



CONTINUITY OF LEARNING PLAN
April 2020

COMMUNICATION

1. Describe your communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.

Person Responsible: Mary Ellen Mega, Dean of Academics

Support Personnel: Beth Bove, Dean of Students; Jeremy Crumb, Systems Manager; Chelley Tiff, Communications Manager

- Students continue their traditional classes through Google Meet classes each day. Through a combination of synchronous and asynchronous modalities and homework, we intend for each student's learning and growth to be substantially equivalent to what we aim for on our physical campus. This aspiration applies for all of our diverse students.
- Teachers hold online office hours each day to provide additional support to or enrichment for students.
- Teachers schedule 1:1 meeting with students on a weekly basis to check in and provide support.
- Students meet in advisory one day per week.
- A daily morning meeting is available for students and staff to participate in community announcements.
- Announcements are posted daily via email and Google Classroom to all members of the LTS community.
- Morning Meeting messages are posted daily on Instagram.
- Staff members attend an online staff meeting each Tuesday.
- Staff members can participate in a weekly forum to discuss issues, concerns, and new strategies for online teaching.
- Parents meet weekly in a Zoom meeting to hear updates from administration and teachers, and have the opportunity to ask questions.
- Families have been provided (and continue to receive) resources for setting up routines and strategies for eLearning.
- The Dean of Academics and the Dean of Students reach out to families on a daily basis to check on the social and emotional well-being of students and families as well as check on academic progress.
- The Systems Manager is available to troubleshoot any technical issues that arise, especially in more remote areas where internet access is limited.

STRUCTURES FOR STUDENT SUCCESS

2. Describe how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.

Person Responsible: Mary Ellen Mega, Dean of Academics

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Colleen Fiore, Support Services; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator

- Teachers have been using Google Classroom all year to communicate expectations and assignments with students.
- Teachers participated in professional development focused on utilizing Google Classroom throughout the year.
- Teachers dedicated a professional development day on Friday, March 13, 2020 to plan for, at that time, the potential of moving to eLearning.

- Expectations for teachers were established:
 - “Live” classes will total at least one hour per week;
 - In addition to “live” classes, guidelines have been established to define how much time students should spend on schoolwork outside the “live” lessons, as follows:
 - Grades 6-7: 2-3 hours per day
 - Grades 8-10 (non-advanced grade 10): 2.5-3.5 hours per day
 - Grades 10-12 (advanced grade 10): 3-4 hours per day
 - Online etiquette has been established in each class to include:
 - Students should be sitting upright while participating in class. (not curled into pillows or under blankets)
 - Students should be dressed appropriately. (no sports bras or undershirts)
 - No eating during class.
 - A way for students to “raise their hands” to ask questions will be established. (Chat function could be used)
 - Appropriate times for mics to be muted will be established;
 - Office hours, to help students understand expectations and access support from teachers, will last at least one hour per day;
 - Students will have access to teachers 1:1 as needed;
 - The curriculum will continue at the same pace as if we were in traditional classes;
 - Assignments will be assigned and submitted through Google Classroom;
 - Assessments will be done using Google Forms with the Google Classroom platform;
 - Teachers will use a combination of curriculum material used in traditional classes, as well as online resources that have become readily available;
 - Additional software, i.e, *WeVideo*, has been licensed for teacher and student use;
 - Additional hardware has been provided to teachers to enhance their lessons online. These include document cameras, additional monitors, and laptops;
 - Professional development on Google Classroom is ongoing;
 - In the event that a teacher becomes ill, the Dean of Academics and department members will collaborate to keep classes moving forward.

3. Describe your system/structure plan for ensuring that all students get help (academic, social/emotional, or technology/material needs) in a timely fashion?

*Person Responsible: Mary Ellen Mega, Dean of Academics; Beth Bove, Dean of Students;
Jeremy Crumb, Systems Manager*

*Support Personnel: Chelley Tiff, Communications Manager; Dana Tiff, Director of
Operations; Colleen Fiore, Director of Support Services*

- On a daily basis, teachers report academic, social/emotional, and technical concerns to the Dean of Academics, the Dean of Students, and the Systems Manager.
- Students experiencing academic difficulties, i.e., not turning in work, overwhelmed with eLearning, organizational issues, etc, are reported to the Dean of Academics and Dean of Students each day.
 - The Dean of Academics and Dean of Students work collaboratively to get to the bottom of the issue.
 - Parents/Guardians are contacted immediately.
 - Resources from the Dean of Academics, Dean of Students, Systems Manager, and Director of Support Services are provided to the parents.
 - Follow-up contact and support is ongoing.
 - The Dean of Academics is available for academic counseling.
 - The Dean of Academics and the Director of Support Services work with teachers to adjust assignments as needed.
 - Communication with school staff and parents/guardians is ongoing.
 - Resources are provided to all families to help with time management, organizational skills, and developing routines.
- Students experiencing social/emotional difficulties, i.e., isolation, anxiety, etc., are reported to the Dean of Students each day.
 - The Dean of Students contacts families to discuss the concerns.

