



Important Update Regarding COVID-19

Date: August 17th , 2020

Time: 4:00 pm CST

Agenda

❖ **Welcome from the Commissioner**

- Propose Adjusting Bi-weekly Future Calls
- The New School Year-Foundation Values
- Collective Efforts to Improve the Outcomes for ALL Students

❖ Initial Comments from the Governor

❖ Process & Partners for Safely Returning to Schools

❖ NDE Guidance and Considerations

The New School Year-Foundation Values

- ❑ **Equity:** We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching.
- ❑ **Quality:** While flexibility and innovation must be pursued, we must not back down from our standards for quality.
- ❑ **Flexibility:** We must pursue flexibilities in regulations and innovations to ensure students have access to high quality.
- ❑ **Safety:** Learning cannot occur if the school community does not feel safe in their environment.
- ❑ **Decisive:** Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables on the ground change.

Collective Efforts to Improve the Outcomes for ALL Students

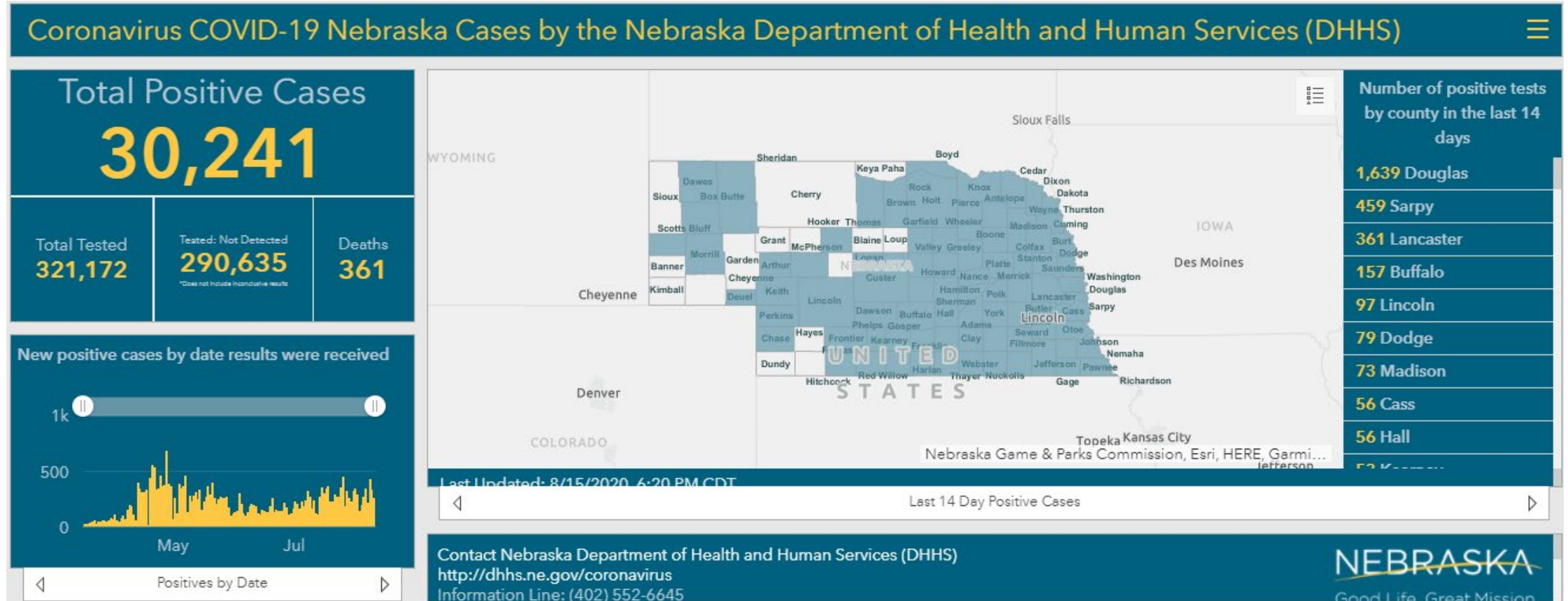
The NDE supports superintendents and local districts in their decisions when:

- ❑ A clear plan has been developed built upon science, the healthcare community, and the overall safety of students and staff and each situation is driven by securing the public health so as to safely return to, or maintain, in person learning as appropriate for each community;
- ❑ Parent and community engagement has been foundational to their planning efforts and implemented throughout the school year;
- ❑ Plans and efforts prioritize learners who need the most support (English learners, students with disabilities, and economically disadvantaged students);
- ❑ A focus on accelerated learning is balanced with a relentless tending to the social-emotional needs of students and staff.

