



restart model

DRAFT

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Foreword

I begin by offering thanks - to the students, staff, parents, and community members who helped us succeed in this period of remote learning and to end the 2019-20 school year well. While certainly not without our bumps, frustrations, and tears - overall I am proud of the way all of us responded to this crisis.

And now, as we catch our breath for a moment and look to summer, we must also consider what school will look like in the fall and how we can restore some form of in-person learning. This will be yet another daunting task we must undertake. We have to create a quality and meaningful learning experience for our students - while also making sure we maintain a safe learning environment and put forth a model that our professional staff can actually execute.

For academic, social-emotional, and economic reasons, we are compelled to stand up a working in-person learning model. But we also cannot ignore that the threat of this virus remains, and we must take all prudent steps to keep our schools from becoming vectors by which it spreads in our community. We must also anticipate that there will be outbreaks, creating cycles through which we move from in-person and remote learning for some time.

This document presents our most current thinking. It represents hundreds of hours of research, scenario modeling, and work from Jeffco's dedicated and talented staff. We also solicited and reviewed feedback from all of our employee groups. It is still a work in progress - and we believe that through candid and constructive feedback from our community, this plan can be improved even more. We welcome your input and best thinking and I ask that you help us make it better, and help us provide the very best, and safest, education we can for Jeffco's students.

I know that seeing this plan, especially for the first time, may be a jarring experience. It is alright to grieve the education system we must now leave behind and to be temporarily overwhelmed by the magnitude and complexity of what we are collectively facing. We recognize that some of the concepts might be polarizing, and there may be strong opinions about the path in front of us. But we must remain open to what's possible and consider all options to move forward. We are compelled, out of love for our community and our children, to shake off our hesitations, put forth our very best thinking, and (ultimately) courageously take action.

With great resolve,

Jason E. Glass Ed.D.
Superintendent & Chief Learner
Jeffco Public Schools

JEFFCO PUBLIC SCHOOLS

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INTRODUCTION

In March 2020, Jeffco Public Schools (Jeffco) closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued public health restrictions when school resumes in the fall. The purpose of the Jeffco Public Schools Restart Model outlined in this document, is to maximize in-person learning opportunities in the event that school cannot resume at full capacity due to COVID-19. Our intent is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders. We also understand that some students may prefer a remote learning environment, or that a COVID-19 surge may require us to revert to remote learning for temporary periods.

This Draft Model is based on available public health information at the time of its creation. The plan will be adjusted based on newly available data and guidance from public health officials. We greatly appreciate your feedback to support our collaborative efforts to ensure the education and health of the entire Jeffco community.

The Restart Model is based on the following public health assumptions (subject to change):

- Public Health:
 - All persons will be required to maintain 6 feet social distancing
 - Staff and student face coverings strongly recommended
 - Symptom screening expectations
 - Hand-washing and hygiene protocols
 - Group gathering limitations
 - Short-term school closures will be required by suspected and confirmed COVID-19 cases
 - Additional cleaning protocols will be required
- Educating Students:
 - **Remote learning** options will be available for all students
 - **Hybrid learning** (a mixture of in-person and remote learning) will be optional for all students

The Restart Model consists of twelve sections:

1. [Public Health](#)
2. [Academics](#)
3. [Student Services](#)
4. [Operations](#)
5. [Workforce Management](#)
6. [Technology](#)
7. [Communications](#)
8. [Special Education](#)
9. [School Management](#)
10. [Gifted and Talented](#)
11. [Student Engagement](#)
12. [Health Services](#)

1. Public Health

OVERVIEW

Jeffco Public Schools will continue to collaborate with Jefferson County Public Health (JCPH) to ensure a safe and healthy learning environment for our students and staff. Regardless of the in-person learning model, any person entering Jeffco Public Schools property will be required to follow all public health regulations. Below is an explanation of the health regulations we anticipate based upon current information:

KEY POINTS

1.1 Group Gatherings and Social Distancing Requirements

- Today there are state and local public health orders limiting the size of group gatherings and 6 feet social distancing expectations. We believe similar orders will exist when the fall semester begins.
- Consequently, Jeffco will limit the use of large group gathering areas
 - An area is considered any room or wherever instruction takes place including outside space. Includes large areas - gymnasiums, cafeterias, hallways.
- Social Distancing Requirements
 - Maintain 6 feet (about 2 arms' length) from other people.
 - Avoid mass gatherings in large groups such as assemblies, cafeterias, field trips, staff meetings.
 - Maintain social distancing on buses.
 - Maintain social distancing outside - includes recess. Playground equipment and sharing of playground equipment limitations will be considered.

1.2 Number of Students and Staff Requirements

- Group gathering limitations and social distancing forces Jeffco Public Schools to afford enough space per person in our buildings. To meet these needs, we may need to reduce building capacity.
- To lower building capacity and preserve space for students and staff, visitors will be limited.
- To the extent possible, Jeffco Public Schools intends to keep the same student cohorts together.

1.3 Building Traffic Guidelines and Symptom Screening

1.3a Upon building entry, a symptom screening process will take place.

- Students, staff, and visitors entering a Jeffco building will be temperature screened along with a series of symptom screening questions developed in partnership with JCPH.
- To the extent possible, the same staff will conduct symptom screening with the same group of students upon building entry each day. This will increase entry efficiency and enable staff to know their students when recognizing if certain students are presenting ill.
- There will be multiple entry points with staggered times for students to enter the building. School staff will be trained by our district Registered Nurses (RNs) and provided protocols in August on how to screen students.
- Staff may be screened for international or out of state travel. May require quarantine for 14 days depending on guidance from JCPH.
- High Schools may require closed campuses to limit multiple entry and exits into the schools.

1.3b Each Jeffco building will attempt to create a one-way traffic flow with separate entry and exit doors.

- Visual cues such as floor decals, colored tape, or signs to indicate to students and staff the flow and direction of one-way traffic. Additional cues may be to indicate 6 feet intervals when standing in a line.
- Furniture will be arranged to support social distancing practices.
- Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.

