Continuity of Learning Plan Exemplars

This document is intended to share practices utilized by Vermont supervisory unions/districts (SUs/SDs), culled from Continuity of Learning Plans received from around the state, and to provide support for SUs/SDs as they monitor implementation of continuity of learning and plan for a healthy, strong start to the 2020-2021 school year. These practices are organized under each of the Essential Elements identified under the four Design Pillars for Continuity of Learning. Click on the element to view example practices from around the state.

Communication

1. Describe how you will develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.

Structures for Student Success

2. Describe how you will establish consistent expectations of, and supports for, teachers in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.
3. Describe your system/structure plan for ensuring that all students get enough help (academic, social/emotional, or technology/material needs) in a timely fashion.
4. Describe how you will structure student learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet student needs and provides predictability for students, families, and educators.
5. Describe how you will monitor and evaluate the effectiveness of your remote learning plan.

Instruction and Feedback

6. Describe how you will identify critical proficiencies for the remainder of the year and design learning activities that support students to meet these critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school).]
7. Describe your process to create opportunities for teachers and staff to work collaboratively or in teams (e.g., special education teacher, technology integrationist, English learner teacher, literacy coach, etc.) around curricular design and support of students, and to ensure continuity in case of staff illness.

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8. [Describe your plan to provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.](#)

Ensuring Accessibility

9. [Describe how you will ensure the provision of FAPE.](#)
10. [Describe how you will address adherence to FERPA](#)
11. [Describe how you will address equitable access to instructional materials and experiences](#).

1. Description of communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.

Summary:

Districts around the state have created in-depth communication plans to ensure the dissemination of information and the well-being of their staff and students. Districts have been creative in the use multiple means of communication to connect with learners and families throughout their communities, and to support those that may have limited or no access to technology and/or the internet.

Commonly Identified Strategies:

- Multiple modes of communication
  - Weekly newsletters -- digital and analog
  - Calls for all families
  - Leveraging existing digital platforms and LMS
- Clear and specific communication plans for all stakeholders (staff-student, staff-staff, staff-admin)
- Strategies to provide communication to families with limited or no connectivity

Highlights from the Field:

Central Vermont SU:
In addition to communicating through multiple platforms during a variety of meeting times, CVSU schedules office hours to meet the needs of

VERMONT
AGENCY OF EDUCATION

students and families and provides around-the-clock opportunities for students and families to ask questions that are answered by the central office via Google Forms.

Lamoille North SU:
At the supervisory union level, the LNSU superintendent sends weekly letters to the community and staff with information from the Vermont Department of Health, information about remote learning opportunities and any other relevant news. The SU has also used partnerships to help successfully communicate at this time. The SU nursing and guidance teams are communicating with families about physical and mental health issues and are keeping track of children who are not engaged. By teaming with DCF and Lamoille County Mental Health, they can reach out to students who are having a more difficult time being engaged in remote learning. Additionally, the SU has had two community-wide Zoom meetings to discuss community concerns. At the school level, principals have provided all families with contact numbers, deliver a weekly message to highlight learning and offer support, post regular updates on Facebook pages, and send voice messages to all parents whenever there is new guidance. Staff and administration are sending postcards and letters to students weekly, and are implementing techniques to capture student interest and create an online learning community (e.g., joke of the day, online town halls, etc.)

Montpelier Roxbury SD:
MRPS has established a communication tracking system (shared among staff and using a common format) that documents contact and outreach to families. High risk students and families are prioritized for consistent check-ins and communication by school staff including principals, assistant principals, social workers, guidance counselors, and classroom teachers. The district also established a website for easy access to all PreK-12 learning for families.

Rutland Northeast SU:
RNESU will provide "Distance Homeroom" at preK-6 and "Distance Classroom/Advisory" at 7-12, where every student can be accounted for each day, assessed for general health and welfare. This information can be directed to the school's administration as needed. For students who are not able to connect virtually, a phone call or email will be planned. Additionally, the district utilizes the Let's Talk application, which allows all members of the community (students, families, staff) to pose questions, concerns, and communicate with district leadership, and allows the district to track questions and concerns and respond more rapidly than an email system.

VERMONT
AGENCY OF EDUCATION

[South Burlington SD](#):

Each developmental level (i.e., elementary, middle, high) has established family & staff versions of a school handbook specially designed to provide clear expectations, strong procedures, and useful resources in order to maintain their educational mission during the COVID-19 crisis, including a Family Technology Support document as a first line of help for technology issues at home.

2. Description of how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.

Summary:

Districts have worked diligently to create consistent expectations for teachers around planning and supporting their students. By clearly defining the roles that educators will play in a remote learning environment and ensuring that all levels of district staff communicate and support one another, districts have worked to set both their students and educators up for success.

Commonly Identified Strategies:

- Clearly defined roles for educators
  - Guidelines for checking in with students
  - Provide both synchronous and asynchonous learning opportunities
- Teacher expectations around formative feedback, office hours, and synchronous and asynchronous learning
- Identified types of communications that educators will utilize to connect with students
- Administrative teams have set up plans to support and communicate often with educators

VERMONT
AGENCY OF EDUCATION

Highlights from the Field:

Orange East SU:
OESU developed a list of expectations for its educators that were screened by their director of student services, superintendent, and members of a Continuity of Learning team. Their established expectations include daily check-ins with students and families, flexible learning time and no penalties for lake work or work that is partially completed.

River Valley Technical Center:
In addition to its educators conducting daily meetings with students, RVTC conducts morning meetings with its staff every morning to check in and ensure that information is disseminated correctly. Teachers are expected to provide one synchronous, weekly seminar to their students and develop subsequent asynchronous activities to, at minimum, maintain student proficiency.

Windham Northeast SU:
WNESU has made student safety, equity and relationships a major component of their educator expectations. They require their educators to take daily attendance as a way for students to have visual contact with a teacher, providing a sense of stability, predictability, community and belonging in mind. Educators are given ownership in their planning and decision making as they are reminded to let their professional judgement and creative instincts guide them and their planning.

Windsor Central SU:
WCSU has required educators to provide both asynchronous and synchronous learning opportunities, with synchronous learning methods being an option for students. Both recorded synchronous learning sessions and asynchronous learning opportunities will be included on a weekly learning plan, that is submitted to families each week. In addition, the weekly plan will also include the allocated learning time per subject area and educator office hours for the week.

Back to List of All Elements

VERMONT
AGENCY OF EDUCATION

3. Description of your system/structure for ensuring that all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.

Summary:

A priority for all districts has been addressing the academic, social/emotional, and technological support needs of students in a remote learning environment. Districts have utilized their support staff to ensure clear communication protocols are followed when determining and meeting student and family needs.

Commonly Identified Strategies:

- Connecting with students and families in multiple ways to determine their needs
    - Technology hotlines for families
    - Distribution of devices
- Leveraging existing EST, departmental teaming structures, and teletherapy
- Leverage support staff (nurses, interventionists, coaches, mentors, admin, special educators, etc.) when connecting and supporting students.
- Creation of a clear and easily followed schedule and protocol when contacting families and students

Highlights from the Field:

Caledonia Central SU:
CCSU special educators are collaborating with classroom teachers to make sure students are provided with the appropriate accommodations for success in a remote environment. Interventionists have weekly check-ins with families to assist and support students as they complete their work, and if any physical supplies are needed to complete assignments, they are distributed on the bus route or mailed.

Milton Town SD:
The expectations for MTSD's structure of support vary from PreK through elementary, middle and high school. However, each grade band follows the same general guidelines for its MTSS and EST teams, including outlining specific guidance and requirements for its interventionists, school counselors, special educators and support staff. In addition, MTSD is leveraging its high school advisory program to check in on students' social and emotional needs, provide general remote learning support (time management, executive functioning) and document a family's preferred mode of communication.

VERMONT
AGENCY OF EDUCATION

Rivendell Interstate SD:

Rivendell ISD has set up a variety of academic and social/emotional supports for its students. Students who receive special education services are being contacted several times a week by their case managers and teachers and have access to learning coaches and special education support when online in virtual classrooms. Students who have been identified as the most at-risk academically have additional support through an academic mentoring program where they receive intensive 1:1 daily support.

The school is also continuing to use its contracted and outside services to provide all families with social/emotional resources and counseling support. To ensure families get the support that they need, a family point person reaches out and connects with their assigned family at least three times a week, then reports any needs or concerns at grade level team meetings.

Slate Valley Unified Union SD:

Each school in SVUUSD has established a support team that will review students and families that may be or at risk. That team will arrange for any supports and resources a student and family will need, including access to meals and food programs, essential worker childcare, and social/emotional support from school liaisons, SAP counselors, school nurses and counselors. In addition, each school has created a "support center" for students to access interventionists or instructional assistants for academic support, mindfulness activities or as a check in with a trusted adult.

White River Valley SU:

In addition to educators and support staff connecting with students, building administrators and school counselors at WRVSU schools are working with the families of students that are having trouble engaging in a remote environment. The goal is to establish supports for those students in order to make learning successful. WRVSU schools are also sending guidance newsletters home to families and students with resources around social and emotional wellbeing.

Back to List of All Elements

VERMONT
AGENCY OF EDUCATION

4. Description of how you will structure student learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet student needs and provides predictability for students, families, and educators.

Summary:

Districts have begun leveraging personalized learning to develop flexible learning options for students in remote environments. By emphasizing asynchronous learning opportunities, as well as providing guidelines for synchronous learning, districts are providing equitable opportunities for families and students that may not have access to resources or whose schedules do not allow for the more rigid structures of traditional schooling.

Commonly Identified Strategies:

- Personalized learning planning to support student agency in learning
    - Weekly planning versus daily planning
- Focus of student learning is on asynchronous interactions, shifting control and responsibility of learning from the educator to the student, allowing educators to personalize support
- Communication with families and students to determine schedule needs when planning for synchronous learning opportunities.

Highlights from the Field:

Greater Rutland County SU:
GRSU educators have been directed to create weekly learning menus that include choice activities and passion projects for students to demonstrate their learning. Teachers have been encouraged to connect often with their students yet be flexible and accept learning in ways a student and/or family can accommodate.

North Country SU:
Educators in NCSU remember the inequities students face at home (basic needs, responsibilities, inconsistent internal connectivity, academic support) when designing and planning remote learning opportunities. Emphasis is placed on assignments that can be provided at the beginning of each week, as opposed to daily, allowing students and families the flexibility to complete the work based on their needs.

VERMONT
AGENCY OF EDUCATION

Teachers have been encouraged to provide opportunities for students to interact with their environment when learning, reducing student screen time. Learning menus and choice boards have been created consisting of both online, offline, and hybrid choices in learning. NCSU will be creating a website to share ideas and examples by teachers.

Orleans Southwest SU:
OSSU created a Learner Agency Teacher Rubric, which provides a self-assessment tool for educators to see where they fall along a continuum when teaching in a remote environment. Learning in OSSU is primarily focused on asynchronous opportunities to develop learner agency. If educators engage in synchronous learning, much of the time is spent checking in with students and making meaning of new learning.

Rutland City SU:
Staff at RCSU have worked with families to create realistic individualized learning plans, which include contact with an educator through computer or phone. Students have a choice to work on their learning either through a paper/pencil format or online, as discussed with their teacher. Both synchronous and asynchronous lessons and assignments are being planned for each grade band, with some lessons utilizing online platforms such as Khan Academy and IDX.

Windham Southeast SU:
Windham SE staff are offering blended synchronous and asynchronous learning opportunities to it's elementary, middle and high school students. The district has been requesting its staff to slow down their pace and use this learning time as an opportunity to increase capacity for differentiation, modification and student personalization.

Back to List of All Elements

5. Description of how you will monitor and evaluate the effectiveness of your remote learning plan.

Summary:

To ensure the effectiveness of their plans for continuity of learning, districts have begun implementing a variety of monitoring strategies. Most include gathering data and input from multiple stakeholders, including students and parents. Regular and timely review of this data by teams of administrators, staff and educators then inform a revision of the plan to quickly and effectively meet the academic and social/emotional needs of students.

VERMONT
AGENCY OF EDUCATION

Commonly Identified Strategies:

- Regularly scheduled administrative meetings to discuss feedback received
- Leveraging their MTSS and EST teams to collect and evaluate data
- Informal and formal information-gathering from students, families and teachers such as surveys and teacher report mechanisms that roll up to building and district leadership
- Plans for improvements, changes and revisions to existing plans based upon gathered information

Highlights from the Field:

Addison Northwest SD:
The administrative team for ANWSD plans to meet daily to address student, teacher and family feedback, both anecdotal and formalized. Quantitative and qualitative information will be collected in a variety of ways and be used to monitor both the academic and social/emotional sides of their continuity of learning plan.

Battenkill Valley SU:
Educators at both FES and AMHS will be meeting with small groups of students, weekly, to collect feedback on how the continuity of learning plan is working for them. An assigned administrator will meet with staff on a weekly basis to discuss the effectiveness of the CLP and, with input from educators, make appropriate and personalized adjustments.

Essex North SU:
In addition to administrative teams working to monitor activities related to supports and services, grade band teams (Prek-3, 4-6, 7-12) will meet with an interventionist every two weeks to review the needs and progress for every student. During this time, it will be determined if an intervention is needed, and how to personalize it for the student. Special education staff will meet bi-weekly to reassess paraprofessional placements for supports.

VERMONT
AGENCY OF EDUCATION

KESD will be collecting a variety of different data from parents, educators and students. The collection of student data will take many different forms, including 1:1 conferencing and interviews, journals, logs, etc., as well as contact/attendance logs and documentation of student participation in learning opportunities.

6. Description of how you will identify critical proficiencies for the remainder of the year and how you will design learning activities that support students to meet these critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school).

Summary:

Districts realize that focused and narrow learning objectives during this time is key, and have identified those critical proficiencies to be addressed and assessed for the remainder of the school year. Students are given a choice in how they meet learning expectations, consistent with Vermont's personalized, proficiency-based approach to education. The expectations for meeting any critical proficiency, as well as course or grade-level requirements, are clearly articulated.

Commonly Identified Strategies:

- Focus on the critical proficiencies that are crucial for ensuring student success in future learning
- Variability in how students demonstrate meeting learning expectations, taking into consideration current learning environments
- Description of what will be assessed and how it will be reported

VERMONT
AGENCY OF EDUCATION

Highlights from the Field:

Champlain Valley SD:
CVSD set up weekly expectations for different grade levels that allow synchronous and asynchronous time for instruction. Grade levels will identify common learning targets and accessible content and skills for all students. From these, students are given a menu of learning opportunities to explore new learning. Feedback on student work, including both progress and engagement, will be provided at least weekly.

Colchester SD:
CSD will review and establish highest priority concepts and skills to meet CSD proficiencies and curriculum maps, and courses will be trimmed and prioritized. Teachers are building learning plans and weekly work menus that reflect those trimmed down maps and courses. Local assessments will be revised for K-12, determining appropriate ways to assess high priority learning in a remote environment.

Two Rivers SU:
At TRSU, each grade level and content area will identify critical indicators from which they set goals ,gather evidence, and report status, with the overarching philosophy of less is more. Reporting to parents will be narrative around limited learning aligned to the critical indicators. The SU will emphasize that assessment is necessary, grading is not. Graduation requirements will be modified so that seniors are only expected to be proficient in graduation requirements that were taught and assessed prior to April 13th, with students able to work with teachers and counselors to fulfill any requirements that were not proficient at time of school closure.

Windham Southwest SU:
Critical indicators and approaches to learning are established for each grade or academic area, while focusing on keeping children emotionally and physically safe, fed, and engaged in learning. Grading and assessment focus on the continuation of learning and prioritize the connectedness and care for students and staff. Accountability should take the form of descriptive statements about participation and engagement for elementary students, as well as where the student is on critical indicators at the time of reporting for high school students.

VERMONT
AGENCY OF EDUCATION

[Winooski SD](#):

At WSD Pre-K teachers will be checking in with families to gather observations about growth and development they are seeing in their children. Their elementary school grade level teams are working collaboratively to develop consistent learning and assessment opportunities to engage students in the identified critical standards. The middle and high school teachers are working in PLCs that focus on specific Graduation Proficiencies (GPs) to make individual goals for each student in order to support their growth from one GP level to the next. Additionally, teachers are developing "proficiency snapshots" for each student that determine which GPs should be focused on most and assessed during the remote learning period.

7. Description of your process to create opportunities for teachers and staff to work collaboratively or in teams around curricular design and support of students, and to ensure continuity in case of staff illness.

Summary:

Districts and SUs establish or continue to utilize Professional Learning Communities (PLCs) and other grade level or content specific teams to provide opportunities for collaboration around remote instruction. Where appropriate, support staff have been assigned to help educators plan and assist their students. Districts have also established protocols in the event that an educator falls ill for an extended period.

Commonly Identified Strategies:

- Continue district PLCs and team meetings virtually, focusing on successes and challenges of remote teaching
- Establish collaborative team planning time, inclusive of support staff (interventionists, paraeducators, coaches, etc.)
- Educators have identified or been assigned a colleague (interventionist, principal, paraeducator, peer, etc.,) to help if they fall ill
- Require emergency plans for up to two weeks

VERMONT
AGENCY OF EDUCATION

Highlights from the Field:

Addison Central SD:
Teacher teams at ACSD will continue working collaboratively with appropriate grade bands (elementary, middle, high school). ACSD elementary schools are sharing a common Week-at-a-Glance template for Monday morning communication with families. The principal will assign an individual to manage the ill teacher's Google Classroom, virtual meetings, and other learning engagements (including providing feedback on student learning).

Harwood Unified Union SD:
Across all HUUSD schools, weekly grade level and department meetings will be used to support improvement of instruction, coordination of curricula, review of student work and identification of student intervention needs. Collaboration among grade level and department teams will help to ensure equity among grade level classes and subject areas. In the case of staff illness, each school has created a "3-Deep" plan that outlines how learning can continue with the help and support of other staff.

