

Continuity of Learning Plan Tool

Please use this template to document your SUs/SDs plan. You may use the Continuity of Learning (COL) Reference document which has questions to consider and related resources for each Essential Element to inform the design of your plan. If you would like assistance from your education colleagues at the Agency of Education, please check the box for help, and we will gladly work to assist you.

Communication

Essential Element		
1. Describe your communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.	Person(s) Responsible	Help?
<p>PK: Teachers will communicate with students and families through a variety of means including whole-class meetings through the Google platform. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtual office hours. Additionally, Special Educators and other service providers will set suggested structures for the remote completion of student academic work, this will follow AOE guidance and be developmentally appropriate. Teachers will collaboratively create and share with families a weekly learning plan to structure learning experiences for students. Staff will participate in district professional development and weekly meetings to support this work.</p> <p>K-5: Teachers communicate with students and families through a variety of means including whole-class meetings through the Google Classroom platform, email, telephone calls, and virtual office hours. Additionally, district departments and teachers set suggested structures for the remote completion of student academic work. Teachers will collaboratively create and share with families a weekly learning plan to structure learning experiences for students.</p> <p>6-8: Teachers communicate with students and families through a variety of means including whole-class meetings through Google Hangouts/Meets, screen recordings, email, telephone calls, virtual office hours, and</p>	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Contact Information:

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

Heather Bouchey, Deputy Secretary of Education at heather.bouchey@vermont.gov

Essential Element

newsletters. Additionally, district departments and teachers set suggested structures for the remote completion of student academic work. Staff to staff will include memo from the Principal, regular Faculty, Team, PLCs, and Guidance Meetings.

9-12: Student to Teacher Communication: email, google meet

Teacher to Student Communication: Weekly work plan, email, office hours, Learning Management System (Unified Classroom)

Staff to Staff Communication: Lead Teacher meetings, department meetings and faculty meetings,

Staff to Family/Community: voice calls, emails, website updates, newsletter,

District:

For Student to Teacher and Teacher to Student (using comments or feedback) and Teacher to Families: Google doc for each student where connections happen around various topics-- math, literacy, other.... "Monitored" by:

- the homeroom teacher in elementary;
- each person on a team responsible for one class (20+ students each) in middle school;
- and advisory at the high school level.

English Learners:

- Eleven Multilingual Liaisons who are proficient in English and native speakers of the most prevalent languages spoken by New American students families in Burlington will continue to facilitate communication between teachers, students, and families.

Essential Element		
<ul style="list-style-type: none"> The electronic Multilingual Liaison ticket system allows teachers to request native language support for communication. This can include clarification about assignments, questions to and from teacher and student, and information sharing about student progress. While most contact by Multilingual Liaisons will be made by calls to students' homes, other platforms such as WhatsApp groups by language will also be used. Teacher to teacher communication routines will happen as part of structured meetings (staff and grade level professional learning communities). Additional grade level team meetings will be scheduled for planning curriculum and instruction to include all professionals including EL teachers, instructional coaches, special educators and interventionists. 		

Structures for Student Success

Essential Element		
2. Describe how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.	Person(s) Responsible	Help?
PK: <ul style="list-style-type: none"> Weekly Staff Meetings PLC Meetings with SLPs and ECSE Classroom Team Meetings with Paras Team Meetings with Administrator weekly 	BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.	<input type="checkbox"/>

Essential Element

- Teaching teams will set up specific Office hours.

K-5: BSD elementary teachers will be expected to attempt to make contact with each of their students at least TWICE per week, of one sort. This contact could be email, Google Hangout or Meet, or direct phone call or text. Teachers will also make themselves available to provide instructional support for students and families through set office hours twice per week (4 hours total) during which teachers may be contacted to provide support for students and families. Teachers could be reached through Google Hangouts Meet, via email, phone or text message during office hours

6-8:

- Teachers will maintain online presence with classes, small groups and individual students to provide feedback and instructional practices and connections with students through daily office hours/Google Hangouts/Meets; attendance checks, use of Unified Classroom, formative assessments and video/phone conferences (1:1): reserved for students who IEP's or students who are EL who require individualized support.
- Teachers will provide ongoing feedback on student skills, and will provide an end-of-quarter summary of student progress that includes a narrative and one of three "marks" in relation to the identified learning: making exceptional progress, making satisfactory progress, not showing evidence of progress.