- The Dean of Students utilizes other staff members, i.e. Director of Support Services, Director of Admissions, Dean of Academics, to plan support for students.
- Resources are provided to all families to help deal with anxiety and students feeling overwhelmed and isolated.
- Weekly Mindfulness Activities are offered to the entire LTS community.
- If needed, referrals are made to outside agencies, i.e. therapist, clergy, and/or physician for assistance.
- A committee of LTS staff are committed to maintaining our community focus on mindfulness throughout the eLearning experience.
- Mindfulness resources are continuously shared with all members of the LTS community.
- Students experiencing technical/material needs are reported to the Dean of Academics and the Systems Manager each day.
 - The Systems Manager works with families to troubleshoot connectivity issues.
 - Students with no laptop or desktop at home have been provided with Chromebooks.
 - Students having difficulty downloading or submitting work are provided with 1:1 tutorials to rectify the problem.
 - Additional materials needed for class will be distributed via a drive-through method following a strict cleaning/distributing protocol.

4. **Describe how you will structure learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet students' needs and provide predictability for students, families, and educators?**

Person Responsible: Mary Ellen Mega, Dean of Academics

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Colleen Fiore, Support Services; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator

- A weekly schedule has been established to provide structure and predictability to students and families.
- Classes and advisories meet at the same time each week.
- Assignments are posted in the same format by all teachers.
- Due dates, expectations, and time on task are posted to provide families with information to develop their weekly schedules at home.
- Teachers provide “live” lessons each week and have the ability to schedule additional “live” lessons as needed.
- Teachers are proactive in scheduling 1:1 and small group “live” time, in addition to whole group “live” lessons to keep connected to students, to address academic or social/emotional concerns, and to provide enrichment as needed.
- Teachers continue to utilize a number of online resources to enhance their lessons including Flinn Scientific simulations, DuoLingo lessons, and Teachers Pay Teachers resources.
- Departments meet on a weekly basis to discuss and plan lessons that allow LTS to continue the curriculum as if we were teaching at school.

5. **Describe how you will monitor and evaluate the effectiveness of your remote learning plan?**

Person Responsible: Mary Ellen Mega, Dean of Academics; Beth Bove, Dean of Students;

Jeremy Crumb, Systems Manager

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Colleen Fiore, Support Services; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator; Kim Wildman and Cori Rail, Long Trail Parents Association Presidents

- Attendance, homework completion rates, and assessment results will be collected throughout the eLearning process.
- Qualitative data will be collected through weekly staff meetings, weekly LTPA meetings, and grade level meetings as well as through email and phone conversations.
- Quantitative data will be evaluated to ensure the LTS commitment to high standards of performance are met.

- The Dean of Academics will work with the Department Chairs to analyze both the qualitative and quantitative data and make adjustments to the program as needed.
- Teachers are using daily formative assessments to measure the effectiveness of lessons and the students' understanding.
- The LTS Teacher Evaluation System is being adhered to with walkthroughs and formal observations.

INSTRUCTION AND FEEDBACK

6. Describe how you will identify critical proficiencies for the remainder of the year and design learning activities that support students to meet the critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle, and high school)].

Person Responsible: Mary Ellen Mega, Dean of Academics

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott

Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Colleen Fiore, Support Services; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator; Jeremy Crumb, Systems Manager

- The Dean of Academics and the Department Chairs have met to review the remaining curriculum objectives for the school year.
- Based on overall goals for each course, objectives have been prioritized as essential, important, and secondary.
- Department Chairs have worked with teachers to adjust units and lessons to ensure that essential objectives are covered prior to the end of the school year.
- Teachers are planning to end the year successfully covering all of the learning objectives identified for their particular classes.
- Adjustments in assessments have been made to provide choice and more authentic opportunities for students to demonstrate mastery.
- Teachers have incorporated online resources such as simulations, primary sources, and museum virtual tours to enhance their lessons and provide students with hands-on, authentic experiences.

