

Key Questions to Consider Designing Support for IT Professionals

Planning Technology in an Uncertain Environment

- Has the district prioritized IT support per CDE's Distance Learning Guidelines?
- Is the CTO or Director of IT/Technology included in planning discussions with cabinet and the Director of Curriculum & Instruction?
- Has the CTO or equivalent created a summary of what worked in spring?
- Is there alignment between the experiences of teaching staff and technology staff?
 - What worked for one group and not the other?
 - What worked for both groups?
- Has the district reached out to the COE for guidance? Or used the CCSESA reopening guidance?
- Has a continuity of instruction plan been prepared that addresses all reopening options?
 - In-person only
 - Hybrid
 - Distance learning only
- Does the reopening plan include distance learning options for families who do not want to send their children to school?
 - For children who are traveling and returning to the district?
 - For children who must be temporarily quarantined?
- Has the district created communication and clear plans for parents under all three options?
 - And staff processes to support?

Reviewing Software Contracts, Apps, & Privacy Agreements

- Has the district reviewed all new apps used by instructional staff since quarantine began?
 - Are all these apps necessary?
 - Have all apps been vetted for privacy?
 - Are they included in the continuity of instruction plans?
 - If included, has the technology department worked with C&I to create teacher and support staff training plans?
- Do new apps or software support rostering?
 - Are they collected necessary data for accountability and funding?
- Does the district have an app collaboration protocol that takes into account...
 - Process for approval?
 - Guidelines for use?
 - Privacy vetting?
 - Target audience?
 - Priority for instruction?
 - Category of app?
- Has the district created new agreements for software or services since COVID-19 began?
 - Do any agreements have financial commitments beyond initial complimentary pricing?
 - Has each vendor signed the CA Student Privacy Data Agreement?

Ensuring Staff Safety

- Have device distribution and sanitation plans taken into account the local school and community culture?
- Has the district analyzed the impact of the number of devices against staff processes and time to maintain and distribute?
- Has the district worked with labor and collected direct staff input on safety measures and PPE?
- Have safety processes been communicated appropriately with staff?
 - With families?
- Has the district analyzed the impact of various models to estimate the overall fiscal impact of device distribution and maintenance?

Providing Home Access & Support

- Has the district analyzed the access to broadband internet for the following groups?
 - Teachers & instructional support staff?
 - Classified staff?
 - Students and families?
- Has the district technology department created new processes for providing Help Desk support at home?
 - Should these be updated?
 - Have they been communicated with families?
- Has the district integrated Digital Citizenship into all distance learning plans?

The California Collaborative for Educational Excellence

<https://ccee-ca.org/>

Continuity of Learning Playbook

The CCEE presents these playbooks in collaboration with our county offices of education, local educational agencies, and other technical assistance partners for planning a safe return to school that maximizes future equity outcomes and addresses the diverse needs of California's students while adapting to the challenges posed by COVID-19.

<https://k12playbook.ccee-ca.org/>

Rapid Response Transition Toolkit

Developed in partnership with WestEd, this toolkit will support school and district leaders understand, prioritize, and address their system's immediate needs through intentional systems-level planning, while applying an equity lens.

https://ccee-ca.org/documents/distancelearning/CCEE_LEA_Response_Transition_Toolkit.pdf

[https://ccee-ca.org/documents/distancelearning/CCEE - LEA Response Transition Toolkit -
_Communications_Planning.pdf](https://ccee-ca.org/documents/distancelearning/CCEE_-_LEA_Response_Transition_Toolkit_-_Communications_Planning.pdf)

System of Support Distance Learning Resources

In collaboration with our partners within the System of Support, CCEE is documenting and sharing resources collected, curated, and developed by our Lead Agencies.

https://ccee-ca.org/documents/SystemofSupportUpdate_6.12.2020_FINAL2.pdf

Guidelines for Delivering Online Instruction via Web Conferencing Platforms

It is the goal of the **<<School District>>** (“District”) to provide students with access to high quality education and the most effective curriculum and instructional materials as well as tools and applications for learning. In accordance with guidance from the State of California and the California Department of Education, the District may, as part of its distance learning program, deliver online instruction to students and conduct virtual classroom activities. To facilitate the delivery of educational instruction and related services to students, the District may use one or more web conferencing communication platforms. These platforms may include [**Insert**: District approved web/video conferencing platforms].

