

Continuity of Learning Plan (CLP) Submission Template

Purpose

The purpose of this template is to assist supervisory unions/supervisory districts in developing and submitting the required Continuity of Learning Plan (CLP) under [Governor Scott's Directive Number 5 of March 26, 2020](#).

Structure and Design

This template is comprised of four sections:

- I. Communication and Routines
- II. Structures for Student Success
- III. Instruction and Assessment
- IV. Ensuring Accessibility

Each Section has 3-4 *Essential Elements*, including Recommended Resources, Questions to Consider, and a place for your plan. In your plan, please:

1. Provide a description of how you will meet each essential element broken down by PreK, K-6, and 7-12 students in your SU/SD.
2. Identify any SU/SD-wide activities.
3. Identify the person(s) responsible for implementing essential elements.

Questions to Consider are offered as prompts for the kinds of thinking you should consider in developing your plan. They are not exhaustive; feel free to address additional issues, questions, topics in your CLP.

These design elements were developed to ensure compliance with [Governor Scott's Directive](#), provide guideposts for SUs/SDs to identify and address potential equity gaps for learners, and organize useful resources for the plan development process. Initial CLPs should be sent to

Contact Information:

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

Heather Bouchey, Deputy Secretary, Heather.Bouchey@vermont.gov

Heather.Bouchey@vermont.gov by the end of the day on Wednesday, April 8, 2020. The Vermont Agency of Education (AOE) will provide feedback on your plan within 48 hours of submission. An SU/SD may make amendments to its CLP in response to AOE feedback. Final CLPs, to be put on file at AOE, should be submitted by Monday, April 20, 2020.

Follow-up guidance from AOE will provide additional information to assist you in plan implementation.

Submitted by:

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Supervisory District/Union:

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Communication and Routines

Essential Element	Related Resources
<p>Describe the process you will use to connect with students and families, including how you will evaluate and track the best modes by which to communicate with them.</p> <ul style="list-style-type: none"> • How will you be able to connect with every student, every day? • What is your attendance mechanism and who will be responsible for tracking attendance? • How will you utilize existing homerooms, advisory programs or other systems for connecting with students? • How can you leverage phone calls and video chats to connect with your students? • How can you best connect with hard to reach students/families who may have no or limited internet access? 	<p>Recommended Daily Contact Procedures for Continuity Plans (from VTVLC)</p> <p>Teach from Home (from Google)</p> <p>9 Uses for Smartphones in the Classroom</p> <p>Leveraging Skype to Connect with Students through Landlines or Mobile Phones</p>
<p>Your Plan:</p> <p>We are using a number of methods to maintain daily interactions with students and families, these include:</p> <ul style="list-style-type: none"> • Providing each student with a personal Chromebook loaded with needed software. We tested Chromebook access with all students in their home prior to quarantine; • Providing Wi-Fi hotspots to students who do not have internet access at home; • Providing daily teacher-led classes in Humanities, Science, and Math provided over Zoom; • Providing additional classes in Health, Movement, and Personal Projects; • Starting each school day with a virtual morning meeting providing all students and staff with the opportunity to test their internet connections and technology for the day, greet each other, create the plan for engagement in school activities for the day, and identify any needs or issues that require additional support; 	

- Taking attendance at the beginning, middle, and end of each virtual class by the teacher and an additional support staff person, with additional measures for attendance including engagement on IXL and through Google Classroom;
- Placing daily attendance recordings in a shared Excel file by teachers and support staff and monitored each day by the Program Director;
- Making daily phone calls and texts to students to check-in on academic activities and other needs outside of class needs;
- Sending daily texts to students and families reminding them of daily school tasks and updates on Mill School resources;
- Facilitating daily phone, Skype, and Zoom conversations with families by support staff including the Behavior Program Manager, the Transition Coordinator, the School Clinician, and the School Social Worker to talk about issues related to home and family needs and how to support students as they participate in school remotely;
- Tracking all contact between families and school staff in a daily communication log kept in our secure Google Drive.

Person(s) responsible:

All clinical, administrative and educational staff are responsible for remaining in contact with each student and for capturing each contact through daily attendance and communication logs. This provides the school and the LEAs with valid measures of attendance and engagement with students, families and staff. The School Director and Chief Knowledge Officer are responsible for oversight of the attendance and communication logs.

Essential Element	Related Resources
<p>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 keep ALL families informed about updates, changes, and/or general information? • How will you assist students and families in setting up schedules and routines for their remote education experiences? • How can you support families and caregivers as they facilitate learning at home? • Do families have the physical resources they need to meet their students' academic needs? If not, how will you ensure they do? • How will you ensure that administration, teachers and staff communicate with each other? With what frequency? 	<p>Communicating with Districts, Schools, Parents and Students (SETDA)</p> <p>Creating a new schedule for remote learning (from Tarrant Institute)</p> <p>Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks</p>
<p>Your Plan</p> <p>The Mill School uses a number of methods of communicating with students and families:</p> <ul style="list-style-type: none"> • We have developed and updated our website with a specific section entitled COVID-19 Virtual School Plan. Any member of our community can find relevant information about COVID-19 and social distancing, and directives from the Governor and Secretary of Education. The website also includes specific virtual school information for methods of connecting via Chromebook, specific educational software, staff contact information, the virtual daily school schedule and additional educational resources. • Each morning students and families log onto our Zoom morning meeting, a 20 minute orientation to the daily plan, with opportunities to discuss general needs. In addition, each student and guardian receives two daily phone calls, one in the morning after the morning meeting and one in the afternoon following the scheduled school day, from the School Clinician or School Social Worker. The morning contact is designed to reiterate the schedule and provide suggestions for engaging students in the curriculum. The afternoon contact is designed as an opportunity to discuss issues related to the school day and problem-solve other non-school specific issues. 	

- Each student uses a Chromebook provided by the school and the family's internet accessibility is evaluated at the beginning of each week and on a daily ad hoc basis. If there are any issues related to internet accessibility the school pays for and provides a Wi-Fi hotspot through Verizon for the student and family. In addition, students receive daily contact via phone and text.
- We have developed a multi-component staff communication framework that includes two daily meetings: The morning meeting to plan for the day, identify student specific concerns and plans to address those concerns, and to assure each class block is prepared for the student; The afternoon meeting to review the day, student progress, family and student specific issues.
- We have created a closed WhatsApp group of all staff to communicate with each other throughout the day. This allows for real-time communication regarding student attendance, student needs in context, updates on student and family issues outside of the virtual space, requests for supports, and a whole host of other needs and news.

Person(s) responsible:

All school staff, including educational, clinical, and administrative staff. The School Director and Chief Knowledge Officer are responsible for oversight and to assure communication methods are easily accessible and used consistently.

