

**Windham Northeast Supervisory Union
Continuity of Learning Plan 4/9/2020**

Updated on April 16, 2020

1. Communication
2. Structures for Student Success
3. Instruction and Feedback
4. Ensuring Accessibility

Communication

Essential Element	Person(s) responsible
<p>1. Describe how you will develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.</p> <ul style="list-style-type: none"> ● How will you be able to connect with every student, every day? <p>Google Classroom, Zoom and Google Meets will be utilized by teachers at all grade levels to provide learning experiences and communication with students during the school closing. Elementary teachers will have a morning meeting with their class daily. Middle and high school teachers will meet with each class daily. Pre-K teachers will meet with their students in daily virtual circle time.</p>	<p>Superintendent Assistant Superintendent Director of Student Services Principals Teachers</p>

- **How will you keep ALL families informed about updates, changes, and/or general information?**

The teachers will communicate frequently with stakeholders regarding learner progress and strategies for supporting learner engagement. Families will be updated regularly with information from the superintendent's office and the principals.

To Support Families as Co-teachers, WNESU will have implemented:

- Office hours for parents to help them understand and support their child's learning.
- A well-articulated plan will facilitate this support as you can explain what you want the child to know, understand, and do, how you will assess and the step by step learning targets on which you will focus.
- Connection of families to resources they can use with their children (virtual tours, online books, podcasts, streamed performances).
- **How will you assist students and families in setting up schedules and routines for their remote education experiences?**

Teacher guidelines include general routines and work expectations for the remote learning day (including morning meeting), making sure students practice with the online learning tools they will be expected to use, and ensuring assignments are easily understood by parents so they can help their students. Sample schedules are offered as

examples and teachers will be sending their principals their schedules to ensure they are meeting the district expectations for home learning.

Teachers will engage in planning that includes:

- Assignments focused on building new key skills and reviewing content.
- Assignments should be easily understood by parents so that they can help their students.
- Assignments should be manageable in length:
 - For elementary school, each assignment should not take more than 15-20 minutes to complete
 - For middle school, each assignment should not take more than 30-40 minutes to complete.
 - For high school, each assignment should not take more than 60 minutes to complete.
- Teachers have the discretion to determine the number of assignments students need to complete each day.
 - PreK teachers will provide a weekly “menu” of parent-led home learning activities across all domains of the VT Early Learning Standards (VELS).
 - K-6 teachers will do 1 assignment in both literacy and math each day, those assignments can be connected to science and social studies.
 - Middle and high school teachers will do one assignment per content area; these can be longer assignments to be split over the week
 - Art, Music, PE, Media, World Language Teachers will do the number of assignments corresponding to the number of times they see students in a week
- Materials to complete assignments must be limited to general school supplies

- If students do not complete the assignments during the timeline assigned, we will ask students to make them up.

- **How can you support families and caregivers as they facilitate learning at home?**

PreK and Elementary teachers will speak or email caregivers once a week to ensure assignments and expectations are able to be completed. They will trouble shoot with parents if needed and provide differentiation if necessary for the student to make progress.

Special education and intervention teachers will consult with classroom teachers on adapted assignments.

- **Do families have the physical resources they need to meet their students' academic needs? If not, how will you ensure they do?**

All students will be provided with electronic devices from the district, including ChromeBooks for students in grades 1 to 12 and Ipads for students in Kindergarten. Those that have not been dispersed (students in grades 7 to 12 already have their devices) will receive theirs during the week of April 13, 2020.

The WNESU Farm to School Café is preparing and delivering meals to all families three days a week to include meals for students every day.

- **How will you ensure that administration, teachers and staff communicate with each other? With what frequency?**

Collaboration, communication, and consistency is established by and continued through the following routines that have been established:

- Superintendent meets once a week with principals, more often as needed
- Elementary principals meet once a week to ensure equity between schools
- Principals meet online with the staff once a week, more often as needed
- Staff will meet periodically in grade level meetings to share resources, plans, and progress
- Special education staff meets weekly with Special Ed Director
- Teachers meet online with students daily in a Morning Meeting and online instruction
- Teachers contact parents through phone calls and emails once a week, more often as needed
- Students meet with teachers during Morning Meeting and through individual emails or phone calls as needed
- The schools and district post informational updates on the websites, robo calls to homes, and through newsletters.
- The SPED Director and Asst. Supt. meet weekly with the Clinicians/School Counselors/Restorative Practices Team
- High school departments heads meet with their departmental teachers once a week

