

# **LAUNCH NEBRASKA**



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## **Teaching and Learning in the 2020-2021 School Year: Student, Family, and Community Engagement**



# Teaching and Learning in 2020-2021: Student, Family, and Community Engagement

## Purpose:

The extended closure of school buildings shined a spotlight on the persistent inequities students—particularly those most vulnerable—experience each day. Recent racial injustices and unrest have made the experiences of students and communities of color even more salient. While this moment brings challenges, it also offers the potential to rebuild education systems and schools that actively redress racial and other inequities. Returning to business as usual is not an option.

## Goals:

School district/school system leaders are faced with a host of daunting new questions to answer and decisions to be made before schools can reopen. The goal of this guidance is, therefore, to be clear and straightforward. Returning to school will be a time to focus on:

- Supporting the wellbeing, including the mental health, of students and staff and encouraging meaningful connections;
- Keeping learning coherent, focusing on the highest priorities for each grade level and content area, and moving forward—whether learning is occurring in person, remotely, or is a hybrid of the two;
- Meeting the needs of each student, including those most vulnerable, and addressing unfinished learning across remote and in-person contexts;
- Aligning teaching roles, responsibilities, and structures to the new reality of teaching and learning; and
- Designing schedules that accommodate this new reality, including new protocols consistent with public health guidance, and that prioritize vulnerable student populations, including structures for continuing learning and ensuring equity in remote environments.

This guidance, which is considered a starting point, is to provide:

- Clear questions to guide local decision-making;
- Actionable plans informed by leading practitioners and experts;
- Curated and vetted tools and resources; and
- Easily customizable, adaptable documents.

## External Realities:

Several assumptions about the next school year drive this work and are important to understand. Together, they paint a picture of a fluid situation that will remain manageable only with clear-sighted planning.

- **The COVID-19 pandemic and remote learning has had a disproportionate impact on students and communities of color.** Responses to COVID-19 have exacerbated inequities that were already present in the system and created additional challenges for families. Schools will have to explicitly prioritize equity for all learners—particularly those most vulnerable, including students from low-income families, students of color, students with disabilities, homeless youth, and students learning English—to help mitigate the impact of school closures on students who were already struggling to learn.
- **Schools will have to plan for constant change throughout the next school year.** The reopening of the economy is unlikely to follow a trajectory of slow and steady progress. Rather, recovery is more likely to look like a wave, where communities take two steps forward then hold for several weeks, before taking another three steps forward, and then holding again. When virus transmission rates rise, communities may go back into lockdown for several weeks, restarting the process. In compliance with the guidance issued for their communities, school districts/school systems must be prepared to shift between in-person and remote learning throughout the school year.
- **New health and safety protocols will impact many aspects of school operations, including teaching and learning.** Health and safety rules are likely to change frequently and to differ among communities. Schools will have to monitor and follow guidance from national, state, and county health officials in a variety of new domains—physical distancing, masks, temperature screenings, and disinfecting—that could impact decisions related to teaching and learning. In particular, physical distancing requirements may lead to class size constraints that cause students to attend school in staggered groups, in shifts, or in small static groupings. Understanding individual students' needs, coupled with health and safety protocols, will require thoughtful planning.
- **To address new health and safety requirements, school schedules may continue to put strain on working families and childcare systems.** Schools are critical organizations in any community, providing not only educational and social interactions, but also performing childcare functions that enable working parents/caregivers to return to their jobs. If, to promote physical distancing, schools are forced to put students on staggered schedules or educate in shifts, parents, caregivers, families, and communities may struggle with childcare. Deeper partnerships with community and faith-based organizations may be needed to ensure every student is supported when learning outside of school facilities.
- **At-risk staff and students may need to work and study from home indefinitely.** All of this will be further influenced by the presence of many medically at-risk individuals within school communities who may not feel comfortable coming into school buildings. Older staff and those with underlying health conditions that put them at high risk for infection may choose to work from home. Children

with underlying health conditions or who live with family members who are at high risk may also be kept at home. These staff members can still work, and these children can still learn.

- **Reaching relevant, flexible solutions will require educators to be designers.** In order to maximize safety and ensure high-quality learning experiences, especially for the most vulnerable students, it will be essential to expand professional identities to include the design and iteration of new approaches.
- **Budget challenges are likely to severely constrain decision-making next year and beyond.** Finally, all of this change is occurring against a backdrop of epic economic uncertainty. There will be significant variation in the budget cuts experienced by different states and school systems, and numerous questions remain about the gaps federal stimulus funding might address. This guidance aims to support educators in making decisions, within whatever constraints exist, that best connect the dots among social-emotional learning, instruction, and operations.

Health and safety are, of course, the top priority for schools reopening this fall. We, therefore, assume that protocols are in place to address these critical needs, and this teaching and learning guidance picks up from there. The following foundational values, then, undergird this guidance:

- **Equity** - We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching and learning.
- **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 teaching.
- **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.

