

Remote Learning Field Guide for Schools

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Added content for: Managing a Remote Team (p.16), Celebrating Remotely (p. 20), Observations and Feedback (p.28), Platform How-To (p. 54)

Partners,

This is a challenging time for you and your communities as you face uncertainties surrounding the Coronavirus (COVID-19). We understand that the spread of the Coronavirus may be impacting our partners' schools differently in communities across the country, and we are here for you as you make plans to keep your students and teachers safe.

It is our top priority to support you in any way we can during the weeks ahead. As an organization, we have reformatted our Spring Regional Convening to allow educators to take part in valuable professional development remotely, without the added stress of travel during this time.

We know many of you are considering how you might be able to continue teaching and learning in the event of temporary school closures. Our team has compiled this Field Guide as a resource and starting point to provide guidance and a variety of options for you to consider as you create a cohesive and comprehensive plan for your school. While we are not a source of information regarding local laws or regulations, we are here to support you in the effort to find what fits the needs of your community.

Every school and every community will be impacted differently by this situation. Our team is here and prepared to work with you to determine plans related to Summit Learning to fit the needs of your students and teachers during this time. If you have questions about this Field Guide or how you may choose to incorporate Summit Learning into your closure plans, please reach out to your Summit Learning Success Manager.

We are confident in the power of educators to rally together to support students, even under the most challenging circumstances. During this time of uncertainty, we are here for all of our partners as they look for ways to support student learning beyond the walls of the classroom.

Best,
Andrew Goldin
Executive Director
T.L.P. Education

[Back to the Top](#)

Table of Contents

Table of Contents	2
Program Possibilities and Considerations	4
Run school remotely	5
For Projects	5
For Math	6
Limited teacher touch points during the day	9
No touch points / Independent student work	11
What if we want students to be able to take content assessments?	12
What if we want students to have peer-to-peer collaboration?	13
What curricular adjustments should I consider based on the length of closure?	13
Additional Planning for School Closures	14
How can I keep my teachers and students safe using digital tools?	14
What if students don't have a computer or internet at home?	14
How can parents support student academic progress?	15
What if district staff or personnel are able to support teaching and learning?	15
Continued Program Planning and Communication	16
As a School Leader, what is my role in managing the remote-program?	16
What should I think about now that I'm managing my team remotely?	16
How should I evaluate the current experience and continue to iterate?	18
How do we make sure educators, district staff, students, and families are up to date on our plan?	18
What is important to communicate to families about remote-learning?	19
How can I continue to communicate and build connections with families?	19
What if I have non-Summit Learning students at my school who also need to be making academic progress?	20
How can we find opportunities to celebrate learning remotely?	20
Daily and Weekly Celebrations	20
Closing out the School Year for All Students	21
Virtual Celebration of Learning	22
Teacher Appreciation Week	23
Celebrating Graduation	24
How to:	27
Communicate to your Summit Learning Families about the Closure	27
Implement Remote Learning Observations and Feedback (Logistics)	28

Implement Remote Learning Observations (Note-Taker)	31
Lead a Faculty Meeting re: Closure Planning (Template)	32
Use Khan Academy (Including Course Mapping)	33
Use Reading/Writing Project from Summit Learning	37
Align on Projects Across the Grade Level Team	38
Pick the Right Project for your Students (Curriculum Team Considerations)	39
ELA	39
History/Social Science	44
Science	46
Host Video-Class/Communication Tools	49
Platform How-To:	54

Program Possibilities and Considerations

This section provides different considerations, based on your context, that would impact any decisions you make about offerings for your students. As you review these, consider which are applicable to your context.

Once you decide, you can refer your teachers to the [Remote Learning Field Guide for Teachers](#), which provides a variety of options for them to consider as they create a cohesive and comprehensive plan for their classrooms in alignment with your vision.

	If: Teachers are able to teach full-time from home	Teachers are able to have some touchpoints, but not a full schedule	Teachers are not able to teach from home at all
How to approach planning	Run school remotely during normal hours while minimizing the change and narrowing the focus. Begin your planning here .	Determine your learning priorities for the closure period and plan how teachers can support those priorities. Begin your planning here .	Your students will have to work independently. Determine how you will narrow your focus for self-directed learning. Begin your planning here .
For students without access to a computer or internet at home (more info here)	Print materials for students who do not have a computer/ internet at home and run the program via phone and paper copies (Zoom and Google hangouts allow for phones to call in. Directions here)	Print materials for students who do not have computer/internet at home and run the touchpoints via phone and paper copies (Zoom and Google hangouts allow for phones to call in. Directions here)	Print materials for students who do not have computer/internet at home.
If parents aren't able to support (more info here)	<ul style="list-style-type: none"> • No content assessments • No 1:1 check ins at home 	<ul style="list-style-type: none"> • No content assessments • No 1:1 check ins at home 	<ul style="list-style-type: none"> • No 1:1 check ins at home
Other Considerations	<ul style="list-style-type: none"> • District Staff Supporting Instruction • Administering Content Assessments • Modifying Curricula Based on Closure Duration • Communicating with Families 		

Run school remotely

To do this successfully, it may be helpful to adopt a few guiding principles:

1. **Minimize the change.** To reduce stress and disconnection, maintain a normal schedule and familiar experiences as much as possible.
2. **Narrow the focus.** Concentrate on what matters most for students: cognitive skills growth, content knowledge acquisition, and improving habits of success.
3. **Remember connections and relationships.** This is a time that can be incredibly isolating, especially for the most vulnerable populations of your community. Consider utilizing technology and phone calls to continue building connections and relationships with students and families.
4. **Remote school will likely take less time than traditional school.** When you remove transition periods, electives, etc. from the school day, school schedules become a lot shorter. Based on your school's vision for remote-learning and parameters, the school day will likely be dramatically shorter.

We recommend that students split their time between Power Focus Areas, Projects and preparing for 1:1 mentoring. Below, we've provided a few options that you may wish to consider depending on the level of support your teaching staff is able to provide during a closure. Based on your decisions, teachers can leverage [the teacher field guide](#) to help inform their planning.

- If possible, continue to use the same bell schedule and cadence as your normal school calendar.
 - This would mean, for example, that teachers would plan lessons for students on projects/focus areas and implement those lessons virtually through technology ([like Zoom or Google hangouts](#))
 - If students don't have a computer or internet at home, these lesson plans will require thoughtful planning around how a student will be able to engage. Some considerations:
 - What materials will they have available to them?
 - How will they listen in and engage?
 - More considerations for students without computer/internet at home [below](#).
 - This would also mean that teachers would implement those lessons at the same time and with the same students as their normal class schedule.
 - For Projects
 - Provide clear agendas on the Plans tab: This should be clear enough that if a student doesn't make it to the video (or there are tech challenges) they can still proceed through the lesson

- Launch class as a whole group video at the start of class. Ensure that students see the full flow of activities and can progress forward so that students have a chance at succeeding without direction.
- Set expectations for work completion and all full-group, live discussions
- Meet with students in breakout video meetings as needed to support
- For Math
 - Also, continuing with math learning is important. If you are going to have students continue to make progress on their math units remotely, consider maintaining your Launch-Work-Wrap facilitation of math activities, only with potentially fewer peer-to-peer interactions:
 - The teacher launches the activity with the full class either by assigning it through the Platform or sharing their screen (directions [here](#))
 - Students work independently on the activity (as opposed to in pairs or groups as they normally would)
 - The teacher wraps the activity whole-group.
 - In this scenario, the teacher monitors and supports the work portion mostly like full-class Office Hours.
 - You may also consider having students work on Portfolio Problems as recommended at strategic times throughout the unit.
 - The teacher introduces the portfolio problems with the full class either by assigning it through the Platform or sharing their screen (directions [here](#)).
 - Students work independently on their selected problem and submit their work through the Platform when they complete their problem.
 - The teacher provides ways for students to check in for support as needed. Possible options include asking questions on the virtual call, email, or Office Hours.
 - To allow for more peer-to-peer interactions, if technology allows, have students work in breakout rooms in pairs or small groups to allow for small-group processing of math activities (directions [here](#)):
 - Teacher facilitates the lesson's warm-up with the full class.

- Teacher launches the first activity with the full class, then assigns students to break-out rooms for peer-to-peer work and discussions.
- Teacher “calls back” students to wrap the activity with a full-class discussion. Repeat this process with additional activities.
- Teacher facilitates the lesson synthesis, then assigns the cool-down either through the Platform or through another mechanism, like Google Forms.
- Schools may want to continue with End-of-Unit Assessments at the end of math units.
 - The Illustrative Mathematics (IM) Courses in grades 6 - 11 provide Learnosity Assessments (directions on administering and scoring [here](#)). To have students complete these assessments remotely:
 - You may choose to use the same structures as you would for remote content assessments ([below](#)) including:
 - A specific date/time for when students are able to take the assessment
 - Clear expectations for students about what resources they can use during the assessment, as well as what resources should not be used.
 - Provide a way for students to be able to ask questions during the assessment. (Availability on Google Chat during the assessment is one way to do this.)
 - **Note**; occasionally there are problems on these assessments that students will need to answer on paper. For these problems the teacher will want to provide a way for students to submit their solutions. (One option is for students to take a photo of their work and email it to the teacher.)
 - For courses that do not have Learnosity Assessments the teacher will need to upload a student version of the End-of-Unit Assessment (directions [here - pg 13](#)).
- When students and teachers would typically have Self Directed Learning Time, teachers would proctor that time and support students in setting goals, studying content, and taking content assessments. You can find more [guidance below](#) about setting up Content Assessment parameters and considerations therein.