9-12:

- Schedule for optional synchronous teacher check-ins, teacher office hours, & weekly feedback on assignments in Unified Classroom.
- Study Group Schedule via Google Hangout.
- A master file of the available office hours will be maintained.

Essential Element

District:

EXPECTATIONS OF TIME BY STUDENTS

Synchronous Asynchronous

Pre - K Offer office hours for one hour per week and additional team meetings as needed for individual families and teams. Expect that students and family will engage in a total of 60 minutes per day. For example, 30 minutes of learning activity per day and 30 minutes of reading. This may look like 15 minutes adult-directed, 15 minutes child-led with an adult participating in play or activity alternating throughout the day.

K Offer office hours/study groups for two hours per week Max. 6 hours per week including core content (reading, math, and writing) and menu of unified arts offerings. Other integrated activities science/social studies will be offered as supplemental.

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Essential Element						
4	Offer office hours/study groups for two hours per week Max. 8 hours per week including core content (reading, math, and writing) and menu of unified arts offerings. Other integrated activities science/social studies will be offered as supplemental.					
5	Offer office hours/study groups for two hours per week Max. 8 hours per week including core content (reading, math, and writing) and menu of unified arts offerings. Other integrated activities science/social studies will be offered as supplemental.					
6	Offer office hours/study groups for three hours per week 60min/wk/course (Max. 8 hours)					
7/8	Offer office hours/study groups for three hours per week 60min/wk/course (Max. 8 hours)					
9-12	Offer office hours/study groups for three hours per week 60min/wk/course (Max. 8 hours)					
<p>Teachers will be notifying families whether and when they intend to use Google Hangouts/Meet for continued online meetings. Families who choose to opt out will contact the building principal. VP: There is an overall expectation that every student (or parent) in our district will have direct contact with a teacher at minimum, weekly. This can include via Google Hangouts/Meet as part of a whole group or as a 1:1 phone call, email or Google Hangouts/Meet. This may look different between school levels: in pre-K-5 it will be the homeroom teacher; in middle school one teacher from their teaching team; in grades 9-12 one of their current teachers or advisors. These connections will be tracked as part of attendance. Teachers at all levels will set available office hours each week for students and families. A master file of the available office hours will be maintained at each building.</p> <p>English Learners: EL students/families will be notified by Multilingual Liaisons about office hours, Google Hangouts, and all other synchronous learning. A predictable schedule shared for each grade level juncture will help all families meet expectations.</p>						
	3. Describe your system/structure for ensuring that all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Help?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Help?		
Person(s) Responsible	Help?					

Essential Element		
<p>PK:</p> <ul style="list-style-type: none"> • Teachers will engage in weekly check ins regarding academic, social emotional or technology/material needs with families and establish weekly office hours. • Collaborate with community partners (Howard Center, VAVBI, Nine East, Head Start) • Overlap office hours with related services providers • Collaboration and communication through Multilingual Liaisons as needed <p>K-5:</p> <ul style="list-style-type: none"> • School level CARE teams meet weekly to discuss individual student support needs and action steps. Schools will track those students who are not making consistent contact with their teachers and attempt to improve students' level of engagement. • Burlington School District has established a device distribution (Chromebooks) plan to attempt to connect all students in grades 3, 4, 5 with access to online tasks. • Communications log identifies the level of contact for each student to ensure that students who may be requiring support are identified and support systems are activated. <p>6-8:</p> <ul style="list-style-type: none"> • Teachers will continue to provide students with multiple and differentiated versions of assignments based on levels and individual needs as well checks for understanding through frequent from feedback. 	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Essential Element		
<ul style="list-style-type: none"> ● Flexible Scheduling: Students are able to check in with teachers during the school day, using email and to submit self-paced assignments. ● Enrichment Activities will be provided and might include “opt in” unified arts learning opportunities and challenges, including shorter-, medium- and longer-term projects. <p>9-12: Student Support is carrying caseload of students they are checking in with</p> <ul style="list-style-type: none"> ● Student Support and Counseling meets weekly to triage students who teachers have not heard from and are concerned about. ● School counselors are working with each student and triaging needs within the realms of academics, social-emotional and post-secondary planning. We are working with Howard Center on referrals and follow-up for crisis interventions. ● Advisors are checking in with their students as well, and referring any students of concern to School Counselors. ● IT has a working helpline for tech support for students, families, and staff. <p>District: This connects with #2 and #5 in this document. At the K-5 level school counselors are being included as part of the UA rotation to support grade levels on a rotating schedule. In addition, school counselors will support all teachers in their building with SEL suggested activities. In addition to making regular contact with students, K-5 guidance counselors will participate in the unified arts rotation to provide regular SEL lessons to students.</p> <p>English Learners:</p>		