## Overview: Student, Family, and Community Engagement

*How will the needs of students and families, especially the most vulnerable, and the voices of teachers, school leaders, and staff be incorporated into the structures and decisions school systems make for the 2020-2021 school year?*

Decades of research confirm students benefit when families and community members form powerful partnerships with schools and school systems. Increased family engagement in education is linked to improved school readiness, higher grades, higher test scores, better attendance, fewer tardies, lower suspension and expulsion rates, and increased likelihood of high school graduation.<sup>1</sup>

This spring, families were asked to be active facilitators of their children's education. This will likely continue in many communities into the new school year. According to a recent study by Learning Heroes on the remote schooling experience, nearly 70 percent of families feel more connected to their child's day-to-day education than ever before.<sup>2</sup> This provides a springboard from which schools can forge deeper and more authentic relationships with families and community members in support of improving outcomes for students. In order for a school system to effectively respond to the needs of a community during this unprecedented time, family and community engagement will have to be a priority. School system leaders will need to build a deliberate plan that aims to solicit input from, incorporate feedback from, and respond to a diverse group of stakeholders. The plan should have equity as a key pillar. In building such a plan, school system leaders should consider these four values, which underlie effective engagement.

- **Shared Vision:** When students, families, and communities are deeply involved in creating solutions that address their own unique needs, those solutions are more likely to be effective and equitable. Students, families, and community members must have the opportunity for meaningful engagement to name the challenges associated with re-entry, create solutions, and refine strategies throughout the year.
- **Intentional Culture and Diversity:** All members of the community must be represented. Neighborhoods within school systems have distinct needs, priorities, and conditions and are often highly fragmented along racial and ethnic lines. To ensure equitable engagement, school systems will need to monitor and refresh committee membership regularly and address barriers that prevent some members of the community from participating fully, including but not limited to transportation and access to childcare.
- **Authentic Collaboration:** In every community, there are local organizations, ranging from a ministerial alliance to a youth sports league to a local Boys and Girls Club, which have the potential to bring people together to improve outcomes for children. Organizations like these have deep connections with families and will understand student and family needs in a way schools and

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<sup>1</sup> Xitao, Fan & Michael Chen. "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review* 13.1 (2001): 1–22. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Annual Synthesis.* National Center for Family & Community Connections with Schools. Sheldon, S. B., & Epstein, J.L. (2002). Improving student behavior and school discipline with family & community involvement. *Education & Urban society*, 35(1), 4-26.

<sup>2</sup> Learning Heroes, "Parents, 2020: COVID-19 Closures A Redefining Moment for Students, Parents, and Schools."

school systems may not. Systems can partner and share information with these trusted community advocates in order to build a strong support system for students' needs inside and outside the classroom.

- **Two-Way Communication:** Sharing information regularly and transparently is critical, but school systems and schools must create meaningful opportunities through multiple channels for all voices to be heard, and families and communities need to know how their feedback was incorporated into decision-making.

At this moment in time, school systems may need communities to fill important new gaps exposed by the pandemic. To meet physical distancing requirements, for example, schools may need to reduce class sizes and adopt hybrid learning options in which students move in a predetermined schedule between in-person and remote attendance, or schools or grade spans may need to be on fully remote schedules. For working families who are managing remote learning for their children, community or faith-based centers may offer safe, supervised places to learn. School systems that develop formal relationships with such partners and include them in trainings and communications will be doing a great service to their families.

Educator and staff engagement will also be essential. Educators and staff have feedback to share around their remote teaching experiences from the spring and their needs for the fall. Educators are the ones to whom students and families turn when they are facing challenges, making them critical partners in the school system's family engagement efforts. School systems will benefit from having educators and staff as close collaborators as they build their plans for the coming school year and as they make adjustments to respond to ongoing challenges throughout the year.

## How this Document Works

This guidance lists key actions and detailed steps school districts/school systems should consider as they build plans for the 2020-2021 school year. The focus areas, key actions, and detailed steps which are detailed in this document, are organized across implementation phases:

1. Planning Phase (i.e. Summer of 2020),
2. Launching Phase (i.e. two-four weeks before the beginning of school), and
3. Sustaining Phase (the remainder of the 2020-2021 school year).

Within each Focus Area, and for each phase of work, the guidance includes:

- Key Actions to be considered and the detailed steps associated with that Key Action
- Unique considerations, if any, for each of the three primary scenarios schools are likely to experience: in-person, remote, or hybrid learning
- Linked resources and exemplars that have been carefully curated

## Key Actions Overview

These key actions detail the most critical decisions school districts/school systems will make at each phase of implementation. In addition to the Key Actions, this document provides detailed steps and curated resources related to each Key Action. [Launch Nebraska](#) also provides additional resources for critical decisions regarding student, family, and community engagement. The key actions outlined in the table below are intended to support school districts/school systems as they plan, launch, and sustain their family, community, and educator engagement plans.