1.4 Personal Protective Equipment (PPE) and Hygiene Measures

- We anticipate face coverings (nose and mouth) will be strongly encouraged for students and staff
 - Guidance and recommendations on face coverings can be found on the [Face Covering Recommendation Do's and Don'ts](#).
- Gloves are required for Food and Nutrition Services (FNS) workers at all times and other staff whenever cleaning or sanitizing an item or surface.
- Personal Protective Equipment (PPE) including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided to schools on a continual basis throughout the school year, beginning in August.
- Additional PPE and accommodations (e.g. plexiglass, sneeze guards) will be provided for staff and students who are in a higher health risk category.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.
- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting [hand washing](#).
- All staff and students will be required to stay home when experiencing COVID-19 symptoms.

1.5 Suspected/Confirmed COVID-19 Cases - School Decision Tree

- Symptomatic staff and students in the building will need to go to an established isolated room (not the health room, as this must be kept available) until they can safely leave the building.
- Coordination with Jefferson County Public Health (JCPH) regarding suspected and confirmed cases.
 - JCPH will assist Jeffco Public Schools leadership team to determine a course of action for their individual schools on a case-by-case basis.
 - JCPH has indicated this may include the dismissal of students and most staff for a short-term period.

1.6 Transmission Mitigation and Cleaning Procedures

- Consider increasing the circulation of outdoor air as much as possible by opening windows and/or doors as long as it does not pose a safety or health risk to other students.
- To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.
- [Custodial Services cleaning practices](#) will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most likely to be transmitted.
- The Custodial Services Department will consult with the district Health Services department, Jeffco Public Health (JCPH), and the Colorado Department of Public Health and Environment (CDPHE) to ensure appropriate and timely measures are taken to preserve the health and safety of our students, staff, and community.

REFERENCES & RESOURCES:

[CDC Guidance for Schools](#)

[JCPH Updates and Resources](#)

[CDPHE Updates and Resources](#)

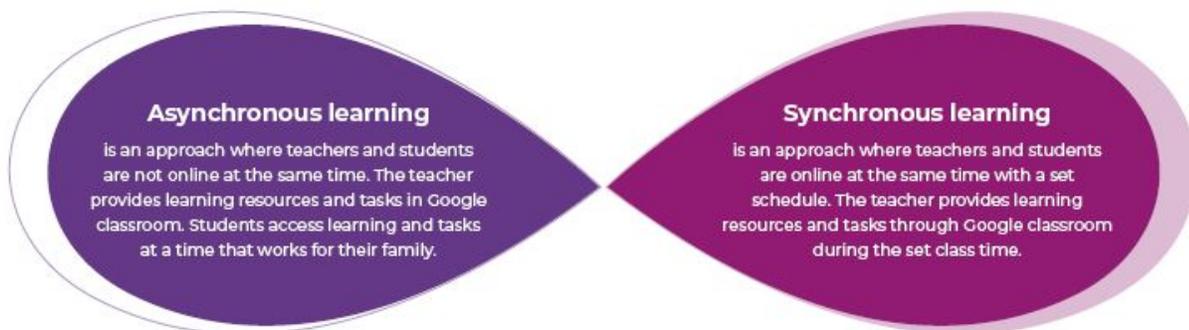
2. Academics

OVERVIEW

Jeffco Public Schools has embraced an educational model focused on deeper learning ([Jeffco Deeper Learning Model.](#)) We believe this model best facilitates students' mastery of [Colorado Academic Standards](#) and [Jeffco Generation Skills](#). No matter what limitations may be imposed on our instruction by public health guidelines, this model will remain in place for teaching and learning during the 2020-21 school year. School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary.

By offering in-person and remote learning for our students, Jeffco Public Schools continues to focus on strong relationships and instruction for our students—our primary roles in the community. Hybrid learning, a combination of in-person and remote learning, will not re-create the traditional classroom experience and will likely look quite different. Therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students.

Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks in Google Classroom, Schoology, and/or Seesaw. Students access learning at a time that works for them and their family. Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google Classroom, Schoology, and/or Seesaw during a specific time.



During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom, Schoology, and/or Seesaw. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction(literacy, math, language development), hands on application of learning (Career Technical Education experiences), and teacher-led assessments.

Key Point 1 - The district and schools will partner with our students and families to support students' hybrid (in-person and remote) learning when returning to school in the fall.

- Jeffco Public Schools will provide a roadmap for the district curriculum with monthly learning topics so students and families can better understand academic expectations and ways to support student success.
- Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make hybrid learning successful for students at home.

- Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom, Schoology, and Seesaw.
- We will provide models of consistent learning experiences across classrooms and schools, such as the time spent in teacher instruction and independent student work time.

Key Point 2 - We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in hybrid learning environments and sustain those relationships and learning throughout the school year.
- Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- Gain a deeper understanding of the grade level curriculum and resources with a focus on prioritized 2020 [Colorado Academic Standards](#) to ensure critical learning happens.
- Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.
- Meet individual student needs through differentiated learning focused on prioritized 2020 Colorado Academic Standards and [Jeffco Generations Skills](#).
- Adapt an instructional approach to balanced assessment practices that facilitate hybrid learning and provide data to inform next steps in learning.
- Support delivery of academic content, assessment, and student reflection as part of the [Jeffco Deeper Learning Model](#) through the appropriate and flexible use of a variety of instructional [digital tools](#), such as online apps, to support student learning.
- Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.
- Prioritize foundational literacy and math skills, Colorado READ Act compliance to catch-up struggling readers, and the best developmental instructional practices in a hybrid learning environment for elementary grades pre-kindergarten through 5th grade.
- Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Colorado graduation requirements.
- More detailed information specific to elementary, middle, and high school hybrid planning forthcoming.

Key Point 3 - We will support our educators to meet student needs in a hybrid (in-person and remote) learning environment. Professional learning opportunities will provide time and resources for educators to build relationships, plan, and teach in a hybrid environment. In this setting, educators will be offered:

- Ongoing professional learning on tools to meet the needs of students in a hybrid environment.
- Support for remote team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.
- Specific examples of high quality instruction to engage students in hybrid learning.
- Additional support for our newest educators to ensure they meet the needs of students.
- Individualized support for educators.