Maple Run Unified SD:
Maple Run provided in-service to support distance teaching and learning. Topics covered included: technology tools, best practices, team planning, and use of planning templates. Each teacher has an identified colleague and/or grade-level team member who are aware of the content and lesson planning in the event the other colleague becomes ill and can no longer teach; for CTE there are three lab supervisors who can fill in for their colleagues. High school and technical center teachers have an hour and half each morning with planned collaboration time in different teams. Special educators are meeting regularly to discuss plans for all students on their caseloads to be able to fill in for each other if needed. Additionally, team meetings include special educators, general educators, and education support professionals in order to plan for continuity in goal attainment.

Mill River Unified Union SD:
At MRUUSD grade level and department PLCs will meet every two weeks for an hour via various online platforms (Google Hangouts, Zoom, etc.) to share strategies and practices that individual teachers have found successful within their context. The focus of these meetings will be around sharing success stories and to discuss specific student support needs between teachers that share students. Paraeducators & interventionist will be assigned to and partnered with individual teachers to provide support or fill in when teachers are out for sickness or other issues. The district Instructional Vision Team (IVT), representing district administrators, school principals, instructional coaches, and classroom teachers, will continue to meet virtually to provide input and guidance on the continued implementation of PBL, among other district initiatives. Their current focus is on determining the professional learning needs of teachers to ensure consistent implementation of online learning.

VERMONT
AGENCY OF EDUCATION

8. Description of your plan to support and provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.

Summary:

Teaching in a remote learning environment requires a new set of skills while also relying on proven classroom-based instructional strategies. In order to support the needs of their educators, districts have leveraged the expertise of their district technology directors, technology integration specialists and tech support staff. Districts have recognized that targeted support and professional learning lead to better online teaching and learning.

Commonly Identified Strategies:

- Using technology directors, technology integration specialists, or other "champions" to provide support to teachers with online and remote learning pedagogy, application or software usage, and/or other supports as needed
- Streamline and support consistent educator expectations specifically around remote learning
- Utilize faculty meeting time, and other existing meetings, to deliver professional learning in online instructional practices
- Technology teams provide vetted resources to teachers

Highlights from the Field:

Bennington Rutland SU:
On slack.com, teachers access the #learningresources channel to share ideas and links to remote learning tools; many of these resources have built-in tutorials for informal learning, teacher support, and other resources. Additional support is provided by the technology integrationist, who is also a certified VTVLC instructor and provides support for teachers using Google classroom. In some schools, there is a designated technology expert on each team to support colleagues with questions and other needs.

VERMONT
AGENCY OF EDUCATION

Missisquoi Valley SD:
MVSD has adapted their professional development plan for the year to focus on building teacher skills in remote learning instructional design, delivery, and practice. Technology integrationists are available as support for teachers, data teams, and departments, are also vetting any new tools and resources teachers would like to use to ensure compliance with student data privacy requirements.

Springfield SD:
Each school has a Teacher Tech Team as a first point for technology support, primarily for applications, software and pedagogies. The technology integration coach engages in frequent large and small group meetings and holds regularly scheduled office hours. Specific tech support email accounts have been created. Professional and support staff have been initially trained in the use of online learning platforms (Google Classroom and Google Hangouts). This training will be ongoing and supported by a technology integration specialist. Additionally, SSD created a website to offer asynchronous tutorials on essential G. Suite tools designed to get teachers' remote learning classrooms up and running.

Washington Central Unified Union SD:
Each school has an identified Infinite Campus work group member to support teachers using the platform. Media specialists and the IT department are vetting resources and have created a list of vetted resources for teachers. In addition, the curriculum director and instructional coaches have created a remote learning site for teacher resources. Teachers are adding to and curating this site from what they are learning and using during this time.

Windham Central SU:
One afternoon per week will be dedicated to professional learning for all staff provided by teachers, Trauma Catalyst Group members, information technology personnel and others. Content for professional learning opportunities will be determined based on the adopted WCSU philosophy and the feedback from the survey "Remote Learning: Professional Learning Needs" sent to all staff. Links to professional learning opportunities, including other identified online opportunities will be organized in Google and shared with all staff.

VERMONT
AGENCY OF EDUCATION

9. Description of how you will ensure the provision of FAPE

Summary:

Ensuring remote learning opportunities meet IDEA requirements is crucial to equitable learning outcomes for all students. Districts have taken steps to certify FAPE provisions are met by encouraging both students and families to advocate for their needs as well as offering training and resources for parents when coordinating services for their children.

Commonly Identified Strategies:

- Remind families of their parental rights and to advocate for themselves and their student
- Provide services to collaborate with students, including consultations and training for parents
- Ensure that students are included when writing a Distance Learning Plan

Highlights from the Field:

Essex Westford SD:
Essex Westford has outlined very specific and detailed special education procedures to ensure their students and families are able to access resources and supports. Components include recommendations on IEP referrals during this time of school closure, the organization and implementation of parent trainings, consultations and supports, and the protocols in place if a family either denies a Distance Learning Plans (DLP) or needs to decrease direct instructional support and related services for their student.

Franklin Northeast SU:
Protocols set forth in Franklin NE's plan to address FAPE rely heavily on parental and family involvement. FNESU is providing families multiple options to support a student's Distance Learning Plan, including parent/family consultation and training, asynchronized learning opportunities with videos that accompany learning materials, and direct instruction with video conferencing with staff.

VERMONT
AGENCY OF EDUCATION

[Mount Abraham Unified SD](#):

MAUSD has developed an IEP amendment process which modifies IEPs to reflect changes to student services that occur when learning in remote learning environments (duration, frequency, and location of student services). The process of amending an IEP includes collaboration between families, general educators and support staff. Additionally, the district has designed distance learning plans with alternative programs and programs that serve out-of-district students. MAUSD anticipates using each IEP team to evaluate individual students for extended or compensatory services once school starts in SY20-21.

[Southwest Vermont SD:](#)
Staff at SVSU will be collaborating with parents, students, and general education teachers to create DLPs. Activities on the DLP will be linked to student goals as well as SVSU general curriculum and prioritized standards. In addition, the DLP will inform weekly learning plans for students that are provided direct instruction.

[Windsor SE SU](#):
Windsor SE will look at each student's options for communication and virtual contact and work with the IT department to optimize their situation, with parental permission. Accommodations in IEPs and other support plans will be followed to the degree possible, with coaching for parents who may be supporting their student's learning. For example, WSESU utilize and support the use of text to speech and speech to text, and designate staff to assist with implementation.

[Back to List of All Elements](#)

10. Description of how you will address adherence to FERPA

Summary:

Districts are providing overviews of federal FERPA requirements and providing links to either local plans to address privacy or direct to the federal websites. They recognize that remote learning requires a different lens than perhaps previously applied, and are providing guidance to apply these federal guidelines. To help ensure adherence, districts are providing their educators with lists of approved technology products and online instructional strategies that can ensure student privacy, often leveraging their existing membership in the Vermont Student Data Privacy Alliance.

Commonly Identified Strategies:

- Reference the federal guidelines, or provide links, on FERPA
- Provide guidance regarding confidentiality in a remote learning environment
- Use of district-sanctioned platforms in the delivery of instruction and receiving of student work
- Referencing the VT SDPC site

Highlights from the Field:

Burlington SD:
At BSD all staff participated in mandatory FERPA trainings at the commencement of the school year. This standard continues and principals will include a reminder statement in staff updates. Any new online resources will be vetted to protect student privacy. Administrators, faculty, and staff will continue to communicate through school email, text, and all other means of typed communication about specific students by using abbreviations and/or student ID numbers assigned through PowerSchool so as not to identify students by name.

Grand Isle SU:
GISU reminded their teachers of the need to be mindful of infringing on copyright when posting material online. They have provided a copyright statement to be used by all teachers when posting recordings of copyrighted materials which details the notice of rights of the copyright holder and reminds students and/or parents/guardians that this material is for GISU student use only and will be removed at the end of the school year. Guidance has been provided to teachers regarding the distribution of links directly from YouTube to students. All teachers must use safeyoutube.net in order to distribute any link or content from YouTube.

Hartford SD:
Hartford SD provided specific instruction for sharing documents via Google Docs, stating that the item must be shared directly to the recipient's Google Account with the option checked off that disables options to download, print or copy the document. All staff completed the SafeSchools FERPA Training at the start of the 2019/2020 school year and are being provided with written directions on FERPA compliant digital communication aligned with that training. All teachers were provided access to a form indicating guardians that have opted out of having their student audiotaped, videotaped, or photographed for instructional purposes and public display. Before students participate in small-group instruction via video conference, the guardian of the students will complete a permission form.

VERMONT
AGENCY OF EDUCATION

St. Johnsbury SD:

SJSD has reminded their staff that a recorded video is part of the student's educational record and have provided guidelines in order to maintain compliance. The district is encouraging that all synchronous videos have a minimum of two adults present. They have also informed instructors that if they see something that is in violation of their student conduct and discipline policy via video, they must report it following district policy and/or report it to the Agency of Human Services/DCF and if video is recorded, it must be kept.

Back to List of All Elements

11. Description of how you will address equitable student access to instructional materials and instructional experiences

Summary:

Districts have made great efforts to remove barriers for historically marginalized students to ensure equitable access for students in terms of educational experiences and resources, including technology. Bus routes and drivers are routinely used to deliver food and educational materials to students where digital access and/or transportation are issues. For families with limited or no access to online resources, many are being provided with internet connections and devices when necessary.

Commonly Identified Strategies:

- Ensure access for all impacted students, both those with disabilities and without disabilities
- Delivery plan for distribution of analog materials
- Provide devices to families that have none or resolve connectivity issues

Highlights from the Field:

Barre Unified Union SD:
BUUSD has had their homeless liaison assistant reach out to families on a regular basis to offer support. Their ELL teachers are scheduling multiple meetings per week to ensure that ELL students are able access their learning. The special educators at the Central Vermont Career Center are maintaining connections between the technical center teachers and their students' sending schools.

VERMONT
AGENCY OF EDUCATION

Franklin West SU:

All families will have the option of receiving educational packets via daily lunch delivery, mail, or electronic lessons, and will also have virtual or telephone check ins from teachers. They are utilizing their lunch delivery method or mail to provide materials and to return formative feedback work. Special educators will complete a review of those general education activities and worksheets, determine what accommodations and modifications are necessary for students with disabilities. Additionally, they are utilizing the Vermont AOE's Equity Lens Protocol to ensure access for all students.

Lamoille South Unified Union SD:

LSUUD is relying on platforms, tools, and resources that were already in practice, used in classrooms, and familiar to teachers and students. All students in grades K-5 were provided with a personal computing device prior to school closure. All students in grades 6-12 have had 1:1 device access on an ongoing basis. They are also working to help families obtain high speed internet access at low or no cost.

Mount Mansfield Unified Union SD:

MMUUSD has a system to provide replacement devices when repairs on a current device is needed. They have also created hotline for families to call when they have technology issues. Wireless mobile hotspots have been purchased by the district and are being supplied to families in need of internet access.

Orleans Central SU:

All schools in OCSU provide open wireless Internet to all students from parking lots and other areas if needed. OCSU also uses a variety of methods to advertise other public hotspots, as well as providing information for parents on possible home Internet access. Their Teaching and Learning team is providing guidance documents and resources for teachers to help ensure equitable access to materials and experiences for students. PLCs and other collaborative time are being provided to educational staff in order to build and refine equitable instructional experiences.

VERMONT
AGENCY OF EDUCATION

Appendix: Complete District Responses to the Continuity of Learning Plan Essential Elements

1. **Description of communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community**

   ### Central Vermont SU:

Central Vermont Supervisory Union's schools implement a Multi-Tiered System of Supports to meet the needs of all students and families. We will continue to use the system to support students and families through technology and other materials and will be responsive to the needs of all stakeholders of the communities that we serve.

Student to Teacher and Teacher to Student Communication This includes and is not limited to:

- Teachers and students communicating with students through the use of Google Classroom/tools and email
- Regularly scheduled instructional blocks via Google Meets/class Dojo,
- Regularly scheduled morning meeting or advisory times
- Scheduled office hours and other times to meet needs of students and families

Staff to family/community

- Communication from staff to family/community also include, but are not limited to phone calls, email, and Google Meet.
- The school will also communicate with families through the CVSU central office, BlackBoard Connect, school Facebook pages, mailings, and the school website.
- 24/7 opportunity to pose questions through Google Forms that are answered by Central Office

Staff to Staff

- Weekly updates from CVSU Administrative Team via email
- 24/7 opportunity to pose questions through Google Forms that are answered by Central Office
- Weekly staff meetings via Google Meets held at 2 different times and taped for later review
- Regular communication from principals via email, video or Google Classroom
- Academic and social emotional data teams will meet via google meets on a weekly or biweekly basis to progress monitor students and make recommendations for additional support

VERMONT
AGENCY OF EDUCATION

- In-service and early release days will go on as scheduled.

Lamoille North SU:

Building administrators have communication plans that they have included in this section. The Supervisory Union also has mechanisms in place to ensure ongoing and timely communication with internal members of the school community and outside community partners.

The superintendent sends weekly letters to the community and staff with information from the Vermont Department of Health and information about remote learning opportunities and any other relevant news. The superintendent meets three times per week with the administrative team to share resources and to communicate learning successes and challenges. The superintendent meets weekly with staff from each school to address concerns and share information. The superintendent also collaborates weekly with select Boards and other community partners to ensure learning, safety and wellness opportunities for all students.

Our Nutrition Director communicates with families when delivering food to homes via bus routes by including activity suggestions and messages of wellbeing from information received from Healthy Lamoille Valley, our wellness partner.

Our Curriculum Director meets with our district coaches in math and literacy and district math, science and literacy teams from across our schools to ensure that professional development in these areas is ongoing and relevant and that our teachers have what they need to provide education in this new way for our students. The curriculum director communicates comprehensive continuous improvement opportunities to all teachers and helps them frame professional development and grant funding for the same.

Our Business Manager and Human Resources Director communicate with our staff about EAP and other health and wellness online opportunities, as well as available funds for use during this time.

Our Technology Director has made devices available for each student in our schools and has created a spreadsheet with names of students who have limited to no access to the internet. In these cases, teachers are preparing resources and sending them home to children via bus routes for daily food delivery. Our Director has vetted certain learning management systems for students to use during this time.

VERMONT
AGENCY OF EDUCATION

Our Student Services Director meets weekly with the special education staff and provides training in recent guidance from the AOE and attends IEP and 504 meetings remotely on a regular basis. Our nursing and guidance teams are communicating with families about physical and mental health issues. Additionally, our teams are keeping track of children who are not engaged and making multiple attempts to reach out to those students and families.

We are also teaming with DCF and Lamoille County Mental Health so that they may assist us in reaching out to students who are having a more difficult time being engaged in remote learning.

We have had two community wide Zoom meetings and have included our Emergency Management Teams to discuss community concerns.

Our Facilities Director communicates with staff about cleaning cycles in the buildings and helps with access to buildings if needed on a limited basis.

Elementary Level (K-6)

Student to Teacher and Teacher to Student
Each grade level has incorporated a daily morning meeting into their schedule using either Google chat or other approved programs. In addition to allowing students to greet one another, share, and reflect, the teacher provides a daily overview of the learning schedule, academic expectations and how and when students can access the teacher for individual instruction and feedback. Instructional assistants, specialist teachers, interventionists, the school counselor, and Principal join these meetings as well. Teachers correspond with parents using video chat, email, and phone calls. Teachers in grade Kindergarten to 4th grade post a morning message with the day's learning activities. Our Pre-Kindergarten teacher uses a private Facebook page that only her parents can view and posts 3 times per week, activities that parents can do at home with the students. Our 5th and 6th grade teachers post the weeks' worth of assignments in google classroom.

Each grade level team has created a google doc to synchronize communication with each student so that no family is missed, and no family is overwhelmed with contact. Paraeducators, Interventionists, Specials teachers and Special Educators are included in these logs. Weekly staff meetings are occurring using google hangout. Using these meetings and email, I keep staff up to date on any new guidance that has been received from the Agency of Education and central office administration.

VERMONT
AGENCY OF EDUCATION

Parents are connected with school administration through the use of emails, robo-calls, videos, our school website and Facebook page, and individual phone calls and emails.

Staff to Staff

Several times per week our elementary schools gather as a whole staff at a Zoom meeting. The School Leadership Team has a Zoom meeting once a week. The math and literacy instructional coaches are providing instructional support to individual faculty members and teams. Teaching teams are collaborating regularly. Every Friday, staff meets in the afternoon in flexible teams in order to collaborate and access PD. Teaching teams are using a variety of means to communicate (phone, email, video conference) with each other. Additionally, the principal sends an email at the end of every day to the entire staff.

The school counselor holds a weekly video conference with the staff to allow staff to offer each other support.

Teaching teams are using a variety of means to communicate (phone, email, video conference) with each other

Staff to Family/Community

Teachers are in daily contact with students through Google Meet or other approved programs. Elementary schools have encouraged family members to be present during these personal interactions.

- Teachers are available to families throughout the school day and during scheduled office hours.
- Principals have provided all families with contact numbers.
- Principals deliver a weekly message to families to highlight learning and offer support.
- Support staff, staff and administration is sending postcards and letters to students weekly.
- The principals post regular updates on Facebook pages
- The principal and superintendent send voice messages to all parents whenever there is new guidance

Secondary Level (7-12)

Lamoille Union Middle School and Lamoille Union High School have worked diligently to identify the items that needed to be in order, as a sense of orderliness allows users - both adults and students - to feel comfortable, to feel like they have a space of their own, and to know where to find what they need. Our goal has been to help students and adults develop a sense of familiarity and predictability in an effort to set the stage for this new learning experience.