- When students and teachers would normally have mentoring time, use 1:1 mentoring to support students in practicing goal-setting and self-direction as well as making adequate academic progress on current projects and focus areas
- When teachers would normally have before or after school support time (like Office Hours), continue to hold those via [Zoom or Google hangouts](#).
- Teachers would also continue to monitor progress of students and communicate that progress to families.
 - Provide skills-aligned feedback on checkpoints
 - Use the platform data pages to provide additional supports to specific groups of students
 - Communicate with parents about student progress on current projects and focus areas
- If working on multiple projects is unfeasible, there are some curricular options you might consider
 - Have your grade level team decide on one project that students can make progress on instead of multiple projects (guidance [here](#)). This would limit the scope of work for students and would require all teachers to be focused on supporting students on the same project. When school resumes, grade level teams may use that project in all of their courses for demonstration of cognitive skills (directions [here - pg 9](#))
 - Have teachers pick a prioritized project from their year that they focus on and adapt it to become more remote-learning friendly. The Summit curriculum team has put together some recommendations if you choose this path. (directions [here](#))
 - Similarly, teachers may use the reading/writing project the Summit Learning Curriculum Team created, found [here](#)). This project was designed to support a school experiencing a temporary closure, and it provides instruction and supports that can more easily be administered without in-person facilitation. To begin, choose an available book that is appropriate to your classroom needs. Then, guide your students as they work remotely to read and complete reading journals analyzing a character's development. When your students finish this task, they use the evidence and analysis they have gathered to plan and write a literary analysis essay. The project plan below provides step-by-step instructions, as well as links to all of the materials you need for implementation.

Note: *If you decide to offer virtual mentoring sessions, consider creating a protocol by which teachers communicate with you that they have consulted with parents/caregivers and have consent for students to participate in 1:1 remote check-ins with them. In the event that parents/caregivers opt their child out of 1:1 phone/virtual check-ins, consider using email or Google Forms as a way to support students individually. Specific guidance and templates are provided in the [Remote Learning Field Guide for Teachers](#).*

Limited teacher touch points during the day

If your teachers are unable to engage at full capacity during the closure, you and your district will need to decide which of the core responsibilities your teachers can take on, if any. Depending on the parameters of your school and district, you may be able to execute certain aspects and not others, so working with your team to create a partial implementation plan is key. With a lighter touch approach, the guiding principle most applicable here is:

1. **Narrow the focus.** Concentrate on what matters most for students: cognitive skills growth, content knowledge acquisition, and improving habits of success
2. **Remember connection and relationships.** This is a time that can be incredibly isolating, especially for the most vulnerable populations of your community. Consider utilizing technology and phone calls to continue building connections and relationships with students and families.

If you are able to provide some teaching support, then you have the option to consider scheduling fewer times where teachers launch students into work time and longer sections of student work time throughout the day. Because of the limited nature of the teacher engagement with students, this might look like:

- Students working on one project that will continue to support learning but will minimize the amount of individual concepts students are working on.
 - You might consider having your grade level team decide on one project that students can make progress on instead of multiple projects (guidance [here](#)). This would limit the scope of work for students and would require all teachers to be focused on supporting students on the same project. When school resumes, grade level teams could use that project in all of their courses for demonstration of cognitive skills (directions [here - pg. 9](#))
 - Or, have teachers pick a prioritized project from their year that they focus on and adapt it to become more remote-learning friendly. The Summit curriculum team has put together some recommendations if you choose this path. (directions [here](#))
 - Or, using the reading/writing project ([here](#)) that will help students continue to practice cognitive skills that are overlapping with other courses. This project was designed to support a school experiencing a temporary closure, and it provides instruction and supports that can more easily be administered without in-person facilitation. To begin, choose an available book that is appropriate to your classroom needs. Then, guide your students as they work remotely to read and complete reading journals analyzing a character's development. When your students finish this task, they use the evidence and analysis they have gathered to plan and write a literary analysis essay. The project plan below provides step-by-step instructions, as well as links to all of the materials you need for implementation.

- For math, you may choose to have students continue on their concept unit work. In the event that you do, students would work through the checkpoint activities and have teachers use their touchpoints to launch activities. You may also choose to have students complete End of Unit Assessments remotely. More guidance [above](#).
 - You may choose instead to have students practice their mathematical fluency through Khan Academy lessons (directions [here](#)). Consider expanding on the Khan Academy videos and exercises currently included in math Focus Areas.
- Lesson planning expectations should be made clear.
 - Provide detailed agendas on the Plans tab: This should be coherent enough that if a student doesn't make it to the video (or there are tech challenges) they can still proceed through the lesson.
 - Launch class as a whole group video at the start of class. Ensure that students see the full flow of activities and can progress forward so that students have a chance at succeeding without direction.
 - Set expectations for work completion and how the different touchpoints during the day will be used.
 - If possible, meet w/ students in breakout video meetings as needed for support.
 - Have a consistent goal-setting and progress-monitoring structure so all teachers and students have the same experience and expectations.
 - Something to consider is what teachers focus their whole-class time on. Teachers may choose to provide support on Power Focus Area content, but if they do, they may maximize this time by using the content to practice study skills like note-taking or practice setting time-bound goals.
- Setting up times throughout the day to meet and consult with students.
 - If possible, schedule a recurring sync up with students at the beginning, middle, and end of the day.
 - At the beginning of the day, focus on goal-setting and what students should accomplish throughout the day and ways in which they can get support if they get stuck.
 - In the middle of the day, revisit goals to track progress with students and field questions from students so that you can use the time to "unstick" students so they can continue to make progress.
 - At the end of the day, revisit goals and help students think about what work they need to do to stay on track with the progress of the class.
- If a teacher can work 1 - 2 hours a day, teachers may spend their time:
 - Leading the different touchpoints virtually ([like Zoom or Google hangouts](#)) in the day with a focus on goal-setting, progress-monitoring, and action planning.
 - Planning lessons for students on projects/focus areas and implement those lessons virtually ([like Zoom or Google hangouts](#)).

- Leading and planning mini-lessons on core skills and activities.
- Checking student progress on the platform.
- Corresponding with students about their progress and provide feedback on checkpoints via comments on the platform or virtually in a breakout room
- Communicating with parents about student progress.
- If a teacher can work 2+ hours a day (in addition to the above), teachers may spend their time:
 - Monitoring student progress on core academic outcomes on the platform and assigning additional supports to students who are in need
 - Proctoring digital Content Assessments
 - Holding virtual support time (such as office hours) for students to get additional help from the teacher

No touch points / Independent student work

Due to the limited amount of support the school may be able to provide in this scenario, we recommend keeping assignments as simple as possible. Keeping in mind the guiding principle of **narrow the focus**:

- For example, you might elect for students to stick to studying for their focus areas in their courses and for you to create a plan with your grade level team to help prioritize the focus areas students work on first.
- Or, you may choose to have students practice their mathematical procedural fluency through Khan Academy lessons (directions [here](#)).
- If you want students to focus on Cognitive Skills-based work, you have the options to have them:
 - Work on their current projects.
 - Focus on one project that the grade level team decides students can make progress on instead of multiple projects (guidance [here](#)). This would limit the scope of work for students and would require all teachers to be focused on supporting students on the same project. When school resumes, grade-level teams may use that project in all of their courses for demonstration of cognitive skills (directions [here](#)).
 - Use the Reading/Writing project that the Summit Learning Curriculum Team built ([here](#)). This project was designed to support a school experiencing a temporary closure, and it provides instruction and supports that can be administered more easily, without in-person facilitation. To begin, choose an available book that is appropriate to your classroom needs. Then, guide your students as they work remotely to read and complete reading journals analyzing a character's development. When your students finish this task, they use the evidence and analysis they have gathered to plan and write a literary analysis essay. The project plan below provides step-by-step instructions, as well as links to all of the materials you need for implementation.

What if we want students to be able to take content assessments?

You will likely need to make a decision on how you would like for students to demonstrate content mastery during the closure. You may decide to accept thorough, handwritten notes that are signed off by parents as a demonstration of mastery, followed up by in-person demonstration of mastery on the platform once school resumes. Or, you may decide to print out content assessments and ask parents to supervise the assessment.

If you choose to have students take content assessments during the closure, we recommend doing so with strict parameters to preserve integrity. Here are some sample protocols:

- Tech set up for schools using Assessment Mode
 - Students will need to download the Assessment Mode extension on the device that they'll take assessments on, if it is not school technology that already has it (directions [here - pg. 19](#)).
 - Note: The lockdown browser is enabled by default. Students will not be able to take content assessments unless they have the extension downloaded on their device.
 - If you'd rather disable Assessment Mode temporarily, directions are [here - pg. 20](#).
- Limited time frames (a specific hour each day, or two-hour windows for assessments)
 - Functionality of the platform:
 - Students have 10 min to start the assessment once it has been approved.
Note: If this 10 minute window is not enough time for teachers to approve content assessments, School Leaders can submit a request to our [Help Desk](#) to extend the assessment approval time to 30 minutes or 8 hours. [Learn more](#)
 - Students then have 90 min to complete the assessment.
 - To accommodate parent work schedules, offer two potential windows, first thing in the morning and once in the evening.
- School personnel need to approve assessments, twice an hour during the window.
- Maximum number of attempts in the window per student: 2
- Parent supervision required.
 - Note: Summit cannot verify that parent supervision has occurred or the amount of attempts a student has had for a given focus area

Before pursuing an option that requires parental support to complete content assessments, you might consider the following questions:

- Will all students have the same access to parental supervision during the content assessment windows?
- Will the supervision of content assessments present additional challenges for families

during this time?

What if we want students to have peer-to-peer collaboration?

If you choose to structure peer collaboration, then one of two methods could work:

- Students may use online video tools, like Zoom or Google Hangouts to connect with each other
- Students may connect with each other over the phone

Note: If students are doing this peer collaboration virtually or over the phone, teachers will not be able to monitor their interaction. Also, if students are connecting with each other in these ways, getting parent consent is a necessary first step.

What curricular adjustments should I consider based on the length of closure?

