

Supporting the Senior Class of 2020: Further Considerations During Remote Learning

Purpose

Secretary French will issue formal guidance on or before Friday, May 8, 2020, on end of school year gatherings and graduations as per Governor Scott's March 26, 2020, Directive Number 5. As supervisory unions and districts (SUs/SDs) work to support the graduating class of 2020 during school closure, the Vermont Agency of Education (AOE) offers the following further considerations to support local decision-makers as they prepare for graduation.

Overview

High school graduation is an important milestone in the lives of our Vermont learners. The AOE offers further considerations to support the local decision-making process regarding local graduation requirements. Graduation requirements across Vermont are locally determined by SUs/SDs; this provides the flexibility to SUs/SDs to adjust local graduation requirements to address the unique challenges and learning needs during school closure.

For Vermont students working to graduate this spring, the AOE seeks to support SUs/SDs in ensuring that students graduate during school closure ready for postsecondary careers and education.

Considerations for Implementing Local Graduation Requirements for the Class of 2020

- No student should be restricted from completing their current year course requirements due to school closure.
- If you are implementing a pass/no pass, complete/incomplete, or credit/no credit option refer to the AOE [grading and reporting guidance](#) and [practical strategies](#) documents for additional support.
- If a GPA is maintained/calculated – the spring semester should not be a factor.
- Any changes made to grading/transcription practices should be reflected in School Profiles. School Profiles sent with transcripts should describe how they handled this grading in the final semester.
- Continue to explore alternative learning opportunities that your district can use to ensure students complete the needed coursework and experiences to graduate college and career ready, aligned to your SU's/SD's submitted Continuity of Learning Plans.
- Educational services should strive to include equitable access to instruction for all students.
- If students are not yet ready for graduation in four years as determined at the local level, they may return for a fifth year.

Considerations for Post-Secondary

All students, but juniors and seniors in particular, should take advantage of connecting with their school counselors to engage in planning for the college admissions process and/or transitioning to college or the workforce, including transitioning to a remote setting. Delivering school counseling services outside of the school building or during a pandemic or other natural disaster may be both overwhelming and challenging, and school counseling services offered may vary from school to school and state to state. The positive news is that school counselors have been successfully offering remote student support for over a decade in virtual schools across the nation.

Resources for Guidance Counselors

The American School Counselors Association have posted significant resources for school counselors around supporting the academic, college/career, and social-emotional needs of students and families.

- [Virtual Elementary School Counseling](#)
- [Virtual Middle School Counseling](#)
- [Virtual High School Counseling](#)
 - [School Counseling during COVID-19 and Webinars](#)

College Application Process

Many colleges recognize that collecting documents and getting them together may be challenging at this time and are subsequently changing their guidelines for admissions for the 2020-2021 school year. Be sure to check out the colleges websites to find out the most recent changes. See what Castleton University is doing in response below:

- [Regarding Coronavirus and Applying to Castleton](#)

Guidance for CTE Seniors

- [Guidance for Career Technical Education During COVID-19](#)
- [Continuity of Learning Plan Reference Guide for CTE](#)

Guidance for Special Educators

Students who were on an IEP and are graduating this spring must have a summary of performance. This is a federal requirement under IDEA as well as under the Vermont Special Education rules (see [Rule 2362.2.3\(g\)\(i\)](#)). The AOE recommends utilizing the [graduation readiness tool](#) as a means for ensuring all necessary aspects of transition planning are not forgotten. It is also imperative that the interagency connections with Vocational Rehabilitation and Developmental Services are made before the student graduates. The summary of performance is a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the child in

meeting the child's postsecondary goals. LEAs are free to use their own template for the summary of performance.

Contact

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