REFERENCES & RESOURCES:

Jeffco's [Remote Learning Plan](#)
[Jeffco Deeper Learning Model](#) (JDLM)
[Jeffco Generation Skills](#)
[Colorado Academic Standards](#)

3. Student Services

OVERVIEW

The Student Services Department designed a [mental health website](#) and has provided ongoing resources to families and community members through that website. In either a hybrid or remote environment, Student Services will continue to provide schools with the protocols and training necessary to support the mental health needs of students.

KEY POINTS

3.1 Crisis Response and Suicide Prevention

- For students who express concerning language or behaviors while in their school building, a mental health professional will administer an in-person suicide risk assessment and follow protocols established for in-person interactions.
- For students who express concerning language or behaviors while remote, staff will follow remote suicide risk assessment protocols (provided to all school administrators and mental health professionals).
- All crisis event responses will be made in collaboration with the Department of School Safety and building level administration using building or remote protocols as needed.
- An emphasis will be placed on training all staff on recognizing signs of depression and anxiety.
- Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.
- Student Services will resume Question, Persuade, Refer trainings for staff and community members, all in a remote setting.

3.2 504 Support and Compliance

- We understand that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify and accommodate those students that would benefit from a 504 plan in the hybrid and remote environment.
- All 504 support and meeting protocols have been developed for both onsite and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.

3.3 Social Emotional Learning

Student Services has developed a comprehensive plan for supporting in-person and remote learning that includes: providing training to staff (trauma informed classroom management - in-person and remote, Positive Behavior Intervention and Supports (PBIS) in the classroom and at home, etc.), and supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture.

- Social Emotional Learning Specialists (SELS) will support both in-person and remote learners by meeting their social-emotional needs and delivering a social-emotional learning curriculum.

3.4 Counseling Services

- Counselors will work with their teams and administrator to determine when their services will be provided in-person or remotely. Caseloads will be considered (by alphabet, by grade, etc.) when making these decisions.

3.5 Culture and Climate

- Student Services will work with all schools to support staff best practice around trauma informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available in order to support students who may need more support. Student Services will provide ongoing consultation to staff.
- Recognizing the need to assess the status of students' social-emotional health as they return to school, Student Services is working on protocols to administer a strengths-based screener at all schools that can be used to inform levels of support for students.

REFERENCES & RESOURCES:

[Mental Health Resources](#)
[COVID-19 and 504 Plans](#)

4. Operations

OVERVIEW

Jeffco Public Schools operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders. Transportation, food service, and operational functions will support students and staff. Operations and support groups include the following:

1. Athletics / Activities
2. Business Support Services
3. Facilities
4. Food and Nutrition
5. School and district site safety
6. Student transportation

KEY POINTS

The implementation of a service model may be adjusted or modified dependent upon the needs of students for access to district facilities and services. The guidelines followed are designed to maintain safe environments and health practices for Jeffco Public Schools staff, students, and community members.

4.1 Athletics/Activities:

Jeffco Public Schools will continue to promote and support student participation in athletic and activity programs to the extent permitted in the fall. Jeffco Public Schools has maintained excellence in the extracurricular programs afforded to the students and will facilitate whatever is necessary to continue.

- Adherence to the Colorado High School Athletic Association (CHSAA) parameters for sports and activities programs. (CHSAA has not yet provided guidance for the fall 2020).

4.3 Facilities Management:

The Facilities Department will provide necessary student accommodations, both internal and external, to support educational learning. To the extent necessary, district sites will be available to create an atmosphere that is “warm, safe and dry” for student experiences. The Facilities Group will maintain all its working divisions:

- Construction Management
- Interior and Exterior sites
- Custodial
- Environmental
- Energy Management
- Stadium Venues

Whether remote or hybrid learning environment, these facility divisions will provide the following:

- The 2019-2025 Capital Improvement Plan will continue as scheduled.
- Ongoing site repair, remodel, renovation, and reconstruction projects will continue.
- Facility cleaning and disinfecting following use will be completed and monitored.
- Staff allocations will be right-sized to meet the needs of the educational model.
- Work schedules modified depending on building and site use.
- Evaluate ventilation systems to maximize circulation of outdoor air.

4.4 Food And Nutrition Services:

Jeffco Public Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in spring of 2020.

- Remote and on-site attendance dictates the serving model(s) used
- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with [CDC cleaning/disinfecting School Guidance](#)

4.5 School Safety:

The Department of School Safety will continue to provide ongoing daily coverage of all sites to ensure safe environments for students, staff, and our community. The service includes:

- 24/7 dispatch and patrol teams
- Emergency management
- Threat assessment and judicial teams
- Campus security
- Partnering with all local law enforcement agencies

4.6 Transportation:

The Transportation department supports students by providing safe and timely transport services for eligible riders attending on-site programs whether the education model is traditional or hybrid. The district continues to serve special education and out of district student needs.

- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - Symptom screening protocol enforced for all bus riders
 - Cleaning and disinfecting protocols following student pick up and drop offs
- Scheduling dependent on ridership and capacities
 - Tier 1 - single start and release time
 - Tier 2 - two start and release times

5. Workforce Management

OVERVIEW

The Jeffco Public Schools workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs: 1.) delivering all services related to education and operations 2.) supporting our staff with their personal needs related to their work and safety and personal health. Each model of educational delivery - traditional, hybrid (in-person and remote combination) will pose challenges, and the workforce management plan and implementation will follow the structures below.

KEY POINTS

5.1 Educator Work Schedules

Jeffco Public Schools will provide flexibility for educators in balance with a.) their personal needs, and b.) the needs of delivering education to each of our students. This may look like a full-time schedule in the in-person/hybrid environment (in-person+remote/student rotational learning) or a full-time schedule in the remote-only environment. With school-level planning of schedules at the center, Human Resources will support the needs of the school and educator by creating categories of schedule styles including: hybrid (in-person/remote), full-remote, and others as needed. In addition, the District will be prepared, if necessary, to transition from a hybrid to a full-remote environment depending on public health conditions. Through all, the negotiated agreement and all laws will be followed to make certain educators understand the expectations of the new and fluid work environment.