Agenda

- ❖ Welcome from the Commissioner
- ❖ **Initial Comments from the Governor**
- ❖ Process & Partners for Safely Returning to Schools
- ❖ NDE Guidance and Considerations

Initial Comments from Governor



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- ❖ Welcome from the Commissioner
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- ❖ **Process & Partners for Safely Returning to Schools**
- ❖ NDE Guidance and Considerations

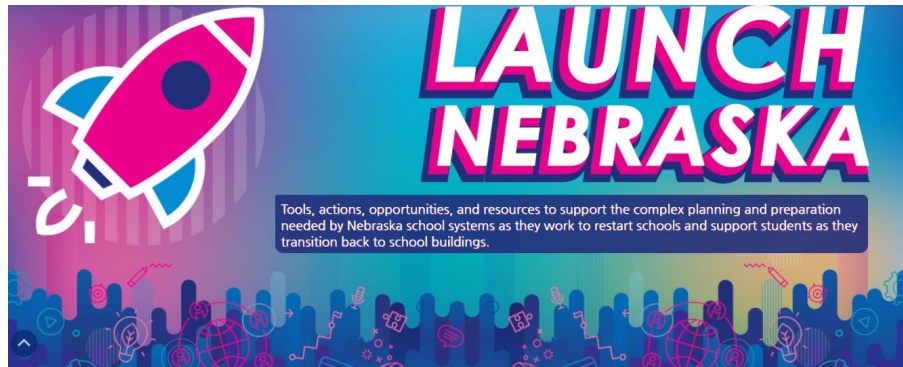
Roles and Responsibilities for Safely Reopening Schools

- Local Health Department (LHD)
- Local School District / School Authority for Non- Public
- Department of Health and Human Services
- Department of Education
- UNMC and other consulting partners

Agenda

- ❖ Welcome from the Commissioner
- ❖ Initial Comments from the Governor
- ❖ Process & Partners for Safely Returning to Schools
- ❖ **NDE Guidance and Considerations**
 - **Lane Carr**
 - **Dr. Shirley Vargas**
 - **Dr. Cory Epler**
 - **Dr. Dean Folkers**

NDE Guidance and Considerations



Nebraska Considerations for Cafeterias and School Meals (8/13/20)

Nebraska Career and Technical Education Guidance for Reopening
(8/4/20)

Early Childhood Guidance and Considerations (7/24/20)

Student Attendance: Flexibilities and Opportunities for the Fall (7/23/20)

Human Capital Considerations: Flexibilities and Opportunities for the Fall
(7/23/20)

Health and Physical Education Re-opening Guidance (8/12/20)

