

# ROADMAP TO REOPENING SCHOOLS

JUNE 2020



# ACKNOWLEDGEMENTS

The Contra Costa County Office of Education worked alongside members of 18 school districts and county student programs to develop this *Roadmap to Reopening Schools* document. Special thanks to everyone who played a part in the development of this resource.

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## A MESSAGE FROM THE CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS

The COVID-19 pandemic has forced schools to take unimaginable steps to ensure that students are able to continue to learn despite the inability to be physically present in classrooms. I would like to acknowledge all of the collective efforts put forth by district and site administrators, classroom educators, classified staff members, and the parents of our students during this challenging time. Furthermore, I am inspired by our students who have shown great flexibility and grit as they transitioned to a distance learning model.

The Contra Costa County Office of Education (CCCOE) understands the need for schools to have a clear, detailed, and well-organized plan in place before re-opening their doors to teachers, staff, and students. Our team, in collaboration with representatives from 18 school districts within our county boundaries and our COE student programs, has worked to design materials and resources that will help Local Educational Agencies (LEAs) design a plan on how to begin to reopen schools in as safe and academically equitable manner as possible.

Each LEA is unique. There is no “one-size-fits-all” solution. This document consists of four tools designed to bring together stakeholder groups to define a plan for reopening. In short, they are:

- A **Brainstorming Tool** to collaboratively understand the unique challenges that schools face
- A **Curated Research Collection** to help LEAs root decisions about their challenges in the recommendations from our public health agencies, the California Department of Education, and other leading research institutions
- A **Planning Template** to organize the action steps required to safely reopen schools
- A **Communication Slide Deck Template** to help LEAs share the priorities, action steps, and timelines with their communities and stakeholders.

We at the CCCOE remain committed to providing trainings, technical support, and space for collaboration between LEAs. While it is likely that we will face some challenges moving forward, I am certain that we will all work together to ensure that when students are able to return to schools, they will do so in a safe and equitable manner.

Lynn Mackey  
Contra Costa County Superintendent of Schools

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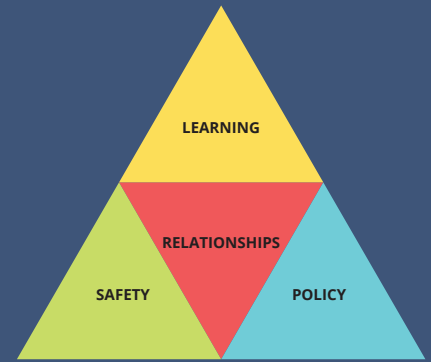
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# ROADMAP TO REOPENING SCHOOLS PROCESS MAP



## BRAINSTORM

Gather stakeholders to brainstorm possible action steps connected to your LEA in regards to Safety, Policy, Relationships & Learning Components.



 **Explore Online**

<https://bit.ly/roadmapbrainstorm>

## RESEARCH

Use current research to learn about best practices in the field, support decision making, and have information to support your communications efforts to your stakeholders.



 **Explore Online**

<https://bit.ly/roadmapresearch>

## ORGANIZE

Organize and prioritize action steps, allocate resources and personnel, and monitor the implementation of the plan.



 **Make a Copy**

<https://bit.ly/reopenorganizer>

## COMMUNICATE

Communicate the planning process of reopening schools to school board members and the school community.



 **Make a Copy**

<https://bit.ly/roadmapcommunicate>

# STEP 1: BRAINSTORM



 Explore Online

<https://bit.ly/roadmapcommunicate>

## GOAL:

Gather stakeholders to brainstorm possible action steps connected to your LEA in regards to *Safety, Policy, Relationships, & Learning Components*.

## INSTRUCTIONS:

1. Gather a diverse stakeholder team to work through the tool.
2. Choose a *Component* based on your unique LEA needs.
3. Review the guidance from health and safety organizations linked at the top of each *Component*.
4. Work on one *Focus Area* at a time (example: *Social Distancing Measures*):
  - a. Quietly/independently brainstorm the possible action steps, notes, and questions for each key consideration.
  - b. Share and calibrate your ideas. Take notes of the shared ideas on the *Brainstorming Tool*.
  - c. After each member has shared their ideas, continue with a group discussion about the *Focus Area*.
  - d. Continue this process for all *Components* to inform next steps and guide decision making through the research step.

