



# LAUNCH NEBRASKA



## *School Re-entry Scenario Planning Process*

*July 2020*

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## Special Considerations

This guidance document is advisory in nature but binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding these documents contact [nde.guidance@nebraska.gov](mailto:nde.guidance@nebraska.gov).

**NOTE:** This document was created by Instruction Partners and informed by Nebraska district and school leaders. This document also has a companion Google document – **NE Simple Scenario Planning Template:** <https://docs.google.com/document/d/1T8fBD9ZjABUI8864Vg7isp-JRHC5yLHzTL631iY-r1E/edit?usp=sharing>. This document may also be used as a self-assessment of current plans under development and determine if any changes are necessary.



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# Reopening Scenario Planning

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Where to start...

# In simplest form, scenario planning involves three phases of planning work



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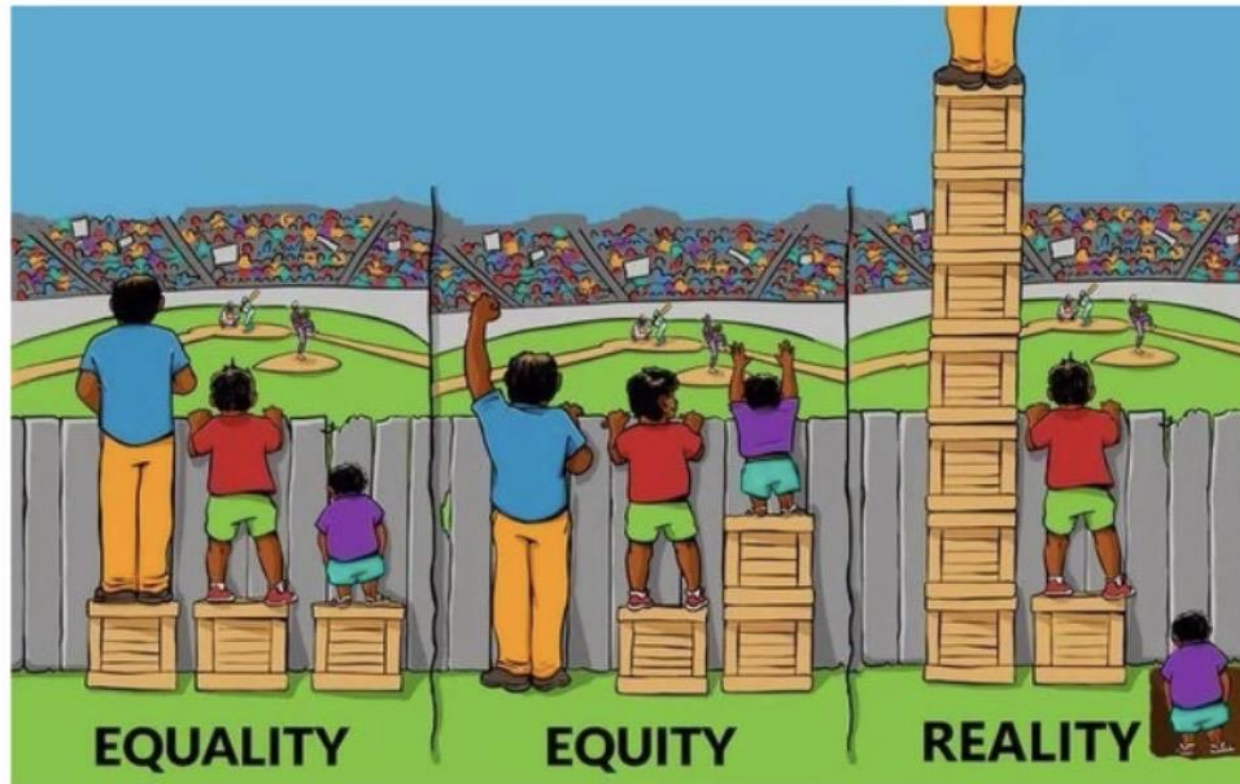


# Setting A Vision Of Success Upfront Allows the Team To Know What You Are Working Towards



INSERT VISION HERE

Plans requires priorities.  
This is an opportunity to live into equity.