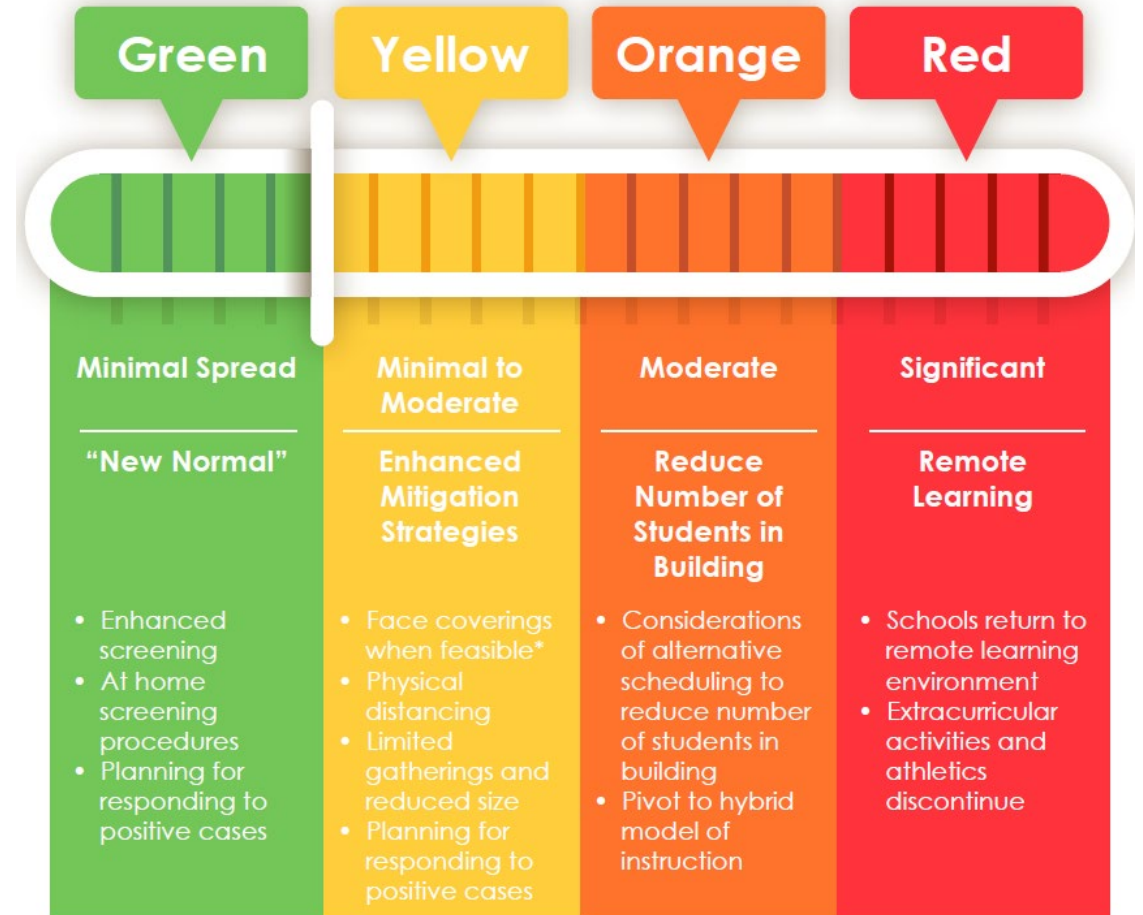
Fine Arts Guidance (8/5/20)

Planning a Safe Return to School in Nebraska (7/20/20)

School Re-entry Process: Scenario Planning (7/15/20)

Learning Guidance for Students with Disabilities (6/8/20)

Leveled Guidance



Phases of Planning Work

First

- Create committee and outline decision making
- Vision of Success
- Priorities
- Define Parameters for Each of 3 Scenarios
- Survey families and faculty

Next

- For each scenario (at each grade span)
- Determine schedule
- Develop staffing plan
- Device plan
- Check against budget

Last

- Select common curriculum (content & SEL) and tech platform
- Develop assessment plan linked to curricular materials
- Professional learning plan for teachers
- Leader role clarity and support plan
- Final budget

Leadership and Planning: Scenario Planning

First

- Create committee and outline decision making
- Vision of Success
- **Priorities**
- Define Parameters for Each of 3 Scenarios
- Survey families and faculty

Prioritize groups of students who will benefit from and might need additional in-person support. Here are some examples:

- ❑ Students with disabilities who require self-contained or other in-person supports
- ❑ English learners requiring ELD along with high-quality Tier 1 instruction
- ❑ Students without adequate access to technology, Wi-Fi, or instructional supports (e.g., students in transitional housing, homeless), especially if there is limited community partners providing safe places for these students to work
- ❑ Students who are young and will have difficulty learning remotely (e.g., students in kindergarten and grades 1-2) and those who would require childcare at home (e.g., students in grades 3-5)
- ❑ Students in transition grades (e.g., student entering grade 6 or grade 9)

Leadership and Planning: Scenario Planning

Next

- For each scenario (at each grade span)
- **Determine schedule**
- **Develop staffing plan**
- Device plan
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Simple Scenario Planning Template

		Minimal Spread	Low Spread	Moderate Spread	Significant Spread
If...	The following is true for the state of virus spread:	Phase IV	Phase III	Phase II	Phase I
Then...	These are the health measures we will operate with:				
	We will use this schedule and staffing and facilitates and transportation plan for pK-2:				
	We will use this schedule and staffing and facilitates and transportation plan for 3-5:				
	We will use this schedule and staffing and facilitates and transportation plan for 6-8:				
	We will use this schedule and staffing and facilitates and transportation plan for 9-12:				

Measuring “Attendance/Being Present” During Distance Learning

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	The Equity Implications
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and literacy?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning and literacy. % of students who have logged on	Lack of tech = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Engagement	Are we building relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful opportunities to connect regularly with staff and each other and receive needed supports.	% of students documented as regularly participating in activities (adult led and among peers). % of families documented as regularly showing up to activities with school staff or other families and receiving supports.	Students and families who feel connected and supported are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offering the opportunity to participate in meaningful learning opportunities.	% of students participating in classes. % of students partially completing assignments. % of students completing assignments.	Students who participate regularly are less likely to fall behind and drop out.