Phase	Key Actions
Planning	<p><b><u>1.A.p: Gather input from families and students through broad and targeted communications.</u></b> Create multiple avenues to gather feedback from families on critical issues. Use feedback to drive decisions for the 2020-2021 school year.</p> <p><b><u>1.B.p: Target individual family outreach.</u></b> Connect with every family to understand their unique needs and ensure clear communication.</p> <p><b><u>1.C.p: Identify community partners to meet student and family needs.</u></b> Identify community partners to provide additional resources and support to families, particularly to those with the most acute needs.</p> <p><b><u>1.D.p: Gather input from teachers and leaders.</u></b> Create multiple avenues to gather feedback on critical issues from educators. Use their feedback to drive decisions for the 2020-2021 school year.</p> <p><b><u>1.E.p: Run an improvement cycle focused on connecting with every family.</u></b> Collect the relevant data to monitor family access, determine which families still need outreach, and continue outreach efforts to reach goals.</p>

<p><b>Launch</b></p>	<p><b><u>1.A.I: Continue to gather information from families, students, and educators.</u></b> Create multiple avenues to continue to gather feedback on critical issues. Continue to use feedback to drive decisions for the 2020-2021 school year.</p> <p><b><u>1.B.I: Communicate critical start-of-school decisions to families, students, and caregivers.</u></b> Share decisions about student schedules, transportation information, and resources to support remote learning.</p> <p><b><u>1.C.I: Connect community partners to families with acute needs.</u></b> Based on information collected from families, match families to partners that can support them. Prioritize addressing critical wellbeing needs and ensuring families who need them have satellite school locations for their remote school days.</p> <p><b><u>1.D.I: Run an improvement cycle focused on meeting the needs of every family.</u></b> Collect the relevant data to identify which families still need outreach, to monitor two-way communications, to analyze gaps, and to address issues to reach goals.</p>
<p><b>Sustaining</b></p>	<p><b><u>1.A.s: Continue to support the ongoing needs of families and communities.</u></b> Continue two-way communication, feedback, and improvement to ensure families and communities are supported.</p>

## Engagement.

### Key Actions and Detailed Steps (Planning Phase)

#### 1.A.p: Gather input from families and students through broad and targeted communications.

Create multiple avenues to gather feedback from families on critical issues. Use feedback to drive decisions for the 2020-2021 school year.

Steps		Resources
1.A.p.1	<p>Communicate the importance of family and community engagement to all stakeholders and offer multiple early opportunities for stakeholders to provide feedback on critical topics such as:</p> <ul style="list-style-type: none"> <li>● Experience with remote learning in spring 2020</li> <li>● Schedules for the 2020-2021 school year</li> <li>● Technology needs, including training needed to support families</li> <li>● Additional student support needs</li> <li>● Work day childcare and afterschool programming needs for alternative scheduling scenarios</li> </ul> <p>Use multiple modes of collecting information including virtual town halls, social media, text messages, and online surveys. Ensure communications occur in the multiple languages of the student population.</p> <p>Ensure the information collected is representative across groups of families, specifically check for equal representation across race/ethnicity, socioeconomic status, grade level of student, and school attended. Attempt to over-represent the most vulnerable students' families to ensure their voices are heard and their needs addressed.</p> <p>Create a specialized plan for hard-to-reach families (e.g., assign a staff point person to own communication and build relationships, conduct more frequent check-ins, and prioritize those families for additional supports and resources to the extent possible).</p>	<p>The Bring Up Nebraska <a href="#">Translation and Communication Guide</a> provides considerations for communicating with students and families during COVID-19.</p> <p>NDDHS has provided <a href="#">COVID-19 Information in Other Languages</a>.</p> <p>Switchboard has collected <a href="#">multilingual resources</a> for COVID-19 as well. Another resources includes <a href="#">Fact Sheets</a> in a variety of languages.</p> <p>Nebraska Department of Education <a href="#">Family and Community Engagement</a> site offers resources, <a href="#">toolkits</a> and live sessions to assist with engaging families and community.</p> <p>Nebraska 21st Century Community</p>

		<p>Learning Center created guidance for <a href="#">after school programs</a> during COVID which address SEL.</p> <p>Nebraska DHHS Dealing with COVID: <a href="#">Kids and Family Edition</a> provides Q&amp;A as well as resources for families.</p> <p><a href="#">Boys Town</a> offers a variety of resources for kids and families. <a href="#">Your Voice Your Life</a> is a well monitored platform for adolescents to share their feelings.</p> <p><a href="#">Getting Started with Real Family Engagement During Distance Learning</a></p> <p><a href="#">TNTP's Healthy Feedback Loop</a></p> <p><a href="#">Tips for a Listening and Learning Tour</a></p> <p><a href="#">Connecting with Families</a></p> <p><a href="#">National Parents Rights Union Survey</a></p> <p><a href="#">Houston ISD Tele Town Hall</a></p> <p><a href="#">Strategies to Engage Unreached Families During Covid-19</a></p>
<p>1.A.p.2</p>	<p>Use the information to make key system decisions. The most likely decisions that may be influenced from these findings this year include but are not limited to:</p>	<p><a href="#">TNTP COVID Planning Survey</a></p> <p><a href="#">Hanover Research</a></p>