When delivering online instruction and facilitating educational activities via these platforms, District employees are expected to engage in conduct that is consistent with professional standards required of District employees, including compliance with all District Board policies, Administrative Regulations, and all applicable internal District policies and practices. District employees are also required to comply with the guidelines set forth in these Guidelines for Delivering Online Instruction via Web Conferencing Platforms (“Guidelines”) to establish settings and controls for virtual educational activities and to provide notice to meeting participants of District guidelines and expectations for such activities.

When a District employee utilizes a District approved web conferencing communication platform to deliver online instruction and/or facilitate group educational activities, the employee is expected to abide by these Guidelines. The Guidelines are intended to ensure that District employees facilitate District approved virtual instruction in a responsible manner, and to promote a safe and secure learning environment for all students, while recognizing the limitations on District control over certain features and functions of these platforms.

Recommended Meeting Settings

- **District-Issued Accounts**. District employees should only use District-issued accounts for creating and setting meetings via web conferencing platforms. Personal logins should not be used.
- **Unique Meeting ID**. If possible, create a unique meeting ID for your meeting. To the extent you have a personal meeting ID available, do not use it to create a meeting.
- **Meeting Password**. If possible, set a meeting password so that participants will be required to enter a password to join the meeting.
- **Do Not Enable Participants to Join Before Host**. Some platforms have settings that control whether participants can join a meeting before the host joins. If available, do not allow participants to join the meeting before the host joins. If possible, enable a “waiting room” feature, which will place participants in a virtual waiting room until the host is ready to start the meeting.

- **Do Not Share Meeting Information.** Avoid sharing meeting ID information via public websites such as social media websites or a District-sponsored website.
- **Limit Screen Sharing.** Some web conferencing platforms will allow the host to limit the ability of participants to share their screens. If screen sharing will not be required for your meeting, check your settings to ensure that only the host can enable screen sharing.

Guidelines for Sharing Meeting Invitations with Participants

- **Forwarding Meeting Invitations.** When disseminating a web conference meeting invitation, only forward the invitation to the individuals who will participate in the meeting. Send invitations to District-issued accounts and avoid sending invitations to personally owned student accounts. Avoid forwarding the calendar invitation to any third party whose participation is not required in the meeting.
- **Instructions to Participants.** When transmitting your meeting invitation, include instructions for recipients who may not have used the platform in the past, or who may not be familiar with the settings offered by the platform.
 - Some platforms are set to automatically enable cameras and audio settings once a user joins a meeting. If applicable, notify users ahead of time that this will occur so that they can be prepared to adjust their settings prior to joining the meeting.
 - Most platforms give users the ability to mute their microphones when they are not speaking. If applicable, instruct users of this feature and direct participants to mute their microphones if they are not speaking during a particular portion of the meeting.
- **Meeting Expectations.** When sending your meeting invitation, distribute a list of meeting expectations to students. Guidelines may include the following:
 - Do not share login information, meeting links, or passwords with others.
 - School and classroom rules apply to the virtual instruction environment.
 - It is recommended that students review the District Technology Acceptable/Responsible Use Policy regarding expectations for behavior while conducting themselves online and on District devices.
 - Dress appropriately for virtual instruction sessions.
 - Do not conduct audio or video recordings or take screen shots of virtual class meetings or activities unless you have received prior permission to do so from a teacher or authorized District official.
 - To the extent possible, participate from a quiet and neutral location that will be free of distractions.
 - Students who use inappropriate language, share inappropriate images, or in any way behave inappropriately on a video conference will be subject to appropriate discipline.
 - Once the meeting is over, be sure to close out of the meeting platform entirely. Make sure that your camera is covered and that your microphone is off to avoid inadvertent transmission following the meeting.

