

Continuity of Learning Plan Reference Guide for Career and Technical Education

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

Please use this document side by side with the Continuity of Learning (COL) Plan Template to provide your Center's plan. You may populate some responses from your host district's COL Plan that was submitted to the Agency. When possible, you should reference sending district COL Plans in sections related to ensuring equity of access. Regional Technical Center School Districts can resubmit the COL Plan previously submitted to the Agency, amended to include the CTE specific information requested here.

Related Resources provided for each section below are the same as those provided in the original Continuity of Learning Plan Reference Guide sent to supervisory unions/school districts. Additional CTE specific resources can be found at the end of this document.

Communication

Essential Element	Related Resources
<p>1. Describe how you will develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.</p> <ul style="list-style-type: none"> • 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? 	<p>Communicating with Districts, Schools, Parents and Students (SETDA)</p> <p>Creating a new schedule for remote learning (from Tarrant Institute)</p>

Contact Information:

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

Heather Bouchey, Deputy Secretary of Education, at heather.bouchey@vermont.gov.

Essential Element	Related Resources
<ul style="list-style-type: none"> • 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? • How will you ensure that administration, teachers and staff communicate with each other? With what frequency? 	<p>Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks</p> <p>Recommended Daily Contact Procedures for Continuity Plans (from VTVLC)</p> <p>Teach from Home (from Google)</p> <p>9 Uses for Smartphones in the Classroom</p> <p>Leveraging Skype to Connect with Students through Landlines or Mobile Phones</p>

Structures for Student Success

Essential Element	Related Resources
<p>1. 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.</p> <ul style="list-style-type: none"> • 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 will you ensure continuity of learning if staff become ill? 	<p>Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p>

Essential Element	Related Resources
<p>2. Describe your system/structure plan for ensuring that all students get enough help (academic, social/emotional, or technology/material needs) in a timely fashion.</p> <ul style="list-style-type: none"> • How will you leverage your MTSS system and/or EST to support struggling students? • How will you ensure effective collaboration with sending schools to ensure students are provided with the supports they need? • How will you utilize instructional assistants, school counseling/guidance coordinators, special needs coordinators, and your own or sending school counselors, clinicians, and social workers to create support systems? • 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? 	<p>Remote Learning: Relationships first (from Tarrant Institute)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Vermont Multi-Tiered System of Supports (MTSS)</p> <p>Helping Children Cope with Stress During the 2019-nCoV Outbreak (from WHO)</p> <p>American School Counselor Association COVID-19 Resources</p> <p>Teaching Through a Pandemic: A Mindset for This Moment</p>
<p>3. 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.</p> <ul style="list-style-type: none"> • How are you organizing content 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? • <i>How are each of your programs providing learning experiences that provide instruction designed to ensure students meet critical proficiencies that would otherwise be addressed through in-person, hands-on learning?</i> 	<p>Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)</p> <p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Dynamix Humanities Online: Week of March 23 - March 27 from Don Taylor at Main Street Middle School</p> <p>Sample Schedule from Vermont School</p> <p>March 31, 2020 Memo from Secretary French re: Attendance</p>

Essential Element	Related Resources
<p>4. Describe how you will monitor and evaluate the effectiveness of your remote learning plan.</p> <ul style="list-style-type: none"> • 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? 	<p>Tuning Protocol from the School Reform Initiative (SRI)</p> <p>A Change in Practice Protocol from the SRI</p> <p>Continuous Improvement Resources from AOE</p>

Instruction and Feedback

Essential Element	Related Resources
<p>1. Describe how you will identify critical proficiencies for each of your programs for the remainder of the year and design learning activities that support students to meet these critical proficiencies</p> <p><i>For each of your programs, including work-based learning programs, please answer the following questions:</i></p> <ul style="list-style-type: none"> • What are the critical proficiencies/standards (transferable skills and content) and curricular expectations for the remainder of the year? • How will development of these proficiencies be supported and met in a remote learning environment? How will proficiencies be assessed? • How will each of your programs provide the materials, supports, supervision and monitoring, and related assessments students will need to complete tasks and assignments? 	<p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>National Center on Accessible Educational Materials</p> <p>4 Tips for Teachers Shifting to Teaching Online</p> <p>Three Unexpected Ways Tech Can Humanize Learning</p> <p>From QM Emergency Remote Instruction Checklist: [See part 1: Preparing (Students) for Success]</p> <p>From QM Emergency Remote Instruction Checklist: [See part 2: Guiding Students and Their Learning]</p>