Essential Element		
<ul style="list-style-type: none"> The Chromebook initiative for grades 3, 4, and 5 included direct outreach to EL families by Multilingual Liaisons to identify student device needs as well as families' needs regarding internet access In order to support equitable opportunities for online learning, the EL department is working on instructional videos in multiple languages to help families learn how to use technology. This work includes collaboration with the Winooski School District and the VT Multilingual Coronavirus Task Force. 		
<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>	Person(s) Responsible	Help?
<p>PK: Students should have up to 60 minutes of expected engagement per day. For preschool students and families this may include 30 minutes of a learning activity and then 30 minutes of reading. Weekly meetings with families will allow for communication/feedback strategies. Low tech hardcopy materials will be available as needed to families as needed. A menu of learning activities based on VELs that students are able to access daily with the expectation that families will engage in those when the time works for their family.</p> <p>K-5: Students will be engaged in the following synchronous and asynchronous ways:</p> <ul style="list-style-type: none"> Establishing a structure for student learning Providing materials for use by students and families Online class meetings Individual conferencing, consultation and instruction Help sessions conducted during regularly scheduled office hours 	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Essential Element

6-8:

Teams will provide consistency in the following areas:

- **Office Hours & Google Suite Tools, Unified Classroom**
- **Flexibility for independent work and not a requirement to be part of daily Hangouts/Meets**
- **Assignment checks and not an expectation that things be completed daily but rather incrementally.**
- **formative lessons to ensure that students are making gains towards proficiency in the essential skills being taught.**
- **Visual, screencasts, tutorials for hands on activities. Scaffolding of learning.**
- **A variety of choices that will connect to all learners and how they learn it.**
- **Weekly Learning Plans broken into smaller, daily goals for students that need it done by Special educators.**
- **EL teachers will collaborate with other educators to create adaptations and scaffolds of linguistically challenging learning activities to meet the needs of EL learners.**

9-12:

- **Synchronous opportunities for study groups & office hours, all other learning in asynchronous.**
- **No synchronous learning is required.**

Essential Element		
<ul style="list-style-type: none"> • Students receive weekly work plans every Monday morning from all of their teachers. All work is due by Friday at 4pm for all classes. • Teachers provide suggestions for daily “chunks” on weekly work plans. <p>District: The district is establishing the floor and ceiling for a number of minutes (or hours) of structured and required student learning. This includes contact time with students via synchronous and asynchronous interactions as well as time for fully independent work (ie.. homework). At this time we are “planning to use Chromebooks and other computers for grades 3-12. We are not relying on technology other than phones for parent/teacher communication for Prek-2.</p>		
5. Describe how you will monitor and evaluate the effectiveness of your remote learning plan.	Person(s) Responsible	Help?
<p>PK:</p> <ul style="list-style-type: none"> • Parent Report at weekly check in meetings with the option to share student work with teachers. Attendance will be tracked at least weekly based on family engagement and availability. Staff will document through CLP’s each individual family's communication schedules. <p>K-5:</p> <p>Attendance is assessed by the level of student engagement with class activities and individual assignments. Teachers collect data on outreach to and participation by students:</p> <ul style="list-style-type: none"> • Participation and engagement in learning activities • Formative and summative assessments <p>6-8:</p>	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Essential Element

Teachers will collect data on how often students are turning in assignments, attending teacher office hours and daily student check ins. Teachers and administrators will review this data during PLC time and adjust lessons and strategies based on what the data is telling us.

In order to ensure the needs of all students are being met, regular reflection of schedule by the following will occur: participation, communication, daily student checks, feedback and faculty reflection.

9-12:

- The various leadership and student support teams will monitor attendance data, how often students are signing into Unified Classroom, and other data as needed to determine if changes need to be made and provide guidance for teachers and staff for monitoring student attendance and engagement.
- Advisors will host 20 minute Friday check-ins and record attendance for the group

District: Attendance is the lowest bar; engagement is the next bar; “work” submitted and assessed is the highest bar.