- **Recording.** If you have received District approval to record a meeting, let participants know that the meeting will be recorded when you send out the meeting invitation. The District will provide necessary notices to parents/guardians, but it is best practice to remind participants ahead of the meeting that recording will occur.
- **Answer Questions.** Invite participants to send you questions about the way the meeting will occur in advance of the meeting. If you receive questions, publish your responses to those questions to all participants in advance of the meeting so that all participants have the same information as they prepare for the meeting.

Guidelines for Hosting the Meeting

- **Meeting Background.** When engaging in a virtual classroom meeting, maintain a neutral and appropriate background that is free from distractions.
- **Supervising Students.** While engaging in virtual classroom meetings, teachers and classroom aides are required to supervise students and refer students for disciplinary action as necessary when students engage in misconduct.
- **Mandatory Reporting Obligations.** While engaging in virtual classroom meetings, teachers should be reminded that they are mandated reporters of suspected abuse and neglect, including while communicating with students during virtual instruction. If teachers or other mandated reporters have questions regarding mandated reporting obligations, they should consult with a supervisor for guidance and additional resources.
- **Locking a Meeting.** Some web conferencing platforms have settings that allow you to lock a meeting after all participants have joined. This feature can prevent unauthorized outsiders from joining the meeting.
- **Roll Call.** Begin a meeting by double checking that only authorized participants have joined the meeting. If there is a participant that you do not recognize or that is not authorized to participate, remove the participant from the meeting.
- **Reiterate Meeting Expectations.** Open the meeting by providing a brief reminder of meeting expectations that were shared along with the meeting invitation.
- **Video, Audio, and Chat Features.** Some platforms allow video, audio, and chat features to be enabled during a meeting. In some platforms, chats between users can be seen by the entire group of participants, and in some platforms, even chats marked as “private” can be viewed by the host. Give notice to participants that, if they enable video, audio, and chat settings, their conduct may be accessible to other meeting participants and to the host.
- **Recording the Meeting.** If you have received District approval to record a meeting, let participants know that the meeting will be recorded before you initiate the recording. Some platforms have a built-in feature that provides notice to participants when a

recording has been initiated. If the platform you are using does not have this feature, provide a verbal notice to participants before initiating the recording.

- **Screen Sharing.** Some platforms offer two options for screen sharing: sharing from a specific application or sharing an entire screen. To limit the potential for confidential District information to be shared with meeting participants, limit screen sharing to a specific application (e.g., a specific document that you need to reference) rather than sharing your entire screen.
- **Removing Participants.** Some platforms offer the host the ability to remove a participant from a meeting. If a participant engages in inappropriate conduct that is visible to other participants, give the participant a warning and an opportunity to stop the conduct. If the participant does not stop, consider removing the participant from the meeting. In these cases, the participant may need to be given an alternative method to participate in the instruction, and disciplinary action may be warranted. Check with a District administrator after the meeting to determine next steps in such cases.
- **Avoid Sharing Personally Identifiable Information from Education Records.** Just as you would in a physical classroom setting, avoid sharing personally identifiable information from student educational records during the meeting. Such information is protected from disclosure without parent or guardian consent under the Family Educational Rights and Privacy Act (“FERPA”). Protecting student privacy is just as important in the virtual setting as it is in the physical classroom setting.
- **Reminders Before Ending the Meeting.** Before ending the meeting, instruct all participants that, after the meeting ends, each participant should close out of the platform entirely and double check to make sure that cameras and microphones are disabled.

