



COLORADO
Department of Education

Welcome

2020-21
Advisory Committee

June 23, 2020

Agenda



Time	Agenda	Agenda Item
10	Welcome, Agenda, Purpose and Norms	Katy, Alyssa
10	Updates	Rhonda, Sarah
	Small Group Rotations (introductions)	
20	Conditions for Learning	Rhonda and Sarah
20	Planning and Communications	Gladis and Darcy
20	Policy and Funding	Alyssa and Robert
30	Whole Committee Summary	All
5	Next Steps and Feedback	Rhonda, Alyssa





Advisory Committee Purpose: Bring together stakeholders to collaborate with CDE and CDPHE to vet guidance and considerations for the 2020-21 school year grounded in their experience of school during the spring of 2020 and prior.

The advisory committee will serve to supplement CDE's established feedback loops with a group of diverse role individuals. In addition, a public input process will be available to obtain broader stakeholder feedback on the 2020-21 school year.

Today's Meeting Purpose: Review and provide feedback for three sections: Conditions for Learning, Planning and Communications, and Policy and Funding.





- Share your honest feedback and perspective - that's why you are here
- Let go of titles/roles- each of you have a very important voice in figuring out how to make the best options available for 2020-21
- Mute your computer/phone when not talking; raise your hand when you want to speak
- Feel free to use the chat box to add to the discussion or type in the google slides
- Balance your air time- make sure you are speaking up enough/ letting others speak (if we need better ways to have discussions and get ideas out, let us know)
- Take care of yourselves/families (if you need to step away, we understand)

- New guidance governor, CDPHE and SBE
- Toolkit updates
- Feedback we have received

Overview of the Draft Framework and Toolkit

The screenshot displays the Colorado Department of Education (CDE) website. At the top left is the CDE logo and the text "COLORADO Department of Education". To the right is a search bar and a "SITE INDEX" link. Below this is a navigation menu with tabs for "FAMILIES", "EDUCATORS", "DISTRICTS", "COMMUNITIES", and "SCHOOLview®". A prominent teal banner reads "STAY INFORMED: Visit CDE's COVID-19 Resources for Schools page". The main content area features a "Home" link, a "Print This Page" icon, and a pink "DRAFT" notice stating that guidance will be adjusted based on feedback and the evolving COVID-19 situation. Below this is a blue header for "PLANNING THE 2020-21 SCHOOL YEAR" and a main title "A Framework and Toolkit for School and District Leaders for Feedback" accompanied by an image of a person wearing a face mask. The "Overview" section, updated 5/7/20, explains that content areas will provide a sense of the areas for guidance. The "Latest Updates" section, dated June 10, 2020, notes that the toolkit is continually updated with key additions or changes. On the right side, a "Planning the 2020-21 School Year" sidebar lists various sections: Introduction, Health and Safety, Continuity of Learning, Conditions for Learning, Planning and Communication, Policy and Funding, Additional Resources and Tools, Acknowledgements, Advisory Committee, Print Version, and Contacts. Below this is a "Feedback" section inviting users to provide feedback and ideas, with a "Provide Feedback" button.

<http://www.cde.state.co.us/planning20-21>



Breakout Group Sessions





Well-being and Connectedness

- Student and Staff Connectedness
- Meaningful Remote Learning
- Build Community

Individualizing Responses for Students Needs

- Identify Students With Learning Gaps
- Re-engaging Students Who Have Dropped
- Address Impacts on English Learners

What information is helpful to plan for fall opening?

What additional information would be helpful?



Conditions for Learning - Group 1 Notes

What was helpful..

Well-Being Connectedness

Lots of information/resources - was very helpful, will help teachers reconnect and/or maintain connections

Lots of information for students

Individual Needs

Having information reminding schools about students new to the building.

Concerns

Well-Being Connectedness

Students being missed because they don't have internet service or access to computers

Most of the instructions on how to set up the instruction were mainly in English, challenging for students and parents whose first language is not English

Needed more support on following up with students/families on how to connect, and asking what they need to be more successful in the fall. Phone calls, e-mails, any means available, maybe host a Zoom call to support parents.

