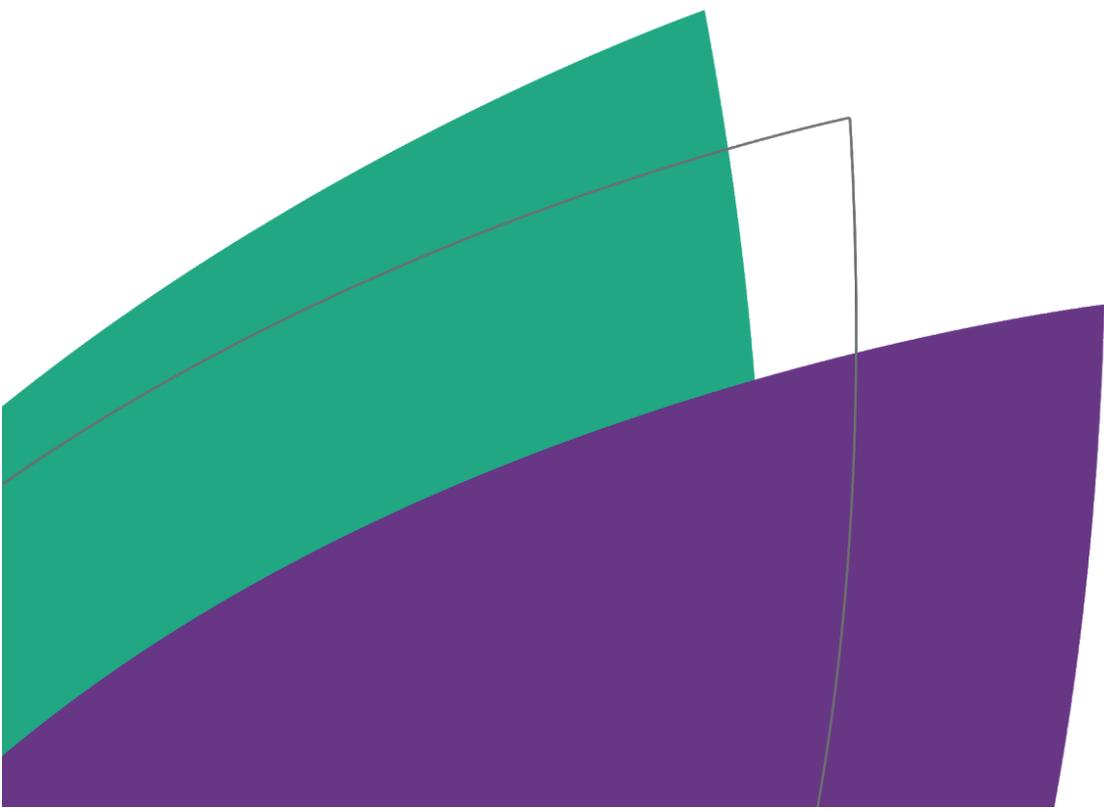




restart plan

JULY 8, 2020



Foreword

From the very beginning of our response to COVID-19, I have been so very proud of the way our staff, students, and community members have responded to this crisis. This pride carries through in this Restart Plan which represents our best thinking to date on how we intend to open schools this fall. Our plan provides quality in-person and remote/online learning options while taking all prudent steps to protect the health of our students, staff, and community.

This effort was informed by multiple viewpoints. Here in Jeffco, we first began by asking our district staff to provide their input on how school should look in the fall. From there, we released a draft of this plan to the community in late May with an accompanying survey. That survey generated over 16,000 responses. Our Board of Education also established parameters around this plan by passing a resolution on June 17th.

We took lessons from other systems in Colorado as they worked on ideas and models to restart school safely. We learned from other systems around the United States, and those around the world that had already reopened school. We also worked with our region's public health officials to get their advice and guidance on our efforts to ensure a healthy learning and working environment. And, we set up model school sites and testing teams, to field test our ideas and make sure they were practical and workable.

A focus on equity is a driving force in this Restart Plan. We know that our students with special needs, those who are eligible for free or reduced lunch, and those who are part of historically underserved groups, receive vital services through our schools. We also know that many students struggled in the all-remote learning environment which reinforces our desire to return to in-person learning.

While this document presents our best thinking to date, we also recognize (and have experienced) that much can change when it comes to managing our response to this virus. Between now and the start of school, we expect to receive even more feedback from our staff and community as we work to train and set up the protocols and procedures necessary to ensure public health for our in-person learning model. We should expect changes in the way the virus is affecting our community, state, nation, and world. We will need to be flexible and adaptable, shifting our approach as conditions change.

I understand that there is likely no plan or model that will make everyone happy. Opinions and perspectives on if and how school should open vary greatly in our community. In this Restart Plan, we have attempted to provide quality in-person and remote/online learning options and allow our families to decide what is best for them, and to do so in a way that mitigates the risks while maximizing the potential rewards.

With great resolve,

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

An important note to Jeffco Public Schools families and students:

Jeffco Public Schools believes in-person learning plays an important role in the academic and social development of students. Please take the time to read through the Restart Plan and, if you are a current or incoming Jeffco Public Schools family with PreK-12 students, please complete the Family and Student Action Items below **after** reading the Executive Summary and reviewing the full document.

To support our planning process, we need to know your plans for the 2020/21 school year and understand your needs for transportation.

Family & Student Action Items

FOR FAMILIES: After reviewing the plan, [please complete this form](#) for each student who will attend Jeffco Public Schools during the 2020/21 school year. This form includes:

- Family/student choice for In-Person or Remote Learning
- Transportation participation for eligible riders

FOR STUDENTS Grades 5-12: After reviewing the plan, [please complete this Student Input Survey](#) to provide your feedback. We are interested to learn what our students think about the Restart Plan.

