

*This is the most recent version of the plan, updated on April 17, 2020. There will be updates and edits made as we learn, receive additional guidance and develop aspects of this plan together.*

# Grand Isle Supervisory Union Continuity of Education Plan

From the period starting April 13th until the school year concludes, the GISU will transition to a remote learning environment that provides all students with access to new learning and feedback on this learning.

This plan outlines the collective commitments all members of the GISU will follow in the design and delivery of remote learning. The guidance contained within this plan is a direct result of each of your tremendous efforts. You have courageously taken on this new reality for instruction which enabled the Continuity of Learning Team to create a plan that both celebrates our innovative efforts *and* sets us all up for long term success.

## Table of Contents

Team Member Acknowledgements.....	<a href="#">2</a>
Mission Driven Expectations.....	<a href="#">3</a>
Guide Posts for the Plan.....	<a href="#">4</a>
Implementation Timeline.....	<a href="#">5</a>
Common Definitions.....	<a href="#">8</a>
Overview of Guidance.....	<a href="#">9</a>
Connection.....	<a href="#">10</a>
Attendance.....	<a href="#">12</a>
Resources.....	<a href="#">13</a>
Learning	
New Learning.....	<a href="#">14</a>
Structuring Learning.....	<a href="#">15</a>
Student Contact and Learning.....	<a href="#">16</a>
Assessment.....	<a href="#">18</a>
Support	
Educator Support.....	<a href="#">19</a>
Student Support Services.....	<a href="#">21</a>
Technology Support.....	<a href="#">23</a>
Monitoring the Plan.....	<a href="#">27</a>
Appendix.....	<a href="#">28</a>

The Continuity of Education Team consisted of diverse representation from all schools, roles and perspectives. Thank you to the following developers of this plan.

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## Mission Driven Expectations

At Grand Isle Supervisory Union, our mission is to ensure that everyone within the GISU Learning Community is curious, creative, courageous, and capable of pursuing their aspirations in a diverse and ever-changing world. To that end, our Continuity of Education Plan includes the following basic expectations for ensuring high-quality, equitable learning for all of our students and a supportive, collaborative environment in which all of our staff can be successful.

Instruction and learning will be:

- Designed and selected purposefully so students can be curious, creative, courageous, and capable.
- Designed using best practices in remote learning and those that translate to a remote learning setting.
- Designed with multiple access points for students to acquire new learning and receive targeted feedback on that learning, regardless of their access to a device or internet connection.
- Designed collaboratively in job alike groups (much like the Thursday meeting groups) to share the workload, share resources and strategies, and develop common instructional targets (to be implemented beginning April 27th).
- Designed collaboratively within school teams to ensure that work is appropriately rigorous for students on IEPs, 504 Plans, and other student support plans.
- Designed with consideration of the caregivers and students working within this remote environment

## Guide Posts for this Plan

We find ourselves in an unprecedented and unpredictable moment in time. Even with guidance from the state and federal there are still some things that we will have to work through over time. There are a few constants that are within our control and outside of our control. We have taken these into consideration in the drafting of this plan and the guidance within.

1. We are responsible for ensuring students have equitable **access** to new learning and receive feedback on that new learning.
2. We must have a system that can respond so that students' learning is minimally impacted by teacher absence.
3. We can only control so many things.
4. If it is too hard for families, it will not get done. Families will need support.
5. We will have students who do not, cannot or will not do the work that we provide.
6. We will have students over the next few years that have gaps in their learning as a direct result of this dismissal, despite our best efforts.
7. There are some things we have tried that we will have to stop doing because of safety, security, equity and sustainability.
8. We are going to learn a lot together.

## Implementation Timeline

As we reimagine the way that we approach our work, we recognize the need for clarity in next steps and expectations. It has only been a short time since we were directed to transition to remote learning. Each of you have worked hard to translate these expectations into your own practice and context up until this point. As we transition into this next phase, we move forward collectively.

There will be at least three phases to the implementation of this plan. The following tables give a high level view of what will occur during this time period. In the sections to follow there will be more specifics around considerations for roles, access, age groups, and other aspects of remote learning.

Phase	
<a href="#">Maintenance of Learning</a> <i>March 18 - April 13th</i>	<p>Expectations for Instructional Staff:</p> <ul style="list-style-type: none"> <li>● Provide students with packets of work that maintain skills and concepts already taught this year</li> <li>● Attend required trainings for remote learning</li> <li>● Set up a contact schedule with students and caregivers</li> <li>● Collaborate with GISU peers to share resources and strategies</li> <li>● Collaborate with UA, Interventionists, Special Education, School Counselors and Support Staff to streamline communication and supports for maintenance of learning and the transition to Continuity of Learning</li> </ul>
<p>Part 1: <a href="#">Continuity of Learning</a>  <i>April 13th - April 17th</i></p>	<p>Expectations for Instructional Staff:</p> <ul style="list-style-type: none"> <li>● Collaborate with GISU peers weekly to cooperatively discuss and plan instruction for Part 2 (organized at GISU level)</li> <li>● Collaborate with UA, Interventionists, Special Education, School Counselors and Support Staff to streamline communication, support new learning for all students</li> <li>● Transition to the Google Suite, including Google Classroom as the main platform for communication for those who have access to devices and internet</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare for transition to cooperative instruction</li> </ul>
Part 2: Continuity of Learning <i>April 27th - end of school year</i>	<p>Expectations for Instructional Staff:</p> <ul style="list-style-type: none"> <li>• Collaborate with GISU peers weekly to implement common instructional plans and resources</li> <li>• Collaborate with UA, Interventionists, Special Education, School Counselors and Support Staff to streamline communication, support new learning for all students.</li> </ul>

Date	Phase	Action Items
Week of March 23	Maintenance of Learning	<p>Continuity of Learning Team Drafts Guidance/Plans for:</p> <ul style="list-style-type: none"> <li>• Remote Instruction Definitions and Practices</li> <li>• Technology Use and Safety</li> <li>• Streamlining Communication for Caregivers</li> <li>• Collaborative Structures</li> </ul>
Week of March 30	Maintenance of Learning	<p>Continuity of Learning Team Finalizes Plan including:</p> <ul style="list-style-type: none"> <li>• Curriculum Guidance for Instruction</li> <li>• Tracking and Reporting Student Progress</li> </ul> <p>Trainings:</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> </ul>
Week of April 6	Maintenance of Learning	<p>Weekly Collaborations Begin:</p> <ul style="list-style-type: none"> <li>• Grade Band and Discipline teams meet</li> </ul> <p>Streamlined Communication Plans Implemented</p> <ul style="list-style-type: none"> <li>• SU, school, grade, student</li> <li>• Teachers ensure students/families know how to navigate Class Dojo/Google Classroom</li> <li>• Collecting Feedback from students and caregivers</li> </ul> <p>Trainings:</p> <ul style="list-style-type: none"> <li>• Google Suite Tools</li> </ul>
Week of April 13	Continuity of Learning: Part 1	<p>Weekly Collaborations:</p> <ul style="list-style-type: none"> <li>• Grade Band and Discipline teams meet about cooperative instructional units</li> <li>• Transition students and families to instructional platforms and Continuity of Education expectations</li> </ul> <p>Trainings:</p> <ul style="list-style-type: none"> <li>• Safety and Security within a Remote Setting</li> </ul>