Parents may need to be able to come into the school, need more information on how this will work

Need to make sure to support staff: Technology, access to internet, or find alternate ways to make sure they have what they need. Taking time to show that we care about staff

Individual Needs

Teachers will need to connect with the students before they can begin teaching, they may need to go slow in the beginning

Students may need time with teachers they had last year, teachers may benefit from this as well, establish what they had before moving forward. This can support a warm hand-off.

Need more tools that support bilingual



Conditions for Learning - Group 2 Notes

What would be helpful

Well Being/Connectedness

It would be helpful to reference the arts to help support connectedness

Cohort groups could represent another level of separation - students may not be able to connect with other students with in-person learning

Families with multiple students in different grade levels - balancing needs of all of their children will be difficult, particularly with school schedules and work schedules

Wanted to split up “Meaningful Learning” into three sections: Access, engagement and consistency

Title of the Section: “Building Community” doesn’t seem appropriate, may need to consider different title

Engaging community - there are lots of resources that districts need to take advantage of to help balance home/work/school life

Student Staff Connections: add a bullet to help staff with new skills/needs

Keep in mind the privacy needs of staff related to their inability to be able to participate due to personal health needs, and making sure to build ways to help them feel connected

Will need to consider staff working from home, how they can contribute in other ways, and need for additional sub staff



Conditions for Learning- Group 2 contin.

What would help...

Individual Needs:

Tools to identify learning gaps

Making sure that identifying “learning gaps” is done with equity, discourage tracking of students, begin with this year’s standards, resist deficit mindset

Needs to be deliberate in efforts to connect students, there needs to be an investment related to connectedness

There was a lot of stress on parents around making sure their children were keeping up academically - it was helpful to hear that this was not the parents’ role. It would be helpful to have supports for families so they don’t feel blamed when their children may not be where they should be academically

It would be helpful to remind parents that this was not an extended break, and the conversations need to be tactful and helpful. There needs to be some information around accountability. Communication should include the concept of parents and teachers as “partners”.

It will be important to talk about how social distancing can be a barrier to teaching using best practices - not being able to sit side-by-side and talking to each other



Conditions for Learning - Group 3 Notes

What was helpful?

Well Being/Connectedness

Info about rebuilding and building community was helpful (all sections were helpful)

If you can't talk about relationships, you are in trouble.

What would be helpful?

Well Being/Connectedness

This was written with the perspective of remote learning

Will need to amplify social-emotional supports when in-person learning resumes (from just missing friends to traumatic events) Tier 1, 2, 3

Need to have systems in place to renew and support these connections

Need help building relationships within the new "cohort" concept

Decision made by one district for 100% in person learning for elementary was based on health factors and connectedness needs - there was an emphasis on face-to-face. Secondary groups are also focusing on supporting connectedness.

Missing standards and appropriate way to provide feedback in the guidance

Students need to have at least one adult who can support, and ensure that they don't slip through the cracks

Individualizing Student Responses

Concerns around assessments and identifying gaps, easier for districts to identify how to address the gaps, districts need a quick turnaround

Should be a way to help review assessments with students and parents





- Teacher, Staff, and Family Preparation for Next School Year
 - Teacher and Staff Preparation
 - Family Preparation
- Adding Days to the School Calendar
- Food Service Program

Questions to Consider

1. What information or resources would be helpful for you to partner with families/schools to plan for the 20-21 school year?
2. How are currently communicating with families and encouraging two-way communication? How are you engaging with your district?
3. What considerations do you have for the three topics of this section of the Toolkit? What other information would be helpful?



Planning and Communications - Group 1 Notes

Resources to help districts/schools to communicate with families:

Parents need to know what safety measures are in place when school starts. One for families, one for staff. Need a good/comforting introduction to start letter with. Sometimes getting started is the hardest part. Also wondering about joint letters (with logos) with CDE and CDPHE.

Families need to be a part of making decisions.