The length of school closure will ultimately affect what, if any, curricular adjustments you may choose to make. As a general rule of thumb, you have the option to remove from the curriculum OR save for a summer opportunity:

1. ~1 Project per course for every 4 weeks of missed instruction
2. ~1 PFA per course for every 2 weeks of missed instruction

If you're running school remotely... remember that students are pacing themselves through due dates and the "blue line." To adjust expectations:

- Change the due dates on projects and math concept units to give students more time (directions [here - pg. 9](#))
- Remove focus areas from a course (which will make the blue line move more slowly and give students more time) (directions [here - pg. 8](#))
- Tell students to ignore the blue line and give them a list of to-dos (if you don't have time to make curriculum changes)

If your school is closed and is not using the platform or using it in a limited way... the platform is still calculating progress as if school was in session. You may decide to account for non-school days in the platform as a necessary adjustment:

- Remove instructional days from your school's calendar in the platform (directions [here - pg. 4](#)). Note: this may cause some focus areas to become off-track
- Remove projects, math units, and focus areas that students are no longer expected to complete (otherwise the blue line will appear to move faster once school is back in session) (directions [here - pg. 9](#))
- *Note: Removing or adding a grading area (projects, power focus areas, and/or additional focus areas) unlocks the grading configuration for the course. Admins will*

receive an email about the change in grade weights for each course. The Grade System Manager must [set grade weights](#) within the next 5 calendar days

Additional Planning for School Closures

How can I keep my teachers and students safe using digital tools?

The safety of your students online is important, whether they are accessing the internet at school or at home. To safely set-up your students for remote learning, you'll want to consider:

- What programs, applications, or tools are you using to connect with students?
- What safety protocols does the tool have to secure any online spaces you are using with your students?

Zoom has released [this guide](#) for keeping you and your students safe while online. Other tools may also have guidance along these lines.

Additionally, you may find the following resources designed for parents and caregivers helpful as well.

- [Cybersecurity Presentation](#)
- [Social Media Guide for Students & Parents](#)

What if students don't have a computer or internet at home?

If your community does not have access to computers and internet at home, or if you anticipate that your school will be closed for fewer than two weeks, you are welcome to use printout materials from the platform for the duration of the time away from the classroom. Instructions for printing materials from the Base Curriculum may be found [here - pg. 7](#).

Your school and district may need to evaluate whether to allow students to take home school computers or tablets. If internet access is unavailable, you may contact local health officials to see if public libraries or other facilities might offer suitable alternatives. We know that students may not have equitable access to the materials, resources, and technology. If you are uncertain or know that students won't be able to have reliable computer and internet access at home, printing materials for them is the best option ([see directions here - pg. 7](#)).

Students are also able to access the platform and associated materials from a smartphone, though the platform is more difficult to navigate on a smaller screen. If you know a portion of

your population won't have equal access, you might have teachers prioritize their time and support starting with those students first.

How can parents support student academic progress?

If parents are able to support students' learning during the temporary closure, consider the options below.

1. Hold daily check-ins with their child and focus on progress on school-assigned work.
 - a. If you haven't already asked parents to set up their accounts on the Summit Learning platform, you may wish to do so prior to a closure to ensure parents have access. For more on setting up parent access to the platform, click [here - pg. 27](#).
 - b. Parents can learn how to understand their student's progress on the platform and use a check in protocol [here](#).
2. Directly support student learning.
 - a. Help students study from notes.
 - b. Help students study for assessments.
 - c. Help students work through project checkpoints.
 - d. Proctor/monitor student assessments.

More detailed descriptions for each of these options can be found in the [Remote Learning Field Guide for Parents and Caregivers](#) that can be customized and shared with your community.

What if district staff or personnel are able to support teaching and learning?

If district staff and personnel are authorized to support remote-learning for students, there are several options available to them:

- Ensure that district personnel have access to the platform (directions can be found [here - pg. 2](#)).
- Be clear about what they can do to support. Examples of this support might include:
 - Communicating with families about student work expectations while school is closed.
 - Monitoring student progress on the platform.

Continued Program Planning and Communication

As a School Leader, what is my role in managing the remote-program?

School leaders play a vital role in ensuring the success of a remote-program. As a school leader, deciding how you spend your time is critical and dependent on the priorities you have for your school. Some options you may consider:

- **Communicate with families** - families know and trust their school leaders. Making sure they have clear and consistent information can improve and support confidence.
- **Manage teacher engagement** - are teachers engaging with the consistency, optimism, and enthusiasm that you'd like?
- **Monitor student progress** - are there a subset of students who are falling behind?
- **Listen to what people are saying** - what are different stakeholder groups telling you about the experience and how might you use that to inform updates to your plan?
- **Work with district leaders to make iterations to your remote-program** - taking into account all the information, how can you continue to iterate on the experience so it gets better? More on that below.

What should I think about now that I'm managing my team remotely?

Listed below are Guiding Principles for Managing a Remote Team you may wish to consider.

Intentionally plan for building culture and prioritize connection

When planning for remote culture building, consider the best parts of your team's culture and how you might replicate that remotely. Without the usual social interaction of the school days, consider ways your team can [stay connected](#) to the mission and work of your school through structured social connection:

- Use email, Slack, or another full group communication system for a “**Shout-out Friday**” thread where team members can shout-out their colleagues.
- Provide a **common topic of conversation** for a daily email or Slack chain.
- Offer **opt-in video conferencing time** where staff members are randomly paired with each other for conversation. [Donut](#) is a great resource for creating pairings.
- Provide **small group social time** (e.g. content area, grade level, department).
- Engage in a wellness challenge (e.g. team members volunteer to lead a shared fitness or wellness experience).

Empower people

This is a new and unknown experience. Staff are working in isolation, which requires a high level of trust that everyone is contributing. It also necessitates support structures for teachers

who are unable to uphold their normal work load or regular hours due to family obligations and/or health concerns. Consider ways to balance personal and professional needs:

- Clarify **priorities** and proactively help staff manage their time and workload.
 - If staff members are balancing family obligations and work, support them in figuring out what is a manageable workload and time frame for accomplishing tasks.
 - Help staff prioritize tasks and find a schedule that works, which might mean working non-traditional hours if possible.
- Offer **frequent, short virtual check-ins** to help them manage their new remote working situation, as helpful
- Host **consistent 1:1 meetings** with each staff member where you help them manage work and time management in relation to their personal and emotional needs.

Create virtual meeting norms & routines

Facilitating meetings remotely feels very different than an in-person engagement where you have a pulse on the room. Consider how you will structure meetings to keep them engaging and effective:

- Establish a clear set of norms and routines for your meetings. For example:
 - Clarify the **type of meeting and any goals or objectives**.
 - Default to **video-on and microphones off**.
 - Prioritize **seeing faces** by sharing screens infrequently.
 - Include a short **reflection survey** at the end of meetings to help capture feedback/input.
- Leverage a variety of strategies to maintain active engagement.
 - Provide **pre-work** in advance of the meeting to allow for discussion and participation during the meeting.
 - Use varied **group arrangements** by activity or by meeting to allow staff to engage with different subsets of the team.
 - Use the **chat** and informal “I agree” motions like thumbs up.
 - Use **breakout rooms** allow for deeper engagement and processing.

Create consistent communication and feedback channels

It is important for your staff to know when and how they can expect to receive information and communicate with each other both formally and informally. Consider which channels will best meet your team's needs:

- Use a **weekly update or newsletter** to consolidate important information, priorities, and tasks.
- Use **informal channels**, such as Slack or G-chat, where staff can pose questions and talk through ideas.
- Establish **Office Hours** for leadership team members to answer questions and clear barriers quickly.
- Create **norms** around use of communication pathways and channels:

- Set clear **time frames** for responses to messages on each channel.
- Provide guidance on **appropriate topics** for each channel (e.g. meeting agendas sent on email vs. an informal channel)
- Set parameters on **visibility and accuracy of calendars**, if used
- Provide **naming conventions** for shared files like meeting agendas, document types, email titles, etc.

How should I evaluate the current experience and continue to iterate?

The circumstances and information surrounding both COVID-19 and school closures can change abruptly and without notice. As a school leader, it may be helpful to have a structure or system to monitor teacher engagement, student progress on academic outcomes, and adjust your closure plan accordingly. Some questions that might help you organize your thinking and make decisions about how to adjust:

- Are students making progress in some portions but not others? (like projects vs. focus areas)
- Are students having more/less trouble accessing materials and resources?
- What are teachers sharing with you?
- What are students sharing with you?
- What are parents sharing with you?
- What has the CDC or local official shared about updates to COVID-19?
- Where are the pain points in the system and what are solutions for those pain points?

How do we make sure educators, district staff, students, and families are up to date on our plan?

Clear and consistent communication is critical. In order to ensure that your plan is responsive to the needs of your community, you might consider:

- Holding a remote staff meeting once every two days during the closure to keep people up to date and to hear directly from teachers about what they need to continue teaching (template agenda [here](#)).
- Sending a regular newsletter or email to families providing updates about the situation and any iterations to the remote-learning plan.
- Offering [virtual office hours/meetings for families](#) to ask questions and gain clarity on student assignments. Virtual meetings could take place over Zoom, Google Hangouts or phone.

What is important to communicate to families about remote-learning?

During this time of uncertainty, it is beneficial to be clear with students and their families about the expectations for learning during a temporary closure. We recommend reaching out to parents as soon as possible to let them know about the school's plan, the resources available to their students, and the ways they can be supportive during this time. Below, you'll see a template email you may utilize to help communicate this information to families.

1. [Template: Letter to Families re: Temporary School Closure](#)
 - Please feel free to use this template to communicate with families once an announcement about temporary closure has been made.
 - This template provides space for you to tailor your communication based on your school's plan for the closure.
2. Provide updates on the school closure as soon as new information becomes available.
3. Leverage the [Remote Learning Field Guide for Parents and Caregivers](#). Please feel free to customize this template and share the relevant information for your community.

How can I continue to communicate and build connections with families?

The bonds of any community, including your school community, are more important than ever. Virtual Parent/Caregiver Meetings are one opportunity to stay connected, while also staying safe and healthy. These meetings can be organized as 1-on-1 meetings between a school leader or teacher and a parent/caregiver, or as group conference calls or video meetings to gather specific grade or class cohorts.

Use the meeting time to keep your community up to date on your remote learning program, orient parents to the Platform or other tools to support learning, share success stories, and garner feedback. In this [Host Guide: Virtual Parent/Caregiver Meeting](#) you find template emails and agendas, useful tips, and links to additional resources to plan and hold an effective meeting.

What if I have non-Summit Learning students at my school who also need to be making academic progress?