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Executive Summary

RETURN TO 100% IN-PERSON LEARNING, WITH A REMOTE/ONLINE OPTION

Jeffco Public Schools will open **all PreK-12 schools at 100% capacity** the week of August 24th. A one-week delay to starting school affords all Jeffco staff the opportunity to train and prepare for a safe and healthy in-person learning environment. 100% capacity means that all students have the option of attending school in-person, five days a week, Monday through Friday. Students and families who wish to choose a remote/online learning environment have that option at the school in which they are enrolled. While schools will provide in-person learning five days a week, mandatory safety, health, and hygiene protocols [aligned with guidance from public health](#) will contribute to a different school experience. The District will continue to provide ongoing business and support services to all sites to maintain an environment supporting the student educational experience. **By attending in-person learning, students, families, and staff agree to follow all school safety, health, and hygiene practices.**

CHARTER SCHOOLS

Charter schools must comply with local, state, and national emergency declarations and public health orders, just as all other public schools. Nevertheless, charters have the autonomy to design their own operations and education delivery opportunities. Consequently, charter schools will be communicating their plans directly to enrolled families.

HEALTH & SAFETY

The health and safety of students, staff, and the community are our first priority. The safety, health, and hygiene protocols outlined throughout the Restart Plan align with the principles: **Place, Space, People, and Time** developed in collaboration with public health experts.

- **Place** - Maximize airflow in places where people are gathering.
- **Space** - Utilize 6 feet of social-distancing to the extent possible.
- **People** - Maintain consistent cohort groupings of individuals and limit the amount and size of gatherings to the extent possible.
- **Time** - Limit the duration of interaction between individuals outside of cohort groupings.



Jeffco Public Schools will evaluate the 100% student capacity model regularly to determine if a shift to a different educational environment is necessary to maximize these principles.

One of the most common symptoms of COVID-19 infection is a fever. Consequently, all staff and students will have their temperature taken and answer a health screening question before entering a school building. Students with a temperature over **100.4 degrees Fahrenheit** will be sent home. If students or staff are ill, they must stay at home.

Face coverings will be required during the day when 6 feet of social distancing cannot be maintained. Additionally, family members and visitors will not be permitted in school facilities.

If a staff member or student presents COVID-19 symptoms, they will be relocated to an established isolated room (not the health room, as this must be kept available) until they can safely leave the building. In this case, and with a confirmed case of COVID-19, the Director of Health Services will coordinate with Jefferson County Public Health (JCPH) and District Leadership to determine the correct course of action for individual schools on a

case-by-case basis. JCPH has indicated this may include ceasing in-person instruction for a period of time with a return to remote learning until the contagious period has passed.

SCHOOL DAY STRUCTURES AND WEEKLY MEETING PATTERNS

Schools will develop new practices and models of structuring the student school day. Individual school schedules will be developed under specific guidelines with the goal to group students in a way that minimizes co-mingling of students such as limiting passing periods and in-between class times. Student cohort groupings will be consistent and limited to the same classmates to the greatest extent possible. School schedules will be constructed under the following guidelines and will be announced by schools to their students and families before school begins in August.

- **Elementary School Structure (PK - 5/6):**
 - Students will remain with the same cohort group the entire day. These cohort groups will learn, recreate, transition, and eat together.
- **Middle School (6-8) and High School Structure (9-12):**
 - Students will be scheduled into the same cohort group to the greatest extent possible.
 - Students will attend a maximum of four classes during the school day.
 - Students will take core and elective courses each trimester/semester.

Our middle and high schools may need to implement additional strategies including limited schedules and online courses to support a 100% capacity model in alignment with the Place, Space, People, and Time principles. School administrators will develop a plan specific to their buildings to address pick-up/drop-off, building entry, symptom screening, transitions, lunch schedules, etc. Individual schools will communicate their plans to their staff and school community for review prior to implementation.

ACADEMICS

Teachers will have tools and training to diagnose student learning needs and address any academic slide that may have happened since mid-March. In a situation where students at a school, or schools, would need to switch to remote/online learning due to an outbreak of the virus, teachers will be prepared with tools and training to ensure a seamless transition. This will include learning resources and tasks in a learning management system (eg. Google Classroom, Schoology, and Seesaw).

FOOD & NUTRITION SERVICES

Jeffco Public Schools will continue to provide meal service to students to the extent possible for in-person and remote/online learners. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in the spring of 2020.

All Food and Nutrition Services employees will follow **cleaning and disinfecting protocols** aligned with [Centers for Disease Control \(CDC\) Cleaning/Disinfecting School Guidance](#) and **will wear face coverings** during food preparation and service.

TRANSPORTATION

In accordance with the CDC and JCPH guidelines, bus capacity will be restricted to 22-24 passengers or less depending on the school bus size. Below are additional expectations for student riders:

- All students will be required to wear face coverings.
- Parents will be expected to take their child’s temperature before leaving the house and to withhold an ill student from riding the bus.

- Bused students will be symptom screened upon arrival at school.
- Students must sit one per seat on the school bus starting from the second row of the school bus.
- If students live in the same residence, those students will be required to sit together in the same seat to increase rider capacity.
- Students will load the bus from the rear and unload from the front.
- Students will not be allowed to change seats while riding on the bus.

STUDENT SUCCESS

The Division of Student Success seeks to meet the unique needs of all students in Jeffco Public Schools and includes the Departments of Special Education, Gifted and Talented, Student Services, Student Engagement, and Health Services. These departments work diligently to consider and plan to equitably serve the diverse needs of all students. The respective Student Success Division departments are committed to working with families to answer questions, resolve concerns, and problem-solve barriers to a student’s success. Additional resources, such as social stories for students with disabilities, guidance for parents, and a helpline will be developed before classes resume.

INFORMATION FOR JEFFCO EMPLOYEES

By mid-July, all Jeffco staff members will have an opportunity to indicate their individual work preference (in-person or remote work) by requesting consideration for remote work due to underlying health conditions (or other at-risk groups such as age over 65).

- All requests will be confidentially reviewed by Human Resources, including a review of appropriate medical documentation.
- Individuals may receive a designation of “Risk Group - Remote Consideration”; this designation will be provided to managers and principals. Managers and principals will consider this information in building schedules and assignments.
- Health and safety protocols will be followed in all instances, and all staff will have multiple protective measures available to ensure safety.