Design first for the students that need the most.

Once priority groups are identified, you can work to get to know their needs better



INSERT PRIORITY GROUPS HERE



## Identifying priority groups then allows the committee to go understand the needs of students and families in this time in these groups better



- What questions will we ask?
- What do we need to know about each family in order to understand priority groups?
- What focus groups should we do?



## Defining the parameters of each scenario gives committees clarity about the constraints of the plan

		Minimal Spread	Low Spread	Moderate Spread	Significant Spread
If...	The following is true for the state of virus spread:	<i>Phase IV</i>	<i>Phase III</i>	<i>Phase II</i>	<i>Phase I</i>
Then...	These are the health measures we will operate with:				
	We will use this schedule and staffing plan for each grade band....				



# Decision Making

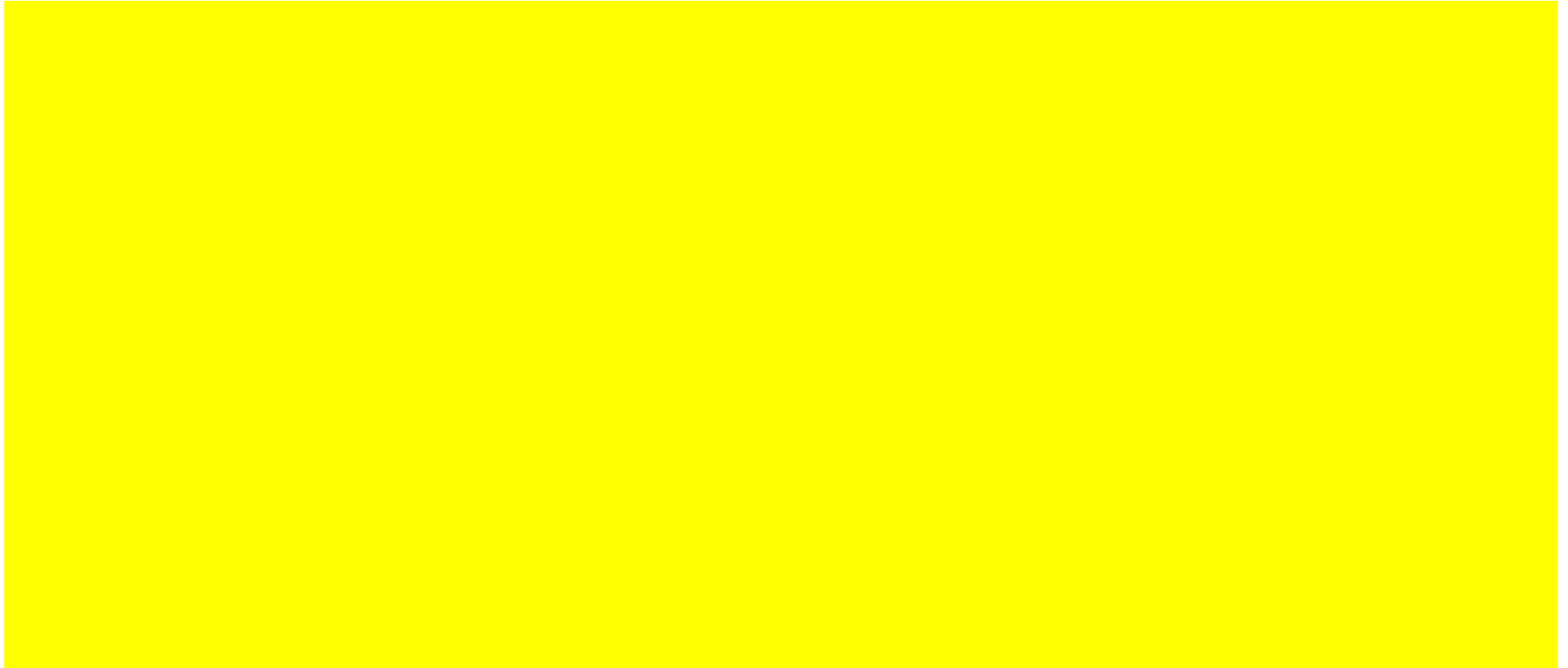
- R - Recommend
- A - Agree
- P - Perform
- I - Inform
- D - Decide