Zoom meetings to get feedback from parents, and received comments before publishing final. Could CDE provide a framework or instructions for how to host/a framework for getting feedback from parents?

While the answers will be different, many parents will have the same questions. Could CDE put together an FAQ to help districts prepare for common questions.

A sample survey would be helpful. Get feedback from parents on the survey instrument to make sure we're asking the right questions.

Comms vehicles include email, social media.

Make sure to get input from students, too. D11 uses student advisory council.

Focus groups with students are best way to get feedback.

We need consistent communications. FAQs are important for providing frame of reference at the state level.

Comms need to be approved by various stakeholders.

We can't over simplify personal responsibility. We're trying to change social norms quickly, so we need to empower youth to make change. No one wants to be embarrassed at an event when they learn they didn't do something right.

Realize some families have limited digital access. Think about strategic delivery of printed materials.

Think about training for parents around remote learning. Provide educational opportunities so they can increase understanding.

Use students to help with professional development for educators. Feedback students give to staff is very helpful.



Planning and Communications - Group 2 Notes



Social media very important

Leverage all comms channels to communicate with parents. They retrieve info differently -- text, phone, email, social media.

Jeffco had 24,000 responses.

In rural areas, we put out a plan and still need to talk with local public health. Could use guidance on who we need to loop in so we don't make mistakes about sending communications without talking to the right entities.

It would be helpful to have access to surveys on

- Transportation
- In-person instruction (students/families)
- Staff return to work

Need help communicating health protocols ahead of time. Let staff know what we will expect from them.

Need guidance on how students can receive food service.

The toolkit provides good ideas. We need to be developing this to help schools open in the fall. Hard for the document to serve the front range as well as rural areas.



Planning and Communications - Group 3 Notes

It's important to have ability for parents to communicate directly (face to face) with teachers. Via Zoom or phone calls.

For Student - specifically for seniors, information about how graduation will look like, how students will connect with teachers/counselors. What will the college application process look like? Students need info about how they will succeed this school year.

Sample surveys could be helpful, but districts need to close the loop by reporting back to parents and including info on why or why not feedback was taken.

Need to support non-English speaking parents with how to help their kids log on to online classrooms (instructions in the systems are mainly in English).

Parents questions: will students go back in person or online and what support will teachers provide?

Student opinion on what they need and what the funding should go to.

What parents/families qualify for and having the resources for families to understand the qualifications. Available in Spanish, not just in Google Translate, that can cause more questions.

Might be helpful to have communications that explain what is under state control and what is under local control.



- This section contains information about:
 - Policy updates and
 - Funding sources and options
- This section is more informative than operational

Guiding Questions:

- Do you have suggestions or concerns about implementing any of the policies, as described?
- Do you have questions or need more information about the funding sources information?
- What additional information or local context do we need to understand?
- What other information would be helpful?

Policy and Funding - Group 1 Notes

Funding

- Pretty comprehensive
- Trying to figure out how to spend the funds on what we want to spend it
- The organization- required, guidance and considerations is really helpful for understanding requirements

Policy

- Need info on educator evaluations- challenge when there aren't state assessments, measures of student learning
- May need flexibility with length of day requirements. In terms of operations districts may not be able to get full hours in. Consider how this works with hybrid structure. Some districts considering doing core classes remote, electives in-person. Need flex with count day.
- Clarify between policy and procedures. Procedures are temporary, may not need to be policy.
- Need guidance on when you can mark a student as present.

Re-Start

- Large districts leading- kids back in schools- need to transition from 10 kids to 25 or more. Change into reality for schools- and then get health departments on board. Can't leave kids at home- parents need to work.
- Importance of working with county public health director to talk about feasibility of operating with public health orders. Look at airlines. Transportation flexibility for 1 student per seat, windows cracked and vents open. No cases of kids with COVID. High back seats on buses on newer buses, used as barriers.