COMMUNITY AND STAFF ENGAGEMENT DURING JULY AND AUGUST 2020

Additional work will continue connected to specific planning, logistics, school schedule development, staffing, and other details for each school. It will be important for the community at large and our Jeffco Public Schools families to learn about and understand how their school will be operating after August 24th. We will implement various engagement activities to support staff, students, and families through the transition process to return to in-person learning. These will include staff briefings and training, virtual community meetings with families and students, and additional waves of outbound communications leading up to the start of the school year. Jeffco Public Schools wants to ensure the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

Introduction

The purpose of the Restart Plan is to define how Jeffco Public Schools will maximize in-person learning opportunities to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe by adhering to any applicable public health guidelines during the COVID-19 pandemic. We also understand that some students may prefer a remote/online learning environment so a remote learning option will be made available for all students at the school in which they are enrolled.

We want to thank our Jeffco Public Schools staff and community members who provided feedback in various ways including the surveys included with the preceding drafts of the plan during May and June 2020. After reviewing responses, each section of the plan includes information about the revisions made to that section of the plan.

The Restart Plan is based on available public health information and feedback from staff, students, and the community at the time of its creation. The plan may be adjusted based on newly available data and guidance from public health officials. We greatly appreciate your feedback as the Restart Plan developed. It supported our collaborative efforts to maintain the education and health of the entire Jeffco community.

The Restart Plan is based on the following assumptions (subject to change):

- **Public Health:**
 - Utilize 6 feet of social distancing where possible:
 - Individual space should be 6 feet apart from others in the classroom when possible.
 - Individuals should be facing in the same direction.
 - Movement in hallways should maintain the 6 feet distancing when feasible.
 - Use of common spaces:
 - Cafeterias, gymnasiums, auditoriums, are prohibited for large group gatherings or mixing cohort groups.
 - Staff and student face coverings are required when social distancing cannot be maintained.
 - Face coverings do not need to be worn outside.
 - Symptom screening expectations will be implemented.
 - All staff and students must participate in symptom screening once a day upon entry.
 - Hand washing and hygiene protocols must be followed.
 - Student classroom cohort groupings are consistent and limited to the same classmates to the extent possible.
 - Elementary students will be with their same cohort group of classmates during the day.
 - Secondary students will be limited to four in-person classes during the day.
- **Educating Students:**
 - **In-Person Learning** will be available for all students.
 - **Remote/Online learning** options will be available for all students.

Department Sections

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. With our schools reopening at 100% capacity, social distancing at 6 feet will be a challenge. Therefore, we will focus on and require the additional COVID-19 health mitigation strategies listed below.

KEY POINTS

1.1 Group Gatherings and Social Distancing Requirements

- Today there are state and local public health orders (PHOs) limiting the size of group gatherings. We will continue to follow these orders and loosen restrictions as PHOs are lifted and determine feasibility within the schools.
 - No assemblies.
 - When using auditoriums, cafeterias, and gymnasiums for instructional purposes, we will minimize the number of people, restrict cohort mixings, and maximize the spacing between students.
- Social Distancing Expectations
 - Maintain 6 feet (about 2 arms' length) from other people, to the greatest extent possible.
 - Classrooms will have as much distance between students as possible. Classroom desks/tables will be arranged so that all students face the same direction.

1.2 Personal Protective Equipment (PPE):

- Required face coverings (masks and shields)
 - All students and staff will follow the [Face Coverings Dos and Don'ts](#).
 - Face coverings shall be worn by all when 6 feet of social distancing is not possible.
 - Considerations will be given to staff and students who are unable to wear masks due to health concerns.
 - Face coverings shall be worn when entering and exiting buildings and while in common spaces such as break rooms, hallways, and restrooms.
 - Staff may wear face shields during direct instruction while maintaining a 6-foot distance. When next to students or other staff, both parties will wear a face covering.
- [Hand Washing](#)/Hand sanitizing
 - Hand washing is always the preferred choice, however, when not possible, all schools and classrooms will be supplied with adequate hand sanitizer. Hand washing/sanitizer times throughout the school day will be implemented including, but not limited to: entering/exiting the building, entering/exiting classrooms, before/after eating, before/after recess, before/after mask removal and touching the face, after handling shared objects and after coughing/sneezing/blowing nose.
- Gloves
 - Provided for cleaning/disinfecting/sanitizing surfaces or objects.
- Plexiglass partitions
 - Used in designated areas when social distancing and/or face coverings are not possible.
- Thermometers
 - Provided for daily temperature screenings for all students and staff.

1.3 Building Traffic Guidelines and Symptom Screening

1.3a Upon building entry, a symptom screening process occurs.

- Students, staff, and visitors entering a Jeffco building will be temperature screened and asked a symptom screening question developed in partnership with JCPH.
- Student bus riders will be symptom screened when they arrive at school.
- 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 become familiar with students and better recognize if a student is exhibiting COVID-19 symptoms.
- There will be multiple entry points with staggered times for students to enter the building. School staff will be trained by our Registered Nurses (RNs) and provided protocols in July/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 will have a closed campus to limit multiple entry and exits.

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

- Visual cues will be utilized such as floor decals or signs to indicate to students and staff the flow and direction of one-way traffic and effective distancing.
- Furniture will be arranged to maximize the amount of physical distancing possible and to align students in the same direction during the instructional day.
- 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 Confirmed positive COVID-19 Cases

- Symptomatic staff and students in the building will need to go to a designated isolation room (not the health room, as this must be kept available), until they can safely leave the building.
- District RNs, Health Aides, and other designated staff will receive more detailed training for isolation rooms and management of symptomatic students and staff. Follow-up from the district RNs will continue on all symptomatic staff and students sent home.
- Coordination with JCPH regarding suspected and confirmed cases.
 - JCPH will assist the Jeffco Public Schools leadership team to determine a course of action for individual schools on a case-by-case basis.
 - JCPH has indicated this may include the exclusion of students and staff for an incubation period of 14 days in some cases.
 - Notification letters will be sent by the Director of Health Services and the Communications Department with the collaboration of school administration.