## TIPS:

- For this brainstorming session, encourage participants to be creative and think outside of the box. There are no bad ideas at this stage of planning.
- To encourage equity of voice, in step 3b consider having a facilitator call on each individual until everyone has shared their brainstormed action items.
- To avoid burnout, explore one component area per stakeholder meeting.
- It is helpful to have two note takers for the sharing of ideas, one to annotate action steps, and one to document overall notes.

## CONSIDERATIONS:

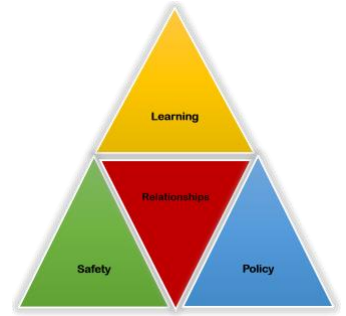
- While discussing each *Focus Area*, some items to think about are:
  - What questions come up?
  - What seems extremely important to figure out?
  - What can everyone agree on right away?

## Hybrid Model Priority Actions Summary

**Component: Safety**

**Problem of Practice:** Schools need to follow the health and safety guidelines to reopen schools safely.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



Link to Relevant Safety Resources

<b>Focus Area: Social Distancing Measures</b>		
<b>Key Considerations</b> <i>with linked resources</i>	<b>Possible Action Steps</b>	<b>Notes</b>
Bell schedule		
Classroom configuration		
Recess, lunch		
Arrival, dismissal		
Passing periods		

<b>Focus Area: Wellness Checks &amp; PPE</b>		
<b>Key Considerations</b> <i>with linked resources</i>	<b>Possible Action Steps</b>	<b>Notes</b>
Masks		
Temperature checks		
Daily questionnaire		

<b>Focus Area: Campus Sanitation</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Hand sanitizer		
Classrooms		
Playground		
Front Office		
Common Areas (MPR, Library...)		
Supplies		
Personnel		

<b>Focus Area: Meals</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
At School		
At Home		

<b>Focus Area: Before/Afterschool Care</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
When resume		
Coordinate w/provider		



## Hybrid Model Priority Actions Summary

**Component: Policy (External & Internal)**

**Problem of Practice:** Schools need to operate within federal, state, and local policies and guidelines.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



Link to Relevant Policy Resources

<b>Focus Area: Attendance</b>		
<i><b>Key Considerations</b></i> <i>with linked resources</i>	<i><b>Possible Action Steps</b></i>	<i><b>Notes</b></i>
CDE		

<b>Focus Area: Instruction</b>		
<i><b>Key Considerations</b></i> <i>with linked resources</i>	<i><b>Possible Action Steps</b></i>	<i><b>Notes</b></i>
Asynchronous/ Synchronous Minutes		
Grading & Reporting		
Homework		

<b>Focus Area: Working Agreements (Hours, Shifts)</b>		
<i><b>Key Considerations</b></i> <i>with linked resources</i>	<i><b>Possible Action Steps</b></i>	<i><b>Notes</b></i>
Teacher MOU		
Certificated MOU		
Management MOU		

<b>Focus Area: Funding</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>

## Hybrid Model Priority Actions Summary



**Component: Relationships**

**Problem of Practice:** Schools need to nurture relationships between educators, students, and families through ongoing communication and attention to the social-emotional well-being of all.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)

Link to Relevant Relationships Resources

<b>Focus Area: Communication</b>		
<i><b>Key Considerations</b></i> <i>with linked resources</i>	<i><b>Possible Action Steps</b></i>	<i><b>Notes</b></i>
Staff		
Students & Families		
Community		

<b>Focus Area: Mental Health</b>		
<i><b>Key Considerations</b></i> <i>with linked resources</i>	<i><b>Possible Action Steps</b></i>	<i><b>Notes</b></i>
Counseling Services		
Wellness Resources		

<b>Focus Area: SEL (Social-Emotional Learning)</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Staff Supports & PD		
Student Supports		
Family Supports & Education		

