Continuity of Learning
Supporting our Students
Continuity of Learning
Agency of Education (AOE) Guidance, Released 4/1/20

The VT education community is being asked to:

- support the wellbeing of our students
- continue their learning over this extended period.

AOE expects educators to develop a plan which:

- identifies the critical standards/proficiencies (for both transferable skills and content)
- identifies the curricular expectations for the remainder of the year.
- follows four guiding principles: Health and Safety, Equity, Relationships, Remote Learning
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AOE Four Guiding Principles

Health and Safety - Doing everything that we can to support the health, safety, and wellbeing of our students and their families is our top priority.

Equity - This crisis affects everyone but will disproportionately impact the most vulnerable students.

Relationships - Making connections and maintaining relationships are the foundation of all implementation plans.

Remote Learning - Remote learning does not exclusively mean online learning. Districts should leverage other opportunities for students to learn.
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Learning Plan Pillars

- Communication and Routines
- Structures for Student Success
- Instruction and Assessment
- Ensuring Accessibility

Each of the pillars includes essential elements for districts to consider when implementing remote learning for ALL students.
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Learning Plan Pillars: Communication and Routines

- Weekly Newsletters, Email, Phone and Platforms
  - Platforms: K-12 Google Tools, K-5 Seesaw, and 6-12 Unified Classroom
  - Teachers will communicate with every student at least twice a week

- Weekly Learning Expectations - Communication from Teachers
  - Combination of technology and non-technology dependent options
  - Weekly lesson plan communication (learning targets and assignment details)

- Additional Communication Routines
  - Teacher Office Hours: Pre-K, K-5 (twice a week) 6-12 (three times a week)
  - Counselors and Social Workers - social/emotional support
  - 6-8 Team Check In and 9-12 Study Groups
  - Multilingual Liaisons
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Learning Plan Pillars: Structures for Student Success

Lesson Creation Expectations - Teachers develop weekly lessons that align with critical standards and transferable skills including digital and non-digital resources.

Professional Learning for Teachers - Select developmentally appropriate tools to support digital learning activities.

Technology - BSD Help Desk will offer support for student devices and teachers will support questions about the instructional resources.

Evaluation - Student feedback, participation/attendance and surveys.
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Learning Plan Pillars: Instruction and Assessment

Instructional Design
Use district curriculum documents to determine standards/proficiencies and transferable skills
- Identify high leverage concepts (students at each grade level know/do)
- Develop formative assessment for regular monitoring of student progress

Collaboration
Teachers work in district and building level professional learning communities
- Develop lessons and assessments
- Use reflections from teachers and students to modify instruction
- Professional Development ~ remote delivery of teaching
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Learning Plan Pillars: Ensuring Accessibility

● FERPA - Family Educational Rights and Privacy Act
  ○ Teachers use district approved learning platforms (Google, Seesaw, UC)
  ○ New online resources vetted by district staff to protect student privacy
  ○ Parent may opt-out of video conferencing

● FAPE - Free Appropriate Public Education
  ○ Interventionists, Special education and EL teachers modify learning as appropriate
  ○ Case managers and multilingual liaisons offer support to students and families
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Timeline

March 17th - April 13th: District provides Maintenance of Learning opportunities for PreK-12 students.

April 1st: Districts receive guidance and planning template for Continuity of Learning phase.

April 8th: Continuity of Learning Plan submitted to Deputy Secretary of Education for review and comment. District finalizes plan by April 20th.

April 13th: Continuity of Learning Plan structures begin implementation

April 20th: Spring Break, Administrators review week one of Continuity of Learning and make adjustments.

April 27th: Continuity of Learning continues.
COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow’s Hierarchy of Needs

SCHOOL IS IMPORTANT DURING THIS CRISIS

BUT....

NOT AS IMPORTANT AS THE NEEDS OF OUR FAMILIES WHO ARE EXPERIENCING ANXIETY AND FEAR AS WE DEVELOP OUR NEW NORMAL

Our kids and families need us more than ever to model social and emotional learning before content.

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