1.5 Cleaning Procedures

- Consider increasing the circulation of outdoor air as much as possible by opening windows and doors as long as it does not pose a safety or health risk to other students - for example, seasonal allergies.
- 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, JCPH, and the Colorado Department of Public Health and Environment 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](#)

FEEDBACK INCORPORATED:

- Face coverings (masks and face shields) will be required.
- We will incorporate a process for those who are unable to wear masks due to health concerns or disabilities.
- We will incorporate social distancing measures of 6 feet to the greatest extent possible, while recognizing in order for our buildings and classrooms to accommodate 100% capacity, 6 feet social distancing may be a challenge at times. We will continue to focus on other required mitigation strategies such as PPE, cohorting strategies, limited and restricted group gatherings, hallway and classroom management techniques, symptom screenings, quick illness management and increased cleaning procedures.

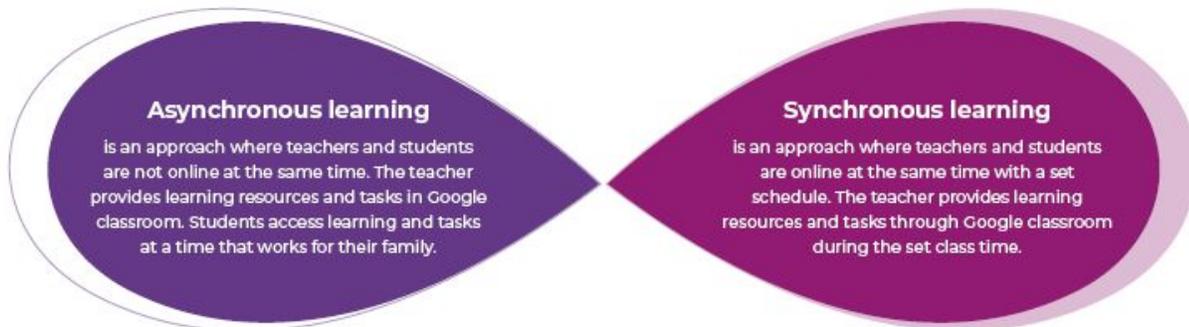
2. Academics

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 provide in-person learning and support remote learning when necessary.

By offering in-person learning for our students, Jeffco Public Schools continues to focus on strong relationships and instruction for our students—our primary roles in the community. Tools and systems will be in place to support teachers and staff across the district to meet the needs of all students in any setting. Teachers will be trained in the use of learning management systems to support the delivery of instruction. Using Seesaw (PK-3), Google Classroom (K-12), or Schoology (6-12) will provide a tool to organize resources for student learning across the system. Schools are expected to select a consistent learning management system for their school and/or grade level. In a situation where students at a school, or schools, would need to work remotely, these tools will help to ensure a more seamless transition between in-person and remote learning.

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



Whether in-person or remote, teachers will also have tools to diagnose student learning needs and address any academic slide that may have happened since mid-March. Colorado Academic Standards (CAS) have been organized into proficiency scales to help teachers support students to meet CAS and identify the skills students will need to get there. In each proficiency scale, end of year CAS are identified and the specific skills that students need to understand along the way are presented within a developmental continuum. This will allow teachers to use classroom and district assessment results, paired with proficiency scales, to support remediation and extension.

Jeffco preschool classrooms (PK) will restart in alignment with each elementary school (for example, all health and safety protocols, academic planning, etc.). Details will be communicated by each school community to families. The Jeffco preschool team will continue to work in close collaboration with the Colorado Office of Early Childhood to preserve the utmost health and safety for our youngest learners, families, and staff. Please call our office at 303-982-1737 for further questions you might have.

KEY POINTS

2.1 Jeffco Public Schools will partner with our students and families to support students' learning when returning to school in the fall.

- Jeffco Public Schools has provided access to district curriculum units of study on the [public website](#) and will publish new units of study with proficiency scales throughout the school year.
- Models will be shared among schools to help design effective ongoing communication to support families in the learning process including additional instructional resources to help make learning successful for students whether in-person or remote.
- [Technology tips](#) and troubleshooting guides are available to support students and parents to navigate online digital tools, such as Seesaw, Google Classroom, and Schoology.

2.2 We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- 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.
- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in any learning environment 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 learning and provide data to inform next steps in 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 any 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.

2.3 We utilized educator and community feedback to create a professional learning plan to meet the needs of students and educators in the 2020-2021 school year. To begin with, all Jeffco teachers will have an additional week to plan and collaborate to meet the needs of students. During this week, teachers—and educators who support them—will engage with the most up-to-date resources to support **health and safety, student engagement, equity and inclusion, high academic expectations, family engagement, and digital tools**. Educators will review and create high-quality models of these best practices in classrooms. Throughout the week, each teacher will use the resources to create high-quality support for students and will share these supports with others—harnessing the collective wisdom of all Jeffco teachers. Professional learning on these key topics will continue throughout the school year through:

- Weekly professional learning on the prioritized topics (**health and safety, student engagement, equity and inclusion, high academic expectations, digital tools**)
- Coaching and resources for weekly teacher collaboration time to monitor student achievement of academic standards and to adjust plans to meet student needs
- Access to high quality, classroom models of planning, assessment, instruction, and reflection
- Additional support for our newest educators to ensure they are ready to meet the needs of students
- On the job instructional coaching for educators
- Ongoing professional learning for those who coach and support our educators
- Teacher release days to continue learning on prioritized topics (professional learning will continuously improve to meet student and teacher needs)

2.4 Jeffco is committed to equity and will continue to provide high-quality services and programs for English language learners (ELL) and Dual Language Education.

- Communication with families will remain a critical component of success for students. For our multilingual families, school staff will use the Parent Preferred Language information to ensure appropriate written translations and oral interpreters are requested and utilized. School and department websites will also have translated information available.
- English as a Second Language (ESL) staff will continue to follow Jeffco and CDE’s Identification of ELLs, assessment and enrollment procedures in accordance with state and federal guidance.
 - Elementary and secondary teachers and ESL staff will continue to collaborate in meeting the needs of English language learners and their families.
 - Secondary level ELL students will be enrolled in enriched content area and language development courses.
- Students enrolled in the Elementary Dual Language Education program will continue to receive instruction in Spanish and English per the program model language allocation.
- Spanish Language Arts and Spanish for Heritage Speakers will be offered in certain secondary schools. Specific content area courses will be offered in Spanish at Alameda International and Jefferson Jr./Sr.