	<ul style="list-style-type: none"> <li>● <b>Scheduling:</b> Family input may lead school systems to learn fewer or more students will return in the fall, forcing schools to adjust learning scenarios. Even more, families may share they feel safer leaving students with community partners than in school, encouraging a school system to leverage partners for remote learning opportunities.</li> <li>● <b>Remote learning approached:</b> Families may suggest they struggle to support remote learning environments. School systems may consider using asynchronous learning or leveraging partner organizations more in those schools.</li> <li>● <b>Social services:</b> Families may identify specific wellbeing and social service needs school systems can coordinate for easier and more likely access for families.</li> </ul>	<p><a href="#">- sample COVID-19 impact survey</a></p> <p><a href="#">Week by Week COVID-19 Parent survey</a></p> <p><a href="#">Student Voice Tip Sheet</a></p> <p>Use this resource from NDHHS, <a href="#">Guidance on Child, Family and Facility Contact During COVID-19.</a></p>
<p>1.A.p.3</p>	<p>Share with stakeholders how their feedback informed decision-making. Consider:</p> <ul style="list-style-type: none"> <li>● Highlighting the modes of collection and the results</li> <li>● Sharing the steps/actions taken in the school system as a result</li> <li>● Highlighting ways for families to get questions answered and continue engaging with the school system generally and with their children’s principals and teachers</li> <li>● Identifying when follow-up engagement will occur</li> <li>● Leveraging multiple modes for communicating the information including the school system website, texts, emails, video messages, virtual town halls, PSAs, local news media and press releases, mailers home, etc.</li> </ul>	<p>The Bring Up Nebraska <a href="#">Translation and Communication Guide</a> provides considerations for communicating with students and families during COVID-19.</p>
<p>1.A.p.3</p>	<p>Provide professional learning to teachers on how to engage families, specifically in remote learning settings. Consider the following topics:</p> <ul style="list-style-type: none"> <li>● System vision and expectations for engagement</li> <li>● System tools and their use</li> <li>● System key messages and processes for getting questions answered</li> <li>● Strategies for engaging groups of families in virtual settings</li> <li>● Trauma-informed communication to support individual conversations with families</li> </ul>	<p>NDE has <a href="#">Community partnerships toolkits</a> and resources that assist in engaging various populations including tribal families</p> <p>NDE provides educators with <a href="#">frameworks</a> for families, communities and schools to work collaboratively.</p> <p><a href="#">Family, School, Community Partnerships training guide</a></p>

		<a href="#">Real Family Engagement for Teachers</a>  <a href="#">Healthy Families America - Virtual Home Visits</a>  <a href="#">Stand for Children - Guide</a>  <a href="#">Rebuilding Community Guide</a>
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### 1.B.p: Target individual family outreach.

Connect with every family to understand their unique needs and ensure clear communication.

Steps		Resources
1.B.p.1	<p>Build a plan so every family has an individual touchpoint with a school or school system staff member, in their preferred language, before the start of the school year.</p> <ul style="list-style-type: none"> <li>Assign each family to a staff member and work with community partners to make contact with difficult to reach families.</li> <li>Provide each staff member a tool to track family responses, with clear expectations on how to complete the tool and timelines for sharing and rolling up system wide.</li> <li>Share a Frequently Asked Questions (FAQ) document with staff members so common responses are provided to families throughout the system, and staff members are clear on how to respond when they do not know a specific answer.</li> <li>Share resources for connecting families to school staff, community partners, and each other in a virtual environment.</li> </ul> <p>Outreach should ask about:</p> <ul style="list-style-type: none"> <li>Student wellness needs, including any areas of concern that have emerged in this disruption from school, as well as access to meals when students are not in school</li> <li>Intent to return to school either remotely or in-person for each student in the family, including what they would need to feel confident coming back</li> <li>Technology needs, including access to devices for each child that are compatible with curricula and systems/platforms being used, Wi-Fi, and family training needs to support remote learning</li> </ul>	<p>NDE has <a href="#">Community partnerships toolkits</a> and resources that assist in engaging various populations including tribal families.</p> <p>NDDHS <a href="#">Supporting Child and Family Wellbeing</a>.</p> <p>NDE resources for <a href="#">Afterschool Providers and Families</a>.</p> <p>NDE <a href="#">E-Learning page</a> offers resources for teachers around remote learning, SEL and mental health, as well as parent guides to assist with remote learning.</p> <p><a href="#">Partners Education</a></p>

	<ul style="list-style-type: none"> <li>At-home considerations that may impact students' ability to engage meaningfully and consistently in their academic work (e.g., multiple school-aged children in same household, need to provide care and guidance for siblings or elderly members of the household, limited adult supervision during remote learning, moves between households during the week, etc.)</li> </ul>	<p><a href="#">in A Dual Capacity-Building Framework for Family-School Partnerships</a></p> <p><a href="#">SFUSD Guide to Team Home Visits</a></p> <p><a href="#">TNTP COVID Planning Survey</a></p> <p><a href="#">National Parents Rights Union Survey</a></p> <p><a href="#">Houston ISD Tele Town Hall</a></p> <p><a href="#">Hanover Research - sample COVID-19 impact survey</a></p> <p><a href="#">Week by Week COVID-19 Parent survey</a></p> <p><a href="#">Student Voice Tip Sheet</a></p> <p><a href="#">Strategies to Engage Unreached Families During COVID-19</a></p>
<p>1.B.p.2</p>	<p>Build a plan to support families where needed.</p> <ul style="list-style-type: none"> <li>Target system wide support: Where there are trends in support (e.g., access to remote learning centers, trauma and wellbeing support, etc.) partner with community organizations to set up scaled services for families. Communicate opportunities to families individually (through staff calls) and system wide (e.g., news releases, website, text updates)</li> <li>Train staff conducting family outreach to communicate support services opportunities for families on their calls</li> <li>Maintain an up-to-date FAQ with direct guidance on resource support for families</li> <li>Offer easy to call help centers for all families</li> </ul>	<p>Utilize the resource, <i>Teaching and Learning in 2020-2021: Wellbeing and Connection</i>, as a resource to support families available on <a href="#">Launch Nebraska</a>.</p>

## 1.C.p: Identify community partners to meet student and family needs.

Identify community partners to provide additional resources and support to families, particularly to those with the most acute needs.