Attendance needs to be defined: student completes some work, talks with a teacher on the phone, answers an email, does a suggested activity. This is evidence of attendance. All students will be automatically marked as present in PowerSchool; this will be changed to absent based upon lack of evidence of attendance after followed up by a phone call by the teacher, defined as the HR teacher in elementary; each person on a team responsible for one class (20+ students each) in Middle School; and advisory in high school.

Instruction and Feedback

Essential Element		
6. Describe how you will identify critical proficiencies for the remainder of the year and how you will design learning activities that support students to meet these critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school)].	Person(s) Responsible	Help?
<p>PK:</p> <ul style="list-style-type: none"> • Our curriculum will be linked to the Vermont Early Learning Standards (VELS) which is linked to our curriculum assessment (TSG). We will follow the AOE guidance about how best to track the learning for our age group with parent report and distance learning. <p>K-5:</p> <ul style="list-style-type: none"> • District wide Grade level PLC meetings will be held weekly to identify critical proficiencies for instruction based on our current district curriculum map. To start our primary focus is Math and Literacy with Science and Social Studies Content integration where appropriate. • BSD elementary school personnel will utilize the High Leverage Concepts identified by the All Learners Network for math. • In literacy BSD elementary personnel will utilize district literacy resources as the basis of their instructional focus. <p>6-8:</p> <p>Teachers will continue to collaborate within school teams and PLCs to ensure that learning activities are engaging and focused on skill-based learning targets. PLCs will have common grade-level targets and, where practical, sequence of learning targets for the remainder of the year.</p> <p>9-12:</p> <ul style="list-style-type: none"> • Teachers will meet in PLCs to determine curriculum for the remainder of the year. 	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Essential Element		
<ul style="list-style-type: none"> ● Dedicate twice as much time for new learning. Cut 50% of curriculum. ● Teach 1 standard/proficiency for rest of quarter. ● Create 2 units - now until end of April, May unit, credit recovery unit ● Continue to provide 1 hour of work per week, per class ● Last Two weeks will be “Credit Recovery” <p>District: See grade level expectations for example: Max. 8 hours per week of reading, math, and writing activities. Menu of other types of activities can be offered as supplemental. Grade level and content teams will determine the high leverage concepts that are critical to student learning for the remainder of the year. Instructional coaches at K-8 will support teachers with curriculum planning using best practices.</p> <p>English Learners:</p> <ul style="list-style-type: none"> ● EL teachers will work with classroom/content area colleagues to ensure that academic content is appropriately scaffolded to meet (and challenge) English Learners’ present level of English proficiency. ● Activities/assignments may be adapted or developed collaboratively to include the same conceptual content and skill development as all learners, with modifications to address the language learning needs of EL students. 		
<p>7. Describe your process to create opportunities for teachers and staff to work collaboratively or in teams around curricular design and support of students, and to ensure continuity in case of staff illness.</p>	<p>Person(s) Responsible</p>	
<p>PK:</p>	<p>BSD Principals will be accountable for implementing the plan at</p>	<input type="checkbox"/>

Essential Element		
<ul style="list-style-type: none"> ● Weekly PLC Meetings with SLPs and ECSE, weekly staff meetings, weekly team meetings, individual family meetings, a shared spring curriculum for all students, and a shared google drive with notes and contacts per classroom team. <p>K-5:</p> <ul style="list-style-type: none"> ● Teachers will continue to work within their established routine of weekly collaborative district and school level meetings using the Professional Learning Communities model. Additionally, they will continue to meet in professional staff team meetings, IEP team meetings and other ad hoc teaming configurations. ● PLC meetings will occur weekly. Burlington School District will have specifically designed grade-band aligned PLC meetings, which focus on curriculum, and aim to provide equitable, consistent approaches to instruction and delivery. <p>6-8:</p> <ul style="list-style-type: none"> ● Pre-closure collaboration structures will continue, including faculty meetings, team meetings, PLCs, meetings of teams with admin, Student Support Team. ● In addition, teachers will work weekly with PLCs and teams. ● Teachers must have the same skill-based learning targets across PLCs, and where possible, same sequence of those targets. <p>9-12:</p> <ul style="list-style-type: none"> ● Lead Teacher Weekly Meetings hosted by the Admin team ● Weekly Department PLCs ● Whole school faculty meetings on Fridays at 9 am 	<p>the building level with support from central office directors.</p>	

