NATIONAL CHARTER SCHOOLS
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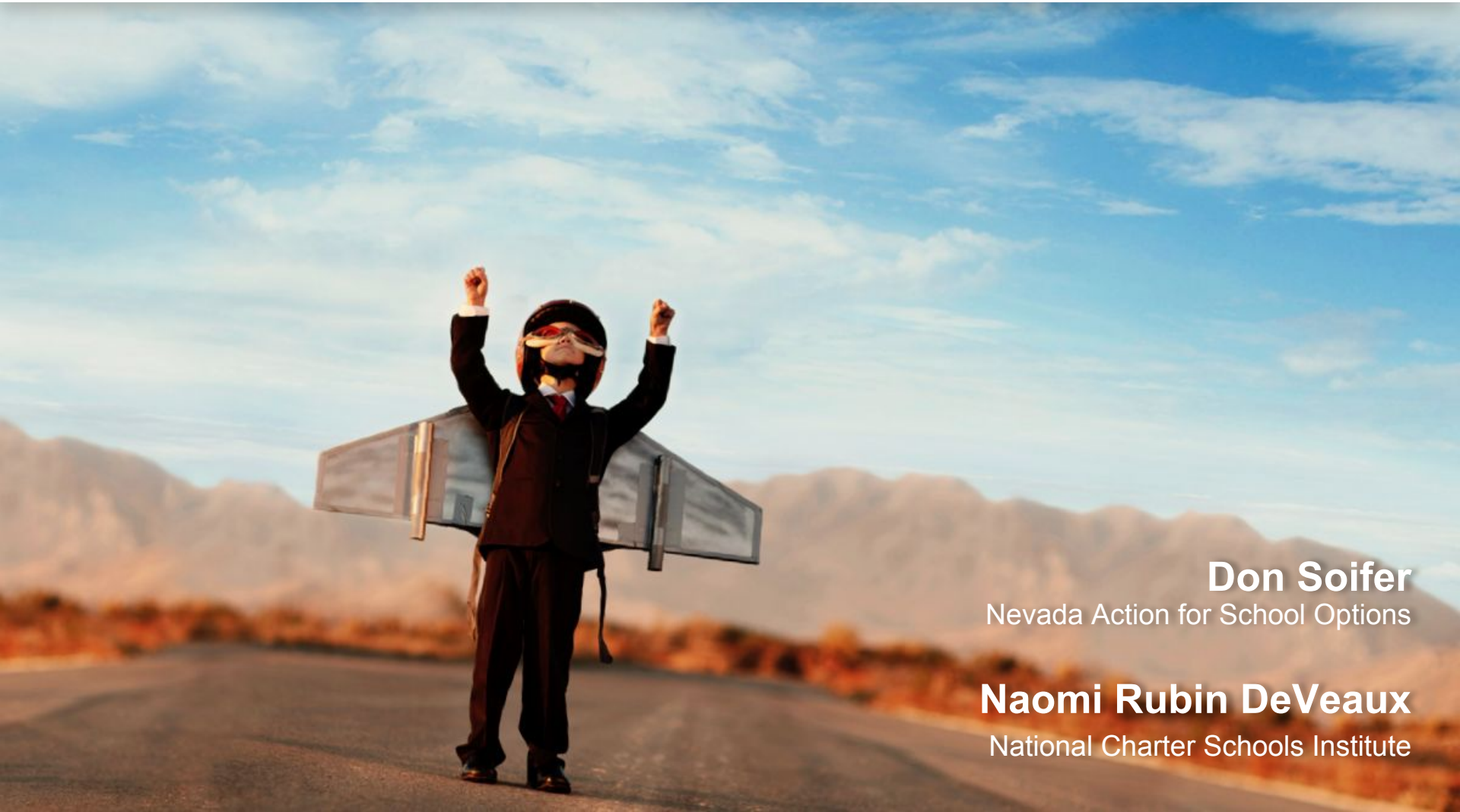
NEVADA ACTION
FOR SCHOOL
OPTIONS

Be Nimble, Be Quick
Robust Continuous Learning Plans

Don Soifer
Nevada Action for School Options

Naomi Rubin DeVeaux
National Charter Schools Institute

Agenda

1 Introduction

2 The ISSUE

3 What to Look For

4 Take the Next Step

5 Questions

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NEVADA ACTION FOR SCHOOL OPTIONS

Introductions

Naomi
Rubin DeVeaux

National Charter Schools Institute
Vice President for Authorizing and Accountability

