



# CONTINUITY OF LEARNING PLAN GUIDANCE

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The National Association of Charter School Authorizers (NACSA) is working to double the number of students in great public charter schools by advancing policies and practices that promote quality, autonomy, and choice. As an independent voice for quality charter school authorizing, NACSA uses data and evidence to encourage smart charter school growth. NACSA works with authorizers and partners to create the gold standard for authorizing and build authorizers' capacity to make informed decisions. NACSA also provides research and information that help policymakers and advocates move past the rhetoric to make evidence-based policy decisions. Learn more at [qualitycharters.org](http://qualitycharters.org).

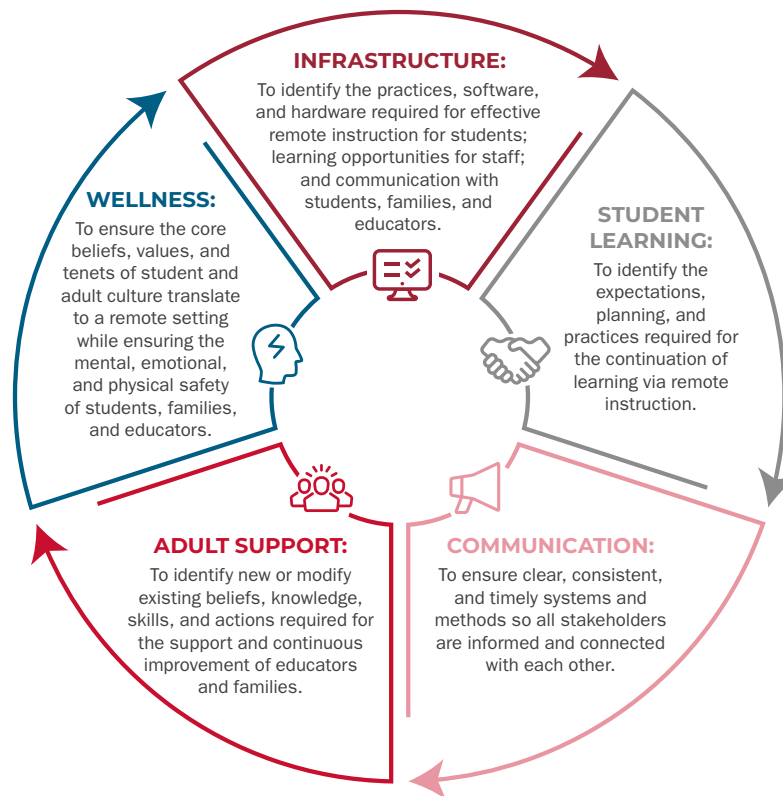
# CONTINUITY OF LEARNING PLAN GUIDANCE

The COVID-19 pandemic continues to prevent school buildings from re-opening to reinstate fully in-person instructional programs in many areas across the U.S. These disruptions, while necessary to protect public health, could result in learning loss for students and disproportionately impact those hardest hit by COVID-19: students of color, students from low-income families, students with disabilities, and English language learners.

To curb gaps in opportunity, health, and achievement, it is critical that charter school authorizers require each school in their portfolio to develop, submit, and use a Continuity of Learning (COL)/Remote Learning Plan. Such plans outline how schools will meet the academic and social-emotional needs of their students, possibly in new and innovative ways and likely across multiple modalities and locations, during the 2020-21 school year.

This guidance document provides both authorizers and school operators with a robust resource to facilitate the creation of, oversight over, and support for each school's plans to educate students during times of transition and uncertainty, with indicators aligned to effective practices in remote (or hybrid) instruction.

While we are all learning how to effectively provide learning and wellness services and supports during swiftly evolving and stressful situations, the five interdependent domains below (Infrastructure, Student Learning, Communication, Adult Support, and Wellness) should be addressed in all COL plans to ensure quality, consistent, and equitable programming for all students, both short- and long-term.





## EFFECTIVE CONTINUITY OF LEARNING PLANS SERVE THE NEEDS OF ALL

Authorizers can establish a foundation of collaboration by clearly communicating that this process is not being done TO schools, but WITH schools. When authorizers and schools focus on the urgency to respond to the needs of students, families, and educators, they can create effective COL plans.