Steps		Resources
1.C.p.1	<p>Establish a yearlong stakeholder advisory committee including trusted and diverse community partners and families to provide input and feedback during planning, launching, and sustaining phases of the plan. This committee can:</p> <ul style="list-style-type: none"> <li>● Elevate the most critical needs of families and students</li> <li>● Identify and recruit community partners</li> <li>● Help communicate the school system's plan to key stakeholders</li> <li>● Raise funds to support families and students in need</li> </ul> <p>Ensure this committee is led by a cabinet-level school system leader with a track record of authentically engaging families who can communicate back recommendations and next steps to cabinet-level peers.</p> <p>Ensure this committee is diverse and representative of the student population in all ways (e.g., race/ethnicity, gender, neighborhood, etc.)</p>	<p>Beyond School Bells offers <a href="#">tools and resources</a> to help schools find community partners in multiple sectors.</p> <p><a href="#">Ohio Engagement Plan</a></p> <p><a href="#">Leading by Convening: A Blueprint for Authentic Engagement</a></p> <p><a href="#">Strive Together Memphis</a></p> <p><a href="#">Whole Child Strategies</a></p> <p><a href="#">Shelby County Schools S.A.F.E. Taskforce</a></p> <p><a href="#">TNTP's How to Form a Design Team</a></p> <p><a href="#">Leadership, Diversity, and Decision Making</a></p>
1.C.p.2	<p>Conduct an assessment of community assets and potential partners within the community (e.g., government agencies, community organizations, philanthropic organizations) and begin to strategically match student and family needs with community partners. Survey to determine the capacity of community partners to offer resources and support.</p>	<p><a href="#">Bring Up Nebraska</a></p> <p><a href="#">Nebraska Children and Families Foundation</a></p> <p><a href="#">Collective for Youth</a></p> <p><a href="#">Mentor Nebraska</a></p>

1.C.p.3	<p>Determine community partners and local businesses that can meet the expressed needs of families and can create safe places for students when they are not in the classroom, especially in the case of students who are on hybrid or remote learning schedules.</p> <p>Seek partners that can create safe spaces for enrichment, satellite learning, and childcare during remote learning days.</p> <p>Also include afterschool care, tutoring, mentoring, and social-emotional and mental health supports. These partners should also have the ability to provide meals to students who receive free and reduced-price school meals.</p> <p>Ensure partners have geographic, demographic, linguistic, and cultural connections to students and families to capitalize on different times, spaces, and messengers for encouraging engagement.</p> <p>Consider the following organizations:</p> <ul style="list-style-type: none"> <li>● Traditional community assets such as childcare and tutoring capacity (e.g., Boys and Girls Clubs, YMCAs, 21st Century Community Learning Centers, 4-H)</li> <li>● Programs that support vulnerable populations</li> <li>● Nontraditional community partners, such as afterschool sports leagues, mentoring programs, and extracurriculars</li> <li>● Faith-based institutions and organizations</li> <li>● Community mental health centers</li> <li>● Parks and recreation</li> <li>● Libraries, museums, and science centers</li> <li>● Higher education</li> <li>● Local chamber of commerce</li> <li>● Philanthropic groups</li> </ul> <p>Take note of community organizations schools could also partner with to share information and resources with students and families (e.g., a food bank that serves low-income families or a non-profit organization that partners with families who do not speak English as a first language).</p>	<p><a href="#">Engaging community based organizations</a> around distance learning to support all students, including considerations around equitable access.</p> <p>NDE <a href="#">Nutrition Services</a> offers COVID-19 resources for school meals and waivers.</p> <p>Utilize the resource, <i>Teaching and Learning in 2020-2021: Wellbeing and Connection</i>, as a resource to support families available on <a href="#">Launch Nebraska</a>.</p> <p><a href="#">Takeaways from research on tutoring to address coronavirus learning loss</a></p> <p><a href="#">Needs Assessment &amp; Resource Mapping Tool</a></p> <p><a href="#">Resource Mapping Strategy</a></p> <p>Harvard GSE <a href="#">Relationship Mapping</a> and <a href="#">Student Tracker</a></p> <p><a href="#">UCLA Center for Health Policy Research - Asset Mapping</a></p> <p><a href="#">Michigan State Outreach Partnerships - Best Practices Brief</a></p> <p><a href="#">Sample Family and Community</a></p>
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		<p><a href="#">Partnerships Action Plan</a></p> <p><a href="#">PBS Teaching Tennessee</a></p> <p>Foodbank for the Heartland provides a map of <a href="#">food bank locations</a> across Nebraska.</p> <p>The <a href="#">local ESU</a> may be able to assist in finding and building capacity to work with community organizations.</p>
<p>1.C.p.4</p>	<p>Support school leaders to identify and connect with local community partners and neighborhood community organizations, without duplicating central office support.</p> <p>Identify areas where the school has resources like space, equipment, data agreements, and software that can be shared and leveraged with partners to support student learning and wellbeing.</p> <p>Ensure clear communication of partner support access. Consider the following:</p> <ul style="list-style-type: none"> <li>● Training school staff on partnerships available and logistics on how families access them</li> <li>● Regular updates on an easy-to-access portion of the system website</li> <li>● Up-to-date FAQ outline supports and resources</li> <li>● Text updates to families</li> </ul>	<p>The Bring Up Nebraska <a href="#">Translation and Communication Guide</a> provides considerations for communicating with students and families during COVID-19.</p> <p>Beyond School Bells offers <a href="#">tools and resources</a> to help schools find community partners in multiple sectors.</p> <p><a href="#">Family, School, Community Partnerships training guide</a></p> <p><a href="#">Real Family Engagement for Teachers</a></p>