Post-Meeting Guidelines

- **Storing Recordings.** If you recorded a meeting, be sure to safely store the recording in accordance with District guidelines and requirements. In some cases, recordings of educational activities may be educational records that are protected from disclosure without parental consent under FERPA. If you have questions about how to securely store a meeting recording and/or securely upload the recording to District storage accounts, contact the Information Technology Department.
- **Avoid Public Dissemination.** Avoid publicly posting or disseminating video or audio recordings of virtual classroom activities to the general public via, for example, social media accounts. As noted above, in some cases, recordings may be protected from disclosure. Additionally, students may have opted-out of having their images or voices shared publicly. If you have questions about who may have access to a recording, contact District administration.
- **Sharing Recordings.** If you will share recordings with other teachers, participants, or to students who were unable to participate in the activity but require access to the recording

for legitimate educational purposes, be sure that the recording is password protected or otherwise securely transmitted to the recipient. If you have questions about how to transmit recordings in this manner, contact the Information Technology Department. Also, when you make the recording available, inform recipients that they may not share recordings with others without prior District approval. If questions arise, contact District administration for further guidance.

- **Sharing or Publishing Lesson Plans.** Employees are required to obtain permission prior to publishing or selling any online content or lesson plans created during and in the scope of their employment and intended for District use.

Questions regarding these Guidelines and specific settings for District web conferencing accounts may be directed to: [insert contact name and information].

618-1/4675344.1

Notice and Guidelines for Student Participation in Online Instruction

Notice Regarding Use of Online Instruction Platforms

As the <<**School District**>> (“District”) transitions to distance learning, teachers may utilize web conferencing communication platforms to engage students in the learning process. An online meeting may resemble actions that have already occurred in a teacher’s physical classroom, i.e. lessons, resource sharing, and discussion. The District believes there are several benefits to engaging students in online instruction, including the creation of a teaching presence, building camaraderie among students, reduction in student isolation, and real-time guidance for student questions on assignments.

These platforms may include [Insert: District approved web/video conferencing platforms]. While the features of these platforms may vary, in general they include the following features: webcam viewing by participants; audio participation; screen sharing of instructional materials; chat room comments, questions, and answers; engaging students in student Q & A and peer discussion; and sharing of student work. In most instances, staff or students can disable the individual features. [Optional: Insert reference to where students and parents can find disabling instructions.]

Online instruction may also be recorded to ensure students who miss a teacher-led meeting can review the lesson(s) on their own. The recordings will be protected and only shared with students, parent(s)/guardian(s) of students, and/or district personnel with a legitimate educational interest. Students and parents are not to record and share any online instruction without the consent of all of the participants, or unless prior District approval for such recording has been granted.

Please contact your teacher if you wish for your student not to participate in online instruction. [Optional: Provide District contact and process for student opt-out. Note: Technically, the recommendation to provide an option to opt-out from use of online platforms that collect personally identifiable information is applicable to students under 13; however, given the novel and more invasive nature of using web conferencing platforms for online instruction, most districts are offering the opportunity to opt-out to students of all ages. Also Note: Districts will have to deliver a reasonably equivalent delivery of educational materials to students that opt-out of web conferencing.]

Guidelines for Student Participation in Online Instruction

The following guidelines are intended to promote a safe and secure learning environment for all students.

- Students should not share their login information, meeting links, or passwords with others.
- To the extent possible, students should participate in virtual instruction from a quiet and neutral area that is free of distractions.
- School and classroom rules apply to the virtual instruction environment.
- It is recommended that students review the District Technology Acceptable/Responsible Use Policy regarding expectations for behavior while conducting themselves online and

on District devices. [Insert: Reference to any additional digital citizenship resources the District may have.]

- Students should dress appropriately for virtual instruction sessions.
- Students who use inappropriate language, share inappropriate images, or in any way behave inappropriately on a video conference will be subject to appropriate discipline.
- Students should not conduct audio or video recordings or take screen shots of virtual class meetings or activities unless they have received prior permission to do so from a teacher or authorized District official.
- To the extent possible, parents should allow the student to work with the instructor or provider in a quiet, private space. However, to the extent a student requires adult support to participate in virtual instruction/services, a parent or guardian may be specifically asked by the instructor or service provider to provide such support.
- Once the virtual instruction session or meeting is over, students should be sure to close out of the meeting platform entirely. Students should also ensure that cameras are covered and that microphones are turned off to avoid inadvertent transmission following the meeting.