		<ul style="list-style-type: none"> <li>• Making Videos</li> </ul>
Week of April 20	BREAK	BREAK
Week of April 27th	Continuity of Learning: Part 2	Continuity of Education Learning Launch  Weekly Collaborations: <ul style="list-style-type: none"> <li>• Focus on cooperative instructional units</li> </ul>
Week of May 4th until end of school dismissal	Continuity of Learning: Part 2	Continuity of Education Learning Continues  Weekly Collaborations: <ul style="list-style-type: none"> <li>• Problem-solving, resource sharing, collaborative planning of instruction</li> </ul>

## Common Definitions

### ***Continuity of Learning and Instruction***

Continuity of learning is the continuation of education in the event of a prolonged school closure. It promotes the continuation of teaching and learning of *new skills and concepts* despite circumstances that interrupt normal school attendance.

#### Key Considerations:

Designing for Different Age Groups

Supporting System Training

Ensuring Accessibility for students on IEPs and for those without internet/device access

Preparing for Short and Long term school closures

State Policies on Online Learning

*REMS Technical Assistance Center - Supporting Continuity of Teaching and Learning During an Emergency*

### ***Remote Learning***

Remote learning occurs when the learner and teacher cannot physically be together in a traditional classroom setting. Learning can happen synchronously or asynchronously through a combination of virtual and physical delivery methods. At GISU, the expectation is that teachers use a combination of instructional delivery and feedback methods to ensure all students have access to high quality new learning and personalized feedback on new learning and existing goals.

### ***Synchronous Instruction***

Synchronous Communication methods allow you to communicate with your students in real time (i.e. phone, google hangout, gchat).

### ***Asynchronous Instruction***

Asynchronous communication methods allow you to communicate with students when it is convenient, or after a predetermined time (i.e. record a lesson that can be viewed at any time, write a comment on an assignment, provide a link to an online learning platform).

### ***New Learning***

All new learning will center on core concepts and skills that are essential to future learning. This may be deepening learning that has occurred already around a concise set of core concepts and skills or those that have yet to be introduced.

## Overview of the Guidance

The following sections are intended to give schools and individual educators guidance to help navigate our transition to remote learning. Our approach to all aspects of remote learning must be multifaceted in order to ensure that students and families stay connected and supported

There are three main categories of guidance that ensure we can uphold our mission in our new context:

- Connection
- Learning
- Support

Each section is designed around the framework of All/Most-Some-Few and delineates between the responsibilities of the SU, School and individuals. We also recognize that the biggest need for many of our students and families is *connection* so we want to emphasize the methods and platforms that we have available to maintain and encourage that as much as possible.

## Connection

School provides students with loving, trusting relationships and predictability. We know our students are missing us, just as much, if not more than, we are missing them. Our first job is to connect with our students and families and provide them with predictable, streamlined contact, information and resources, especially for families with multiple children or children on support plans. Below are the steps GISU is taking to ensure there is connection and effective communication to and from families.

	SU	School	Educator	Strategies ( <a href="#">Click here for more</a> )
Establish and maintain a common hub for communication and resources	X	X	X	Website, Google Classroom, Class Dojo (if already established)
Determine distribution methods for families without online access	X	X		Bus Routes Mail Phone/Online Office Hours
Make plan to overcome access issues for those without internet/device access	X	X		Connect with free or reduced price internet Set up hotspots Identify resources within SU or purchase as needed
Collaborate with others to streamline communication		X	X	Common contact log Ensure hub manager has updates
Make minimum contact with students			X	Phone call Google Hangout/Meet Class Dojo <a href="#">See this chart for time parameters</a>

Other methods for connection with students are encouraged and can contribute towards total student contact minutes. There are many avenues within the Google Suite to connect with students. It is important to think about equity when considering the use of these methods.

A simple way to check for equity is to think about these questions:

- Who does this help?
- Who does this hinder?
- How can we provide an equitable experience for those who are marginalized?

For a more thorough equity check process, visit this [equity lens tool](#) in the appendix.

<b>Synchronous</b>	<b>Asynchronous</b>
1-1 or Class Google Hangout/Meet	Recorded personalized/class video (Record a Meet/Hangout, use screencast, voicethread)
Schedule a time to co-edit a document/assignment	Provide comments on an assignment in Google Classroom
Live Google Doc discussion	Google doc discussion board
GChat student or parent	Email student or parent

## **Attendance**

We are required to track student attendance daily. Students are presumed to be present, unless no one in the school has been able to make contact with the student in a week. Only submit names to administrative assistants if no one on your team has been able to make contact with a student/family during the week and the student is not engaging in asynchronous learning activities.

Here are some recommendations for how to 'look for' daily attendance. Note: Some methods are more appropriate for different age ranges. If you have a student or family struggling to attend, do your best to reach them and work with your administrator to make a plan for these students.

	Synchronous	Asynchronous
Weekly Logs	During a weekly teacher check-in, have students/families share a record of the learning they have done during the week since your last check in. This will count as them being present for the week.	During a weekly teacher check-in, have students/families share a record of the learning they have done during the week since your last check in. This will count as them being present for the week.
Daily participation	If students attend a synchronous learning activity, they are considered present for the day.	If students complete a task, respond to a comment, make progress on an assignment, submit a video or picture, etc.

**Resources**

**Food:** We have been and will continue to prepare bagged meals (breakfast and lunch) out of our production kitchens at the Alburgh, Grand Isle, and Folsom Schools, where our professional staff have and will continue to prepare meals in a safe and sanitary environment .

Delivery Day	Meals provided
Monday	Breakfast and lunch for Monday and Tuesday
Wednesday	Breakfast and lunch for Wednesday - Friday

Any family can request to be added to the program at any time. If a family would like to be added to this program please have them contact the school district contact below.

Alburgh	Wendy Savage	796-3573 ext. 101
Grand Isle, Isle La Motte, or North Hero	Jo-Ann Tier	372-8866
South Hero	Arianna Middlemiss	372-6600 ext. 1115

**Social-Emotional Support:** If during a check-in a parent or student indicates they could use support, you can work with the school counselor to make an appointment. Most school counselors have open hours for anyone to call for themselves or to support a student.