**1.D.p: Gather input from teachers and leaders.**

Create multiple avenues to gather feedback on critical issues from educators. Use their feedback to drive decisions for the 2020-2021 school year.

Steps		Resources
1.D.p.1	<p>Survey teachers and leaders to gather feedback on experiences from remote learning in the spring and preferences for the coming year. Consider gathering feedback on:</p> <ul style="list-style-type: none"> <li>● Intent to return to school either remotely or in-person, including what they would need to feel confident coming back under either scenario</li> <li>● Technology needs, including access to devices and Wi-Fi and training needs to support remote learning</li> <li>● Student wellness needs they have identified, including any areas of concern that have emerged in this disruption from school</li> <li>● Staffing support needs in connecting with and supporting students and families academically</li> <li>● Preferences regarding in-person school schedules</li> <li>● Feedback on how teachers and leaders have been engaged to date and what additional processes or protocols they want to see moving forward</li> </ul>	<p><a href="#">TNTP Insight Survey</a></p> <p><a href="#">TNTP COVID-19 Planning Survey</a></p> <p>In addition, see <a href="#">here</a> for an editable teacher/principal self-assessment (this covers critical knowledge and skills and additions and modifications can be made).</p>
1.D.p.2	<p>Use the information to make key system decisions. The most likely decisions that may be influenced from these findings this year include but are not limited to:</p> <ul style="list-style-type: none"> <li>● <b>Scheduling:</b> Knowing which teachers and leaders will return in the fall will support final staffing alignments and role considerations for remote and hybrid learning scenarios.</li> <li>● <b>Additional support with remote learning:</b> Educator feedback on their specific needs to better support remote learning will provide guidance on prioritized resource needs, prioritized training needs, opportunities for system wide collaboration.</li> <li>● <b>Bright spots and hot spots:</b> Survey results will help system leaders identify school-based bright spots in order to highlight strengths and resources across the system and identify hot spots in need of more intensive support.</li> </ul> <p>Cross-reference family survey results with educator results in order to identify connections within specific schools and opportunities for more targeted support.</p>	
1.D.p.3	<p>Share with educators how their feedback informed decision-making. Consider the following in the process:</p> <ul style="list-style-type: none"> <li>● Highlight transparently the modes of collection and the results</li> <li>● Share concretely the steps/actions taken in the system as a result</li> <li>● Highlight ways for educators to get questions answered and continue engaging with the school system</li> <li>● Identify when follow-up engagement will occur</li> <li>● Leverage multiple modes for communicating the information</li> <li>● Share concretely the next opportunity for system wide engagement</li> </ul>	

<p>1.D.p.4</p>	<p>Provide professional learning to teachers and community educators on how to engage families, specifically in virtual settings. Also provide professional development where needed on trauma-informed care and mental health supports for students.</p> <p>Training should support educators to focus on the family, not on the conditions people may live in, and on how to build understanding and trust, reduce anxiety and stress, and foster positive interactions among educators and families.</p>	<p>The Refugee Response has provided numerous <a href="#">videos</a> in 23 languages to assist in managing stress and anxiety due to COVID. These correlate to the Nebraska DHHS <a href="#">Immigrant Risk Factor Tip Sheet</a>.</p> <p>The <a href="#">local ESU</a> may be able to assist in providing professional learning for districts and schools.</p> <p><a href="#">Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships</a></p> <p><a href="#">8 Useful School Home Visit Resources For Teachers</a></p> <p><a href="#">Family, School, Community Partnerships training guide</a></p> <p><a href="#">Real Family Engagement for Teachers</a></p> <p><a href="#">Healthy Families America - Virtual Home Visits</a></p> <p><a href="#">Stand for Children - Guide</a></p> <p><a href="#">Rebuilding Community Guide</a></p>
<p>1.D.p.5</p>	<p>Build a yearlong plan to gather feedback from educators through subcommittees, ongoing surveys, school system-level or school-level town halls. Ensure all teachers can share their feedback by:</p>	

	<ul style="list-style-type: none"> <li>• Removing hierarchical roadblocks to authentic feedback (e.g. establish co-chairs across levels of hierarchy, remove title/position from whole group introductions, etc.)</li> <li>• Providing flexibility on when and how teachers and leaders engage in the feedback process given the constraints of their roles (e.g., meetings occur during non-instructional time, all participants are given the necessary time to fully review relevant materials and data in advance of discussions, etc.)</li> </ul>	
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## 1.E.p: Run an improvement cycle focused on connecting with every family

Collect the relevant data to monitor family access, determine which families still need outreach, and continue outreach efforts to reach goals.