The District will continue to comply with the Family Educational Rights and Privacy Act (“FERPA”) and all federal and state student data privacy laws during the period of distance learning. Students participating in classes or group services at schools typically work together. The same will occur when students receive instruction virtually, i.e., they typically will be able to view the other students participating in group instruction/services. We ask parents to respect confidentiality as they would during the in-person school instruction.

Virtual instruction is provided exclusively for educational purposes for District students. Parents, students, and/or others are not authorized to audio or video record, stream, or share in any way, virtual instruction or services without the express consent of all participants. This includes instruction or services provided *via* telephone or a video conferencing platform.

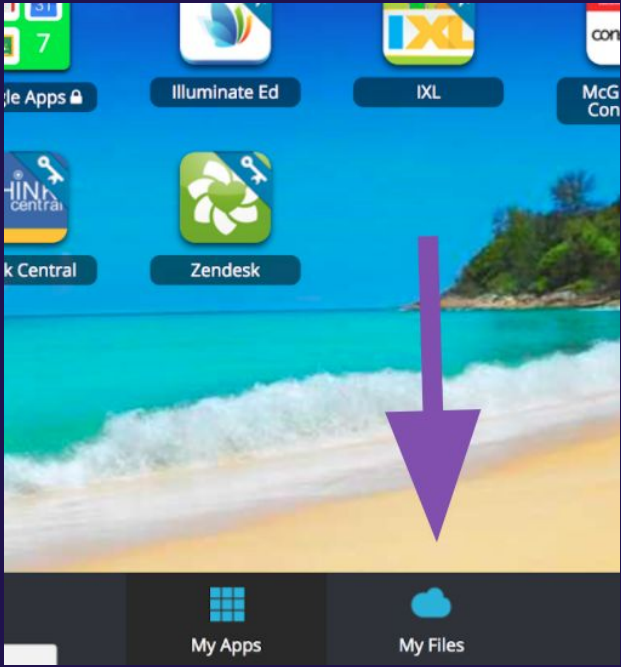
The District appreciates the support, flexibility, and understanding of the school community as we all transition to these new learning platforms to ensure continuity in education as much as possible for our students.

618-1/4676204.2

Online Classroom Quick Start Guide



Note to our friends at other schools and districts: You have permission to copy and use. Share back you if make this better: jl@lcsud.net

Tool	Benefit	How to use it
<p>Google Classroom Tutorial</p>	<p>Our students are very familiar with Classroom, and can easily navigate the stream, receiving and submitting assignments.</p>	<p>In an online classroom, you can have class discussions in the Stream. Simply click "Share something with your class" to ask questions, distribute a video link, or share a link to a certain online resource. You can share from your Google Drive or attach images, pdf files, or other media.</p>
<p>Classlink</p>	<p>All student textbooks and apps are stored in one centralized location.</p> <p>Here are some of the apps that are available to your students.</p> <p><u>Elementary:</u> RazKids Dreambox Course textbooks IXL Accelerated Reader Brainpop/Jr</p> <p><u>7/8:</u> Course textbooks Typing Club Encyclopedia Britannica School ListenWise Code.org Illuminate for assessments</p> <p><u>9-12:</u> Course textbooks Khan Academy Encyclopedia Britannica School</p>	<p>If your students need a refresher, or you're giving instructions to parents, here's a quick review.</p> <p>Go to classlink.lcsud.net</p> <p>Click "Sign in with Google"</p> <p>Apps and textbooks requiring passwords are likely already saved.</p> <p><i>If a student needs help with a password, they can put in a tech ticket at help.lcsud.net and we'll get it sorted for them.</i></p> <p>You can access your network (S:\) drive files FROM HOME with Classlink! Click the My Files icon at the bottom of your screen.</p> 

