Continuity of Learning Plan Reference Guide

This document provides essential elements, questions to consider, and related resources for each of the four sections:

1. Communication
2. Structures for Student Success
3. Instruction and Feedback
4. Ensuring Accessibility

You can use this document side by side with the Continuity of Learning (COL) Plan Template to design your Supervisory Union's plan.

Communication

Essential Element	Related Resources
1. **Describe how you will develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.** • How will you be able to connect with every student, every day? • 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?	Communicating with Districts, Schools, Parents and Students (SETDA) Creating a new schedule for remote learning (from Tarrant Institute) Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks Recommended Daily Contact Procedures for Continuity Plans (from VTVLC)

Contact Information:

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

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Essential Element	Related Resources
• How will you ensure that administration, teachers and staff communicate with each other? With what frequency?	Teach from Home (from Google) 9 Uses for Smartphones in the Classroom Leveraging Skype to Connect with Students through Landlines or Mobile Phones

Structures for Student Success

Essential Element	**Related Resources**
2. **Describe how you will establish consistent expectations of, and supports for, teachers in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.** • 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?	Continuous Learning Taskforce Guidance (from the Kansas State Board of Education) Getting up and Running School with Online (online workshop from VTVLC)
3. **Describe your system/structure plan for ensuring that all students get enough help (academic, social/emotional, or technology/material needs) in a timely fashion.** • 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?	Remote Learning: Relationships first (from Tarrant Institute) Getting up and Running School with Online (online workshop from VTVLC) Vermont Multi-Tiered System of Supports (MTSS)

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• 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?	Helping Children Cope with Stress During the 2019-nCoV Outbreak (from WHO) American School Counselor Association COVIV-19 Resources Teaching Through a Pandemic: A Mindset for This Moment
4. **Describe how you will structure student learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet student needs and provides predictability for students, families, and educators.** • 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?	Continuous Learning Taskforce Guidance (from the Kansas State Board of Education) Getting up and Running School with Online (online workshop from VTVLC) Dynamix Humanities Online: Week of March 23 - March 27 from Don Taylor at Main Street Middle School Sample Schedule from Vermont School March 31, 2020 Memo from Secretary French re: Attendance
5. **Describe how you will monitor and evaluate the effectiveness of your remote learning plan.** • 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?	Tuning Protocol from the School Reform Initiative (SRI) A Change in Practice Protocol from the SRI Continuous Improvement Resources from AOE

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Instruction and Feedback

Essential Element	Related Resources
6. Describe how you will identify critical proficiencies for the remainder of the year and design learning activities that support students to meet these critical proficiencies [appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school)]. • 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?	Getting up and Running School with Online (online workshop from VTVLC) National Center on Accessible Educational Materials 4 Tips for Teachers Shifting to Teaching Online Three Unexpected Ways Tech Can Humanize Learning From QM Emergency Remote Instruction Checklist: [See part 1: Preparing (Students) for Success] From QM Emergency Remote Instruction Checklist: [See part 2: Guiding Students and Their Learning]
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. • 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?	Teachers Guide to Online Learning (from Michigan Virtual) Teach from Home (from Google)

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	Essential Element	Related Resources
	• How will you ensure consistency in curriculum, instruction, and education experiences across your SU/SD?	
8.	**Describe your plan to provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.** • 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?	Getting up and Running School with Online (online workshop from VTVLC) Professional Learning for Teaching Online (SETDA) Rhode Island virtual Teach from Home (from Google)

Ensuring Accessibility

Essential Element	Related Resources
9. **Describe how you will ensure the provision of FAPE.** • 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.).	Special Education During School Closure Due to Novel Coronavirus Outbreak (AOE) Americans with Disabilities Act (ADA) and Accessibility Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while serving Children with Disabilities (USDOE)
10. **Describe how you will address adherence to FERPA.** • How will you safeguard student privacy and ensure data security?	Vermont Student Data Privacy Alliance The Student Data Privacy Consortium

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• Do you have an approved list of ed tech products, services, websites, or apps that teachers can use?	FAQs on Photos and Videos under FERPA from the US Department of Education (**NEW**) Sample Student Release form for Audio and Video Programming
11. Describe how you will address equitable access to instructional materials and experiences. • 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?	Vermont Equity Lens Tool (from AOE)

Additional Resources

Communication

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)

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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](#)

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