VERMONT
AGENCY OF EDUCATION

Various tools and platforms have been chosen to support many types of communication formats, including, but not limited to, large and small group experiences, 1:1 support, video conferencing, calendars/schedules, and School Messenger.

Staff to Staff
The middle level administration will be meeting twice a week (Monday and Friday) with team leaders to discuss new and ongoing challenges with a focus on finding innovative solutions. Whole school faculty and staff meetings are held each Monday afternoon to update on "nuts and bolts" related to procedures, questions and concerns, and celebrations. Teams (Alpha, Infinity, Extreme, Nova, and Applied Academics) meet with administration weekly to discuss issues directly related to their team or students and families on their team. Teams have also scheduled time to meet with each other as support and to discuss how to keep kids engaged. The Principal and Assistant principal talk daily to compare notes and brainstorm next steps.

The high school staff has staff meetings twice a week via Zoom and uses email consistently.

Staff to Family and Community
Middle level staff regularly reaches out to parents/guardians when students are not engaging or responding to instruction. Staff reach out via phone and email primarily. Parents have been invited to team "town halls" on Google Hangout Meet or other approved programs also. The high school has weekly community-wide Zoom meetings.

Student/Teacher/Staff Communication
The middle school now has Morning Announcements each day via Google Hangout Meet or other approved programs. Here we have the Pledge of Allegiance recited, any reminders read, Birthday wishes bestowed and the "It's your day students" revealed. This is to provide a connection to our "before COVID - 19. We are also going to have a Theme of the Week. Each day, staff reach out to their homerooms via email to check in and students are expected to respond. One teacher provides a joke of the day and to get the answer they need to email her back. The number of students responding has continued to increase. Another teacher has a daily blog post that he has his homeroom respond to. Teachers provide lessons, office hours, feedback and check-ins via Google Hangout Meet or other approved program, Schoology, email, and phone. In order to try to maintain a sense of "team community", teams also hold "town halls" where all members of the team can come together for announcements.

The high school has developed plans and routines, uses Schoology, holds Home Base, and has weekly Google Hangout Meet or other approved program meetings.

VERMONT
AGENCY OF EDUCATION

Green Mountain Technical Career Center:

Student-Teacher & Teacher-Student Communication
Daily and weekly two-way communication methods for teachers and students include Google Classroom, Schoology, Google Docs, or other approved program meetings, Google Hangouts, Gmail, and phone calls. Any or all methods are used each day across GMTCC programs.

Staff to Staff Communication
Each Sunday the director publishes "The Director's Desk," which is a website updating all staff of weekly nuts and bolts needs and discusses the major issues of the week. All GMTCC staff are "students" in a GMTCC Google Classroom where materials, resources, and tasks related to online learning are housed and accessed. Weekly/Bi-weekly staff meetings on Zoom. Daily email updates. Central school calendar listing daily and weekly events and due dates.

Staff to Family/Community Communication
Emails via SchoolMessenger. Mass phone calls via SchoolMessenger. School Facebook page updates. School website updates. Instructors call home weekly.

Montpelier Roxbury SD:

PreK:

- Established a communication tracking system (shared among staff, with a common format) documenting contact and outreach to families. High risk students and families prioritized for consistent check-ins and communication by school staff including Principal, Assistant Principal, Social Workers, Guidance Counselors, and Classroom Educators. This will also inform our collection of attendance data.
- Communication at PreK level scheduled and coordinated via parents and guardians. Tools such as Google Hangout Meet, WeVideo and phone will be used as developmentally appropriate for students and as accessibility dictates for families.
- Families without internet or limited internet access will be supported via individualized plans that may include frequently updated material resources, voice communication and learning, or as appropriate for student and family.

VERMONT
AGENCY OF EDUCATION

K-4:

- Established communication tracking system (shared among staff, with a common format) documenting contact and outreach to families. High risk students and families prioritized for consistent check-ins and communication by school staff including Principal, Assistant Principal, Social Workers, Guidance Counselors, EL Educators, Essential Arts Educators and Classroom Educators. This will also inform our collection of attendance data.
- K-2 communication will be primarily accessible via familial connection. Classroom blogs (SeeSaw and Blogger), websites, and Clever Portal (which contains access to Lexia, Freckle, and teacher resources for students).
- K-4 scholars will access learning via Clever Portal or individualized materials for family/student learning experiences.
- Families without internet or limited internet access will be supported via individualized plans that may include frequently updated material resources, voice communication and learning, or as appropriate for student and family.

5-8:

- Established communication tracking system (shared among staff, with a common format) documenting contact and outreach to families. High risk students and families prioritized for consistent check-ins and communication by school staff including Principal, Assistant Principal, Social Workers, Guidance Counselors, EL Educators, Essential Arts Educators and Classroom Educators. This will also inform our collection of attendance data.
- MRPS Counselors, Special Educators, and Social workers will be connecting 1:1 with students on caseloads as part of EST, 504, IEP, and other plans.
- MRPS Assistant Principal will be connecting with students and families to provide regular check-ins.
- Special educators will develop Distance Learning Plans (DLPs) for each student on their caseload, and provide services and meeting requirements under FAPE.
- MRPS educators will provide lessons, materials, and feedback on a regular and timely basis.
- MRPS educators will track weekly attendance based on email responses, participation in virtual meetings and lessons, and submitted work.
- Through weekly tracking and the Assistant Principal, we are able to identify students have not had contact with teachers; Counselor or Social Worker will reach out to those students and families.
- MSMS educators have provided sample daily schedules as guides for families and scholars.

VERMONT
AGENCY OF EDUCATION

9-12:

- Established a communication tracking system (shared among staff, with a common format) documenting contact and outreach to families. High risk students and families prioritized for consistent check-ins and communication by school staff including Principal, Assistant Principal, Social Workers, Guidance Counselors, EL Educators, Essential Arts Educators and Classroom Educators). This will also inform our collection of attendance data.
- Small group, TA, and individual support check-ins established by educators throughout the schools.
- Families without internet or limited internet access will be supported via individualized plans that may include frequently updated material resources, voice communication and learning, or as appropriate for student and family
- Established communication norms and expectations articulating how learning opportunities are assigned, how to communicate about assignments and submissions, and articulated expectations around streamlining communication for students and families. **Relationships come first.**

District-wide:

- A district website has been established for easy access to all PreK-12 learning for families, all in one spot.
- All students will be able to access this learning plan. Those that do not have access to a device will be provided one by the district. Social workers and Guidance Counselors will be closely monitoring our most high-risk students to ensure they have adequate health care, food, and daily routines that involve educational programming. Alternate plans will be made available as needed for students that need support in getting internet and / or paper materials if needed.

Rutland Northeast SU:

The district will provide "Distance Homeroom" at preK-6 and "Distance Classroom/Advisory" at 7-12, where every student can be accounted for each day, assessed for general health and welfare, and ultimately disseminate information to the school's administration as needed. For students who are not able to connect virtually, a phone call/email will be planned.

VERMONT
AGENCY OF EDUCATION

Regular staff and grade level meetings (daily/weekly) are already being held, and will continue, to support teachers and educators in planning and delivery for remote/distance learning prek-12. Additionally, building administrators and CO leaders send out daily/weekly reminders, updates, and general information and check-ins on their respective faculties. Each of these strategies ensures that administrators, teachers, and staff are able to communicate with one another on a daily/weekly basis.

Daily Administrative Cabinet will continue to occur Monday-Friday to ensure that all administrators communicate with one another, but will decrease to weekly if deemed unnecessary. Weekly Central Office Administration check in will continue to occur to ensure that general information and messaging is consistent across the SU.

Families will receive regular newsletters from the Superintendent's office about COL developments, updates, changes, and/or general information (i.e.: lunch delivery; packet pick-up). Additionally, parents will continue to receive regular communication from their building principal and classroom teacher/advisor.

The district has built an "Educational Resources" page on our website, which includes information about COVID-19, and also activities and resources for families and students at home. Included in these resources are tricks/tools/strategies for families to set up routines and schedules for remote education experiences. Additionally, classroom teachers and guidance counseling staff will regularly provide support for families in structuring students' experiences at home.

A survey has gone out, and regular check-ins will continue that provides information to the SU Leaders around parent resource needs. Over 300 Chromebook have already been deployed, with more available upon request, to support families in need of technological access. IT support is also available for families during this time-period. With specific academic resource needs, schools have provided paper-version packets of learning for families without access and will continue to offer these (along with consumable resources such as paper and pencils) to families with a known need, and also upon request.

The district utilizes the Let's Talk Application, which allows all members of the community (students, families, staff) to pose questions, concerns, and communicate with district leadership, and allows the district to track questions and concerns and respond quicker than an email system.

Back to Essential Element 1 Summary

VERMONT
AGENCY OF EDUCATION

South Burlington SD:

Starting the week of March 20, 2020, the Pk-12 Administrative Team scheduled a daily one-hour standing meeting each day in order to coordinate our response to the COVID-19 crisis, develop rapid student & family outreach strategies, and ensure access to a free and appropriate education for all learners. This team consists of the District's Superintendent, Director of Student Support Services (DoSS), Director of Learning (DoL), Director of Operations, Athletic Director, Principals & Assistant Principals. The District Leadership Team consisting of the Superintendent, DoSS & DoL also use a separate standing daily meeting to coordinate direct district-level communications and resources in response to the crisis. In order to develop a consistent approach across all three of our elementary schools, the DoSS & DoL meet fortwo hours, twice per week with the elementary principals to coordinate communication and deploy resources to our pk-5 staff, students and families. The District Leadership Team also meet The Pk-12 Administrative Team frequently with the Director of Human Resources, Director of Technology, and the School's Out Director to ensure the protection and fair treatment of staff during the crisis—including health, safety, and telework procedures—as well as the safe provision of child care for Essential Employees in the District as required by the Governor's directive.

The principals at each school have put in place new standing video-conference meeting times via to support staff and establish clear guidelines for our response to the crisis. Grade-level teams, departments, and role-specific groups (e.g., literacy interventionists) have done the same in order to share resources, develop a shared approach, and provide peer support. The principals also communicate with families via weekly newsletter, email, and PowerSchool School Messenger alerts when needed. The District's guidance counselors, school-based clinicians, EL teachers, special educators, and information technology staff are in regular contact and share their work in real time across all five schools in order to better respond to families' needs in a rapid manner. Each developmental level (i.e., elementary, middle, high) has also established family & staff versions of a school handbook specially designed to provide clear expectations, strong procedures, and useful resources in order to maintain our educational mission during the COVID-19 crisis. Teachers provide classroom-level information through Google Classroom, NEO, and teacher blogs or websites as appropriate. The Superintendent provides updates and district-level guidance in a weekly memo to families & staff, and the DoL provides district-level guidance to staff regarding structures for student success, instruction, and accessibility on a regular basis. The District and school websites are maintained with up-to-date information that is useful to students, staff, families, and community members. Families also receive timely communication from the District and their children's schools regarding food delivery, home technology support, and weekly grade-level specific Continuity of Learning Plans.

Back to Essential Element 1 Summary

VERMONT
AGENCY OF EDUCATION

2. **Description of how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students**

Orange East SU:

The Continuity of Learning team has been meeting weekly to craft and articulate a plan for teachers to ensure and support ongoing learning opportunities for all students. Agency of Education guidance has been consulted and utilized to form a comprehensive set of expectations for teachers to follow during Remote Learning. This set of expectations has undergone an intensive vetting process involving the Director of Student Services, the Superintendent and the members of the Continuity of Learning team.

Excerpt:

- Assigned staff conduct daily check-ins with students and families and communicate responses according to process outlined by building administrator
- Check email multiple times daily and respond to questions/concerns from families on student learning
- Provide administrators a summary of learning intentions and implementation method and assessment plan for 5 critical proficiencies
- Provide learning opportunities using the following guidelines and considering the following factors: student age, needs and abilities; These are general guidelines for planning, and we should remember student learning should be for proficiency:
  - o Elementary: 1-3 hours per day
  - o High School: 2-4 hours per day
- Accept work from students on a flexible, ongoing basis with no penalties for late work or work that is partially completed due to circumstances beyond all stakeholders' control

Back to Essential Element 2 Summary

Orange Southwest SD:

Districtwide Expectations (Established 3/16/20)

Our Distance Learning Program Framework will provide all students - regardless of access to the Internet - opportunities to maintain skills in core academic areas and to pursue learning in other areas.

VERMONT
AGENCY OF EDUCATION

- Each grade level will provide a suggested daily schedule/routine for students at home, with recommendations for time on various tasks/subjects.
- There will be tech support for students and parents doing online work.
- Technology training for teachers in need will happen before they leave school on Tuesday (3/17/20).
- All students will receive regular communications - more than once a week - via phone or email from: their elementary teacher, RU advisory, RTCC program instructor
- Our focus is on maintaining skill levels through review, practice, and engagement in meaningful tasks
  - By the end of the day Tuesday 3/16/20), there will be email and postal mailing with tasks for this week.
  - By the end of the day Friday (3/20/20), there will be email and postal mailing with tasks for the next two weeks. This Friday's communication will include information about Chromebook pick-up opportunities, and info about Chromebook filters.

Modality of learning:

- Any online tasks will have a hard-copy alternative that can be picked up at school or mailed home.
- Office hours: Teachers will announce office hours so student know when they can be contacted for extra help.

Safety:

- Students and Families will receive communications about online etiquette and how to report bullying and harassment
- Faculty will be reminded of their mandated reporting requirements and how to access those services.

River Valley Technical Center:

Recommendation

School administrator conducts a morning meeting with all applicable staff/faculty via videoconferencing. This meeting can be used to disseminate current information and updates to all faculty prior to teacher/student meetings. Each teacher conducts daily meetings with assigned students at regular times as established by the administrator. During these meetings, teachers should:

- Take attendance and document any significant findings from their meeting with students.
- Talk with each student, both individually and as a group.

- Disseminate information as outlined in the morning administrative meeting.
- Assess individual student concerns, health and welfare.
- Schedule additional times with individual students as required.
- Follow up with parents via email at least once per week. More frequently as required.
- Report information to school administrators daily as required/needed.

Options for additional activities:

Subject area teachers should consider delivering opportunities for group activities during "Content Seminars" at least once each week. These are group sessions set to prescribed times and published as a school schedule and published on the school's website. These schedules should also be emailed to all parents/students weekly. Each Seminar should present a relevant lesson and activity students can use to (at the minimum) maintain proficiency. Each Seminar teacher should take attendance for all students attending, record the session for archiving, and upload any relevant materials to protected web-accessible drive or LMS, such as Google Classroom or Canvas, for students to access at a later date. If an LMS is used, a Seminar teacher can also establish a discussion forum thread for the lesson presented and monitor for on-going student support.

Instructional Staff Expectations

- Take attendance at each online session - Report to Gretchen via MMS/Email by the end of the day.
- Plan for Synchronous Time (Time when you have an all class Zoom Session about 15to 30 minutes depending on your plan for day) and A-Synchronous Time (Time when students are working on assignments individually)
- Establish Office Hours where you will be available to students via phone or chat for 1 to2 hours daily.
- Teachers are expected to spend approximately 2-4 hours each day checking emails, monitoring progress, communicating with parents and students, grading assignments, planning etc. (Expectation is for every teacher to have contact with every student each day. If a student is not in your group session, you should follow up by calling the student's home. If no answer, send an email to the student and remind them that they need to be present during the group session.)
- Every classroom teacher/advisor will establish a class meeting time via Zoom with Level I and Level II students. (Once you've established these class meeting times, we will share with parents through email notification.)
- Each day the teachers will give an overview of the learning targets for the week.

VERMONT
AGENCY OF EDUCATION

- Additionally, plan to have an online faculty meeting each day at a designated time or an individual phone call or Zoom Meeting/Google Hangout with Designated Administrator twice per week.
- Other Activities - Outreach to incoming students when enrollment in the program is confirmed.
- Technical Proficiencies Work
- Academic Proficiencies Determination/Reporting to Sending Schools

Teacher Responsibilities and Parent Communication

- During school closure, check your school email daily and respond to parent communication within 24 hours. Parents may be reaching out for assistance or clarification about assignments and access to online platforms.
- When communicating with parents, we encourage staff to protect their personal information by using an office or lab phone number and forward to designated phone numbers.

Back to Essential Element 2 Summary

Windham Northeast SU:

General expectations include:

- Safety, security, inclusion, and equity is at the heart of student learning
- Communication and transparency around decision-making
- Relationship building is essential to provide your students with a sense of stability, predictability, community, and belonging during this crisis.
- Attendance will be taken daily in PowerSchool (or sent to the school office assistant) during your video "morning" meeting and paper if you cannot get into PowerSchool. Your admin assistant will follow up with students who do not make "morning" meetings.
- Every classroom teacher/advisor will hold a "morning" meeting or advisory. The most important thing is that students can have visual contact with a teacher every day.
- Each day classroom teachers (depending on grade-level) will give an overview of the learning targets for that day.

VERMONT
AGENCY OF EDUCATION

- Class meetings/instruction should be recorded and posted on the class web page or on your class' online platform. The most important thing is that kids know where to go to see videos, get lessons, and assignments. Superintendent Assistant Superintendent Director of Student Services Principals Teachers
- Teachers will link all assignments or recorded lessons from their classroom web pages or within your online platform.
- Teachers will spend at least one hour each day checking emails, monitoring progress, communicating with parents and students, providing feedback and planning.
- This is identified as "office hours" and teachers will communicate the times with their students and families.
- Additionally, teachers will attend an online faculty meeting each week at a time and duration determined by your principal.
- If a teacher gets sick, they will ensure the principal has a set of emergency plans they can post on the digital platform. Teachers do not have to hold meetings if they are ill. Please communicate with both your building principal and your students that you will not hold meetings while you are sick.
- This is a time of considerable uncertainty, and teachers will have to make decisions based on their own creative instincts and professional judgment.
- We will keep our primary goals of providing our students with a sense of stability, predictability, community, and belonging in mind.