### Effective Continuity of Learning (COL) plans are:

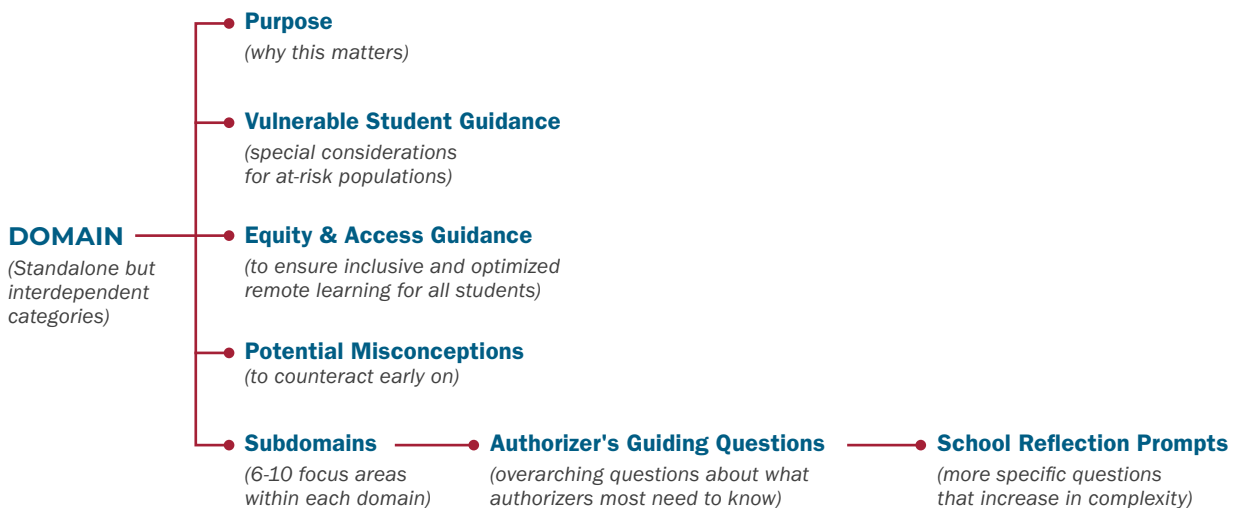
- **Purposeful, operational, and effective** in times of calm, so they can be effective in times of crisis;
- **Designed with—and not only for—**students, families, educators, and community partners;
- **Responsive to the new modality** and how that impacts aspects of teaching, learning, and culture;
- **Implemented, and utilized differently** when school buildings are fully open, operating with limited/ staggered schedules, or closed;
- **Implemented in stages**, with each stage building upon the successes, challenges, and lessons learned in the prior stage; and
- **Analyzed, reflected upon, and improved** regularly and frequently.

## STRUCTURE OF THIS GUIDANCE DOCUMENT

**Each of the five domains are interdependent, rather than hierarchical, components of a comprehensive COL approach and plan.** Each domain is based on sound instructional practices to support student learning and wellness and is structured in a consistent way.

Each COL domain contains purpose statements, guiding questions for authorizers, and deeper reflection questions to assist schools in their continuous improvement within each domain. Authorizers and school operators may customize this content into templates or other monitoring or self-evaluative tools.

Special emphasis is placed on critical considerations for vulnerable students. Family engagement, accessibility, diversity, equity, and inclusion, social-emotional learning, and teacher development and support considerations are embedded across domains. Each domain also references common misconceptions that authorizers can counteract early to avoid missteps that could impede learning.



## ADAPTING THIS GUIDANCE

**Whether an authorizer has already required schools to submit COL plans or is still developing those expectations, this guidance document can spur thought, conversation, and continuous improvement.**

Authorizers of every type and size can use this content to:

- Create or enhance COL templates;
- Strategically assess the COL plans they receive;
- Guide conversations with schools;
- Determine the frequency and timeline of touchpoints needed;
- Encourage schools to self-evaluate and/or;
- Inform their oversight during times of calm as well as crisis.

This guidance is uniquely applicable to both authorizers and school operators and is primed for differentiation: it does not need to be used in its entirety to still add significant value by prompting deeper, ongoing conversations and improvement efforts as schools strengthen their remote learning practices. Authorizers should collaborate with school operators to determine the areas they will require and monitor, based on their performance framework components, current priorities, and capacities, as well as identify areas for closer scrutiny when warranted.



## DOMAIN:

# INFRASTRUCTURE

- Learning Management
- Hardware
- Software
- Connectivity
- Access
- Data Collection
- Financial Planning

## PURPOSE

To identify the practices, software, and hardware required for effective remote instruction for students; learning opportunities for staff; and communication with students, families, and educators.

## VULNERABLE STUDENT GUIDANCE

- ✓ Infrastructure resources, policies, considerations, and plans ensure that the needs of all students are broadly met and that vulnerable students (those with an Individualized Education Program (IEP), 504, non-native English speakers, homebound, gifted, etc.) are fully served.
- ✓ The infrastructure itself can be modified and also allows for the modification of instructional practice and material for vulnerable students.

## EQUITY/ACCESS GUIDANCE

- ✓ A cross section of stakeholders (students, families, community partners, regular education educators, language learner educators, special education educators, support staff, school and district leadership, board members, etc.) is consulted and develops the infrastructure, to ensure all students, families, and educators are provided multiple modalities to empower them to engage in learning, teaching, and communication remotely.
- ✓ The infrastructure resources and plan ensure that there are no policies or practices that adversely impact any students, families, or educators based on how they identify (race, ethnicity, sexual orientation, gender, religion, etc.) or how they have been identified (regular education, special education, gifted, talented, etc.) by the educational system.

## POTENTIAL MISCONCEPTIONS

- ✗ There are no infrastructure barriers for educators.
- ✗ Students in a remote learning environment do not need the ability to interact with peers.
- ✗ Infrastructure is focused on individual access and does not need to incorporate cooperative strategies.
- ✗ Remote learning is dependent on high-speed Internet access as well as interconnected devices and software.
- ✗ All students, families, and educators will be best served by the same infrastructure.
- ✗ Infrastructure is static and remains unchanged for an extended period of time.

