



Critical Actions: Planning to Pivot

Launch Nebraska (www.launchne.com) provides tools and resources to support your reentry planning! Check back often for new information!

Leadership & Planning (governance, operations, and technology)

- Create an ongoing process and plan to track students' access to devices and wireless signals and make a plan for each student
- Convene and kick-off a Return to School Committee that meets weekly
- Ensure you have an effective system for mass communication with families/students via text, email, and robo-calls
- Create a communications plan both for staff and for families/students and map out the types of communications that will go out at which times
- Consider adding teacher Pre-Service PD Days to the beginning of the year and additional days or half-days for reflection and adjustment. We recommend at least a half-day of Pre-Service training on each of the following topics:
 - Operations & Public Health
 - Culture
 - Assessment
 - Instructional Planning (e.g., studying and internalizing upcoming units & lessons)

Conditions for Learning (facilities and wellness)

- Identify the team members in your building who will support with summer preparation
- Seek out training and resources around trauma-informed teaching and supports and train appropriate staff on these resources
- Design lessons to build classroom culture and promote public health practices (hand-washing, etc.) and train teachers on these lessons
- Create and administer a Student and Family survey that collects information on students' social emotional health, caretaker and student COVID risk status, and access to devices and wireless signals
- Review data from surveys to identify students who may be at risk socially/emotionally, and identify supports for these students
- Reach out to at-risk/vulnerable students and families over the summer to check-in
- Identify the Operations team leaders in your building who will support with summer planning



- Coordinate with food service to have meals delivered to classrooms and the ability to pivot between on-site meals and meal pick-up for students
- Create traffic maps to minimize student cohort movement throughout the building
- Identify and order important materials for hygiene and public health (hand sanitizer, masks, etc.)
- Design and delivery training for teachers on public health measures
- Work on the building over the summer to maximize ventilation and ensure working plumbing for hand-washing, etc.
- Make a plan to safely isolate students who may be demonstrating COVID-19 symptoms during the school day (e.g. these students stay in the nurse's office with nurse wearing protective gear until the child can be picked up)
- Identify local medical providers who can offer COVID-19 testing to students and families

Continuity of Learning (transitions and instruction)

- Review all professional learning resources on [Launch Nebraska Website](#)
- Identify the team members in your building who will support with summer preparation
- Make a plan to reach out to teachers/staff and students who may be at additional risk if they contract the virus and make a plan for these individuals
- Create multiple schedules: e.g., one for a hybrid option, one for full remote instruction
- Create a staffing plan based on staff who should be in school and assign remote learning responsibilities to staff who cannot be (e.g., supporting learning for students who cannot attend school)
- Reflect on/collect information about the effectiveness of distance learning that occurred this spring
- Identify and order important materials for instruction (books, student handbooks, etc.) that can be used in an on-site or remote setting
- Work with teachers to address unfinished learning, adjust pacing calendars, and create pre-assessments to inform the instruction of Unit 1
- Ensure that structures for teacher collaboration such as PLCs can occur in an on-site and a remote setting and that academic support teachers attend PLCs with general education teachers
- Create a protocol for your school to pivot between on-site and remote learning that can occur within a few hours while students and teachers are still in the building (e.g., what materials to take home, review the schedule for distance learning, supplies pick-up for students who were not at school that day)



- Work with diverse learners colleagues (those who serve students with disabilities and English learners) to ensure that students IEP services, learning plans, and additional services can be provided in an on-site or remote setting
- Make adjustments to Teacher/Staff Handbooks based on current conditions
- Make a plan for how teacher coaching/support will work in an on-site or remote environment
- Create a flexible plan for student assessments that includes “Pre-Assessments:” short, ungraded, and curriculum-specific assessments that can be used to help teachers plan their Unit 1 instruction