Meeting Norms

• Given the volume of participants, please stay muted throughout the meeting
• Use the chat box to ask questions or make comments
• If necessary, please rename yourself with your NAME, SCHOOL (click on “Participants” at the bottom of the screen in order to do this)
  – If we can’t get to all questions asked throughout the meeting, this will enable us to potentially follow up individually after
Meeting Agenda

• Welcome and overview
• League COVID resources and opportunities
• State and federal updates
• Contingency planning for next fall
  – Rhonda Haniford, Associate Commissioner of School Quality and Support, CDE
  – Sarah Blumenthal, Health and Wellness Supervisor, CDE
  – David Singer, University Prep
• Questions, comments and concerns
• Close
League Short-Term Objectives

• **Support and advocate** for our member schools and the charter school sector.

• **Provide resources and assistance** for school leaders and schools to succeed despite the uncertainty.

• **Provide meaningful communication and access** points for members and partners to connect and collaborate with each other and League staff.

*We’re Here for You*
League COVID-19 resource page

https://coloradoleague.org/page/COVID

FAQs from prior Town Halls

https://coloradoleague.org/page/covid19faq
<table>
<thead>
<tr>
<th>Team Overview</th>
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<tbody>
<tr>
<td><strong>Advocacy &amp; Policy</strong></td>
</tr>
<tr>
<td>Dan Schaller</td>
</tr>
<tr>
<td><a href="mailto:advocacy@coloradoleague.org">advocacy@coloradoleague.org</a></td>
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<tr>
<td><strong>Business Services</strong></td>
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<tr>
<td>Patti Glock</td>
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<td><strong>Communications, PR &amp; Marketing</strong></td>
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<tr>
<td>Pete Mason</td>
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<tr>
<td><strong>Community Organizing</strong></td>
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<tr>
<td>Brandon Hellwig &amp; Alison Rausch</td>
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<td><strong>Events</strong></td>
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<tr>
<td>Selina Sandoval</td>
</tr>
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<td><a href="mailto:events@coloradoleague.org">events@coloradoleague.org</a></td>
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<tr>
<td><strong>Board training and consultation</strong></td>
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<tr>
<td>Teresa Tate</td>
</tr>
<tr>
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<tr>
<td><strong>HR and Talent Services</strong></td>
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<td>Trina Maull</td>
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<tr>
<td><strong>New School Development</strong></td>
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<tr>
<td>Jen Savino &amp; Kathy Zlomke</td>
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<td><strong>Academic Services</strong></td>
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<tr>
<td>Kia Murray</td>
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<td><strong>Research &amp; Evaluation</strong></td>
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<td>Jen Savino</td>
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<td><strong>The Collaborative for Exceptional Education</strong></td>
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<td>Kaci Coats</td>
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<tr>
<td><strong>Vendors, Partners, Sponsors, Exhibitors</strong></td>
</tr>
<tr>
<td>Griselda Velazquez</td>
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<tr>
<td><strong>League Operations &amp; Billing</strong></td>
</tr>
<tr>
<td>Allison Nicotera &amp; Mark Heffner</td>
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<tr>
<td><a href="mailto:support@coloradoleague.zendesk.com">support@coloradoleague.zendesk.com</a></td>
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CALLS by topic

SPECIAL EDUCATION

Special Education Teachers Support Group
Mondays 1:00-2:00 PM MDT (Weekly starting 3/23) - Register Here

Collaborative Planning for Online Services: Moderate to Severe Autism Disabilities
Tuesdays 3:30-4:30 PM MDT (Weekly starting 3/31) - Register Here

Collaborative Planning for Online Services: Severe Behavioral & MH Needs
Wednesdays 3:30-4:30 PM MDT (Weekly starting 4/1) - Register Here

Collaborative Planning for Online Services: Moderate to Severe Cognitive Disabilities
Thursdays 3:30-4:30 PM MDT (Weekly starting 4/2) - Register Here

Collaborative Planning for Online Related Services: Speech Providers
Thursdays 2:00-3:00 PM MDT (Weekly starting 4/2) - Register Here

Collaborative Planning for Online Services: Leading Schools Through COVID-19
Every other week on Mondays 3:30-4:30 PM MDT (Starts 4/6) - Register Here

INSTRUCTION

Instructional Leaders Support Group
Wednesdays 9:00-10:00 AM MDT (Weekly starting 3/25) - Register Here

NEW SCHOOL DEVELOPERS

New School Developers Support Group (Opening Fall 2020 or 2021)
Tuesdays 12:00-1:00 PM MDT (Weekly starting 3/31) - Register Here

New School Developers: Are you an approved school opening your doors this Fall 2020 or next Fall 2021? Please join us on Tuesdays from 12-1 PM for discussion, question-answering, networking, and problem-solving!