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<p><b>Learning Management</b></p>	<p>How does the school manage the administration, documentation, tracking, reporting, automation, and delivery of remote/hybrid learning?</p>	<ul style="list-style-type: none"> <li>▪ Is a Learning Management System (LMS) or equivalent delivery system for the remote learning plan designed with and not just for all stakeholders?</li> <li>▪ How do LMS needs vary and/or are unique to grades/grade bands?</li> <li>▪ How does the LMS integrate with the Student Information System (SIS)?</li> <li>▪ How is the ownership of LMS tasks and roles outlined and assigned (e.g. office staff vs. teachers)?</li> <li>▪ How is the LMS analyzed and reviewed to ensure it does not present accessibility barriers?</li> </ul>
<p><b>Hardware</b></p>	<p>How does the school ensure that all students, families, and educators have adequate hardware and devices aligned to the remote instructional model?</p>	<ul style="list-style-type: none"> <li>▪ How much remote instruction and communication is computer/laptop-dependent and what can be accessed via phone?</li> <li>▪ What are the unique device needs of synchronous vs. asynchronous teaching and learning?</li> <li>▪ Are device needs varied and/or unique to grades/grade bands?</li> <li>▪ Are resources like headsets, microphones, printers, scanners, etc. provided to educators?</li> <li>▪ Has a security risk assessment of devices been completed?</li> <li>▪ Who is tasked with continuously monitoring technology needs and replacing non-functioning devices?</li> </ul>
<p><b>Software</b></p>	<p>How does the school identify the unique software needs of synchronous vs. asynchronous instruction and secure appropriate resources?</p>	<ul style="list-style-type: none"> <li>▪ Are multiple platforms, logins, and passwords across programs and software creating an access barrier for students, families, or educators?</li> <li>▪ Does the software meet the needs of all learners as well as best practices and/or state-mandated requirements (e.g. captioning videos, recording vides, etc.)?</li> <li>▪ How is compliance with the Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) ensured?</li> <li>▪ Are backgrounds available for students, families, and educators who are not comfortable showing their home?</li> <li>▪ What resources exist to mimic in-person resources (posters, flip charts, turn-and-talk, group work, etc.)?</li> <li>▪ Are different software needs varied and/or unique to grades/grade bands? Is there a team of students, families, and educators identified and a process for them to review online materials and programs?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Connectivity</b>	How does the school utilize non-internet-dependent modalities to engage in remote learning as well as communicate with all stakeholders?	<ul style="list-style-type: none"> <li>▪ Are community partnerships established to ensure connectivity for students, families, and educators?</li> <li>▪ What is the plan and process for communications with internet service providers to report service outages?</li> </ul>
<b>Access</b>	How does the school review resources to ensure they are fully accessible or can be modified for all students, families, and educators?	<ul style="list-style-type: none"> <li>▪ How are non-teaching staff utilized to increase access for students and families?</li> <li>▪ Since the Individuals with Disabilities Act (IDEA) considers decreased time with peers more restrictive, how does the infrastructure provide regular opportunities for all students to learn collaboratively?</li> </ul>
<b>Data Collection</b>	How does the school establish expectations for data collection, specifically related to attendance, participation, grades, etc., and share them with students, families, and educators via multiple communication modalities?	<ul style="list-style-type: none"> <li>▪ What systems exist to collect and monitor usage and accessibility data, specifically on access barriers and disengaged students, families, and educators?</li> <li>▪ What is the process to monitor the engagement of, as well as educator and service provider interaction with, vulnerable students?</li> <li>▪ Who is tasked with analyzing infrastructure data, and how often, to ensure gaps and opportunities are identified?</li> <li>▪ Can usage data of asynchronous material and related programs be collected and analyzed by stakeholder group, day of week, time of day, etc.?</li> <li>▪ Is data collection and analysis being done by those that will implement corresponding changes as well as those the changes are intended to impact?</li> </ul>
<b>Financial Planning</b>	<p>How does the school identify various revenue streams to pay for infrastructure needs?</p> <p>How does the school identify and budget for additional expenses for remote learning, specifically related to equity and access?</p>	<ul style="list-style-type: none"> <li>▪ Is a reserve established to ensure flexibility to address unforeseen additional remote learning issues?</li> </ul>





## DOMAIN:

# STUDENT LEARNING

- Framing
- Lesson Planning and Delivery
- Grade-Level Considerations
- Meaningful Learning
- Engagement
- Evidence of Learning
- Vulnerable Students
- Social-Emotional Learning

## PURPOSE

**To identify the expectations, planning, and practices required for the continuation of learning via remote instruction.**

## VULNERABLE STUDENT GUIDANCE

- ✓ High-quality synchronous and asynchronous instruction as well as aligned programs and resources are provided to and can be adapted for all students.
- ✓ Individualized teaching and learning strategies as well as individualized goals for all students are implemented during remote learning.

## EQUITY/ACCESS GUIDANCE

- ✓ All students are able to access instructional resources.
- ✓ A cross section of stakeholders (students, families, regular education educators, language learner educators, special education educators, support staff, school and district leadership, board members, etc.) is consulted and develops the student learning methodology, modality, resources, and expectations.
- ✓ Student learning expectations and resources ensure that there are no policies or practices that adversely impact any students, families, or educators based on how they identify (race, ethnicity, sexual orientation, gender, religion, etc.) or how they have been identified (regular education, special education, gifted, talented, etc.) by the educational system.
- ✓ Student learning content is reviewed to ensure it does not perpetuate negative stereotypes or misrepresent historical events.