REFERENCES & RESOURCES:

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

FEEDBACK INCORPORATED:

- The fall academic Restart Plan has been revised for predominantly two learning approaches due to more in-person options available in the fall:
 - **In-Person Learning** available for all students
 - **Remote/Online learning** options available for all students
- Many survey respondents expressed concerns regarding the lack of consistency in the spring remote learning process. The fall academic Restart Plan has added more support to encourage consistency for schools regarding technology platforms, best practices for teacher online interactions with students, academic expectations, and assessment feedback.
- Survey feedback indicated concerns with the socio-emotional well-being of students. The academic Restart Plan includes increased emphasis and resources for building teacher-student relationships at the beginning of the year to better understand and address specific student needs.
- Many comments in the survey stressed the importance of elective classes, including art, music and physical education. The academic Restart Plan includes best practices and resources for all subjects, including these important elective areas.
- Some survey respondents wanted to ensure their students would not have gaps in learning due to the spring learning disruption. The fall academic Restart Plan provides teachers with support to focus on the most critical learning needed at each grade level and ways to check for student understanding to customize instruction for each student's specific learning needs.
- In response to some respondents asking for clarity regarding English language learners, additional information regarding approaches to English as a Second Language instruction has been added to the plan.
- To address concerns about workload and sufficient time to plan for instruction, educators will have an additional week before school starts to prepare for student learning in the areas of health and safety, student engagement, equity and inclusion, high academic expectations, and digital tools. Ongoing professional learning on these topics will be offered throughout the year.

3. Student Services

OVERVIEW

Returning to a different in-person learning environment may present challenges for students. To support students in overcoming these challenges, the Student Services Department designed a [mental health website](#) and will continue to provide ongoing resources to families and community members through that website. In either an in-person 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 school, 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 in-person or remote protocols as needed.
- An emphasis will be placed on training all staff on recognizing signs of depression and anxiety across all learning environments.
- Staff have always received training in mandatory reporting and recognizing signs of distress in students. Student Services will add sections specific to remote learning in order to make sure staff are trained to respond appropriately across all learning environments.
- Student Services will resume Question, Persuade, Refer trainings for staff and community members, all in a remote environment.

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 remote environment.
- All 504 support and meeting protocols have been developed for both in-person 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.
- We understand that some students with disabilities may not be able to wear face coverings for disability-related reasons. For these students, 504 teams will work together to determine reasonable accommodations. Additionally, we know that some students with disabilities are at higher risk of medical complications. On a case-by-case basis, 504 teams will convene to consider individual needs. As always, a parent may request a review meeting at any time.

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 on trauma-informed classroom management, Positive Behavior Intervention and Supports (PBIS), 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 coaching teachers, directly delivering social-emotional learning curriculum, and individually supporting students as determined by building level team decision making.

3.4 Counseling Services

- Counselors received professional learning that supports their ability to continue providing postsecondary workforce and college and career readiness services to students. They have been creatively planning virtual career and college fairs, virtual career exploration, and began the task of connecting with local businesses to create distance internship/apprenticeship opportunities for students.
- Counselors will support both in-person and remote learners by coaching teachers, directly delivering curriculum, and individually supporting students.

3.5 Culture and Climate

- Student Services will support schools in mapping their mental health professional resources as we return to school. Mapping will include not only Jeffco counselors, SELS, behavior coaches, and general education social workers-- but also our Jefferson Center Prevention Specialists and clinical therapists. In addition, Student Services will leverage our relationships with partners such as Judi's House, the University of Colorado, Children's Hospital, and others to offer remote therapy for students (Jefferson Center), webinars, remote parent learning sessions, and remote or in-person topic related small groups for students.
- 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. Student Services will provide ongoing consultation to staff and directly support students as determined through participation in a multi-tiered system of support model.
- Student Services will work with all schools to support trauma-informed practices by staff. 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 for students who may need more support.

REFERENCES & RESOURCES:

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

FEEDBACK INCORPORATED:

- We strengthened our language around support from all mental health providers (counselors, social-emotional learning specialists, general education social workers) across all learning environments.
- We added language to acknowledge our community partners.

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 public health guidance. 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 service model for each group may be adjusted or modified depending on the needs of students. The guidelines followed are designed to maintain safe environments and health practices for Jeffco Public Schools students, staff, 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 our students and will facilitate whatever is necessary to continue.

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

4.2 Facilities Management:

The Facilities Department prioritizes the health, safety, and education of Jeffco students and staff within the educational environment. The Facilities Department will maintain all its working divisions:

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

In alignment with [guidance from public health](#), the facilities division will implement cleaning and disinfecting protocols at all schools and will increase ventilation to maximize the circulation of outdoor air. In addition, the facility divisions will continue with:

- The 2019-2025 Capital Improvement Plan as scheduled.
- Ongoing site repair, remodel, renovation, and reconstruction projects.
- Staff allocations to meet the needs of the educational model.
- Modified work schedules depending on building and site use.

4.3 Food And Nutrition Services:

Jeffco Public Schools will continue to provide meal service to students to the extent possible for in-person and remote/online learners. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in the spring of 2020. While Food and Nutrition Services awaits guidance from governmental agencies, specifics regarding meal distribution and student identification will be communicated as they become available.

All Food and Nutrition Services employees will follow **cleaning and disinfecting protocols** aligned with [CDC cleaning/disinfecting School Guidance](#) and **will wear face coverings** during food preparation and service.