Steps		Resources
1.E.p.1	For detailed steps and aligned resources on running an improvement cycle focused on engagement access, see the <a href="#">Managing and Improving section</a> . For support with goal-setting, see the <a href="#">Engagement table</a> .	

## Engagement.

### Key Actions and Detailed Steps (Launching Phase)

#### 1.A.I: Continue to gather information from families, students, and educators.

Create multiple avenues to continue to gather feedback on critical issues. Continue to use feedback to drive decisions for the 2020-2021 school year.

Steps		Resources
1.A.I.1	Continue to gather information from families, students, and educators in order to inform system wide decisions and improve implementation. See the detailed steps for Key Actions <a href="#">1.A.p</a> : Gather input from families and <a href="#">1.B.p</a> for more detail.	

#### 1.B.I: Communicate critical start-of-school decisions to families, students, and caregivers.

Share decisions about student schedules, transportation information, and resources to support remote learning.

Steps		Resources
1.B.I.1	<p>Communicate the vision and plan for the school year to all families through a variety of communication methods. Share messages in the home language, at an appropriate reading level, and try to avoid educational jargon or acronyms.</p> <p>Include such outreach information as:</p> <ul style="list-style-type: none"> <li>• How student and family input has been incorporated into critical decisions</li> <li>• How families can continue to give input throughout the school year</li> <li>• When and how families can expect to hear from the Superintendent about updates</li> </ul> <p>Include such academic information as:</p> <ul style="list-style-type: none"> <li>• Academic vision and goals for the school year</li> <li>• Values as a system in achieving those goals</li> <li>• Remote learning expectations, outlining how expectations have changed since the spring, expectations for the classroom environment, learning that will occur, how</li> </ul>	<p>The Bring Up Nebraska <a href="#">Translation and Communication Guide</a> provides considerations for communicating with students and families during COVID-19.</p> <p><a href="#">Communicating with Families of Newcomer English Learners</a></p> <p><a href="#">Strengthening Partnerships with Families of English Language Learners</a></p> <p><a href="#">Seattle Listening &amp; Learning Tour</a></p>

	<p>attendance is connected to remote learning schedules, and integrated communications with teachers</p> <ul style="list-style-type: none"> <li>• The grading and attendance policies for all scenarios and the consequences of poor grades and attendance</li> </ul> <p>See <u>Key Action 1.F.p: Communicate</u>.</p> <p>Include such back-to-school information as:</p> <ul style="list-style-type: none"> <li>• Specific daily and weekly schedule information, focusing on the specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required (to set clear expectations)</li> <li>• Bus schedule and other transportation resources (e.g., public transportation passes)</li> <li>• Technology pick-up and family training opportunities</li> <li>• At-home curricular resource pick-up and family training opportunities</li> <li>• Additional support resources including childcare options for remote school days or enrichment and afterschool options for all schedule scenarios</li> </ul> <p>Consider using community leaders and organizations to share the key messages with their constituents.</p> <p>Establish two-way communication by:</p> <ul style="list-style-type: none"> <li>• Reconfirming family contact information</li> <li>• Sharing school system contact information for future questions</li> <li>• Clarifying when and how families will hear from the school and/or their teacher next</li> <li>• Considering the addition of a designated forum or hotline for responding to questions regarding students with disabilities and ELs</li> <li>• Utilizing multiple channels of communication</li> </ul>	<p><a href="#">Pittsburgh Public Schools text messaging intervention</a></p> <p><a href="#">FastTalk Text Engagement Platform</a></p> <p><a href="#">Talking Points</a> app, which allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language</p>
<p>1.B.I.2</p>	<p>Share resources with families and community groups, including groups that are running a satellite remote school option, to support them to facilitate remote learning. Share messages in clear, culturally relevant ways, and to the extent possible, in each family's home language. Consider:</p> <ul style="list-style-type: none"> <li>• Disseminating a directory of partner organizations with services and supports offered to families and staff</li> <li>• Asking families to sign Family Educational Rights and Privacy Act (FERPA) releases that will allow schools and community partners to share student information and discuss supports for all students who will attend a community program on remote learning days. Ensure appropriate student data privacy protections are in place.</li> </ul>	<p><a href="#">North Carolina Remote Learning Resources</a></p> <p><a href="#">Miami Dade Instructional Continuity Plan</a></p> <p><a href="#">Trusted Resources from Learning Heroes' Quarantined Mom</a></p> <p><a href="#">Rights of Parents or Guardians who do not speak, listen, read, or write English proficiently</a></p>