We understand that you may also be supporting students during the temporary closure who do not use Summit Learning. If you have students in the building who are not a part of Summit Learning, you may wish to create a plan with their teachers that is consistent with your closure plan for Summit Learning students. For example, you may choose to utilize printouts of Summit Learning curricular materials with these students. If you choose to use printouts of curriculum from the Summit Learning platform with non-Summit Learning students, we strongly recommend letting your non-Summit Learning families know and explain why you've chosen this plan (template [here](#)).

How can we find opportunities to celebrate learning remotely?

Depending on the length of your closure, students may feel disconnected and looking for ways to connect with their teachers and classmates. It's important to provide opportunities for engagement and celebration to make the end-of-year experience as normal as possible.

Daily and Weekly Celebrations

These wins can be both academic and non-academic. If you are continuing with academic learning, celebrate how students are moving forward in Projects, Focus Areas, Cognitive Skills, and/or Habits of Success. If your regular engagements with your students are not academic by nature, you can establish expectations around sharing personal accomplishments. Consider establishing a weekly class meeting time. Prior to that meeting, send out a Google Form asking students to share their at-home accomplishments. Offer age appropriate suggestions like:

- Reaching a new level on a video game
- Getting a new pet in the household
- Rearranging the furniture
- Reading a new book
- Creating art or other crafts
- Reaching a personal workout goal
- Trying out a new meal or recipe
- Sharing ways they are staying in touch with family and friends

When you meet with your students, share out the weekly wins so the whole class or mentor group can celebrate together. Consider offering words of encouragement for those students who are not yet feeling like they have celebrations to share. These wins can be highlighted in a digital class newsletter, on the school website, on school-approved social media, or in whole school communications that are sent out to the community.

Establishing a weekly class meeting time offers structure for students like they are accustomed to finding at school. Students may also appreciate some unexpected or unplanned moments of celebration as these types of connections can boost morale and give students a chance to connect with peers and teachers more frequently and informally. This could be something like:

- Celebrating the birthdays of the week or month
 - Ask students for suggestions of ways to celebrate
 - Send ecards or create props to use in a class meeting
 - Ex. [Celebrating Student Birthdays During Distance Learning](#)
- Creating a class playlist of music for the week
 - Select a music theme for the week
 - Send a message to students and ask them to suggest songs that fit the theme
 - Consider music sharing sites like [Spotify](#) for making a playlist based on the theme of the week
- Making a shared doc of funny (and appropriate) memes
 - *There are many options available on Google and Pinterest, but consider having younger students complete this activity with a parent*
- Sending a quick video message just to say “hi.”
- Hosting a themed-spirit week
 - Ex. [Schools Are Hosting Virtual Theme Weeks to Cheer Up Quarantined Kids](#)
 - Ex. [Virtual Spirit Week Images](#)
 - Ex. [Luke C. Moore's Team's Themes](#)

Closing out the School Year for All Students

Properly honoring [graduates](#) is an important focus of the celebration for the end of the year, but consider taking steps to close out the year in an official way for all students, including those who are not in graduating years. Holding a ceremony or celebration can provide them some closure to the year and prepare them for starting the following school year with a positive mindset. Begin by reviewing any of your typical end-of-year traditions and convert as many as possible to support a remote experience. Additional activities may include:

- A **whole class virtual meeting** on the last calendar day of the school year.
- A **mentor group virtual party** where students and teachers can bring favorite foods and decorations, play music, send messages, and play virtual games like trivia.
- **Prepared words from the teacher** for each student in their class or mentor group.

- An opportunity for **reflection and share outs** (can be done as “homework”). Consider the focus that you’d like for this: pre-remote learning vs. during remote learning.
- A **certificate** that is emailed or mailed home celebrating the completion of the students’ grade level or other academic accomplishments. Award Templates can be found [here](#).
- An **introduction to the common practices and/or teachers for the subsequent grade level** (keeping in mind that there is not a lot of information available about the 2020-2021 school year). This may be particularly helpful for students moving to a new building.
- A **message on the school website** that congratulates students for ending the year successfully.
- A **parade of cars** by the school - available administrators, faculty, and staff teachers present (and distanced appropriately) to wave as they drive by.

Virtual Celebration of Learning

A virtual Celebration of Learning is a way to honor the work students have done over the course of the school year. You can make the focus academic, extracurricular, or a combination of the two. Depending on the size of your community, this celebration can be done by class, mentor group, or whole school. With permission, students can invite family members and friends and you can involve any available community members as well. When inviting others into the celebration, be aware of online safety parameters set forth by the school. This is also an opportunity to discuss digital safety. Consider the following structure as a jumping off point:

Preparing the Celebration:

- Determine presentation style
 - Group: Grade level, Mentor group, Whole school
 - Format: Zoom, Google Hangouts, Microsoft Teams, etc.
 - Consider the limitations of the chosen format when inviting non-school members
 - Content Structure: one large slide deck, teacher collection of work, oral presentation, etc.
- Send [save the dates](#) to school parents and caregivers
- Define the parameters for the project:
 - Determine if the topic needs to be academic or if it can be something else students have learned about or worked on while away from school.
 - Consider if you want students to include reflections of what it’s like to engage in remote learning.
 - Consider if you want students to include reflections of how, if at all, they have shifted their goals since working at home.
- Send communication to the students regarding their presentations and work with

teachers to plan. Consider:

- ❑ Students brainstorm what they want to present for their topic
 - ❑ Offer collaboration time
- ❑ Students select a topic of their choosing.
- ❑ Teachers adapt the sample [task card](#) to help students organize their reflections on the projects they plan to share.
- ❑ If they will be narrating or making an oral presentation, have students set up virtual meeting times to practice presenting their material to each other.
- ❑ Have teachers hold regular office hours so students can check in about the progress of their presentation.

Celebration of Learning:

- ❑ Send out a second communication to the students, families, and community members reminding them of the date, time, and how to attend the celebration of learning.
 - Will there be a digital invite? Is there a link or password needed?
- ❑ Practice the anticipated technology challenges of the virtual celebration with your faculty so they can work through any sticky areas.

Teacher Appreciation Week

As Teacher Appreciation Week approaches, we have collected a few ways you and your community can celebrate your faculty and staff. We have included some family and community appreciation ideas as well . All of these ideas can be achieved with physical distancing.

Teacher Appreciation

Consider sending a request to students to honor their teachers with a small token of appreciation such as an email or ecard. These are free and not time consuming and students can send them electronically or mail them to the school for you to distribute. You may also want to include other members of your staff as well. You can make a list and ask individual classes or students to make a card for them. The resources below offer ideas for honoring teachers and staff members:

- [How to Thank Teachers During Teacher Appreciation Week](#)
- [2019 Teacher Appreciation Week Ideas and Links](#)
- [Teacher Appreciation Week 2020](#)
- [NEA National Teacher Appreciation Day](#)
- [Room Mom Rescue](#)
- [Thank Your Mentor Certificate Templates](#)

Family Appreciation Day

This celebration can provide an opportunity to honor families. You can ask students to pick a day that week and make a card for their caregivers, cook a meal for them, or do some extra chores around the house. There can also be a day selected where the work load is lighter (think a “no homework day” during an in-person school week).

Community Appreciation Day

If you have community members who are involved with the school, either by donating time, money, or resources, this week is a good opportunity to honor them as well. Ask for student volunteers or select students to make a tribute to these community members.

Celebrating Graduation

We have collected a variety of ideas to honor and celebrate graduates so you can organize an event that fits the needs of your own community. While high school seniors are the focus, we recognize there are also elementary, middle/junior high, and even kindergarten students who will be missing out on this milestone. Many of these suggestions can be applied to graduates of all ages.

Leading up to Graduation

Consider reflecting on the end-of-year and graduation-specific traditions of your school and find a way to recreate and/or restructure them. If you are looking for additional ideas to honor your graduates, the following are some things that may work for your community.

- If at all possible, maintain the original date for the graduation in order to provide a sense of normalcy. Even if you plan to hold an in person graduation at a later date, honor the original graduation date.
- For high school seniors in particular, create a grad week so that students experience a strong sense of celebrations around their graduation. The activities listed below can become events of that grad week.
 - Get the community involved - ask them to put up signs, sponsor the graduating class, give them shout outs on social media, etc.
 - If possible, organize a graduate parade with a predetermined route where students can decorate cars and drive in the parade while community members stand outside and cheer for them.
 - Schedule a day separate from the actual graduation day and hold a virtual awards ceremony
 - Hold a virtual mentor time celebration separate from graduation
 - Ask the other students in the school to “adopt a graduate” and create a tribute to them that is mailed or dropped off at home
 - A piece of art

- A personal letter
 - A poem
 - A personalized playlist
- Ask seniors to write messages and words of advice to younger students in the school
- Give graduates an assigned time to come to the school and post a message on the window or outside wall
- Create a “Class of 2020” time capsule for students to have as a memory of this time. Have the class brainstorm what to put in it and give the option for students to have their own in addition to one that it kept at the school.
- Highlight a graduate, or group of graduates, each day on the school website
- Establish a community fund where donations can be made to purchase graduation gifts for the class. These gifts could include:
 - Flower leis that can be sent to the residence of the graduate
 - Lawn signs or outdoor banners to celebrate the Class of 2020
 - These can be posted at the home of each graduate as well as in open space around the town.
 - A graduation “kit” of decorations for the home
 - Personalized M&Ms in the school colors
 - Graduation gowns for those who cannot purchase their own

Graduation Ceremony

- If it is part of your school traditions, name a valedictorian and/or salutatorian and have them prepare a speech that can be recorded and sent out. Consider having the student body president and or other class-elected representatives do the same.
- Invite a guest speaker to deliver a message to the graduates
- Send home graduation gowns for student to wear on their graduation day so that they can take pictures and have as much of a normal experience as possible
 - If needed, hold a “gown donation” event where alumni and/or their families can bring in gowns for other students to use.
- Create a virtual graduation ceremony so that each student is able to hear their name called.
 - If possible, use a virtual meeting format like Zoom or Google Hangouts to hold the graduation in real time.
 - If a real time graduation is not possible, record the reading of names over a slide show that shows the student’s picture and an image of the diploma, similar to what is seen here:

Create a Personalized Slide for Each Graduate

Customizable according to your needs / timeframe



Use MarchingOrder to collect photos and messages for each graduate; we create a personalized slide for each graduate.