4.4 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

4.5 Transportation:

The Transportation Department supports students by providing safe and timely transport services for eligible riders attending in-person learning. 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
 - If maximum capacity of bus ridership is reached, there will be a process in place to determine ridership.
 - Cleaning and disinfecting protocols following student pick up and drop-offs
- Scheduling dependent on ridership and capacities
 - CDC and public health guidelines have placed limitations on school bus ridership (For example, a 77 passenger school bus will only be allowed to transport 22 - 25 students).
- **School Bus Passengers Expectations:**
 - All students will be required to wear face coverings.
 - Parents will be expected to take their child’s temperature before leaving the house and to withhold an ill student from riding the bus.
 - Bused students will be symptom screened upon arrival at school.
 - Students must sit one per seat on the school bus starting from the second row of the school bus.
 - If students live in the same residence, those students will be required to sit together in the same seat to increase rider capacity.
 - When students enter the school bus, they will load the bus from the rear to the front of the bus and unload the school bus from the front of the bus to the back (similar to some airlines).
 - Students must stay in their seats and not change seats.

REFERENCES & RESOURCES:

<https://www.usda.gov/coronavirus>

<http://www.cde.state.co.us/safeschools>

FEEDBACK INCORPORATED:

- Many respondents expressed interest in the Fall 2020 athletics and activities resuming on a normal schedule. While CHSAA has not yet made a determination for athletics and activities, Jeffco Public Schools will be ready if fall sports and activities are permitted. Given the potential for public health and CHSAA guidelines to be modified, there exists the need for the District to address any changes to this prior to the beginning of sport or activities programs. The District will notify participants, parents, coaches, and sponsors at the earliest times possible should variations occur.

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, safety, and personal health. Each model of educational delivery; in-person teaching and remote/online teaching, 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 their personal needs and the needs of delivering education to each of our students. This may look like a full-time schedule in the in-person or 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 flexibility for school-specific schedules and staffing.

In addition, the district will be prepared, if necessary, to transition from an in-person to a remote/online environment or hybrid model depending on public health conditions. Through all, the negotiated agreement and all laws will be followed to ensure educators understand the expectations of the new and potentially changing work environment.

Temporary transfer (across schools) and reassignment (across content or tasks) rules and processes are being designed and will be communicated as early as possible for full understanding and use 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 model, necessary shifts 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 staff 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, if needed. Properly qualified licensed/certified staff can be used to deliver content in order to keep teacher-to-student ratios safe and as optimal as possible in the in-person and remote learning environments.

Leave of absence and job share options are still being reviewed to determine if these options will be extended to 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 understanding educator work location preference (onsite versus offsite). This information will be used at the school level to build and manage school schedules and educator assignments.

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 based on the critical timing of essential tasks.

Maintaining full employment for staff is an important value to the District. Jeffco Public Schools 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 only be asked to perform 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 of 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 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 understanding educator work location preference (onsite versus offsite). This information will be used at school level to build and manage school schedules and educator assignments.”

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 leaves 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 100% capacity in-person and remote/online models.

Therefore, the District will prepare a guest teacher training resource kit 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 an employee's direct supervisors or the Employee Relations Department.

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.

Jeffco Public Schools will await information from the Colorado Department of Education regarding any adjustments to 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 (in the in-person and remote environments) 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 provided 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](#)

FEEDBACK INCORPORATED:

- Feedback indicated little interest in an unpaid leave of absence for educators, and therefore, this option is being monitored but not currently developed.
- Job shares for educators also received little feedback support, especially as the District is moving to a 100% capacity in-person model that will require employees in buildings as much as possible.
- Combination jobs for non-educators (support staff completing multiple tasks across different job titles) have been retained as feedback indicates the need for flexibility for student screening, student escorting, meal delivery, general student supervision, etc.
- Work agreements, such as written documentation of expectations, have been retained in this section based on concern for the balance of duties in any remote work environment. This is based on feedback regarding clear expectations and delivering consistent education to students across educators in the remote environment.

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 in-person and remote 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

	IMPACT ON EDUCATIONAL ENVIRONMENT
6.1 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.
6.2 ECTS/TSC: Support for technical issues on student devices	Working with students and their parents/guardians through the support line to trouble-shoot.
6.3 Data Management: Data scorecard resolutions	Data sources enable district staff to monitor data related to attendance, rostering, enrollment, and student health.
6.4 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.

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			

FEEDBACK INCORPORATED:

- **Internet connectivity for students:** We have developed an internal process for identifying students and families who do not have internet access at home. Once identified, central IT staff will collaborate with the schools and various departments, community partners, businesses, and others to ensure students have access to home internet for remote learning. Some [low cost internet options](#) are listed on the public website already.
- **Student devices:** Feedback from the survey revealed that some students--sibling groups--were sharing devices during the spring remote learning period. We have identified the total number of devices we have available in the district and are working to redistribute those so that each student has access to a device that they can use for remote learning, if needed.
- **Internet connectivity and devices for staff:** Concerns were expressed about staff internet connectivity and device availability, as well. With the current models of staff primarily teaching from schools and few staff expressing the desire to operate in a fully remote environment, we will troubleshoot these issues on a case by case basis.
- **Technology tools:** We received widespread support for Zoom usage and have finalized a new contract with them to continue the use of that tool. Feedback concerning requests for many additional educational tools and a desire to streamline those for the benefit of teachers, students, and parents/guardians was passed along to the Educational Technology team.
- **General IT:** Most tools and functionalities requested in the feedback--tools to call and send messages to families without using personal cell phones, the desire for a [parent/student tech support phone line](#), tools to support ELL, SPED, vision impaired and other students--already exist. We are developing ways to share this information better with staff when they return.

7. Communications

OVERVIEW

Communication Services aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in an in-person school model, or fluctuating between in-person and remote learning, the district's Communication Services team will continue to keep Jeffco's 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 deliver two learning modes simultaneously, we anticipate 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 guidelines, 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:

- As we are likely to be in a state where both in-person and remote learning are taking place simultaneously, we will ensure clear and timely communication with all audiences and work to meet any unique needs identified within each.
- Crisis communications for simultaneous in-person and remote learning - occupied buildings require standard crisis response protocol and additional support related to COVID-19 health and safety management. Additionally, alternate schedules such as where some classes are attended in-person and others are attended remotely require a heightened awareness and possible customized response.
- Implementation and management 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 clear and 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 district and other publicly-available online tools to ensure non-English speaking families have district information available in their preferred language(s).