<ul style="list-style-type: none"> • Describe your plan to help students earn industry recognized credentials, complete licensing examinations, and acquire certifications. Are there credentials and opportunities that cannot be provided remotely? What plans do you have, if any, to offer summer learning experiences to allow students to complete credentials? 	
<p>2. Describe your process to create opportunities for teachers and staff to work collaboratively or in teams (e.g., special needs coordinator, technology integrationist, English learner teacher, literacy and math coaches, etc.) around curricular design and support of students, and to ensure continuity in case of staff illness.</p> <ul style="list-style-type: none"> • 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? • How will you ensure consistency in curriculum, instruction, and education experiences across the programs in your center? 	<p>Teachers Guide to Online Learning (from Michigan Virtual)</p> <p>Teach from Home (from Google)</p>
<p>3. Describe your plan to provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.</p> <ul style="list-style-type: none"> • What online learning practices or tools are your programs using? • 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? 	<p>Getting up and Running School with Online (online workshop from VTVLC)</p> <p>Professional Learning for Teaching Online (SETDA)</p> <p>Rhode Island virtual</p> <p>Teach from Home (from Google)</p>

Ensuring Accessibility

Essential Element	Related Resources
<p>1. Describe how you will ensure the provision of FAPE.</p> <ul style="list-style-type: none"> 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? <i>What additional measures will you take to support students who are members of special populations as defined by Perkins V (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty).</i> 	<p>Special Education During School Closure Due to Novel Coronavirus Outbreak (AOE)</p> <p>Americans with Disabilities Act (ADA) and Accessibility</p> <p>Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while serving Children with Disabilities (USDOE)</p>
<p>2. Describe how you will address adherence to FERPA.</p> <ul style="list-style-type: none"> How will you safeguard student privacy and ensure data security? Do you have an approved list of ed tech products, services, websites, or apps that teachers can use? 	<p>Vermont Student Data Privacy Alliance</p> <p>The Student Data Privacy Consortium</p> <p>FAQs on Photos and Videos under FERPA from the US Department of Education</p> <p>Sample Student Release form for Audio and Video Programming</p>
<p>3. Describe how you will address equitable access to instructional materials and experiences.</p> <ul style="list-style-type: none"> How will you evaluate whether underserved students have equitable access? 	<p>Vermont Equity Lens Tool (from AOE)</p>

Essential Element	Related Resources
<ul style="list-style-type: none"> • 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 your center ensure that all students have the same access to analog or online learning materials and associated services? <p>Extension question for Adult CTE programs</p> <p><i>Describe your continuity of learning plan for your adult CTE program. What courses are you continuing to run and how? What programs can you not complete as originally scheduled and why? What are your plans for completing programs at a later date? What is your COVID-19 tuition refund policy? Are there financial implications from COVID-19 that threaten the economic stability of your adult CTE program?</i></p>	

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 \(from Michigan Virtual\) 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](#)

CTE Resources:

[Family & Consumer Sciences Content-Specific E-Learning Resources](#)

[Southeast Kansas teachers create free resource for teachers across U.S.](#)

[Oklahoma Career Tech COVID-19 Instructional Resources](#)

[HBI CTEtech Works Online Learning](#)

[Today's Class](#)

[Learning Keeps Going COVID-19 Online Teaching](#)

[Michigan Department of Education COVID-19 CTE Online Resources](#)

[Two New Resources to Support Students with Disabilities During the COVID-19 Crisis](#) (National Center for Learning Disabilities)

[AMI CTE Resources](#) (Arkansas Career and Technical Education)

[CTE Coalition](#)

[Association for Career and Technical Education Division Webinars: CTE in a Time of Uncertainty](#)

[Free Online Career Development Resources from Kuder](#)

[Ten Equity Implications of the COVID-19 Pandemic in the United States](#) (National Association for the Advancement of Colored People)

[Equity Literacy During the COVID-19 Crisis](#) (Equity Literacy During the COVID-19 Crisis)