## Learning

### ***New Learning***

All new learning will center on core concepts and skills that are essential to future learning. This may be deepening learning that has occurred already around a concise set of core concepts and skills or those that have yet to be introduced. *Any instruction, assignment or activity must have a direct link to the student learning the targeted skill/concept. New learning is not: the next Lucy Calkins Unit of Study, the next EngageNY Module, the next lesson/unit that you haven't taught yet. New learning is not program based, though you may use resources from programs to help provide work options that support students' demonstration of the identified [learning target](#).*

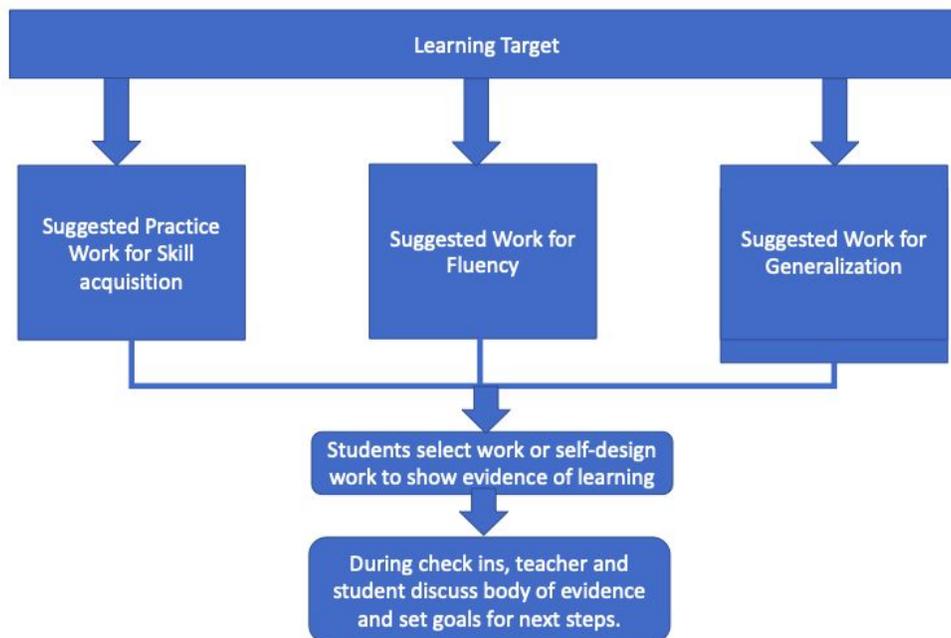
See [Appendix I](#) or [Continuity of Learning PK-8 Targets at a Glance](#) for the collaboratively selected essential learning targets for each grade band and discipline.

## Structuring Learning

The goal of instruction in a remote learning environment is not to replicate what happens daily in your classroom. It is just not possible to capture the richness of the educational opportunities in a virtual setting. That said, many instruction strategies do translate, so do not feel like you have to drastically change every approach you take to instruction. If you need some ideas, revisiting the [CAST: UDL Guidelines](#) can give you some entry points for effective instructional strategies that work across all settings.

Instruction will be provided in long term modules (week long, two week long, etc) and mostly asynchronous with opportunities for choice, differentiation, and [self-direction](#). There must be opportunities and work that support all phases of learning.

Below is a flow chart of what this ideally looks like.



Here is an example from the [All Learners Network](#) of what a week long lesson related to a learning target looks like.

**Parameters for Student Contact and Learning Time**

The following section delineates the parameters for weekly personalized student contact and student learning times. These are separate categories of time with contact stated as a minimum because it allows more opportunity for relationship building. We know that some students will take less time to complete assignments and some will take more time. The maximums help families schedule their days. As noted below this time includes Unified Arts instruction.

	Prek/K	1-2	3-5	6-8
<b>Minimum Personalized Contact Time/Check in</b>	Synchronous: 30 min/student per week	Synchronous: 30 min/student per week	Synchronous: 30 min/student per week  Asynchronous methods can be used to provide feedback on work as work is submitted.	Synchronous: 30 min/student per week  Asynchronous methods can be used to provide feedback on work as work is submitted.
<b>Synchronous Instructional Delivery Limits</b>  <i>Must have an equivalent opportunity for new learning instruction for those who have access issues.</i>	No more than 30 min a day on New Learning.	No more than 30 min a day on New Learning.	No more than 1 hour a day on New Learning.	No more than 2 hours a day on New Learning.
<b>Student Learning Hours</b>  <a href="#">Click here for recommended delivery methods</a>	1 hour max including Unified Arts per day	2 hours max including Unified Arts per day	3 hours max including Unified Arts per day	4 hours max including Unified Arts per day
<b>Tools</b>	Classroom Dojo (for those already using)  Google Classroom/G Suite	Classroom Dojo (for those already using)  Google Classroom/G Suite	Google Classroom and G Suite	Google Classroom and G Suite

		Suite		
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***Personalized Contact Time for Middle School Teachers or Team Teachers***

Create a contact schedule that ensures all students have synchronous contact with one teacher for 30 minutes per week. It is also recommended that teachers have consistent office hours where students can contact them synchronously should they need it.

***Unified Arts Contact Time***

The time parameters are ten hours per week. If you are split across schools think about the number of students you have. Ten hours breaks down to roughly 30 minutes sessions with 20 students. The emphasis does not have to be personalized to the student level, but perhaps personalized to the class or grade band. Participating in grade level synchronous opportunities is another way to connect with students.

***Interventionists, School Counselors, Special Educators, Related Service Providers, and Support Staff Contact Time***

Your assigned caseload is your priority for personalized student contact. For students on IEPs 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.

***Student Contact and Learning Hours for Students on IEPs***

Student Learning hours refers to the maximum amount of time that students are expected to engage in instruction daily. Special Educators, school counselors, interventionists, support staff, and general education teachers must work together to ensure that students who are on plans receive both grade level instruction related to the common targets, IEP services, and related services. Students on IEPs may require more contact, synchronous instruction, and learning time as delineated by their Distance Learning Plan.

**Assessment and Tracking of Learning**

Only [learning targets](#) that have been collaboratively decided upon and designed will have to be monitored and reported out. These will serve as the third trimester report cards. We will not be administering the third round of assessments in the assessment calendar.

All “assessment” will be delivered as high-quality feedback to students around the learning activities they’ve chosen or designed to demonstrate their understanding of the [learning target](#). We are looking for sufficient evidence that students have learned the target.

High-Quality Feedback is:	High-Quality feedback is Not:
<ul style="list-style-type: none"> <li>• Feedback is specific, non-evaluative information that is given back to students on their work.</li> <li>• Helps students fill in the gaps needed to meet a <a href="#">learning target</a></li> <li>• Acknowledges what students are doing correctly</li> <li>• A way to help students set goals and self-reflect on their learning.</li> </ul> <p><a href="#">Here is a great resource.</a></p>	<ul style="list-style-type: none"> <li>• Quantitative or expressed as a fraction or percentage of points</li> <li>• Summative and fixed with no opportunity to continue to learn or redo work</li> <li>• A letter grade</li> </ul>

We will have common reporting template that will look something like the following to track and maintain a record of student learning:

<a href="#">Learning Target</a>	Evidence	Evidence	Evidence	Evidence	Sufficient Evidence or Not Yet
Tell number before and after	Teacher provided worksheet	Student responses in Before and after probe during check in	Student responses during a game when participating in a check in	Student made an accurate list of before and afters	SE

**What do I do if a student is struggling with a [learning target](#)?**

Much like you would do with a student who was struggling while we were physically within a building, consult with your instructional team or follow your EST process. 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, progress monitoring and support.