What is expected from teachers in terms of lesson creation, delivery, and assessment?

Our recommended guidelines for MAXIMUM student commitment (including specials) each day are as follows:

- Pre-K: 30 min. VELS (or pre-academic) core
- Grades K-1: 60 academic cores (15 morning meeting/15 min. ELA/ 15 min. Math/ 15 min. specials)
- Grades 2-3: 90 academic cores (30 morning meeting/20 min. ELA/ 20 min. Math/20 min. specials)
- Grades 4-6: 120 academic cores (30 min. Morning meeting/30 min. ELA/30 min. Math/ 30min. specials)
- Grades 7-8: 30 minutes per content area (2 hours max in a day)
- Grades 9-10: 30 minutes per content area (3 hours max in a day)
- Grades 11-12: 30 minutes per content area (3 hours max in a day)

** It is recommended that all interventions not exceed 30 minutes per day after academic sessions

VERMONT
AGENCY OF EDUCATION

Each school principal will meet online with the all building staff once a week, as well as individually with each teacher to ensure regular check-in and feedback to students is happening. Grade level meetings with every grade level that include teachers and administrators will ensure further guidance is given teachers in consistently meeting the expectations set forth. Teachers will document all meetings, instructional videos, assignments, assessments, and outreach and feedback to students and their parents.

- **Will teachers be creating their own lessons, materials and digital resources, using other materials, or both?**

  Teachers have been and will continue to create their own lessons and will deliver them on Google Classroom, and will also be using materials from digital resources.

- **How might you institute and leverage teaming structures to ensure continuity of learning if staff become ill?**

  Teachers will be required to have lesson plans for one additional week created in advance that can be shared with the principal in the event they become ill. Principals, teacher volunteers and interventionists within the school will cover the lessons for the classroom while the teacher is ill.

Back to Essential Element 2 Summary

Windsor Central SU:

The WCSU will establish consistent expectations of teachers to provide learning opportunities for all students. The Remote Learning Essentials and Extensions will be the foundation for PreK - 6 learning and the Remote Learning Essential Agreements will be the guiding document for grades 7-12. Teachers will create weekly learning plans to be shared with students and families. In addition to delineating the amount of time allocated to each primary subject area of reading, writing, math and physical activity; the documents specify that faculty will have regular office hours. Additionally, classroom teachers will make at least one personal contact with a student and/or their family each week. Specialists and school counselors will check-in with students on a rotating basis. There will be a MTSS referral form system in place for faculty and staff to send concerns to the principal and counselors. Link to the 7-12 Referral form. Link to the Elementary MTSS Referral Form.

Teachers are delivering instruction using asynchronous and synchronous learning methods. Participation in synchronous learning is optional for students. Synchronous learning sessions can be recorded and shared with students to watch at a later time as a part of the weekly learning plan. Weekly Learning Plan must clearly indicate the schedule for when synchronous learning is happening.

VERMONT
AGENCY OF EDUCATION

Teacher feedback to students will be provided through multiple venues, including SeeSaw (PreK-2), Google Classroom (3-12), Jumprope (7-12), email, and verbal comments. Students will have the opportunity to contribute to the feedback loop. Parents will be invited to share comments on children's remote learning experiences and opportunities through twice monthly surveys issued by principals. This survey data will lead to ongoing refinement of the plan. School counselors will connect with students to provide feedback and support the feedback loop.

Administrators will support teachers during remote learning. They will observe remote instruction to support all faculty members in meeting the expectation to provide learning opportunities for all students in line with the essential agreements. Weekly learning plans will be shared with Administrators for review. Administrators will have access to walkthrough online classrooms. Principals will check in with faculty members on a weekly basis via office hours and faculty meetings. Administrators will continue to provide regular feedback to support instruction and student supports.

Back to Essential Element 2 Summary

3. **Description of your system/structure for ensuring that all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.**

Caledonia Central SU:

Teachers check in on students multiple times a week. Students check in via phone, video, zoom meetings or email depending on the family. Collaboration of our MTSS support teams help our students with remote learning.

Our guidance counselors have regular check-ins and are available for students and families; they complete weekly reports shared with administration. Our special educators are collaborating with teachers to provide accommodations to students on IEPs and have setup separate service times to meet IEP goals. Math and literacy interventionists have weekly check-ins with students and families to support the students in completing their work assigned from the classroom teacher and any additional support needed. Work is adapted to fit the students' needs. If the internet is available, videos and resources are shared with the student to support their learning. Staff are staying connected with families so that they can have the supplies they need for their children as well as meal support. If physical supplies are needed, they are distributed on the bus route each week or mailed to the student. The few students that have difficulty staying in touch are followed up with by the principal and we keep

a record of our attempts and communication. Team meetings occur to discuss students who are in need of extra support during this time. A plan is developed, and documentation is communicated to the administrator.

Families may also find COVID-19 resources for both academic and social-emotional needs on all school websites and the CCSU website.

Back to Essential Element 3 Summary

Milton Town SD:

Elementary

Pre-K

- Howard Clinicians or other outside agencies will be consulted and accessed as needed for individual student teams.
- Support staff will be scheduled as indicated by individual student teams. Support staff will create visuals for families, such as visual schedules, videos of play plans, and videos of implementation of language expansion strategies. Support will contactwith teachers should concerns arise related to family/child well-being.

Special Educators, SLP's:
Your assigned caseload is your priority for personalized student contact. For some students on specialized plans, this may equate to more than 30 minutes per week as delineated in a student's Distance Learning Plan. All are encouraged to take part in classroom synchronous opportunities to maintain relationships with all students.

- Special educators will contact each family to set up preferred methods of service delivery and complete the distance learning plans in DocuSped.
- Collaboration with grade level administrators and support staff to schedule student supports as needed.

Reading Specialists

- Reading specialists will directly communicate with families of the students they serve to offer continuation of current services.
- They will create a schedule of services to show who they are serving and the preferred method of services.
- Reading Specialists will attend all MTSS meetings for students on their caseloads and to others as invited to offer reading support suggestions.

- Reading Specialists will continue to update MTSS plans as needed
- Reading Specialists will offer office hours at least 1x per week

School Counselors

- School counselors are making weekly phone calls to all families on their caseloads.
- School counselors are updating the MES Counseling Website with read alouds/ ASCA lessons. In addition, updates of office hours and emergency numbers.
- Office Hours: Minimum of 3 days per week, minimum of 4 hours per day. ❏ Rotation of grade level daily meetings/messages.
- Weekly newsletter updates

Support Staff
In collaboration with individual student teams, support staff will be assigned to support student learning needs as determined by teams and as identified in student support plans.

- Tasks as assigned by administration in order to maintain essential building operations and support family/student needs.

MTSS/EST

- Each grade level will continue holding weekly EST/MTSS grade level meetings. Through teachers' weekly communication with families, collect concerns and needs, and bring to their weekly EST/MTSS meeting.
- School counselors and school-based clinicians are active members of grade level team PLC meetings, as well as EST meetings.

Middle School
Interventionists, School Counselors, Special Educators, and Support Staff collaborate and co-plan with teams according to the needs of students on their assigned caseload

- For students on IEPs this may equate to more than 30 minutes per week as delineated in a student's Distance Learning Plan. This may be applicable to students on 504 plans as well.
- Reading Interventionist will directly communicate with families of the students she serves to offer continuation of current services.
- School Counselors will directly communicate with families of the students they serve to offer continuation of current services.

VERMONT
AGENCY OF EDUCATION

- Support staff will work in collaboration with individual student teams to support student learning needs as determined by student support plans. Tasks may also be assigned by administration or their direct supervisor in order to maintain essential building operations and support family/student needs.
- Special Educators, Support Staff, Speech Language Pathologists, and Support Staff are encouraged to take part in classroom synchronous opportunities to maintain relationships with all students. Related Service providers' role may vary as determined by Distance Learning Plans

MTSS/EST

- Each grade level will continue holding weekly EST/MTSS grade level meetings. Through teachers' weekly communication with families, collect concerns and needs, and bring to their weekly EST/MTSS meeting.1 x per week for one hour
- Student Support Team 3x per week

High School
Advisory Expectations:

- Meet on Mondays and Thursdays via Google Meets or Zoom
- Wednesdays and Fridays are set for TA Office Hours; it is not required to take attendance and students do not have to attend.
- Take attendance in PowerSchool. Only mark A-U if you have not heard from the student.
- Check-in with students regarding social emotional learning
- Help students structure their day (facilitating time management; executive functioning)
- TA spreadsheet currently using should document the family's preferred mode of communication: email, phone, day, night, mother, father, stepmother, etc.
- Provide support for Faculty that do not have a dedicated TA.

VERMONT
AGENCY OF EDUCATION

MTSS/EST

- 1 X per week for one hour. Through teachers' weekly communication with families, collect concerns and needs, and bring to their weekly EST/MTSS meeting.

[Back to Essential Element 3 Summary](#)

Rivendell Interstate SD:

Parents of students on IEPs have been contacted to collaboratively develop a Distance Learning Plan which outlines the specialized instruction and related services to be provided. They are being contacted several times a week via phone and email by their case managers and teachers. Those students have learning coach and special education teacher support in the virtual classrooms online. Parents are being regularly contacted by the special education staff to ensure those students have what they need to be successful. Students have been given access to laptops as well as paper copies of materials as needed.

Students who have been identified as the most at-risk academically have additional support through our Academic Mentoring program where they receive intensive 1:1 support daily. Academic mentors (teachers) are also in constant communication with the families of those students.

The school is providing social/emotional support through providing families with resources on accessing community support, direct lines of contact to school counselors and dean, weekly social support groups online, and 1:1 counseling support through special ed psychologist Dr. Sarah Sterns, and CBT coaching with community mental health organization, We R Hope. Students we know who have struggled with emotional issues in the past are being checked in on regularly by counseling staff.

The grade level teams are meeting remotely weekly to discuss individual students and document their discussion in a shared Google Document. We contact families of students who are of concern. We have contacted DCF when necessary.

At the elementary schools, each family is assigned a point person (teacher, learning coach, instructional specialist) to reach out and connect with the family 3x/week. This point person for the family will communicate with other school staff as to additional help we can provide. During team meetings over zoom, staff will talk about each student and refer to the school counselor if additional help is needed.

The school counselor and behavior coach will contact the families of students that they had regular individual or group time with and offer to continue to meet over the phone or through Zoom. Contracted and outside services that worked within the school (WeRHope, Clara Martin, Private therapists) will continue to offer regular meetings over phone or video chat platforms. School counselors will work with outside agencies to identify families in need and school counselor will directly contact families identified and offer to connect them with resources.

VERMONT
AGENCY OF EDUCATION

The school will share with all families the available resources to build up their support systems.

Slate Valley Unified Union SD:

- Instructional Assistants will be used to support identified students as defined in the Individual Distant Learning Plans for IEP and 504 students who need additional support to access or to benefit from the curriculum and programming. This includes individualized academic support, behavioral and/or emotional support to persevere at the tasks presented and to maintain and continue to foster positive relationships with supportive adults from the school.
- Each school has an established support team that will continue to meet remotely to review students and families that may be at risk and arrange home and community based supports, including access to meals, supplemental food programs, essential worker childcare being coordinated by the school district or other necessary supports available through the home to school liaisons, SAP counselors, school nurses and school counselors.
- School based clinicians and counselors meet with assigned students by phone and via Google hangouts at regularly scheduled times each week.
- Each school has established a remote "support center" via Google hangouts where students can access an interventionist or instructional assistant, ad hoc, at various time of the school day to secure academic support, take a proactive break, gain support to persevere at a task, engage in a mindfulness activity or simply "check in" with a trusted adult.
- Counselors, nurses, teachers, and administrators regularly check in with families/students.
- The overriding focus is on providing high quality Tier I instruction and teacher directed tier II supports through differentiated assignments/options for remediation.
- Students will be able to continue to access technical support through teaching and instructional support staff as well as by submitting an email request for teach support.

VERMONT
AGENCY OF EDUCATION

White River Valley SU:

Academic: Feedback loops and regular communication with families ensure that teachers know if students are struggling. Special Educators have also worked with classroom teachers and families to discuss needs/services based on work expectations on how to establish routines for families and connect in addition to the classroom teacher. Interventionists have been working to establish one on one or small group times to connect to develop skills and support learning needs. In addition to this, teachers are communicating with building administrators about any students who they have concerns about student engagement levels. Building administrators and school counselors are working with those families to help establish supports needed in these cases to make learning successful. Instructional assistants will be present, when possible, in Google Meet class meetings and live lessons and will support classroom teachers with check-ins and feedback with students.

Social Emotional: School counselors have reached out and connected with families of students who they were working with in small groups and individual meetings; this is being done through Google Meet; or the chat feature in Google Classroom; guidance newsletter going home periodically with resources for families and students. Individual student contact will be held with high risk students and weekly Google Classroom lessons with/by school counselors for social/emotional support and growth. Teachers are to alert school counselors for follow up and intervention, about any social/emotional, resource, or safety/abuse concerns.

Connectivity/Tech Issues: All schools are currently supplying hard copies for families with connectivity issues and checking in with these families via phone. In addition to this, schools have provided devices to families based on need/request and are actively working with families that do not have internet to explore the opportunities from various companies being offered.

Back to Essential Element 3 Summary

4. **Description of how you will structure student learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet student needs and provides predictability for students, families, and educators.**

Greater Rutland County SU:

Weekly Learning Menus: Student learning targets will be based on critical proficiencies and transferable skills. Teachers are directed to focus on asynchronous learning and to provide weekly "learning menus." Some activities will be required for all students. Other options will provide students with choices about how they would like to learn/demonstrate their learning. Learning menus should be differentiated based on appropriate scaffolding, modifications and accommodations for each student. Learning menus will include learning targets (in student-friendly

VERMONT
AGENCY OF EDUCATION

language), materials, and how students submit evidence of their work/learning. Digital submission will be emphasized whenever possible. We encourage teachers to be flexible and to accept evidence of learning in whatever format a student/family is able to accommodate. Strategies such as project-based learning and genius hour/passion projects are highly encouraged.

Asynchronous Learning Emphasis: Rather than relying solely on scheduling multiple live remote sessions throughout each day, we are encouraging teachers to pre-record mini-lessons and/or use platforms (e.g. Flipgrid, online discussions in Classroom, etc.) that allow for visual/video interaction with asynchronous submissions. If a live activity is necessary for accomplishing the learning targets, teachers should attempt to poll students regarding availability and/or offer the activity at more than one timeslot. We want our teachers to remain connected to students, while balancing the live activities with activities students can participate in when it is convenient for them/their families.

Resources for Teachers: Teachers are encouraged to collaborate within their buildings and with their grade/department colleagues across the GRCSU using SU-wide PLCs/affinity groups to coordinate their planning/instructional structure. We will continue to hold our monthly cross-SU PLC meetings and encourage affinity groups to meet additional times throughout the month at their convenience to collaborate. Our instructional coaches are compiling a collection of resources for teachers and will continue to add to this. We will develop a brief written overview of these expectations for teachers, along with a video explanation. We will also develop a brief written overview for families/students.

Quantity of Work Assigned: Classroom teachers should modify work for students with learning plans (IEP, 504, etc.). Special educators will provide services as per students' Distance Learning Plans. Teams should collaborate on reasonable work expectations.

- Elementary Students will be assigned a combined total of 1-2 hours per day of instructional materials, in addition to up to 1 hour per week for assignments from non-core classes combined.
- Middle School Students (grades 7-8 and 5-8 for Rutland Town) will be assigned 2 hours per week from each of their core courses, in addition to up to 1 hour per week from non-core classes combined. Because Poultney High School is on a semester schedule, their grades 7-8 students should expect 2.5 hours per day from each core course and up to 1 hour per week per non-core.
- High School Students will be assigned 3 hours per week per year-long core course or 4 hours per week per semester-long core course, in addition to up to 1 hour per week for non-core classes (unless non-core is an AP/dual enrollment course). Advanced placement courses will require more time.

Back to Essential Element 4 Summary

VERMONT
AGENCY OF EDUCATION

North Country SU:

Balancing Flexibility and Predictability of Student Learning

- Student Work
  - While we understand that these are extraordinary times, we will do our best to provide meaningful learning opportunities and will encourage all students to participate and complete work as assigned. Given we are still in the process of learning as we implement our remote-learning system, we need to go slow, provide clear feedback and frequent support and be as forgiving and flexible as possible. Students may be working independently in many cases and we need to be mindful of the inequities our students face at home in regard to basic needs, responsibilities, inconsistent internet connectivity, and academic supports. We need to do our best not to further widen the opportunity gap during this time out of school.

- Amount of Work Assigned
  - We understand that there may be some days when lots of work happens, and some days when not much work happens.
    - Having weekly assignments, projects, video check-ins, projects are all ways to assess learning.
    - Focus first on maintaining relationships and connections with students this will far exceed the importance of work coming home.
    - Focus on critical standards (cooperative work in progress now in school teams or grade level teams).
    - Keep in mind that many families have limited data and devices are being shared.
    - These guidelines are meant for any delivery model- packets, on-line, hybrid, etc. We will need to adjust our thinking around teaching and learning as we go.
    - Give yourself and students plenty of flexibility and grace during this time. Everyone is adjusting and many have multiple roles at home.
    - Consider providing assignments on Mondays of each week vs. assigning daily, so that students/families can set a schedule to complete work that meets their needs based on siblings, job etc.
    - Daily expectations may not be reasonable for some, extend due dates if necessary.

