">Social Studies</a></li> <li><input type="checkbox"/> <a href="#">World &amp; Native Languages</a></li> </ul> </li> </ul>
Secondary ELA	<ul style="list-style-type: none"> <li>• Use virtual conferencing and collaboration tools (Zoom, Skype, Google Drive, Office 365) to maintain contact with peers.</li> <li>• Develop a consistent plan for virtual collaboration with fellow grade-level and/or content teachers.</li> <li>• Connect with your statewide content-area organization, such as the Arizona’s English Teachers Association.</li> <li>• Attend weekly K-12 Standards Office Hours Meetings:</li> </ul>





Content	Consideration
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">English Language Arts</a></li> <li><input type="checkbox"/> <a href="#">Math</a></li> <li><input type="checkbox"/> <a href="#">Science</a></li> <li><input type="checkbox"/> <a href="#">Social Studies</a></li> <li><input type="checkbox"/> <a href="#">World &amp; Native Languages</a></li> </ul>
Secondary Math and Science	<ul style="list-style-type: none"> <li>• Use virtual conferencing and collaboration tools (Zoom, Skype, Google Drive, Office 365) to maintain contact with peers.</li> <li>• Develop a consistent plan for virtual collaboration with fellow grade-level and/or content teachers.</li> <li>• Connect with your statewide content-area organizations, such as the Arizona Science Teachers Association and the Arizona Association of Teachers of Mathematics.</li> <li>• Attend weekly K-12 Standards Office Hours Meetings:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">English Language Arts</a></li> <li><input type="checkbox"/> <a href="#">Math</a></li> <li><input type="checkbox"/> <a href="#">Science</a></li> <li><input type="checkbox"/> <a href="#">Social Studies</a></li> <li><input type="checkbox"/> <a href="#">World &amp; Native Languages</a></li> </ul> </li> </ul>
Secondary Social Sciences	<ul style="list-style-type: none"> <li>• Use virtual conferencing and collaboration tools (Zoom, Skype, Google Drive, Office 365) to maintain contact with peers.</li> <li>• Develop a consistent plan for virtual collaboration with fellow grade-level and/or content teachers.</li> <li>• Connect with your statewide content-area organizations, such as the Arizona Council for Social Studies.</li> <li>• Attend weekly K-12 Standards Office Hours Meetings:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">English Language Arts</a></li> <li><input type="checkbox"/> <a href="#">Math</a></li> <li><input type="checkbox"/> <a href="#">Science</a></li> <li><input type="checkbox"/> <a href="#">Social Studies</a></li> <li><input type="checkbox"/> <a href="#">World &amp; Native Languages</a></li> </ul> </li> </ul>
Specials/Electives (i.e., Art, PE, Music, etc.)	<ul style="list-style-type: none"> <li>• Visit the <a href="#">ADE Title IV COVID-19 Resource Page</a>.</li> <li>• Collaborate with teachers within your district so that one project could count toward two to three classes.</li> <li>• Provide a forum for questions and sharing of resources for content specific areas.</li> <li>• Utilize statewide and national Facebook groups for resources and ideas. Groups for Art, Music, FACS and Ag, Health and Physical Education teachers have already been created on Facebook.</li> <li>• Create a local group (or utilize a Group Me App, Zoom, Voxer) so teachers can seamlessly collaborate within their own districts.</li> </ul>
Career and Tech Ed	<ul style="list-style-type: none"> <li>• Collaborate with like-program teachers within your district to share resources and ideas.</li> <li>• Districts should provide professional development for teachers to learn how to teach digitally or with a blended delivery</li> <li>• Access the AZ Curriculum Consortium for lessons, video, and assignments for CTE program.</li> </ul>