<p>Screencastify Tutorial</p>	<p>Your students know your style. A recording of your lesson or lecture can build on previous lessons or incorporate your own teaching strategies better than a video from Youtube.</p> <p>Record video of your own lessons to share with your students. Screencastify can record your webcam, your on-screen work, or both.</p>	<p>Many of us don't like to hear our voices, but a screencast can be a powerful tool in an online classroom. Jot down a few notes, be open to a few honest flubs, and record away! The video is shared to your Google Drive. Share the link with your students and you're good to go! (Feeling adventurous? Upload your video to Youtube to add it to a playlist, or add it to an EdPuzzle project. See below!)</p> <p>Simple option if you don't want to use Screencastify: use your phone's camera to record your videos, and upload to your Drive with the Google Drive App for your phone.</p>
<p>Google Hangouts Meet Tutorial Video Cheat Sheet</p>	<p>If you want to conduct your class live, with all your students able to watch you and ask questions and discuss content together, try Google Hangouts Meet. Currently, there is no limit to the number of students allowed to join a meeting. Consider pairing up with a colleague to team-teach a common lesson to all your classes.</p> <p><i>We've just turned on the recording feature in Hangouts Meet. You can record your lesson in the "three dots" menu in the bottom right corner.</i></p> 	<p>Start a Hangouts Meet by going to meet.google.com and clicking Start a New Meeting. When you start your meeting, you'll create a meeting link. Share the link with your students. You can broadcast your video from either your webcam or your computer screen and turn on Closed Captions.</p> 
<p>Zoom Tutorial on Starting a Zoom Meeting</p>	<p>Zoom is another option for sharing video. You can easily share your screen with your students, annotate/draw on the content, and students can raise their hands with questions. There is also a whiteboard.</p> <p>You can have up to 100 participants and meetings can last 40 minutes.</p>	<p>Visit zoom.us and hit the sign up button in the top right.</p>
<p>Youtube Tutorial to Share Videos</p> <p>Tutorial to Create and Share Playlists</p>	<p>The world of video is at your fingertips.</p> <p>You can find excellent media from scholarly sources or lessons from other educators.</p>	<p>Click the Share button below the bottom-right corner of the video to get a shareable link. Tip: with the Share button, you can also start the video at a desired time.</p>
<p>EdPuzzle Tutorial See it in action</p>	<p>If you want your students to watch videos, and also want to make sure that they're watching them (and that they're learning something!), use EdPuzzle.</p>	<p>EdPuzzle allows a teacher to create an assessment based on a Youtube video: at certain points, the student's video will pause, and a question that you've created will appear on screen. To move forward, the student has to answer the question.</p>

<p>Flipgrid Tutorial</p>	<p>This is a great tool to facilitate checking for understanding and students engaging in thinking about their learning through posting videos.</p> <p><i>This is a great tool for our World Language courses and Performing Arts.</i></p>	<p>Here are 30 other amazing ideas for using Flipgrid in multiple subjects.</p> <p>Once you create an account, explore the library to see what ideas other educators have. This is great for all grade levels.</p>
<p>Other ideas</p>	<p>Tips:</p> <p>Expect that running an online classroom may be bumpy. Let your students know that we're doing our best.</p> <p>Set online "office hours" when you'll be online and can answer questions. Choose: do you want one-to-one questions via your email, or is it best to share questions and answers in a shared space (like the Google Classroom Stream) so all can benefit from the questions?</p> <p>Use Google Forms for quick quizzes and checks-for-understanding.</p> <p>If you're not using Classroom, keep copies of all materials organized in a Google Drive folder that's shared to students as "View Only." This will make your life easier if anyone loses materials.</p> <p>This may be a stressful time for students and families. Allow ample time for submission of assignments.</p> <p>Contact the LCUSD tech team for support as you create and deliver online lessons.</p>	<p>Excellent video! The Flipped Class: Overcoming Common Hurdles</p> <p>How to Be a Better Online Teacher (for higher ed, but the ideas work for us too)</p> <p>Cornell University's Flipping the Classroom Center for Teaching Innovation</p> <p>Fun math activities: The Classroom Chef</p> <p>Hyperdocs: with a little bit of effort, this is an excellent resource for remote instruction. Start here with Lindsay Staley's guide, and find a HUGE selection of premade examples here.</p> <p>Lesson Frames and Templates (Can easily be repurposed for remote lessons. See your tech team for ideas.)</p>

