

# **QCSD Continuity of Education Plan**

**March 30, 2020 - until June 16, 2020 (or when schools reopen)**

## **Purpose**

On March 24th, the Pennsylvania Department of Education required LEAs to publish and submit their Continuity of Education Plan for all students in the most appropriate and accessible way. This is the Plan for Quakertown Community School District. In this unprecedented situation Quakertown is dedicated to providing educational and learning opportunities and other educational services for all students, regardless of disability, economic status, or ELL status, to the extent feasible. While we are making a good faith effort to provide as much education to as many students as possible, participation and all activities will be optional for students.

## **References**

- [Supplemental Fact Sheet](#) Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities
- [Summary of PA Emergency Legislation](#)
- [PDE's Continuity of Education in Pennsylvania Schools](#) March 24, 2020
- [PDE School Guidance](#), Answers to Common Questions
- [QCSD Distance Learning for Educators](#) (Internal document)
- [QCSD Office of Teaching & Learning - Learning for All](#)
- [PSEA, Teaching With Technology during COVID-19](#)

## **Planning Assumptions**

- QCSD will remain in a virtual learning environment through the remainder of the pandemic, possibly the rest of the academic year.
- All QCSD facilities and schools will remain closed, with the exception of QCHS for providing food service and technology support. Teachers may not access the building to retrieve materials.
- From March 30th through the remainder of the academic year the district calendar will remain as originally published.
- With social distancing expectations, teacher and support staff work days will follow the school district calendar
- Student participation in academic coursework, while highly encouraged, will be optional and ungraded.
- The Office for Teaching & Learning will have the lead on centralizing our resources and planning for virtual learning.
- Principals have the lead for ensuring best efforts are made with equity of access to their students with disabilities, connectivity/remote internet access needs, and ELs.

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- Patience will be a virtue as the district shifts its instructional model to a virtual environment.

### **Start Date**

Teachers will start on Monday, March 30, 2020 and will complete 2nd Trimester/3rd Marking Period Grades and prepare to begin instruction with students on Tuesday, March 31, 2020.

### **Final Grades**

Final grades will be calculated based on work assigned through March 13, 2020. Teachers may use their discretion to allow for makeup work or to exempt assignments as long as the work was assigned prior to March 13, 2020. While final grades should be submitted on March 30, 2020, secondary level grade changes may be made until April 6, 2020.

Elementary final grades will be calculated based on Trimesters 1 and 2 only. Teachers should complete Trimester 2 grades and include final year comments for each area on the report card.

Secondary final grades will be based on Marking Periods 1, 2, and 3. Semester 2 classes will be recorded as Pass/Fail.

### **Equity**

There are substantial equity issues with simply shifting all schooling to an online learning environment that is mandatory (with attendance, grading, etc.). Some of our students do not have internet connectivity at home. Some younger students do not have a parent or other adult accessible to help them with the online learning environment, if, for example, the parents are essential workers and have to go to work. Some of our students have siblings competing for parent attention at the same time they may need parent support. Some of our students have significant learning needs or identified disabilities that cannot be addressed in an online learning environment (e.g. students with work refusal behaviors, MDS students who cannot manipulate a computer on their own). And some of our students are English Learners, for whom supports are also difficult to address through an entirely online learning environment. For these reasons, both legal and ethical, our continuity of education plan will be optional for all students, and no work will be graded, nor will the days of instruction be counted as student days.

### **Services for Students**

During the shutdown, students who are English Learners will continue to have access to both synchronous and asynchronous support from an ESL certified teacher. Students with IEP therapies and needs will continue to have access to synchronous and asynchronous support.

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from special education teachers, and will continue to have access to therapies such as speech, OT, and PT via teletherapy.

### Daily Expectations

	<b>Monday Through Thursday (With Students)</b>	<b>Friday (Staff Only)</b>
<b>Elementary (K-5)</b>	Morning Meeting/Check In	Faculty Meetings
	Instruction/Activities (2 hours per day, addressing all subject areas)	Collaboration
	Lunch/Break - Plan for sometime in the 11:00 to 1:00 time frame to allow students to get their meals if needed	Professional Development
	Teacher Meetings (IEP/GIEP, 504, data, core, leadership team, etc.)	Curriculum Design/ Revision
	Teacher Office Hours (AM/PM options)	Special Ed Monthly Meetings
	Teacher Planning	
	<b>Monday Through Thursday (With Students)</b>	<b>Friday (Staff Only)</b>
<b>Secondary (6-12)</b>	Daily student check-in	Faculty Meetings
	Posted instruction/activities for each class with AM office hours and PM office hours	Collaboration
	Lunch/Break - Plan for sometime in the 11:00 to 1:00 timeframe to allow students to	Professional Development

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	get their meals if needed	
	Teacher Meetings (IEP/GIEP, 504, data, coach, core, leadership team, etc.)	Curriculum Design/ Revision
	Teacher Planning	Special Ed Monthly Meetings

### Platforms

We will continue to use SeeSaw and Canvas as our primary platforms for student/parent communication and delivery of instruction/materials. Teachers who have a Google Classroom may continue to use that platform.