Essential Element		
<ul style="list-style-type: none"> We have building based subs that are available to support teacher absences if they arise. Additionally, teachers are creating emergency sub plans if they do fall ill. <p>District: Using a combination of collaborative tools such as Google Docs and hangouts, school-based grade level PLCs and whole school faculty, will meet weekly; K-5 district grade level teams will meet every week. All of these meetings will involve both a written and a remote live in-person component. All building leaders will meet weekly as a whole school team as well as within their respective school sets of Prek-5, 6-8, and 9-12. Each week teachers create a 1-day absence plan and then each school by department or grade level comes up with a 2-week absence plan.</p> <p>EL teachers</p> <p>EL teachers will join grade level meetings to collaborate on planning learning opportunities appropriate to the needs of English Learners. EL teachers will provide specialized learning activities for EL students who are newcomers/beginners to English.</p>		
<p>8. Describe your plan to support and provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.</p>	<p>Person(s) Responsible</p>	<p>Help?</p>
<p>PK:</p> <ul style="list-style-type: none"> Weekly memo with a section dedicated to remote learning training opportunities. Staff share new learning opportunities at weekly PLCs and at staff meetings. <p>K-5:</p> <ul style="list-style-type: none"> Weekly PLC meeting for grade level teams across six elementary schools co facilitated by principals and instructional coaches. 	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>

Essential Element		
<ul style="list-style-type: none"> ● Shared Drive of K-5 remote learning resources <p>6-8:</p> <ul style="list-style-type: none"> - Utilizing Leadership within the school to provide support instructional practices - Faculty leadership - Instructional Coach - Opt in PD workshops (via Google Hangout) provided by: <ul style="list-style-type: none"> - Outside consultants - Tech Integrationist - Instructional Coach - Colleagues <p>9-12:</p> <ul style="list-style-type: none"> ● Padlet created for staff resources and sharing of resources, materials ● Support from District technology interventionists (they have already created some short videos to assist all teachers in utilizing different online platforms. ● Faculty and PLC meetings provide an opportunity to support professional development and focus of different tools and resources. ● 1 Google doc with links to everything and teacher requirements. ● School counselors have participated in a series of webinars revolving around ethical school counseling in a virtual setting. <p>District: District technology integrationists will design and deliver professional development focused on the use of developmentally appropriate tools to support remote learning. In addition, instructional coaches will support classroom teachers with professional development focused on best practices. How to videos as well as podcasts</p>		

Essential Element		
and other written resources will be provided to support teachers with remote teaching. In addition, we wish to use one day in April and one in May where no instruction will be “delivered” as school or cross district professional learning. We will also utilize school-based grade level and team PLCs, whole school faculty, and district grade level teams for professional learning and support of teachers.		
English Learners: EL Academic Language Coach will provide support to designated classroom teachers in how to make learning accessible to EL students by providing planning models, feedback on plans, and perhaps video demonstrations.		

Ensuring Accessibility

Essential Element		
9. Describe how you will ensure the provision of FAPE.	Person(s) Responsible	Help?
<p>PK:</p> <ul style="list-style-type: none"> ● IEP Teams will meet to plan CLPs and discuss specific accommodations as needed. ● Curriculum will be differentiated to Individual student learning needs. ● Related service providers will include links with videos to support access to the General Ed Curriculum. ● Handouts and pre-recorded videos with parent tips and strategies for supporting their child to engage in the curriculum (e.g., Hanen, CSEFEL, etc.) <p>K-5:</p>	BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.	<input type="checkbox"/>