- Type of Work Assigned
  - To determine MOST essential learning from now through the end of the year, instructional coaches, coordinators, directors, and administrators are leading this work with all NCSU teachers.PreK-8 identification of 1-2 critical proficiencies in each subject for the remainder of the year is in progress through collaboration across the SU in grade level or content area meetings. At the HS this work is being done in department meetings and interdisciplinary liaison meetings.
  - Students are not required to participate or attend synchronous lessons/meetings.
  - We recommend the use of Learning menus or choice boards consisting of both online, offline, and hybrid choices in learning. See choice board examples: science K-5 example, Grade K, Grade 1.
  - Teachers are encouraged to provide more opportunity for students to interact with their environment and less screen time.
  - Teachers providing online, digital platforms must have a plan in place for students who do not have access (backpack lessons/units comparable in content) with a plan for delivery or pick up. Schools will work with individuals on a case by case basis to determine if, how, and when paper-based work is returned. Safety precautions need to be in place for all paper-based work going out to and returning from homes.
  - Use our Design for Learning Tree to identify opportunities over compliance. Extended projects offering deep learning and discovery will engage over worksheets/busywork.
  - Literacy recommendations- reading and journaling daily.
  - Project-based remote learning units webinar .
  - Collaborate with your art/music/PE and other specialist teachers- share with each other and look for ways to connect the learning of multiple disciplines.
  - We will create a space on the website or in Google Classrooms to share ideas/examples by teachers.

- Tech usage and student data privacy considerations
  - We know you are seeing multiple free offers for subscriptions to digital resources. It is best for us to sign up at the SU-level vs. at classroom or school level to ensure all students have access. Please see list of approved apps/programs updated daily. In addition, we need to be aware of what information these companies are collecting during usage.
  - If you are interested in or if you have started to use a digital resource that requires students to login to the resource to either access or produce content on the Internet, please fill out the following form and Aime Forbes will follow-up with you.

VERMONT
AGENCY OF EDUCATION

- North Country Supervisory Union (NCSU) is part of the Vermont Student Privacy Alliance. We have been using the state database and the national database to review the privacy agreements in place for different digital resources. We have provided teachers with a link to the NCSU Digital Resource Request Form found in the Vermont Student Privacy Alliance. The teachers have been made aware of the concerns around student data privacy. And are encouraged to use the same digital resources they have been using in the classroom prior to closure. We have had discussions with teachers around the concerns with recording sessions. Bringing focus to only recording instructional sessions that do not include information regarding individual students. NCSU has provided guidelines for teachers, students and families on how to use Google Meet for synchronous instruction and what the expectations are for everyone taking part in the online instruction.

- Using Computers and Tablets at home
  - When video conferencing- Do's and Don'ts to share with students and reminders for teachers
  - If live recording, be certain to announce at the beginning of meeting to all that the session is being recorded.
  - Always maintain confidentiality in line with FERPA guidelines .
  - Remember to follow appropriate school use and care with devices
  - Tutorial on Google hangout meet, - Google Meet Tutorial PDF Google Meet video tutorial
  - Tech Support help desk

Orleans Southwest SU:

From the Learner Agency rubric below: "I provide regular opportunities for students to talk with each other at length, asking each other questions, providing evidence, making meaning of new learning, practicing, engaging in project work, and learning from each other. **This, combined with individual/self-paced learning, takes up the majority of class time. The learning environment supports cooperation & collaboration.**" Learning is primarily asynchronous in order to develop learner agency. Depending on the grade level, teachers might spend 20-40 minutes in synchronous, all-class new learning or check-ins, but the remainder of the time is project-based, cooperative learning and formative assessment.

VERMONT
AGENCY OF EDUCATION

Learner Agency Teacher Rubric

Indicator	Beginning	Approaching	Meeting
I. Clarifying Learning Objectives*	I communicate the learning target(s) verbally and/or visually/in writing at the start of the lesson.	I communicate the learning target(s) verbally and visually/in writing at the start of the lesson and check for student understanding of the target(s).	I communicate the learning target(s) verbally and visually/in writing, check for student understanding of the learning target(s), and reference the target(s) throughout instruction. Students know where to access the learning targets.
II. Clarifying Success Criteria	I share success criteria for the learning targets with students.	I share success criteria for the learning targets with students and check for student understanding of the criteria.	I share success criteria for the learning targets with students and check for student understanding of the success criteria. Students refer to success criteria while learning.
III. Checking for Understanding and Providing Feedback	I employ a method to check to see where each student is in their understanding of the learning target(s).	I employ several methods to regularly check to see where each student is in their understanding of the learning target(s) and I provide general feedback based on that information.	I employ several methods to regularly check to see where each student is in their understanding of the learning target(s), provide targeted and timely feedback based on that information and aligned with the success criteria, and make in-the-moment instructional adjustments based on that information.

VERMONT
AGENCY OF EDUCATION

Indicator	Beginning	Approaching	Meeting
IV. Providing Opportunities to Reflect on Learning	I provide opportunities for students to reflect on their learning.	I provide regular opportunities for students to reflect on their learning and to track their progress against the learning targets and success criteria.	I provide regular opportunities for students to reflect on their learning and track their progress against the learning targets and success criteria, enabling them to reflect on their progress and make choices around how, where, and when to access and demonstrate evidence of their learning.

*proficiencies, performance indicators, transferable skills, & Habits of Work

Indicator	Beginning	Approaching	Meeting
V. Activating Students as Cooperative Learners	I provide opportunities for students to talk with each other briefly (i.e. think-pair-share) to make meaning of new learning.	I provide regular opportunities for students to talk with each other at length to make meaning of new learning, to practice, and to learn from each other. The learning environment supports cooperation & collaboration.	I provide regular opportunities for students to talk with each other at length, asking each other questions, providing evidence, making meaning of new learning, practicing, engaging in project work, and learning from each other. This, combined with individual/self-paced learning, takes up the majority of class time. The learning environment supports cooperation & collaboration.

VERMONT
AGENCY OF EDUCATION

Indicator	Beginning	Approaching	Meeting
VI. Differentiating & Scaffolding	I differentiate tasks based on the readiness of my students.	I differentiate tasks and scaffold learning based on the readiness, learning styles, and interests of my students.	I clarify the learning targets and success criteria to students and provide them with access to open education resources, enabling them to scaffold their learning and differentiate how, where, and when they access and demonstrate their learning based on their learning styles, readiness, and interests.
VII. Making Learning Authentic and Inquiry-Based	I provide students with options for projects that target the learning targets. Projects have a presentation component.	I ask open-ended questions related to the learning target(s). Students develop their own projects to answer them. Projects have a presentation component.	I ask open-ended questions related to the learning target(s). Students design authentic ways to learn and demonstrate their learning (other than standard presentations) by generating their own questions and engaging in inquiry-based investigations to answer them through performance and project-based approaches. Learning occurs both within and outside of the classroom.
VIII. Providing Opportunities to Transfer Learning	I teach and assess transferable skills and Habits of Work separately from content.	I teach and assess transferable skills and Habits of Work within the context of teaching content.	I enable students to use content to leverage their learning of transferable skills and Habits of Work.

VERMONT
AGENCY OF EDUCATION

Rutland City SU:

Pre-K-2: Through the remote learning plans, teachers use an asynchronous format that includes guidelines for time to be spent working on Reading, ELA (Language and Writing), and Mathematics. Parents and students have a choice to work on academics in either a paper/pencil format with teacher provided materials early on in the remote learning process (while supplies last) and/or online through assigned ELA and/or Math activities via Seesaw Learning Journal, school subscriptions of Kids A-Z, and ixl.com. Some synchronous learning opportunities will also occur. Staff have helped families to create realistic individualized learning schedules that include daily direct contact with teachers through computers or phone. Daily and weekly tasks or assignments and lists of suggested supplemental activities are provided through mailings or online.

3-6: Students have been provided multiple pathways for engaging in learning. Our attendance protocols have been established to provide flexibility and an any time/any place emphasis for participating with classwork or completing tasks, especially as students may be sharing access to technology or supports while at home. Teachers have utilized both synchronous tools such as Khan Academy, Screencastify, IXl, and Lexia and asynchronous approaches such as Google Meet to deliver instruction

7-8: We have continued all tiered instruction. Tier 2 interventions are either part of the instructional unit or may be a separate class such as Literacy Intervention with Ms. Davis. Special educators are members of the planning teams to modified instruction, activities, and assessments, as determined through IEPs.

9-12: Teachers have created lessons comprised of synchronous video check ins, which are often recorded and posted, as well as asynchronous lessons and assignments. We are using Google Classroom which allows for scheduled meetings and also provides a calendar which gives a to-do list for students. Included in these lessons are a liberal dose of online platforms such as Edpuzzle, Khan Academy and IDX.

Windham Southeast SU

Elementary: Teachers will provide a weekly overview of instructional expectations and activities that include predictable synchronous interactions as well as choices for asynchronous activities across the week. In addition, teachers will meet weekly with grade level teachers across the district to inform a developmentally appropriate approach toward on-line learning. The document **"Structuring a Balanced Distance Learning Plan"** will guide these offerings.

VERMONT
AGENCY OF EDUCATION

Middle school: In outlying town middle school students will follow similar expectations to elementary with adjustments based on developmentally appropriate practices and BAMS teachers will be supported via school-based integration specialists and SU-based academic coaches (K-8) in selecting appropriate online tools and resources to support home learning.

BAMS Lesson Expectations

High School: BUHS staff are using a common access point for instructional materials and supporting assignments with a common weekly agenda. Assignments are largely designed to be completed asynchronously, though there are limited times when teachers do ask for students to meet and collaborate in groups.

BUHS Teacher Guidance Document

5. **Description of how you will monitor and evaluate the effectiveness of your remote learning plan.**

Addison Northwest SD:

We will monitor the effectiveness of our remote learning plans in a variety of ways using anecdotal and formalized feedback as well as assessing quantitative and qualitative information. We are monitoring academic and social emotional effectiveness of our plan using information from students, teachers and families. Our plans are monitored on district and school levels. The administrative team meets daily to address student, teacher and family feedback, which informs our systems and addresses needs in real time. The team will also elicit feedback formally via a survey in late April. On school levels, administrators are communicating with staff and families regarding needs as they arise.

Battenkill Valley SU:

Monitor/Evaluation of Continuity of Learning Plan
The Administrative Team will meet daily to review, monitor and evaluate the effectiveness of the Continuity of Learning Plan. Each administrator is overseeing an aspect of the plan. The assigned administrator will meet with staff on a weekly basis to discuss the effectiveness of the plan and make appropriate, personalized, adjustments. A weekly agenda item will be checking in on the key aspects of the plan to ensure success for all

learners. Teachers at FES, and advisors at AMHS, will meet with small groups of students weekly to assess how the plan is working for individual students. In addition, administrators are delivering meals daily, checking in with students/parents, to assess their needs. Administrators will be monitoring daily attendance, and communicating with absent learners every day to gather information on the reason for the students' absence.

VERMONT
AGENCY OF EDUCATION

Grades Pk-5

The SU will evaluate effectiveness through informal and formal assessments in accordance with appropriate developmental standards and expectations communicated through weekly check-ins with families and students.

Grades 6-12

- See Essential Element #1
- Key Learning Outcomes Document
- Assessment Expectations: *Continuity of Learning Guide: Families 2020* and *Continuity of Learning Guide: Staff 2020*

Back to Essential Element 5 Summary

Essex North SU:

Monitoring & Evaluating Remote Learning

Bi-weekly remote meetings will be held with Superintendent, Director of Special Services, Principal, Counselor, Nurse, SAP, Technology Coordinator, Business Administrator, and Administrative Assistants to monitor activities related to supports and services.

Grade level teams (PreK- 3, 4-6, 7-12) including interventionist will meet remotely every two weeks to review the learning needs and progress for every student. They will determine if an intervention is needed and what that will look like for the student. Work collaboratively with the team, student, and family to figure out the best route for intervention and support.

Special education staff will meet remotely bi-weekly to review progress of students on caseloads and reassess para-professional placements for supports.

The superintendent will provide remote meetings for the entire staff on Friday's to provide updates and answer questions in support of remote learning.

Back to Essential Element 5 Summary

VERMONT
AGENCY OF EDUCATION

Kingdom East SD:

The Kingdom East School District is committed to the continuous improvement of our remote learning plan. KESD continues to receive guidance that we will need to review, digest, and incorporate into our planning. We have made every effort to align our guiding documents with the sections and essential elements outlined in this plan. The resources are designed to be frequently updated as our practices and responses become more refined and streamlined to better meet the needs of students, families, and educators.

- Collected data of student learning will take many forms, i.e. 1:1 conferencing/interviews, pictures, journals, logs, etc. via See-Saw, Google Classroom, and/or other allowed platforms, as well as teacher anecdotal notes from conversations with students and parents/guardians.
- Collected data will be used formatively to understand the needs of the student and insure differentiation and/or support.
- Feedback from parents and families
- Grade level team PLCs
    - Collaborative planning and differentiation involving a classroom teacher, interventionist, special educator, IA, etc.
- The district level and school-based meeting structures and other mechanisms will provide appropriate feedback loops for continuous improvement of our remote learning plan in addition to
- Contact/attendance logs
- Documentation of student participation in learning opportunities
- Parent, family, student, staff surveys
- Anecdotal narratives of success

These are, however, only guidelines and we must acknowledge that some families, who are working 12 hour days and can not supervise their children are not able to follow this. In addition, some teachers have their own children at home and are unable to follow these guidelines.

Back to Essential Element 5 Summary

6. **Description of how you will identify critical proficiencies for the remainder of the year and how you will design learning activities that support students to meet these critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school)].**

Champlain Valley SD:

Design weekly expectations that include asynchronous options

VERMONT
AGENCY OF EDUCATION

- K-4: Create a schedule template for your grade level--time spent on all types of learning activities should not exceed 1-2 hours per day including EA (by 4/10/2020)
- 5-8: Create a schedule template for your grade level--time spent on all types of learning activities should not exceed 2-3 hours per day including EA (by 4/10/2020)
- HS: Plan for approximately 90 minutes of work per week for each class; this includes class meeting times as well as the time it takes to make sense of the task, access input, think, and demonstrate learning through output.

Design instruction driven by common standards/learning targets--prioritize high leverage concepts

- K-4: CVSD K-4 ELA Essential/High Leverage Concepts CVSD K-4 Math Essential/High Leverage Concepts
- 5-8: Identity which CVSD Common Learning Targets are being prioritized
- HS: Determine essential, relevant, and accessible content and skills for all students; please be aware that you will not be able to ensure learning of all the original elements of your course KUD. Less is more. Link here: CVU Remote Learning KUDs

Provide additional learning opportunities

- K-4: Provide a menu that allows additional exploration and enrichment in ALL subject areas (weekly)
  - Resource: Sample Exploration Menu
- 5-8: Provide a menu that allows additional exploration and enrichment in ALL subject areas (weekly)
  - Resource: Sample Exploration Menu
- HS: Each week, a menu of options categorized by Think, Feel, Act are posted. Students who want to do any of these activities can document them and send photos to Seth, Jamie, and Tim: **Schoolwide Exploration Menu**

Establish strategies to monitor student engagement (can include participation, attendance, work completion) and to follow up with students/families based on this information

- K-4:
  - Decide how you will track progress data from learning activities, hangouts, and online learning tools like Dreambox, Lexia, etc. and share your tracking form with your administrator (by 4/10/2020) Resource: Sample Tracking Form
  - Track student progress (weekly)
  - Guidelines for Providing Feedback and Reporting Learning
  - Make an effort to respond individually to student work (weekly)

- 5-8
  - o   Determine which activities will receive formative feedback and communicate this to students (weekly)
  - o   Provide regular and consistent feedback on student work (weekly)
  - o   Guidelines for Assessing, Tracking and Reporting

- HS: Remote Learning Grading expectations

Back to Essential Element 6 Summary

Colchester SD:

Critical Proficiencies:

- District will review and focus on highest priority concepts and skills in order to meet CSD proficiencies, and to reflect important learning for the current grade level/course as well as for the upcoming school year or course. In the elementary and middle grades, curriculum maps will be trimmed and prioritized. In the high school grades, courses will be trimmed and prioritized.
- Teachers will build Learning Plans/Weekly Work Menus that reflect the trimmed maps and high priority learning.
  - o   All grades, PreK-12 will prioritize well-being and connection with students - this is the highest priority of the district
  - o   PreK will trim to prioritize on language development and early literacy and numeracy skills.
  - o   K-5 will trim to prioritize literacy and math, checking for vertical alignment so critical concepts and skills are not missed for the upcoming year
  - o   6-12 will prioritize on high priority concepts and skills for each course, checking for alignment to graduation proficiencies.

Assessment:

- District will revise local assessments for grades K-12, determining appropriate ways to assess high priority learning in a remote learning environment.
  - o   By April 7, high school courses will adjust assessment and grading to reflect priority learning and proficiencies (60% Completion Assignments:40% Academic Achievement Assessments & Performance Assessments) - these will be reflected in CHS guidance for teachers, students and families.

VERMONT
AGENCY OF EDUCATION

- By April 20, middle and elementary schools will revise assessment plans, and will then develop assessments & routines, and will communicate the plans to teachers.
- End of quarter (middle and high school) and trimester (elementary) assessments and grading will reflect the high priority concepts, skills and proficiencies.

Person(s) Responsible:

Superintendent & District Leadership Team developed district instructional guidelines. District Leadership Team PreK-5 and 6-12 and Director of Curriculum developed prioritized proficiencies. Building Principals, Team Leaders, and Instructional Coaches communicate priorities to teachers. Teachers and support staff follow instructional guidelines.

