



Two Rivers Supervisory Union

Virtual Learning Academy (TRVLA)

We are a learning community where students know what they need to learn, criteria for success are clear and transparent and students are empowered to claim their education through flexible and personalized pathways.

Our Commitment to Students and Families

We learned a great deal from our experiences in the spring and summer to help redefine instruction in a virtual classroom as well as how to work in partnership with families for the best outcomes and experiences. The feedback we received from families, students, and educators was invaluable during our previous remote experiences and drives what you see below. We are committed to providing a thorough and positive learning experience. In a virtual environment it is essential that our learning community place intentional communication and connection at the forefront of our work. Regardless of what sending school a student comes from, they have similar expectations and learning experiences as their peers attending school in-person.

The Two Rivers Supervisory Union Prek-6 Virtual Learning Academy (TRVLA) Vision and Mission

The vision and mission of TRVLA aligns with the mission and vision of Two Rivers Supervisory Union. The students of TRVLA, like all students and adults in the rest of the Supervisory Union, will collaborate, think critically, acquire knowledge and solve problems creatively.

To achieve this we

- Honor all learning attempts as opportunities for academic and personal growth.
- Value our history and our community.
- Teach and model empathy, compassion, responsibility and respect.
- Provide meaningful feedback so all can achieve.
- Nurture a learning environment that enhances cognitive engagement.
- Commit to multiple pathways so that learning is personalized and relevant.
- Collaborate to assess the impact of our practices on learning.
- Aspire to be citizens of a diverse democracy and a changing world.

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Student Responsibilities of Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of TRVLA encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Elementary students get the best start on a bright future as they.

- begin with a fairly consistent schedule
- Build community and relationships with their peers during daily synchronous community meetings.
- devote a minimum of 30 hours per week to learning
- perform most of their school work off-line—reading books, writing, and completing activities and projects
- spend 15–30 percent of each school day engaging in virtual learning activities

Middle School students begin to take more personal responsibility for their online learning as they:

- follow a prescribed schedule, customized to individual student needs
- devote a minimum of 30 hours per week to their studies
- spend 50–75 percent of each school day engaging in virtual learning activities

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Profile of Successful Learning Conditions for Students:

Students who have a successful, satisfying experience learning online tend to share several critical characteristics:

Good Time Management	Effective Communication	Independent Study Habits	Self-Motivation	Technologically Prepared
<p>The student creates and maintains a consistent study schedule and is able to do so without significant prodding from a teacher or parent.</p>	<p>The student knows when and how to ask for help and is able to clearly describe any problems they are having with the learning materials using email, texting and/or the telephone. This includes seeking help from the online instructor, a mentor, or even other students in the online learning environment.</p>	<p>The student studies and completes assignments without direct supervision and maintains the self-discipline to stick to a schedule.</p>	<p>The student has a strong desire to learn skills, acquire knowledge, and fulfill assignments in online classes because of an educational goal and can maintain focus on that goal.</p>	<p>The student knows how to access all the learning tools and resources that they need and have the appropriate hardware and software to be able to do so successfully.</p>

****** All students and families within TRVLA will have the support they need to make progress towards achieving success in the characteristics outlined above.******

Learning Partners

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Building positive relationships is essential to the success of students enrolled in TRVLA. It is an expectation of TRVLA that there is more than typical explicitly planned communication between TRVLA and families. There is also an expectation that at least one member of the household will agree to be a designated Learning Partner. This relationship begins with a phone call/video conference with parents to establish connections and learning dynamics. Other topics of discussion during this call include the best time and method of communication, as well as guidance for the parent in lesson access and other important logistical functions.

Elementary Learning Partners can expect to:

- devote about five hours per day overseeing their students' schoolwork ("overseeing" may look different for different learners)
- set the daily schedule with varied activities and breaks
- assist with online school lessons and communicate frequently with the teacher
- help monitor student progress and comprehension
- Communicate regularly with teachers

Middle School Learning Partners can expect to:

As students become more independent and responsible in middle school, Learning Partners "step back" a bit, and teachers "step in" to provide virtual instruction and off-line support in math, English language arts, science, social studies and the Unified Essential arts.