	<ul style="list-style-type: none"> <li>● Building a website that shares all available resources and information about how to access grade-specific guidance documents for families and caregivers that allow them to better support student learning, including summaries of relevant standards and ideas for incorporating learning into life at home and engaging students in learning activities</li> <li>● Publishing a monthly e-mail newsletter to share resources and learning materials directly with families and caregivers</li> <li>● Launching a monthly webinar series at the district and/or school level that provides supplemental education for families to address common pain points associated with remote learning (i.e., supporting multiple children's learning simultaneously, addressing children's anxiety about COVID-19, creating a realistic daily schedule)</li> <li>● Reviewing engagement and outreach data to determine what additional training or supports teachers and leaders need to maintain family and community engagement</li> <li>● Where possible, survey community partners for needs or efficiencies the school may be able to support, such as bulk purchases for safety equipment</li> </ul>	<p><a href="#">because it is not their primary language</a></p> <p><a href="#">Guidance on Student Privacy and FERPA</a></p>
<p>1.B.I.3</p>	<p>As conditions allow, conduct virtual or in-person home visits with each family:</p> <ul style="list-style-type: none"> <li>● Check-in on the social and emotional wellbeing of the student and the family and understand any new challenges they may be facing (e.g., sickness in the family, unemployment, etc.)</li> <li>● Understand their experience in the spring, including the extent of student engagement in learning activities during the spring and summer, as well as their hopes and fears for the 2020-2021 school year</li> <li>● Create student learning goals, and establish a process for checking in with the family about progress toward those goals</li> <li>● Identify any training or support families may need in supporting their student's learning next year, including their needs to support students with remote learning, meals, and afterschool and childcare options</li> </ul> <p>Conduct strategies for hard-to-reach families (e.g., assign a staff point person to own communication and build relationships, conduct more frequent check-ins, and prioritize those families for additional supports and resources to the extent possible).</p>	<p>Nebraska <a href="#">DHHS, Supporting Child and Family Wellbeing</a> tips sheet on community supports.</p> <p><a href="#">Family Wellness Check In Guidance</a></p> <p><a href="#">Strategies to Engage Unreached Families During COVID-19</a></p> <p><a href="#">8 Useful School Home Visit Resources For Teachers</a></p> <p><a href="#">Partners Education in A Dual Capacity-Building Framework for Family-School Partnerships</a></p> <p><a href="#">Zero To Three Home Visit Community Planning Tool</a></p> <p><a href="#">Partnering with Families Virtually</a></p> <p><a href="#">Academic Parent Teacher Teams</a></p>

## 1.C.I: Connect community partners to families with acute needs.

Based on information collected from families, match families to partners that can support them. Prioritize addressing critical wellbeing needs and ensuring families have satellite school locations for their remote school days.

Steps		Resources
1.C.I.1	<p>Seek resources in areas where family needs are still not being met:</p> <ul style="list-style-type: none"> <li>Review survey data from families about their needs</li> <li>Identify and reach out to additional groups that can support families</li> <li>Check-in regularly with existing partners to get feedback on family needs</li> </ul> <p>Consider using a stakeholder advisory committee to support this work.</p> <p>Look for statewide groups to help forge connections at the local level with partners like the Statewide Afterschool Networks, Statewide Family Engagement Centers, State Chambers of Commerce, etc.</p>	<p>The 21st CCLC <a href="#">Partner Spotlight</a> features organizations committed to partnering with afterschool and summer programs across Nebraska.</p> <p><a href="#">Beyond School Bells</a></p>
1.C.I.2	<p>Share start-of-school information with all community groups, particularly those that will support remote learning or student social-emotional or mental health. Include:</p> <ul style="list-style-type: none"> <li>Specific daily and weekly schedule information, focusing on the specific schedule being used at the beginning of the year and what schedules may look like if changes are required (e.g., all-remote schedules due to school closure)</li> <li>Bus schedule and other transportation resources (e.g., public transportation passes in urban areas)</li> <li>Technology pick-up and training opportunities</li> <li>At-home curricular resource pick-up and training opportunities</li> <li>Additional support resources including childcare and afterschool program options for remote or shortened school days</li> <li>Community mental health resources</li> <li>Routines to check-in with community partners to gather feedback and make adjustments</li> </ul>	<p>Colorado <a href="#">Promising Partnership Practices During COVID-19</a></p> <p><a href="#">Building School-Family Partnerships</a></p>
1.C.I.3	<p>Where needed, provide staff with training on collaborating with new community partners, explicitly detailing any changes.</p>	<p>NDE has <a href="#">Community partnerships toolkits</a> and resources that assist in engaging various populations including tribal families.</p>

		<p>Beyond School Bells offers <a href="#">tools and resources</a> to on collaborating with community partners in multiple sectors.</p> <p>NDE provides Educators with <a href="#">frameworks</a> for families, communities and schools to work collaboratively.</p> <p>Colorado <a href="#">Staff Training and Resources</a></p>
1.C.I.4	Facilitate best practices with community partners (e.g., practices to ensure each student in a remote learning environment is contacted each day off-campus).	<a href="#">Afterschool Alliance Roadmap</a>

## 1.D.I: Run an improvement cycle focused on connecting with every family.

Collect the relevant data to monitor which families still need outreach and continue outreach efforts to reach goals.

Steps		Resources
1.D.I.1	For detailed steps and aligned resources on running an improvement cycle focused on engagement access and implementation, see the <a href="#">Managing and Improving section</a> . For support with goal-setting, see the <a href="#">Engagement</a> table.	

## Engagement.

### Key Actions and Detailed Steps (Sustaining Phase)

#### 1.A.s: Continue to support the ongoing needs of families and communities.

Continue two-way communication, feedback, and improvement to ensure families and communities are supported.

Steps		Resources
1.A.s.1	<p><b>Run an improvement cycle focused on meeting the needs of every family.</b>            Collect the relevant data to ensure family and community two-way communication is being implemented with quality, analyze gaps, and address issues to reach goals.</p> <p>Ask, "Who has not been communicated with? Which areas of our community are missing support? Which groups of people are not being heard?"</p>	