<ul style="list-style-type: none"> ● Student support services will meet once weekly to ensure that service plans are being considered, planning for support needs is being supported, and special educators are connecting with classroom teachers around IEP and 504 plans. <p>6-8:</p> <ul style="list-style-type: none"> ● SPED team will meet twice a week to collaborate and share best practices in addition to meeting with their team daily to ensure curricular differentiation and appropriate individualized support. ● 1-1 and small group support will also be provided by case managers and para educators. <p>9-12:</p> <ul style="list-style-type: none"> ● Case managers will work to the best of their ability to communicate with all students and families on their caseloads on a regular basis. ● Study groups have been created to meet to provide online support for students with their assignments. ● Case managers will be in regular contact with General Ed teachers to determine which students on their caseloads are in need of support. <p>District: Student Support Services will follow guidance provided by OSEP and VTAOE. At this time, this guidance requires special education service be provided as similarly to those provided in school as possible. Staff will be provided with timely guidance to follow directives as they are updated. Students identified under IDEA will be provided with a Distance Learning Plan which will be developed with parent input and amended as needed to ensure necessary services and accommodations during school closure. Special education services will be provided as necessary in the least restrictive environment and determined on a case by case basis. Learning with peers will be prioritized. Special education services will be provided as tolerated by the student when appropriate and reasonable in the online environment.</p>		
<p>10. Describe how you will address adherence to FERPA.</p>	<p>Person(s) Responsible</p>	<p>Help?</p>
<p>PK:</p>	<p>BSD Principals will be accountable for</p>	<p><input type="checkbox"/></p>

<ul style="list-style-type: none"> Teachers will use aspects of Google Suites as their primary means of electronic resource development and communication related to student learning and instruction. Low tech information will be mailed or made available at food pick up sites. <p>K-5:</p> <ul style="list-style-type: none"> All staff participated in mandatory trainings at the commencement of the school year. This standard continues and principals will include a reminder statement in staff updates. <p>6-8:</p> <ul style="list-style-type: none"> Teams will continue to use all instructional platforms that are already currently in place and vet any new additional online resources to protect student privacy. <p>9-12:</p> <ul style="list-style-type: none"> Administrators, faculty, and staff will continue to communicate through school email, text, and all other means of typed communication about specific students by using abbreviations and/or student ID numbers assigned through PowerSchool so as not to identify students by name. Administrators, faculty, and staff participating in online meetings or forums will work to the best of their ability to ensure that they have found as private a space as possible when naming students specifically out loud. Access to confidential student information will only be shared with school staff that are in direct contact with the individual student and their access to education. <p>District: IDEA and ADA documents will be provided to parents as is consistent with FERPA guidelines.</p> <p>TIS team sent out guidelines including info about FERPA, COPPA.</p>	<p>implementing the plan at the building level with support from central office directors.</p>	
<p>11. Describe how you will address equitable student access to instructional materials and instructional experiences.</p>	<p>Person(s) Responsible</p>	<p>Help?</p>

<p>PK:</p> <ul style="list-style-type: none"> Curriculum has been developed with the principles of Universal Design for Learning. Individual Team Meetings with families to ensure equitable student access. This may include; BSD Multilingual Liaisons, Howard Center, Nine East, etc.... <p>K-5:</p> <p>All distribution of learning opportunities/activities for students will use multiple means, ie. paper and pencil as well as online learning. Access is as equitable as we are able to deliver with existing structural constraints that extend beyond the district's control.</p> <p>6-8:</p> <ul style="list-style-type: none"> Teachers will be aware of student inequities and provide means of instruction to those in need by providing "non-line" materials to students who need paper assignment versions, that will list objectives with assignments to students so that both students and families know what they are supposed to do. Weekly Learning Plans will be available to interventionist, EL teachers and SPED teachers in order to suggest and provide appropriate supports, modifications and accommodations. <p>Guidance counsellors, social workers, clinicians, and the school psychologist will continue their collaborative effort to monitor students who are flagged by staff and follow up on their needs.</p> <p>9-12:</p> <ul style="list-style-type: none"> All students have Chromebooks as BHS is a one to one school BHS gave a survey to students prior to the closure in regard to accessibility. All students and staff have access to an IT help line for tech support <p>District: All distribution of learning opportunities/activities for students will use multiple means, ie. paper and pencil as well as online learning. Appropriate accommodations to learning activities which take ability/disability and English language proficiency into account (developed collaboratively, as described above) will ensure access for all students.</p>	<p>BSD Principals will be accountable for implementing the plan at the building level with support from central office directors.</p>	<input type="checkbox"/>
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<p>Students eligible under IDEA will be provided with services and accommodations as needed to ensure appropriate access to make reasonable growth in the learning environment. Students eligible under ADA will be provided with services and accommodations to access the general education curriculum as developed by the school district in the learning environment. Students identified under IDEA will be provided with a Distance Learning Plan which will be developed with parent input and amended as needed to ensure necessary services and accommodations during school closure.</p>		
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