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Continuity of Learning: Self-Assessment Tool for Pivot-Ready Planning

This document can be used to assist SU/SDs in developing and modifying pivot plans that best meet the needs of the school communities it serves. You may use [Continuity of Learning: Pivot-Ready Learning Models and Considerations for Vermont Schools](https://education.vermont.gov/documents/col-pivot-ready-learning-models-and-considerations) as a related resource to inform the design and assessment of your pivot plans. This self-assessment does not need to be submitted to the Agency of Education but has been developed as an internal tool to aid in developing and communicating your plan. If you would like assistance from your education colleagues at the Agency of Education, you can check the box for help and submit to [jess.decarolis@vermont.gov](mailto:jess.decarolis@vermont.gov), and we will gladly work to assist you.

# Communication

| **Essential Element** | | |
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| **Effective communication plans and routines are in place to ensure 100% reach when deploying critical information regarding pivot-ready plans to all stakeholders, including school and community safety information.** | | |
| 1. Have families and communities been engaged in the development of the pivot-ready plan? | **Person(s) Responsible** | **Help?** |
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| 1. How has the chosen pivot learning model been communicated in a transparent and effective way to ensure that families and students are informed? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. How will the SU/SD and/or school ensure effective communication plans/routines and feedback loops among staff, between teachers and students, and between schools and family/community members to sustain continuity of learning? | **Person(s) Responsible** | **Help?** |
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| 1. What communication distribution mechanisms/platforms are in place that will ensure communication to all families, including those with limited internet access? | **Person(s) Responsible** | **Help?** |
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Structures for Student Success

| **Essential Element** | | |
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| **Consistently make available district-level/school-level supports to all students- including access to supports that address academic, social/emotional, and technological supports that students and staff need when pivoting to a remote learning environment.** | | |
| 1. How has district and school-based social-emotional/mental health and wellness supports been adapted to be included in the pivot-ready plan? | **Person(s) Responsible** | **Help?** |
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| 1. How is the district’s local comprehensive assessment system (LCAS) addressing access to high-quality educational services, supporting formative assessments, student learning opportunities, modes of personalized instruction and supports during periods of school closure? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. Are pivot-ready plans structured to be flexible enough to meet the needs of students and families K-12, including Flexible Pathways and Personalized Learning Plans for the appropriate grade levels? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. If employing more than one type of learning model, how is the SU/SD ensuring that all students have access to appropriate technology and are receiving a substantially equal educational experience, including support services and direct interactions (whether in-person or remote) with their educators? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. How are your learning model(s) leveraging your multi-tiered system of supports and educational support teams to ensure high quality, differentiated, inclusive, and personalized instruction and assessment? | **Person(s) Responsible** | **Help?** |
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Instruction and Feedback

| **Essential Element** | | |
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| **Pivot-ready plans prioritize grade level/cluster instructional content and ensure learning activities are designed to continue student learning.** | | |
| 1. How does this plan support formative assessment, feedback, and intervention that supports student proficiency for all students (e.g., assessment calibration, collaboration among educators, etc.)? | **Person(s) Responsible** | **Help?** |
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| 1. Does your pivot plan provide opportunities for cross-curricular design and teaming across educators to encourage project-based learning and collaboration amongst students to enhance their learning? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. How are expectations regarding synchronous and asynchronous instruction time with students, consistent feedback loops, and frequency of assessments consistently maintained across the SU/SD and different learning models (if applicable)? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. Have staff received the professional learning necessary to deliver the SU/SD’s pivot-ready plan, including effective teaching in an online environment? | **Person(s) Responsible** | **Help?** |
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Ensuring Accessibility

| **Essential Element** | | |
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| **Opportunities and accommodations are in place to ensure that during periods of sudden school closure, FAPE and FERPA continue to ensure all students, including those from historically marginalized populations, have access to targeted and appropriate supports.** | | |
| 1. Have decision-making tools or processes been established in the SU/SD pivot plan to determine which learning model(s) will best meet the needs of students who may need additional supports? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. Are structures (e.g., design, modifications, accommodations, etc.) in place to ensure all students continue to have equitable opportunities and appropriate access to services and demanding content standards, high expectations, and high-quality instruction? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. How will the SU/SD and/or school ensure that pivoting to a different learning model and/or new schedule does not exclude student groups and families? | **Person(s) Responsible** | **Help?** |
|  |  |  |
| 1. How does the pivot plan address communication needs of linguistically and culturally diverse families, economically disadvantaged families, and/or families that have potential disability barriers associated with communication? | **Person(s) Responsible** | **Help?** |
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