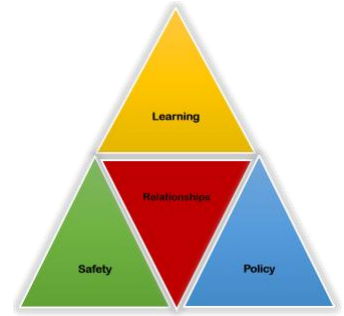
<b>Focus Area: Engagement</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Virtually absent students		
Differentiated/additional supports		

## Hybrid Model Priority Actions Summary

**Component: Learning**

**Problem of Practice:** Schools need to develop systems to support identifying, addressing, and monitoring the academic needs of each and every student, no matter the setting.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



Link to Relevant Relationships Resources

<b>Focus Area: Technology</b>		
<b>Key Considerations</b> <i>with linked resources</i>	<b>Possible Action Steps</b>	<b>Notes</b>
LMS		
Common digital platforms		
Device & wifi access		
Alternatives		

<b>Focus Area: Scheduling</b>		
<b>Key Considerations</b> <i>with linked resources</i>	<b>Possible Action Steps</b>	<b>Notes</b>
LMS		
Bell Schedule		
Daily/Weekly		
Calendar		

<b>Focus Area: Essential Standards</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Identification/Prioritization		
Communication		

<b>Focus Area: Assessment</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Need/Loss identification		
Formative Practices		
Feedback Practices		
Summative Practices		
ELPAC – Initial & Summative for Reclassification		

<b>Focus Area: Curriculum</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Core		
Integrated/Designated ELD		
Intervention		
Integration of print & digital		

<b>Focus Area: Pedagogy</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Blended learning		
UDL		
Consistent instructional routines		
Early Literacy (Securing Foundational Skills)		

<b>Focus Area: Extra-Curriculars</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Sports		
Band		
Theater		
Clubs		
School-wide Events		

<b>Focus Area: Learning Loss &amp; Acceleration</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Assessment		
Intervention		
Differentiation		
Summer School		



<b>Focus Area: Professional Learning</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Pedagogy (Blended Learning, UDL, etc)		
SEL		

<b>Focus Area: Meeting Student Group Needs</b>		
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Possible Action Steps</i></b>	<b><i>Notes</i></b>
Special Education		
English Learners		
Foster		
Socio-Economically Disadvantaged		

# STEP 2: RESEARCH



 Explore Online

<https://bit.ly/roadmapresearch>

## GOAL:

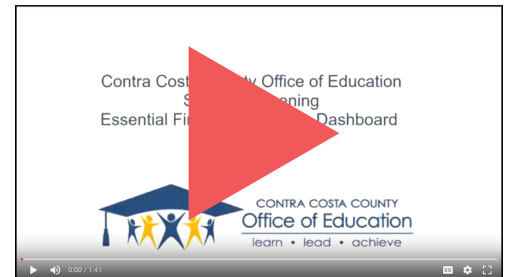
Use current research to learn about best practices in the field, support decision making, and provide information to communicate to your stakeholders.

## INSTRUCTIONS:

Use the dashboard tool to access best practice, strategies and suggestions curated from a variety of current research and practical guidance.

1. Click on the *Focus Area* links in the planning template.  
(<https://bit.ly/reopenorganizer>) to access the resource database.
2. Access information by clicking on the *Focus Areas* listed on the left-hand side.
3. Refine your search by using the *Key Considerations* dropdown menu.

Watch this video for step-by-step guidance:  
<https://bit.ly/EssentialFindingsResourceCCCOE>



## TIPS:

- Use tools to identify best practices as you generate strategies.
- Delegate work on *Focus Areas* and *Key Considerations*.
- Consider more than one source as you develop action steps.

## CONSIDERATIONS:

- Consider your source and possible bias.
- Avoid analysis paralysis.
- Consider the feasibility of the recommendation in your local context.

# STEP 3: ORGANIZE



## Make a Copy

<https://bit.ly/reopenorganizer>

(Note: This link will make a copy of the template for your use. A Google account is required.)

## GOAL:

Organize and prioritize action steps, allocate resources and personnel, and monitor the implementation of the plan.

## INSTRUCTIONS:

Suggested steps for each component (*Safety, Policy, Relationships & Learning*) include:

1. Identify priority *Focus Areas*.
2. Identify and prioritize the applicable considerations within each *Focus Area*. Determine if additional considerations need to be added and/or eliminated.
3. Reference *Brainstorming* document to select actions that align with needs.
4. Identify the person(s) responsible and the timeline for each action item.
5. Track implementation progress in the 'Status' column.
6. Capture additional thinking in the 'Notes' column.
7. Repeat the process for each *Focus Area*.