MarchingOrder creates a slide on a customized background to recognize each graduate



- Whatever format the virtual graduation takes on, create a recording and consider the following:
 - Send a copy of the recording to every family
 - Ask the local news station to block off time so it can be played on air
 - Post the video on the school and district's social media
- Following the graduation events, consider asking community members who can to post a message of congratulations on their windows, websites, signs, etc.

How to:

Communicate to your Summit Learning Families about the Closure

TEMPLATE

Letter to Families re: Temporary School Closure

How to use this resource

Below is template language you may choose to use to communicate with families of students after they have been notified of a temporary closure due to Coronavirus (COVID-19). Please feel free to utilize all or parts of this language, and to tailor this communication to meet the needs of your community. Please note that this content is not intended to replace any advice or guidance from your district.

Dear Families,

As you know, [SCHOOL] will be entering a temporary closure to ensure the safety and well-being of our students beginning [DATE] due to concerns surrounding the Coronavirus (COVID-19). At this time, the closure is scheduled to extend through [DATE]. Please be assured that, despite these challenging and uncertain circumstances, we are committed to helping your student continue to make academic progress.

In order to continue learning during this temporary closure, your student will also need your support and encouragement. [INSERT details on your school's plan and options for remote learning. Be sure to include details on when, where, and how parents can expect to receive updates on the situation].

As a parent, we encourage you to:

- Hold daily check-ins with your child and focus on their progress on school-assigned work. You can learn how to understand your student's progress on the platform and use a check in protocol [here](#).
- Directly support your student's learning by:
 - Helping your student study from notes
 - Helping your child study for assessments
 - Helping your student work through project checkpoints
 - Proctoring/monitoring student assessments

[IF your plan for remote learning includes non-Summit Learning students using printouts from the Summit Learning platform, consider adding this language: In order to accomplish this plan to continue student learning during the closure, we will be utilizing printouts from the Summit Learning platform for both Summit Learning and non-Summit Learning students. These

resources will allow students to continue to make progress in their core subject areas, and they will return to their regular classroom curriculum following the closure.]

In order to access materials and complete assignments, your student might need to access the internet. *[INSERT details on internet requirements applicable to your school's specific plan]*. Below is a list of locations that offer free computer and internet access in our community.

- *[INSERT list of local internet/computer access locations for students]*

At this time, we have chosen to cancel or postpone the following school events:

- *[Add any events and details here]*

[Share any school-specific cleaning or precautionary measures here]. We will continue to monitor this situation as it evolves, and we will share new information and resources with you as they become available. For questions related to the COVID-19 and steps you can take to keep yourself and your student healthy, please see the resources below from the [Centers for Disease Control and Prevention](#) (CDC).

- [About Coronavirus Disease 2019 \(COVID-19\)](#)
- [Prevention & Treatment](#)
- [Stigma and COVID-19](#)
- [Frequently Asked Questions](#)

Thank you for your continued partnership as we make plans to support your student during this temporary closure. We appreciate your patience and flexibility as we navigate this challenging situation. If you have any questions or concerns, please feel free to reach out.

Best,
[SCHOOL LEADER]

Implement Remote Learning Observations and Feedback (Logistics)

If you're able, consider shifting your observation and feedback process to meet the needs of remote learning. While all the Instructional Look-Fors are important, some are more aligned with the Guiding Principles for Remote Instruction articulated in the [Remote Learning Field Guide for Teachers](#). Consider using those Look-Fors and the accompanying strategies to support teacher needs. Use the guidance and tools below for your planning.

Before:

1. Decide on a format and schedule for observations. Just like regular observations, this will depend on your capacity and class schedule.

[Back to the Top](#)

- a. Do you want to attend live or can teachers share a recording you'll watch at a later time? Does your remote learning schedule mean all lessons are happening at the same time?
 - b. Regardless, decide on a time frame for observation. You can learn quite a bit from a short 10 - 15 minute observation if you aren't able to observe full classes.
2. Choose from the [prioritized look-fors](#) below to create a focus for the observation
 3. Decide what works for you and communicate with teachers.
 4. Optional: Have a pre-meeting with teachers before observing

During:

1. Use the [note-taker](#) to record your observations. List the Look-Fors that you chose in the left hand column.
2. Record notes as you observe.

After:

1. Based on your observations choose 1-2 high-leverage instructional strategies to recommend. (More specific guidance on strategies can be found in the [Remote Learning Field Guide for Teachers](#))
 - a. What brightspots are you able to call out?
 - b. Based on your observation, what was the student look-for that is most urgent to address? What evidence do you have to support that need?
 - c. What instructional strategy do you think might address that need?
2. Decide how you will communicate your observations with the teacher. Will you have a 1:1 zoom meeting? Will you send an email? Do you expect a response? Are you sharing more general recommendations with a group?
3. Plan for teacher practice and engagement with the strategy to ensure understanding
4. Plan for follow-up to ensure implementation of the strategy

Prioritized Principles, Look-Fors, & Strategies

Principle: Community

Look-for: Belonging

Students feel and demonstrate that they are **part of a community** with **shared values and beliefs**, as well as **appreciation** for each individual's unique **ideas, perspectives, and backgrounds**.

Strategy: Plan and teach **expectations, routines and procedures** that encourage **effective student collaboration** during **student-driven learning experiences**.

Principle: Rigor

Look-for: Cognitive Lift

Students do the majority of the cognitive lifting —**explaining**, making **connections**, addressing questions, etc.— during written work and discourse.

Strategy: Plan and include **high-impact processing opportunities** for whole-group instruction when used. Then **hold students accountable for rigorous thinking** during those high-impact processing opportunities.

Principle: Customization

Look-for: Appropriate Challenge

Students engage with **appropriately challenging** activities that meet them at their **developmental level** (ZPD), stretching them just beyond their comfort zone.

Strategy: Monitor **student work** and **thinking** to see if students are learning.

Strategy: Provide **content-specific** and **cognitive-skill-specific feedback** to students based on **monitoring** of work and thinking, in the platform and in person.

Principle: Purposefulness

Look-for: Goal Orientation

Students work toward meaningful short- and long-term goals and can articulate why they are prioritizing these goals, how short-term goals (e.g. success on daily work) build toward long-term goals, and what success looks like at each stage.

Strategy: Create an **academically-urgent** learning environment.

Implement Remote Learning Observations (Note-Taker)

Subject:	Teacher:	Date:
Instructional Look Fors	Evidence of Look-for	Missed Opportunities of Look-for
<p>Feedback for teacher:</p> <p>Instructional Strategy for focus:</p>		

Lead a Faculty Meeting re: Closure Planning (Template)

Leadership Team Meeting Template

Date:

Time:

Location:

Team Members / Roles

Facilitator	Time Keeper	Notetaker	Recorder	Group Members

0-5 Pleasantries

Objectives

- Each member of the team is able to connect with other members of the team, and check in on a human/personal level

Activities

- Anyone from the group responds to the prompt in popcorn fashion

6-30 School Closure Updates

Context:

Objectives

- School team is up to date on school closure events

Activities:

-

31-55 School Closure Work Time

Context:

Objectives

- School team complete action items related to preparation and execution of closure-related actions

Activities:

-

55 - 60 Reflection

Use Khan Academy (Including Course Mapping)

The following activities represent our best attempt to align Summit Learning units with practice that can be done on Khan Academy. Please note that the Khan Academy practice does not provide students with a problem-based learning experience to construct their own understandings nor does it provide opportunities for authentic problem solving. It is preferable for students to continue to engage with the units as written in the Summit Learning courses if possible.

To access and track completion of the activities that are listed below, students and teachers will need to create a free account with [Khan Academy](#).

[Grade 4](#)

Summit Learning Unit	Khan Academy
Large Numbers	Place Value Addition, subtraction, and estimation
Fractions	Equivalent fractions and comparing fractions
Fraction Operations	Add and subtract fractions Multiply fractions
Shapes and Angles	Plane figures Measuring angles
Whole Number Multiplication	Multiply by 1-digit numbers Multiply by 2-digit numbers Factors, multiples, and patterns
Whole Number Division	Division
Fractions to Decimals	Understand decimals
Measurement	Area and perimeter Units of measurement

[Grade 5](#)

Summit Learning Unit	Khan Academy
Volume	Volume
Place Value	Powers of ten

	Decimal place value Algebraic thinking
Whole Number & Decimal Arithmetic	Add decimals Subtract decimals Multi-digit multiplication and division Multiply decimals Divide decimals
Fraction Multiplication	Multiply fractions
Fraction Division	Divide fractions Converting units of measure
Fraction Addition and Subtraction	Add and subtract fractions Line plots
2-D Figures & the Coordinate Plane	Properties of shapes Coordinate plane

Grades 6 - 8

Khan Academy has done an alignment for Middle School Illustrative Mathematics, so the units are a one to one alignment with Summit Learning.

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Grade 9

Units marked with (Alg1IM) are from the Algebra 1 Illustrative Mathematics Courses.

Units marked with (Math1IM) are from the Math I Illustrative Mathematics Courses.

Units marked with (Alg1) are from the Algebra 1 Legacy Curriculum.

Units marked with (Math1) are from the Math I Legacy Curriculum.

Summit Learning Unit	Khan Academy
One-Variable Statistics (Alg1IM) (Math1IM) Two-Variable Statistics (Alg1IM) (Math1IM) Descriptive Statistics (Alg1) (Math1)	Descriptive Statistics
Linear Equations, Inequalities, & Systems (Alg1IM) (Math1IM) Equations & Inequalities (Alg1) (Math1)	Solving equations & inequalities Linear equations & graphs Forms of linear equations

[Back to the Top](#)

	Systems of equations Inequalities
Functions (Alg1IM) (Math1IM) Features of Functions (Alg1) (Math1) Linear & Exponential Functions (Alg1)	Functions
Introduction to Exponential Functions (Alg1IM) (Math1IM) Linear & Exponential Functions (Alg1) (Math1)	Exponential growth & decay
Introduction to Quadratic Functions (Alg1IM) Quadratic Equations (Alg1IM) (Alg1) Quadratic Functions (Alg1)	Quadratic functions & equations Quadratics: Multiplying & factoring
Constructions & Rigid Transformations (Math1IM) Geometry (Math1)	Transformations
Congruence (Math1IM) Geometry (Math1)	Congruence
Patterns & Sequences (Alg1) (Math1)	Sequences

Grade 10

Units marked with (GeoIM) are from the Geometry Illustrative Mathematics Courses.