Essential Element	Related Resources
<p>Describe your system/structure for ensuring that all students get enough help (academic, social/emotional, or technology/material needs) in a timely fashion.</p> <ul style="list-style-type: none"> • How will you leverage your MTSS system and/or EST to support struggling students? • How will you utilize classroom instructional assistants, school counselors and clinicians, and social workers to create support systems? • How will academic advising, counseling services, and other mental/health supports be maintained and provided? • How will you engage families and caregivers in supporting the academic and social-emotional needs of their children? • What methods will be used to support students if they have questions? 	<p>Remote Learning: Relationships first (from Tarrant Institute)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Vermont Multi-Tiered System of Supports (MTSS)</p> <p>Helping Children Cope with Stress During the 2019-nCoV Outbreak (from WHO)</p> <p>American School Counselor Association COVID-19 Resources</p> <p>Teaching Through a Pandemic: A Mindset for This Moment</p>
<p>Your Plan:</p> <p>Specific Virtual School Services:</p> <ul style="list-style-type: none"> • Access to the Internet. All students have access to a stable internet connection. Students and families have been surveyed to determine their Wi-Fi and internet connectivity. Any student who does not have access to internet or Wi-Fi service at home is provided with a wireless hotspot device. • Internet-Enabled Devices. Each student is provided with a Mill School Chromebook with a microphone and video camera. <p>Applications Used by All Members of the Mill School Community:</p> <p>All staff use their existing laptop computers and all students have been provided with a Mill School Chromebook to take home. The Program Director assures that, at a minimum, each laptop and Chromebook has the following software enabled and functioning:</p>	

- Zoom. <https://zoom.us/> Zoom is used for real-time video meetings and classes. The Zoom meetings are saved as in video form and shared for students who were unable to connect at the time of class. Zoom is available free of charge to our staff and students.
- IXL. <https://www.ixl.com/> IXL is a personalized learning platform that provides each student with a comprehensive curriculum in Math, Science, English Language Arts, and Social Studies. In addition, IXL allows for direct and synchronous monitoring by teachers of student engagement, attendance, and progress in each academic domain.
- Office 365. All Chromebooks and staff computers have Word, Excel, and PowerPoint loaded so that any required daily documentation are easily available to administrative and program staff.
- Google Classroom. <https://classroom.google.com> Google classroom is a cloud-based program that is easily accessed on all Chromebooks and computers. It is a way for school staff to organize classwork, create assignments, manage all coursework, and provide feedback to all students. In addition all staff members and students have a Classroom related email address that provide an additional method of communicating and monitoring school activities.

Learning Methods:

- Asynchronous Learning. This is used to describe education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that are not being delivered in person or in real time. All classes are recorded and made available to students so they can review them at times outside of the school schedule. In addition, we have created a number of individualized and alternative learning opportunities for students that have been described in later sections of this document.
- Synchronous Learning. This is use to describe forms education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. We have developed a daily school schedule for students so they know when to sign-in for classes and participate in real time.

Daily Activities to Assure Student Access to Learning:

- Conducting Device Assessments. The Program Director confirms that all members of the school community have access to a stable Internet and an Internet-enabled device with a camera and a microphone.
- Assuring Application Access. The Program Director confirms that all members of school community have downloaded and installed Zoom.
- Daily Morning Review of Connectivity. Each morning the school staff participate in the Morning Meeting via Zoom to test technology, discuss issues related to meeting student needs, communicate concerns about student engagement and other issues, and review the daily plan.

- Lesson Plans. Teaching staff are responsible for developing and implementing lesson plans with the same expectations as if the students were present in school.
- School Schedule. We follow a three block academic schedule similar to the one in place when we provided in-school services. The only difference is in our student groupings; rather than several small instructional groups, all students receive instruction in each academic area at the same time. This means we provide single blocks of Humanities, Science and Math with all students present through their Chromebooks via Zoom. In addition, each class is recorded via Zoom and made available to students for future reference as well. For students who are best served using alternative/individualized methods, we develop daily contact and individualized work plans. These include times for contact with school staff, suggested times to work during the day, and daily plans to review the work done, either in person or through feedback on Google Classroom or IXL.
- Attendance. Each staff member will use Zoom and IXL to take student attendance throughout the day. In addition, all non-academic interactions with the School Counselor and School Social Worker will be recorded for attendance.

Community Standards:

We follow the same rules for students being ready for participation in classes that we use while in the school. If a student is not ready to participate in any given class that student is provided feedback by the teacher or supporting staff person in the class. Should a student continue to be not ready to participate they are removed from the class by the teacher through administrative control of Zoom (e.g., muted and video disabled but still monitored by school staff) until they demonstrate that they are ready to return to the classroom.

Communication:

All information about school activities, school schedule, and any other needed information is sent to staff, students and families by email and text. In addition, the Mill School website is updated as needed to provide information about COVID-19 directives from the Secretary of Education, about specific activities that the Mill School is undertaking to provide services, and for additional resources that students and families might find useful.

Food Support:

We recognize that many of our students and families have difficulty managing the costs of meeting their daily nutritional needs. We have identified those students who need food assistance and are providing them with weekly food bag drop-offs that include perishable and non-perishable items sufficient to feed a family of four for a week. The day and time of the food delivery is coordinated with each family via text and the food bags are left by a designed staff member at the front door of each family.

Assuring Special Education and IEP Needs Are Met:

- Each class is organized and facilitated by a content area teacher who is responsible for assuring that academic needs are met;
- An additional staff member is present as a support to the content teachers in the virtual classroom to assure that IEP social and behavioral goals are met and to help address any individual student needs;
- Our licensed Special Education Teacher also participates in virtual classroom discussions each day to assure that academic needs are addressed and instruction is differentiated as needed. In addition, the licensed special educator interacts with each individual student several times to assure that all IEP goals are addressed as needed;
- The School Counselor and School Social Worker provide required counseling supports to students, are present in virtual classrooms at various points of the day, and provide family supports as needed. In addition, the Behavior Program Manager provides daily phone and text supports to families to coach them in ways of interacting with their children that are supportive and consistent with the approaches that have been successful in school and used at home as part of the typical program. The Transition Coordinator provides similar supports.
- The licensed Special Education Teacher keeps a daily log of special education services provided to each student.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these services.

Structures for Student Success

Essential Element	Related Resources
<p>Describe the system/process for ensuring that developmentally appropriate learning modules (managed by teachers, students, and families) are flexible enough to meet individual student needs while providing some predictability for students, families and educators. (For instance, in virtual delivery models, do not make plans that require more than 1-2 hours of synchronous time per day for each student.)</p> <ul style="list-style-type: none"> • How are you organizing content and grade level structures to ensure consistency in experience? • How are you leveraging, selecting, or developing virtual and analog materials? In what ways will you replicate classroom practices or routines online? 	<p>Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Dynamix Humanities Online: Week of March 23 - March 27 from Don Taylor at Main Street Middle School</p> <p>Sample Schedule from Vermont School</p>
<p>Your Plan:</p> <p>Because our students have complex academic, behavioral and emotional needs we have developed and implemented a multi-faceted approach to service delivery that enables students and families to develop predictable daily routines that include specific academic activities and additional social-emotional supports. These include:</p> <ul style="list-style-type: none"> • Synchronous learning using a daily school schedule that is similar to that of our typical school program. This daily service is divided into three 45 minute academic blocks, delivered by content area teachers and supported by additional staff on Zoom. Students participate in a 5-10 minute discussion of the plan and specific task requirements via Zoom and then are directed to a 5-10 YouTube video posted by school staff to review on their own. Each morning the teaching staff deliver classwork related to the daily schedule to every student’s Chromebook, in IXL and Google Classroom, which allows for real-time support for students outside of Zoom by the teacher and support staff. After 30 minutes of classwork on IXL and Google Classroom the students are brought together on Zoom for a review of the class, brief discussions on the topics, for feedback on performance and for planning on any additional supports that may be needed to master the content. 	