Content	Consideration
	<ul style="list-style-type: none"> <li>• District should provide teachers with equipment such as laptops necessary for instruction.</li> <li>• District should develop a procedure to enable teachers to purchase supplies and be reimbursed for project packs to be distributed to students to complete at home.</li> <li>• District should provide a forum for questions and sharing of resources for content specific areas.</li> <li>• Utilize state-wide and national social media groups for resources and ideas. Groups for Automotive, FACS, and Ag, teachers have already been created on Facebook.</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>• Participate in intentional collaboration through virtual meeting rooms, instant messaging, group calls, face-to-face, etc.</li> <li>• Communicate to staff from special education administrators about changes at the State and Federal level, and what will be done locally.</li> <li>• Develop contingency plans to make-up services/substitute IEP support if providers are ill.</li> </ul>
English Language Development	<ul style="list-style-type: none"> <li>• Utilize current in-district resources, departments, and partnerships.</li> <li>• Generate and update frequently asked questions document for each resource.</li> <li>• List contact information/office hours to help each other by identifying experts and or points of contact for different resources/platforms.</li> <li>• Create supports, communication, and training around ILP compliance.</li> <li>• Create or share screen video tutorials on how to use resources for teachers, including how to maximize tools on learning platforms that aid ESOL instruction (e.g., Microsoft/Google Translate, subtitle features, voice type speaker notes, etc.).</li> </ul>

Staff working with students in any capacity should continue to be appropriately certified as defined by Board rule, State statute, and federal guidelines and laws.

## TECHNOLOGY GUIDANCE

### We Believe

- Distance learning is not hours of screen time for teachers, parents, or students. Remember, the American Academy of Pediatrics recommends children younger than two avoid digital media other than video chatting. Children ages two to five should not watch more than one hour of high-quality children's programming per day.
- Less is more. Districts should seek to implement a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support.
- Collaboration is key. We recommend collaboration with all district stakeholders in the decision-making process to select digital tools and resources for distance learning.
- Learning success begins with streamlined platforms for both elementary and secondary levels. For example, a district might choose Seesaw for elementary and Google Classroom for secondary.



- Technology can open doors and break down barriers for children, youth, and adults with and without disabilities.
- Student privacy is a top priority.

### Use of School Devices at Home

- Based on your parent survey data, create a system for devices to be checked out to students/families and returned to school.
- Develop a “Tips and Tricks” for device care, IT support help protocols, district policies, and Internet safety.

### Copyright and Student Privacy

- Consider how you might share copyright guidelines for “educational fair use” during distance learning.
- Not all EdTech companies are student privacy sensitive. Consider how you might increase awareness for student data privacy during distance learning.
- Here is a great resource to review [Fair Use Copyright Laws](#).
- [Ferpa/Sherpa](#) is a great resource center aimed at answering student data privacy which is divided into three specific audiences, educators, students, and parents.

### IT Support

- Create protocols for providing IT support for teachers and for students and caregivers if school devices are sent home.
- Consider how teachers, parents, and students will submit a tech request if and when they need support.
- Make it known that tech support is only there to assist with school-owned devices.
- Consider IT support beyond school hours for teachers, parents, and students. (Some will not necessarily be working during “school hours.”)

### Usernames and Passwords

- Districts will provide usernames and passwords to essential technology programs (previous and new) to which students require access.
- Develop a plan to distribute that information to students and parents. Keep in mind you must protect the privacy of your students.
- If students use a single sign-on, badge, or QR code sign in, consider developing a strategy to inform caregivers on these protocols during distance learning.

### Teacher Professional Development

- Consider the essential teacher PD that is needed for teacher and student success.
  - PD can be done virtually.
  - Utilize how-to tutorials and other resources already created. (i.e., ISTE, Google for Education, EdTech, and Apple all have wonderful how-to videos created.)
  - This is a great time for teacher leaders to step up to the plate. Think about what skills the individuals in your district have and empower those people to help take the lead.
  - Consider recording sessions or inviting others to virtual meetings to learn tech tools.
  - Our students are also great resources. Be creative in ways we empower and engage them in this process.



- Remember, we are in this together. Our best resource is each other! Consult or collaborate with other districts to provide PD on these tools.
- Do not be afraid to ask for help. There are many “tech-perts” in Arizona! We are here for each other!