Structures for Student Success

Essential Element	Person(s) Responsible
<p>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.</p> <p>General expectations include:</p> <ul style="list-style-type: none"> ● 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. <i>The most important thing is that students can have visual contact with a teacher every day.</i> ● Each day classroom teachers (depending on grade-level) will give an overview of the learning targets for that day. ● Class meetings/instruction should be recorded and posted on the class web page or on your class’ online platform. <i>The most important thing is that kids know where to go to see videos, get lessons, and assignments.</i> 	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Director of Student Services</p> <p>Principals</p> <p>Teachers</p>

- 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 core
(15 morning meeting/15 min. ELA/ 15 min. Math/ 15 min. specials)
- Grades 2-3: 90 academic core
(30 morning meeting/20 min. ELA/ 20 min. Math/20 min. specials)
- Grades 4-6: 120 academic core
(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)

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.

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.

In order to ensure that students and families are receiving the academic, social/emotional, and technology support they need, teachers have set up office hours for parents to help them understand and support their child's learning. Having a well-articulated plan will facilitate this support so parents will understand what the teachers want the child to know, understand, and do, how students will assess and the step by step learning targets on which will be focused. In addition, teachers will connect families to resources they can use with their children (virtual tours, online books, podcasts, streamed performances).

- **How will you leverage your MTSS system and/or EST to support struggling students?**

Teams have established weekly meeting times that will continue to meet during school dismissal. Teams will continue to monitor student progress as outlined in EST plans. Interventions and specialists will be provided to students to the extent that they are available. Plans are available online for teachers to review and monitor. Teams can continue to request evaluations and consultations; however, new evaluations will be delayed until in-building school has resumed after the COVID-19 dismissal.

- **How will you utilize classroom instructional assistants, school counselors and clinicians, and social workers to create support systems?**

W NESU has a Restorative Practices team of several professionals who work in conjunction with the district guidance counselors and clinicians and meet weekly. This group of SEL professionals review every student who may be struggling during this time and develops options for providing support to them. HCRS and School-based clinicians will meet virtually or by phone on a weekly basis with students.

- **How will academic advising, counseling services, and other mental/health supports be maintained and provided?**

The WNESU guidance counselors and clinicians will be meeting as a team once a week and providing supports to students by meeting with them individually throughout the week. Families and students in need are contacted individually through phone calls or online meetings when questions and needs arise. HCRS and School-based clinicians will meet virtually or by phone on a weekly basis with students.

- **How will you engage families and caregivers in supporting the academic and social- emotional needs of their children?**

WNESU guidance counselors will be providing families with online resources to assist them in explaining the current situation and the transition to online learning. WNESU School-based clinicians have developed the [WNESU COVID-19 Mental Health Guidance for Families](#) to support parents/guardians and students around social-emotional needs of students.

- **What methods will be used to support students if they have questions?**

WNESU has a Restorative Practices team of several professionals who work in conjunction with the district guidance counselors and clinicians and meet weekly. This group of SEL professionals review every student who may be struggling during this time and develops options for providing support to them. Families in need are contacted individually through phone calls or online meetings when questions and needs arise.

<p>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.</p> <p>Principals have met with their staff to develop learning schedules that are communicated to the students/families. These schedules include class periods in the middle and high school for each student and morning meetings and an instructional schedule for elementary students. Teachers will use the Google platform of Google Meets or Zoom for synchronous interactions and Google Classroom for asynchronous instruction.</p> <p>The district has asked that the teachers make an inventory of all families who do not have internet access in the district. To remedy this, learning packets and materials for families that do not have access to the internet will be provided on a regular basis. Packets and materials designed for 3-week spans will be distributed at the same location sites that meals are being dropped off. Contact with teachers and guidance professionals will be accomplished through phone call check-ins. Teachers will check in twice a week individually with students who do not have access.</p>	

- **How are you organizing content and grade level structures to ensure consistency in experience?**

WNESU teachers will be meeting bi-weekly in grade level meetings as a PLC to update on their progress and share lesson plans and resources.

- **How are you leveraging, selecting, or developing virtual and analog materials?**

WNESU has many digital resources provided to them through the district. In addition, the Curriculum Director has provided the principals with a listing of vetted resources available to assist teachers in lesson planning. In addition, learning packets for families that do not have access to the internet will be provided on a regular basis. Packets will be distributed at the same location sites that meals are being dropped off and provided on every Monday, Wednesday, and Friday.