Units marked with (Math2IM) are from the Math I Illustrative Mathematics Courses.

Units marked with (Geo) are from the Geometry Legacy Curriculum.

Units marked with (Math2) are from the Math II Legacy Curriculum.

Summit Learning	Khan Academy
Constructions & Rigid Transformations (GeoIM) Tools of Geometry (Geo)	Transformations
Congruence (GeoIM) (Geo)	Congruence
Similarity (GeoIM) (Math2IM) (Geo) (Math2)	Similarity
Right Triangle Trigonometry (GeoIM) (Math2IM) (Geo) (Math2)	Right Triangles & Trigonometry
Solid Geometry (GeoIM) Geometric Measurement & Modeling (Geo)	Solid Geometry
Coordinate Geometry (GeoIM) (Math2IM) (Geo)	Analytic geometry
Circles (GeoIM) Circles & Conic Sections (Geo) (Math2)	Circles

Conditional Probability (Geo1M) (Math2IM)	Probability
Introduction to Quadratic Functions (Math2IM) Quadratic Equations (Math2IM)	Quadratic functions & equations Quadratics: Multiplying & factoring
Complex Numbers & Rational Exponents (Math2IM)	Complex Numbers
Quadratic Functions (Math2) Structure of Expressions (Math2) Quadratic Equations (Math2)	Quadratic functions & equations Quadratics: Multiplying & factoring
Function Families (Math2)	Transformations of functions
Exponents (Math2)	Exponents & radicals

Grade 11

Units marked with (Alg2IM) are from the Algebra 2 Illustrative Mathematics Courses.

Units marked with (Math3IM) are from the Math III Illustrative Mathematics Courses.

Units marked with (Alg2) are from the Algebra 2 Legacy Curriculum.

Units marked with (Math3) are from the Math III Legacy Curriculum.

Summit Learning Unit	Khan Academy
Sequences and Functions (Alg2IM) (Math3IM)	Sequences
Polynomials (Alg2IM) (Math3IM) Polynomial Functions (Math3) (Alg2)	Polynomial factorization Polynomial graphs
Complex Numbers & Rational Exponents (Alg2IM)	Complex Numbers
Exponential Functions & Equations (Alg2IM) (Math3IM) Exponential Functions (Alg2) Function Families (Math3) (Alg2)	Exponential and logarithmic functions
Transformations of Functions (Alg2IM) (Math3IM)	Transformations of functions
Trigonometric Functions (Alg2IM) (Math3IM) (Math3) (Alg2)	Trigonometric functions
Statistical Inferences (Alg2IM) (Math3IM) Inferences from Data (Math3) (Alg2)	Inferences and conclusions from data
Circles (Math3IM)	Circles
Solid Geometry (Math3IM)	Solid Geometry

Modeling with Geometry (Math3)	
Probability (Math3) (Alg2)	Probability

Grade 12

The Modeling and Statistical Reasoning course does not currently have practice activities as this is largely a discussion based course.

Use Reading/Writing Project from Summit Learning

This project was designed to support a school experiencing a temporary closure, and it provides instruction and supports that can more easily be administered without in-person facilitation.

1. To begin, decide if you will assign the project through the platform or print materials for students.
 - a. To locate the project on the platform, follow these instructions
 - i. Log into the Platform.
 - ii. On the left hand menu, select **Curriculum**.
 - iii. Click Courses.
 - iv. In the upper right hand corner, **click on the name of your school** to open a dropdown menu.
 - v. Choose **Base Curriculum** from the dropdown.
 - vi. Scroll down to the 6th grade course offerings and find the course titled **ELA From Home** and click into it.
 - vii. Click into **English Language Arts from Home: Book Project**.
 - viii. Click **Copy Project** and place it within the desired course.
 - b. To assign the project, follow these [instructions](#)
 - c. To print, follow these [instructions](#)
2. Then, choose an available book that is appropriate to your classroom needs.
3. Then, guide your students as they work remotely to read and complete reading journals analyzing a character's development.
4. When your students finish this task, they use the evidence and analysis they have gathered to plan and write a literary analysis essay.
5. The project plan provides step-by-step instructions, as well as links to all of the materials you need for implementation.

Align on Projects Across the Grade Level Team

Grade Level Team Meeting Agenda Template

Objectives:

- Come to consensus on one project that students should work on during the closure

Activities:

1. Individually, GLT looks at the current offerings of projects that have yet to be completed. For teachers' individual course, which is the project that is most important to complete?
 - a. For that project, what are the cognitive skills that are practiced and assessed?
2. Each teacher takes turns sharing out the project and which skills are assessed
3. As a team, discuss narrowing the offerings:
 - a. Which skills came across multiple projects? Which skills were the outliers?
 - b. Was there a project that had good coverage across the skills?
4. Discuss and come to consensus
 - a. Consensus means that everyone can live with the solution, NOT that it's the best solution for every individual course
5. Plan next steps and action items
 - a. Who will update the project for students on the platform?
 - b. How will assigning happen?
 - c. Who will monitor which pieces?
 - d. Who is best positioned to support which components?

Pick the Right Project for your Students (Curriculum Team Considerations)

If your team has elected to continue working on a subset of current projects with your students, consider the following recommendations proposed by Summit Learning’s Curriculum Team. Use the tables below (delineated by subject) to help understand the rationale for why these projects might be chosen.

ELA

Grade	Project	How to Adapt for Home
6	<i>Living the Good Life</i>	<ul style="list-style-type: none"> ● In order to minimize the complexity of this project, you may wish to remove the Podcasts. For this, you can: <ul style="list-style-type: none"> ○ Remove Checkpoint 2 and 5 from the project. ○ Revise the Final Product 1: Podcast so that students turn in written analytical paragraphs about one story and one article. (They can still be assessed on Theme/Central Idea and Development.) ○ Remove all Activities/Resources that mention Podcasts. ● In Checkpoint 1, prompt students read “The Happiness Project,” and a story of their choosing independently, completing the main Activities and the Checkpoint. ● In Checkpoint 1, some activities require teamwork. To address this, you can: <ul style="list-style-type: none"> ○ Shorten the Entry Event: The Happiness Machine so that it is more appropriate for one person to complete. Remove the “Build it!” step. ○ Consider providing a recording of your modeling of reading the first page of the “Happiness Machine” while you metacognitively share your reading strategies. This will replace the experience of students completing “Reading Rounds” in teams. Include modeling of questioning, clarifying, summarizing, and predicting. Remove the instructions at the top of Reading Rounds and instead prompt students to practice each of the four reading strategies as they read each of the first four paragraphs of the story of their choosing. ● Checkpoint 3: Project Research may be more engaging for students if they are able to share ideas with each other. For this reason, if students are familiar and adept at using their school email, consider starting a “discussion” where you write an email to the class asking them to answer question

		<p>1 on the Generating Topics Research Activity in Checkpoint 3. (Provide the text of the question.) Invite each student to respond to the question (and build on each other’s ideas) by clicking “Reply-all” and answering the question. After they have done this, prompt students to complete the remainder of the Generating Research Topics Activity independently, and then begin completing Checkpoint 3.</p> <ul style="list-style-type: none"> ● In Checkpoint 4, prompt students to choose an article from their research and complete the Article Analysis Activity. Take time to review student articles as they are getting this started to ensure they have selected a credible and relevant source and provide support as needed. ● Prompt students to use their research to begin Checkpoint 6 with the Take a Stand Entry Event by making it into an Activity (instead of a Resource) and inviting students to highlight the phrases with which they agree. Alternatively, if you had success with the email discussion previously, you may invite students to choose one statement from the Take a Stand activity and explain why they agree or disagree in a reply-all email to the class. ● Transition students into completing the Essay Pre-Write and then the Outline in Checkpoint 6. (These will need to be assigned based on students’ prior Cognitive Skill performance.) The Resource: How do I Organize my Essay? can be shared with students who are getting stuck with their outlines. Give students detailed feedback on their outlines, as this will be a key to their ability to get started with essays independently. ● After drafting essays in Checkpoint 7, you may invite students to complete the Peer Edit by digitally sending drafts to a partner and CCing you. To make this easier, assign students a partner in a table you share with the class. We recommend providing email addresses in the table with the partner assignments. If you find that students are at many varying stages of the writing process, you may choose to skip this step. ● Students will likely finish their essays at varying paces, with some students needing additional workshops or help. Be sure to assign early finishers the Extensions attached to Checkpoint 7 so that everyone is appropriately challenged while you provide support to students who are still writing.
7	<i>Rhythm and Flow</i>	<ul style="list-style-type: none"> ● If you are able to provide students a digital copy or a hard copy of the novel, <i>The Crossover</i> by Kwame Alexander, then this is a strong choice for a remote-learning project. ● In Checkpoint 1, prompt students to complete the first four

		<p>activities as well as review the Poetic Devices and Structure Help Resources. Then, invite them to begin reading and completing a Reading Journal for the first section of the novel, using the Reading Journal Model as a guide. Be aware you need to assign each student a Reading Journal based on prior data. If you do not have prior data of students, you may want them to complete the Structure Pre-Assessment before they begin reading.</p> <ul style="list-style-type: none"> ○ Skip and remove both of the Team Challenges in Checkpoint 1 and/or adapt them as needed to provide additional Theme or Poetic Devices Practice to those students who need this support. ● Before students continue reading, invite them to begin Checkpoint 2 by completing the Experimenting with Structures in Poetry Activity. Then, assign them a Poetry Notebook and prompt them to complete their first entry. ● Continue the project with this rhythm, prompting students to complete a section of reading, complete their Reading Journal entry, and then write a poem in the Poetry Notebook. Do this until they have completed the novel, a Reading Journal, and at least 3 draft poems. At this time, give feedback on Checkpoint 1 and prompt them to complete the Organizing my Story of Poems Activity. ● For the Concept Map in Checkpoint 3, you may create an Activity for students that includes a table modeled after the Concept Map Model Resource, and then assign it to students to complete. Otherwise, you may prompt students to draw a Concept Map on a piece of paper, using the Concept Map Model Resource as a guide, and require them to take a photo and send it to you when complete. Additionally, students can complete the other Activities and the Checkpoint independently. ● In Checkpoint 4, prompt students to complete the Activities independently. For the Peer Edit Activity, you may choose to assign each student a partner using a table. Then, prompt students to send their work to each other (and CC you) via email or using another method. We recommend providing email addresses in the table with the partner assignments.
8	<i>This I Believe</i>	<ul style="list-style-type: none"> ● If you are able to provide students with a digital or hard copy of <i>Tuesdays with Morrie</i> by Mitch Albom, then this is a strong choice for a remote-learning project. ● Adapt the Entry Event to this project by prompting students to interview 2 or more adults they know--their parents/guardians, coaches, or teachers, for example.