## POTENTIAL MISCONCEPTIONS

- ✗ Remote learning is only needed or effective in times of crisis and when schools are closed.
- ✗ There does not need to be an intentional balance between synchronous vs. asynchronous, new material vs. re-teaching, unique content vs. programs.
- ✗ The timing of attendance and participation does not matter in a remote learning setting.
- ✗ All instructional strategies translate to a remote learning environment.
- ✗ Remote learning is designed for those who want to engage.
- ✗ Remote learning will only work for certain types of learners.
- ✗ Due to the limitations of remote learning, it is reasonable to lower expectations for student learning.

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Framing</b>	How are the school's approaches to learning, pedagogical values, norms, and culture translated into its remote programming and articulated to students, families, and educators?	<ul style="list-style-type: none"> <li>▪ How is remote learning utilized to impact student learning in times of calm, e.g. when school is open?</li> <li>▪ How can remote learning be used to address historical barriers such as absenteeism, truancy, homebound, working students, etc.?</li> <li>▪ Are learning goals outlined with objectives that include mastery of basic skills, higher-order thinking skills, remediation of skills, technology literacy, skill development, positive learner behavior, etc.?</li> <li>▪ Are learning activities explained and outlined, within an interactive model that includes content consumption, creation, sharing, and interactive simulation?</li> </ul>
<b>Lesson Planning and Delivery</b>	How are the school's expectations on reviewing material vs. teaching new material articulated to educators?	<ul style="list-style-type: none"> <li>▪ Do redundancies exist due to having all teachers create lessons and asynchronous content vs. one teacher per grade/content area?</li> <li>▪ What is the balance between instructional time and time to check in with students and families?</li> <li>▪ How is it determined that students, families, and educators have the necessary materials in order to meet instructional expectations?</li> <li>▪ Are guidelines on handling and sharing learning materials and infrastructure shared with students, families, and educators?</li> <li>▪ How are print instructional materials accessed digitally?</li> <li>▪ Is there a procedure to allow students to take print instructional materials and manipulatives home when transitioning to remote learning?</li> <li>▪ What is the plan to assist students and families with obtaining hard copy materials if infrastructure barriers arise?</li> </ul>
<b>Grade-Level Considerations</b>	How is lost learning time in SY 2019-20 accounted for and how are grade-level scope and sequences adjusted accordingly for SY 2020-21?	<ul style="list-style-type: none"> <li>▪ How is kindergarten readiness being determined and assessed remotely?</li> <li>▪ Do staffing decisions, class assignments, and potential looping factor in the impact of schools being closed from March-June 2020?</li> <li>▪ Has student data (outcomes, engagement, etc.) from March-June 2020 been analyzed to determine student need and areas of opportunity?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Meaningful Learning</b>	How does the school's mission, key design elements, and other model-specific elements inform its remote learning plan?	<ul style="list-style-type: none"> <li>▪ Are agile and adaptive schedules created that allow for teaching and learning outside of traditional school hours?</li> <li>▪ Are the general education curriculum and instructional practice expectations articulated to all educators so resources, materials, and programs can be modified for vulnerable students?</li> <li>▪ Are the most effective teachers utilized across as many students as possible, with other teachers focused on small group and individualized instruction?</li> <li>▪ How is the impact of staffing challenges mitigated in a remote setting?</li> <li>▪ Can content be accessed via multiple modalities?</li> <li>▪ Are student learning experiences personalized based on students' diagnostic data, learning style, and learning needs as well as allow for student choice, voice, and pace?</li> <li>▪ How does peer-to-peer interaction occur during remote learning?</li> <li>▪ What teacher and student shifts have to occur and what content and activities have to be modified to translate to remote learning?</li> <li>▪ How are electives taught (PE, art, etc.)?</li> <li>▪ How are experiences and non-academic exposures provided?</li> <li>▪ Is there a plan to help families in supporting independent learning as required in a remote learning plan?</li> </ul>
<b>Engagement</b>	<p>How does the school define engagement, specifically on participation vs. mastery?</p> <p>How does the school identify and incorporate the key elements necessary to increase engagement with the remote learning instructional model?</p>	<ul style="list-style-type: none"> <li>▪ Do instructional models include active learning, high levels of agency, cultural relevance, and connection to student interests?</li> <li>▪ Are expectations, practices, and resources provided to educators to check in with and collect feedback from students and families?</li> <li>▪ How is collaboration fostered and facilitated?</li> <li>▪ Is an attendance policy created and shared with students, families, and educators?</li> <li>▪ Are truancy risks identified and intervention plans for students at risk developed?</li> <li>▪ Is a plan created to reengage students if contact is lost and/or participation wanes during remote learning?</li> <li>▪ Is there a method to collect engagement data?</li> <li>▪ Is there a system with roles and responsibilities to identify and reengage students, families, and educators?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Evidence of Learning</b>	How does the school select assessments aligned to the school's remote learning plan, expectations, and infrastructure?	<ul style="list-style-type: none"> <li>▪ What are beginning-of-year assessments and when will they be administered, given school closures from March-June 2020?</li> <li>▪ How can school staff ensure high-quality assessment environments and accurate data?</li> <li>▪ How can assessment systems provide useful and actionable data to measure student learning, educator effectiveness, and program quality?</li> <li>▪ How is high-quality, unique, and tailored feedback provided to students and families?</li> <li>▪ Are all stakeholders considered when developing a remote learning grading policy and expectations?</li> <li>▪ Has the school outlined a remote learning grading policy and expectations to students, families, and educators?</li> </ul>
<b>Vulnerable Students</b>	How does the school ensure that instructional practices, expectations, resources, and logistics meet the requirements (legal and ethical) of vulnerable students in a remote setting?	<ul style="list-style-type: none"> <li>▪ Is a plan created to compensate for the number of "off-track" minutes for IEP services given the school closures from March-June 2020?</li> <li>▪ How are vulnerable students identified in a remote setting?</li> <li>▪ Are virtual intervention plans, corresponding staffing plans, and staff-student partnerships designed?</li> <li>▪ What modifications are being made to make learning more successful; which modifications do educators make and which are made autonomously via infrastructure?</li> <li>▪ Do all instructional models incorporate interactive learning?</li> <li>▪ Are all services, progress, and goals prescribed on a student's individual learning plans, individual behavior plans, and Individualized Education Plans (IEP) documented? How does the school ensure that documentation occurs?</li> <li>▪ Are IDEA mandates and considerations for students with disabilities fully integrated into every aspect of all instructional models?</li> <li>▪ How is a least restrictive environment operationalized in a remote setting?</li> <li>▪ Are home environments equipped with appropriate and/or mandated learning or physical supports?</li> <li>▪ Are there plans to ensure that all student IEPs are fully serviced and adjusted based on the new instruction plans and to ensure the compatibility of each infrastructure component with the accessibility needs of students with disabilities?</li> <li>▪ Is there a system to monitor progress for vulnerable students as well as a plan to amend individual learning plans, individual behavior plans, IEPs, 504s, etc.?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Social-Emotional Learning</b>	How does the school virtually support the social-emotional development of all students?	<ul style="list-style-type: none"><li>▪ Are educators building connections before content?</li><li>▪ How are relationships developed, specifically student-to-student and student-to-educator?</li><li>▪ How is non-instructional staff utilized to support students and increase student learning both academically and social-emotionally?</li><li>▪ How is non-academic content (collaboration, perseverance, responsibility, etc.) taught, learned, and measured?</li><li>▪ What are the expectations of and supports provided to educators to help support students socially and emotionally?</li></ul>