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](#) has been developed to convey in-person and remote learning plans, implementation, and supports for families and students. Content will include high-value topics: health protocols, schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- **“Community Update”** - A regularly scheduled E-newsletter, developed at the start of remote learning in spring 2020, 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, and international media to provide timely and accurate responses to media inquiries. Produce and promote Jeffco news and stories about restart and daily school structures in this unique environment, student achievement, and district activities. Our objective is to position the district as a leader in education and restarting school, and serve as an expert resource.
- **Videography** - Produce high-quality visual storytelling focused on education in a pandemic, successes, and district themes. A video series called “A day in the life...” will be produced to highlight the operations and building preparations necessary to reinstate in-person learning for students and staff. [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 informs, inspires, and encourages participation from external audiences. A key tool to engage students and staff to share today’s unique 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, 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 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 crisis 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 guidelines drive the need to develop a system-wide school status (open-closed) alert mechanism. Conceptually, this will 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 should fluctuations in scheduling or virus outbreaks occur.

7.3 Community Outreach

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 assist families and students with addressing critical needs and food insecurities, mental health support, and affordable internet access.

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.

For both in-person and remote learning environments, 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, we have developed online products to bolster family engagement: [Jeffco Makes](#) - providing families with fun learning-based activities to do at home together, and [Summer Resources](#) - where families can find enrichment activities consistent with current public health restrictions, learning supports to prevent summer slide, and health and wellness information.

7.5 Internal Communications

Communication Services provides regular and urgent updates to #TeamJeffco (employees) via multiple channels including internal website, email, newsletters, phone, text messaging, dedicated social media channels, video, face-to-face, and/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 departments.
- **#TeamRestart Website** to provide district plans, educator and school guidance, and access to central office-delivered supports driven by the needs of the restart learning environment.

7.6 School and Central Department Marketing & Communications Support

In tandem with activities driven by offering both in-person and remote 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.

7.7 Community and Staff Engagement Strategies July - August 2020

Additional work will continue connected to specific planning, logistics, school schedule development, staffing, and other details for each school. It will be important for the community at large and our Jeffco Public Schools families to learn about and understand how their school will be operating after August 24th. We will implement various engagement activities to support staff, students, and families through the transition process to return to in-person learning. These will include staff briefings and training, virtual community meetings with families and students, and additional waves of outbound communications leading up to the start of the school year. Jeffco Public Schools wants to ensure the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

- Staff briefings & trainings: Intended to review the details of the district Restart Model and identify feedback, questions, and concerns
 - “All Leadership” virtual meeting scheduled upon principal return in July
 - Department staff briefings
 - Building level virtual staff briefings after staff return in August
- FAQ updates on both internal and external websites
- Develop video series “Day in the life...” for students, staff, and families showing how buildings and facilities have been prepared and will operate during in-person learning
- Social media campaigns to promote specific details of the plan (Health guidelines, how cohorts work, transportation, etc.)
- Virtual community meetings
 - District level virtual events
 - School community virtual events
 - Student engagement through virtual events

REFERENCES & RESOURCES:

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

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

FEEDBACK INCORPORATED:

- Intro: Edited for clarification on tools available for translating district communications
- 7.0 External Communications: Clarified topics, added restart-specific terminology to sections
- 7.1 Crisis Communications: New language more clearly defines when a school communicates versus the district in order to minimize information and email overload for families and staff
- 7.7 Restart Plan Community Engagement: New section added to outline community and school level engagement and training activities to build understanding and preparation for implementation of the Restart Plan.

8. Special Education

OVERVIEW

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities in alignment with public health guidelines. Collaboration with families has always been a necessary part of the special education process and continues to be during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans may be adjusted as needed for the circumstances of the learning environment.

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.

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 as well as best practices. 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

Schools will continue to ensure that students with disabilities receive a free appropriate public education (FAPE). They will be working to incorporate new health and safety precautions that must also be enacted while providing FAPE to students with disabilities. Because FAPE must now be provided consistent with the need to protect health and safety, there may be disruptions, delays, and/or changes in how services are provided.

Even so, it is a District priority to ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers. IEPs will continue to be developed and implemented based upon each student's unique needs and the learning environment chosen by the family. While families generally may choose between in-person or remote/online learning, there are some students for whom remote learning will not provide FAPE.

If a family chooses remote learning, an IEP meeting will be held to discuss the family's choice and consider whether an evaluation is necessary. At the meeting, the team will discuss whether remote learning is appropriate to meet the needs of the student based upon their unique circumstances and response to remote learning during the spring of 2020. The student's IEP will be updated to reflect the plan for the 2020-21 school year.

If a family chooses in-person learning, an IEP meeting may be convened to review and update the student's IEP for the 2020-21 school year. If a family agrees, a student's case manager may also communicate with the family and then follow-up with written confirmation (e.g., an IEP Amendment or a Prior Written Notice) regarding the plan for the 2020-21 school year. Such plans may, but are not required, to include contingency remote learning plans should there be future school closures.

For students with in-person learning plans, student classroom groupings will be limited to the same classmates to the extent possible. At the elementary level, students generally will be with their same cohort of classmates during the day, while at the secondary level, students will be limited to four in-person classes during the day. Regardless, a specific plan for each student with an IEP will be developed prior to the start of the school year in accordance with current health and safety guidelines and the student's specific educational needs.

For students receiving in-person instruction in Jeffco schools, staff will follow local health and safety guidelines. More specifically, students will be served with their assigned cohort of peers following social distancing precautions. Personal protection equipment (PPE), such as face coverings and plexiglass partitions, also will be in place.

Similarly, students placed out-of-district will receive special education and related services according to the designated facility or school's instructional plan and approval from the facility or school's local county department of health.

Finally, students who are participating in community-based learning will have the opportunity to continue as long as the community site remains open, current health guidelines are being followed, and the family has approved continuing community-based learning.

8.6 Progress Monitoring and Reporting

Special Education teams will have in place consistent data collection and service log procedures for use across 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 will be provided regardless of a student's learning environment. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's accommodations and/or modifications. The IEP team (general education teachers, special education, related services providers, and families) will work collaboratively to identify alternate solutions if it believes an accommodation and/or modification is not appropriate or successful in a particular setting.