## Support

### **Educator Support**

Moving into a remote learning environment is new for a majority of us. We know that it can be overwhelming to consider what this looks like over time. Because of this we are going to implement a variety of collaboration and training avenues to support educators, students, and families.

#### ***GISU Grade Band/Discipline Collaborations***

The purpose of these collaborations is to determine the [learning targets](#) for each grade level and discipline that we will measure and track, collaborate and share resources, trouble-shoot and problem solve. These meetings will begin the week of April 6 and continue on until the end of the school year.

The schedule for these meetings are as follows:

Time:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	PK	K	1st	2nd	3rd
10:00	4th	5th and 5/6th	6th-8th	Library Med/Tech	Art
1:00	School Counselors	PE	World Language	Music	Interventionists

#### ***Asynchronous Methods***

We will explore several of the following methods to promote collaboration across the GISU.

Electronic Message Board	Collaborative needs/opportunities could be pinned on board.
Curriculum Board	High leverage skills can be identified and hyperlinked to resources, remote modality pathways and learning activities
Google Suite	Discussion groups Ongoing, delineated essential skills to be taught April 6th through EOY

### **GISU Led Trainings**

There are a variety of ways in which we will provide asynchronous and synchronous training. The following template provides the way in which we will organize training around major topics, especially platforms like the G Suite and Google Classroom.

Training Target:
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<b>Watch First</b> (asynchronous)	<p>Objectives:</p> <ul style="list-style-type: none"><li>● Introduce topic and key points of targets</li></ul> <p>Trainer to dos:</p> <ul style="list-style-type: none"><li>● Identify and disseminate what participants should watch/read prior to walkthrough. This should provide an overview of material about which you will go into more depth during the walkthrough.</li><li>● Keep it short and simple.</li></ul>
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<b>Walkthrough</b> (synchronous)	<p>Objectives:</p> <ul style="list-style-type: none"><li>● Provide step by step instruction on the technical aspects of the learning target so that participants can do some independent work</li><li>● Provide opportunities for participants to see and try things out</li></ul> <p>Trainer to dos:</p> <ul style="list-style-type: none"><li>● Chunk instruction and be explicit about what you are showing and why</li><li>● Provide opportunities for folks to try on their own</li><li>● Record the session (provides asynchronous support and asynchronous opportunity for folks who couldn't make the hangout to get the learning)</li></ul>
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<b>What's Next</b> (synchronous-optional)	<p>Objectives:</p> <ul style="list-style-type: none"><li>● Check in about progress</li><li>● Answer questions that emerge</li><li>● Identify next training/support needs</li></ul> <p>Trainer to dos:</p> <ul style="list-style-type: none"><li>● Provide opportunities for folks to share what they've done</li><li>● Encourage peer to peer problem-solving</li><li>● Record the session (see note above)</li></ul>
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## Student Support Services

### ***Special Education and Related Services***

Student Support Services Information and guidance are changing rapidly, and the GISU Student Support Services team is working to stay abreast of the most recent communication, guidance, and information. The chart below provides an overview of the expectations for Student Support Services Staff to ensure that we are compliant with FAPE.

Collaboration	Student Support Services staff will work closely with general education teachers to support both general education and schedule direct instruction to meet IEP services
Instruction	Can be provided by special education staff, including related service providers and paraprofessionals under the direction of a special education teacher.
Contact	In collaboration with classroom teachers, student support services staff will continue to connect and partner with families on their caseload to review service delivery for each student.  <i>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.</i>
Instructional Delivery Methods	The same instructional delivery methods used in general education instruction should be utilized in the delivery of special education services. These include paper packets, worksheets, work boxes, textbooks, telephone instruction, online resources, and instruction via online methods.

### **[Distance Learning Plans](#)**

Every student on an IEP will have a [Distance Learning Plan](#) that will go into effect April 13th or whenever the plan is complete. These plans will focus on new learning and progress towards agreed upon goals and objectives. The Distance Learning Plan focuses on Reasonable, Appropriate, Essential Skills and identifies how educational progress through IEP services, goals and objectives will be provided. This will look different for each student. ([Click here for example](#))

### ***IEP Services***

When regular education services begin, April 13, 2020, and beyond, special education staff will provide services according to the Distance 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 Services Team is meeting with all related service providers and further information about their services will be released soon.

### ***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 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***

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

## **Technology Support**

*This guidance has been adapted by the Technology Task force from a ACSD resource.*

### **Tech Support**

Teachers and staff can send an email to: [ithelp@gisu.org](mailto:ithelp@gisu.org) with any tech issues encountered. Please do not share this email address with parents or students, [ithelp@gisu.org](mailto:ithelp@gisu.org) is not intended for parent or student direct support. If you are unable to assist the student or parent please communicate the issue to your local Librarian/Tech Specialist. Librarians/Tech Specialists are available to offer support on content and the use of various educational tools. They will escalate the student/parent issue to GISU IT if needed.

### **Internet Access and Access to Devices**

Each school is working on a plan to identify and address any device and access issues for families. The Administrative Leadership Team is cooperatively creating a plan to support all

GISU students who need access. This includes: identifying offers from internet service providers in the area, “parking lot” WIFI, hotspots, exploring ways to secure funds that will aid in this device access and replacement.

### **Learning Platforms**

All of the schools within the GISU will utilize G Suite for Education including Google Classroom to communicate class activities and assignments, Google Meet for video conferencing, and other Google apps as necessary. The only exception is teachers in grades PK-2 who have been utilizing Class Dojo all year.

Every effort will be made to ensure students have the resources (devices, Internet connections, and learning supports) to participate fully. It is critical for teachers to partner with principals, special educators, and other learning specialists as we make this shift from face-to-face to remote learning. This includes inviting learning specialists and/or administrators into Google classrooms, as directed by GISU administrators. Where we are not able to connect students with technology, we must do all we can to provide information in print.

### **Adopting New Programs/Apps**

New Programs/Apps should not be adopted at this time. If you have been using an application all year and students and parents are comfortable with using it, then continue to use it. If you have not been using an application all year, do not start anything new.

## **Safety and Security**

### ***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<sup>1</sup> 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 Storytimes & 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, autoplay, 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. [Here is a video link on how to use safeyoutube.](#)

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<sup>1</sup> The statute on Fair Use can be read in its original language [here](#).

## **Modes of Communication**

Communication with students will be done through Google Meet, Google Voice or with a regular phone. Everyone's use of the Google platform to communicate, creates a consistency amongst teachers and others calling or meeting with a student. The student will only need to learn one platform for all communications.