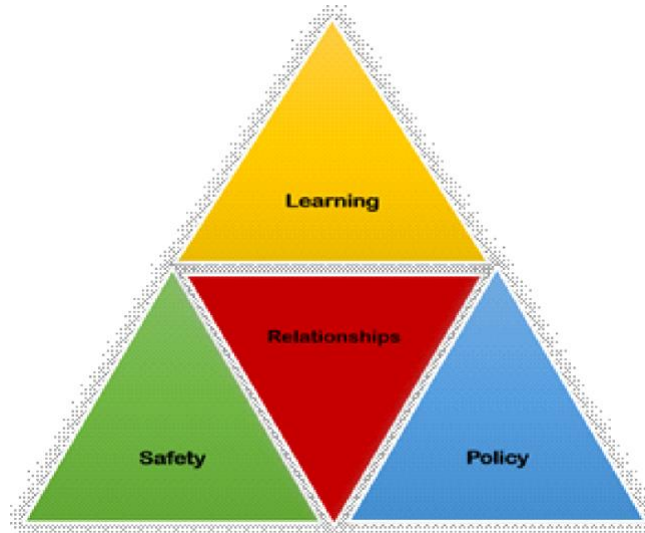
## TIPS:

- For each *Focus Area*, gather a small team of diverse participants with knowledge, responsibility or a vested interest in the topic (i.e. for the *Learning Focus Area*, include the Director of C&I, Director of SpEd, coordinators, teacher leaders, etc.).
- Team members should be aware of the resources available and have the ability to make assignments and allocate resources.

## CONSIDERATIONS:

- Cabinet-level oversight may be assigned for each component to support accountability.
- Consider regular reviews and revisions of planning documents to monitor actions, implementation timelines, and overall status.

# Roadmap to ReOpening Schools



## A Planning Template for ReOpening Schools

### Task Force Planning Team

### Task Force Outcome

**The goal of a collective effort is to collaboratively identify, prioritize, and address systems-level school reopening needs through a lens of equity.**

- This planning template reflects the priorities and focus areas identified as necessary to consider when drafting plans for moving forward.
- Different systems require different solutions. Therefore, this is not a prescriptive plan, but rather a collective effort to provide different options as LEAs map out their own reopening plan.
- The original Contra Costa County task force team drew upon the collective knowledge and efforts of other organizations and county offices, in particular, San Diego COE.

*Thank you for acknowledging our contribution when using this planning document.*

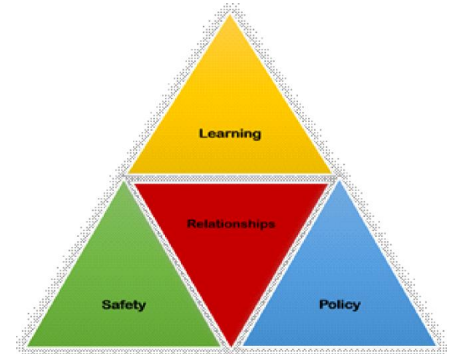


CONTRA COSTA COUNTY  
**Office of Education**  
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## Planning Document Overview

The **Hybrid/Blended Model** is described as schools are open with mandatory social distancing, wellness protocols, and gathering restrictions/requirements. This tool has been developed to support the planning and implementation of a district’s response to COVID-19, and is designed to:

- Enable each district to safeguard students, staff, and the community from the threat posed by COVID-19
- Address the problems of practices shown in the matrix below
- Be adaptable, flexible, and easily updated to meet the needs of individual districts at any given time



