Transitioning to Remote Learning

Guidance Rescinded

This guidance was issued/updated March 25, 2020 and is rescinded as of June 16, 2021. It is no longer in effect.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.

In accordance with Governor Scott's March 15 Directive, schools and SUs/SDs are in transition phase as Vermont prepares for a continued remote education structure after April 6, 2020. This communication provides initial guidelines for maintenance of education while ensuring equity and considering the needs of all learners. Additional guidance, tools and resources regarding maintenance of learning, as well as assistance in the development of Continuity of Learning Plans, is forthcoming. Future technical guidance and resources will be housed on a newly developed Continuity of Learning webpage that will be launched on March 26.

Maintenance of education during the March 18 – April 6, 2020, 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.
- Investigate and establish mechanisms to provide support to, and get feedback from, students, families, and the community.

Related Resources:

Relationships First – Tips for establishing connections from Tarrant Institute

FiveStar Guide for Communicating with Parents and Students - a one-page guide to developing a consistent plan for communicating with guardians and students.

Recommended Daily Contact Procedures for Emergency Continuity Plans - Vermont Virtual Learning Collaborative recommends implementing a process for allowing every teacher to connect with every student every day during extended school closures.

Contact Information:

If you have questions about this document or would like additional information please contact:

Jess DeCarolis, Student Pathways Division Director, at jess.decarolis@vermont.gov

[Parent Guide for Online Learning](#) - Michigan Virtual guide for parents, guardians, counselors, and others who want to help students understand online learning.

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.

Related Resources:

[Recommended Daily Contact Procedures for Emergency Continuity Plans](#) - from Vermont Virtual Learning Collaborative. VTVLC recommendations around attendance, morning meetings, etc.

[Free Online Tools for Teachers](#) - from Vermont Virtual Learning Collaborative.

[Creating a new schedule for remote learning](#) - strategies for establishing new routines and schedules from Tarrant Institute

[Continuous Learning Taskforce Guidance](#) - from the Kansas State Board of Education (See Recommended Time Guidelines for Student Learning Based on Age on page 26.)

Assessing for Accessibility

- Remind faculty and staff of relevant legal expectations around the provision of FAPE, 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.

Related Resources:

[Free Appropriate Public Education for Students with Disabilities During School Closure Called for in Governor Scott's Order -](#) this guidance is issued pursuant to Governor Scott's directive to Vermont's public supervisory unions and school districts (SU/SDs) and independent schools.

[Questions and Answers Regarding Addressing the Needs of Students with Disabilities During School Closure Due to a Novel Coronavirus Outbreak](#) – the Vermont AOE developed this

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document as a step in supporting Supervisory Unions and Districts in addressing the needs of students with disabilities during school closures caused by COVID-19.

[Special Education During School Closure Due to a Novel Coronavirus Outbreak](#) - provides recommendations for the local-level provision of supports for students with disabilities during the COVID-19 outbreak, with the goal of ensuring continued quality implementation of special education.

[Planning for limited internet access](#) – remote learning with analog tools via Tarrant Institute.

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 (e.g., counselors, special education teacher, technology integrationist, English learner teacher, literacy coach, etc.) 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

Related Resources:

[Getting Up and Running School with Online](#) – an online workshop from Vermont Virtual Learning Collaborative that helps teachers transition to online learning.

[Teachers Guide to Online Learning](#) – Michigan Virtual

[The Transition from Face-to-Face to Online Learning: Maintaining an Engaging Experience](#)

[Teach from Home](#) - from Google, a temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crisis.

Additional Resources

Establishing Communication and Developing New Routines

[Parent Resources](#) - answers specific questions about Vermont Virtual Learning Collaborative courses and general questions about learning online.

[Online student-led conferences](#) - tips for pivoting to remote/online conferences from the Tarrant Institute for Innovative Education.

[National Association of School Psychologists](#) - provides the suggestions below regarding how parents/guardians can respond to children's fears regarding Covid-19.

[Student Release form for Audio and Video Instruction](#) - sample release form for communicating with students.

Assessing for Accessibility

Connectivity resources from the Department of Public Service:
[Wi-Fi Hotspot Map](#) | [Telecom / broadband](#)

[Providing Services to Children with Disabilities During the Coronavirus 2019 Outbreak](#) - US Department of Education.

[Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) - US Department of Education.

[eLearning Day Program Guidance for Students with Disabilities](#) - Indiana Department of Education.

[Accessibility for All Students](#) - webinar from office of eLearning at the Indiana Department of Education.

[Rhode Island Virtual Instruction Day](#) - virtual instruction day laws and guidance from the Rhode Island Department of Education.

Preparing for Continuity of Learning

[Vermont Equity Lens Tool](#) – a draft example of an equity lens tool developed by the AOE