



## SLATE VALLEY UNIFIED UNION SCHOOL DISTRICT

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slatevalleyunified.org

Brooke Olsen-Farrell, Superintendent

Kristin H. Benway, Director of Special Services

Casey O'Meara, Director of Curriculum, Instruction & Assessment

Cheryl Scarzello, Director of Finance

Christopher G. Cole, Director of Operations

April 6, 2020

Dear Parent/Guardian,

On March 17, 2020 Slate Valley educators provided students with review and/or enrichment material, and/or information for new learning assuming everyone would return to school on April 6th. As Vermont is experiencing a school closure for the remainder of the year, Slate Valley educators are preparing to move students forward with grade-level expectations in pursuit of Proficiencies and Performance Indicators upon our return from vacation, April 20, 2020.

While we know the demands on families can be difficult to juggle under normal circumstances, our current reality makes it even more difficult. Please remember we are here to help. That being said, school is still in session and that means your child is expected to engage in the remote learning process. Daily attendance will still be recorded. If your child needs to be absent from their remote learning on a given day for valid reasons (illness, etc.) please contact your child's school or teacher. Failure of your child to participate in remote learning without an excused absence may be considered truant under our attendance policy.

With the need to transition to a longer-term distance learning plan, Slate Valley administrators and educators are using the week of the 6th to develop effective routines for communication with students and families in support of remote/distance learning and the Continuity of Learning to begin on April 20, 2020.

As part of the Continuity of Learning Plan, in effect on April 20, 2020, teachers will design learning plans that reflect the following Slate Valley **GUIDELINES**:

- **Students in UPK** should have no more than 30-45 minutes of expected engagement per day.
- **Students in grades K-2** should have no more than an hour of work per day (total) of new learning. This does not include practice work.
- **Students in grades 3-5** should have no more than 2 hours of work per day (total) of new learning. This does not include practice work.
- **Students in grades 6-8** should have no more than 3 hrs of work per day (total) of new learning. This does not include practice work.
- **Students in grades 9-12** should have no more than 4 hrs of work per day (total) of new learning. This does not include practice work.

Slate Valley educators will be reporting on student learning during this period of remote/distance learning in the following manner:

- **UPK** reporting and assessment of instruction driven by [VELS](#) and prioritizes high leverage concepts as required by the VT AOE.
- **K-5:** Provide narratives on a biweekly basis to stakeholders on agreed to performance indicators and proficiencies.
- **6-8:** Address trimester 3 report cards through communication on performance indicators and proficiencies using PowerSchool. Continue using existing grading practices for class work working toward a final **Pass/Fail (2.5 and higher is a Pass)** by the conclusion of the school year.
- **K-8 Specials Teachers:** Address trimester 3 report cards through communication on performance indicators and proficiencies using PowerSchool. Continue using existing grading practices for class work working toward a final **Pass/Fail (2.5 and higher is a Pass)** by the conclusion of the school year.

- **9-12: Semester II (1/27-6/17) grades** will be reported as **Pass/Fail (2.5 and higher is a Pass)** using scores PowerSchool when the school year concludes. A Pass earns a student credit, **with the option for a “Pass” (2.5-4.0) to go into a student’s GPA.** The determination of a “Pass”, TO BE INCLUDED IN A STUDENT’S GPA, will be made by the student in consultation with their parent/guardian. Communication of a “Pass” to be included in a student’s GPA will be made to the student’s School Counselor.

If you have any questions please reach out to your student’s principal, myself, or Casey O’Meara.

Thank you for your understanding and support during these challenging times,

A handwritten signature in cursive script, reading "Brooke Olsen-Farrell". The signature is written in dark ink and is positioned above the printed name.

Brooke Olsen-Farrell  
Superintendent of Schools