

## Guidance for Adult Education and Literacy: Volume 2

### Guidance Rescinded

This guidance was issued/updated March 27, 2020 and is rescinded as of June 16, 2021. It is no longer in effect. Please see [COVID-19 Guidance for Vermont Schools](#) for current guidance related to the COVID-19 pandemic emergency.

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### AEL Grant Funds

For continuity of education, Adult Education and Literacy (AEL) staff whose salaries and benefits are reimbursed by Federal and State AEL funds per the AEL provider's approved FY20 budgets (as they appear in the grant agreements) may maintain their employment status, completing reasonable and necessary work, through the March 18-April 6, 2020, closure period (and any subsequent closure period through June 30, 2020).

### Remote Learning

In accordance with Governor Scott's updated [March 26 Directive](#) Sus/SDs are in a transition phase as Vermont prepares for a continued remote education structure starting April 13, 2020. This communication provides initial guidelines for maintenance of education while ensuring equity and considering the needs of all learners. In [Supplemental Guidance to Superintendents](#), schools were asked to submit Continuity of Education plans to the AOE by April 8. AEL providers shall align with Vermont School Districts by developing Continuity of Education plans for AEL students. Additional guidance, tools and resources regarding maintenance of learning, and to assist in the development of Continuity of Education Plans, will be forthcoming.

**Maintenance of education** during the March 18 – April 6 transition period means that regular educational services do not continue, and students are not expected to make academic progress. Instead, systems should focus on the following four areas:

### Establishing Communication and Developing New Routines

- Connect with *every student every day*; evaluate and track the best modes by which to communicate with students.
- Develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.
- Consider how students will get help (academic, social/emotional, or technology/material needs) in real-time and develop a school-wide process.

### Contact Information:

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- Investigate and establish mechanisms to provide support to, and get feedback from, students, families, and the community.

### **Designing Daily Expectations**

- Craft developmentally appropriate learning schedules or weekly/daily outlines that are flexible enough to meet individual student needs while providing some predictability for students, families and educators. (For instance, in virtual delivery models, do not make plans that require more than 1-2 hours of synchronous time per day for each student.)
- Establish consistent expectations of, and supports for, teachers in terms of providing learning opportunities for their students.
- Create expectations for teachers to establish office hours, check-ins and provide feedback to students. For virtual delivery systems, technical support should also be available synchronously during the times you expect students to login to any live sessions to help them with technical issues should they arise.

### **Assessing for Accessibility**

- Remind faculty and staff of relevant legal expectations around the provision of educational and support services, adherence to FERPA, and supporting students in flexible pathways.
- Support teachers in providing for and engaging with students in both analog and digital formats.
- Consider the role of support staff in meeting needs of students to access modifications and supports.

### **Preparing for Continuity of Learning**

- Use an equity lens when making decisions about the use of analog and digital tools and supports.
- Create opportunities for teachers and staff to work collaboratively or in teams to best support student.
- Provide and prioritize professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.
- Develop alternative plans if a teacher is unable to perform assigned duties

### **GED Testing**

Please ensure communications on testing center closures are maintained with both Pearson VUE and the GED Testing Service to provide test-takers with access to up-to-date testing schedules.

### **Database Tracking of Services**

Services must continue to be updated at least every two weeks in the database. Instructions on how to track and invoice for distance learning instruction and services will be provided by the Agency of Education.