## Educator and Student Safety

You are encouraged to consider appropriate safeguards for accountability and liability when deciding to use 1:1 Live Video Conferencing with a student. These safeguards could include having two adults or two students on a video call or utilizing classified staff to be video partners on live calls.

- 1:1 Live Video Conferencing is an important tool for providing special education and related services, English Learner services, and other services for specific students. Make your own local decisions regarding appropriate safeguards. Exceptions may apply to staff such as counselors, social workers, school psychologists, or nurses who would continue to follow their professional standards.

Platform	Recommended Grade Levels/Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Remind	All levels	This is a way for the teacher to communicate with parents and students without using their cell phone number. Communication can happen via computer or cell phone.	<a href="#">Getting Started for Teachers</a>  <a href="#">Add People to your Class</a>  <a href="#">Join a Class</a>	Free app download	Available from any Chrome Browser  Download Available from: Google Play App Store (Apple) Chrome Web Store Android



Platform	Recommended Grade Levels/Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Google Voice	All levels	This allows educators the privacy of connecting with students and caregivers without having to give out their phone number. Both texting and voice features are available.	<a href="#">Getting Started</a>  <a href="#">Google Voice Help Center</a>	One free Google Voice number per cell phone or landline	Any device which has internet access



## Distance Learning - Parameters for Teachers

- Just because school looks different, the expectations must remain that individuals are professional and continue providing high-quality instruction.
- Consider setting boundaries and guidelines by including the following:
  - A set schedule and routine for educators
  - An appropriate and adequate working environment
  - Professional dress attire during videos and video conferencing
- Model digital etiquette including:
  - Muting the mic before entering a session
  - Keeping the background clutter free
  - Pay attention to lighting
  - Minimize background noise

## Distance Learning - Questions and Tools

- Determine which distance learning tool best meets the needs of your learning community.
- The best way to become familiar with these options is to use them. Consider using one of these to connect and check in with staff during the pre-planning times.
- Professional development will be essential. Consider laying out district expectations for:
  - Duration of a call
  - Frequency of calls
  - Expectations of who is to participate
  - Ways to assist both students and parents in using this function

Tool	Capabilities	How-to Video	Number of Participants Allowed at One Time	Ability to Record	IT/Tech Dept Notes
Google Hangout Meet	Google Hangout Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">Google Hangout Meet</a>  <a href="#">Google Meet</a>	Google has changed the limit to 250 people for schools who may be meeting virtually for the time being.	Yes	Departments must whitelist this feature for both students and staff.



Skype	Skype allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">How to use Skype</a>	Up to 50 people	Yes	Departments must whitelist this feature for both students and staff.
Zoom	Zoom is a video conferencing tool. It allows users to connect through video, audio chat or dial in. Users can easily share screens as they connect.	<a href="#">Zoom</a>  <a href="#">Free 45-minute webinars to help teachers transition to teaching online using Zoom</a>	Up to 100 people	Yes	Zoom will waive the 40-minute limit for school districts, but you must go to the website and enroll your email domain.  Use security settings available for entering meetings



## Learning Platforms- Questions and Information

- Learning Success begins with streamlined platforms for both elementary and secondary levels.
- Check that your devices are compatible with the option selected.

Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Seesaw	Elementary (K-5)  Specials (PE, Art, Music, etc.)	Students can show what they know using photos, drawings, text, PDFs, and links. It is simple to get student work in one place and shared with families. Nothing is shared without teacher approval.  Safe and secure, it becomes a digital portfolio for students.  <a href="#">Learn More</a>	<a href="#">Getting Started</a> (create a class, add students/parents, and add activities)	Basics - Free Forever  Basics allows Creative Tools, Family Messaging, two teachers per class, 10 active classes per teacher, and 100 Create and Share Activities	Available for use on the web using a computer or Chromebook: Chrome, Firefox, or Edge  Download from: Google Play App Store (Apple) Chrome Web Store Amazon Kindle





Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Google Classroom	Grades 3-12	Google classroom allows you to have easy access to post and share products from Google Docs and Google Drive. Instant collaboration between students and teachers outside the classroom. It is a simple set up and you can easily track a student's progress.	<a href="#">Create a Class</a>  <a href="#">Adding Students and Guardians</a>  <a href="#">How to Add Materials</a>  <a href="#">Interface, Organization, Grades</a>	Always free for G Suite users	Available from any Chrome Browser  Download from: Google Play App Store (Apple) Chrome Web Store



Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Bloomz	K-5	<p>Communicate and coordinate with parents easily. All communication is private and secure and even if parents do not sign up for an account, they will receive messages via email. Students can document and share with their projects.</p> <p><a href="#">Learn More</a></p>	<p><a href="#">Learn More</a> (after account is set up)</p>	<p>*Can sign up/request a free pilot of premium platform that will last until June 30, 2020</p>	<p>Download From: App Store (Apple) Google Play</p> <p>Available for use on the web</p>
Microsoft Teams (formerly Microsoft Classroom)	6-12	<p>A digital hub that brings conversations, content, assignments, and apps together in one place. Build collaborative classrooms, connect in professional learning communities, and connect with colleagues all from a single experience.</p>	<p><a href="#">Getting Started Guide</a></p> <p><a href="#">Getting Started</a></p> <p><a href="#">Creating a Class</a></p> <p><a href="#">Creating an Assignment</a></p> <p><a href="#">Quick Start Guide</a></p>	<p>Free online version for students and teachers.</p>	<p>Available for use on the web</p>



Platform	Recommended Grade Levels/ Content Area	Strengths and Features	How-to Video/Info	Free Until	Compatible With
Canvas	6-12	Canvas allows you to easily lay out your coursework from creating lessons to student discussion boards. It offers easy ways to submit assignments, create online assessments, and it even has the capabilities to grade and record from your account.	<a href="#">What is Canvas?</a>  <a href="#">How-to build a course in Canvas</a>	Free Canvas will allow individual teachers to create and maintain classes.  A paid version is available.	Sign up for Free on the Canvas website.  Available for use on the web.



## Screen Recording- Questions and Tools

- Screen Recordings are a great way to introduce information and model concepts.
- Check with your district IT to determine if any of these websites need to be added to the whitelist.
- Consider using these tools to create PD for your staff members. People who experience a tool are more likely to use it.

Tool	Recording Time Limit	Features	How to Video	Free until	Compatible with
<p>Screencast-o-matic</p>	<p>15 minutes</p>	<p>Create tutorials or lessons for classroom instruction. Share videos with students so they can learn on their own and engage students with video conversations. Students can create videos to communicate their ideas or you can capture your lecture. Quick share videos to Facebook, Twitter, and Google Classroom or embed videos to a site or blog.</p>	<p><a href="#">Beginner's Guide</a></p>	<p>Free version allows for 15 minutes of recording and easy sharing of videos.</p>	<p>Available for use on the web</p> <p>Download Available from:</p> <p>App Store (Apple)</p> <p>Google Play</p>



Tool	Recording Time Limit	Features	How to Video	Free Until	Compatible With
Screencastify	5 minutes	Video that can capture your tab, whole screen, or webcam only. Narrate with your microphone and you can record offline (no internet required). There is a mouse spotlight, drawing pen tool, and click highlighting. Recordings autosave to your Google Drive, instantly share Google Drive link, upload directly to YouTube.	<a href="#">Get Started/How-To</a>	An administrator can contact <a href="mailto:sales@screencastify.com">sales@screencastify.com</a> and they will do what they can to help at no cost ( <a href="#">via Twitter</a> )	Download as a Chrome Extension