- **In what ways will you replicate classroom practices or routines online?**

WNESU teachers will meet with their students through Classroom Meets or Zoom once a day during morning meeting to share the agenda for the day with the students so they can understand the expectations for their learning day. These new routines will be in place (if not before) on April 20, 2020. High school and middle school teachers have set up their daily schedule to mirror the actual in-school day.

The high school will operate one of their standard schedules in a way that limits the direct instruction time to less than 3 hours per day but builds into the daily schedule easily accessed opportunities for students to get extra help from teachers. In short, in this four block system, classes will have direct instruction for half of the block (first half) and

<p>have teachers available for extra help in the second half of the block.) This will typically limit the direct instruction and engagement to a total of about 2.5 hours per day."</p> <p>The high school has implemented a schedule of 30 minutes per content area - while most students will have 4 contact areas (2 hours/day max), some may have 5 or 6, depending on their individual motivation and schedule.</p> <ul style="list-style-type: none">○ 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) <p>** It is recommended that all interventions not exceed 30 minutes per day after academic sessions)</p>	
<p>● Describe how you will monitor and evaluate the effectiveness of your remote learning plan.</p> <p>Principals will meet with their staff once a week to ensure they are providing formative assessments to evaluate learning. Assignments will be sent in by students to the teachers through Google Classroom and programs such as IXL will provide the teachers with diagnostic data and progress data on work completed for them to be able to determine the level of mastery in the elementary grades, in addition to individual online or phone meetings with early elementary students where real time reading can be assessed. In the middle and high school, assignments will include projects that will incorporate research, writing, and critical analysis. Feedback and evaluation will be provided by the teachers.</p>	

- **Will you collect data? What data and how will it be collected?**

WNESU teachers will focus on quality of evidence when assigning a grade for display of mastery. They will develop assessments that resonate with kids. Assessments will provide options to be physically “embodied” For example a student may record themselves measuring and explaining how they calculated the area of a room. Teachers will work with their peers to determine what evidence would effectively show what a student knows, understands and can do well.

- **How will data inform decisions?**

Responses on classwork activities will be used to determine whether teachers need to differentiate for students who need more assistance or another approach. Students with IEP services will receive assistance per their plan. Students who need or request acceleration will be “assigned” activities that promote practice or exploration. These options could be part of a menu in which students choose to engage. They may even put the results in a portfolio.

- **What other processes will you incorporate or rely on for evaluation?**

Classroom practice online sites such as IXL will provide documented progress of student activity and level of achievement. IXL also offers ELA and math diagnostics to assist

teachers in determining whether students are meeting the expectations of the critical indicators or will need further support.

Instruction and Feedback

Essential Element	Person(s) Responsible
<p>5. 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)].</p> <p>All teachers in WNESU will focus on the critical proficiencies for each subject in meetings with their principals and in grade level teams and will create learning activities that will support students in meeting the critical indicators for students in their respective grade clusters.</p> <p>The High School will focus on the Proficiencies that are embedded in their courses and which are a part of the school's system of Proficiency Based Graduation Requirements (PBGRs).</p> <p>Classes, students and teachers will spend much time working through video conferencing (parents may have heard the words “Zoom” or “Google Hangouts Meet” Teachers have a variety of ways to stay in touch with their students. Parents do not need to expect that a “video centered class” will happen every day, but new learning will continue in one form or another on each school day, whether we are in the school building or working from home.</p>	<p>Superintendent Assistant Superintendent Director of Student Services Principals Teachers</p>

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

Presentation of Knowledge and Ideas:

For Speaking and Listening students will present information, findings, and supporting evidence such that audiences can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. K-2 Retell (and write) stories, including key details, and demonstrate understanding of a story's central message or lesson. 3-6 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

For Writing students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

For Reading students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Math Critical Indicators focus on:

At the early elementary grades, the focus is largely on the areas of number and operations in base ten and algebraic thinking. This expands to a focus on fractions later in elementary school. The K-5 mathematics content provides the groundwork for the study of ratios, proportional reasoning, the number system, expressions and equations, and functions at the middle school level. By providing a focused mathematics experience in elementary

and middle school, a strong foundation is developed for the content to be learned at the high school level.

At the middle school, the focus is on making sense of problems and persevere in solving them including explain the meaning of a problem and restate it in their words, analyzing given information to develop possible strategies for solving the problem, identifying and executing appropriate strategies to solve the problem, evaluating progress toward the solution and make revisions if necessary and explain the connections among various representations of a problem or concept.