- Asynchronous learning of the daily classroom content. This daily service is organized in a manner similar to synchronous learning, but without the Zoom community component. The student is provided with the same daily classwork via IXL and Google Classroom by educational staff but they are not present in the Zoom community discussion. Each content area teacher video-captures the instructions for the classwork and the class review and puts that content in the Google Classroom for students to resource as they need it.
- Analog learning of weekly curricular content. At the beginning of each week a designated staff member provides the student with lesson activities for each core content area (i.e., Humanities, Science, and Math) sufficient for a minimum of 10 hours of student engagement for the week. The following week a designated staff person picks-up completed work and leaves new work for the week. Each day a content area teacher attempts to contact each student for whom analog learning is preferred to answer questions, complete assessments, and offer whatever supports a student might need to be successful.
- Individualized learning through direct instruction by any of the above methods but delivered directly by content area teachers and/or special education teachers. This includes planned one-to-one instruction to address specific needs and episodic individualized support when a student indicates the need for more individualized instruction. This kind of instruction focuses on the development of approaches to learning content that are flexible and responsive to student needs and preferences. Staff and students work together to foster creative plans and projects that include non-curricular approaches for personalized learning using a variety of methods and materials that are available to the student in their home.
- Active learning of curricular content. Students who cannot manage the notion of sit-down work are provided with opportunities to demonstrate proficiency in more active ways. This approach requires collaboration between the students, family and school staff to identify student preferences and then plan for an activity in a manner that allows for staff feedback and objective evaluation. This element of the curriculum is focused on project-based learning in areas of high motivation for the student. The student and school staff identify an area of interest, develop a goal for that area that includes specific proficiencies that are addressed, articulate a specific plan that results in the ability to achieve the goal that includes identifying specific materials needed and used, planning for supports needed to achieve the goal, articulating a plan for help and a mechanism for getting help from a school staff person or another agreed-upon resource, and a method of assessing the quality of the final product and the proficiencies that have been met.
- The daily schedule that is reviewed with students and families each morning through a combination of Zoom, text and phone calls from teaching staff and clinical staff. Students using individualized and active modes of learning receive additional daily contact from support staff, the school clinician and the social worker to help provide the needed resources and support required to move forward with academic work and personal projects.
- The daily schedule is also posted on the Mill School website as a reference for all.

- Pen and paper materials for students and families who prefer a more analog approach. We provide individuals and families who would prefer to work using traditional pen and paper means with twice weekly learning packets that encompass the same learning objectives and academic performance as those provided in the on-line service. Learning packets are dropped off and picked up at the student's home by a home on Mondays and Thursdays. In addition, teachers make contact with students via text and phone each day to offer specific instruction, support and clarification of class work.

Persons Responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these services.

Essential Element	Related Resources
<p>Establish consistent expectations of, and supports for, teachers in terms of providing learning opportunities for their students.</p> <ul style="list-style-type: none"> • What is expected from teachers in terms of lesson creation, delivery, and assessment? • Will teachers be creating their own lessons, materials and digital resources, using other materials, or both? • How might you institute and leverage teaming structures to ensure continuity of learning if staff become ill? • What Professional Development will you need to prioritize and deliver to staff and educators? 	<p>Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p>
<p>Your Plan:</p> <p>We have created an online internal curriculum development and evaluation system. This system allows all content area and special education staff to develop and implement lesson plans ensuring that students have predictable and robust opportunities to demonstrate academic proficiencies. The system is also designed to help students develop additional self-regulation skills needed to manage the multiple challenges of a non-traditional learning environment. Specific activities include:</p> <ul style="list-style-type: none"> • The use of a Universal Design for Learning lesson plan template that includes: <ul style="list-style-type: none"> • Goals for each class activity; • Plans for how to complete the activity; • Suggestions for how to overcome obstacles to completing expected outcomes; • A framework for reviewing what worked and what did not work in the completion of the activity. <p>Each content area teacher uses the same framework for unit planning and then post the unit plans for each week by Monday at 8am. In addition, for students who choose to work off-line, the twice weekly school packets that include lesson plans, materials needed to complete lessons (e.g., books, other reading materials, worksheets, pens, paper, journals, etc.), or specific personal project plans for those who choose that alternative, with specific instructions that parallel those of the online activities. Staff and students continue to use the same assessment</p>	

data collection system that is used for in-person instruction. This includes assessment of work completion, the quality of the work, engagement, attention, behavior, attendance, and how the task helped achieve specific goals and proficiencies.

- The use of IXL and Google Classroom for the delivery of curriculum on-line and using the aforementioned analog and project-based approaches for students who choose to participate off-line.
- Content area staff have developed unit plans for at least two weeks of lessons and these are put into a secure-cloud based Google Drive account that is accessible to all staff. In anticipation of staff illness or absence, our staff have spent the past two weeks uploading one or more months of curricula for many content classes.
- We have a three step staff replacement plan to assure students are educated in the event of an unanticipated absence of staff:
 - First, all virtual classes include the content teacher and another staff person on each academic day in order to assure a back-up is in place with the knowledge of content and current instruction.
 - Second, in the event content area teacher and the back-up staff person become unavailable the staff replacement would then shift to a member of the Special Education staff (who have endorsements in Math education and History education).
 - The third level of replacements are the School Director and Chief Knowledge Officer – both of whom have been educators in the past, the School Director as an English Teacher, and the Chief Knowledge Officer as a Special Education Teacher.

Because analog and project-based instruction involve more than one staff person and include clinical and other support staff, we do not anticipate that the absence of one individual will cause significant disruptions.

- We have weekly program development meetings conducted via Zoom to identify evidence-based distance learning educational approaches to experiment with in order to meet individualized student needs in a creative manner. In addition, our daily staff meetings provide the opportunity to evaluate student data for the purpose of adjustments to individual plans and delivery methods. We have included IT experiment evaluations for program staff to create experiments with apps and other software to determine the effectiveness of any approach before adopting it more widely. Our vetting system for any apps and software is detailed in other sections of this document.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these services.

Essential Element	Related Resources
<p>Create expectations for teachers to establish regular office hours, check-ins and provide feedback to students/families. For virtual delivery systems, technical support should also be available synchronously during the times you expect students to login to any live sessions to help them with technical issues should they arise.</p> <ul style="list-style-type: none"> • If already existing, could call-back systems be utilized for office hours? • How will you leverage existing community structures for group dialogue, tech support, etc.? • How can you create remote socialization time, study halls and academic support centers? • How can you leverage your IT staff time to be available to meet student needs at virtual meeting times? 	<p>Connectivity Resources During the COVID-19 State of Emergency (from VTDOPS)</p> <p>Teach from Home (from Google)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p>
<p>Your Plan:</p> <p>Our virtual school plan provides staff and students with frequent opportunities to connect with students on a daily basis for both academic content and social interaction with staff and other students. Specific approaches include:</p> <ul style="list-style-type: none"> • Daily morning and afternoon community meetings that include all staff and are facilitated by a specific staff member each school day to provide opportunities for all students and staff to discuss plans for the day, identify any needs to be addressed, and to talk about any worries or concerns. These twice daily meeting are also useful to identify specific student needs for individual follow-up by teachers and clinical staff. • Weekly scheduled advisement meetings between students and teachers in each content area, with additional input from the Special Education teacher. These meetings are conducted via Zoom or, in the event a student prefers not to connect via Zoom, by phone. This meeting is an opportunity to reflect on student progress, to provide coaching and feedback on areas of improvement, to provide positive feedback for all student efforts. 	

- As a small school we have two levels of IT support available to students. The first is the use of existing staff members to troubleshoot any IT related difficulties associated with connectivity or software needs. This support is available to all staff and students each day and effectively addresses the overwhelming majority of IT issues. These staff members have multiple daily contacts with the students so they are available to address any IT issues immediately. The second is a contracted IT service provided by Tech Group in Burlington that we have enabled secure remote access that provides additional IT support on an as-needed basis. The IT contractor responds to any needs within 24 hours of any requests for assistance.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these services.