## DOMAIN:

# COMMUNICATION

- Frequency and Format
- Stakeholder Voice
- Relationship Building
- Re-engagement
- Curate
- Acceptable Use
- Information Sharing
- Evaluation

## PURPOSE

To ensure clear, consistent, and timely systems and methods so all stakeholders are informed and connected with each other.

## VULNERABLE STUDENT GUIDANCE

- ✓ Communication modality, adaptability, and frequency ensure that the needs of all students are understood and met with fidelity.
- ✓ Effective and frequent communication ensures that educators and families are empowered to support students in tailored, unique, and meaningful ways.

## EQUITY/ACCESS GUIDANCE

- ✓ Communication to and from all stakeholders needs to occur via multiple modalities and not be solely dependent upon the remote learning infrastructure.
- ✓ Frequency in communication, the communication modalities used, and the types of information shared have to increase and focus on the value and inclusion of stakeholder voice.
- ✓ A cross section of stakeholders (students, families, community partners, regular education educators, language learner educators, special education educators, support staff, school and district leadership, board members, etc.) is consulted and develops the communication methodology, modality, resources, and expectations.
- ✓ The communication resources and plan ensure that no policies or practices adversely impact any, student, family, or educator based on how they identify (race, ethnicity, sexual orientation, gender, religion, etc.).

## POTENTIAL MISCONCEPTIONS

- ✗ The methods and documentation of communication among students, families, and educators occur organically.
- ✗ The communication systems and information shared during in-person schooling suffice during remote learning.
- ✗ Development, training, and support are not needed on communication modalities and expectations.
- ✗ Interactive communication is easier and occurs naturally within a remote learning setting.