At the High School, math classes will continue with the curriculum in place with a focus on manipulate the mathematical representation by showing the process considering the meaning of the quantities involved, recognizing the relationships between numbers/quantities within the process to evaluate a problem, reviewing the process for reasonableness within the original context, and using observations and prior knowledge (stated assumptions, definitions, and previous established results) to make conjectures and construct arguments.

- **How will you create flexible, open-ended learning tasks that can be solved in a**

variety of ways using various, easily obtained materials?

These critical indicators for each grade level will be present through several applications including IXL Math practice, Google Classroom instruction, Zoom and Google Meets interface with students.

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

Primary and intermediate teachers will use Classroom Meets, Zoom and Google Classroom as the vehicle for instruction for teachers to instruct students and explain accompanying assignments. Programs such as IXL, Raz Kids, National Geographic and Weekly Reader online will augment the teachers' instruction. Activities will be grade appropriate. Principals and grade level teams will meet to share proficiencies and units to be taught.

Middle and high school teachers will use the set curriculum for their subject area and provide classroom instruction through Google Meets, Zoom and Google Classroom. In addition to class instruction, individual feedback and assistance will occur through Google Classroom. Summative and formative assessments will occur through writings showing critical analysis and projects that show application of proficiencies. High school department heads meet with their departments once a week to go over curriculum and proficiencies.

6. Create instructional opportunities and assessments that allow for reporting on student performance in a manner that is acceptable and compatible with the school's record system (i.e., through a proficiency score, grade or other indicator of success).

WNESU teachers will focus on quality of evidence when assigning a grade for display of mastery through assessments, written products and projects. They will develop assessments that resonate with the students. Assessments will provide options to be physical “embodied.” For example, a student may record themselves measuring and explaining how they calculated the area of a room. Teachers will work with their grade level peers to determine what evidence would effectively show what a student knows, understands and can do well.

- **Can current rubrics and/or proficiency scales be used in online learning?**

Current rubrics and proficiencies are being modified by teachers to represent mastery in the critical indicators of each class.

- **How are you planning to report student progress?**

WNESU elementary students will be receiving year-end standards based report cards. High school students will receive final grades for their cumulative work in their classes and proficiency grades for their demonstration of transferable skills.

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.

The WNESU district has set up a variety of meetings for each team to meet on a regular basis to collaborate and share curriculum. Teachers are documenting their work and are sharing their progress with peers. The school principals meet at least once a week with each other to ensure equity between schools. The principals also meet online with the staff once a week so the school staff is able to collaborate with each other. The district is collaborating horizontally through periodic grade level meetings to share resources, plans, and progress.

The special education staff meets weekly with SPED Director to ensure all IEPs are up to date and being followed closely. The SPED Director and Asst. Supt. meet weekly with the Clinicians/School Counselors/Restorative Practices Team to ensure SEL needs of staff and students are being addressed. The high school departments heads meet with their departmental teachers once a week to ensure curriculum is being covered at a rigorous level. If a staff member becomes ill, grade level or department level peers will be able to step into the class and take over the teaching duties of the teacher.

- **How will you leverage existing PLCs to focus on providing high-quality teaching and assessment?**

PLC grade level meeting will consist of a collaborative meeting format where all information available to leaders and staff will be shared and discussed. Standards for teaching and grading will be discussed and questions will be answered and examples of high-quality teaching and assessment will be provided.

- **How will your MTSS and EST systems be utilized to work collaboratively to plan and coordinate necessary support for students?**

The WNESU special education director meets weekly with the special education teachers, related service providers and the principals to ensure the district systems of MTSS and EST are continued under our new circumstances.

- **How will you ensure consistency in curriculum, instruction, and education experiences across your SU/SD?**

Consistency across the district is the key to all the leadership meetings and the commitment that we are ensuring consistency throughout the Supervisory Union. All grade level teachers will develop a general routine and work expectations for the remote learning day. They will present a general daily agenda to the students. Teachers will make sure students understand that the school is moving to home learning and not just canceling school. Teachers will practice with students any online learning tools that will used. Assignments will be focused on building new key skills and reviewing content. Assignments are easily understood by parents so that they can help their students. Assignments will be manageable in length.

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

Our technology director and computer department technicians have put together a Tech Resources Google Classroom for our teachers to have access to information on how to engage in the teaching vehicles approved by the district. The Title I interventionists have access to a Google Classroom of learning for literacy strategies. Our district grade level meetings will be part of our district professional learning communities that provide PD

for our teachers. We are developing methods within the district infrastructure to ensure our teachers have all the individual and group support to become fluent in effectively using virtual remote teaching platforms. We are also developing a data base of resources for teachers to use that will assist them in their lesson planning for remote teaching. Once such example is Pearson Online which is directly connected to our district math program, Investigations, and offers online lessons and practice for students. Currently, we have found that many of our teachers are very comfortable with online instruction and would rather teach a class themselves rather than rely on an already made lesson.