# Getting clear about decision making upfront creates role clarity and ultimately speeds the plan

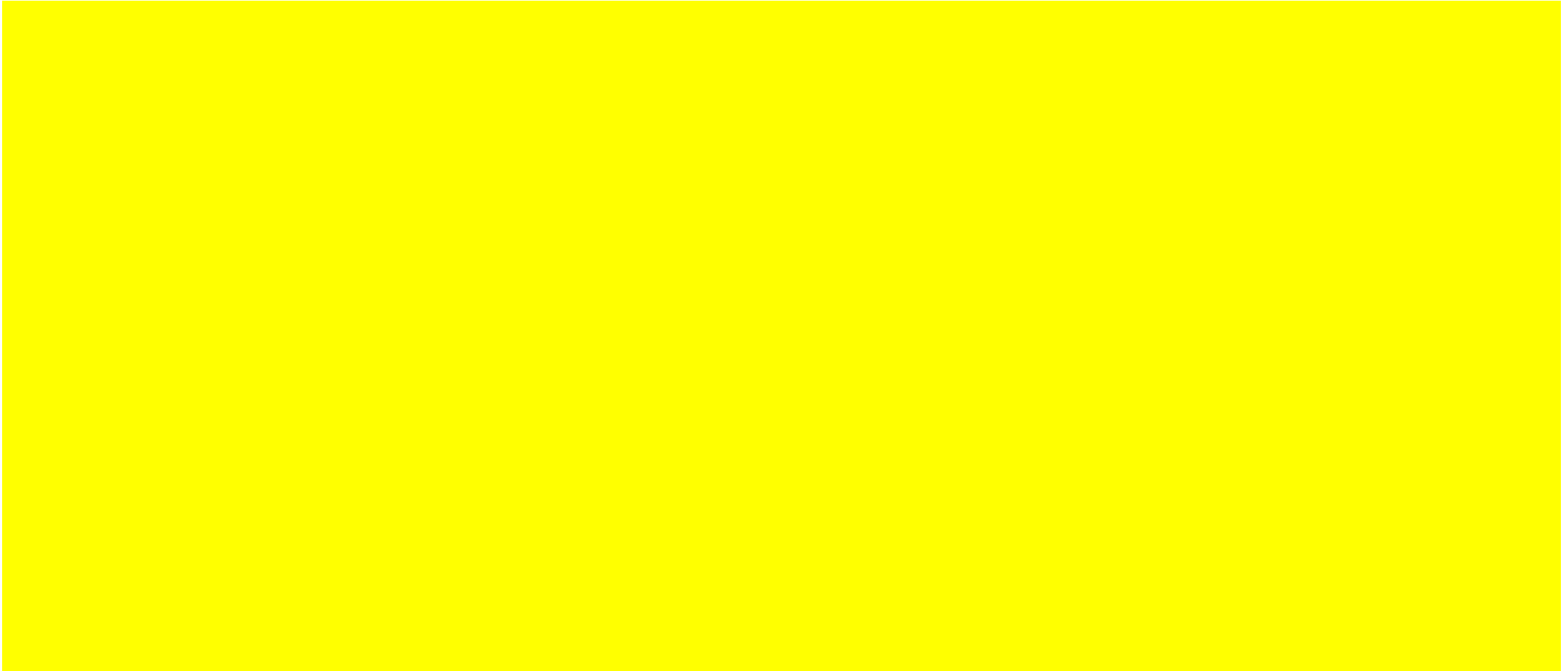


Decision Points	Recommend	Agree	Perform	Inform	Decide
Virus spread parameters					
Health measures					
Elementary school schedule and staffing					
Middle school schedule and staffing					
High school schedule and staffing					
...					