7. Describe your process to create opportunities for teachers and staff to work collaboratively or in teams (e.g., special education teacher, technology integrationist, English learner teacher, literacy coach, etc.) around curricular design and support of students, and to ensure continuity in case of staff illness.

Person Responsible: Mary Ellen Mega, Dean of Academics

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott

Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Colleen Fiore, Support Services; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator; Jeremy Crumb, Systems Manager

- Departments meet weekly through Google Meets.
- Weekly discussions include:
 - Available reference materials
 - Remediation plans
 - Enrichment opportunities
 - Interdisciplinary opportunities
- The Director of Support Services works with departments and individual teachers as a consultant for ensuring best instructional strategies are used and student materials are well-planned and developmentally appropriate.
- The Systems Manager provides teachers with virtual professional development opportunities to increase knowledge and skills in the areas of assessment, online instructional strategies, and online resources.
- A Google Classroom committee has been formed to provide support and continued learning around the Google Classroom platform.
- The Dean of Academics, Department Chairs, and Director of Support Services work collaboratively to develop plans for students needing additional academic support in the eLearning experience.

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

Person Responsible: Mary Ellen Mega, Dean of Academics; Scott Magrath, Director of College and Career Counseling; Jeremy Crumb, Systems Manager; Joe McVicker, Consultant
Support Personnel: Colleen Fiore, Director of Support Services; Todd Smith, Mathematics Department Chair; Sean Dempsey, Science Teacher; Bowen Malcolm, Humanities/Mathematics Teacher

- Teachers and students have been using the Google Classroom platform since the beginning of the school year.
- A Google Classroom committee has been formed to provide support and continued learning around the Google Classroom platform.
- The Systems Manager, key teachers, and a consultant are developing workshops to help teachers expand their knowledge and use of Google Classroom.
- The Dean of Academics and the Systems Manager provide a continuous list of available professional development opportunities focusing on eLearning, including webinars, Google Classroom videos, and Great Minds video lessons.
- Teachers are using and sharing a variety of online resources.
- A section of each faculty meeting is dedicated to supporting teachers in developing eLearning instructional and assessment strategies.

ENSURING ACCESSIBILITY

9. Describe how you will ensure the provisions of FAPE.

Person Responsible: Colleen Fiore, Director of Support Services; Mary Ellen Mega, Dean of Academics

Support Personnel: Department Chairs: Kim Rizio, English; Todd Smith, Mathematics; Scott Worland, Science; Mackenzie Hunter, History; Anharad Llewelyn, Arts; Kileen Adler, World Languages; Beth Bove, Dean of Students; Kelley Swarthout, IB Coordinator; Jeremy Crumb, Systems Manager

- Support Service sessions have been scheduled into each student's weekly eLearning schedule according to their IEP/504.
- These sessions are provided 1:1 as they were when we were meeting on our physical campus.
- Support Service staff are in contact with students on IEPs/504s every day.
- Additional 1:1 sessions are scheduled on an as-needed basis.
- Support Service staff monitor the expectations and pace of each class involving IEP/504 students and work with the Dean of Academics and teachers to make adjustments as needed.
- The Director of Support Services consults with the Dean of Academics and the Dean of Students on a regular basis to ensure the needs of IEP/504 students are met.
- The Director of Support Services has had Long Trail's schedule and plan to serve our IEP/504 students approved by our LEA.

10. Describe how you will address adherence to FERPA.

Person Responsible: Jeremy Crumb, Systems Manager; Mary Ellen Mega, Dean of Academics

Support Personnel: Joe McVicker, Consultant; Chelley Tiffit, Communications Manager; Katie Redding, Director of Admissions

- All onsite records are stored in secure locations.
- Access to most onsite records complies with FERPA requirements. Those vendors who do not yet comply with FERPA requirements are either working toward compliance, or LTS is working to replace the vendor.
- All approved online vendors who store student records are expected to supply a certification of FERPA compliance to Long Trail.

11. Describe how you will address equitable access to instructional materials and experiences.

Person Responsible: Jeremy Crumb, Systems Manager; Mary Ellen Mega, Dean of Academics

Support Personnel: Beth Bove, Dean of Students; Chelley Tiff, Communications Manager

- Chromebooks, additional screens, headsets, cameras, etc., were distributed to *all* students and faculty members needing equipment for online learning.
- Students are able to access their online classes and materials via internet and phone lines.
- The System Manager's primary focus is on technical support for the LTS community.
- Any additional materials required for eLearning classes (that cannot be delivered online) will be distributed through a systematic, drive-through, pickup system.
- Students/families not able to participate in the pickup system will have materials either delivered to their homes or mailed through the postal service.