### ***Telephone***

It is recommended that Teachers not give out personal cell phone numbers. GISU recommends three options for protecting personal contact information when making **outgoing calls**. Teachers should select a free option if it is available.

Option 1: Use \*67 to block your number on an outgoing call.

Option 2: Make an outgoing call from Google Hangout.

Option 3: Use Google Voice - [How to setup](#)

Incoming calls can be best handled with a Google Voice number.

### ***Delivery of Paper Packets to Students***

Some students will lack access to the internet or a device at home and will need a paper packet distributed to them. The distribution of this paper packet can be coordinated with the delivery of meals to homes or by mailing the packets through the United States Postal Service to the students home. All efforts must be taken to minimize risk of exposure to COVID-19. The administrator of the building will monitor this situation. Teachers should communicate with building principals prior to producing and mailing learning resources for students. Students will not return paper materials until it becomes clear that receiving such materials is safe.

### ***Email***

All students in the GISU are assigned an email address for use in logging into the GISU Gsuite. Student email addresses are based on: first initial + last name @student.gisu.org. An email account issued to a student in one of the younger grades, PK-2, is intended for their parents to log in and have access to Google Classroom and related Google apps.

All standard email protocols (e.g., protecting confidentiality) apply.

Communication to groups of students and/or parents/guardians via email needs to happen through **BCC (blind carbon copy)** to avoid sharing everyone's email address and to avoid "reply all" responses that may accidentally disclose private information. [This document](#) describes how to setup a contact list so you can BCC external email groups, for instance, a group of first grade parents.

All GISU employees must use their GISU issued Gmail accounts when sending email to GISU administrators, staff, and faculty and to students and families. The following **FERPA statement** has been added as part of your email footer:

**WARNING:** This message may contain information that is confidential and/or protected under the **Family Education Rights and Privacy Act** or other lawfully recognized privilege. If you receive this message in error or through inappropriate means, please reply to this message to notify the Sender that the message was received by you in error, and then permanently delete this message from all storage media, without forwarding or retaining a copy.

### ***Video & Virtual Meetings***

- Google Meet will be used for ALL student related online meetings. The use of Zoom, Facebook Messenger, Facetime or any other means does not promote student data privacy.
- Use only your GISU-provided Google account.
- Parents have the option to Opt-Out their student from online meetings. An opt-out letter has been sent to parents. Teachers and other staff will be notified if they have a student that has opted out of Meet sessions. Likewise, if a parent notifies a teacher directly, please send an email to [optout@gisu.org](mailto:optout@gisu.org) with the students name and school.
- Students in PreK-8 **do not** have the ability to create Meet sessions while using their GISU account.

### ***Format for Meetings***

Online communication can be **synchronous** (where groups of students meet at a designated time and location/format) or **asynchronous** (students learn independent of time and location). Using any video meetings whether live (synchronous) or with contributions at various times (asynchronous), means that we're entering students' homes and they are viewing ours.

Click here for [Online Meeting Best Practices and Etiquette](#)

## Monitoring the Plan

In order to monitor the efficacy of our remote learning plan, the following structures have been put into place.

<b>Structure</b>	<b>Frequency</b>	<b>Purpose</b>	<b>Types of Data</b>
GISU Administrative Leadership Team Meeting	Daily (synchronous and/or asynchronous)	Discuss trends in feedback ID problems of practice Determine feedback methods Determine solutions	Survey Feedback Qualitative feedback from stakeholders Attendance Data Access Data Student Learning Data
School based meetings	Min 1x per week	All school based faculty: Discuss parent feedback Collaborate and check in on student learning	Survey Feedback Qualitative Feedback from conversations with students and families
Superintendent Meetings	Community Meet 1x per week GISU All meet 1x per week	Receive feedback from families, community, and staff around main three components of plan (Connect, Learning, Support), communicate out information	This is a source of data for other meetings.
Weekly Grade Band/Discipline Collaborations	1x per week	Discuss evidence of student work against the <a href="#">learning targets</a> Present problems of practice	Student Learning Data

There are periodic surveys that will be sent out around the components of the Continuity of Learning plan to faculty, community and families to ensure that our mission driven expectations and our major components of Connect, Learn and Support are being fully implemented in a high quality, equitable, and consistent manner.

## APPENDIX A

### Caregiver Communication/Support Guidelines and Best Practices

In an effective and accessible remote learning environment, GISU schools will support parents/caregivers by creating structure and predictability around work delivery/expectations and streamlining two-way communication.

#### **A Hybrid Model for Interacting with School (Online, Hardcopy Delivery/Pick up, Phone)**

##### ***Online Access and Support for School Work:***

- A common online hub at each school where caregivers can access grade level classwork, Unified Arts lessons, apps and resources on demand (blogs, Google Classroom, DOJO, newsletters, schedules, etc.); as well as links to access help (school, mental health, or economic); or access news from supt, admin, district nurse, etc.
- A coordinated schedule in each building to schedule hub postings and updates to specific days to minimize caregiver confusion
- Limited email contact coming from school, and typically only to direct to hub or to respond to outreach from caregiver
- Email “hotline” or online “office hours” availability for caregiver questions or support

##### ***Access and Support for School Work for Families Without Internet Access:***

- Families receive information about free internet access available in area
- Differentiated and targeted support for specific family needs as determined by individual schools
- Access to hardcopy school work, schedules and resources organized in binders and updated once a week
- Materials such as paper, pencils, crayons, etc.
- A plan/calendar for updating/picking up work on a regular weekly schedule
- Coordination of work delivery with the food delivery process in each building

##### ***Phone Support:***

- Blackboard Connect for group calls (class, whole school, GISU)
- Scheduled plan to coordinate calls in each building to connect with students/parents or other caregivers
- Availability to reach staff by phone for work support (set up “open office” call hours?)
- Emergency phone resources provided for mental health, food or economic assistance

## APPENDIX B

### **Educational Equity Lens Tool from Agency of Education:**

*Definition: Educational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender/identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be. (Adapted from CCSSO, Leading for Equity)*

Protocol: For any policy, program, practice or decision, consider the following questions as they pertain to the bolded group characteristics above:

1. Who are the groups affected by this policy, program, practice or decision? What are the potential impacts on this group or groups?
2. What assumptions and/or biases regarding the stakeholders/communities/students/groups affected by this policy, program, practice or decision have you surfaced/considered?
3. What equity gaps\* currently exist for these stakeholders/communities/students/groups?
4. Does this policy, program, practice or decision have the potential to create, ignore or worsen existing equity gaps or produce other unintended consequences? If yes, how?
5. What are the barriers to more equitable outcomes that you have identified (e.g., mandated/legal, political, emotional, financial, programmatic or managerial) and how can they be mitigated and/or eliminated?
  - a. What are the current policies, programs, practices and decisions that can be adapted or refined that will result in more equitable outcomes?
  - b. If barriers or equity gaps persist, what new policies, programs, practices and decisions must be made to ensure equitable outcomes?
6. In using this protocol, what questions were raised and remain unresolved regarding the policy, program, practice or decision?