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Frequency and Format</b>	How does the school determine the optimal frequency and format of communication to students, families, and educators about general updates, operations, etc.?	<ul style="list-style-type: none"> <li>▪ Are educators and service providers provided guidelines on the appropriate frequency of contact with students and families?</li> <li>▪ How is regular information/data (e.g. cleaning schedules, numbers of stakeholders infected, etc.) shared with students, families, and educators and in what format (narrative, dashboard, etc.)?</li> <li>▪ Are multiple communication delivery methods used, e.g. a video in conjunction with an email, Facebook in conjunction with a robo-call?</li> <li>▪ How are student learning and adult learning updates about modality and content shared and in what format?</li> <li>▪ Are all communications translated into the native languages of all students, families, and educators?</li> <li>▪ What translation and interpretation services are required to communicate with non-English speaking families?</li> </ul>
<b>Stakeholder Voice</b>	How are stakeholder feedback, suggestions, barriers, and successes (particularly of students, families, and educators) solicited, analyzed, and used to inform decisions?	<ul style="list-style-type: none"> <li>▪ How and when is educator and support staff input sought when planning communication methods and expectations?</li> <li>▪ How are communication preferences of students, families, and educators identified and honored?</li> <li>▪ How are artifacts of communication (e.g. logs, signed agreements, commitments, policies, handbooks, etc.) shared, collected, and stored?</li> <li>▪ Are systems established and shared so teachers are not fielding all family questions, especially those that do not fall in their purview?</li> </ul>
<b>Relationship Building</b>	How does the school determine the optimal frequency and format of communication to students, families, and educators about general updates, operations, etc.?	<ul style="list-style-type: none"> <li>▪ Is time and attention dedicated to staff culture building, teaming, and relationship building?</li> <li>▪ What are the expectations, frequency, and modalities for educator interactions?</li> <li>▪ Are beginning-of-year activities (orientation, back-to-school events, open houses, etc.) translated into a virtual setting?</li> <li>▪ Are there expectations and systems that foster cooperation, prevent negative social pressures, and allow for conflict resolution?</li> <li>▪ How is collaboration and distribution of tasks leveraged across grades, schools, etc. to increase efficiencies?</li> <li>▪ Are expectations and logistics for student-to-student communication established (i.e. a group project, breakout discussion, project-based activity, etc.)?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Reengagement</b>	How does the school reengage students, families, and educators who were not active participants from March-June 2020?	<ul style="list-style-type: none"> <li>▪ How does the school track and monitor engagement to ensure no student falls through the cracks, becomes isolated, etc.?</li> <li>▪ What is the method to determine the genesis for disengagement?</li> <li>▪ What is the plan and processes to reengage students, families, and educators who begin the year engaged, but disengage over time (gradually or suddenly)?</li> </ul>
<b>Curate</b>	How does the school create, review, approve, and distribute instructional components and communication elements that are accessible, consumable, and do not overwhelm students, families, and educators?	
<b>Acceptable Use</b>	How are the acceptable and responsible uses of infrastructure, devices, software, etc. determined and communicated?	<ul style="list-style-type: none"> <li>▪ Are the acceptable/responsible use documents shared with students, families, and educators?</li> <li>▪ Are accountability measures and next steps established if students, families, or educators violate acceptable and responsible use policies?</li> <li>▪ What guidance is provided to students, families, and educators on the appropriate use of social media outlets?</li> </ul>
<b>Information Sharing</b>	How does the school immediately and effectively share time-sensitive information with all stakeholders?	<ul style="list-style-type: none"> <li>▪ Is there a communication protocol with local and state authorities to determine safety levels for COVID-19?</li> <li>▪ Do the communication modalities and procedures align with Family Educational Rights and Privacy Act (FERPA)?</li> </ul>
<b>Evaluation</b>	How does the school measure the effectiveness of communication?	<ul style="list-style-type: none"> <li>▪ How is data on communication outcomes aggregated and tracked as well as made actionable?</li> <li>▪ How often are district leaders, school leaders, and educators engaging in the student and/or family experience?</li> <li>▪ Is there a timeline when engagement data and grades have to be reported by educators?</li> </ul>





## DOMAIN:

# ADULT SUPPORT

- Role Definition
- Families and Non-school Stakeholders
- Teaming Structures
- Content Delivery
- Professional Development
- Feedback

## PURPOSE

To identify new or modify existing beliefs, knowledge, skills, and actions required for the support and continuous improvement of educators and families.

## VULNERABLE STUDENT GUIDANCE

- ✓ Professional development and supports equip all educators with the adjustment to existing skills and acquisition of new skills and knowledge necessary to implement research-based practices to be successful in serving vulnerable students.
- ✓ There are unique and specific services that educators must know, understand, and be trained on that are deemed necessary due to COVID-19 health and safety protections.

## EQUITY/ACCESS GUIDANCE

- ✓ Professional development and adult support activities are rooted in an understanding of and response to the cultural, racial, and ethical impact of COVID-19 on communities, particularly those have been historically underserved.
- ✓ A cross section of stakeholders (students, families, community partners, regular education educators, language learner educators, special education educators, support staff, school and district leadership, board members, etc.) is consulted and develops the adult learning and support methodology, modality, resources, and expectations.
- ✓ The adult learning and support resources and plan ensure no policies or practices adversely impact any adult based on how they identify (race, ethnicity, sexual orientation, gender, religion, etc.).

## POTENTIAL MISCONCEPTIONS

- ✗ All educators and families are able to access infrastructure, learning, or support resources.
- ✗ Different infrastructure, resources, modalities, norms, or expectations are required in adult learning and support compared to student learning
- ✗ All professional development strategies translate to a remote learning environment.
- ✗ Adult learning and support occur only during traditional school hours.
- ✗ The continuous improvement facilitated via adult learning is only aimed at educators.