Essential Element	Related Resources
<p>Identify critical proficiencies that students will need to meet for the rest of the year; Design learning activities to ensure that students can meet these critical proficiencies.</p> <ul style="list-style-type: none"> • What are the critical proficiencies/standards (transferable skills and content) and curricular expectations for the remainder of the year? • How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, easily obtained materials? • How will development of these proficiencies be supported and met in a remote learning environment? How will proficiencies be assessed? 	<p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>National Center on Accessible Educational Materials</p> <p>4 Tips for Teachers Shifting to Teaching Online</p> <p>Three Unexpected Ways Tech Can Humanize Learning</p> <p>From QM Emergency Remote Instruction Checklist: [See part 1: Preparing (Students) for Success]</p> <p>From QM Emergency Remote Instruction Checklist: [See part 2: Guiding Students and Their Learning]</p>
<p><u>Your Plan:</u></p> <p>We continue to support students to develop the proficiencies that have been articulated in their personal learning plans, but recognize that they might not have sufficient opportunities and academic supports to achieve these proficiencies; as a result, we have reduced the number of proficiencies in the primary academic domains. Because of the many challenges students and families face due to the mandate for minimal contact with others and the need to remain home, we are focusing on addressing proficiencies related to health, movement, self-direction, and transferable skills in personal advocacy and positive citizenship. Each domain has specific proficiencies that have been identified with our middle school and high school students and encompass the following:</p> <p>Math (Modeling):</p> <ul style="list-style-type: none"> • Using numerical phenomena or quantities to model a situation. (Middle and High School) • Using statistics to model situations involving data. (Middle and High School) <p>(Algebra)</p>	

- Perform arithmetic operations on monomials and polynomials. (Middle and High School)

(Geometry)

- Experiment with transformations in the plane. (Middle and High School)
- Use coordinates to prove simple geometric theorems. (High School)

(Statistics and Probability)

- Summarize, represent, and interpret data. (Middle and High School)

Science

(Physical Sciences – Middle School)

- Demonstrate an understanding of structure / properties of matter, forces, and interactions.
- Analyze and interpret data on the properties of substances interact to determine if a chemical reaction has occurred

(Physical Sciences - High School)

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Humanities

(History/Social Studies - Integration of Knowledge and Ideas)

- Analyze the relationship between a primary and secondary source on the same topic (Middle and High School).

(Language Use and Acquisition)

- Acquire knowledge of words relevant to the unit of study and important to comprehension and expression at the college readiness level (Middle and High School).

(Historical Change, Continuity and Context)

- Classify series of historical events and developments as examples of change and/or continuity, circumstances, individuals, or groups as well as broader historical contexts (Middle and High School).
- Explain multiple causes and effects of events and developments in the past and evaluate their relative influence (Middle and High School).

Movement (Middle and High School)

- Become a physically literate individual who applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health

- Demonstrate the ability to access valid information and products and services to enhance health (Middle and High School).
- Determine the accessibility of products that enhance health (Middle School).
- Analyze the validity of health information, products, and services (Middle and High School).
- Determine the accessibility of products and services that enhance health (High School).

Communication and Advocacy

- Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks (Middle and High School).
- Apply effective verbal and nonverbal communication skills to enhance health (Middle School).
- Demonstrate refusal and negotiation skills that avoid or reduce health risks (Middle School).
- Demonstrate effective conflict management or resolution strategies (Middle School).
- Demonstrate how to ask for assistance to enhance the health of self and others (Middle School).
- Work cooperatively to advocate for healthy individuals, families, and schools (Middle School).
- Use skills for communicating effectively with family, peers, and others to enhance health (High School).
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks (High School).
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (High School).
- Demonstrate how to ask for and offer assistance to enhance the health of self and others (High School).
- Work cooperatively as an advocate for improving personal, family, and community health (High School).

Transferable Skills – Self Direction (Middle and High School):

- Identify, manage, and assess new opportunities related to learning goals.

- Integrate knowledge from a variety of sources to set goals and make informed decisions.
- Apply knowledge in familiar and new contexts.
- Demonstrate initiative and responsibility for learning.
- Demonstrate flexibility, including the ability to learn, unlearn, and relearn.
- Analyze the accuracy, bias, and usefulness of information.
- Collaborate as needed to advance learning.
- Persevere in challenging situations.
- Use technology and digital media strategically and capably.

Transferable Skills - Responsible and Involved Citizenship (Middle and High School):

- Participate in and contribute to the enhancement of community life.
- Take responsibility for personal decisions and actions.
- Demonstrate ethical behavior and the moral courage to sustain it.
- Respect diversity and differing points of view.
- Demonstrate a commitment to personal and community health and wellness.
- Practice responsible digital citizenship.

We continue to use the flexible approach to instruction and project-based learning to afford each student the opportunity to achieve their goals and meet identified proficiencies as creatively as possible. This includes individualized learning through direct instruction delivered by content area teachers, special education teachers, and clinical and support staff and comprises planned one-to-one instruction to address specific needs and goals with episodic personalized supports provided when a student requests more individualized instruction. This kind of instruction focuses on the development of approaches to learning content that are flexible and responsive to student needs and preferences. Staff and students work together to foster creative plans and projects that include non-curricular approaches for personalized learning using a variety of methods and materials that are available to the student in their home.

We also encourage active learning of curricular content for students who cannot manage the notion of attempting the customary approaches academics outside the school context. Students are provided with opportunities to demonstrate proficiency in more active ways. This requires collaboration between the students, family and school staff to identify student preferences and then plan for an activity in a manner that allows

for staff feedback and objective evaluation and the curriculum is focused on project-based learning in areas of high motivation for the student. A basic framework for this collaborative approach includes:

- Identification of an area of interest by the student and a school staff member;
- Development of a goal for the identified area of interest that includes specific proficiencies that are to be addressed;
- Articulation of a specific plan that results in the ability to achieve the goal or demonstrate the proficiency that includes identifying specific materials needed and used;
- Creation of a plan for any supports that may be needed to achieve the goal;
- Identification of a plan for help and a mechanism for getting help from a school staff person or another agreed-upon resource;
- Implementation of a process of assessing the quality of the final product and the proficiencies that have been met.

We have developed and applied a robust assessment framework that allows students and staff to assess progress towards the accomplishment of the aforementioned proficiencies. The methods of assessment have been adapted to our virtual and independent approaches to program delivery and encompass traditional (i.e., the assessment tools used for more traditional academic content) and non-traditional methods (i.e., individualized assessment tools that are developed as part of individualized, active, and project-based content). These include the following approaches, some of which have been delineated in other sections of this document:

- Daily assessment of work quality by content area teachers of work completed in Google Classroom and IXL, with specific feedback provided to each student by the content area teacher;
- Daily assessment of work quantity by content area teacher of work completed in Google Classroom and IXL, with specific feedback provided to each student by the content area teacher;
- Daily assessment of student progress toward project-based and guided independent learning activities developed by students and school staff. This includes review of products and activities through a variety of means (e.g., photos, video reviews, audio summaries, art projects, etc.) that are defined in the course of developing the activities;
- Daily assessment of student self-advocacy and self-directed learning;
- Daily assessment of student and family physical and mental health;
- Daily assessment of the application of self-regulation skills in context;
- Weekly assessment of work quality by content area teacher for work completed by students who chose pen and paper, worksheets, and other analog work with specific feedback provided to each student by the content area teacher;

- Weekly assessment of work quantity by content area teacher for work completed by students who chose pen and paper, worksheets, and other analog work with specific feedback provided to each student by the content area teacher.
- Person(s) responsible:
- All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these services.