*\* Generally speaking, opportunity gap refers to inputs—the unequal or inequitable distribution of resources and opportunities—while achievement gap refers to outputs/outcomes—the unequal or inequitable distribution of educational results and benefits. Equity gap pertains to inputs and outputs as both contribute to the presence or absence of educational equity.*

APPENDIX C  
Instructional Delivery Methods

Delivery Methods	What it looks like	For whom?	Access Considerations
Hard copy packets	<p>Photocopies of reference materials, curriculum, and assignments can be prepared in advance for distribution to affected students</p> <p>Can be differentiated for some or a few students</p>	<p>Could be the best option for those without internet access</p> <p>Can be distributed without requirement of internet</p> <p>If food service continues, distribution and collection could match the food delivery</p>	<p>Distribution and collection</p> <p>Would be best to ask families for preferred delivery method</p>
Online materials or other aligned content	<p>Digital copies of reference materials, assignments, and audio-visual learning supports can be made available on the Internet using e-learning and other Learning Management Systems.</p>	<p>All grades</p> <p><i>If using a website or online learning program, only use programs and sites with which your students are familiar. This is not a time to introduce new programs.</i></p>	<p>Internet and video access</p> <p>If teachers can google meet and share screen, might be a work around.</p> <p>Some of these platforms provide print materials that are aligned to their lessons.</p>
Teacher check ins and tutorials	<p>A variety of technologies (telephone, email, web conferencing) can be used to facilitate one-on-one interaction between students and teachers, counselors and other appointed adults (e.g., tutors) during prolonged absences or dismissals; Check-ins</p>	<p>All grades and staff</p> <p>Google Meet will be a very helpful tool for a lot of families.</p>	<p>Variety of methods so would need to match based on family context</p>

	<p>Conferencing New Instruction Small group instruction Delivering feedback</p>		
Recorded class meetings	<p>Using audio or video technology, recorded class meetings or lessons can be given to some or all absent students via podcasts, live or on-demand television, DVD, captioned closed-circuit or public access television, or online;</p>	<p>Morning meetings, community building, setting up learning options for the day,</p>	<p>Devices at home and internet are considerations</p> <p>May need to explore options of sharing recorded material in flash drives for some students</p>
Live class meetings	<p>Google Meet will be valuable here to allow many members of classes to be together online.</p> <p>Record it to be able to post it later</p>	<p>All grades and teachers</p> <p>Posting a weekly master schedule of meetings that will happen for the week will help more people be able to have access to the internet and devices when needed. This will also help more staff join and support each other when possible.</p>	<p>Internet and devices are considerations</p> <p>Taking attendance to these events each week will help determine which families and students need a different mode of access for the new instruction.</p>

APPENDIX D

**Feedback Methods**

<b>Tech / Internet is Accessible</b>	<b>Phone/ Audio</b>	<b>External memory device</b>	<b>Paper/Written</b>
<p>Real-time Video                      &gt; Google Hangouts - when accessible to students</p> <p>Real-time Typed Chats                      &gt; Google Classroom                      &gt; Shared Docs</p> <p>Email and notes on assignments in Google Classroom</p>	<p>Audio Conversation                      &gt; Phone                      &gt;What's App (also phone based)</p>	<p>&gt; Flash Drives - for students who have computers, but no internet access</p>	<p>&gt; Send written feedback weekly via school lunches (or sooner)                      &gt; Feedback to be emailed/printed to school and disseminated to students via available staff.                      &gt;Returned Feedback from students would follow a reverse path.</p>

## APPENDIX E

### **Guidelines for video meetings and conferencing**

#### ***Before the Meeting:***

- Conduct the video meeting in a well-lit area with as little background noise as possible.
- Wear appropriate clothing. Even though you are at home, this is a professional meeting.
- To avoid embarrassing or professionally inappropriate cameos and to protect the privacy of those who live with you, be sure other people in your home know you are on a professional video/audio meeting.
- Be aware of what appears behind you in the meeting. Some items visible in the background may be inappropriate for a professional meeting.
- If you need to *share* your computer screen during the video meeting, close all windows you would not want others to see and disable notifications for accounts (e.g., Slack, Facebook). You do not want others to see information about other students, your email, or personal files.
- Google Meet allows you to test your audio and video prior to the meeting in the settings.
- Headphones are a good option to help you hear the conversations better. Headphones with a built-in microphone can help to prevent the possibility of unwanted audio being picked up from the background.

#### ***During the meeting:***

- **Meetings/class sessions may be recorded.** If you want to record class sessions for later use, please make all participants aware that they are being recorded.
- Teachers should start the Meet with a quick review of norms and expectations similar to any other classroom meeting.
- Mute your microphone when you are not speaking during a group meeting. Instruct students to do that as well.
- If your microphone is not working correctly, remember you have the option to call into the meeting using a phone. To do this, click on the three dots on the bottom right and look for the option to use a phone for audio.
- Turn off the camera if/when you choose. The avatar used to identify you in Google will show in place of the video. Students may choose this option too.

#### ***After the meeting:***

- **Be sure you are the last one in the Meet so that a group of students doesn't linger without you.** If students do not hang up on their own, the teacher should remove each participant before hanging up themselves and closing the Meet window.

## APPENDIX F

### GISU Grade/Discipline/Job Alike Collaborations

Purpose of collaborations is to:

- Determine common academic learning targets for the time period of April 27th - End of School Year
- Cooperatively gather and organize resources and content that will support students' learning asynchronously.

As we transition to the new learning phase of this school dismissal, we are responsible for ensuring students have equitable access to new learning. Our students and families have a variety of challenges accessing learning remotely and we *must* design instruction that is flexible enough for all students to be successful and learn. When we design our instruction we need to keep the students who will have the most trouble accessing it in the forefront of our minds. Below is a non-exhaustive list of challenges that our students and families are working through right now.

1. Families with multiple children and limited devices and internet bandwidth.
2. Families with no devices or internet connection (yet).
3. Children who are taking care of their siblings while parents are at work.
4. Parents/caregivers who are still working full time and have to also help their child learn.
5. Children who are not staying with their primary guardian during the day or week.
6. Children struggling with mental and physical health issues, or with family members struggling with these.
7. Students with disabilities or behaviors who would be receiving intensive support if at school.

Therefore we must shift our instruction to focus on very few targeted concepts and skills that are essential and foundational to future success AND do it in significantly fewer student learning hours each day. You are not expected to reach all of the educational goals that you would if we were in session.

To paint a picture of what other SUs are doing in their PK-8 programming (these are examples, not exemplars):

- Focusing on Math and ELA instruction alone with some Unified Arts
- Asynchronous instruction only

These groups ensure that we are collectively making decisions about what is essential for our students during this time period.