K-2 Seesaw  
3-5 Seesaw  
6-8 Canvas  
9-12 Canvas

### Curriculum, Materials, and Resources

The Office for Teaching and Learning has created updated curriculum map documents that highlight essential content by grade level and content area. This is meant to serve as a resource for the important content teachers should pull from for online activities understanding that not all content will be covered or accessed by all students. We will be working on finding ways to integrate this material into the learning plans for students during the 2020-2021 school year as well. More information will be forthcoming.

Please see the [Curriculum Update](#) here. Each page also provides a contact for questions regarding curriculum, as well as available resources. The approved QCSD curriculum is the basis for all remote instruction and activities.

All resources and related supplemental materials must be board approved. There are multiple reasons why this is important. First, we want to make sure we are providing to the extent possible learning opportunities that are aligned with our board-approved curriculum and that will help prepare students for the eventual resumption of in-person education. Second, many third party websites, materials, etc. do not provide the necessary privacy protections required by law

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for our students in an online environment (COPPA). If you have specific questions about a resource, please contact OTL.

### **Professional Development Opportunities**

There will be opportunities for professional development that include continued curriculum writing and revision, use of PDE and OTL online courses, grade level and department level collaborations, building professional learning via online faculty meetings etc. These opportunities will be shared out through future district level communications as well as via building principals.

### **Student Attendance**

Teachers should track student participation and connection for the purpose of identifying students who may have access issues in one way or another so that district personnel can reach out and support student participation in learning. Formal attendance will not be taken as these days do not count as instructional days for students.

### **Staff Attendance**

Staff participation and daily attendance are mandatory, since the days **do** count as work days for professional and support staff. Staff members who are unable to participate for reasons of illness or family illness should enter their absences exactly as they usually would - except that professional staff should enter their absence as "no substitute required." Use of personal days should still go through the normal approval process.

### **Feedback and Grading**

Teachers and specialists will provide feedback on student work for the purpose of increasing student learning. No grades will be issued.

### **Seniors**

Names of senior students who are in danger of not meeting graduation requirements should be identified by teachers/counselors and shared with building administration. These students will be offered credit recovery options to allow them to attain a diploma with their peers.

### **Summer School**

QCSD will once again be offering summer school for students who do not receive credit for one or more classes. These courses will be online and information will be forthcoming once students have been identified.

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### Upper Bucks Tech School

Students who attend the Upper Bucks Tech School will receive communication directly from their tech school teachers. Teachers will be working to use Canvas to deliver instructional materials and lessons.

### Personnel Roles/Schedules (Monday - Thursday)

Who	What	Options for How
K-5 Classroom Teachers K-5 Specials Teachers	Connect with students  Provide at least 2 hours per day of instruction/activities  Provide feedback to students  Provide at least 1 hour of open office hours per day (AM/PM options)  Monitor student progress and provide remedial or enrichment activities  Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)  Professional Development	<i>Principals and teachers will work together to determine appropriate options for each of the “what” items.</i>
K-5 Special Education Teachers	Work online with students on IEP goals  Provide feedback to students and parents  Provide at least 1 hour of open office hours (AM/PM options)	<i>Principals and teachers will work together to determine appropriate options for each of the “what” items.</i>

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	<p>Creating online lessons for reinforcement of skills</p> <p>Consultation with instructional assistants to support student learning</p> <p>Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs</p> <p>Lunch/Prep time</p> <p>IEP writing/meetings</p> <p>re-evaluations</p> <p>consult with regular education teachers and other team members</p> <p>Professional Development</p>	
K-5 School Counselors	<p>Online Individual and group school counseling</p> <p>video lessons targeting</p> <p>SEL/Academic/CCR skills</p> <p>Provide at least one hour of office time (AM/PM options)</p> <p>Lunch/Prep time</p> <p>IEP/GIEP/504 meetings</p>	<i>Principals and counselors will work together to determine appropriate options for each of the "what" items.</i>