Educator schedules will be built primarily within the standard school day, but modified in collaboration with school administrators to meet the needs of students/families and the educator's needs.

Temporary transfer (across schools) and reassignment (across content or tasks) rules and processes will be designed and communicated as early as possible for full understanding by school administration and educators. In addition, the district will monitor any adjustments or waivers to content qualification requirements and apply any flexibility as appropriate to student learning environments.

In the event of a change in the school or district schedule, the necessary shift in schedules and locations will be made quickly and thoughtfully to cause the least disruption to the education of our students.

5.2 Educator Staffing and Leaves

The District will provide staffing-level considerations to meet the needs of students, specifically, we will develop protocols to temporarily place non-classroom licensed educators (educators and employees that hold a teaching license but are not currently in a classroom) into independent classroom teaching or classroom support positions. Properly qualified and able licensed/certificated staff can be used to deliver content in order to keep teacher-to-student ratios safe and as optimal as possible in the hybrid and remote learning environments.

The District is investigating, and encouraging, educator job shares when a pairing assists the personal and professional needs of the educators during the public health crisis and altered teaching environment.

The District is also considering leave of absence options for educators, specifically a full-year unpaid sabbatical for any educator that requests to be away from the workplace/school during the 2020-21 school year.

As staffing plans develop in step with student attendance choices and educator personal needs (such as health conditions, isolation requirements), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of allowing educator work location preference (onsite versus offsite) to be honored in as many circumstances as possible.

All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support educators with questions regarding absences and leaves.

5.3 Operations and Administration Staffing Flexibility and Leaves

Administrators will maintain flexibility in their own work to support staff, as needed, with the goal of building networks of support for staff and students. The District will consider use of non-school administrators to support schools and learning in different ways, as needed, based on critical timing of essential tasks.

Maintaining full employment for staff is an important value to the District. The District will make efforts to create functional “combination jobs” - that allow our full-time employees to continue full-time work during the modified learning and work periods. This means performing functions outside of a primary job - such as a bus driver assisting with on-campus activities such as meal delivery or minor maintenance, or, a paraprofessional assisting with food service or other necessary tasks. Staff will be asked to work only in tasks for which they are able and generally qualified to complete and will be compensated for any work in higher classifications.

Administrator and operations/support positions will be reviewed with Human Resources and department leaders to identify remote work possibilities, and the requirements inside any remote work arrangements. Balance and fairness are paramount in determining onsite versus offsite work arrangements, as is the health and safety of staff as a whole.

All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support staff with questions regarding absences and leaves.

5.4 Staff Safety, Choices, and Leave of Absence

As noted in Educator Staffing and Leaves:

“As staffing plans develop in step with student attendance choice and educator personal needs (such as health conditions, isolation preferences), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of allowing educator work location preference (onsite versus offsite) be honored in as many circumstances as possible.”

This same flexibility will be considered within all groups of employees, and the District will make every reasonable effort to meet the requests and needs of staff through schedule flexibility, work location flexibility, or leave of absence.

5.5 Guest Teachers

The district anticipates a need for guest teachers - long-term assignments (non-contract, 20+ days per assignment), and daily assignments. These will likely occur both in the hybrid and remote models.

Therefore, the District will prepare a guest teacher training curriculum for remote model support, and target offerings in late July and early August, via webinar and other remote experiences. These trainings will include new responsibilities and approaches, technology, onsite safety, and other appropriate topics.

5.6 Staff Safety, Reporting, and Problem Solving

The District is dedicated to protecting the safety of our staff, and will respond to any requests or concerns made by staff regarding work conditions and safety.

Every layer of the management/leadership team shares this dedication. Requests to address issues of work conditions and safety should be made to direct supervisors. However, reports may be made anonymously to Human Resources with no concern for repercussions. In this reporting, partnered problem solving will be the first offered solution, followed by human resources intervention, then, if needed, investigation of work conditions or safety concerns.

5.7 Evaluations, Work Agreements to Complete Work, Check-Ins

All district staff are professionals, and actively accept the accountability to their assigned work and to the education of students and support of student learning.

The District will await information from the Colorado Department of Education regarding any adjustments to educator/teacher evaluation requirements during the 2020-21 school year. While no adjustments or waivers are currently anticipated, we will expect informal and formal observations completed in the school year (either in-person or remote) with a culminating summative professional practices rubric evaluation in the spring of 2021. In addition, teacher-specific student learning outcomes (student measures or individual educator goals) will be created and completed in 2020-21. This will be monitored for flexibility, should waivers be allowed by the Colorado Department of Education.

Human Resources and other administrators will create best practice documents in professional practice measurement and development of school and individual goals, which can be modified as needed, and completed timely in the spring.

Evaluations for administrators and support staff will be completed by the end of the school/work year, in the spring of 2021.

Work agreement frameworks will be developed, to ensure staff are available while working in remote environments and completing required work, though these agreements will be applied only in situations that warrant additional direct supervision or accountability.

REFERENCES & RESOURCES:

[Colorado Dept of Education COVID-19 Information](#)

[Jeffco Public Schools - JCEA Negotiated Agreement](#)

[Jeffco Public Schools - JCEA Negotiated Agreement MOU - Online Learning 2019-20](#) (Reference Only)

[Jeffco Public Schools - JCEA Negotiated Agreement MOU - Educator Evaluation 2019-20](#) (Reference Only)

[Jeffco Public Schools - JESPA Negotiated Agreement](#)

6. Technology

OVERVIEW

During the Fall of 2020, the IT Department will prioritize:

- Ensuring that all students and staff have access to a working device (Chromebook, iPad, laptop, desktop computer, or other);
- Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure all students and staff have reliable internet access to complete their work remotely;
- Supporting Jeffco students and their families, and our staff as they utilize our core digital learning tools and existing system applications (see the additional resources section for these);
- Modifying existing tools and applications to meet the needs of remote and hybrid environments;
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users;
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.