Essential Element	Related Resources
<p>How will you monitor and evaluate the effectiveness of your plan implementation?</p> <ul style="list-style-type: none"> • Will you collect data? What data and how will it be collected? • How will data inform decisions? • What other processes will you incorporate or rely on for evaluation? 	<p>Tuning Protocol from the School Reform Initiative (SRI)</p> <p>A Change in Practice Protocol from the SRI</p> <p>Continuous Improvement Resources from AOE</p>
<p>Your Plan:</p> <p>We continue to use our comprehensive data system that has been foundational to our student and program evaluation. This includes:</p> <ul style="list-style-type: none"> • Student and teacher assessments of student engagement for each teacher facilitated class (i.e., humanities, math, and science); • Student and teacher assessments of student attention for each teacher facilitated class; • Student and teacher assessments of student communication for each teacher facilitated class; • Student and teacher assessments of student socialization for each teacher facilitated class; • Student and teacher assessment of student engagement for activities completed outside of teacher facilitated class; • Student and teacher assessment of student engagement in personal learning plans and personal projects as an alternative educational opportunity; • Daily assessment of work quality by content area teachers of work completed in Google Classroom and IXL, with specific feedback provided to each student by the content area teacher; • Daily assessment of work quantity by content area teacher of work completed in Google Classroom and IXL, with specific feedback provided to each student by the content area teacher; • Daily assessment of student progress toward project-based guided independent learning activities developed by students and school staff. This includes review of products and activities through a variety of means (e.g., photos, video reviews, audio summaries, art projects, etc.); • Weekly assessment of work quality by content area teacher for work completed by students who chose pen and paper, worksheets, and other analog work with specific feedback provided to each student by the content area teacher; 	

- Weekly assessment of work quantity by content area teacher for work completed by students who chose pen and paper, worksheets, and other analog work with specific feedback provided to each student by the content area teacher;
- Daily assessment of student mental health needs by the School Clinician and School Social worker and other support staff;
- Episodic assessment and screening of students for specific mental health concerns by the School Clinician and Social Worker using the PSC-Y;
- Daily assessment of family needs by the School Clinician and the School Social Worker.

All of this data is collected both online and in-person with each data point entered into student specific electronic files that are analyzed for trends each week and then shared with the entire program team for student assessment. These assessment reviews then drive decisions about student specific program modifications. In addition, the student specific data are pooled into a larger data set that enables an assessment of larger group trends which then inform program wide adjustments.

Person(s) responsible:

All program staff are responsible for data collection and student specific feedback on the identified measures. The data synthesis and trend analysis is the responsibility of the Program Director and Chief Knowledge Officer who are also accountable for communicating these data to the staff.

Instruction and Assessment

Essential Element	Related Resources
<p>Ensure quality instructional design when creating remote learning activities.</p> <ul style="list-style-type: none"> • How will you create authentic, developmentally appropriate learning experiences and assignments for students, given their current reality? • How will you determine what aspects of your current curriculum can be supported remotely and what aspects will need to shift or be re-designed? • In what ways will you balance student independent student work with work supported by adults? • How will you encourage students to be active users in an online or remote environment as opposed to passive consumers? • How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, accessible and equitable materials? • How will you include both real-time and asynchronous instructional and learning opportunities? 	<p>Remote Learning: Relationships first (from Tarrant Institute)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p>
<p>Your Plan:</p> <p>Because our students have complex academic, behavioral and emotional needs we have developed and implemented a continuum of student engagement options enabling students and families to develop predictable daily routines that include specific academic activities and additional social-emotional supports and assure that specific student proficiencies are met in a manner that meets student needs and preferences. These include:</p> <ul style="list-style-type: none"> • Our lesson and unit planning has been transitioned to an online resource for students and families to review as frequently as needed. In addition, we have developed and implemented a curriculum map that identifies current student proficiencies. The identified proficiencies are then evaluated against the expected proficiencies of the student’s home district. The result is that each content area teacher, with the support and input of the Special Education teacher, is able to differentiate instructional content and expectations to meet each student’s 	

Essential Element	Related Resources
<p>individual needs. This includes decisions about the best mode to provide instruction – synchronous learning, asynchronous learning, analog learning using pen and paper, active-learning incorporating student identified interests, and project-based learning.</p> <ul style="list-style-type: none"> • Synchronous learning using a daily school schedule that is similar to that of the typical school program. This daily service is divided into three 45 minute academic blocks, delivered by content area teachers and supported by additional staff on Zoom. Students participate in a 5-10 minute discussion of the plan and specific task requirements via Zoom and then are directed to a 5-10 YouTube video posted by school staff to review on their own. Each morning the teaching staff deliver classwork related to the daily schedule to every student’s Chromebook, in IXL and Google Classroom, which allows for real-time support for students outside of Zoom by the teacher and support staff. After 30 minutes of classwork on IXL and Google Classroom, monitored by teachers and support staff, the students are brought together on Zoom for a review of the class, brief discussions on the topics, for feedback on performance and for planning on any additional supports that may be needed to master the content. We offer this kind of daily content learning to every student, with the recognition that some will choose not to participate. In addition, all students are welcomed to participate in the morning and afternoon meeting of all students and staff. • Asynchronous learning of the daily classroom content. This daily service is organized in a manner similar to synchronous learning, but without the Zoom community component. The student is provided with the same daily classwork via IXL and Google Classroom by educational staff but they are not present in the Zoom community discussion. Each content area teacher video-captures the instructions for the classwork and the class review and puts that content in the Google Classroom for students to resource as they need it. This kind of learning is offered to any student or family who indicates this as a preference. Students and families that choose this approach have twice daily contact from a school staff person to address any needs or concerns. • Analog learning of weekly curricular content. At the beginning of each week a designated staff member provides the student with lesson activities for each core content area (i.e., Humanities, Science, and Math) sufficient for a minimum of 10 hours of student engagement for the week. The content is analogous to that offered using the previously identified delivery methods. The following week a designated staff person picks-up completed work and leaves new work for the week. Each day a content area teacher or other designated staff member contacts each student for whom analog learning is preferred to in order to answer any questions, help to complete assessments, and to offer whatever supports a student might need to be successful. • Individualized learning through direct instruction by any of the above methods - delivered directly by content area faculty and/or special education staff. The content is analogous to that offered using the previously identified delivery methods. This includes planned one-to-one instruction for to address specific needs and episodic individualized support when a student indicates the need for more individualized instruction. 	

Essential Element	Related Resources
<ul style="list-style-type: none"> • Active learning of individualized curricular content. Students who cannot manage the requirements of sit-down work are provided with opportunities to demonstrate proficiency in more active ways. This approach requires collaboration between the students, family and school staff to identify student preferences and then plan for an activity that addresses goals and proficiencies in a manner that includes staff direction, feedback about progress and barriers, and for objective evaluation of project activities. This element of the curriculum is focused on project-based learning in areas of high motivation for the student and includes the following steps: <ul style="list-style-type: none"> • Students and school staff identify an area of interest that is motivating for engagement; • Goals for the interest area are developed - including specific proficiencies to be addressed through the project; • A specific plan that results in the achievement of the goal is developed – and includes identifying specific materials that will be used and specific times for staff feedback and supports; • A plan for supports that are needed to achieve the goal is developed – and a plan for help and a mechanism for getting help from a school staff person or another agreed-upon resource; • A method of assessing the quality of the final product and the proficiencies that have been met is established; <p>Persons Responsible:</p> <p>All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.</p>	

Essential Element	Related Resources
<p>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.) to engage in curriculum design and best support students.</p> <ul style="list-style-type: none"> • How will you leverage existing PLCs to focus on providing high-quality teaching and assessment? • How will your MTSS and EST systems be utilized to work collaboratively to plan and coordinate necessary support for students? • How will you ensure consistency in curriculum, instruction, and education experiences across your SU/SD? 	<p>Teachers Guide to Online Learning (from Michigan Virtual) Teach from Home (from Google)</p>
<p>Your Plan:</p> <p>Because all our students have IEPs we have, in the normal course of our work, developed our programs with a focus on collaborative development and support delivered by a comprehensive interdisciplinary team that includes clinical staff, behavioral support staff, special educators and content area teachers. We continue to operate in this manner and provide a continuum of supports for students (see the Ensure quality instructional design when creating remote learning activities for specific details on the continuum and additional information about our collaborative processes.)</p> <p>Specific approaches to collaboration include:</p> <ul style="list-style-type: none"> • Organization and facilitation of class content by the appropriate with the support of the special education teacher to develop adaptations and differentiation strategies to meet each student’s IEP goals and objectives. • Daily evaluations of the implementation of lesson plans in the afternoon staff meetings that include all school staff through the review of student data. Using daily team meetings to provide a forum for input by all staff on the effectiveness of instruction through review of qualitative and quantitative data that was described in the section: “How will you monitor and evaluate the effectiveness of your plan implementation?” 	