		<p>Provide them guidance to use the phone to call these adults if they are not able to interact with them in person at this time. You can use the language from the Sample Letters to help frame this adapted Entry Event.</p> <ul style="list-style-type: none"> ● In Checkpoint 4, for the Peer Review, you may choose to assign each student a partner using a table. Then, prompt students to send their work to each other (and CC you) via email or using another method. We recommend providing email addresses in the table with the partner assignments. ● The rest of the Activities, Checkpoints, and Final Products can be implemented independently, with your monitoring and feedback and using the Overall Guidelines.
9	<i>Poetry and the People</i>	<ul style="list-style-type: none"> ● For the Peer Interviews, have students fill out the Peer Interview notebook for themselves and send it to a peer. You may wish to assign peer pairs to ensure that all students have someone to send their Peer Interview notebooks to and get a notebook from. ● For the Guess Who Poetry activity in the Poetry Community Builder Notebook, have students write their poems in a slide and send it to you. Collect the student poem slides into a presentation, remove their names from their slides, and share the presentation with the whole class. ● You may wish to record yourself reading some of the poems out loud from this project so students can get a better sense of what poetry can sound like. ● For peer review, students should send poem drafts digitally to one another for feedback. ● Since Oral Presentation is assessed in two other projects in this course (In Search of Justice and Speaking Out), you can make the decision to skip or hold off on the poetry performances until a later time. You can also (if students are able to) have students audio or video record themselves performing their poetry, and send these recordings to you.
10	<i>World Literature Blog</i>	<ul style="list-style-type: none"> ● Before students get started with the Entry Event, ask students to take pictures of an artifact and put them in a single slide and send them to you. Collect the slides into a single presentation and release the class set the day you assign the Entry Event presentation. Instead of sticky notes, students can leave comments or send you a message with their notes on three artifacts that are not their own. ● For the book exploration activity, have students message

		<p>you with their book preferences.</p> <ul style="list-style-type: none"> • For workshops, you may want to either video conference with a group of students or record a voiceover of a screencast of you walking through the workshop, and explaining the pieces your students needed the most support with. • Since there are no speaking and listening Cognitive Skills measured in this project, having the Socratics out loud do not need to be prioritized at this time. In place of the Socratic discussions, students can complete email chains with you cc'ed. Email chains can happen in groups by having students email their thoughts and ideas about their texts via email instead of in a discussion. If students are able and want to, you could give them the option of video recording a group video conference where they have their discussion. • Since students are not scored on Oral Presentation for the Checkpoints or Final Products, you may decide to give students the option to complete their talking points in writing if they do not have access to the technology to audio record it at home. However, most phones have some kind of recording app that students could be encouraged to use for their Podcast Final Product.
11	<i>Dear Editor</i>	<ul style="list-style-type: none"> • For small group discussions, have students respond to the prompts in an email or video (recorded) that they share with one another and with you. You may wish to record and share a screencast of the Entry Event slides that go over the Toulmin Method with a voiceover done by you to help students better understand it. • For the timed write, recommend that students time themselves to see how long it takes them to write. Let students know ahead of time that you will assign the timed write on a specific day, and expect to have it sent in an email to you by a specific time on that day.
	Creative Nonfiction	<ul style="list-style-type: none"> • Students complete Entry Event stations digitally. Have students share writing with each other online for peer feedback.
12	The Poetry Professor	<ul style="list-style-type: none"> • For work students are expected to do with peers or small-group discussions, ask that they complete this over video chat (if students have access to that feature) or via emails. For the Oral Presentation part of this project, have students record or video chat giving their presentation as an “online professor.”

	Freshman Composition	<ul style="list-style-type: none"> For the lecture, you will need to video record yourself for students to watch at home at their own pace. You may also want to (if able) video conference with select students who struggle with reading or writing skills, to help them through those processes. It may also help some students to find audio recordings of the novel for them to follow along.
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History/Social Science

Grade	Project	How to Adapt for Home
6	<i>Beliefs and Practices (Ancient History)</i>	<ul style="list-style-type: none"> <i>Beliefs and Practices</i> would require students to video their oral presentations but that would be an easy adjustment.
	<i>Is History the Same for Everyone (Ancient History)</i>	<ul style="list-style-type: none"> 3 of the 4 cognitive skills in <i>Is History The Same for Everyone</i> have been used in prior projects meaning they already have practice and experience here. This allows them to focus on the skill of Asking Questions. <i>Is History the Same For Everyone</i> is designed to end the year.
7	<i>Islam & Interconnectdness (Medieval)</i> <i>Mali & Cultural Exchange (Medieval)</i> <i>Mesoamerica & The Environment (Medieval)</i> <i>Conquest & Its Impacts (Medieval)</i>	<ul style="list-style-type: none"> Each of these projects from 7th grade Medieval History do not rely on collaborative final products or peer feedback for high quality work to be achieved.
8	<i>US History Capstone (US History)</i>	<ul style="list-style-type: none"> This is an exciting project to complete at home because students potentially have increased opportunities to interview a family member for the project. The Socratic Seminar would need to be facilitated on a video call at the same time, or could be completed upon

		<p>return to school. Another option would be to have them interview a second family member, discuss as a family together the questions, and provide a summary of the take-aways from the family discussion around what does it mean to be an American in their family.</p> <ul style="list-style-type: none"> You might want to consider if the skills <i>Norms/Active Listening</i> and <i>Contributing to Evidence Based Discussions</i> are still relevant after these adjustments. If you need a different project <i>DIY Inquiry</i> is the best second choice. Please do not let students do the <i>Competing Views</i> on their own.
9	<i>Art as Expression (Modern World 1)</i>	<ul style="list-style-type: none"> This project would probably be a move out of sequence but this can be solved by providing a clear timeline of what has been covered in the course so far and where WWI lies in relation to it. The <i>Oral Presentation</i> would need to be filmed. Then, adjust the cognitive skills. <i>Norms/Active Listening</i> would need to be removed since it wouldn't be possible to assess and <i>Oral Presentation</i> could be assessed if students film their presentation.
10	<i>Continuity & Change Since the Cold War (Modern World 2)</i>	<ul style="list-style-type: none"> This is the only project that would be suitable for students to do independently in the second half of the year. <i>Making Connections and Inferences</i> and <i>Constructing an Evidence-Based Explanation</i> are both new skills that show up in this project. The rest of the skills assessed have been assessed before in the course. As with prior grades, the way these projects are designed students can do any of the inquiries independently. Another alternative would be to only complete the inquiry of <i>Modernization</i>. We do not recommend to assign <i>The Stolen Generations</i> since the content should be reviewed with a teacher due to the sensitivity of the content.
11	<i>America and the World Essay (AP US)</i>	<ul style="list-style-type: none"> This project from the second half of the year doesn't have the same collaboration required for any of the final products that the other projects do. All of the Cognitive Skills assessed in this project have appeared in earlier projects so students should be familiar with them!
12	<i>Letter to the President (AP Gov)</i>	<ul style="list-style-type: none"> This is the easiest project for students to complete individually. The only new skill for students is <i>Identifying Patterns and Relationships</i>, so you might want to spend more time introducing this skill.

	<i>Know Your Rights! (AP Gov)</i>	<ul style="list-style-type: none"> • <i>Know Your Rights! (KYR)</i> and <i>Political Action</i> are more difficult to do remotely. <i>KYR</i> requires a lot of pre and co-requisite knowledge that can be developed remotely but may need a lot of teacher guidance. • <i>Informational/Explanatory Thesis</i> and <i>Integration of Evidence</i> have not been covered in prior projects.
	<i>Political Action Project (AP Gov)</i>	<ul style="list-style-type: none"> • While this project does not rely on peer interaction, <i>the Political Action Project</i> does benefit from peer collaboration, so you'll want to think through how to set up those structures virtually and if they're accessible to all learners. • <i>Asking Questions, Planning and Carrying Out Investigations</i>, and <i>Making Connections and Inferences</i> have not been covered previously in the course.