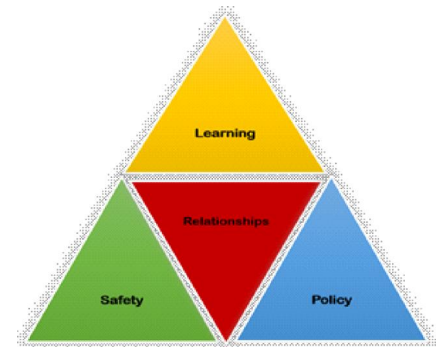
<b>Components</b>	<b><u>Safety</u></b>	<b><u>Policy</u></b>	<b><u>Relationships</u></b>	<b><u>Learning</u></b>
<b>Problem of Practice</b>	<i>Schools need to follow current health and safety guidelines to reopen schools safely.</i>	<i>Schools need to operate within federal, state, and local policies and guidelines.</i>	<i>Schools need to nurture relationships between educators, students, and families through ongoing communication and attention to the social-emotional well-being of all.</i>	<i>Schools need to develop systems to support identifying, addressing, and monitoring the academic needs of each and every student, no matter the setting.</i>
<b>Focus Areas</b>	<u>Social Distancing Measures</u> <u>Wellness Checks &amp; PPE</u> <u>Campus Sanitation</u> <u>Meals</u> <u>Before/Afterschool Care</u>	<u>Attendance</u> <u>Instruction</u> <u>Working Agreements</u> (Hours, Shifts) <u>Funding</u>	<u>Communication</u> <u>Mental Health</u> <u>SEL</u> <u>Engagement</u>	<u>Technology</u> <u>Scheduling</u> <u>Standards &amp; Curricular</u> <u>Materials</u> <u>Assessment</u> <u>Pedagogy</u> <u>Differentiated Student Support</u> <u>Professional Learning</u> <u>Extra-curriculars</u>

Roadmap to ReOpening  
**Planning Document**

**Component: Safety**

**Problem of Practice:** Schools need to follow the health and safety guidelines to reopen schools safely.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#);  
[CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



<b>Focus Area: <u>Social Distancing Measures</u></b>					
<i>Key Considerations</i> <i>with linked resources</i>	<i>Action Steps</i>	<i>Timeline</i>	<i>Persons Responsible</i>	<i>Status</i>	<i>Notes</i>
Bell schedule					
Classroom configuration					
Recess, lunch					
Arrival, dismissal					
Passing periods					
Restrooms					

**Focus Area: [Wellness Checks & PPE](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Masks					
Temperature checks					
Daily questionnaire					
Quarantine Room					
Medically Vulnerable Students & Staff					

**Focus Area: [Campus Sanitation](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Hand washing & sanitizing					
Classrooms					
Playground					
Front office					
Common areas (MPR, Library...)					
Supplies					
Personnel					

**Focus Area: [Meals](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
At School					
At Home					



**Focus Area: [Before/Afterschool Care](#)**

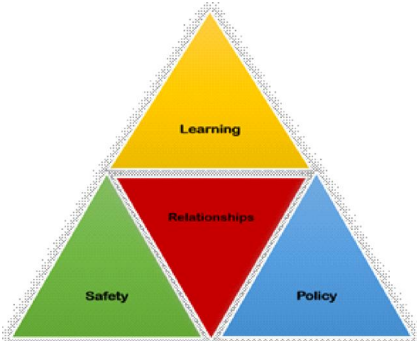
<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
When resume					
Coordinate w/provider					
Staff Childcare					
Sibling Care					
Off Day/Non In-School Day Care					

Planning Document

**Component: Policy (External & Internal)**

**Problem of Practice:** Schools need to operate within federal, state, and local policies and guidelines.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



Focus Area: <u>Attendance</u>					
<i>Key Considerations</i> <small>with linked resources</small>	<i>Action Steps</i>	<i>Timeline</i>	<i>Persons Responsible</i>	<i>Status</i>	<i>Notes</i>
CDE					

Focus Area: <u>Instruction</u>					
<i>Key Considerations</i> <small>with linked resources</small>	<i>Action Steps</i>	<i>Timeline</i>	<i>Persons Responsible</i>	<i>Status</i>	<i>Notes</i>
Asynchronous/ Synchronous Minutes					
Grading & Reporting					
Homework					

**Focus Area: [Working Agreements \(Hours, Shifts\)](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Teacher MOU					
Certificated MOU					
Management MOU					

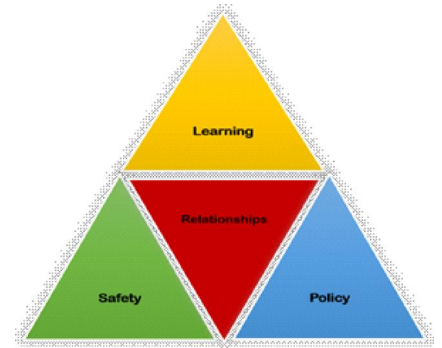
**Focus Area: [Funding](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>

**Planning Document**

**Component: Relationships**

**Problem of Practice:** Schools need to nurture relationships between educators, students, and families through ongoing communication and attention to the social-emotional well-being of all.



Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)

Focus Area: <a href="#">Communication</a>					
<i>Key Considerations</i> <small>with linked resources</small>	<i>Action Steps</i>	<i>Timeline</i>	<i>Persons Responsible</i>	<i>Status</i>	<i>Notes</i>
Staff					
Students & Families					
Community					
Response to COVID case on campus					

**Focus Area: [Mental Health](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Counseling Services					
Wellness Resources					

**Focus Area: [Social Emotional Learning](#)**

<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Staff Supports & PD					
Student Supports/Interventions					
Family Supports & Education					

**Focus Area: [Engagement](#)**

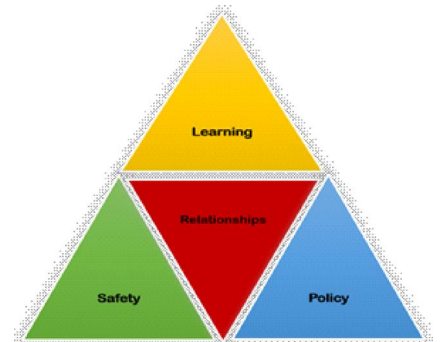
<b><i>Key Considerations</i></b> <i>with linked resources</i>	<b><i>Action Steps</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Status</i></b>	<b><i>Notes</i></b>
Virtually absent students					
Academic strategies and resources for families					
Reluctant Returners (Families and Staff)					
Survey family needs					

## Planning Document

### Component: *Learning*

**Problem of Practice:** Schools need to develop systems to support identifying, addressing, and monitoring the academic needs of each and every student, no matter the setting.

Guidance from State/CDE/CCC Health & Safety can be found @ [CCCOE School Reopening Guidance](#); [CDE Coronavirus Info/Resources](#) ; [CA Dept. Public Health COVID 19 Guidance](#)



Focus Area: <a href="#">Technology</a>					
<i>Key Considerations</i> <small>with linked resources</small>	<i>Action Steps</i>	<i>Timeline</i>	<i>Persons Responsible</i>	<i>Status</i>	<i>Notes</i>
LMS (Learning Management System)					
Common digital platforms					
Device & wifi access					
Alternatives (Packets)					

**Focus Area: [Scheduling](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Learning Management System					
Schedule/Course offerings					
Daily/Weekly					
Calendar (Academic Year)					
Reallocation of duties among existing staff					



**Focus Area: [Standards & Curricular Materials](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Identification/Prioritization of Essential Standards					
Communication of standards & academic expectations (Staff, Families)					
Core					
Integrated/Designated ELD					
Intervention					
Integration of print & digital					

**Focus Area: [Assessment](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Need/Loss identification					
Formative Practices					
Feedback Practices					
Summative Practices					
ELPAC – Initial & Summative for Reclassification					

**Focus Area: [Pedagogy](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Blended learning					
UDL					
Consistent instructional routines					
Early Literacy (Securing Foundational Skills)					
Trauma-Informed Practice					
Culturally Responsive Practices					

**Focus Area: [Differentiated Student Support](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Assessment					
Intervention					
Differentiation					
Summer School					
Special Education					
English Learners					
Foster/Homeless					
Socio-Economically Disadvantaged					

**Focus Area: [Professional Learning](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Pedagogy (Blended Learning, UDL, etc)					
SEL Lessons					
Staff Needs Surveys					

**Focus Area: [Extra-curriculars](#)**

<b>Key Considerations</b> <i>with linked resources</i>	<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Status</b>	<b>Notes</b>
Sports					
Band					
Theater					
Clubs					
School-wide Events					

# STEP 4: COMMUNICATE



## Make a Copy

<https://bit.ly/roadmapcommunicate>

*(Note: This link will make a copy of the template for your use. A Google account is required.)*

## GOAL:

Communicate the planning process of reopening schools to school board members and the school community.