KEY POINTS

WORK	REMOTE ENVIRONMENT	HYBRID ENVIRONMENT
6.1 Business Engagement: Project requirements and scoping	Project requirements focus on a primarily remote environment with plans to transition back to a hybrid or in-person environment at a later date.	Multiple requirements and dependencies to coordinate in-person and remote environments.
6.2 Business Tech Support: Implementing changes related to student fees	Fees can be pre-determined based on expected level of need and engagement of the activity in a remote climate.	Fees may require adjustment or proration in a hybrid environment.
6.3 ECTS/TSC: Support for technical issues on student devices	Working with students and their parents/guardians through the support line to trouble-shoot.	Utilize additional layers of support in school staff, Ex. Digital Teacher Librarians (DTLs).
6.4 Data Management: Data scorecard resolutions	Data sources enable district staff to monitor data related to attendance, rostering, enrollment, and student health.	Data usage may accelerate in a hybrid environment to support complex attendance and grading situations.

6.5 Infrastructure: Work for planned upgrades and replacements	Access to buildings is easier to facilitate and retain social distancing requirements.	Access to buildings will be more complicated to facilitate. May need to schedule activities for non-contact days, evenings, etc.
6.6 Integration, Data & Enterprise Application Services: Password resets	Additional steps needed to reset passwords such as staff and students taking their device to a Jeffco facility parking lot to connect their computer to the Jeffco WiFi network.	Password resets can be done while staff and students are in the buildings during their assigned times.
6.7 Process & Application Management: Scheduling process in Campus	May utilize schedules developed for in-person learning.	Must develop new calendars and schedules for each school.

ADDITIONAL INFORMATION FOR REFERENCE

Core Jeffco Tools And Applications:

Bridge to Curriculum	Certify	Clever	Discovery Ed
Edgenuity	Enrich	EnrollJeffco	EquatIO
Follett	Google Read + Write	Google Suite of Tools	Hitachi Password Reset
Infinite Campus	Jeffco Connect	Jeffco SOARS	O365
PeopleSoft	PrimeroEdge	Securly	Seesaw
School Messenger	Schoology	Soundtrap	Transfinder
We Video			

7. Communications

OVERVIEW

[Communication Services](#) aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in a traditional school model, implementing remote learning or a hybrid plan, the district's Communication Services team will continue to keep Jeffco's 14,000 employees, its families and students, and the extended Jeffco community informed about the work of the district. Regardless of learning model, we relay critical and necessary information for all audiences, support crisis situations, fortify the district's brand, lead community relations and family engagement, respond to the media, and direct many other "business as usual" communications strategies.

Considering the changing dynamics of the 2020-21 school year and the district's intention to potentially deliver alternative learning modes simultaneously, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive.

Jeffco Public Schools anticipates the need to deploy unique communications tactics to cater to multiple audiences and fluctuating conditions simultaneously. Where schools open with significant modifications to schedules, classes, or logistics, smooth transitions will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- In the hybrid state, delivery of relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.
- Remote vs. Hybrid crisis communications - occupied buildings require standard crisis response protocol and additional supports related to COVID-19 health and safety management.
- Implementation of a school status (open-closed) alert mechanism or dashboard.
- Online and other supports and resources driven by school status or learning mode.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increased real-time communications at school level for enrolled students and families.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of Jeffco's entire community, Communication Services utilizes a variety of **real-time multilingual delivery mechanisms** for critical information. District translation resources include internal staff and online tools to ensure that all non-English speaking families receive (or have access through online translation mechanisms) information in their chosen language(s) at the same time as every other family in the district.

KEY POINTS

7.0 External Communications:

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video. Highlights of key communications tools to support the Restart Model:

- **External Website** - A new public-facing website [Restart Jeffco](#) will be developed to convey remote and hybrid learning plans, implementation, and supports for families and students. Content will include high-value topics: school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- **“Community Update”** - A regularly scheduled E-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- **Media Response** - Reactive and proactive activity with local, national, international media to provide timely and accurate responses to media inquiries. Produce and promote Jeffco stories about schools, student achievement, and district activities. Our objective is to position the district as a leader in education and expert resource.
- **Videography** - Produce high quality visual storytelling for all audiences. [JPS-TV \(YouTube\)](#), Instagram TV, and potentially new broadcast outlets will serve as content distribution platforms.
- **Social Media** - Maximize the use of our three district social media channels to provide content that encourages interaction and participation with external audiences. A key tool to engage students and staff to share learning experiences with a wider audience.
- **Voice & Text** - The district and all schools provide important updates and crisis alerts in multiple languages utilizing the SchoolMessenger broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.

7.1 Crisis Communications - [Community and School Supports](#)

The success and safety of Jeffco Public Schools students and staff, whether in an in-person, hybrid, or remote learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building level emergency messaging under the direction of Health Services, Jeffco’s Department of School Safety, and Communication Services.

Returning to in-person learning during the ongoing pandemic creates the potential for fluctuations in school status (open-closed) in response to virus outbreaks. This reality, together with rapidly changing health advisories drive the need to develop a system-wide school status (open-closed) alert mechanism. Conceptually, this could be a dashboard (similar to airport arrival/departure systems or ski trail updates) to provide real-time updates. The system must be easily managed by sources close to each school and displayed in a manner for families to easily understand the plan should fluctuations in scheduling or virus outbreaks occur.

7.3 Community Outreach & Engagement

The district must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support Jeffco’s mission and strategic needs. Communication Services provides leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other district departments. Examples include securing funding or other resources to resolve critical needs and food insecurities, mental health support, and affordable internet access for families and students.

7.4 Family Engagement

Family engagement initiatives create opportunities, programs, and resources for families to partner with their student's school, connect to educational progress, and engage in aspects of learning with their student. Engaged families have a direct impact on learning outcomes, and are especially critical for the success of remote learning.

In all three learning modalities (traditional, remote, hybrid) Communication Services develops specific tools and facilitates the distribution of learning support materials and "critical needs" resources to families through the district website and other communication media. We will also provide both in-person and remote family engagement training for staff, students, and families.