#### Schedule:

Time:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:00	PK	K	1st	2nd	3rd

10:00-11:00	4th	5th and 5/6th	6th-8th	Art	Library Med/Tech
1:00 - 2:00	School Counselors	PE	World Language	Music	Interventionists

\*If you are a teacher of multiple grades, please choose one meeting to go to (unless you want to/feel like you have the capacity to be a part of more than one) . Everything will be put in a central location for you to access and comment on asynchronously.

\*\*You can either use the invite or the link above to access your meeting.

## GISU School Closure Distance Learning Plan for Students Eligible for Special Education

**Instructions:** Below are instructions to create a distance learning plan to address FAPE for children who are eligible for special education. Please note that special educators will be expected to complete a plan in collaboration with a parent or guardian and a designated LEA for each student on their caseload.

### Agenda for Distance Learning Plan Development:

- A. The choice of tool for home collaboration to generate what homebound learning could look like. Telephone consultation, zoom, days and times that would work for instruction, days of the week that work better than others, email, etc.
- B. Preferred types of activities that work well in engaging their child at home (opportunity for the parent to share what works and what does not work).
- C. Review the current IEP goals and determine the level of direct instruction that could happen over zoom, google hangouts or phone with a student if any.
- D. Document the distance learning plan on the separate form that will create agreements about what will take place during distance learning time (see form below).

### Framework for the Distance Learning Plan:

- A. Description of student disability: the purpose of this section is to describe the student's disability
  1. Disability category
  2. Areas of impact
  3. Describe how the disability will impact the student's learning in core areas.
  4. Describe how the disability will impact learning in a distance learning format
- B. Ability to access distance learning including preferred types of activities and mode of access: special educators should discuss possible modes of accessing learning at home through a distance learning plan. Below are examples of types of instruction and modalities that can be used to instruct during a distance learning plan. This is not an exhaustive list.
  1. Flip classroom (mini-lesson)
  2. worksheets to reinforce learning activity
  3. Recording of instruction with expected activities afterward
  4. Consultation
    - a. To parent(s)
    - b. With contracted service providers

- c. With special education independent schools\
  - d. With para-educator(s)
  - e. With related service providers
  - f. With general educators regarding general education learning activities
2. Current online programs that are being used with students

C. Schedule of special educator/related service provider direct instruction: this should be a clear schedule of when a service provider will be in contact time with a student from a distance. This should be clearly outlined, and parents should agree to the amount of time.

D. Schedule of teacher-parent consultation: agree to a day and time each week.

E. Description of how progress toward goals will be tracked: service providers should request work products to be turned in by students to support the assessment of IEP goals. Service providers can also assess IEP goals through an online learning session with the student.

F. List of activities that will be provided: This should be a week by week general outline of the types of activities that will be provided.

Appendix H

<b>GISU EXAMPLE Distance Learning Plan</b>	
<p>Student Name: <b>Happy Hank</b>            State ID:            Disability Category: Autism Spectrum Disorder            IEP Annual Review: 11/7/2020            Next 3-year Evaluation: 1/14/2022            Date of Meeting this plan was developed: 4/7/2020</p>	
<p>Description of student disability</p>	<p>Hank is eligible for special education services as a student with Autism Spectrum Disorder. Hank’s disability adversely affects written expression, and social emotional functioning.</p> <p>Hank has been a part of the LUCKY KID program, with an individually tailored schedule and 1:1 behavior intervention support, since the beginning of the 2019-2020 school year. He requires high levels of adult support and attention to engage and complete work in 1:1 and small group settings. Hank is not consistently displaying readiness to receive instruction or participate successfully in whole group settings for sustained periods of time and currently receives instruction 1:1.</p> <p>In a distance learning format, Hank’s Autism Spectrum Disorder, coupled with his need for high levels of adult support and attention, may impact his ability to consistently access learning opportunities provided.</p>
<p>Ability to access distance learning including preferred types of activities and mode of access</p>	<ul style="list-style-type: none"> <li>● Hank has access to wi-fi in the home, and his Chromebook was delivered on 3/16/20.</li> <li>● During the maintenance period (March 23rd-April 3rd), Worksheets will be provided at Hank’s level, and learning opportunities will be posted to google classroom.</li> <li>● Packets sent home include log in information for Chromebook and learning platforms like IXL and Newsela</li> </ul>
<p><b>Phase 1</b> <b>March 23-April 10</b></p>	<p>Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and help maintain level progress on IEP Goals and Objectives</p>
<p>Detail accommodations and other supports that are necessary to access the academic materials being made available during this time</p>	<ul style="list-style-type: none"> <li>● Hank receives 1:1 instruction for academics. Math and literacy work are accommodated and differentiated at his level.</li> <li>● He received individualized vocabulary and literacy work and math packet of basic skills.</li> <li>● Although he doesn’t receive small group instruction within the alternative program, we have included him in Google Classroom learning opportunities that are being pushed out to the whole group.</li> <li>● OT/SLP to provide resources with home (if support in regulation is needed)</li> </ul>

<i>If applicable</i> , detail schedule of special educator/related service provider direct instruction	Consultation with OT/SLP as needed
<i>If applicable</i> , Schedule of parent consultation	Spoke with Jeff 3/19 and shared the 2-week maintenance plan, and outlined the plan for continuing education should school closure go beyond 4/6/20
<i>If applicable</i> , list of other supports/activities that will be provided	
Other Notes: (evals, upcoming IEP, parent questions, etc...)	
<b>Phase 2 April 13 thru EOY</b>	Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and help student make continued progress with IEP Goals and Objectives
Detail accommodations and other supports that are necessary to access the academic materials being made available during this time	<p>Hank typically receives 1:1 instruction for academics and access to individual academic and behavioral support throughout the school day. Math and literacy work is accommodated and differentiated at his level.</p> <ul style="list-style-type: none"> <li>● Access to his Chromebook for live virtual meeting with alternative program staff.</li> <li>● Access to virtual support during teacher and special educator “Office hours” -Continued access to his identified academic and behavioral interventionist</li> </ul> <p>Although he doesn’t usually receive small group instruction within the alternative program, increasing involvement in group instruction is an identified IEP goal. Arches has included him in Google Classrooms with whole group and small group same grade peers. The team hopes that remaining connected via live virtual learning opportunities may help Hank’s successful transition into small group instruction within the alternative program upon our return to physical school.</p> <ul style="list-style-type: none"> <li>● Access to a modified version of our typical Behavior Incentive program, and continued access to weekly Incentives connected to behavioral data</li> <li>● OT/SLP to provide resources with home (if support in regulation is needed)</li> </ul>