## INSTRUCTIONS:

Use the Google Slides presentation as a template for your school or district's presentation to the board and/or other stakeholders.

1. Click on the link above to make a copy of your own slides.
2. Review the slides and edit, add to, or otherwise customize them to reflect your district's process.
3. Organize your slides so that you can present in a storytelling format.



## TIPS:

- Where possible, keep slides light on words and bullet points.
- Use simple (not busy) images or screenshots.
- When presenting, tell a story from beginning to end to engage your audience.

## CONSIDERATIONS:

Plan to address questions that your audience members are likely to ask. For example:

- Safety - Mask usage for teachers and students and social distancing of students.
- Logistics - Scheduling classes and device/technology access, athletics, and extracurriculars.
- Instruction - High quality, equitable instruction for all students, grading and feedback, protecting the arts, PE, and hands-on learning.
- Social Emotional Learning - Helping students feel connected and keep engaged.

# Reopening of Schools Communication Template



# Agenda

- Setting the Stage
- Plan Layout
- Timeline to Reopening
- Plan for Hybrid/Blended Model
- Plan for Full Distance Learning Model
- Next Steps





# Setting the Stage: Problems of Practice



# Identifying Problems of Practice

## **Safety**

*Follow current health and safety guidelines to reopen schools safely.*

## **Policy**

*Operate within federal, state, and local policies and guidelines.*

## **Relationships**

*Nurture relationships between educators, students, and families through ongoing communication and attention to the social-emotional well-being of all.*

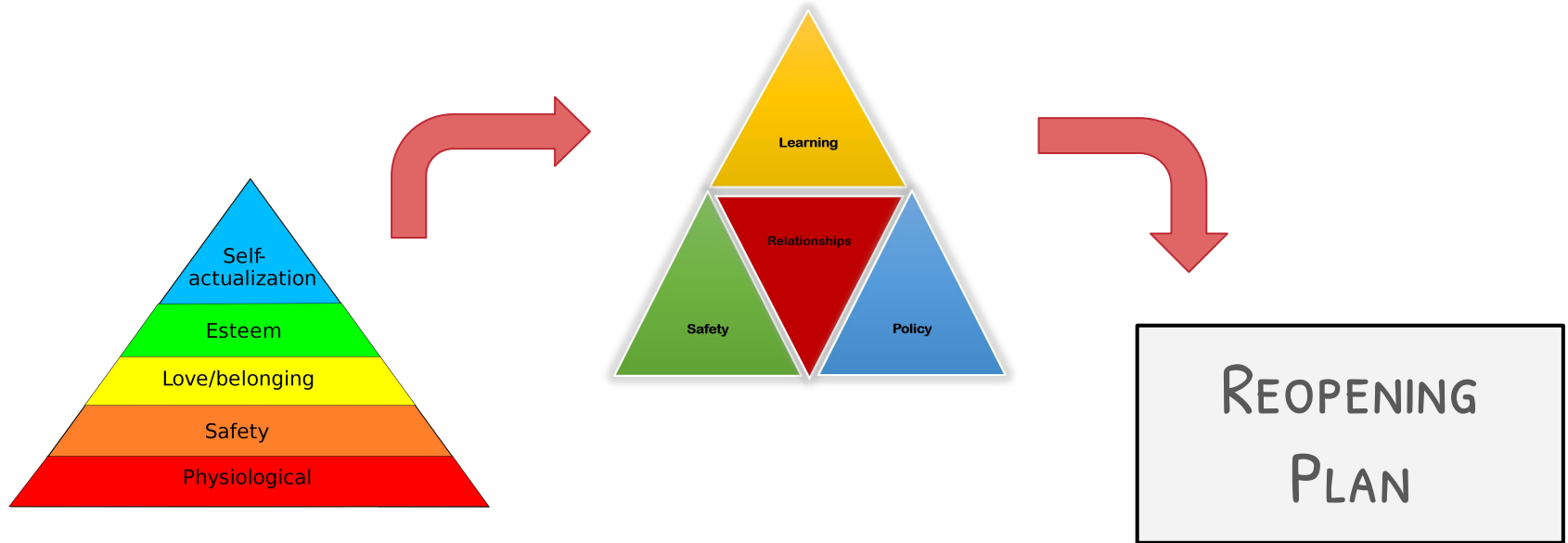
## **Learning**

*Develop systems to support identifying, addressing, and monitoring the academic needs of each and every student.*