We recommend that Learning Partners support this transition to more independent learning as they:

- oversee schoolwork for 2 to 3 hours per day
- assist with some lessons
- monitor student comprehension and grades
- refer their student to teachers as needed
- communicate regularly with teachers

Tips to Consider:

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Environment

- Create a learning space. No matter the layout of your home, it's important to set up dedicated school space where distractions can be minimized. Think about the noise, distracting technology, non-school related items, etc.
- Designate an area for school supplies and consider ease of reach, ease of access and be sure the area is clearly organized.
- Include educational resources and visuals when possible. Teachers will help support this as well with resources and guides that can help support learners. Think about the resources you might see hanging in a classroom.
- Keep your student in view when possible. This helps with monitoring student engagement and activity during synchronous (live-stream) and asynchronous (on-demand) learning experiences.

Routines and Schedules

- Spend time helping learners organize and know the daily routine. Educators will help provide consistent and predictable schedules; however, don't expect students to know these immediately. As you build this routine you'll be able to build your family time around it as well, providing the structure and consistency of a school day.
- The same idea applies to weekly schedules. Things will shift, due dates will come and go, and sometimes in remote learning it's difficult for students to remember details of specific days during the week. Review the schedule often.
- Review the weekly plans and resources provided by the teacher so that you can assist your student should they get stuck or confused at any point. Also, please let your teacher know when this happens. That feedback will help us to continue to improve and refine our methods and practices.

Time Management Techniques

- During in person instruction educators use a wide variety of time management strategies to help students in their learning experiences. Without an educator physically present this can be difficult for some students. Supporting your scholar with organizational skills and time management strategies such as making a list, using a time tracker, setting a timer, taking breaks, etc. is an extremely important aspect of the learning partners responsibilities.

Connect Often

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TRVLA teachers are available to discuss concerns, questions, ideas and celebrations anytime. Weekly one-on-one check ins are expected. In a virtual environment it is essential that our learning community place intentional communication and connection at the forefront of our work.

Materials

All materials that are needed for students to engage in the activities assigned will be provided by TRVLA. Students and families will receive similar materials as their peers who are enrolled in their sending in-person school.

Technology

All students will be provided with a device to use for learning during the year. Expectations of care will be shared with families at deployment (device pickup) which will occur prior to the start of the school year. We have dedicated technology support to help families with all technology issues we may encounter.

Food Services

Students in the virtual academy may still access food services. Details about this will be forthcoming.

Staffing



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Emma C. Vastola, TR Virtual Learning Academy Coordinator

For the past 10 years, Emma has served as an elementary educator at Mount Holly School, where she managed collaborative, student-centered learning environments for learners within the K-6 grade band. In addition, she is an active member of the TRSU Professional Learning and Well-Being Committee and Mount Holly Leadership Team, a Co-President of the Ludlow-Mount Holly Education Association, and a former member of the TRSU District Collaborative Leadership Cohort. She is a compassionate empathizer, natural leader, effective communicator, and highly organized planner. She loves early morning runs with her Catahoula Leopard Dog, family time with her educator husband and two elementary-aged daughters, cooking nutritious plant-based meals, bonding with her 12 chickens, spending as much time outside in her garden and reading, reading, reading!

Emma is looking forward to the opportunity to support our TRVLA students, families, and educators. She can be reached at emma.vastola@trsu.org or (802) 770-9414.

Additional staff will be assigned once we have a sense of numbers, grade levels, content needs, etc. to drive that work.

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Glossary of Terms

<p>Learning Partner</p>	<p>Learning partner is the term many online schools use for the adult primarily responsible for guiding the student through online elementary school. A learning coach is often a parent, but can be any adult willing to take on the role. Learning partners must commit to providing ongoing guidance, supervision and motivation for their students throughout the school year.</p>
<p>Synchronous or 'Live Stream'</p>	<p>Synchronous, what we are calling Live Stream, learning closely resembles the image we have of traditional classroom learning. It involves a group of students all learning the same thing at the same time. Online tools for live stream learning include videos, course management systems and web conferences. Live stream learning can promote a sense of community for online learners.</p>
<p>Asynchronous or 'On Demand'</p>	<p>Asynchronous, what we are called On Demand, learning refers to student-centered learning that is self-guided and self-paced. It can make use of communication tools, including email, discussion boards, course management systems and even face-to-face interactions between students and teachers. It provides a great deal of flexibility for students.</p>

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