+ National expert in charter school authorizing
+ Former Deputy Director for DC PCSB and FOCUS
+ Former classroom teacher
+ Pahara – Aspen Institute Fellow
+ Fulbright Scholar
+ Coalition member of the National Center for Special Education in Charter Schools
+ Former board of education board partners
+ Board member of DC Bilingual PCS
+ Masters in Curriculum

Don
Soifer

Nevada Action for School Options
President and Founder

+ National expert in personalized learning and microschooling
+ Member, Nevada State Public Charter School Authority
+ Former Vice Chair, DC PCSB
+ Pahara - Aspen Institute Fellow
+ Author of hundreds of published articles, papers and testimonies on education policy
+ Court-appointed expert witness for school quality
+ Charter schools board member

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Introductions

Who are you?
- ❏ Authorizers of public charter schools
- ❏ Charter school leaders (CEO, COO, CAO, etc.)
- ❏ Teachers, coaches, directors, coordinators
- ❏ Charter support organization
- ❏ Other

What is your number one concern TODAY with doing your job?

The PROBLEM

[Missing in the Margins](#), a study by Bellwether Education, estimates **3 million students** are currently **disengaged** from school, with 1 in 4 being students with disabilities, English learners, or with complicating factors that require more support than Internet and a computer.

Missing in the Margins

Marginalized Students Definition
Students in foster care, students experiencing homelessness, students with disabilities, English Learners, and migrant students

Marginalized Students Nationwide
12,388,000

How Many Students May Be Without Access to Education?

1%	5%	10%	25%
123,880 Students	619,400 Students	1,238,800 Students	3,097,000 Students
Roughly equal to 234 total schools based on average enrollment.	The second-largest school district in America.	More than all the children in Los Angeles.	Roughly equal to the entire school-aged population of the state of Florida.

Understanding the Problem

By mid-March 2020, most American schools shut their doors due to COVID-19. For many of the most marginalized students — those in foster care or experiencing homelessness, as well as students with disabilities, English language learners, and migrant students — that may have been the last day they experienced any formal education. There isn't enough reliable data to track this number perfectly, but we've attempted to estimate the number of students impacted — starting with approximately **12.39 million students** in these groups — and calculating a likely percentage of students with minimal or no access to education based on early reporting from journalists and school systems. If even a fraction of students have gone missing, **the scale is massive.**

BELLWETHER EDUCATION PARTNERS   bit.ly/MissingintheMargins

The **COMPLICATING FACTOR**

No one has done this before -- Led Learning Opportunities that are on-site, remote, or a hybrid of both, under pandemic and post-pandemic conditions.

- There are **no** BEST PRACTICES,
- there are **no** EASY ANSWERS,
- there are **no** ONE SIZE FITS ALL solutions.

The ADVANTAGE

We are SMALL, INDEPENDENTLY RUN, CREATIVE, RESOURCEFUL, and COMMUNITY-CENTERED!
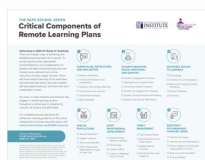
LEAD with a Focus on STUDENTS

Student-centered approach is the ONLY approach.
Assessing YOUR remote learning experience through THEIR eyes will set them up for SUCCESS...

As the LEADER, BOARD MEMBER, AUTHORIZER--What does that mean?

TOOL for SETTING UP for SUCCESS

www.CharterInstitute.org/safe-school-seven

The Safe School Seven: Critical Components of Remote Learning Plans Checklist

There are multiple ways of delivering and facilitating learning when not in person. To ensure equal access, appropriate accommodations, and considerations for families and staff, remote learning plans will include many methods from on-line instruction to books, paper and pen. Some will have students learning at the same time (synchronous) and others will have students self-pace (asynchronous), and many will use a combination of both.

[Download Checklist ⤓]

Critical Components of Remote Education Plans

In response to authorizers requesting guidance on reviewing Education Plans for School Year 2020-21, when we need to be ready for anything, the National Charter School Institute partnered with Don Soifer of Nevada Action for School Options, to create a guide for authorizers to use when requesting and reviewing remote education plans. The guide contains topics, descriptions, and examples or questions.

[Download Detailed List ⤓]

1 CURRICULUM, INSTRUCTION, AND EVALUATION

2 STUDENT BEHAVIOR, SOCIAL-EMOTIONAL AND SUPPORT

3 EQUITABLE ACCESS TO LEARNING

4 SPECIAL POPULATIONS

5 STAFF PROFESSIONAL DEVELOPMENT

6 FAMILY ENGAGEMENT

7 RESILIENCY FOR MANAGING THROUGH CRISIS

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Curriculum, Instruction, and Evaluation

1

CURRICULUM, INSTRUCTION, AND EVALUATION

- ☐ Mission Statement
- ☐ Timely Identification and Intervention
- ☐ Supplies, Technology, Materials
- ☐ Data-Driven Instructional
- ☐ Assessment Integrity
- ☐ Daily Schedule

Mission and Vision: How will missions that involve instructional components such as Expeditionary learning, Montessori, 21st Century Skills be taught remotely?