- Scheduling licensed Special Education Teacher time each day to participate in virtual classroom discussions between teachers and students to assure that academic needs are addressed and instruction is differentiated as needed. In addition, our licensed special educator interacts with individual students several times each week to assure that all IEP goals are addressed as needed.
- Scheduling additional Special Education Teacher support to facilitate analog and active learning development that is reflective of student IEP needs.
- Providing needed counseling by the School Counselor and School Social Worker individually and through virtual classroom participation at various points of the day
- Providing support to families as they navigate the daily pressures of keeping themselves together and healthy in the face of the requirements to practice social distancing.
- Additional collaborative supports that include daily contact with the Behavior Program Manager to families for coaching in ways of interacting with their children. This allows families to learn and practice language that is consistent with the approaches that have been successful in school. The Transition Coordinator provides similar supports and assure that all existing transition plans are implemented as best as possible.
- Daily morning and afternoon staff meetings are a forum to discuss student needs and student progress.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Essential Element	Related Resources
<p>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).</p> <ul style="list-style-type: none"> • What are the assessment strategies you plan to use for remote learning? • Can current rubrics and/or proficiency scales be used in online learning? • How will you create interdisciplinary learning that can leverage transferable skills and critical proficiencies and/or standards? • How are you planning to report student progress? • How will you address grade level advancement? • How will you address progress in Flexible Pathways such as CTE programs, Dual Enrollment, and Early College programs? 	<p>Teachers Guide to Online Learning (from Michigan Virtual, page 23)</p>
<p>Your Plan:</p> <p>We have been using our existing assessment strategies in our synchronous, asynchronous, analog and active learning continuum of instruction. Specific assessment strategies are delineated in the above “How will you monitor and evaluate the effectiveness of your plan implementation?” section. In addition, we have the following strategies in place to implement and evaluate student progress measured against specific proficiencies:</p> <ul style="list-style-type: none"> • Using our current program model built to focus on the achievement of student specific proficiencies in the normal course of our school routine; • Continuing to use our existing proficiency measures articulated with each student in the normal course of our school program and then adapting the manner and measurement of progress against these proficiencies across the continuum of educational opportunities that we have implemented in our virtual school program; 	

- Using existing rubrics to address specific progress for each student. These rubrics have been developed in a manner that accounts for a variety of methods of demonstrating mastery of academic content and IEP goals and include a specific goal-plan-obstacle-do-review framework that is used to articulate specific goals, targeted proficiencies and personal plans with each student. Because the framework is flexible it is easily adaptable to the variety of delivery methods that are utilized in the virtual school program;
- Adapting our existing interdisciplinary delivery methods articulated in section entitled **“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.) to engage in curriculum design and best support students”** across the educational continuum.

Student progress reporting and grade level advancement decisions are made in collaboration with LEA representatives using assessments of progress in core academic proficiencies, self-regulation proficiencies, and social and community proficiencies. These domains have been defined for each student at the beginning of each quarter and routinely reviewed with students. We continue to implement this framework across the new continuum of educational programming. As previously indicated, decisions about grade level advancement is a collaborative decision of Mill School academic and special education staff, an LEA representative, the student and family and based on an assessment of demonstrated proficiency across all of the aforementioned domains.

We currently have only one student with dual enrollment. This student is enrolled in the Essex CTE program and the Mill School. In anticipation of the potential closure of all schools we, in collaboration with the student, their family, the LEA, and the Essex CTE staff, have moved the majority of this student’s educational supports to the Mill School. The student participates in one class remotely through the CTE who are responsible for assessing the student’s progress and grading in that class using their methods. All other academics and IEP needs are being addressed through individualized one-to-one instruction via Zoom, email, and phone contact provided by the special education teacher. Additional IEP goals related to self-direction are addressed through multiple individual contacts with the school clinician, special education teacher, and content area teachers as needed.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Essential Element	Related Resources
<p>Provide and prioritize professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.</p> <ul style="list-style-type: none"> • What online learning practices or tools are already used in your SU/district and can be easily adapted for this situation? • Who are the champions or power users in your SU/SD who could support their colleagues? • How will remaining professional development time and/or faculty meeting time be repurposed to include online instructional practices? • How will you use already vetted tools and resources? 	<p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Professional Learning for Teaching Online (SETDA)</p> <p>Rhode Island virtual</p> <p>Teach from Home (from Google)</p>
<p>Your Plan:</p> <p>Each of our students uses a Chromebook to complete work using Google Classroom and IXL in the normal course of our standard practice and, as a result, they have been able to use these tools across the new continuum of educational services that we are currently providing. Because our staff are accustomed to these tools they require little in the way of additional support as they are migrated throughout the continuum; however, our Transition Coordinator and our Program Director have additional knowledge and training in software and hardware procedures so they provide supplementary supports to the entire school community.</p> <p>As mentioned in previous sections we have adapted the use of Zoom to make contact with students, and we have used the highest security settings (i.e., password protection of each Zoom session and holding individuals in the virtual waiting room to be identified before entering the conversation). We meet as a staff twice daily via Zoom, providing us with frequent opportunities to discuss our instructional practices in order to evaluate their effectiveness for each member of the school community, including staff, students and families. In addition, the Chief Knowledge Officer consults with faculty in similar school programs and in university teacher preparation programs throughout the world to source additional evidenced-based online resources for use at the Mill School. Any resources identified for potential use are vetted by all staff who beta test them and provide feedback about the complexity, usefulness, and adaptability of any new software options. We have also earmarked our Thursday afternoon staff meeting time to discuss issues related to online service provision. This has resulted in the development of a school software</p>	

resource list that we have place in our secure Google Drive which includes a description of a software package, the website on which the package is available, and pros and cons for their use. Once a resource has been tested by a staff member, that staff facilitates a discussion of the tool and the staff decide whether or not to adopt it.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Ensuring Accessibility

Essential Element	Related Resources
<p>Ensure the provision of FAPE.</p> <ul style="list-style-type: none"> • 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? • What additional measures will you take to support students with disabilities, and students served under Title Programs (ELL, Migrant, etc.). 	<p>Special Education During School Closure Due to Novel Coronavirus Outbreak (AOE)</p> <p>Americans with Disabilities Act (ADA) and Accessibility</p> <p>Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while serving Children with Disabilities (USDOE)</p>
<p>Your Plan:</p> <p>As an independent school with an entire student population with IEPs we have routinely provided reasonable accommodations to every student. Furthermore, the continuum of learning that we have developed is designed to accommodate the needs of each student and allows us to meet academic and IEP requirements in a responsive and flexible manner. We have also made additional adaptations for content delivery, including voice-to-text technologies, video and audio capture, picture capture and sharing that provide flexible methods of demonstrating progress towards proficiencies and IEP goal achievement. In addition, we have extended the accommodations that we’ve developed in the normal course of the school program to all students throughout our continuum of learning.</p> <p>In recognition of the fact that the place of instruction has changed as a result of the social-distancing mandate we are working with LEAs to amend each student’s IEP to include the following statement:</p> <p>“The Mill School will be providing a virtual learning environment during the period of mandated closure for the COVID-19 response. This is a temporary situation. While the placement site for learning will change from the school to home, the services identified in the IEP will remain in place. This includes direct instruction by teachers and support staff via Zoom, controlled social media, text, and phone and includes the provision of required IEP services via these modalities as well. When the mandated closure is ended, the program will be provided consistent with the existing IEP requirements and the student will return to the Mill School.”</p>	

We are meeting with each family and LEA representative in an IEP meeting format - using our virtual services - and, assuming agreement on the part of all parties, to send this document out for electronic signature and then attach it to the IEP on file. Our belief is that with the language that includes a return to "normal" practice once the COVID-19 closure mandate is lifted, we will not be required to have another IEP meeting to assure a swift transition back to a school-based program.