# Setting the Stage: Pyramid of Priorities

# Pyramid of Priorities Modeled After Maslow's Hierarchy of Needs

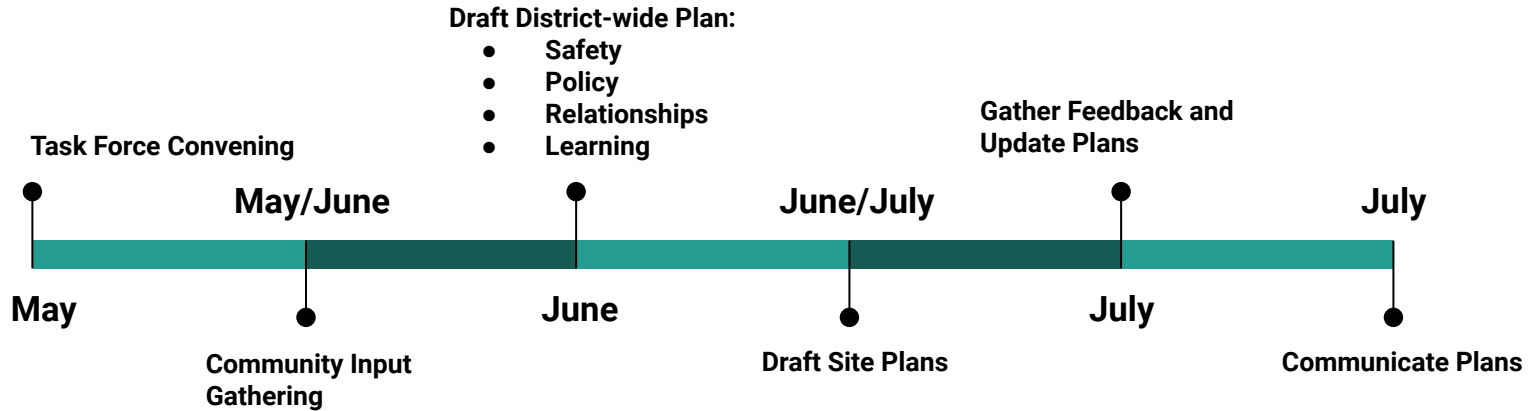




# Timeline to Reopening



# Draft Timeline to Reopening





# Plan Layout




# Plan Layout

*Roadmap to ReOpening*  
**Planning Document Overview**

This tool has been developed to support the planning and implementation of a district's response to COVID-19, and is designed to:

- Enable each district to safeguard students, staff, and the community from the threat posed by COVID-19.
- Address the problems of practices shown in the matrix below
- Be adaptable, flexible, and easily updated to meet the needs of individual districts at any given time



Components	<i>Safety</i>	<i>Policy</i>	<i>Relationships</i>	<i>Learning</i>
<i>Problem of Practice</i>	<i>Schools need to follow current health and safety guidelines to reopen schools safely.</i>	<i>Schools need to operate within federal, state, and local policies and guidelines.</i>	<i>Schools need to nurture relationships between educators, students, and families through ongoing communication and attention to the social-emotional well-being of all.</i>	<i>Schools need to develop systems to support identifying, addressing, and monitoring the academic needs of each and every student, no matter the setting.</i>
<i>Focus Areas</i>	Social Distancing Measures Wellness Checks & PPE Campus Sanitation Meals Before/After-school Care	Attendance Instruction Working Agreements <small>(Hours, Staff)</small> Funding	Communication Mental Health SEL Engagement	Technology Scheduling Standards & Curricular Materials Assessment Pedagogy Differentiated Student Support Professional Learning Extra-curriculars

Components  
(The Four Priorities)



Focus Areas





# Reopening Plan for Hybrid/Blended Model



**(Insert your plan for Hybrid/Blended Model on this page)**



# Reopening Plan for Full Distance Learning Model



**(Insert your plan on Full Distance Learning  
Model this page)**



# Next Steps



**(Insert your next steps on this page)**



# Credit

This slidedeck has been created for school districts' use by Contra Costa County of Education Collaborative Team.