Assessment Integrity: Given the number of resources at many student's fingertips when at home: Internet, books, family members, friends, social media, how will assessments be sure to measure just the student's original thinking and understanding for all students?

# Student Behavior, Social-emotional Support

STUDENT BEHAVIOR, SOCIAL-EMOTIONAL AND SUPPORT

- ☐ Student Engagement Tracking
- ☐ Nonresponsive Students Plan
- ☐ Activating "Stalled Students"
- ☐ Student Re-engagement Strategy
- ☐ Student Social-Emotional Well-being
- ☐ Student and Teacher Well-being

Non-responsive Student Plan: What is the process for when a student does not "engage"? How will you know if the student is safe? At what point will intervention occur? What will the intervention be? How will the root cause be determined and resolved?

Student Social-Emotional Well-being: What are signs of trauma, depression, hunger, abuse, neglect, homelessness, etc. that staff can observe remotely? How will staff be trained and respond to a student exhibiting signs?

Equitable Access to Learning

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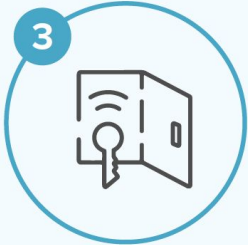
EQUITABLE ACCESS TO LEARNING

☐ Technology

☐ Schedule Accommodations

☐ Work with Changing Family Schedules.

☐ Device Flexibility

☐ Nutrition

Working with Challenging Family Schedules:
How do you support families when parents work outside of the home? How do you support staff with their own children at home? What is your plan A plan to identify and accommodate families for which asynchronous (anytime, anywhere) or synchronous (time-bound) learning can be untenable at times

Special Populations

SPECIAL POPULATIONS

- ☐ Special Education
- ☐ English Learners
- ☐ Gifted and Talented
- ☐ Other Populations Identified by School or State Law

Special Education: How will the school hold legally required special education meetings to address identification, continuation of service, 504 and IEPs? What learning supports will families receive to meet the needs of their students that mirror the accommodations and modifications outlined in their IEPs?

English Learners: How will student English language acquisition be monitored and assessed? How will content be delivered? How will the school communicate with families who do not speak English?

Staff Professional Development

5

STAFF PROFESSIONAL DEVELOPMENT

☐ Implementing Remote Learning

☐ Technology

☐ Student Safety

☐ Create or Redesign Units of Study

Implementing Remote Learning: How will teachers learn, troubleshoot, provide feedback, ask for help, receive support when teaching remotely? How will teachers receive feedback from coaches and administrators? How will teachers be evaluated?

Student Safety: What new training are available to staff for mandated reporting? Given cameras and video access, how will expectations be communicated to families?

Redesign Instruction: How is teaching and learning re-envisioned for students working remotely?

Family Engagement

6

FAMILY ENGAGEMENT

- ☐ Track Family Needs
- ☐ Disseminate Current Information
- ☐ Update Family Contacts
- ☐ Family Services and Supports

Track Family Needs: How will families provide feedback to the school on student learning? Hardships? Frustrations? And how often will the school engage in parent-teacher check-ins?

Disseminate Current Information: What happens if the school needs to go remote after being in-person? What happens when a schedule no longer works after implementation? What happens when a teacher is absent and cannot be reached? What happens when the school community must be notified of a tragedy or a celebration?

Resiliency for Managing through Crisis

7

RESILIENCY FOR MANAGING THROUGH CRISIS

- ☐ Teacher Shortages
- ☐ Internet Access Interruptions
- ☐ Protect Against Hacking and Inappropriate Content
- ☐ Data Loss and Corruption
- ☐ A Second Wave

Teacher Shortages: Will there be substitute teachers? Will teachers teach in teams? Will there be aides to support? Are there plans for hiring when remote?

Subsequent Waves: How will teachers and students be able to access their materials safely if at the school building? How will learning change? What will happen with assessments? What is the role of the school's board in determining school operations?

Questions, Next Steps?

A little step, no matter how small, will make things better for one, a few, or some… And that is worth it!

Be NIMBLE!
Be QUICK!

THANK YOU!

Naomi Rubin DeVeaux
ndeveaux@charterinstitute.org

Don Soifer
don@nevadaaction.org