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	<p>parent contact/training contact students who aren't participating in optional learning opportunities</p> <p>Continued development of Comprehensive School Counselor Plan</p> <p>Professional Development</p>	
K-5 Coaches/Interventionists	<p>Supporting teachers with putting content on line and working effectively in a remote environment</p> <p>Continuation of instructional intervention groups</p> <p>Team and grade level meetings</p> <p>Lunch/Prep time</p> <p>Professional Development</p>	<i>Principals and coaches/interventionists will work together to determine appropriate options for each of the "what" items.</i>
K-5 ELD Teachers	<p>Support teachers with appropriate accommodations for students</p> <p>Support individual students with specific needs and instruction as appropriate</p> <p>Lunch/Prep time</p> <p>Professional Development</p>	<i>Principals and ELD teachers will work together to determine appropriate options for each of the "what" items.</i>



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K-5 Instructional Aides	<p>Direction from Special Ed teachers re: supporting students individually and/or small groups</p> <p>Working individually or in small groups with students online reinforcing previously taught skills</p> <p>One hour of office time to assist students with completing assignments</p> <p>Lunch</p> <p>Professional Development</p>	<i>Instructional aides will receive further information from their principal and the special education department on expectations</i>
K-5 Secretaries	<p>Overall, provide support and assistance to the principal and staff in meeting the needs of students and families. Some examples include:</p> <p>Assist in identifying students who may regularly not be participating.</p> <p>Be a first contact for parents for general questions and assistance.</p> <p>Assist teachers in creating documents as requested</p> <p>Creating a Google sign-in sheet each morning for teachers and staff to check in for their attendance.</p> <p>Attend faculty meetings.</p> <p>Send out a building newsletter each week to staff with updates</p>	<i>Secretaries will receive more information from their principal about expectations</i>

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	<p>on new developments and request voluntary updates from staff sharing things that are happening in their "classes"</p> <p>Also, maybe share some positive things that are happening at home with staff - to promote social interaction.</p> <p>Principal could provide the text for the "new developments" to the secretary to include.</p> <p>Work on tasks for the next school year (setting up forms, etc)</p> <p>Assist the principal with any tasks he/she may need.</p> <p>Additional professional development in Google Suite, Canvas, etc.</p>	
MS Teachers	<p>Connect with students</p> <p>Provide at least 30 minutes per class of instruction/activities</p> <p>Provide feedback to students</p> <p>Provide at least 1 hour of open office hours (AM/PM options)</p> <p>Monitor student progress and provide remedial or enrichment activities</p> <p>Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)</p>	<p><i>Principals and teachers will work together to determine appropriate options for each of the "what" items.</i></p>

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	Professional Development	
MS Special Education Teachers	<p>Work online with students on IEP goals</p> <p>Provide feedback to students</p> <p>Provide at least 1 hour of open office time (AM/PM options)</p> <p>Creating online lessons for reinforcement of skills</p> <p>Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs</p> <p>Consultation with instructional assistants to support student learning</p> <p>Lunch/Prep time</p> <p>IEP writing/meetings</p> <p>re-evaluations</p> <p>consult with regular education teachers and other team members</p> <p>Professional Development</p>	<p><i>Principals and teachers will work together to determine appropriate options for each of the “what” items.</i></p>
MS ELD Teachers	<p>Support teachers with appropriate accommodations for students</p> <p>Support individual students with specific needs and instruction</p>	<p><i>Principals and ELD teachers will work together to determine appropriate options for each of the “what” items.</i></p>

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	<p>as appropriate</p> <p>Provide at least 30 minutes per class of instruction/activities for ELD classes</p> <p>Lunch/Prep time</p> <p>Professional Development</p>	
MS School Counselors	<p>Online Individual and group school counseling</p> <p>Video lessons targeting</p> <p>SEL/Academic/CCR skills</p> <p>Provide at least one hour of office time</p> <p>Lunch/Prep time</p> <p>IEP/GIEP/504 meetings</p> <p>Parent contact/training contact students who aren't participating in optional learning opportunities</p> <p>Support students in the completion of CWEP tasks</p> <p>Continued development of Comprehensive School Counselor Plan</p> <p>Support Administration in the completion of the 20-21 schedule</p>	<p><i>Principals and counselors will work together to determine appropriate options for each of the "what" items.</i></p>