<p>Schedule of special educator/related service provider direct instruction</p>	<ul style="list-style-type: none"> <li>● Sp. Ed will provide weekly consultation with teachers to ensure adequate modification of materials</li> <li>● Sp. Ed will provide ongoing case management and consultation with parents, at least 1x per week.</li> <li>● Sp. Ed will provide social / emotional development 10 minutes, 1x per week Paraeducator will provide reading skill development 30 minutes, 2x per week Paraeducator will provide academic support 30 minutes per week.</li> <li>● Paraeducator will provide written expression development, 10 minutes, 1 x per week</li> <li>● Paraeducator will provide behavior intervention 60 minutes per week</li> <li>● SLP/OT will provide Pragmatic Language skill development 20 minutes bi-weekly</li> <li>● Consulting agency will continue to receive live virtual Speech-Language Skills Development from the Stern Center 60 minutes per week</li> </ul>
<p>If applicable, schedule of-parent consultation</p>	<p>Sp. Ed will connect at least 1 time per week with Trish or Jeff, less or more as needed or desired.</p>
<p>Description of how progress toward goals will be tracked</p>	<p><b>SE/LCCE Responsible Behavior - Achieving Socially Responsible Behavior</b> Progress toward being safe, respecting the rights of others, and following directions will be tracked using a modified version of the Arches behavioral incentive program data for use during remote learning.</p> <p><b>Oral Expression and Listening Comprehension - Pragmatic Language</b> Progress toward increasing Hank’s ability to consider context and monitor himself will be tracked through live virtual observations and demonstrations of identified skills.</p> <p><b>VT Core Standards Writing: Grade 7 English Language Arts - Production and Distribution of Writing</b> Progress toward using digital tools to produce writing will be tracked by observation/demonstration, using Google classroom, or other digital media.</p>
<p>List of other activities/supports that will be provided</p>	<p>Hank does not usually attend small group instruction. During the remote learning period, Hank will be welcome and encouraged to join in the synchronous live virtual TA and small group instruction opportunities accessible to other students within the CMS alternative program.</p> <p>He has and will continue to receive live virtual Speech-Language Skills Development from the Stern Center 60 minutes per week</p>
<p>Any additional information</p>	<p>Contact Info- Available by email anytime during the school week and will respond within 24 hours. <b>Specify....</b></p>

Appendix I  
Common Learning Targets  
**PreKindergarten - Grade 1 Academic Targets**

	<b>PK</b>	<b>K</b>	<b>1</b>
<b>Math</b>	<p>I can sort by more than 1 attribute.</p> <p>I can orally count to 10.</p> <p>I can count 5 objects with 1:1 correspondence.</p>	<p>I can count forward from any number within 100.</p> <p>I can count backwards from 20.</p> <p>I can identify and write all numbers up to 20.</p>	<p>I can understand place value when adding and subtracting numbers within 100.</p> <p>(Focus: counting backwards across decades, making 100, doubles)</p>
<b>Reading Comp.</b>	<p>I can answer what and who questions after listening to a story.</p>	<p>I can tell what happened in the beginning, middle and/or end of a story.</p>	<p>I can retell a story using important details. I can answer comprehension questions.</p>
<b>Writing</b>	<p>I can name up to 10 letters including the ones in my name</p>	<p>I can write one sentence with capitalization, punctuation and spelling that shows the sounds in the words.</p>	<p>I can write two sentences with correct capitalization, punctuation and structure on a topic.</p>
<b>Word Work</b>	<p>I can hear rhymes and identify words that rhyme within a set of 3.</p>	<p>I can read 30 sight words. I can identify beginning, middle, and ending sounds in words.</p>	<p>I can segment and blend sounds to read and make words (Focus: digraphs and syllables).</p>

### Grades 2 - 4 Academic Targets

	<b>2</b>	<b>3</b>	<b>4</b>
<b>Math</b>	<p>I can use place value understanding to add and subtract within 1,000.</p> <p>I can extend my understanding of place value and addition to multiplication using arrays and repeated addition.</p>	<p>I can fluently multiply and divide within 100.</p> <p>I can extend my understanding of division and partitioning to the part-to-whole relationship of fractions.</p>	<p>I can multiply and divide any two numbers within 1,000.</p> <p>I can compare fractions.</p> <p>I can understand decimal place value.</p>
<b>Reading Comp</b>	<p>I can summarize a story.</p>	<p>I can answer why questions by citing evidence from the text.</p>	<p>I can make inferences in a text supported by evidence.</p>
<b>Writing</b>	<p>I can write a paragraph.</p>	<p>I can write a well-constructed paragraph on a topic and support it with evidence.</p>	<p>I can write a cohesive multi paragraph piece of writing with a clear introduction, body of evidence, and conclusion. (Focus: claim, evidence, citations)</p>
<b>Word Work</b>	<p>I can identify and use correct vowel team pairings (regular and irregular) within words to read and spell.</p>	<p>I can use multiple strategies to decode and understand unfamiliar words.</p>	<p>I can use my understanding of syllable types and affixes to spell and read unfamiliar words.</p>

**Upper Elementary-Middle School**

	<b>5 (self-contained or 5/ 6 combos)</b>	<b>6 (self-contained or 5/ 6 combos)</b>	<b>6 - 8</b> <i>(Targets focused on transferable skills)</i>
<b>Math</b>	I can perform all 4 operations with fractions using models.	I can use models to compare ratios and to solve problems including unit rates and percentages.	I can demonstrate my conceptual understanding of content through modeling.  I can analyze why a solution (my own or others') to a problem will or will not work.
<b>ELA (Reading/ Writing)</b>	I can make a claim and support it by citing evidence.  (Focus: Author's message and purpose)	I can make a claim and support it by citing evidence  (Focus: Author's message and purpose).	I can make and support a claim by citing evidence from a variety of sources.  I can acquire new vocabulary and use it to explain my thinking.
<b>Science</b>	I can use a model to explain interdependent relationships.  <i>Applies to CIUUSD and Alburgh.</i>	I can use a model to explain interdependent relationships.  <i>Applies to CIUUSD.</i>	I can make and support a claim by citing evidence from a variety of sources.  I can acquire new vocabulary and use it to explain my thinking.

<b>Social Studies</b>	<i>Only tracked separately at Folsom as this is part of their middle school, addressed through ELA in CIUUSD and Alburgh.</i>	<i>Only tracked separately at Alburgh and Folsom, addressed through ELA in CIUUSD.</i>	<p>I can make and support a claim by citing evidence from a variety of sources.</p> <p>I can acquire new vocabulary and use it to explain my thinking.</p>
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**Unified Arts Targets**

*(Applies to all grades unless otherwise indicated)*

<b>PE</b>	<b>Art</b>	<b>World Language</b>	<b>Music</b>	<b>Library/ Media</b>	<b>Guidance</b>
<p>I can build muscular endurance.</p> <p>I can become stronger and more flexible.</p> <p>I can build my aerobic capacity</p>	<p>I can talk about art.</p> <p>I can create art using materials available to me.</p>	<p>I can use a world language to talk about my daily life.</p>	<p>I can respond to music in a variety of ways.</p> <p>I can perform music. <i>(6-8 only)</i></p>	<p>I can read widely and deeply in multiple formats. <i>(PK-2)</i></p> <p>I can create to inform. <i>(3-8)</i></p>	<p>I can care for myself.</p>