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

The WNESU district has put together a schedule of practices and tools that are revisited at regular meetings to ensure the sharing of information, resources, and support between all stakeholders. The superintendent meets at least once a week with the leadership team. The principals meet at least once weekly with their staff. The staff will meet bi-weekly with their grade level peers across the district.

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

The WNESU technology director and his team, as well as the district STEAM coordinator and the data coordinator have been an essential source of support for all teachers, staff and administration during this time.

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

The WNESU leadership team is exploring web based training that would be especially relevant for our current circumstances while continuing to revisit our current initiatives and how to implement them in our new environment. In addition, PLCs have become more essential than earlier in the year.

- **How will you use already vetted tools and resources?**

Vetted tools and resources have been listed and circulated throughout the district. The curriculum coordinator has developed a list of resources and it has been provided to the principals to share with their staff.

Ensuring Accessibility

Essential Element	Person(s) Responsible
<p>Describe how you will ensure the provision of FAPE. How will you ensure that opportunities are accessible to all students, including students with IEP or 504 plans, designated as EL, Migrant students, etc.? What accommodations can be made for these students?</p> <p>Student Services will:</p> <ul style="list-style-type: none"> ● Support students with disabilities to access the general education curriculum ● Continue provision of services as outlined in the IEP/504 and Distance Learning Plan for continued learning (at no cost to parents/guardians), to include: <ul style="list-style-type: none"> ● Service levels ● Changes in service levels and modes due to remote learning environment ● Accommodations and modifications (assistive tech, audiobooks, extra time, etc.) ● Nine East Network for Deaf and Hard of Hearing students ● Other as needed ● Abide by Requirements for Procedural Compliance (see following headings below) ● Continued placement in the Least Restrictive Environment (LRE) 	<p>Superintendent Assistant Superintendent Director of Student Services Principals Teachers</p>

Data collection to determine the potential need for compensatory services

[WNESU Student Services Guidance for Special Education During the COVID-19 School Dismissal](#) is a document that has been created to provide updated information to Case Managers. This document will be consistently updated as we receive updates from the AOE and Federal Government.

[WNESU Student Services Guidance for 504 Plans During the COVID-19 School Dismissal](#) is a document that has been created to provide updated information to Case Managers. This document will be consistently updated as we receive updates from the AOE and Federal Government.

Procedural Compliance

Annual IEP/504 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 options 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 Student Study 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, including through the 80/20 rule or the school's Multi-Tiered System of Support (implementation of Local Comprehensive Assessment System-LCAS).

Special Education Re-Evaluations

The School Psychologist has been tasked to meet with Case Managers to review re-evaluation due dates (and due dates for initial evaluations) for the remainder of the school year. Draft proposals for file review, Form 8, or new testing will be created and information will be shared with the Director of Student Services for final review before contact with the student's IEP team. The Case Manager will contact IEP team members to develop the evaluation plan collaboratively. The expectation is that decisions will be made *with* the student's IEP team and that the most appropriate decision will be made for the student to ensure needs are met in light of present circumstances as well as the student needs prior to COVID-19. 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.

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 the 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)

Student Services 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 and 504s. As of 3/27/20, the directive is that Distance Learning Plans must be completed for students on IEPs. These will be completed during the week of 4/6/20 with parent/guardian and team involvement. 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 with DLPs and IEP/504 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 a 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. Student Services 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 Student Services 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;
- Case Managers will create logs; logs will be mailed to paras for signatures with SASE
- Case Managers will sign electronically
- Tracking of services to determine the potential need for compensatory services.

- **What additional measures will you take to support students with disabilities, and students served under Title Programs (ELL, Migrant, etc.).**

Students with Disabilities (SWD) will meet for at least an additional 30 minutes with support staff as individually determined to continue educational progress beyond the WNESU Guidelines for Continuity of Learning. This includes ensuring students who receive Occupational Therapy, Physical Therapy, Speech Therapy, and Mental Health continue to do so. The district ELL teacher will meet with ELL identified students three times a week for instruction.

Describe how you will address adherence to FERPA.