BUSINESS LEADERS

Business Managers Support Group
Tuesdays 10:00-11:00 AM MDT (Weekly starting 3/31) - Register Here

RURAL SCHOOLS

Thursdays, 9:00-10:00 AM MDT (Weekly starting 4/9) - Register Here

TECHNOLOGY

Technology Support Group
Fridays 11:00 AM - 12:00 PM MDT | Register Here

LEGISLATIVE

“Legislative Lunch” State and Federal Policy Updates
Fridays at noon (weekly continuing through 5/8) – 267.930.4000; 335-127-816
<table>
<thead>
<tr>
<th>Webinars</th>
<th>Week of May 4</th>
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<tbody>
<tr>
<td><strong>How Do I Know I’m Being Effective? The Art of Monitoring Goal Progress Online</strong></td>
<td><strong>Instructional Leadership Conversations – Lessons from an Experienced Home School Charter Program – Hosted by Vision Charter Academy</strong></td>
</tr>
<tr>
<td>Monday, May 4 @ 4:30-5:30 PM</td>
<td>Tuesday, May 5 @ 3:30-4:30 PM</td>
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<tr>
<td><a href="https://zoom.us/meeting/register/tJEsf-GspjgsGdVwOwbINlhOYDO7SFTJWT1W">Register here</a></td>
<td><a href="https://zoom.us/meeting/register/tJYqfuCqqTovGNwQXmC4JCQsqSh58ewuISUy">Register here</a></td>
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<tr>
<td><strong>Distance Learning Strategies - Flatten the Emotional Curve: Elasticity &amp; Resiliency During COVID-19</strong></td>
<td><strong>From Survival to Quality: Refining Your Online Model to Increase Student Access to High-Quality Education</strong></td>
</tr>
<tr>
<td>May 7 @ 3:30-4:30 PM</td>
<td>Tuesday, May 12 @ 11:00 AM - 12:30 PM</td>
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<tr>
<td><a href="https://zoom.us/meeting/register/tJAkcequpjIrG9EgxZQjGIOBVhKd_8ndPPSW">Register here</a></td>
<td><a href="https://www.surveymonkey.com/r/RBBGTQY">Register here</a></td>
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State Latest

• The Governor hopes and expects schools will reopen in the fall, but likely with social distancing and other guidelines in place.

• However, because we aren’t totally sure what is to come, schools should plan for two scenarios – opening in the fall with new health protocols in place, and continuing with remote learning in the fall.

• League seeking guidance for what this all means for enrollment, attendance, count day, etc.
State Latest (cont.)

• The Governor said he believes any type of commencement ceremony will be difficult to pull off safely this spring. He recommended postponing ceremonies to a later date, but also said it is possible to work with local public health departments to develop a substantially revised ceremony, with social distancing in place, to mark the occasion this spring.

• CDE is working on guidance for summer school and other “catch up” programs as well as considerations for reopening in the fall.

• Schools can carry over unspent READ Act funds from the 2019-20 budget year to the 2020-21 budget year without penalty (no 15% restriction).

• CDE is pursuing an agreement with the College Board to offer the SAT on a school day in the fall at no cost to students.
Legislative Latest

• Legislators begin returning next week
  – JBC begins meeting 5/4
  – Revenue forecast 5/12
  – Draft budget bill 5/15
  – House debates budget week of 5/18
  – Senate debates budget week of 5/25
  – Budget and all related bills complete by end of May
• Latest PPR estimates: 1-10% reduction
  – Cuts to Capital Construction (21%) and CSI Equalization (50%)?
• After that, “fast, friendly and free” for any remaining legislation
Federal Funding

• Elementary and Secondary School Emergency Relief Fund (part of CARES Act)
  – ~$13 billion nationally
  – ~$300 million to Colorado
  – $121 million to K-12

• Allocation of Funds
  – Allocated to SEAs based on the states’ previous year’s ESEA Title I shares
  – 90 percent then allocated to LEAs based on Title I shares

• League advocating for language that would require districts to share funds with their charter schools; start communicating with your authorizer now
Federal Funding (cont.)

- **Elementary and Secondary School Emergency Relief Fund (part of CARES Act)**
  - Projected district allocations available here: [https://www.cde.state.co.us/fedprograms/educationstabilizationfund](https://www.cde.state.co.us/fedprograms/educationstabilizationfund)
  - The bill includes 12 authorized uses for the funds, including:
    - Coordination with public health, purchasing educational technology, planning for long term closures, training and supplies for sanitation, mental health support, summer school and after school programs, funds for principals to address local needs, and other activities to continue school operations and employment of existing staff
  - SEAs must award funds within one year of receiving funds from the U.S. Department of Education. LEAs can access funds through September 30, 2021 and will have one year beyond this date to spend the funds.
Federal Funding (cont.)