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Back to Essential Element 6 Summary

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Two Rivers SU:

Planning

- Less is more.
- Each grade-level k-6 and content area class 7-12 will identify critical indicators on which they will gather evidence, report status and set goals on.
- These indicators will be the only ones on which we all report.
  - Suggested Elementary Critical Indicators: In consultation with the Director of Curriculum and building principals grade-level teams may identify different indicators.
  - Middle and high school teachers limit yourself to a maximum of 2 indicators per class. GM 7-12 Critical Indicators
  - Art, Music and PE should identify one critical indicator to teach and assess for the remainder of the year.
- Art, Music and PE should plan one engagement per week per class.

Reporting

- Assessment is necessary "grading" is not.
- As a system we are going to limit our reporting to parents to only critical learning.

- - K-6: any reporting should be narrative and only aligned to the critical indicators.
    - 7-12 the reporting will be emerging, approaching proficient, proficient, proficient with distinction
- Plan to send home a progress report by May 7 (covering learning after April 7th) and a final report card in June.
    - A specific format for reporting k-6 will come out before mid-April
    - Seniors should make a final "declaration of learning" and then defend that by conferring with teachers using the Verification Criteria.

Graduation Requirements Spring 2020 -- Revised Graduation Requirements for GMUHS

- During this time of emergency remote teaching, Green Mountain Union High School recognizes the need to adjust expectations for completion of graduation requirements.
- Here is the system we will follow:
- All seniors are responsible for completion to proficiency of any graduation requirement that was taught (and summatively assessed) prior to March 13, 2020.
- Students should be in contact with their teachers and guidance counselors to work out a plan for completion of missing requirements.
- Any graduation requirement that is not taught at all in a class in which a senior is currently enrolled between March 13 and the end of the 2019-2020 school year is waived.
- Students should do their best to meet proficiency for any graduation requirement that is first taught or assessed after March 13, 2020.
- Students who do not meet proficiency for requirements first taught or assessed after March 13, 2020, will have the requirement waived IF they achieve to a level of at least Emerging on the appropriate rubric. In other words, the requirement will be waived as long as the student participates and attempts the material.
- If a student receives an NE (no evidence) because no work was even attempted, the requirement will not be waived.

Windham Southwest SU:

What are the critical proficiencies/standards (transferable skills and content) and curricular expectations for the remainder of the year?

PK-5 Elementary Critical Indicators:

- 1-2 per grade in each core academic area (Humanities, Math and Science)
- 2 for Approaches to Learning:
  - Engages actively in learning (K-2); ○ Works independently, makes effective use of time (3-8) ○ Demonstrates perseverance (K-8)

6-8 Critical Indicators:

- 1-2 per grade in each core academic area (ELA, SS, Math and Science)
- And 2 Approaches to Learning ○ Works independently, makes effective use of time (3-8) ○ Demonstrates perseverance (K-8)
- Specials, Pk-8
- Focus on student choice (e.g., menu of activities)
- Be mindful of varied access to supplies
- Focus on continuation of learning and prioritize connectedness and care
- Accountability should take the form of descriptive statements about participation/engagement

* Each school may modify to adjust to grade span and classroom configuration of their specific context(s).

TVMHS

- 6-12 Critical Indicators: 1-2 academic content performance indicators per course
- 1-2 transferable skill indicators per course ○ Demonstrates initiative and responsibility for learning ○ Persevere in challenging situations

How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, easily obtained materials?

A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on whatever works best for the student and the family.

VERMONT
AGENCY OF EDUCATION

- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work
- When a student is unavailable to learn, or refuses to complete assigned work, we need to explore and collaborate around: ○ options for supporting availability to learn, ○ options for student voice and choice, and ○ options for honoring non-academic learning happening at home Our guidance to "explore and collaborate around" providing "options for student voice and choice" and "options for honoring non-academic learning happening at home" will be ongoing topics in our Grade Level Team and Departmental PLCs, which meet weekly on Wednesdays and share asynchronous resources and professional learning modules in our WSWSU E-Learning PLC Google Classroom space.

How will development of these proficiencies be supported and met in a remote learning environment? How will proficiencies be assessed?

Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff

- Assess only the critical indicators needed for your content area.
- Accountability should take the form of descriptive statements about where the student is on critical indicators at the time of reporting, and how we know.
  - For example, "Jane has demonstrated… by…. "

Assessment

Your goal is to gather evidence on only the performance indicators (TVMHS) or report card items (elementary/K-8) identified as critical, which we will refer to as "critical indicators." This may be in the form of a teacher designed assignment or evidence may come from student proposed work. The care and wellbeing of our students is our priority. It is critical we work as a team to ensure success. **No child will be held accountable for situations that make them unavailable to learn.**

- Focus on a Limited Number of "Critical Indicators"

Beyond this guidelines document, through our PLCs, we are communicating the expectation that teachers offer feedback on student learning progress in some form (e.g., response to student work submitted, formative feedback in learning appointments or office hours, etc.) a minimum of once per week for each student in each class/course.

Asynchronous learning modules in our WSWSU E-Learning PLC in Google Classroom will provide guidance and models for how proficiency should be supported and assessed through a series of formative assessments (interactive digital texts, assessment by Google Forms, digital writing; or paper packets, digital photos of work and feedback, teacher feedback by phone or paper exchange through weekly drops/collections by bus route) and summative student demonstration of learning in online/digital or paper projects and other assessments.

Back to Essential Element 6 Summary

Winooski SD:

Pre-K - Teachers are individually and collaboratively planning activities utilizing Creative Curriculum and Second Step. By following Head Start Performance Standards, all Vermont Early Learning Standards (VELS) are addressed and implemented in the curriculum being offered to children. Observations are collected from families and during times of synchronous activities via video conferencing. These observations will be entered in Teaching Strategies Gold and preliminary ratings will be set. Using the home as a learning environment with visual and verbal support to all families occurs and will continue to occur. Assessment will occur during synchronous opportunities with children and families. Families will also be sharing observations they have of their children. Teachers will be checking in with families to gather observations about growth and development they are seeing in their children. Teachers will be collaborating with special educators, support staff and mental health personnel to gather more observations of the child's learning and development. All of these observations will be added to TSG for assessment.

K-5 - The elementary school grade level teams reviewed the standards they report out on the third trimester of the school year in team meetings with the literacy and math instructional coaches. They chose to focus on the standards that were most critical to moving onto the next grade level successfully. Additionally, they considered which ones could be effectively taught and assessed via remote learning. Grade level teams work collaboratively to develop consistent learning opportunities and assessment opportunities to engage students in these standards.

6-12 - Middle and high school teachers are all teaching courses that are designed to show student proficiency in one of our GP (Graduate Proficiency) areas. Teachers are working in PLCs that focus on specific GPs to make individual goals for each student in order to support their growth from one GP level to the next. Once teachers have identified the specific skills each student must demonstrate in a particular GP, they will design learning activities that develop those skills and assess their proficiency. Additionally, teachers are developing "proficiency snapshots" for each student that determine which GPs should be focused on most and assessed during the remote learning period.

VERMONT
AGENCY OF EDUCATION

7. **Description of your process to create opportunities for teachers and staff to work collaboratively or in teams around curricular design and support of students, and to ensure continuity in case of staff illness.**

Addison Central SD:

Teacher teams that worked collaboratively prior to school dismissal continue to do so in a virtual context. At the elementary level, grade level teams meet weekly to plan collaboratively. They share a common Week-at-a-Glance template for Monday morning communication with families. Specialists (e.g., art, world language, PE, interventionists) also meet weekly and share planning processes and resources. Should a teacher fall ill, the teacher's team can provide continuity of learning aligned with this model (virtual sub plans and consistent communication with families). If needed, the principal will assign an individual to manage the ill teacher's Google Classroom, virtual meetings, and other learning engagements (including providing feedback on student learning). At the middle school, data teams and departments continue to meet weekly for collaborative planning. The data-team partners will step forward if a teacher is ill to work with the other teacher's students. All MUMS students know their teachers' partners and have worked with them in the past. At the high school, departments meet at least weekly for collaborative planning. School Council (administrators and department leaders) meets weekly to align efforts. Through these structures, we will seek sub solutions should a teacher fall ill.

Harwood Unified Union SD:

Across all HUUSD schools, weekly grade level and department meetings will be used to support improvement of instruction, coordination of curricula, review of student work and identification of student intervention needs. Collaboration among grade level and department teams will help to ensure equity among grade level classes and subject areas. Use of similar platforms such as SeeSaw and Google Classroom to push out learning opportunities to students has created a system where high-quality teaching and assessment is manageable.

MTSS / Student Support Teams meet weekly to provide support for staff and students in each building (as described previously). Each school has an accessible weekly virtual meeting schedule so all teams, including SSTs, can share vital information with each other at those times. Teams also communicate regularly through email.

VERMONT
AGENCY OF EDUCATION

In the case of staff illness, each school has created a "3-Deep" plan that outlines how learning can continue with the help and support of other staff.

Maple Run Unified SD:

- Every day, virtual teaching team and administrative meetings occur. These meetings are an expectation in each building and are supported by content/instructional coaches and technology specialists.
- We will provide an Inservice Day on April 17th for support distance teaching and learning:
    - Technology tools
    - Best practices
    - Team planning
    - Planning Templates
- PK-12 teachers are currently working in teams that include same-grade or same-subject teachers along with Education Support Professionals. These teams allow for co-planning so that if a teacher becomes ill and must leave, learning will continue without a break in service.
- Each teacher has an identified colleague and/or team who are aware of the content and lesson planning in the event the other colleague becomes ill and can no longer teach. High school and technical center teachers have an hour and half each morning with planned collaboration time in different teams.
- For CTE, we have three lab supervisors who can step into their programs. For other program areas we will need to partner with other CTE centers.
- Special educators are meeting regularly to discuss plans for all students on their caseloads to be able to fill in for each other if needed. Additionally, team meetings between special educators, general educators, and Education Support Professionals in order to plan for continuity in goal attainment.

Mill River Unified Union SD:

VERMONT
AGENCY OF EDUCATION

Grade level and department professional learning communities (PLCs) will meet every two weeks for an hour via various online platforms (Google Hangouts, Zoom, etc.) to share strategies and practices that individual teachers have found successful within their particular context. These PLC groups already have previously developed rapport and are not a new routine, so this will not be a drastic shift for teachers. Instructional coaches will continue to facilitate these meetings. The focus of these meetings will be around sharing success stories and to discuss specific student support needs between teachers that share students.

Paraeducators & interventionist will be assigned to and partnered with individual teachers to provide support or fill in when teachers are out for sickness or other issues.

The district Instructional Vision Team (IVT), which is 20 members strong, representing district administrators, school principals, instructional coaches, and classroom teachers, will continue to meet virtually. This group works to provide input and guidance on the continued implementation of PBL, among other district initiatives. Our current focus is on determining the professional learning needs of teachers to ensure consistent implementation between teachers.

[Back to Essential Element 7 Summary](#)

8. **Description of your plan to support and provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.**

   Bennington Rutland SU:

SHS:

- Teachers in departments coordinate curriculum and assessments, as well as supports for students.
- Departments will meet at least weekly.
- Leadership team meets at least twice a week.

CVCC:

- On slack.com teachers access the #learning resources channel to share ideas and links to remote learning tools, many of these resources have built-in tutorials for informal learning, teachers support each other in resource use

- Additional support provided by the Tech Integrationist. The Tech Integrationist is also a VTVLC instructor and provides support for teachers to use google classroom.
- Resources are accumulated in a google drive for continued reference.

BCEMS/BTMES PreK-8:

- Technology integrationist working to support teachers and staff to ensure all staff are able to provide effective remote digital learning.
- Technology expert on each team to support teachers with questions.
- Continued access to professional development as is outlined in teacher contract for professional development opportunities.

Back to Essential Element 8 Summary

Missisquoi Valley SD:

At MVSD we pride ourselves on providing high quality professional development opportunities to all our staff. We are adapting our PD plan for this year by collaborating with consultants and using the leadership in our district to build teachers' confidence in remote (including virtual) instructional design, delivery and practice.

MVSD Tech training for teachers for using Google Meet and Google Classroom. Tech integrationists are available to provide support for teachers, data teams and departments. They are also vetting any new tools and resources teachers would like to use to ensure compliance with student data privacy requirements.

The MVSD instructional coaches are providing resources, support, and short training sessions to help teachers with this transition.

Staff will have the opportunity to have professional learning provided to them through Paraeducator online training and SEL online learning module Creating a Well-Rounded Educational Experience. Also, articles will be sent to the staff to assist with keeping up to date on Special Education Rules and Regulations.

Back to Essential Element 8 Summary

VERMONT
AGENCY OF EDUCATION

Springfield SD:

Each school has a Teacher Tech Team as a first point of tech support, primarily for applications, software and pedagogies. Tech Integration Coach engages in frequent large and small group meetings and holds regularly scheduled office hours. Specific tech support email accounts have been created. K-2: Professional and support staff have been initially trained in the use of online learning platforms (Google Classroom and Google Hangouts). This training will be ongoing, and we have a tech integration specialist available to us to support this. Additionally, SSD created a website to offer asynchronous tutorials on essential G. Suite tools designed to get teachers' remote learning classrooms up and running. The initial emphasis is on Google Classroom and Hangouts Meet, followed by additional tools from G. Suite, to be reviewed in full faculty and small group PLC meetings. Beyond that, a series of tech tools outside of G. Suite will be made available (e.g. Newsela, Voicethread, Book Creator, Flipgrid, etc).

3-5: Professional and support staff have been initially trained in the use of online learning platforms (Google Classroom and Google Hangouts). This training will be ongoing, and we have a tech integration specialist available to us to support this. Additionally, SSD created a website to offer asynchronous tutorials on essential G. Suite tools designed to get teachers' remote learning classrooms up and running. The initial emphasis is on Google Classroom and Hangouts Meet, followed by additional tools from G. Suite, to be reviewed in small group PLC meetings.

6-8: We are meeting within our PLC's as well as utilizing our Tech integrationist as a focus for supporting teachers. Our instructional leadership team is continually refining our collective practice to support teachers within their PLC's. Our Instructional Coach continues to work with teachers around their practice.

9-12: Teachers will meet weekly in professional learning groups. In the short term at least, there will be a focus on delivering online learning. Additionally, we will meet weekly as a full staff and include one or more "instructional spotlights" at our weekly faculty meetings to showcase and celebrate emergent best practices. Additionally, the tech integrationist, instructional coaches, and some SHS teachers are facilitating 1:1 professional development on delivering remote learning. Additionally, all staff were encouraged to take VTVLC's "Ramp up to Online Learning" Course and given a set of best practices for remote instruction.

Washington Central Unified Union SD:

What online learning practices or tools are already used in your SU/district and can be easily adapted for this situation?

- There are synchronous and asynchronous professional learning opportunities regarding technology tools and platforms.

- Instructional coaches and other content specialists will hold office hours.
- Instructional coaches are available to engage in coaching cycles.
- We may want to explore opportunities to provide professional learning related to universal design for learning as we seek to address and mitigate the inequities that exist in our school system.

Who are the champions or power users in your SU/SC who could support their colleagues?

- Each school has identified Infinite Campus work group members to support teachers in the use of IC.
- The librarians/media specialists are a resource regarding remote resources.

How will remaining professional development time and/or faculty meeting time be repurposed to include online instructional practices?

- The week of April 6-10, 2020 has been designated one of "light maintenance" for students so that teachers can prioritize planning and preparing for remote learning. At the beginning of the day on April 6 a faculty meeting will occur to set parameters and structure for the design and delivery of remote instruction.
- The week will also include Department and Common Planning Time when teachers/departments/cores identify the performance indicators they have and have not yet addressed this year for the SLO areas they teach including transferable skills. Teachers begin to consider which performance indicators are the most important for them to address during the final quarter of the school year.
- The week will also include teacher planning time and online trainings and workshops focusing on UbD concepts - standards, assessments, and building units and lessons with consideration to a balance of synchronous and asynchronous learning and through an equity lens.

How will you use already vetted tools and resources?

- The librarians are vetting new tools and resources. They will continue to provide an updated list to staff and user guides and maintain a library resource page.
- The IT department has provided a list of supported platforms and resources to teachers.
- The curriculum director and instructional coaches created a remote learning site for teacher resources. Teachers are adding to and curating the site.

Back to Essential Element 8 Summary

VERMONT
AGENCY OF EDUCATION

Windham Central SU:

Professional learning opportunities will be provided to teachers, counselors and staff on a weekly basis beginning after the April break. One afternoon per week will be dedicated to professional learning for all staff. Teachers, Trauma Catalyst Group members, Information technology personnel and others will provide these professional learning opportunities. Content for professional learning opportunities will be determined based on the adopted WCSU Philosophy and the feedback from the survey "Remote Learning: Professional Learning Needs" sent to all staff on April 6. Links to professional learning opportunities, including other identified online opportunities will be organized in the "Remote Learning PD" Google calendar share with all staff.

9. Description of how you will ensure the provision of FAPE.

Essex Westford SD:

EWSD Special Education Services
General Guidance
It is important that all special educators fully review all IEPs and carefully begin to consider how instruction might be best provided to a student in a distance-learning format. This includes what kinds of accommodations, modifications, and services are needed to access the type of instructional materials that will be provided to students by their classroom teachers between March 23rd-April 3rd.

By the morning of March 23rd, special educators will need to develop a distance learning plan which identifies how educational progress will be **maintained**. This plan should be documented on the "EWSD School Closure Distance Learning Plan Form".

Due to the COVID-19 virus, it is important to be clear - in-person services may not be delivered. There are two reasons that this is the case. First, we must not put students at risk of contracting the virus and passing it to parents or grandparents. Secondly, we must not put staff at risk of contracting the virus from students. There may be requests for services to be provided in person, however, this is not possible under the current circumstances. All learning opportunities must be delivered without being in physical contact with students.