Resources

- Launch Nebraska: [Student Attendance Flexibility, Student, Family, and Community Engagement](#)
- [Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era](#), Future Ed and Attendance Works

Leadership and Planning: Scenario Planning

Last

- Select common curriculum (content & SEL) and tech platform
- Develop assessment plan linked to curricular materials
- **Professional learning plan for teachers**
- Leader role clarity and support plan
- Final budget

Common Instructional Materials and Assessment Across All Scenarios

	Elementary	Middle	High
Reading foundational skills			
ELA			
Math			
Science			
Social Studies			
Social-emotional learning (SEL)			
Specials & Electives			

Grade Level	Device and Access Context / Plan	Common Technology Platform
Elementary		
Middle		
High		

Professional Learning Priorities for Teachers

Professional Learning	Focus for Start of Year	Focus Across Year
Instructional materials and instruction: Content		
Instructional materials and instruction: Platform and distance practices		
Assessment and data practices		
Culture and SEL		
Communications norms		

Progress Monitoring

Goals for the Year	Notes
Goals for the year (How will we know we have been successful?)	
How <u>we will</u> gather feedback and monitor progress?	
Checkpoints to adjust the plan	

Continuity of Learning

❑ Essential Instructional Content for Literacy and Mathematics:

- Recommended focus of instruction for ELA and mathematics in 2020-2021.
- Should be prioritized for in-person instruction in hybrid models.
- Integration of social-emotional learning.

❑ Instruction Materials & Instruction:

- High-quality instructional materials support coherence and the movement between remote and in-person learning.
- Every effort should be made to include all content areas to some degree when planning for the fall.

❑ Assessment:

- Prioritize assessments closest to instruction.
- Use classroom assessments to accelerate student learning, with a focus on grade-level content

Continuity of Learning

- ❑ Guidance includes:
 - ❖ Clear **questions** around which educators and communities can organize their decision-making in each area
 - ❖ Key **actions** to consider for the next academic year, to support learning that may be in-person, remote, or hybrid
 - ❖ Actionable **steps** informed by practitioners and experts to support decision-making
 - ❖ Curated and vetted **tools and resources** to support decision-making
 - ❖ Easily **customizable, adaptable** documents

Continuity of Learning

- ❑ Remote Learning Guidance: Instructional Materials & Instruction
 - ❖ **Appendix D: Remote Learning Instructional Considerations** (page 56): This includes content considerations for a remote learning environment as well as conditions for engagement in a remote setting
 - ❖ **Appendix E: Content-Specific Learning Routines for In-Person and Remote Learning** (page 62): Specific routines that can be used to maintain consistency and facilitate deeper learning. Includes both in-person and remote considerations.
 - ❖ **Appendix F: Steps to Align Instructional Materials to Remote and Hybrid Scenarios** (page 66)
- ❑ Teaching and Learning in 2020-2021: Student, Family, and Community Engagement

Identify Priorities

❖ Drafting a process to support scenario planning

❑ Start with looking back

- What went well and what didn't go as well as intended during Spring 2020?
- What does your data tell you about student learning needs prior to the interruption?

❑ Begin with the end in mind

- Ask your team: “At the end of this coming year, what do we want to be true? What do we want to look back and be able to say we made happen?”

❑ Maintain an equity focus - Explicitly determine whose needs to design for first (Prioritization)

- Ask your team to make a full list of the students that you are worried about and then ask every member of the team to rank the top three groups that you would design for first.

❑ Define parameters for the three scenarios

- What percentage of students and teachers will be home? Determine max. number of students to be in building, per local health guidance

❑ Survey Families and Staff

- What do we need to know about each family to understand the prioritized groups?

Digital Learning Supports

- Digital Learning Profile and Plans
- GEER Resources
 - Devices
 - Broadband Access (provider information)
 - Collaborating with ESUCC
 - Details and Process (On or around August 21)
- September Digital Equity Month
 - Student home access information

Wrap- UP

- As always, visit the www.education.ne.gov/publichealth page for additional information.
- Staff at the NDE are working to address key FAQs and other topics as we know them.
- Please continue to submit your questions to <https://www.education.ne.gov/publichealth/contact/>



Thank you!