Student Services will adhere to all FERPA requirements, including:

- [Guideline outlined in the FERPA and Virtual Learning Related Practices \(March 2020\)](#)
- [Student privacy and safety considerations guidelines](#) from the AOE

- Those outlined in 2365.2 Confidentiality of Information and Student Records (State of Vermont Special Education Rules and Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities)
- Ensure parents/guardians understand parental rights
- Ensure compliance with parental consent for services, including revocation of consent, initiation of services
- School policies regarding Personally Identifiable Information will be adhered to
- Destruction of records according to policy (announced in the local newspapers once per year)
- Student Services will send a letter to the parents/guardians of students who will engage in specialized instruction in small groups. It includes a warning that there may be inadvertent disclosures of personally identifiable information due to the fact that with this platform, we are unable to control who is in the background/homes of the students in a small group. The letter requests parents/guardians to ensure the privacy and confidentiality of other students in the small group.
- Online platforms are checked by our Internet Technology team (IT Team). For example, several providers are using Zoom and here is the information we have reviewed directly from Zoom's materials to ensure FERPA compliant
 - Zoom uses privacy practices and technical security measures to ensure that customer data is protected.
 - Providing a variety of in-meeting product security features

- **How will you safeguard student privacy and ensure data security?**

- WNESU has developed the [WNESU Guidelines/Permission Slip for Online Meetings with Students](#)
- For all evaluations, WNESU Student Services is developing a Parental [Permission Form that will allow parents to consent to virtual evaluations.](#)
- Written Parental/guardian permission will be obtained prior to any lessons involving a student are to be recorded. Recordings will be used only for instructional purposes.
- No students' names are used in emails; only student initials.
- Parents of SWD with an IEP will be provided and [the OPT-OUT option for Small Group Programming](#)

<ul style="list-style-type: none">● Do you have an approved list of ed tech products, services, websites, or apps that teachers can use? <p>Vetted tools and resources have been listed and circulated throughout the district. A complete list of remote learning sites that have been vetted by the curriculum director has been provided to the principals to share with their staffs.</p>	
<p>11. Describe how you will address equitable access to instructional materials and experiences.</p> <p>Every student in grades K -12 will have a device to use to access the online instruction and meetings occurring at the classroom level. Interventionists will provide intervention lessons through the online format and special education teachers will connect with students requiring support for their learning. As a district, the administration has agreed to work in concert at both the school levels and grade levels to share resources, lessons, and assessments. The district principals are committed to working as a team to provide the same quality of learning experiences for every student in every school. The principals meet at least twice a week to ensure the continuity of learning across the district.</p> <ul style="list-style-type: none">● How will you evaluate whether underserved students have equitable access? <p>WNESU has a Restorative Practices team of several professionals who work in conjunction with the district guidance counselors and clinicians and meet weekly. This group of SEL professionals review every student who may be struggling during this time and develops options for providing support to them. All students will have a</p>	

check-in with their teacher at least once a week to ensure they have equitable access and they are able to engage in quality home learning.

Case managers, Related Services Providers, and paraprofessionals connect with students with disabilities on a regular basis. Students who do not have internet access are able to receive services over teleconferences.

The district has asked that the teachers make an inventory of all families who do not have internet access in the district. The number was very small ????. In addition, learning packets and materials for families that do not have access to the internet will be provided on a regular basis. Packets and materials will be distributed at the same location sites that meals are being dropped off and provided on every Monday, Wednesday, and Friday. Contact with teachers and guidance professionals will be accomplished through phone call check-ins. Teachers will check in twice a week individually with students who do not have access

- **Are there associated barriers that may impact student access to instruction (e.g., materials, apps, broadband service charges, devices)? How will you address these barriers?**

The WNESU leadership team, special education team, restorative practices team, guidance counselors, and staff understand that addressing equity issues (access and beyond) is a major concern for us. We understand that home learning is likely to intensify existing inequalities. Families with the time and resources can nurture their children's capabilities, but families with less of everything will have less to give to their kids and we need to be prepared to address all these inequities. Our best strategy at this point is to narrowly focus our expectations and then bring as many resources as possible to bear on these expectations. For students who cannot or will not meet our critical indicators, schools should be as clear and direct about where the student stands and how the school will address a student's needs when regular education services resume.

- **If a student is impacted by these barriers, how will the SU/SD ensure that all students have the same access to analog or online learning materials and associated services?**

The WNESU leadership team, special education team, restorative practices team, guidance counselors, and staff are vigilant in ensuring that all students have the tools necessary to access digital learning and for the very few who do not have access, traditional packets of learning will be sent to them. In addition, teachers will reach out to the students who do not have internet access at least twice a week through phone calls.