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	<p>Prepare student failure letters/summer school lists</p> <p>Professional Development</p>	
MS Instructional Aides	<p>Direction from Special Ed teachers re- supporting students individually and/or small groups</p> <p>Working individually or in small groups with students online reinforcing previously taught skills</p> <p>One hour of office time to assist students with completing assignments</p> <p>Lunch</p> <p>Professional Development</p>	<i>Instructional aides will receive further information from their principal and the special education department on expectations</i>
MS Secretaries	<p>Overall, provide support and assistance to the principal and staff in meeting the needs of students and families. Some examples include:</p> <p>Assist in identifying students who may regularly not be participating.</p> <p>Be a first contact for parents for general questions and assistance.</p> <p>Assist teachers in creating documents as requested</p>	<i>Secretaries will receive more information from their principal about expectations</i>

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	<p>Creating a Google sign-in sheet each morning for teachers and staff to check in for their attendance.</p> <p>Attend faculty meetings.</p> <p>Send out a building newsletter each week to staff with updates on new developments and request voluntary updates from staff sharing things that are happening in their "classes"</p> <p>Also, maybe share some positive things that are happening at home with staff - to promote social interaction.</p> <p>Principal could provide the text for the "new developments" to the secretary to include.</p> <p>Work on tasks for the next school year (setting up forms, etc)</p> <p>Assist the principal with any tasks he/she may need.</p> <p>Additional professional development in Google Suite, Canvas, etc.</p>	
MS Other Staff	Will receive direction from their building principal	
HS Teachers (Grade 12)	<p>Connect with students - make sure all students are on track to graduate</p> <p>Provide at least 30 minutes per class of instruction/activities</p>	<i>Principals and teachers will work together to determine appropriate options for each of the "what" items.</i>

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	<p>Provide feedback to students</p> <p>Provide at least 1 hour of open office hours</p> <p>Monitor student progress and provide remedial or enrichment activities</p> <p>Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)</p> <p>Professional Development</p>	
HS Teachers (Grades 9-11)	<p>Connect with students</p> <p>Provide at least 30 minutes per class of instruction/activities</p> <p>Provide feedback to students</p> <p>Provide at least 1 hour of open office hours</p> <p>Monitor student progress and provide remedial or enrichment activities</p> <p>Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)</p> <p>Professional Development</p>	<i>Principals and teachers will work together to determine appropriate options for each of the “what” items.</i>
HS Special Education Teachers	<p>Work online with students on IEP goals</p> <p>Provide feedback to students</p>	<i>Principals and teachers will work together to determine appropriate options for each of the “what” items.</i>

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	<p>Provide at least 1 hour of open office time</p> <p>Creating online lessons for reinforcement of skills</p> <p>Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs</p> <p>Lunch/Prep time</p> <p>IEP writing/meetings</p> <p>Re-evaluations</p> <p>Consultation with instructional assistants to support student learning</p> <p>consult with regular education teachers and other team members</p> <p>Professional Development</p>	
HS ELD Teachers	<p>Support teachers with appropriate accommodations for students</p> <p>Support individual students with specific needs and instruction as appropriate</p> <p>Provide at least 30 minutes per class of instruction/activities for ELD classes</p>	<p><i>Principals and ELD teachers will work together to determine appropriate options for each of the “what” items.</i></p>



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	Lunch/Prep time  Professional Development	
HS School Counselors	Online Individual and group school counseling Video lessons targeting SEL/Academic/CCR skills  Provide at least one hour of office time  Monitor graduation progress for seniors and communicate with students/families  Lunch/Prep time  IEP/GIEP/504 meetings  parent contact/training contact students who aren't participating in optional learning opportunities  Review student schedules to see if there are errors  Complete failure letters/summer school lists  Continued development of Comprehensive School Counselor Plan  Professional Development	<i>Principals and counselors will work together to determine appropriate options for each of the "what" items.</i>

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HS Instructional Aides	<p>Direction from Special Ed teachers re- supporting students individually and/or small groups</p> <p>Working individually or in small groups with students online reinforcing previously taught skills</p> <p>One hour of office time to assist students with completing assignments</p> <p>Lunch</p> <p>Professional Development</p>	<i>Instructional aides will receive further information from their principal and the special education department on expectations</i>
HS Secretaries	<p>Overall, provide support and assistance to the principal and staff in meeting the needs of students and families. Some examples include:</p> <p>Assist in identifying students who may regularly not be participating.</p> <p>Be a first contact for parents for general questions and assistance.</p> <p>Assist teachers in creating documents as requested</p> <p>Creating a Google sign-in sheet each morning for teachers and staff to check in for their attendance.</p> <p>Attend faculty meetings.</p> <p>Send out a building newsletter each week to staff with updates</p>	<i>Secretaries will receive more information from their principal about expectations</i>