## What are the next steps?



What, if anything, from meeting one should we communicate out?



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# Emerging Schedule Patterns



		Minimal Spread	Low Spread	Moderate Spread	Significant Spread
If...	The following is true for the state of virus spread:	<i>Phase IV</i>	<i>Phase III</i>	<i>Phase II</i>	<i>Phase I</i>
Then...	These are the health measures we will operate with:				
	We will use this schedule and staffing plan for each grade band....	Full in person with option for virtual	Full in person with additional health measures and option for virtual	Hybrid	Full virtual





## Question flow for hybrid schedule planning:

1. What does the full virtual schedule look like?
2. How will you staff full virtual?
3. What percent of students are assumed to be in full virtual?
4. What does your remaining staffing and physical plant allow you to do (within the health directive constraints)?
5. Recognizing that no option feels good, what option best supports our vision and priority groups?

## Emerging Hybrid Options

*(no option is good; which is least bad?)*



Schedule Type	What this looks like
A/B with small group in person	M/Tuesday Thursday/Friday –or- M/T/W & Th/Fr – or- M/W. T/TH –or- Week On; Week Off
Some in person every day some full remote (family choice)	~40% at home; 60% in person
Some in person every day some full remote (system directed)	K-2 in person every day 3-5 full virtual

All usually also involve a full virtual option for students and families that choose it

Tried but doesn't seem to work:

- Half day (cleaning)



# Common instructional materials are proving to be simply critical to all schedules and scenarios

1. Supports continuity of learning
2. Makes teaching focus more reasonable
3. Supports ongoing learning in cases of teacher absences
4. Makes professional learning more efficient
5. Supports formative assessment practices connected to instruction (using embedded assessments)

# What common instructional materials will we use?



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

# Technology Plans should support Instructional Plans



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

# Meeting Two



Meeting 2:	<ul style="list-style-type: none"><li>•Processing learnings from focus groups and survey</li><li>•Come to agreement on the health directives for each scenario/risk level</li><li>•Review scheduling and staffing options and gather input on options or additional ideas</li><li>•Review HR policies outlines options and gather input</li><li>•Review instructional materials and assessment options and gather input on options or additional ideas</li><li>•Recommender for technology and platforms makes recommendations for what is needed</li><li>•Determining the SEL and wellbeing screening and support plan and parameters</li><li>•Recommender for mental health and SEL outlines options</li><li>•Summarize next steps and outline meeting 3</li><li>•Determine what, if anything, to communicate from this meeting</li></ul>
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# Landing the plan....



Homework between meeting 2 and meeting 3	<ul style="list-style-type: none"><li>•Recommender for scheduling and staffing outline final proposal for each scenario/risk level</li><li>•Recommender for HR policies outlines final proposal</li><li>•Recommender for instructional materials and assessment outlines final proposal for each grade span</li><li>•Recommender for technology and platforms makes final recommendations for what is needed</li><li>•Recommender for mental health and SEL outlines final proposal</li></ul>
Meeting 3:	<ul style="list-style-type: none"><li>•Review all proposals for final input</li><li>•PL planning - what are all the things that teachers will need support on upfront and over time</li><li>•Finalize the goals for the year</li><li>•Identify the checkpoints when you will step back and adjust</li><li>•Communication planning for the decision</li></ul>
Homework after meeting 3:	<ul style="list-style-type: none"><li>•Decision maker makes the final decision and communicates out the plan to the committee</li><li>•Finish and execute the professional learning planning</li><li>•Launch the continuous improvement structures</li></ul>

# Professional Learning Planning



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		



# Setting the Foundation for Continuous Improvement



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

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# Thank you!

Visit [www.launchne.com](http://www.launchne.com) for the latest information.

If you have any questions, please reach out to  
Dr. Shirley Vargas, [shirley.vargas@nebraska.gov](mailto:shirley.vargas@nebraska.gov) or  
Dr. Cory Epler, [cory.epler@nebraska.gov](mailto:cory.epler@nebraska.gov)