We have also implemented a comprehensive emotional and clinical support system for our students and families. This approach comprises a variety of social-emotional supports delivered in a manner that is consistent with social distancing mandates. These include:

- The use of individual sub-chat spaces for students to connect with a variety of staff during Zoom classroom times;
- Scheduled Zoom conferencing with students and families outside designated class-time;
- Email exchanges with students and families to discuss concerns and issues each day;
- Text conversations between students and staff as they are needed;
- Scheduled daily phone calls by the School Clinician and School Social Worker;
- Phone and text conversations between students, families and school staff as needed.

All communication between students, families and staff is entered in a confidential communication log that is reviewed by school staff each day to assure that there is consistency in the communication among all involved.

We do not have any students served under Title programs or are English as a Second Language learners and we will not admit any students in these categories during the period of social-distancing.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Essential Element	Related Resources
<p>Addressing legal expectations and adherence to FERPA.</p> <ul style="list-style-type: none"> • How will you safeguard student privacy and ensure data security? • Do you have an approved list of ed tech products, services, websites, or apps that teachers can use? • What do classroom teachers need to know about student data privacy? 	<p>Vermont Student Data Privacy Alliance</p> <p>The Student Data Privacy Consortium</p> <p>FAQs on Photos and Videos under FERPA from the US Department of Education (NEW)</p> <p>Sample Student Release form for Audio and Video Programming</p>
<p>Your Plan:</p> <p>Because we endeavor to be flexible and adaptive in order to meet evolving student needs we continue to explore additional technology. Mindful of concerns about privacy and security of any apps or other software we have adapted a vetting protocol recommended by the Global Learning Consortium. This includes evaluating each potential tool for the following:</p> <ul style="list-style-type: none"> • Availability of the Privacy Policy: We make sure that the provider has a clear privacy policy that is easily understood. Adoptable services have a clear link to their privacy policy and the policy itself is presented in an understandable way. • Clear Policies on Data Collection: We clarify what data the supplier collects; specifically, what information a user is required to input and how the user can interact with their own data and do not adopt any service that collects data that is unrelated to the purpose of the use of services. • Limitations on Third Party Interactions: We identify all third-party interactions with the supplier and user’s data and we prohibit the use of services that sell or share user data without our knowledge. • Minimal Data Handling: We find out how suppliers manage data retention and deletion and do not use services that retain any confidential data. • Minimal Social Interactions: We identify how social media is managed and used within the service and do not adopt services that use any social media with the students. • Limited Advertising within the Service: We identify how the supplier manages advertisements to its users and whether or not there is ad targeting or tracking. We only adopt ad-free software for school-wide use. 	

- **High Level Security of the Service:** We evaluated the supplier's security policies and practices and adopt those with strong encryption, limited use of cookies, and high order authentication protocols.
- **Legal Assurances:** We make certain that the service includes all state and federal regulations on student data including COPPA, FERPA, and HIPPA and do not adopt any service that does not meet these mandates.
- **Accessibility Supports:** We make certain that the services meet accessibility and accommodation standards compliance required by state and federal law.

All of our services and data are locked behind a password protected firewall and only available to designated school staff. While students can submit work and see teacher feedback they can only do so in the protected Zoom space and in the password protected IXL and Google Classroom spaces. Our Zoom classroom activities allow students to see and hear each other – we have provided families with written notices that we can see inside their homes during these times, and allow them to opt out of this element of instruction – but we use Zoom with multiple privacy settings that can only be accessed by school staff to assure privacy and security. In addition to these protections, we will also comply confidentiality and FERPA requirements identified by the LEA.

Any educational technology services, websites and other resources identified for potential use are first vetted by the Chief Knowledge Officer and the School Director, using the above protocol, and then made available to all staff for beta testing. After trying any service by themselves the staff provide feedback about the complexity, usefulness, and adaptability of any new software options before any wider adoption is made. Once the decision to adopt a service is made we test the service as a group, once all staff are comfortable with any service we present it to students in our community meetings. We have also earmarked our Thursday afternoon staff meeting time to discuss issues related to online service provision. This has resulted in the development of an approved school software resource list that we have place in our secure Google Drive which includes a description of a software package, the website on which the package is available, and pros and cons for their use.

Person(s) responsible:

The School Director and Chief Knowledge Officer are responsible for the vetting of all online and/or non-traditional support services prior to their adoption and for the ongoing monitoring of any software applications used by staff and students.

Essential Element	Related Resources
<p>Ensure equitable access to instructional materials and experiences.</p> <ul style="list-style-type: none"> • How will you evaluate whether underserved students have equitable 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? • 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? 	<p>Vermont Equity Lens Tool (from AOE)</p>
<p>Your Plan:</p> <p>We are using multiple measures to assure that all of our students have equitable access to all of our services and to eliminate any barriers that would result in the loss of access to our services. Before we were required to end in-person instruction we tested internet access with students and families in their homes. For students and families without internet connections or with inferior internet access we have provided Wi-Fi hotspots and pay the monthly connection fees for these hotspots. All students have the same software and related applications loaded on their Chromebooks so that they receive equitable services whether they participate using synchronous or asynchronous connections. For students who prefer analog or active methods of engagement, we provide hard copies of the work that others receive on their Chromebooks and deliver these materials to them on a scheduled basis; staff feedback and instruction is available to these students using text and phone contact. We have created a log of the phone numbers for each student and their guardians to assure we are able to communicate with them efficiently. To assure that each student has access to all the services that we provide, we communicate our daily plans which include specific times to meet with academic and clinician staff; in addition, we have student specific advisement meetings for all students on Fridays so that we can assure each student’s needs are addressed as they are identified.</p> <p>Person(s) responsible:</p> <p>All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.</p>	

Essential Element	Related Resources
<p>Remind faculty and staff of expectations around supporting students in flexible pathways and multiple pathways to proficiency (e.g., accessing CTE, work-based learning, dual enrollment, early college, etc.).</p> <ul style="list-style-type: none"> • How will you support students in Career Technical Education programs, High School Completion Program, Dual Enrollment, Early College, and other Flexible Pathways? • Is there a process by which policies can be reasonably adapted to allow for any student advocating for a unique experience to engage in that opportunity? • How are personalized learning plans being utilized and updated to support remote learning? 	<p>What is Act 77? from the AOE.</p> <p>Career and Technical Education from the AOE</p> <p>ACTE CTE Distance Learning</p>
<p>Your Plan:</p> <p>We do not have any students who have dual enrollment. We do have a student who receives supports in both the Essex CTE program and the Mill School. In anticipation of the potential closure of all schools we, in collaboration with the student, their family, the LEA, and the Essex CTE staff, have moved the majority of this student’s educational supports to the Mill School; the student participates in one class remotely through the CTE who are responsible for assessing the student’s progress and grading using their methods. All other academics and IEP needs are being addressed via individualized one-to-one instruction via Zoom, email, and phone that is provided by the special education teacher. Additional IEP goals related to self-direction are addressed through multiple individual contacts with the school clinician, special education teacher, and content area teachers as needed. We do work with students who are interested in pursuing Flexible Pathways such as tech centers and college courses. The Transition Coordinator communicates with students and the programs in which they have expressed interest to explore the application process.</p>	

Our entire school program has been developed to assure students with the opportunities for personalized learning experiences and we have migrated this core value to our virtual school. As mentioned in previous sections, we can created a continuum of learning opportunities to meet each student’s individual needs and we tailor our approaches to respond to student needs that we have identified, to family needs and resources, and to student self-determination. The result is a flexible continuum that students can move through as they advocate for themselves and collaborate with educational staff to create detailed plans to match their specific requests. The continuum of services includes scheduled teacher-facilitated synchronous daily content area lessons that incorporates direct interactions with students in real-time, asynchronous learning of the same content with teacher feedback provided at other scheduled and unscheduled times, analog learning of the same content provided in an electronic format with teacher feedback provided at other scheduled times, individualized learning plans developed in collaboration with the school staff, student and family members with specific scheduled teacher feedback, and active/alternative learning plans that have focus on student needs and interests which can then be formed into personal projects with specific learning goals and identified proficiencies that are defined in a personal learning plan.