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	<p>on new developments and request voluntary updates from staff sharing things that are happening in their "classes"</p> <p>Also, maybe share some positive things that are happening at home with staff - to promote social interaction.</p> <p>Principal could provide the text for the "new developments" to the secretary to include.</p> <p>Support logistical planning for remote meetings and special events.</p> <p>Work on tasks for the next school year (setting up forms, etc)</p> <p>Assist the principal with any tasks he/she may need.</p> <p>Additional professional development in Google Suite, Canvas, etc.</p>	
HS Other Staff		
Speech/Language Teachers; OT; PT	<p>Online Individual and Group Therapy</p> <p>Video lessons targeting general IEP skills</p> <p>Lunch/Prep time</p> <p>IEP/writing meetings</p> <p>Conducting re-evaluations</p>	<p><i>The Pupil Services Department and the SLP, OT, PT and similar positions will work together to determine appropriate options for each of the "what" items.</i></p>

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	<p>Consultation with regular education teachers and other team members</p> <p>Monitor student progress in relation to your activities for RRs and present education levels in the IEP</p> <p>Professional Development</p>	
Board Certified Behavior Analysts	<p>Online Individual and group meetings</p> <p>Video lessons targeting social emotional skills</p> <p>At least 1 hour of office time</p> <p>PM- Lunch/Prep time</p> <p>Contributing to evaluations/re-evaluations</p> <p>Participation in IEP/504 meetings</p> <p>Parent contact/training, consult with regular education teachers and other team members</p> <p>Professional Development</p>	<p><i>The Pupil Services Department and the Board Certified Behavior Analysts will work together to determine appropriate options for each of the "what" items.</i></p>
Psychologists	<p>Conducting non-testing re-evaluations, including early intervention (Note: no new ERs at this time)</p>	<p><i>The Pupil Services Department and the Psychologists will work together to determine</i></p>

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	Consultation with teachers and staff  Office hours  Participation in IEP/504/ER/RR meetings  Lunch  Professional Development	<i>appropriate options for each of the “what” items.</i>
Certified School Nurses	Video lessons targeting healthy habits  Consultation with RN Assistants  Lunch/Prep time  Participate in IEP/504 meetings  Parent contact/training  SHARRS reporting  Correct SNAP errors  Professional Development	<i>The Pupil Services Department and the Nurses will work together to determine appropriate options for each of the “what” items.</i>
RN Assistants	Video lessons targeting healthy habits (with direction from CSNs)  Consultation with CSNs  Lunch/Prep time	<i>The Pupil Services Department and the School Nurses will work with the RN Assistants to determine appropriate options for each of the “what” items.</i>

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	Participate in IEP/504 meetings  Parent contact/training  SHARRS reporting  Correct SNAP errors  Professional Development	
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## Technology Access and Devices

### Devices:

K-1 - iPad or Chromebook based on building decision

2-5 - 11" Chromebook

6-8 - 11" Chromebook

9-12 - 14" Chromebook

**NOTE:** All provided devices are being filtered by the District in case any concerns arise, with the exception of iPads

### Access:

**QCSD Resources** - All QCSD online resources are available to students while outside of the District. Clever provides a dashboard with all curricular resources. Students will login to Clever using their District credentials.

**Clever Login:** [www.clever.com/in/qcscd](http://www.clever.com/in/qcscd)

**Canvas Login:** <https://qcscd.instructure.com/login/ldap>

**Canvas Additional Information:** [https://www.qcscd.org/technology/canvas\\_information](https://www.qcscd.org/technology/canvas_information)

**Internet Access** - Comcast is providing two months of free internet access to those families who qualify. Information can be found here: <https://www.internetessentials.com/>

### Technical Support:

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- **Students:** Students/Parents should submit the following form if they encounter any issues with the device provided or have issues accessing content online  
<https://forms.gle/kVabiuXLv4FbTMAL8>
- **Staff:** Staff should continue submitting work orders through the District system which can be found here: <https://login.myschoolbuilding.com/msb>
- **Support Staff:** Support staff will be given the opportunity based on identified need to gain a District laptop or Chromebook based on availability (distribution plan to come after need is known)
- **Administrator Support:** Please email [tech@qcsd.org](mailto:tech@qcsd.org) for any technology related needs or issues you may have. My team is active and responding right away to all requests. This email should be limited to administrator requests only at this time
- **Support Hours:** 8am-4:30 pm will be our “normal” hours that I have set as an expectation of my staff to be on call and ready to respond immediately. Network operations will run 24/7 as always.

### [Online Meeting Guidelines and Q's Answered](#)

#### Screencasting Options:

- [Screencastify](#)
- [Loom](#)
- [Streamyard](#)
- [Flipgrid](#)