Tool	Recording Time Limit	Features	How to Video	Free Until	Compatible With
Loom	No time limit	Capture your screen, voice, and face and instantly share. When you hit stop, the link is automatically copied to your clipboard. Viewers can express themselves and react to your video with emojis and comments. You can require a password or make your video viewable only to specific email addresses.	<a href="#">Loom Video</a>	<p><a href="#">Free for education - FOREVER!</a></p> <p>Allow up to 3 business days for verification.</p> <p><a href="#">Sign up for Free</a></p>	<p>Works with:</p> <p>Windows, Mac, Chrome, iOS</p> <p>Can be downloaded as a Chrome Extension or Desktop App</p>



## Universal Tech Tools that Support All Students

Tool	Description	How to Video	Free until	Compatible with
<p>Google Read&amp;Write</p>	<p>Read&amp;Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF and ePub) more accessible. It is designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. Includes text-to-speech, picture dictionaries, and create and use voice notes</p>	<p><a href="#">Quick Reference Guide</a></p>	<p>Free for teachers</p> <p>Text-to-speech free for teachers and students</p> <p>Premium access features for students, free for 30 days.</p> <p>*This tool may be more beneficial for individual special needs, there are <a href="#">packages for premium tools</a> single student use, group, and district-wide.</p>	<p>Works with:</p> <p>Windows, Mac, Android, Chrome, iOS</p> <p>Download as a Chrome Extension</p>



Tool	Description	How to Video	Free until	Compatible with
EquatIO	<p>Easily create mathematical equations, formulas, and quizzes. Intuitively type or handwrite, with no tricky math code to learn.</p> <p>Handwriting recognition</p> <p>Math, Chemistry, and formula prediction</p> <p>Graphing calculator</p>	<p><a href="#">Getting Started Guide</a></p> <p><a href="#">EquatIO Introduction</a></p> <p><a href="#">EquatIO Overview</a></p>	<p>Free for teachers</p> <p>Premium access features for students, free for 30 days.</p> <p>*There are <a href="#">packages</a> for premium tools single student use, group, and district wide.</p>	<p>Works with:</p> <p>Windows, Mac, Android, Chrome, iOS</p> <p>Download as a Chrome Extension</p> <p>* Compatibility with Sheets, Forms, Slides and Drawings is a premium feature</p>
Closed Captions	<p>YouTube - Some videos on YouTube have subtitles or closed captions. If teachers create their own YouTube content for students. Closed captioning is a universal design feature that helps all students. Caveat - YouTube CC may not be fully ADA compliant.</p>	<p><a href="#">How-To</a></p>	<p>This is a quick and easy way to add captions on YouTube.</p>	<p>Works with:</p> <p>Windows, Mac, Android, Chrome, IOS</p>
Microsoft Immersive Reader Tool	<p>This tool was designed to help readers succeed. It enlarges fonts, highlights words as it reads them, allows you to set the rate of speech, and utilizes other helpful features.</p>	<p><a href="#">How to Use Microsoft Immersive Reader</a></p>	<p>Free app in Microsoft 365 in Education</p>	<p>Works with Microsoft programs such as Word, Flip Grid, Powerpoint</p>





## Parent/Student Support

Tool	Video Tutorials	Quick Reference Guides
Seesaw	<a href="#"><u>Intro to Seesaw for Parents</u></a>	Download available on App Store (Apple), Google Play, Kindle Fire or sign-in on the web <a href="https://web.seesaw.me/families"><u>https://web.seesaw.me/families</u></a> (link to website for parents and families)
Google Classroom	<a href="#"><u>Parent Guide</u></a>	<a href="#"><u>Guardian Email Summaries</u></a>
Bloomz	<a href="#"><u>Parent Overview</u></a>	<a href="#"><u>Parent Support</u></a>
Remind	<a href="#"><u>Getting Started for Parents</u></a>	<a href="#"><u>Remind Families Website</u></a> <a href="#"><u>How to create an account</u></a> <a href="#"><u>How to join a class</u></a> <a href="#"><u>How to change notifications</u></a>
Zoom	<a href="#"><u>How to Use Zoom</u></a>	<a href="#"><u>How to Attend a Zoom Meeting</u></a>
Microsoft Teams		<a href="#"><u>Parent/Guardian Support Guide</u></a>