- **Governor’s Emergency Education Relief Fund (part of CARES Act)**
  - ~$3 billion nationally, $44 million to Colorado
- Funds can be used, at the discretion of the Governor, for—
  - Grants to LEAs that the SEA deems have been most significantly affected by the virus, to support the continuing provision of educational services and the LEAs’ ongoing functionality
  - Grants to IHEs with the most affected students, for the continuing provision of services and ongoing functionality
  - Support to other IHEs, LEAs, or education-related entities for emergency services to students, provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs
Federal Funding (cont.)

• **Further stimulus packages**
  – Congress set to return May 4
  – State and local government support?
  – Infrastructure?
    – Charter school facility support?
  – Increasing the ESSER amount from the CARES Act?

• **Charter School Program waiver**
  – Potential $2 million pot of money for Colorado charters
Updates from Schools of Choice

- Charter School Program Grant waiver update
  - Draft in circulation
  - Plan to submit next week

- ESSER Funds from CARES Act
  - CDE is currently working on application
  - Once submitted, anticipate quick turnaround
  - Preliminary estimate of funding by district was published
    - [https://www.cde.state.co.us/fedprograms/educationstabilizationfund](https://www.cde.state.co.us/fedprograms/educationstabilizationfund)

- Federal/state CDE grant FAQ has been published
  - [http://www.cde.state.co.us/cdefisgrant/covid19grantsqa](http://www.cde.state.co.us/cdefisgrant/covid19grantsqa)
  - Info about extensions, amendment processes, grant letters, allowable uses, salaries, etc.

- Reminder on COVID-related repository of FAQs
  - [https://www.cde.state.co.us/safeschools/policyguidancefromcde](https://www.cde.state.co.us/safeschools/policyguidancefromcde)
  - Assessments, Accountability, CARES Funding, English Learners, Finance, Graduation, Nutrition, Special Education, and others
Upcoming Trainings

• [https://www.cde.state.co.us/cdechart/chartecalendar](https://www.cde.state.co.us/cdechart/chartecalendar)

• *How Do I Know if I'm Being Effective? The Art of Monitoring Goal Progress Online (Hosted by The Collaborative for Exceptional Education)
  • Date: Monday, May 4th

• Virtual Western Slope Seminar
  • Date: Friday, May 8th

• Topic Based Webinar: From Survival To Quality: Refining Your Online Model to Increase Student Access to High Quality Education
  • Date: Wednesday, May 12th

• Virtual Board Fundamentals
  • Dates: Friday, May 29th
Contingency planning for the fall

https://returnschoolroadmap.org/

http://www.catalyst-ed.org/covid/roadmaps/
Discussion of Restarting the School Year

DRAFT

Sarah Blumenthal, Health and Wellness Supervisor, CDE

Rhonda Haniford, Associate Commissioner, CDE
• Overarching Considerations in Restarting School:
  • Anticipate and consider what the Governor orders will be.
  • Anticipate and consider what local public health guidance will be.
  • Health and Safety for staff and students (physical and mental).
  • Equipment/PPE needed to ensure the health of students and staff.
  • Think about extending the school year/day to make up gaps.
  • Training educators for what is to come and new learning modalities.
  • Catch-up and individualized support programs for students, prioritizing at-risk students.
Discussion of Restarting the School Year Topics

DRAFT

• Feasibility of Health Needs
• Teacher and Staff Preparation for Start of Year
• Connectedness/Belonging/Social Emotional Supports/Relationships/Engagement
• Mental Health Supports
• Student Engagement and Dropout Prevention
• Learning Options
• Funding Sources
• Food Service Program
• Varying reopening structures, models – staggered/rotating; younger or special populations return while older students remain remote; continued remote learning

Please share Restarting the School Year DRAFT feedback here.
Additional Suggested Links

- **Safer at Home Guidance** – Guidance templates for different settings – P-12 Schools Included
- **Safer at Home Web Page**
- **Safer at Home Public Health Order 20-28**
- **Gov Exec Orders and Public Health Orders**
- **CDC Interim Guidance for Administrators of K-12 Schools and Child Care Programs** – Guidance related to regional transition rates. This is national guidance.
- **https://abcnews.go.com/GMA/video/classroom-experiment-reveals-quickly-germs-spread-26755003** This is an old news story, but a startling reminder of how quickly germs spread.
Phase 2 of REMOTE LEARNING
remote Learning: Scholar/Teacher Experience:

PHASE 2

• Every grade-level broken up into “advisory” groups (10 – 14 scholars per group)
• Start/Close each week in “advisory hangouts” (Mon. morning and Fri. afternoon)
• Complete 2 Math (Eureka) and 2 ELA (W & W) lessons per week using “Knowledge on the Go” (Great Minds Curriculum)
  – Submit written work via Google Classroom or text photo of work to Teacher
  – Teacher reviews work and provides direct feedback
    • Note: Teacher has completed the same lessons as the scholars and built exemplars to prepare feedback (written and in-person coaching)
• Scholars engage in two 1:1 30 to 40 minute coaching sessions with their teachers (also includes fluency passages with grade level text)
• Supplemental online programs are used to ensure 4+ hours of daily learning (i.e. Reading A to Z, ST Math, NewsELA, EPIC, etc.)
remote Learning
Phase 2

DATA: Average Performance Across both Campuses

<table>
<thead>
<tr>
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<th>Week of 4/20/20</th>
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<tbody>
<tr>
<td>2 Eureka &amp; 2 W &amp; W Assignments Turned In</td>
<td>73%</td>
</tr>
<tr>
<td>Written Feedback Shared (T to Scholar)</td>
<td>82%</td>
</tr>
<tr>
<td>Live Coaching Sessions (x2) for Each Scholar</td>
<td>86%</td>
</tr>
<tr>
<td>Fluency Practice during each coaching session</td>
<td>80%</td>
</tr>
</tbody>
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EXPECTATION
90%+
Preparing for phase 3 of remote learning (“What if…”)
Preparing for the potential of phase 3

Taking from now until June 5 (last day of school) to **beta test** a range of remote schooling possibilities:

- **Combining asynchronous and synchronous learning**
  - **Example 1**: student completes the W & W video lesson with Great Minds and then engages in live discourse with their class facilitated by the teacher
  - **Example 2**: student engages in Eureka’s concept development via live class and then digs in with the Great Minds video lesson / problem set

- **Synchronous learning**
  - **Example 1**: Small/targeted group sessions in K – 2\textsuperscript{nd} grade with CKLA skills strand (Foundational Reading skills)
  - **Example 2**: Running the application problem from within Eureka’s lesson using Desmos (platform in which the teacher can see every child’s work live in a “gallery view” while they’re producing it)
remote Learning: Scholar/Teacher Experience:
Preparing for the potential of phase 3

Taking from now until June 5 (last day of school) to beta test a range of remote schooling possibilities:

• **Teacher Coaching**
  – **Co-Intellectual Prep**: Preparing for lessons together and ensuring teachers have the depth of knowledge/understanding to drive rigorous instruction
  – **Real-time coaching** during Google Classroom or Zoom instruction
  – **Observation/Feedback sessions** post remote synchronous learning (identifying highest leverage action step and planning/practicing with an upcoming lesson)
  – **Weekly data meetings**: examining student exit tickets from the most essential lesson that week and planning out changes to instruction for the week ahead

• **Assessments**
  – Converting mid-module (unit) and end of module assessments to online platforms (i.e. Illuminate)
  – Trying remote 1:1 DIBELS assessments to determine oral reading fluency
  – Ensuring children have the most effective testing environments possible to produce valid/reliable data
  – Running end of quarter interim assessments (i.e. Achievement Network)
    • *Engaging in remote “data days” work post quarterly assessment cycles*
Potential Scenarios to Build Re-entry Contingencies Around

A. BACK TO NORMAL
Facilities are open
Typical, in person learning resumes for all students with no social distancing requirements.

B. SOCIALLY DISTANCED
Facilities are open, but students are required to attend in small groups, 1-1, or in staggered groups to meet social distancing requirements.

C. BLENDED APPROACH
Facilities are open but due to the need to meet social distancing requirements or to educate the students who are quarantined, medically fragile, or have underlying health concerns, schools offer a mix of in person and online offerings.

D. FULLY ONLINE
Facilities are not open and schools continue with a complete online model.

E. FULLY ONLINE WITH IN PERSON SUPPORT FOR STUDENTS WITH SEVERE NEEDS
With approval of health department, districts may decide to provide 1-1 services to students with severe needs.

F. FLUID RESPONSE
Because of intermittent school closures, social distancing requirements, and student health needs, schools move fluidly through each model based on their community needs.
Questions and Answers

charter411@coloradoleague.org
Next Town Hall

Friday, May 15 – 9:00-10:00am