IEP Services
IEP service from March 23rd - April 3rd should be considered through the lens of the level of service necessary to access what is being provided to all students. Because the first two weeks of materials will be designed to address maintenance of education, special educators should consider each

VERMONT
AGENCY OF EDUCATION

IEP goal and determine what level of service or instructional activity in a distance learning plan might be needed in order to maintain the level of progress attained on IEP goals up to the date of March 17, 2020.

Related Services

If related services are determined to be needed in order to maintain the skills on IEP goals between March 17th and April 6th, those services must be delivered. They can be delivered through consultation with parents or direct service in a teletherapy format. Students are recommended to continue receiving mental health therapy through online formats or facetime. PT and OT service could be parent consultation for exercises and other activities to address needs supported through those types of therapies. Speech therapy that is a related service can also be delivered in a consultation format with families. The decisions about related services within a distance learning plan should be made with the family and special educator in consultation with the related service provider.

Communication

A clearly articulated plan to ensure the maintenance of progress made on IEP goals to date must be developed and communicated to families. This plan should be documented on the "EWSD School Closure Distance Learning Plan Form". The plan should be provided to the parent and submitted to the central office upon completion. Each plan should be maintained as a google doc named with the student's first and last name followed by the Distance Learning Plan. This document will be expected to be maintained as the instructional plan throughout the time of school closure.

IEP Meetings

Special educators are expected to continue to hold annual reviews by the annual due date unless OSEP shifts guidance and eases up on annual review deadlines. Please be sure to hold IEP meetings on zoom, google hangouts or on phone conferences. These meetings should follow a typical agenda and develop an IEP as if the student was in school and should not be reviewed from the perspective of a distance learning plan. IEP teams can discuss the distance learning plan following the review and revision of an annual IEP.**Special Education Evaluation Referrals**

Special Educators and LEAs will consider referrals to special education during this time of challenge. A referral shall result in an evaluation planning team meeting to consider the need for special education evaluation. If the team determines that a special education evaluation is necessary, the team should create a plan that will be attempted to be completed in 60 days. If the evaluation cannot be completed in 60 days because distance evaluation is not possible, then a delay form will be completed. COVID-19closure will be an acceptable reason for an evaluation delay.

Special Education Re-evaluations

We must try to complete re-evaluations by the due date of the evaluation. Consider the possibility of distance evaluation if possible. If this is not

VERMONT
AGENCY OF EDUCATION

possible, you may consider completing a form 8 with a clear direction to complete a new evaluation upon return in order to continue eligibility. You may also complete a file review if that is appropriate.

General Notice

OSEP has not waived any of the IDEA requirements and may not be able to without an act of Congress. It is possible that Congress may act and OSEP may release requirements as we progress through this pandemic. In the meantime, please do your best at maintaining special education responsibilities and rights.

Parental Rights

Please be very careful to continue to uphold parental rights during this time. They are all still in effect. Holding phone conference meetings may make it hard to know if a parent is feeling uncomfortable with a meeting. You are encouraged to follow up with families after meetings to see if they have any questions. You are also encouraged to remind families to speak up if they are in disagreement with what is happening during a meeting. Please provide a review of parental rights at the beginning of each meeting during this time.

Distance learning plans need to address FAPE for children who are eligible for special education. Special educators will be expected to complete a plan in collaboration with a parent or guardian for each student on their caseload (this will be done over the phone). A framework for a distance learning plan will be developed for each student on an IEP.

Other Support Services

Nurses, guidance counselors, social and emotional coaches will be providing family supports to those students on their caseloads and be available for others in need. It is important that we continue to support the whole child.

* We are developing a plan to distribute learning materials to students. Students in grades 6 - 12 will also have access to a Chromebook.

Back to Essential Element 9 Summary

Franklin Northeast SU:

Due to the COVID-19 virus, it is important to be clear that in-person services may not be delivered for two reasons. First, we must not put students at risk of contracting the virus and passing it to parents or grandparents. Second, we must not put staff at risk of contracting the virus from students.

VERMONT
AGENCY OF EDUCATION

All special educators, SLPs, OT, PT, 504 Coordinators, ELL teachers, school psychologists and our behavior support team have been asked to make continued contact with families to offer support in several ways:

Distance Learning Services Plan

Special Education staff have collaborated with classroom teachers and parents to ensure that each student eligible for special education services has a "Distance Learning Services Plan" that focuses on *Reasonable, Appropriate, Essential Skills in light of our circumstances to identify how educational progress will be maintained*. This may look different for each student. This is a tool that will be used in consultation with general education teachers and parents/guardians. Special educators have developed a plan for each student on their caseload in order to access FAPE for children who are eligible for special education. This has also involved consultation with service providers such as OT/PT/SLP/counselors. This plan will address IEP goals.

[DLP resources](#)

IEP Services

When regular education services begin, special education staff will be providing services according to the Distance Learning Plans that were created with multiple options, individualized and in collaboration with families. Some options include: offering consultation and parent training to families, asynchronized opportunities in which videos with learning materials are sent home to be completed at families discretion, and another option is direct instruction with video conferencing with staff. This will all be determined in the DLP (Distance Learning Plan). For those students who do not have internet available, learning materials will be sent home and staff will follow up with phone calls to provide services.

Teachers will be using a [teaching log](#) to structure and document direct services.

Related Services

All related services will be provided through the development of the DLP. Related service providers and case managers are collaborating to determine the level of support for each individual student who has been identified through their IEP as in need of this service

VERMONT
AGENCY OF EDUCATION

FNESU Support Services

Nurses, **guidance counselors**, and members of the **FNESU Behavior Team** will be providing family support to students. If you have a concern about your child, please call or email your school directly. If the situation is urgent, please call 911 or the NCSS Crisis Line at (802)-524-6554.

Mount Abraham Unified SD:

Remote Learning Plans

Remote Learning Plans were developed for every student on an IEP through an IEP amendment process and or Distant Learning Plans from contracted alternative programs. The process included communicating with parents and general educators to amend their program in ways that were reasonable, appropriate to the unique needs of the student, and focused on essential skills necessary to enable the student to make progress on their IEP and benefit from general education. IEP amendments will be initiated on April 13th or no later than April 23rd. The amendments included changes to services (including duration, frequency, and location). Accommodations were considered in light of the remote learning opportunities available to each child. Placement was also changed to reflect the necessary services and supports for each child to focus on new learning (i.e., make progress towards agreed upon goals and objectives) and access general education instruction offered remotely. The Student Support Services staff worked with programs who serve children out-of-district or are contracted to provide services in-district. Those programs are creating Distant Learning Plans to reflect necessary changes in services, accommodations or supports, and placement during remote learning.

In instances where students receive programming from alternative programs and the district, the student's Distant Learning Plan is attached to the amended IEP.

IEP Services

When regular education services begin for continuity of learning, April 13, 2020, and beyond, special education staff will provide services according to the Remote Learning Plans (i.e., Amended IEPs and or Distant Learning Plans). These plans "ensure that students with disabilities also have equal access to the same educational opportunities, including the provision of Free Appropriate Public Education (FAPE)" as their peers who are not on IEPs.

Related Services

Like IEP services, good faith effort is being made to provide related services to students. Related service providers are working with case managers,

as well as parents. The Student Support Team is meeting with all related service providers and families to offer related services remotely as necessary to offer FAPE.

IEP Meetings
Special education staff are expected to continue to hold annual reviews by the annual due date unless the Office of Special Education Programs (OSEP) shifts guidance. IEP meetings will be held by video or phone conference. All procedures remain in place for noticing, holding and facilitating IEP team meetings. Evaluations At this time, neither OSEP nor the Vermont Agency of Education (AOE) has provided additional guidance on this. As of today, the following applies:

- Re-evaluations – If testing is completed, the eligibility meeting will be held virtually. If testing is not yet completed, or has not yet started, we will consider completing a form 8 with a clear direction to complete a new evaluation upon return in order to continue eligibility. A file review may be completed if it is appropriate and allows for an eligibility determination.
- Initial evaluations – The Student Services team will consider referrals during this unprecedented time. If the team determines that a special education evaluation is necessary, the team should create a plan that will be attempted to be completed in 60 days. If the evaluation cannot be completed in 60 days because distance evaluation is not possible, then a delay form will be completed.

Parental Rights
Parental rights are all still in effect. Special educators and SLPs will provide a link to the electronic version of parental rights and must provide a review of parental rights at the beginning of each meeting and are encouraged to follow up with families after meetings to see if they have any questions.

Compensatory Services
MAUSD will put students in the forefront and will do its best to provide services on IEPs that are appropriate to remote learning. When MAUSD resumes school, each IEP team must evaluate the need for extended or compensatory services on an individual basis.

VERMONT
AGENCY OF EDUCATION

Southwest Vermont SU:

SVSU Delivering Remote Learning Template/April 20-June 2020/Special Education
Special Education Case Managers are tasked with three things:

- Create a Distance Learning Plan for your case-managed students in DocuSped
- Determine how you will connect with the general education team to ensure access to learning materials.
- Create weekly learning plans for the students to whom you provide direct instruction.

Creating an individualized Distance Learning Plan for your Caseload students (see Examples 1 and 2 below):

We will be utilizing the district learning plans in DocuSped to show what services will be delivered to our students moving forward. Each student on your caseload will need a DLP (Distance Learning Plan) completed in DocuSped. This will require collaboration among all service providers and the parents to agree what and how the services will be delivered. We will not need to amend IEPs with this process. This will be our process by which we outline services for our students during this time. If parents do not agree, we will need to go through the formal amendment process by which we provide prior notice (5B/5C forms) and the updated IEPs with service revisions. Please reach out to me immediately if a parent has questions Director of Special Education Wendy Foran, Director of Early Childhood Education Kate Abbott, and Associate Directors for concerns about how we will be documenting services during this time.

(At the end of this guidance document, you will see an example of a completed Distance Learning Plan.)

To complete the DLP (Distance Learning Plan) in DocuSped sign on to DocuSPED. Click GO on the student. On the left-hand side of the page, click Notes. Click Add Distance Learning Plan at the top of the page. The distance learning plan will be created with the basic information. You will need to check the demographic information and complete the information at the bottom of the page as it relates to the services that are currently in the student's IEP. For example, for Wendy, who has 3 x 30 specialized instruction with (me, the reading teacher), 3 x 30 specialized instruction with (Frank, the math special educator) and 2 x 30 specialized instruction with the SLP, you would state in the schedule of direct instruction reading 2 x weekly Google Classroom, math 2 x weekly Google Classroom and speech and language 2 x weekly Google Classroom. We will not be able to deliver exactly the same services that are on the IEP, but we must do our best to meet these needs to the greatest extent possible. Data keeping and tracking progress will be vital. We will be considering compensatory services as we return to school. For those discussions it will be vital to have data that shows baselines and how students progressed or failed to progress during this time. Related Service Providers:

You will need to collaborate with the case managers to complete the DLP. Your plan for delivery of services will be required information on this form. As we move forward with new learning, you will need to be creative to determine ways that you can best provide services to your students that you see. For example, for adaptive PE, you could consider introducing a new stretch for those students you see during PE time. This would include a post in google classroom that outlines the steps that are needed to complete the stretch and a video link to someone (even you as the instructor) performing the stretch that could be viewed. You will need to inform the case manager that you would like for student Wendy to perform 10 minutes of adaptive PE each day. This is what would go into the DLP. You will need to submit a plan for instruction (see guidelines below) to your special education building administrator for approval for alignment with the Continuity of Learning Plan. This can be done in a weekly lesson plan format similar to the template below. Please review the Telehealth Protocol prior to beginning Telehealth services if remote therapy is included in the DLP. Connecting with the general education team Develop a plan to connect with the general education teachers weekly or identify the team member who will be connecting to ensure accessibility of learning materials (para educator, related service provider) and to offer support for differentiation of the general curriculum. Please consider the needs of learners who may struggle with accessing technology and support the creation of Low Tech/No Tech learning options. Plans are for new learning that will be assessed for proficiency. Collaborate with your grade level team to prepare new learning. General planning should be at two week increments to allow for mailing.

Guidelines to consider as you develop a weekly learning plan.

"One thing that can help educators and students feel more grounded and secure is this: connection. By creating opportunities to connect, not only will students feel more seen, but they will build all sorts of coping skills to use later in life" (Copyright © 2020 Innovative Education in VT).

- Connect with each student on your caseload weekly and evaluate and track the best modes by which to communicate with students.
- At minimum, make one individual phone call to the home for each student on your caseload. (Some students may require more.)
- Class meetings through Zoom or Google Classrooms for those students with whom you have direct specialized instruction SVSU STAFF
- Guidelines and Information Around Online Meetings with Students SVSU
- Guidelines and Information for FAMILIES Around Online Meetings with Students
- Take attendance during class meetings/morning circle
- Please invite your principal, the Director, and other key staff to be in your Google Classroom.

Teachers have been asked not to make plans that require more than 1-2 hours of synchronous time per day for each student (ES-MS-HS), 30 minutes (PreK). You need to be aware of that time to adjust any assignments that you may be giving also. Craft developmentally appropriate learning schedules or weekly/daily outlines that are flexible enough to meet individual student needs while providing some predictability. If you are creating all materials for virtual learning, you must also be available to create materials with Low-Tech or No-Tech options.

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AGENCY OF EDUCATION

Plans are for new learning that will be assessed for proficiency. All activities should be linked to the student's goals and objectives through the SVSU curriculum and prioritized standards/VELS. Review the SVSU Digital Primary Resource Guide to support new learning, practice activities, and to provide extensions. Assessments can include a written response, a verbal response, an exit ticket, a digital picture, and observation during a class meeting.

"Remember that not all students have access to online learning platforms. When designing learning activities consider multiple access points including the almighty paper and pencil and email and the postal service" (Copyright © 2020 Innovative Education in VT)

Establish office hours via Google Classroom or phone that are open and available to all. The Special Education Administrator for your building must approve the content of the weekly plan to ensure alignment with the SVSU Continuity of Education Plan. Establish a master schedule to show your plans for the week with students.

Special Education Distance Learning Plan

EXAMPLE 1

Student Name: Wendy Foran

Student State ID: 12345656

Student Grade: 7th

Student School: Mount Anthony Union Middle School

Date of Birth: 01/01/2007

Parent/Guardian Name: JayLo Foran

Parent/Guardian Phone: 802-555-1212

Disability Category: Specific Learning Disability

IEP Annual Review: 01/01/2021

Next 3-year Evaluation: 01/01/2022

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AGENCY OF EDUCATION

Date of Meeting this plan was developed: April 1, 2020

Description of student disability SLD:

- Reading Comprehension
- Math Calculation
- Math Reasoning

Ability to access distance learning including preferred types of activities and mode of access:

- Wendy has a school issued Chromebook and is able to access all of her classes through Google Docs/Classroom.
- Wendy is in contact with her general education teachers regarding assignments.
- Wendy is proficient in accessing her Chromebook.

Schedule of teacher direct instruction:

- Wendy will receive general education teacher directed instruction per the schedule and mode of each of her teachers.
- Wendy's case manager will touch base 1 x week communication with parent and student.
- A special education paraprofessional may be available during the general education classroom to support any questions Wendy may have for specific questions from the classwork at any given day.

Schedule of teacher-parent consultation:

- Wendy's parent will continue to receive check ins from her case manager via email and phone calls (as needed).
- Wendy's mother has contact info for her case manager and has already utilized the phone contact number.
- Wendy's general education teachers will be given case manager contact info to communicate any information or needs that Wendy might have.

Description of how progress toward goals will be tracked:

- General Education teacher input; course work; grades; rubrics

List of activities that will be provided:

- Wendy will receive general education course assignments

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AGENCY OF EDUCATION

Special Education Distance Learning Plan

EXAMPLE 2

Student Name: Wendy Foran

Student State ID: 12345656

Student Grade: 3rd

Student School: Molly Stark Elementary School

Date of Birth: 01/01/2011

Parent/Guardian Name: JayLo Foran

Parent/Guardian Phone: 802-555-1212

Disability Category: Specific Learning Disability

IEP Annual Review: 01/01/2021

Next 3-year Evaluation: 01/01/2022

Date of Meeting this plan was developed: April 1, 2020

Description of student disability SLD: Reading comprehension, Math Calculation, Math Reasoning, Other Health Impairment,

Ability to access distance learning including preferred types of activities and mode of access:

- Wendy has a school issued Chromebook and has shown some skills in working with her Chromebook.
- Wendy has not yet learned how to access her school email.
- Wendy has shown that she likes to receive phone calls and has stated that she would like to learn how to interface on the computer.

Schedule of teacher direct instruction:

- Wendy will receive general education teacher directed instruction per the schedule and mode of each of her teachers with accommodations as necessary to access the curriculum.

- Wendy's reading teacher will be working with her on a weekly basis through google classroom and paper assignments on specific reading instruction.
- Wendy's math special educator will be working with Wendy on a weekly basis through google classroom and paper assignments.
- The SLP will be working with Wendy on a weekly basis on specific speech and language instruction.
- Wendy's case manager will touch base 1 x week communication with parent and the student

Schedule of teacher-parent consultation:

- Wendy's parent will continue to receive check ins from her case manager via email and phone calls (as needed).
- Wendy's mother has contact info for her case manager and has already utilized the phone contact number.
- Wendy's general education teachers will be given case manager contact info to communicate any information or needs that Wendy might have.

Description of how progress toward goals will be tracked:

- General Education teacher input; course work; grades; rubrics

List of activities that will be provided:

- Wendy will receive general education course assignments

SVSU Pre K-12 Special Education Remote Learning Template

Exemplar for High School Monday Tuesday Wednesday Thursday Friday

Case Management Schedule Connect with families and students 1X week by phone/email

Documentation in DocuSped of weekly contact

Continued support for struggling families and students as needed (may need more than 1X a week) by phone and/or email, documented in DocuSped

Connect with classroom teachers via email initially and then as an On Needed Basis

Classroom Instruction Schedule

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AGENCY OF EDUCATION

Connect with kids:

Office Hours:

- 8 AM -1 PM daily

GC assignments:

- Due by noon each day for teacher input

Activities for the week.