How to Prepare



Take a few moments in the coming days to make sure students have resources ready to go. Your LCUSD Tech Team will be on hand to help you get everything set up.

LOGISTICS

- Discuss with your students that online instruction may be in our future. Share your plans and your expectations with them. This is unknown territory for all of us, so we are learning as we are going.
 - Discuss how and when you can be contacted.
 - Discuss how assignments and participation will be graded. Describe your plans for how your online classroom will be run. Will you expect students to all meet online at the same time? Or will you be okay with asynchronous discussions?
 - What kind of learning evidence do you expect from them?
 - Taking a reading/learning quiz
 - Contributing to a discussion
 - Completing a project
 - Submitting work
 - Remind students to take home textbooks.

CLASSLINK

- Can your students log in to Classlink? (Have them bookmark the page: classlink.lcusd.net)
- Can you login to Classlink?
- Test out each app on the Classlink dashboard. Do all their/your saved passwords work?
 - Teachers: make sure that you can access the "My Files" section of Classlink if you have files stored on the Network (S:\) Drive.

GOOGLE CLASSROOM

- Set up a Google Classroom, if you don't have one yet. This can be done via Aeries. Ask us for help if needed!

NEW APPS AND RESOURCES

- Interested in using a new app like Screencastify or EdPuzzle? Try it out first with your students.
- Contact your grade level colleagues. Let's not reinvent the wheel: share resources and lesson plans with others so we can create more materials for our students.
- Start collecting any good videos on Youtube that might support your upcoming lessons.
- Demonstrate how to log in to and use Google Hangouts Meet.

Tech Check



TO DO THIS WEEK

- ❑ Make sure all students can login to their Google accounts (primary teachers, prepare accounts and passwords to send home with students)
- ❑ Test Classlink logins for both students and teachers
 - ❑ Test access to the apps in Classlink
- ❑ Test your online curriculum accounts if applicable.
 - ❑ [Elementary digital resource guide](#)
 - ❑ [7/8 Math in Focus, LC Math 1, 3, 4 Connect Ed, some World Languages, 12th grade English](#)
- ❑ Choose a platform to deliver content
 - ❑ Create a Google Classroom or ensure all student have access to your current Google Classroom
 - ❑ Use your teacher website:
 - ❑ Test your login
 - ❑ Create a new page to support online learning
 - ❑ Create a PDF of materials and/or post a link to content.
- ❑ Test your mode of communicating with parents. Aeries Communication is a super easy way to send out emails to families.
 - ❑ [Here is the quick start guide](#)
- ❑ Find one thing you can test in the next couple of weeks in terms of an online lesson or experience. For example, test a Google Hangout or Zoom. Run a virtual lesson at school by mapping out all instructions on Google Classroom or your website.

Team Check

This is a heavy lift for many of us. Consider some ways to shoulder this work as a curriculum team. Here are some ideas to get this off the ground.

- ❑ Create a frame for how the lessons will work. What are the basic elements needed for the learning objective? For example, content or materials, check for understanding, then a form of assessment.
- ❑ Meet with your team and decide if dividing up the work is an option. Perhaps each person takes a day or for elementary, a subject.
- ❑ As you plan over the next week or so, examine your lesson plans and imagine what could transfer online and what would need major revisions. Have those conversations in your grade level meetings, PLCs, or department meetings.
- ❑ Invite Jamie, Lindsay, or David over for a chat about how to transfer your parts of your instruction online.