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<p><b>Role Definition</b></p>	<p>How does the school identify roles that will be redefined and communicate those changes to students, families, and educators?</p>	<ul style="list-style-type: none"> <li>▪ Are the roles and responsibilities clearly articulated to educators, families, service providers, etc.?</li> </ul>
<p><b>Families and Non-school Stakeholders</b></p>	<p>How is synchronous and asynchronous training and ongoing support provided to families on the remote learning plan broadly and infrastructure, devices, software, and programs specifically?</p>	<ul style="list-style-type: none"> <li>▪ How are resources, documents, and tutorials for families stored and accessible on demand?</li> <li>▪ Are guidelines, roles, responsibilities, and training provided on tele-health practices and parent/caretaker assistance?</li> <li>▪ Is a helpdesk system and protocol established to provide families support in accessing remote learning?</li> <li>▪ How are volunteers, tutors, etc. a part of the school remote learning plan? How are they trained and supported?</li> <li>▪ Are family-focused (adult, not student-focused) office hours or check-in times established? What staff member leads them?</li> </ul>
<p><b>Teaming Structures</b></p>	<p>How does the school identify the purpose of and participants in meetings in a virtual setting to align with its organizational culture and beliefs around adult learning and support?</p>	<ul style="list-style-type: none"> <li>▪ Are team leaders/meeting facilitators trained on meeting purposes and protocols as well as adult engagement?</li> <li>▪ Are meeting logistics (purpose, frequency, schedule, protocol, etc.) established and shared with educators?</li> <li>▪ Is there protocol for meeting participants to reflect and give feedback on meeting effectiveness?</li> <li>▪ Are meetings scheduled purposefully, to ensure varied stakeholder engagement?</li> <li>▪ Is a meeting cadence/format established to foster connection in a virtual setting?</li> <li>▪ What in-person teaming structures will/won't be used in a virtual setting?</li> <li>▪ Do team leaders receive ongoing coaching and support on adult development in a remote setting?</li> </ul>
<p><b>Content Delivery</b></p>	<p>How does the school use multiple modalities to ensure effective content delivery?</p>	<ul style="list-style-type: none"> <li>▪ Are the same infrastructure, modality, and practices used for adult learning and student learning? If a modality is not acceptable for teachers, is it still being used for students or families?</li> <li>▪ How do barriers in adult learning content delivery and consumption impact the student experience?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<p><b>Professional Development</b></p>	<p>How does the school provide professional development (PD) sufficient to build teachers' capacities related to:</p> <ul style="list-style-type: none"> <li>▪ Remote learning instructional planning and practice</li> <li>▪ Reorienting pedagogy for remote learning</li> <li>▪ Utilizing assistive technology for vulnerable students</li> <li>▪ Instructional practices aligned to remote learning</li> <li>▪ Case management methods to ensure regular student progress monitoring</li> <li>▪ Communication in remote and online learning environments</li> <li>▪ Establishing sensitivity to the whole child across all learning models</li> <li>▪ Supplementing instruction to include and facilitate collaborative student discussion</li> <li>▪ Utilizing infrastructure throughout student learning activities</li> <li>▪ Security and privacy of data in a remote setting</li> <li>▪ The requirements of the infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do educators provide input on PD needs and proposed PD plans and outcomes?</li> <li>▪ Are non-instructional staff trained on their specific roles and responsibilities?</li> <li>▪ Are clear expectations provided to educators about schedules, specifically planning time vs. instruction time?</li> <li>▪ What skills and infrastructure knowledge are needed for teachers to produce asynchronous and synchronous content?</li> <li>▪ How and when do classroom observations and the corresponding debrief/feedback occur in a remote setting?</li> </ul>
<p><b>Feedback</b></p>	<p>How are educator development goals and evaluation systems modified and agreed upon?</p>	<ul style="list-style-type: none"> <li>▪ Is feedback provided on both asynchronous and synchronous content?</li> <li>▪ How often are school leaders observing teaching and learning?</li> <li>▪ Are norms established to deliver feedback remotely (via meeting, written, video, etc.)?</li> <li>▪ Is the educator evaluation process modified and outlined for educators so all participants are aware and aligned?</li> </ul>



## DOMAIN:

# WELLNESS

- Rituals and Routines
- Consistency
- Relationship Building
- Connection
- Inclusion
- Partnerships
- Physical Activity
- In-home Care and/or Learning
- Trauma
- Self-efficacy

## PURPOSE

To ensure the core beliefs, values, and tenets of student and adult culture translate to a remote setting while ensuring the mental, emotional, and physical safety of students, families, and educators.

## VULNERABLE STUDENT GUIDANCE

- ✓ A comprehensive review of all aspects that impact learning (including, but not limited to health, vision, hearing, motor skills, executive functioning, behavioral skills, and social-emotional skills) should be conducted to determine if the disability impacts the student's ability to learn in response to new health and safety protocols, new school schedules, and the remote learning setting.
- ✓ Students may need additional IEP goals, behavioral plans, or special education services to ensure physical, emotional, and social wellness in a remote setting.
- ✓ In a remote setting, student needs may change and students without an IEP may have issues that will justify them having an IEP.

## EQUITY/ACCESS GUIDANCE

- ✓ Remote learning may change the definition of wellness.
- ✓ There may be differences in the state of wellness for students, families, and educators and their corresponding needs depending on how they identify (race, ethnicity, sexual orientation, gender, religion, etc.).
- ✓ A cross section of stakeholders (students, families, community partners, regular education educators, language learner educators, special education educators, support staff, school and district leadership, board members, etc.) is consulted and develops the wellness resources and supports.