In response to COVID-19 and to support this Restart Model, two specific online products have been developed to bolster family engagement:

- [Jeffco Makes](#) - An interactive web platform providing families with fun, creative learning-based activities to do at home together. Complementary to remote or hybrid modes, weekly activities connect to learning objectives, themes like mental health, wellness, or calendar events, and developing Generations Skills.
- [Jeffco Summer Resources](#) - A new online platform where families can find enrichment activities, learning supports to prevent summer slide, health and wellness information, and fun family activities consistent with current public health restrictions. The intention of this platform is to encourage families to engage in learning throughout this summer when traditional summer school and educational camp programs will not be available.

7.5 Internal Communications

Communication Services provides crisis and regular updates to #TeamJeffco (employees) via multiple channels including internal website, email, newsletters, dedicated social media channels, video, face-to-face, or virtual meetings.

- **Employee Newsletters** - #TeamJeffco Brief (an urgent issues newsletter launched during COVID-19 which may continue during restart), Monday Minute, and Leadership Memo, distributed weekly.
- **MyJeffco (Employee Website)** - Internal employee website built and managed by Communication Services for all internal departments and operations.
- **To be developed: #TeamRestart Website** to provide district plans, educator and school guidance, and access to central office-delivered support and services driven by the needs of remote or hybrid learning.

7.6 School and Central Department Marketing & Communications Support

In tandem with activities driven by remote and hybrid learning, business-as-usual initiatives will continue to support the strategic communications needs of Jeffco Public Schools. We anticipate constant fluidity and priority shifts for what's necessary today, while simultaneously executing for the future state of schools.

REFERENCES & RESOURCES:

[Jeffco Public Schools Remote Learning & Work Plan](#)

Social Media Channels: [Twitter](#) - [Instagram](#) - [Facebook](#) - [TeamJeffco Twitter](#) - [TeamJeffco Instagram](#)

8. Special Education

OVERVIEW

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. When this happens, we will be working diligently to set detailed plans for the delivery of special education services.

KEY POINTS

8.1 Community Involvement and Support

Jeffco Public Schools believe student success is enhanced when schools, families, and the community work together to support learning. For this reason, the Special Education Leadership team will be offering a variety of ways to seek community input and collaboration such as community forum events, advisory committees, and a new Special Education helpline to assist students and families with questions about hybrid and remote learning.

8.2 Educator Support and Paraeducator/Paraprofessional Support

In light of the COVID-19 pandemic, educators and paraeducators/paraprofessionals have been tasked to redefine how learning happens, and they have risen to the challenge with grace and innovation. To continue this momentum, the Special Education Department will carry on with creating avenues for learning and sharing new approaches. This will include professional learning sessions, online resources, working with current vendors for supplemental curriculum resources, and virtual collaboration platforms that support educators and paraeducators/paraprofessionals in setting the stage for this future learning.

8.3 Child Find and Evaluation

Jeffco Public Schools will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Jeffco will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. Jeffco Public Schools will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

8.4 Individualized Education Program (IEP) Meetings

Jeffco Public Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

8.5 Delivery of Special Education and Related Services

General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. In

a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the Remote IEP Services Plan. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis. For more information, see [Special Education Restart Plan Services](#).

8.6 Progress Monitoring and Reporting

Special Education teams will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

8.7 Accommodations and Modifications

Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

8.8 Confidentiality and Student Privacy

Special Education and Related Service Providers use digital platforms approved by the district for secure access; please visit the [Technical Reminders and Resources page](#). Families may provide consent to participate in teletherapy sessions with providers when remote services are required. Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

8.9 Key Differences between Hybrid and Remote Environments

A hybrid environment will include all remote learning instruction as well as allowing for instruction in an in-person environment. Personal protection equipment (PPE) will be used to reduce risk to staff and students. Instruction is delivered and reinforced in a remote environment, if families choose. Goals and services will be prioritized depending on the setting environment. In-person learning is a family choice, not a requirement.

REFERENCES & RESOURCES:

[Jeffco Special Education Website](#)

[CDE: IEP Forms & Procedural Safeguards](#)

[CDE: COVID-19 and Special Education](#)

[CDE: COVID-19 and Preschool Special Education and Child Find Resources](#)

[CDE: Providing Secondary Transition Services During COVID-19](#)

[CDE: Facility Schools COVID-19 Updates](#)

9. School Management

OVERVIEW

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. If a traditional return to school is not possible by August due to social distancing limitations, the most recent public health guidelines will determine whether schools begin the school year in a remote or hybrid learning environment. The information below has been organized around three possible scenarios for school restart: traditional learning environment, remote learning environment, and hybrid learning environment.

KEY POINTS

Expectations for teaching and learning look different in remote and hybrid learning environments. Teachers adapt expectations to meet student needs and may provide more independent learning experiences to support student application and transfer of skills or concepts.

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. Transitioning to remote learning can keep students on track until they return to in-person learning environments. Remote learning is different from virtual school or virtual learning programs, such as Jeffco Virtual Academy, that typically have gone through an official process of establishing a school, adopting an online curriculum, and creating a dedicated structure to support students enrolled in the school. Opportunities for remote learning are typically linked to emergency situations that pose a threat to student and staff safety.

In a hybrid learning environment, students attend school in-person and engage remotely. At school, desks or seating arrangements are spaced apart and smaller teacher to student ratios are implemented to adhere to social-distancing limits.

Symptom screening checks clear each person's entrance into the school building. Visitors are limited during the school day in order to preserve the safest learning environment possible for staff and students. While a hybrid model presents challenges, providing students opportunities for in-person interaction for academic and social-emotional well-being is a priority.

9.1 School Day Structures and Weekly Meeting Patterns

Given the guidelines and constraints of social distancing and best practices to mitigate the spread of COVID-19, schools will develop new practices and models of structuring the student school day. Current models are developed under specific assumptions, primarily the desire to provide in-person learning opportunities to the greatest extent possible while adhering to public health guidelines. School structures also provide time for teachers to plan and deliver instruction to students remotely and in-person at the same time. This presents unique challenges for leaders, teachers, support staff, and families. Several models are in development with consideration for the type of training and support staff and families will need to be successful. To the extent possible, in-person learning for students will be maximized. However, limitations based on standing public health guidelines will also be applicable to our schools and will determine the model of in-person vs. remote learning. See the [Hybrid Learning Models Comparison](#) link for examples.