Tips for primary classrooms



Primary teachers are experts in communicating with parents. Leverage your current resources: Shutterfly, your classroom website, Aeries Communications... whatever works best. Here are some ideas that will help your students enjoy the benefits of your classroom at home.

Send lots of pictures! Take pictures of yourself and ask them to send pictures back to the class, if you'd like. Have project instructions? Include a lot of photos to use as examples.

Record greeting videos to talk about the activities, sign a song, or work through your daily classroom routines. This will be a great way to maintain a positive, upbeat connection with your students in case we're not able to come to school for a few days.

Read a book to the class, or encourage parents to read along with their students, and have the kids share updates from their stories.

Use the online resources included with your textbooks. Everyday Math has an online component, as do the science and ELA books. Much of your course content is available in your textbooks, but you can bring the content to life via email updates or video messages.

Need to scan paper? Use the [Adobe Scan](#) app (or the app of your choice) to create PDFs of worksheets.

Encourage students to play around the house and outside (and not to stare at too many screens). Many of our tech tools are screen-based, of course: Brainpop, RazKids, IXL, AR. Try to find a balance of assignments: some that can be completed online and others that can be done offline and turned in to you later.

Realize that child care may be a challenge for parents. Some parents will be able to help their children complete all their assignments and activities, while some students will not be as productive. We understand that this may be a stressful time for families, and that our schoolwork can be a positive outlet and distraction; however the children may not turn in certain assignments. Let's all do our best. We've got this!

Instructional Continuity



What we do every day:	How to apply that to an online class:
Connect with my students	Send encouraging notes and updates to students daily. Give feedback to class comments or submitted work to remind them that they're still a part of the class.
Make them feel connected and valuable	Online conversations can be tricky. Keep discussion positive and authentic. Share pictures or videos of yourself, if you're comfortable with that, or interesting news articles, a poem you wrote, picture you drew, a new song you like, or a funny Youtube video or meme. Keep building those relationships.
Acknowledge their contributions	This may be more challenging in an online setting, but be intentional about giving feedback when students contribute.
Find great instructional resources	This is the easy part. Share materials via Classroom, or just paste a bunch of links onto a Google Doc. With the recent textbook adoptions, many resources are now online for our elementary students, our math curriculum, and some World Language. Create a shared doc with your curriculum teams of the resources you find to support each other.
Prepare engaging lessons	This is the challenging part. Online classes may not have the excitement that live classrooms have, but you'll still be able to deliver your content, interact with your students, and check for understanding. What you choose to have the students do with the learning can amp up the engagement. Have fun with the assessments and checking for understanding.
Get to the heart of the content	Just like in emails, nuance can be lost. Share the goals or purpose of the lesson up front, and leave nothing to the imagination. Map out all steps the students need to take to complete the learning objectives. Think in terms of your sub planning. You can also make short video of the assignment directions to clarify the goals and students can rewatch as needed. Use Google Classroom or your website to lay out the lesson objectives, materials, and expectations.
Ask challenging questions	Sure, your students may be able to Google the answers when you're not looking. Our challenge is to ask questions that don't have such easy answers. Here is an article from Edutopia about asking challenging questions.
Check for understanding	Use tools like Google Forms to send out quick checks, quizzes, and exit tickets, and encourage students to send private questions to your lcsud.net email address. Do a 3,2,1 Check: What 3 things did you learn from this lesson? What 2 things do you want to learn more about? What question(s) do you have about this lesson?
Assess for learning	Assessment may be tricky. You can use tools like Illuminate or the Locked Google Forms tools, however, for higher-stakes exams, you may want to wait until students return to your classroom. Another idea is to have alternative assessments. How might you have them show their learning beyond an exam? How about having the students create a 10 question exam and finding two friends to take it? What about a Flipgrid video where the students share what was most important in the materials as if they were newscasters. Here are some other ideas for you to build on.