- Assignments are due by noon each day unless otherwise specified.

Journal entry for week one:

- Make a list of activities you can do this week by yourself and/or a family member;
- Write about one of the activities you have tried today.
- Two to three sentences-More if you want to give me more details.

Back to Essential Element 9 Summary

Windsor SE SU:

- We will look at each student's options for communication and virtual contact and work with our IT department to optimize their situation, with parental permission.
- In terms of curriculum, accommodations in IEPs and other support plans will be followed to the degree possible, with coaching for parents who may be supporting their student's learning. We will utilize and support the use of text to speech and speech to text, for example, which would include regular and ad hoc interaction with staff to assist with implementation.
- Support students with disabilities to access the general education curriculum
- Continue provision of services as outlined in the IEP and Distance Learning Plan for continued learning (at no cost to parents/guardians), to include: a. Service levels b. Changes in service levels and modes due to remote learning environment c. Accommodations and modifications (assistive tech, audiobooks, extra time, etc.) d. Other as needed

VERMONT
AGENCY OF EDUCATION

- Abide by Requirements for Procedural Compliance (see following headings below)
- Continued placement in the Least Restrictive Environment (LRE) 7. Data collection to determine potential need for compensatory services

Procedural Compliance

Annual IEP and Initial IEP Meetings Case Managers are expected to maintain procedural compliance for Annual Review dates and Initial IEP Meetings following evaluation unless otherwise directed. Meetings will be held using any means possible, including option s such as:

- Video Conferencing (Zoom, Google Hangouts, other)
- Phone
- Email (gathering input from all team members to develop a draft which will then be sent to members for review prior to initiation of services)

Special Education Evaluation Referrals

Special educators and LEAs will consider referrals for special education evaluations during this time. Should a parent/guardian request a referral, the team will meet (video conference, phone, email) to consider the request within 15 days. Should a school staff member request a referral, the special education referral process will be followed. For either situation, the team will meet using the methods outlined above to consider concerns, review data (prior to and during remote learning), and determine whether or not an evaluation is recommended. Should a team determine an evaluation necessary, an evaluation plan with comprehensive questions will be developed. Any assessments that can be conducted through teletherapy, checklists, review of information within the 60-day timeline will be done. A Notice of Delay of Evaluation will be completed for instances when the team is unable to conduct the evaluation. The Notice of Delay will indicate that the student was unavailable to evaluate due to COVID-19 and school dismissal/closure. *It is expected that if the team believes a student is in need of support or specialized instruction during this time, all attempts will be made to provide the student with necessary supports or instruction through any means possible.*

Special Education Re-Evaluations

Each case manager has reached out to families regarding any re-evaluations due this spring. They have discussed proposals for file review, Form 8, or new testing with parents. The teams have determined form 8's or a file review with the IEP team as the most appropriate decision in light of present circumstances as well as the student needs prior to COVID-19. For future re-evaluations over the summer if testing must be conducted in person (i.e. testing that cannot be done remotely), a Notice of Delay of Evaluation will be completed, indicating that the student was unavailable to evaluate due to COVID-19 and school dismissal/closure. This process will be revisited monthly as this is a rapidly changing situation.

VERMONT
AGENCY OF EDUCATION

Parental Rights

Parental rights will be offered electronically (or mailed) for each IEP and evaluation meeting in addition to upon request. Case Managers will be available to families following their receipt and review of meeting minutes, rights, and documents to ensure they feel their input was included and to answer questions they may have. The IEP team will ensure parent/guardian input is included throughout all processes.

Other Support Services

Behavioral Interventionists through Health Care and Rehabilitation Services (HCRS) will continue to connect weekly with the students they are assigned to as per guidance of Success Beyond Six. Counseling, movement therapy, social-emotional supports will continue to be provided through video conference, phone, email, consultation, etc. when possible. Other supports may be considered and are being coordinated in conjunction with Principals, Central Office staff, the McKinney-Vento Coordinator, and School Counselors/Social Workers. Should any service be missed or unable to be provided, the team will make arrangements or will collect data on missed sessions and student regression and will meet at a later date to determine the potential need for compensatory services.

Distance Learning Plans (DLP)

Special Education will abide by the directives from the Agency of Education (AOE) and Office of Special Education Programs (OSEP) as it pertains to Distance Learning Plans for students on IEPs. As of 3/27/20, the directive is that Distance Learning Plans must be completed for students on IEPs. All students on IEPs pre-k through grade 12 have DLPs and 5bs completed with parental input and consent. In the case where parents have been unable to or unwilling to communicate, special educators have put the plans in place and a LEA decision has been sent to the parents. Input regarding student information, description of disability, ability to access learning (accommodations and modifications), schedule of teacher for direct instruction, schedule of teacher-parent consultation, description of how progress toward goals will be tracked, and list of activities that will be provided will be included in the plan. Additionally, the Case Managers will work with out-of-district placements to ensure students are provided with a DLP. All services will be delivered in accordance to DLPs and IEP Amendments using the following service delivery options specifically designed around each student's unique needs in light of their circumstances and ability to access materials/instruction:

- Teletherapy
- Phone
- Email
- Video and other online links to instructional materials
- Work packets
- Consultation to parents/guardians

- Training for student/parents/guardians with technology usage

IEP Amendments

Case Managers will abide by directives from the AOE and OSEP regarding guidance for IEP Amendments to include possible change in placement, adjustment of goals/objectives, level of services needed, accommodations, modifications, and other areas within the IEP. As of 3/27/20, the directive is that Amendments are not required but Distance Learning Plans are.

Data Collection

Data will be collected to track student progress on IEP goals and objectives. Special Education staff are expected to continuously support students in collaborative problem-solving around any issues that arise affecting access.

Record Keeping

Case Managers will work collaboratively with Special Education staff to ensure accurate record keeping for the following areas:

- Service refusal (by parent/guardian or student);
- Request to change or temporarily suspend level of service;
- Inability to provide service (FERPA concerns, student not available, small group vs. 1:1 instruction, staffing, technology needs, other);
- Inability to deliver services within the expected 7.5 hour working day;
- Need for student, family, and staff technological training and/or equipment;
- Collaborate with teams to identify necessary changes due to remote instruction (including but not limited to: services, accommodations, modifications, accessing the general education curriculum, and goals/objectives);
- Medicaid documentation;
- Tracking of services to determine the potential need for compensatory services.

Back to Essential Element 9 Summary

VERMONT
AGENCY OF EDUCATION

10. Description of how you will address adherence to FERPA.

Burlington SD:

PK:

BSD Principals will be accountable for

- Teachers will use aspects of Google Suites as their primary means of electronic resource development and communication related to student learning and instruction. Low tech information will be mailed or made available at food pick up sites.

K-5:

- All staff participated in mandatory trainings at the commencement of the school year. This standard continues and principals will include a reminder statement in staff updates.

6-8:

- Teams will continue to use all instructional platforms that are already currently in place and vet any new additional online resources to protect student privacy.

9-12:

- Administrators, faculty, and staff will continue to communicate through school email, text, and all other means of typed communication about specific students by using abbreviations and/or student ID numbers assigned through PowerSchool so as not to identify students by name.
- Administrators, faculty, and staff participating in online meetings or forums will work to the best of their ability to ensure that they have found as private a space as possible when naming students specifically out loud.
- Access to confidential student information will only be shared with school staff that are in direct contact with the individual student and their access to education.

District:

- IDEA and ADA documents will be provided to parents as is consistent with FERPA guidelines. TIS team sent out guidelines including info about FERPA, COPPA.

VERMONT
AGENCY OF EDUCATION

Grand Isle SU:

Acceptable Use

Teachers and staff using GISU technology devices, network, and web resources must comply with the district Responsible Computer, Internet, and Network Use policy. Find the full policy here. All communication in your GISU account is trackable whether you are at   school or at home.

Copyright Issues and Fair Use

Distribution of copyrighted materials should be carefully thought-out. Teachers need to be mindful of infringing on copyright when posting material online. See this example statement from J.K. Rowling about reading aloud online. Another site for acceptable guidelines on Online Story times & Read-Alouds is here. Reading of books can be recorded and distributed within Google Classroom only. This will best mimic our controlled and limited classroom environment. All recordings should have a copyright statement at the beginning which details the notice of rights of the copyright holder and reminds students and/or parents/guardians that this material is for GISU student use only and will be removed at the end of the school year: Standard disclaimer: This material (book, video, etc.) is protected under copyright and as such, the copyright owner retains all rights. This material is posted for temporary GISU student use only: it should not be copied or shared outside by any person for any reason. This material will be removed at the end of the school year.

FERPA/ADA Compliance

Please see this document for parameters around FERPA and ADA Compliance, as well as more information about Copyright considerations.

Content from YouTube

Teachers will **not** distribute links directly from YouTube to students. Teachers must use safeyoutube.net in order to distribute any link or content from YouTube. YouTube has a variety of features - advertisements, auto-play, suggested videos - that can be problematic. Using safeyoutube.net will allow you to share links without any of the problematic issues. It also allows you to clip   or crop YouTube videos. To share a link from YouTube, visit the video you would like to share on YouTube. Copy the link in the address bar   onto your clipboard. Visit safeyoutube.net and paste the YouTube link into the box on the page. Click "Generate Link" to create the "safeyoutube link" even for teacher created content.

VERMONT
AGENCY OF EDUCATION

Hartford SD:

The Hartford School District utilizes Google Apps for Education for online communication, collaboration, and document sharing. [Google Apps for Education complies with FERPA guidelines.](#) In accordance with the Hartford School District Education Records Policy all staff email communications are achieved using Google Docs.

- Sensitive student records such as Special Education documents, 504 documents, and medical records will be shared with HSD employees, guardians, and other parties who have a legal need to know, in one of the following ways--Infinite Campus, SpedDoc, the Postal Service or fax. Documents may be shared with families via email or Google Doc with written consent from the legal guardian. If documents are shared with a guardian via Google Docs, the item must be shared directly to the recipient's Google Account with the option checked off that disables options to download, print or copy the document.
- Student grades and attendance are collected in Infinite Campus.
- All staff will receive written directions on FERPA Compliant Digital Communication that is aligned with the previous bullet.
- All staff completed the SafeSchools FERPA Training at the start of the 2019/2020 school year. This course addresses training needs relating to student education records. This course covers important legal terms related to the Family Educational Rights and Privacy Act (FERPA), the general responsibilities of staff members under FERPA, FERPA's rules regarding confidentiality and disclosure, and the rights of students to access and inspect their own education records kept by the school.
- To ensure confidentiality, support staff communication will follow [these guidelines](#).
- At the beginning of each school year, guardians have the opportunity to opt out of having their student audiotaped, videotaped, or photographed for instructional purposes and public display by completing [this form](#).
- Before participating in small-group instruction via video conference, the guardian of participating students will complete [this form](#).

Chrome web-store applications are limited to HSD approved applications.

[Back to Essential Element 10 Summary](#)

St. Johnsbury SD:

- Staff are trained annually in regard to FERPA. We ensure proper storage of student information. Students will be submitting their work via Google Classroom and Google document when appropriate. Email is an essential way to communicate with parents, as much as possible, we will try to use more protected forms of communication.

VERMONT
AGENCY OF EDUCATION

- As part of our learning plan we will use two main digital platforms both of which are FERPA compliant: Zoom and Google Classroom.
- For students on IEPs, parents will be given the option to "opt out" of online learning due to the potential confidentiality issues. Each parent has been provided an outline of the purpose of the learning as well as a document to sign if they are not ok with what the school is presenting for a virtual learning platform for group services.
- When students are using synchronous video for class with multiple students, the instructor may record the session for other students to view and may post links to that recording for their use. A recorded video is part of the student record. Teachers and students will use synchronous video following the district guidelines. If a recording is made, it will be archived. We encourage all synchronous videos to have a minimum of two adults present.
- If instructors see something that is in violation of our student conduct and discipline policy via a video they must report it following district policy and/or report it to the Agency of Human Services/DCF. If this video is recorded, it must be kept.
- Teachers will be reminded about the use of e-mail and student names.

Back to Essential Element 10 Summary

11. Description of how you will address equitable student access to instructional materials and instructional experiences.

Barre Unified Union SD:

In addition to addressing by school, also included specific information about:

CVCC:

- Special Education Coordinator maintains connection with teachers and sending school case managers to assure implementation of IEPs to include adapting of IEPs to the remote learning environment.
- Special Education Coordinator has teacher level access to teachers google classrooms, keeping case managers connected with content and activities to assure equitable access.
- School Counseling Coordinator supports 504 learners through regular communication with teachers, and provides support of students, keeping teachers informed of other potential barriers to access.

English Language Learners (BUUSD):

- ELL teachers have contacted ELL students and families and set up times to meet with them multiple times per week, helping them get onto zoom when necessary so they can access their classes online. ELL

VERMONT
AGENCY OF EDUCATION

- teachers are on their students' classroom's google classroom assignments, and check with them about these assignments and support them where they need the help. Teachers are also dropping off for the younger students their folders with lesson plans and connecting with them to check in and review anything that needs extra work.

Homeless (BUUSD):

- Homeless Liaison Assistant has reached out to families and will continue to reach out on a regular basis, offering supports and sharing information.

Title I (BUUSD):

- Our Title I schools are Schoolwide (SWP), so supports are provided though all other practices above, with many of the title-funded staff providing support.

Back to Essential Element 11 Summary

Franklin West SU:

FWSU is committed to improving the learning of every student by ensuring that educational equity is at the center of all decision-making. FWSU will provide access to education for all learners. Families will have the option of receiving educational packets via daily lunch delivery, mail, electronic lessons, virtual or telephone check ins from teachers, etc. To the best of our ability, we have determined which households do not have access to the internet and are reaching out with possible solutions. All schools will determine what materials will be needed for students to complete essential learning activities. Schools will plan delivery methods of these materials with the lunch delivery or mail and develop a plan for how students will return the work for formative feedback. Special educators will complete a review of those general education activities and worksheets, determine what accommodations and modifications are necessary for students with disabilities. Special educators will offer those accommodations and modifications to families related to what has been offered by the district to all children. To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP developed under IDEA so that all students with disabilities have the necessary accommodations and modifications to access the information.

RESOURCES USED: Equity Lens Protocol

Back to Essential Element 11 Summary

VERMONT
AGENCY OF EDUCATION

Lamoille South Unified Union SD:

A variety of tools and resources are used to ensure that all students have the educational materials and assignments necessary to ensure the maintenance of education for all students. To the greatest extent possible, schools of LSUU are relying on platforms, tools, and resources that were already in practice, used in classrooms, and familiar to teachers and students. This includes, but is not limited to, See-Saw (elementary LMS), Schoology (ML/HS LMS), Google Suite, and a variety of content software and apps. District administrators have created and shared a variety of tools, resources, tutorials, and best practices with teachers and principals to further support the transition to remote learning. All students in grades K5 were provided with a personal computing device prior to school closure. All students in grades 6-12 have had 1:1 device access on an on-going basis.

Physical materials were also distributed to students and families through curbside pick-up or delivery. The distributed materials largely consisted of technology devices and learning materials for younger students.

We are providing alternatives to remote learning for families as needed. We are also working to help families who don't have high speed internet access at low or no cost.

Back to Essential Element 11 Summary

Mount Mansfield Unified Union SD:

Analog Materials.
We will provide access to devices and all related educational materials needed for students to access their educational programming. We are planning to utilize THIS plan for materials distribution and replenishment. The curriculum we have adapted to the remote learning environment is contingent on some analog materials which we plan to distribute utilizing the identified best practice previously. Any additionally analog materials that need to be delivered to families will be done at a building level basis on need. The majority of the educational assessment will be assessed by technology.

Tech Distribution.
We have been able to get devices to all families in need for K-12. Additionally, we continue to provide devices based on need and repair. These requests are funneled from the building administrators to the tech team. We also have a hot line established for families to dial into. Each building

administrator is responsible for ensuring each one of their families has access to the technology needed to access their education. This includes the distribution of wireless mobile hot spots that we have purchased as a district and supplied to families in need of internet access.

Equity of Instruction.
We have developed common learning targets and structures from K-12 previously indicated in this plan. This ensures that we are providing a consistent experience for each student while also allowing teachers to be creative and flexible in their instructional approach using the identified tools.

[Back to Essential Element 11 Summary](#)

Orleans Central SU:

- All schools maintain open communication with families to determine at-home device access needs and prepare laptops and tablets to be deployed to students in all grade-levels when needed and appropriate.
- All schools provide open wireless Internet to all students from parking lots and other areas if needed. OCSU also uses a variety of methods to advertise other public hotspots, as well as providing information for parents on possible home Internet access.
- OCSU publishes an online website to curate remote learning resources for all educators.
- Google Tools, including online classrooms, video calls, and collaborative documents, is available as needed for all users.
- Director of Instructional Services coordinates with administration and instructional staff to determine, communicate, and address specific needs for identified students. A special services team has been created to provide additional resources and oversite.
- Individual schools maintain plans, adhering to social distancing protocols, for sharing and collecting non-digital work and resources with/from families. These plans use articulated "open school" hours and designated locations for obtaining/leaving items.
- OCSU has created a Teaching and Learning team that provides guidance documents and resources for teachers to help ensure equitable access to materials and experiences for students. Specifics on that are outlined under item #2 of the OCSU Continuity of Learning Plan.
- PLC and other collaborative time are provided to educational staff in order to build and refine equitable instructional experiences. Educators also have ongoing communication with all.

[Back to Essential Element 11 Summary](#)

VERMONT
AGENCY OF EDUCATION