9.2 Child Care

As a school district, we recognize that many community members rely on us to educate and supervise children while they are at work. While public health and social-distancing guidelines currently limit our functional use of space, structures are being explored to support this need for our families. We are partnering with our TRIAD Early Childhood Council, the State Office of Early Childhood, and Colorado Department of Health Services to gather information from families and local providers to assess the number of families needing care, as well as where there is availability.

Before and after child care providers (in-district, as well as community partners) stand ready to serve families in Jeffco Public Schools. Determination of locations and availability will be made based on public health guidelines. These guidelines will include the potential of limited capacity of school buildings, reduced ratios, and the need to clean and disinfect spaces before and after school sessions. Communication to families regarding availability will occur as soon as possible.

9.3 Onsite Procedural Guidance: Student Movement (arrive, during session, depart)

Arrival, dismissal, and recess will take place on staggered schedules and through specific doors to promote social-distancing. There is potential for Middle and High School students to transition between classes, while interacting with limited cohorts of classmates. Teachers may also rotate classrooms to limit the number of contacts with cohorts. Childrens' developmental levels are considered when planning for new routines and procedures. Opportunities to familiarize students with these protocols will be offered prior to school starting.

9.4 Charter Schools

Charter schools must comply with local, state, and national declarations of emergency and public health orders, just as all other public schools. Charters have the autonomy to design their own operations and delivery of educational opportunities so long as they continue to adhere to county and state guidelines of best practice related to the health, safety, and welfare of staff and students in the context of social distancing and remote/hybrid learning environments.

Individual autonomy within the above parameters enable Charters to continue to deliver their educational programs.

9.5 Fiscal and School Accountability Compliance

Guidance from the Colorado Department of Education (CDE) for the 2020-21 school year, is not yet available. CDE recognizes that the COVID-19 situation is continuously evolving, and accordingly, guidance may change if the context changes (e.g. if the state or select communities are under more or less stringent public health orders).

9.5.1 Registration/Enrollment/Transfers

Current district policies for registration, enrollment, and administrative transfers still apply in both remote and hybrid learning environments.

9.5.2 Attendance

Student attendance reporting will be used for CDE compliance reporting, Jeffco Public Health reporting, truancy, accountability, and media requests.

- This will include reporting on students who are absent due to COVID-19 symptoms or quarantine.
- Attendance will be reported for traditional start, remote learning, and hybrid learning models.

10. Gifted and Talented

OVERVIEW

The Gifted and Talented (GT) Department will continue to support schools, gifted learners, and their families in either a hybrid or remote environment. Each school's GT Resource Teacher (RT) will be available to support families, staff and students, in both hybrid and remote environments. Jeffco's Gifted Education Department will coordinate with all relevant stakeholders to ensure the needs of gifted learners and their families are met.

KEY POINTS

To maximize students' face to face time with teachers, GT Services will continue to be provided remotely to the greatest extent possible in either a hybrid or full Remote environment.

10.1 [Gifted Identification](#)

We will continue to accept GT identification referrals and will review them as per [Colorado Department of Education \(CDE\) guidelines](#), though we may not be able to make determinations until we have a complete body of evidence. The gathering of this body of evidence may be delayed if we are in a hybrid or remote learning environment. Universal Screening of all 2nd graders and other testing scenarios may be delayed until further guidance is provided by CDE and alternative testing options are evaluated.

10.2 [Advanced Learning Plans \(ALPs\)](#)

Advanced Learning Plans will continue to be implemented with goal setting, progress monitoring and close-out for identified gifted learners. We will continue to support GT students, ALP goal setting and progress monitoring throughout the year.

10.3 Gifted Programming

GT will outline best practices for all schools to meet the needs of and foster growth for gifted and advanced students. We will continue to facilitate acceleration, early access to kindergarten and first grade and other differentiated instructional strategies, though additional testing and gathering of a body of evidence may be delayed as noted above. We will support GT Center Schools and all schools in meeting the academic and affective programming needs of gifted learners throughout the district.

10.4 Social-Emotional Support

Jeffco Public Schools will continue to offer resources and support best practices to meet the social-emotional needs of gifted learners, including those of [Twice-Exceptional \(2e\)](#) Learners, defined as those identified as Gifted and on either an IEP or 504. GT, Special Education, and Student Services will continue to work together to provide appropriate support to meet 2e students' academic and social-emotional needs. GT Center School students, family and staff will continue to be supported by their GT Social-Emotional Learning Counselor (SELC).

10.5 [Parent/Family Support](#)

GT will continue to offer our regular family seminars, as well as our monthly [Supporting Emotional Needs of Gifted \(SENG\) groups](#) at multiple locations, or remotely if necessary. GT Resource Teachers are also available to address specific family needs at their schools.

11. Student Engagement

OVERVIEW

In response to our move to remote learning, the Student Engagement Office (SEO) transitioned core adult professional learning requirements to virtual environments, instituted online student groups, developed protocols for remote case management, and partnered to develop new service packages for some of our most at-risk students. Several resources were developed in response to our move to the remote learning environment which will continue to be improved in order to support the start of the 2020-21 school year.

KEY POINTS

11.1 Student Engagement Office (SEO)

Staff will ensure that services and support for our most vulnerable students are provided in all educational environments. We recognize the distinct differences and in some cases diminished effectiveness of services in the remote environment. Consequently, we are dedicated to continuing to improve our approach and strategies to support students.

11.2 Dropout Prevention and Re-engagement

Instructional programming for students working towards demonstrating High School competency through the GED has transitioned to serve students virtually this spring and will be ready to support students in whichever environment we return in the fall of 2020. Direct services and case management have transitioned to virtual support and will be prepared for potential hybrid/remote learning environments. We continue to support schools in their efforts to reach families struggling with remote learning and are in the process of finalizing safety protocols in order to allow for home visits later in the summer. Although, over 1,000 students were supported this spring, we are still gauging the effectiveness of our service delivery model and expect to make improvements for next year. We recognize a specific need to innovate more effective strategies to support our families experiencing poverty.