Science

Grade	Project	Notes
6	Scale Visualizations (Disciplinary: Earth Science)	<ul style="list-style-type: none"> • Students can work independently throughout this project. Students first research the phenomenon they'd like to scale. They then scale their phenomenon by thinking about conversion factors and create a model/visual. Students can complete all Checkpoints on their own in preparation for their Final Product: Presentation. • Cognitive Skills: Selecting Relevant Sources, Modeling, Interpreting Data/Info to Make Valid Claims; Multimedia in Communication
7	My Ecosystem (Disciplinary: Life Science)	<ul style="list-style-type: none"> • This project is mainly a research project that students can complete independently. Students identify an ecosystem that they'd like to focus on throughout the project then they research that ecosystem's values and human impacts. Students then brainstorm how to solve particular human impacts that are facing their ecosystem and integrate this into a multimedia campaign. • Cognitive Skills: Interpreting Data/Info to Make Valid Claims, Evaluating Arguments, Constructing an Evidence-based Explanation, Multimedia in Communication
8	SmarToy Design Challenge (Disciplinary:	<ul style="list-style-type: none"> • Given this project's focus on the engineering-design process, students can work remotely to design, test, revise, and improve their designed toy. Once back in class, students can present their designed toys during the

	Physical Science)	<p>Final Product presentation.</p> <ul style="list-style-type: none"> ● Cognitive Skills: Defining a Design Problem, Designing a Solution, Multimedia in Communication
9	Scientific Discoveries (Biology)	<ul style="list-style-type: none"> ● Given this project's broad focus on any recent scientific discovery, this project is flexible and can be used in a variety of different courses/grades. After selecting one recent scientific discovery to focus on, students evaluate it, create a presentation to educate their peers about it, then present the discovery to the class. ● This project is intended to be completed independently. Students work at their own pace throughout the entire project. While working remotely, students can complete all Checkpoints in preparation for their Final Product: Presentation. ● Cognitive Skills: Selecting Relevant Sources, Evaluating Arguments, Oral Presentation, Multimedia in Communication
10	Design your own Physics Experiment (Physics)	<ul style="list-style-type: none"> ● In this project, students engage in their own independent inquiry project based on any type of motion. For their Final Product, students write a scientific journal article that includes background research on their topic, an experimental action plan, presentation of data and data analysis, and a conclusion of their findings. ● Cog Skills: Asking Questions; Predicting/Hypothesizing; Planning and Carrying Out Investigations; Identifying Patterns and Relationships; Interpreting Data/Info to Make Valid Claims; Explanation of Evidence; Introduction and Conclusion
11	Adopt-a-Molecule (Chemistry)	<ul style="list-style-type: none"> ● In this project, students select a molecule to research. They learn the history and uses of that molecule, how its chemical makeup contributes to its structure, and properties that allows it to be used for its purpose. After gaining this information through research, students apply these understandings to a model of their molecule. Finally, at the end of this project, students present their findings to the class. ● Cog Skills: Selecting Relevant Sources, Comparing/Contrasting, Modeling, Oral Presentation, Multimedia in Communication, Communicating Accurately and Precisely
12	Current	<ul style="list-style-type: none"> ● Similar to the Biology: Scientific Discoveries project,

	Events (AP Environmental Science)	<p>students work independently to prepare a presentation for their peers centered around a recent news story related to environmental science (environmental issues, disasters, legislation, discoveries, etc).</p> <ul style="list-style-type: none">● Cog Skills: Selecting Relevant Sources, Selection of Evidence, Oral Presentation, Multimedia in Communication
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Host Video-Class/Communication Tools

[Google Hangouts:](#)



How to start a Google Hangout:

1. Open hangouts.google.com or on the sidebar in [Gmail](#)
2. Select a person from the Hangouts list or search for their name or email address. When you find the person you want, click their name. You can also check multiple people to start a group video call.
3. Click **Video call**
4. When you're done, click **End call**

How to invite others or share the link in Google Hangouts:

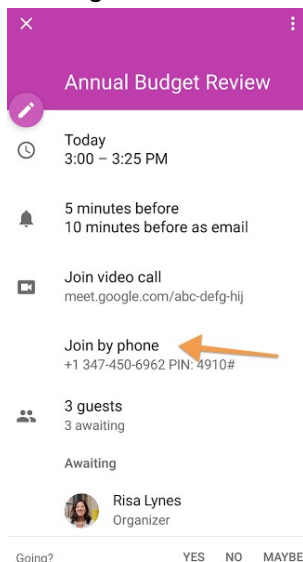
1. In the video call window, click the screen
2. At the top, click **Add people**  > **Copy link to share** 
3. To invite people to the call, click the link to copy it. Then, paste the link into emails, chats, or somewhere else. To join a call, users will need to sign in. Anyone with the link will be able to join the call.

How to add guests to a Google Hangout by phone:

1. After you join the meeting, at the top right, click People  to expand the side panel.
2. Click Add people
3. Click Call
4. Enter the phone number for the person that you want to call and click Call .
5. The person joins the meeting when they answer the phone.

To dial-in to a Google Hangout

1. The organizer needs to go to the invite and find the Join by phone number and pin



2. The organizer provides this number to those joining by phone

How to share your screen on Google Hangouts:

1. Click the 3 dot menu icon at top right
2. Select **Screen Share**

How to add break-out chat rooms:

1. Open [Chat](#)
2. At the top left, click Find people, rooms, bots
3. Click **Create room**
4. Enter a name and then click Create
5. Click **Add people & bots**
6. Enter names of people, email addresses, and bots, or select from the suggestions. Suggestions include everyone in your organization, even if they don't have Hangouts Chat. Repeat for each invitee
7. Click **Send**
8. Click **New thread** in room name to start a new conversation in the room

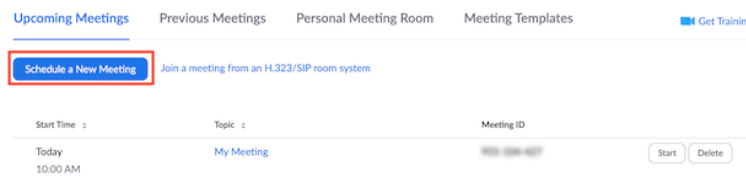
How many people can join Google Hangouts at once:

- For chat, 150 people on different devices can join one Google Hangout.
- For video call, up to 25 participants in one organization can join one Google Hangout.

[Zoom](#)

Schedule a Zoom meeting:

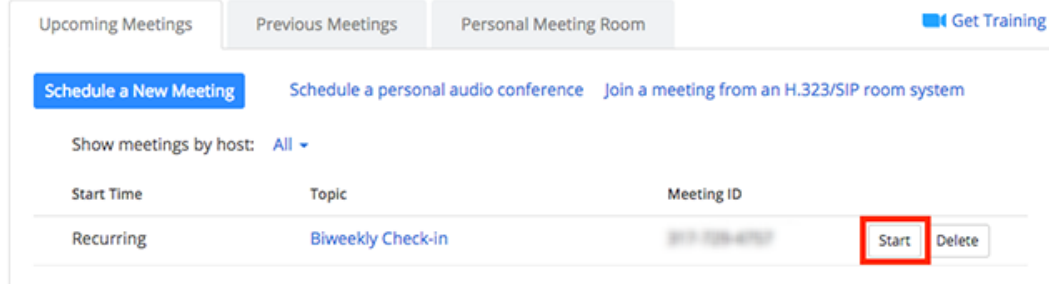
1. Sign in to the Zoom web portal
2. Click [Meetings](#), and click Schedule A New Meeting



How to start a Zoom meeting:

1. Login to [My Meetings](#)

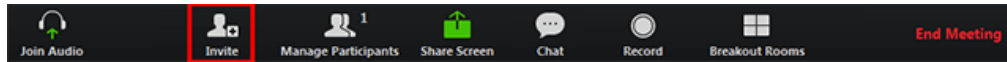
2. Under Upcoming Meetings, click Start next to the meeting you want to start



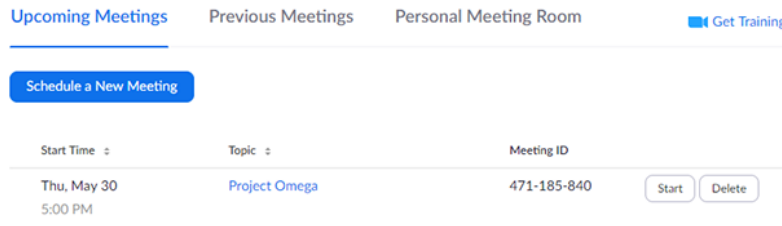
3. Zoom should launch automatically to start the meeting

How to invite others into a Zoom meeting:

- During a meeting, you can invite people to join the conference by clicking on the **Invite** tab in your meeting controls.



- You can also send participants the meeting ID number. The 9-digit number in the invitation URL is the meeting ID.

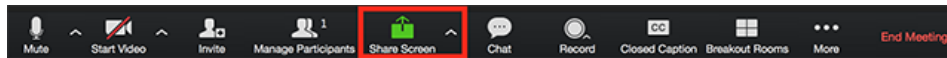


How to call into a Zoom meeting by phone only:

1. Dial an in-country number. If you dial a toll number, your carrier rates will apply. You can find the numbers here: <https://zoom.us/zoomconference>.
2. You will be prompted to enter the [meeting ID](#) - the nine (9), ten (10), or eleven (11) digit ID provided to you by the host, followed by #.
3. If the meeting has not already started and [join before host](#) is not enabled, you will be prompted to enter the [host key](#) to start the meeting, or to press # to wait if you are participant.
4. You will be prompted to enter your unique participant ID.

How to share screen in Zoom:

1. Click the Share Screen button located in your meeting controls



2. Select the screen you want to share

How to set up breakout groups in Zoom:

1. Sign in to the Zoom web portal.
2. Click Account Management > [Account Settings](#) (if you are an account administrator) or [Settings](#) (if you are an account member).

3. Navigate to the Breakout Room option on the Meeting tab and verify that the setting is enabled.
If the setting is disabled, click the toggle to enable it. If a verification dialog displays, choose Turn On to verify the change.

Breakout room

Allow host to split meeting participants into separate, smaller rooms



- Allow host to assign participants to breakout rooms when scheduling

Note: If the option is grayed out, it has been locked at either the Group or Account level, and you will need to contact your Zoom administrator.

4. (Optional) Click the checkbox to allow meeting hosts to [pre-assign participants to breakout rooms](#).


Note: Up to 50 breakout rooms can be created. Max 200 total participants across all breakout rooms

How many people can join one Zoom meeting:

- Up to 100 participants by default in every meeting

[Skype](#)

How to start a Skype meeting:


1. Click the the **Meet Now**  button
2. You'll get a call link and a **Share invite** button to invite others
3. Once you're ready, set your call to audio or video and select the **Start call** button

You can also create a meeting [directly from the web](#).

How to invite others into the Skype meeting:

- Before a meeting, click the the **Share invite** button to invite others
- During a meeting, click the **Share call link** button

How to share screen in Skype:

1. Verify you're on the [latest version of Skype](#), then start screen sharing during your call
2. In the call, select the screen sharing  button (screen sharing with Skype for Web is only available in Chrome)

How to set up breakout groups in Skype:

- Breakout groups are not available in Skype.

How many people can join one Skype call:

- Up to 50 people in every audio call. The maximum number of video streams will vary depending on the platform and device you are using.

Platform How-To:

[Platform How-To](#) can be found in the Remote Learning Field Guide Appendix on the Learning Space.