## POTENTIAL MISCONCEPTIONS

- ✗ Physical health and safety issues are resolved when the transition to remote learning is complete.
- ✗ The broad impact of COVID-19 has resulted in the reduction of "typical" and acute trauma experiences by students, families, and educators.
- ✗ Students, families, and educators are positioned to ensure their own wellbeing as well the wellbeing of those that depend upon them in a remote setting.
- ✗ Childcare does not impact access to remote learning.
- ✗ Students no longer need social-emotional, behavioral, or behavior-related goals in a remote setting.
- ✗ Students do not need behavior-focused guidance in a remote setting.
- ✗ Students will not experience bullying, peer pressure, social anxiety, etc. in a remote setting.

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Rituals and Routines</b>	How does the school design and implement new culture-building practices that are effective and practical in a remote setting?	<ul style="list-style-type: none"> <li>■ Is there a thoughtful attempt to translate culture-building practices (celebrations, team building, etc.) into a virtual school setting?</li> <li>■ Are supports provided to help students succeed in the increased autonomy of remote learning?</li> <li>■ Are supports provided to students, families, and educators with unstable home environments?</li> <li>■ How do identification procedures continue in a timely manner for vulnerable students?</li> <li>■ Are routines and schedules provided to students receiving additional in-school supports such as mental health counseling, intervention specialist services, occupational, speech, or physical therapy, etc.?</li> </ul>
<b>Consistency</b>	How does the school create and disseminate schedules, routines, and best practices to provide stability to students, families, and educators?	<ul style="list-style-type: none"> <li>■ Are resources and supports provided to students, families, and educators to set up home learning or office spaces?</li> </ul>
<b>Relationship Building</b>	How does the school foster and build relationships (student-to-adult, student-to-student, adult-to-adult) in a remote setting, specifically if the start of the school year and all related beginning-of-year activities occur remotely?	<ul style="list-style-type: none"> <li>■ Are expectations established on the purpose and frequency of communication between students, families, and educators?</li> <li>■ How do assignments (group work, projects, etc.) foster collaboration?</li> <li>■ How are students, families, and educators engaging with others beyond their immediate circles (personal and professional)?</li> </ul>
<b>Connection</b>	How does the school intentionally build interconnectedness between students, families, and educators into all aspects of remote learning?	<ul style="list-style-type: none"> <li>■ Is space intentionally created for staff to connect (as a group, in small groups, and one-on-one) to build relationships and trust?</li> <li>■ Are wellness check-in times established and are they accessible by all students, families, and educators?</li> <li>■ Are educators formally checking in on the wellbeing of students/each other?</li> <li>■ Is there a way for students, families, and educators to engage with counselors, psychologists, etc.?</li> <li>■ Is there a way to determine if disengagement is due to infrastructure or another barrier, such as safety, emotional wellbeing, food insecurity, trauma, etc.?</li> </ul>
<b>Inclusion</b>	How are messaging and support provided to address potential disparities in infrastructure, home setting, health challenges, etc.?	<ul style="list-style-type: none"> <li>■ Are COVID-19-related biases and stigmas, including xenophobia, addressed with students, families, and educators?</li> <li>■ How are family members and school guests/visitors engaging with school community?</li> </ul>

Subdomain	Authorizer's Guiding Question	School Reflection Prompts
<b>Partnerships</b>	How does the school establish or maintain external partnerships with organizations to provide wraparound services to students and families?	<ul style="list-style-type: none"> <li>▪ Are partnerships with like-minded organizations established in the event of school closures, A/B scheduling etc.?</li> <li>▪ Are partnerships with community-based organizations established to provide supplemental/essential services to students, families, and educators?</li> <li>▪ How will services be provided (mental health, counseling, healthcare, etc.) to students, families, and staff if schools are closed for an extended period of time?</li> </ul>
<b>Physical Activity</b>	<p>Are suggested time guidelines, activities, and schedules provided to students, families, and educators to decrease prolonged periods of inactivity/screen time?</p> <p>Are breaks embedded into synchronous and asynchronous content, to ensure they are taken?</p>	<ul style="list-style-type: none"> <li>▪ Are supports in alerting activities (walking, dancing, bouncing, etc.) and calming activities (mindfulness, mediation, swaying, etc.) provided to students, families, and educators to ensure balance and engagement?</li> </ul>
<b>In-Home Care and/or Learning</b>	How does the school provide guidance to students, families, educators, and service providers outlining safety best practices and precautions for students who receive in-home care or homebound instruction, even when schools are closed?	
<b>Trauma</b>	How does the school address the trauma that students, families, and educators have experienced since March 2020 as well as a way to provide services and support remotely?	<ul style="list-style-type: none"> <li>▪ Is there a method to identify signs of new trauma in students, families, educators, or staff members and a way to provide supports?</li> <li>▪ Is there place and space for students, families, and staff to share and process their emotions?</li> <li>▪ Is there a method to reduce isolation experienced by students, families, and educators during school closures/quarantine?</li> </ul>
<b>Self-Efficacy</b>	How does the school provide ways for students, families, and educators to manage stress and motivate themselves in a remote learning setting?	<ul style="list-style-type: none"> <li>▪ Are opportunities and frameworks created for students, families, and educators to identify their areas of strength and areas of potential growth in a remote learning setting?</li> <li>▪ Are methods for self-reflection explicitly provided and related supports given to students, families, and educators?</li> </ul>

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