11.3 Equity, Diversity, and Inclusion (EDI)

The EDI Team continues to elevate the needs of historically underserved students and families. We address these needs both on a systemic and individual level through culturally responsive practices and through collaboration with schools, departments, and community partners across Jeffco. We will continue direct support for students, schools, and departments in the new school year. The EDI Team is in the process of transitioning professional learning and workgroups to virtual platforms to be effective in remote, in-person, or hybrid settings for fall 2020. Both face-to-face and online sessions have been piloted this spring and will continue to be enhanced for next school year.

11.4 Indian Education

The Indian Education Team has transitioned student programming and supports to the remote environment and will be prepared to support students in whichever environment we return in the fall of 2020. The team provides academic, social, cultural, and mentoring programming for youth and families who identify as Indigenous. This includes student lunch clubs and after school programming. The annual summer program is in the process of being developed for remote activities. In addition, with staff and through a partnership with Jeffco Curriculum and Instruction, we continue to refine and share the most effective and culturally responsive strategies to support our Native American and Indigenous students and families. [Jeffco Indian Education Spring 2020 Newsletter](#).

11.5 Drug Intervention Services

Students struggling with substance abuse in the remote environment this spring were supported by High School district RNs and community treatment centers. Protocols and strategies to improve our responsiveness in the fall are in the process of development. Agency partners providing group and individual substance abuse counseling are currently working with our students virtually.

11.6 Fostering Opportunities

Direct services for students engaged with the Fostering Opportunities program transitioned to the remote environment relatively seamlessly in large part due to the depth of relationships that had already been developed as well as the variety of tools Specialists were using to engage with students. This wraparound support will continue whether we return in a remote, hybrid, or traditional environment. Students impacted by child abuse or neglect who do not receive services from the Fostering Opportunities program have additional challenges in the remote learning environment. The team continues to work with county and district partners to improve their experiences. A new Child Protection Response Protocol was updated to address concerns in the remote learning environment.

11.7 Restorative Practices (RP)

Supports to foster healthy relationships, build supportive communities, and improve behavior remain important regardless of the environment we return to in the fall. The team will be ready to continue to support effective climates, cultures, and discipline practices through virtual or in-person resource development, technical assistance, and professional learning. [Resources for families and staff](#) have been created to continue support for restorative practices (RP) in a remote or hybrid environment. Staff will continue to develop resources and professional learning to support implementing RP in remote or hybrid learning environments.

12. Health Services

OVERVIEW

Whether hybrid or remote learning, Jeffco Public Schools Health Services will continue to collaborate with school teams, community resources, and families to empower students to reach their optimal learning potential by addressing and modifying health related barriers to learning. A safe, inclusive, and supportive environment will be fostered for all students through the practice of professional School Nursing, Healthy Schools Coordinators and liaisons, the School Health Services Program, commonly referred to as Medicaid, and the Homebound Instruction Program.

KEY POINTS

12.1 Nursing Services

12.1.1 Health planning/health support/medication requirements

- All Individual Student Health plans (ISHP) will be updated to reflect the public health situation and families will be contacted. Completed plans will be in the health room/Infinite Campus/classroom.
- All necessary medications will be expected to be on site and stored in the health room for any time the student is at school.
- Health Aide and district RN response to care for COVID-19 symptomatic staff and students will be determined in coordination with JCPH and a protocol will be developed by August.
- Normal Health Room procedures and treatments will continue daily. COVID-19 symptomatic staff and students will utilize a different isolated room in the school building. Refer to section 1.5. Limit the number of students in Health Room, abiding by social distancing guidelines.
- District RNs will be working in conjunction with JCPH on symptom reporting during daily attendance

12.1.2 Immunizations

- Well child visits have decreased due to COVID-19 and required immunizations were missed. District RN's have distributed letters with the start of the school requirements.
 - State immunization rules/expectations remain in place.
 - There will be a grace period for non-compliance exclusion due to COVID-19.

12.1.3 IEPs/504s

- Student health reviews will continue to be completed by a district RN with meetings occurring either remotely or in-person.

12.2 Healthy Schools

12.2.1 Healthy Schools Liaisons

- Differences in the hybrid and remote models can be viewed in the [Healthy Schools Liaison System-Hybrid and Remote Models Diagram](#).

12.2.2 Health Advisory Councils

- Healthy Schools oversees the Student Health Advisory Council (SHAC) and District Health Advisory Council (DHAC) - will continue meeting remotely.

12.2.3 Healthy Kids Colorado Survey (HKCS)

- HKCS data will be shared online with departments and principals. Health goals will be determined remotely.

12.2.4 Recess and Physical Activity

- Physical activity and recess models can be viewed in [Recess and Physical Activity Guidelines - Hybrid and Remote Models](#) (will continue to be updated).

12.2.5 School Gardens

- [Jeffco School Gardens Protocol for COVID-19](#).

12.2.6 Employee Wellness

- [Employee Wellness Website](#)
- [Internal Employee Assistance Program website](#)

12.3 School Health Services Program (Medicaid)

- The Hybrid model ensures reimbursement as it is directly related to student services and transportation needs. However, reimbursement in a remote learning environment is dependent on federal and state guidance and determination. In hybrid environment:

12.3.1 Random Moment Time Studies (RMTS)

- Commence October 1 with a small window of response time.
- Coordination with all service providers, Human Resources, and Special Education teams to ensure timely and proper responses are being reported to the state.

12.3.2 EzEdMed Documentation - will be expected by all providers.

12.3.3 Transportation - use Zonar student tracking system to document trips for 1066 students.

- https://www.cde.state.co.us/healthandwellness/medicaid_home

12.4 Homebound Instruction Program

- Beginning in fall 2020, this service will no longer be provided centrally and will be provided individually by all schools. Criteria for school considerations are:

12.4.1 Criteria for Homebound Instruction

- The school will consider whether a student is able to access online content through the school when determining whether Homebound services are necessary.
- The school will complete this [checklist](#) prior to making a determination as to whether Homebound services are appropriate.
- The school will be responsible for setting up Homebound services. If a Homebound instructor is needed, it will be the school's responsibility to identify the teacher.

REFERENCES & RESOURCES:

[Department of Health Services](#)