We develop a personal learning plan with each student upon enrollment in the Mill School and these plans incorporate a variety of learning methods to address specific proficiencies. Each of the existing personal learning plans incorporates one or more of the elements of the service continuum that we have adapted to our current circumstance so the transition to our virtual school has been made with relative ease. Moreover, the standard use of project-based learning and that encourage personal experimentation to address goals and proficiencies in our program makes the transfer of this kind of approach to our virtual program natural. We discuss these personal plans, individual student goals and proficiencies, and adaptations to them during our Friday student advisement times.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Essential Element	Related Resources
<p>Support teachers in providing for and engaging with students in both analog and digital formats.</p> <ul style="list-style-type: none"> • How are lessons and materials being distributed to students who may not have devices or online access? • How are you ensuring that learning experiences, no matter the modality, are sufficiently interactive? • What is one small thing each family might be able to commit to, and how can teachers help guide this practice while being mindful of family schedules? • How can you implement Universal Design for Learning in an online environment? 	<p>Online virtual learning tools (from VTVLC)</p> <p>Teach from Home (from Google)</p> <p>Considerations for Selecting and Reviewing Instructional Materials (SETDA)</p> <p>Special Education Resources from the AOE</p> <p>CAST</p>
<p>Your Plan:</p> <p>We have developed a number of approaches to engage our students in the course of our existing programs and have adapted and transitioned these practices to our expanded continuum of learning. A core element of all of our teaching and other program services is active engagement by all and sustained interaction and communication between students, families and staff. Moreover, our existing approach to education has incorporated the fundamental elements of Universal Design for Learning (UDL): We routinely use multiple means of engagement to address student interests and needs to assure that we maximize student motivation; we incorporated multiple means of representation of instruction to assure that our students are resourceful and knowledgeable; and, we encourage multiple means of action and expression to help our students to identify meaningful goals and develop strategies to meet those goal. We ensure the continuity of student engagement and interaction and continue to implement programs that represent UDL using the following approaches that have been fully articulated in previous sections of this document:</p> <ul style="list-style-type: none"> • Synchronous learning using a daily school schedule that is similar to that of the typical school program we used prior to the required separation; • Asynchronous learning of the daily classroom content; 	

- Analog learning of weekly curricular content;
- Individualized learning through direct instruction by any of the above methods but delivered directly by content area faculty and/or special education staff;
- Active learning of curricular content. Students who cannot manage the requirements of sit-down work are provided with opportunities to demonstrate proficiency in more active ways.

Each of these approaches to learning and instruction include daily interaction between students and staff using a variety of means. In addition, we use the Friday student advisement times as an opportunity to interact with students and to identify additional modifications and pathways that can be used to achieve each student's individual goals.

Given the complexity of our students and the burdens their families bear in order to keep them safe and healthy, we encourage their involvement in the academic elements of the program with caution. We ask each family to assure that the student has their Chromebook ready for the instructional periods or that they check to make sure that the student has reviewed the expectations and has the materials ready for the day no matter what method of delivery is used. In the case of active learning and project-based supports, we ask the family's to check with school staff to make sure that they understand the specific activities that will be attempted and that the student has whatever materials they might need to complete a project. In addition to these academic elements of the program, the clinical and administrative staff make daily contact with families to problem-solve around family stressors and to provide reminders and reinforcement for the use of specific intervention plans that have been found to be useful. The clinical staff also provide extemporaneous supports to help families identify additional community resources to help them cope with the many issues they may have related to social-distancing and ongoing family issues as well.

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Consider the role of different staff in meeting needs of students to access modifications and supports.

- How will you provide synchronous and asynchronous instructional supports for students seeking assistance?
- How might you leverage EST teams or your MTSS to identify students who need additional support?
- How will you meet/facilitate students' needs to access modifications, accommodations and supports through new practices?
- How will students be connected with other support service providers?

[Question and Answers Addressing the Needs of Students with Disabilities During School Closure due to a Novel Coronavirus Outbreak](#) from AOE

[K-12 Resources](#) from the National Center for Accessible Educational Materials

[MTSS Co-Teaching](#) references to MTSS/co-teaching models/SpEd guidance/advisory and call-back systems

Your Plan:

We have detailed our plans for the delivery of instructional supports for all of our students in the previous sections of this document. These include:

- Daily contact with a variety of staff for students across our continuum of instruction;
- Daily contact with clinical staff during synchronous learning activities;
- daily contact with support staff – behavior program manager, transitional coordinator, School Director and the Chief Knowledge Officer – in synchronous, asynchronous, analog, and active learning activities;
- Daily contact with clinical and support staff to develop alternative project-based activities and for support in the achievement of projects;
- Daily contact with the special education teacher across elements of the continuum for co-teaching at assure that students understand expectations, and the plans for accommodation and adaptations can be made (and communicated to the appropriate content area staff person);
- Periodic one-to-one instructional support by the special education teacher when requested by the student or a staff member to evaluate the effectiveness of current accommodations and for the development of alternative approaches as needed.

Our program integrates interdisciplinary supports as a matter of course, so our students and families are accustomed to seeing a variety of people who are providing direct service to assure that students are able to participate in the daily school routine. We continue to use these supports across the continuum of services to assure student needs are addressed and necessary accommodations are made.

Many of our students receive additional supports from a range of service providers. We have developed positive working relationships with these agencies and continue to communicate with them to assure that student clinical and non-clinical needs are being met. Our clinical staff also have knowledge of a variety of service agencies that students and families may not have needed prior to the current social-distancing requirements and they continuously assess family needs and facilitate communication with these agencies as issues emerge

Person(s) responsible:

All program and administrative staff are responsible for assuring these services are provided. The School Director and Chief Knowledge Officer are responsible for the daily oversight of these supports.

Additional Resources

Communication and Routines

[Getting up and Running School with Online](#) (online workshop from VTVLC)

[Creating High Quality and Accessible Video from the National Center on Accessible Educational Materials](#)

[Learning Continuity Readiness Rubric](#)

[7 ways to Maintain Relationships During School Closure](#) (From Edutopia)

[SEL and Self-Care Resources for Educators, Schools, and Parents Related to COVID-19](#) (from the Panorama Foundation)

[Parent Guide for Online Learning](#) (from Michigan Virtual)

Ensuring Accessibility

Language from [Rhode Island virtual](#): Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources

[Supporting Students with IEPs During eLearning Days](#) (SETDA)

[K-12 Resources](#) from the National Center for Accessible Educational Materials

[High Leverage Practices](#) from the National Center for Accessible Educational Materials

[Emergency Remote Learning Checklist](#) – (Quality Matters)

[High Leverage Practices](#) from the National Center for Accessible Educational Materials

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

[Ten Steps Toward Universal Design of Online Courses](#)