Policy and Funding - Group 2 Notes



Funding

- Do we need more funding to be able to implement?
- More funding for students, staff gets funding too and resources if they need help
- Making sure kids get what they need to be successful for the fall. Think about incoming freshman, and those that are juniors and seniors thinking about going to college.
 - Computers for students

Policy

- District is struggling with instructional time. Looking at rolling start in- 2 days (1st week), 3 days (2nd week), 5 days (3rd week) to be able to make adjustments, teach new processes along the way. Also aiming to provide more PD for teachers. And need for teachers to get planning time during day (if kids are in room at lunch). Can we schedule kids for remote PE at home (it was very successful in spring)? Kids are back 5 days, but may not get to full hours. Can we apply for waiver if we can show kids are still getting what they need?
- Flexibility for PD for teachers- safety, trauma informed practices, wellness
- Everyone is comfortable with what's going on if we need to go remote, especially for parents. Communication between students, families and schools is really important.



Policy and Funding - Group 3 Notes



Policy

- Can we convert PD days to regular school days, or add contact time?
- Biggest concern with going in and out of remote learning, worried about having enough planning time.
- Can we take a day on the calendar for a planning day? Can we convert in-person to remote to allow teachers to have planning day.
- Different entities talking to each other- fire drill waivers, for example- have fire departments talking with schools and health departments; same with active shooter drills. Think about requiring mental preparedness instead of physical practice. Health, safety, wellness.
- Other examples- like propping doors - for less touch points, but can't if they are a fire door. Exposure to fresh air, but then open access to the building.
- Releasing violence prevention guide in August.
- ACEE requests of policies to review
- Do's and don'ts examples - school calendar- possible schedule options that would pass muster; same with instructional hours- show what we really mean by the policies.
- Parent versions for what the policy options are- what things schools and districts can't control.
- Concern about other parents sending their kids to school sick. Maybe do a contract with families and staff.
- Clear guidance on educator evaluations early.



Full Committee Discussion





Conditions for Learning

- Well being and connectedness- good info, helpful, not exhaustive
- Concerns about access to info without internet
- More info about how to support teachers and staff
- Connectedness when we are in remote (lot of info here), need more suggestions for when we are together in-person.
- Individualizing student needs- need multiple languages, ways to connect with tools when you don't have access.
- Concerns about the assessments- creates stress if we focus on what students can't do (instead have a growth mindset)
- Districts can identify student academic gaps quickly (desire to use own district assessments)





Conditions for Learning

- Return to in-person learning, build out connections section then. For example, if students aren't with their best friends in their smaller cohort.
- Arts as a way to connect students, be engaged and connected.
- There are lots of conversations around making sure you teach the "core subjects." We don't define "core" in Colorado. We have content area standards that go beyond the tested subject areas.
- Remote learning info was coming home in English (especially info in the learning platforms), which made it harder for non-English speaking families to engage



Planning and Communications

- Helpful for districts to have sample survey questions to send out- for students, staff and families, but people are also tapped out when it comes to surveys. So thinking about different modes for communication channels, like social media, email, and virtual family visits/connections.
- Highlight chain of command. The 3 categories- requirements, guidance and considerations are very helpful. But a flow chart of who makes decisions would be really helpful.
- Importance of communications going out in multiple languages. Lots of info about public health is very urgent, but lag time for translation.



Planning and Communications

- Students- high school seniors need extra support and guidance on what this last year looks like for them, applying for college, graduation, etc.
- Behavior/ social contracts- get young people to agree to report when they have signs of symptoms
 - Consequences of non-attendance, unintended consequences.



Policy and Funding

- Funding- pretty comprehensive with information at this point
- How to spend and where to spend \$, and do we need more \$ to be able to implement what we need to do next year?
- Policy discussions
 - Difference between policy and procedures
 - Transportation solutions
 - Instructional time- how do we fit in PD and planning time; need for more PD time next year
 - CDC guidance → local decisions
 - Looking forward to how October count will work
- Phased approach for the document- and consistency across communities



What worked well today?

- Small groups were really effective
- Guiding questions really helpful
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What can we do better next time?

- Ensure everyone gets to rotate through each group
- A little more time- less intro, more time in groups



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Thank You

See you back here in August!