In addition, Jeffco understands that some students with disabilities may not be able to wear a mask or face covering for medical, physical, or disability-related reasons. Those with trouble breathing, or those unable to remove a mask or face covering without assistance, should not wear a mask or face covering. In such cases, IEP teams will work together to determine an alternate accommodation. Similarly, we know that some students with disabilities are at high risk of medical complications or have medical conditions that may preclude in-person learning. For such students, IEP teams will meet to consider individual needs and, as appropriate, alternate placement options.

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.

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](#)

FEEDBACK INCORPORATED:

- Additional information to key point 8.5, "Delivery of Special Education and Related Services," and key point 8.7, "Accommodations and Modifications." These sections have been revised following community input asking for more specific information regarding how services will be determined and safely provided to students with disabilities when school restarts.

9. School Management

OVERVIEW

School administration involves the management of all school operations, from creating a safe learning environment, to developing school schedules. The most recent public health guidelines allow for a 100% return of students PK-12, 5 days a week, with virus mitigation strategies in place. The primary virus mitigation strategy for 100% capacity return to school in August is “cohorting” or creating groupings of students that stay together throughout the day. Families also have the choice to opt their student(s) into a 100% remote learning environment. This section outlines how the principles of Place, Space, Time and People will be applied to typical school routines and procedures.

KEY POINTS

The limited use of physical, social distancing requires schools to adopt other measures, including: creating consistent cohorts of students and teachers; requiring face coverings/face shields as much as possible; daily symptom screenings for students and staff; and rigorous hand hygiene. Symptom screenings will clear each person's entrance into the school building. Volunteers, visitors or non-employees will not be allowed to enter the building during the school day. Adjustments may need to occur over time based on state and local public health orders and guidance.

9.1 School Day Structures and Weekly Meeting Patterns

Schools will develop new practices and models of structuring the student school day. Individual school schedules will be developed under specific guidelines with the goal to group students in a way that minimizes co-mingling of students such as limiting passing periods and in-between class times. Student cohort groupings will be consistent and limited to the same classmates to the greatest extent possible. School schedules will be constructed under the following guidelines and will be announced by schools to their students and families before school begins in August.

- Elementary School Structure (PK - 5/6):
 - Students will remain with the same cohort group the entire day.
- Middle School (6-8) and High School Structure (9-12):
 - Students will be scheduled into the same cohort group to the greatest extent possible.
 - Students will attend a maximum of four classes during the school day.
 - Students will take core and elective courses each trimester/semester.

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

Onsite procedures will vary based on building layout and student population. Building administrators will develop a draft plan for pick up/drop off, building entry, transitions throughout the school day, bus loading, symptom screening, lunch/recess schedules, etc. before students arrive in August. Individual schools will communicate their plans to staff and the school community for review prior to implementation. There will be no supervision provided prior to the school start time and at the end of the day outside of enrichment programs, athletics, activities, etc. Staff roles and responsibilities may need to shift to provide additional monitoring during transitions, symptom screening participation, and additional cleaning. The *week* of August 24th will provide opportunities to familiarize and practice new procedures with students using a “phased in” approach.

9.2.a Classroom Setup & Procedures

Furniture:

- Classrooms may not have shared seating options (e.g. couches, bean bag chairs, other flexible seating).
- Desks or tables will be arranged facing the same direction. Cooperative learning options may be limited - face coverings are required in small groups when social distancing is not feasible.
- Toys or classroom items that cannot be easily cleaned or sanitized, such as plush toys will be removed.
- Classrooms will be cleared of non-essential furniture and items to maximize space in classrooms

Instructional Materials:

- All students should be assigned their own bag/box of manipulatives to use throughout the year. Supplies brought by students should ONLY be used by that student (community supplies are prohibited).
- If small cohorts use the same materials, those materials must be disinfected before another cohort uses them.
- All students should be assigned their own device to be used throughout the year (as much as possible based on school device inventory).

Student Groupings:

- Face shields are recommended for staff during small group instruction.
- Redistribution of students may be necessary to manage class size.
- Secondary students will be limited to four in-person classes during the day.
- Sports, activities, and other co-curricular programs are an additional grouping.

9.2.b. Lunch/Recess/Other Non-Academic Time

Lunch: A single grade level cohort of students may eat lunch in their classroom and play together at recess.

- Students will wash their hands before and after eating.
- Students will clean their own area after eating.
- Cold lunch totes/bags/boxes should be stored in the child's backpack or near their desk (not in a community tote).
- All meals & snacks will be consumed in classrooms, outside, or in reorganized common spaces and monitored by staff. Students will go to the cafeteria to pick up "grab and go" hot lunch.
- Students will need to wash or sanitize their hands before coming back into the classroom.
- High schools will have closed campuses for lunch and off block periods.
- No outside delivery from restaurants (ex. Grub Hub, Seamless, etc.) to schools will be permitted.

Recess: Students will likely go to recess in staggered shifts to limited groupings outside at once.

- Schools may stagger the use of the playground equipment and should disinfect it in between uses. Students will need to wash or sanitize their hands before going outside and before coming back inside.
- Use of water fountains is not permitted. Students should bring water bottles from home or be provided water bottles to use at school.
- Face coverings do not need to be worn outside.

Non-academic time:

- High schools will create spaces in libraries, halls, resource centers, and outside that respect health guidelines.
- Disinfect multi-use spaces during transitions.

9.3 Building Access

No volunteers, visitors, or non-employees should access the building during the school day. Delivery drivers can be met at the door or designated drop off/pick up space. If they are entering the building they should have their temperatures taken. Drop-off spaces will be set up outside of the main doors for parents to place items to be delivered to students. Systems for checking students in and out of school during the day may need to be modified to meet public health guidelines. Symptom screening - see section 1.3a.

9.4 Before and After School Enrichment

Before and after school 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.

9.5 Registration/Enrollment/Transfers

Current district policies for registration, enrollment, and administrative transfers still apply.

9.6 Attendance

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

- This will include reporting students who are absent due to COVID-19 symptoms or quarantine.
- If students are quarantined at home, the expectation is they would engage in remote learning during that time period.
- Attendance will be reported for in-person and remote/online learning.

9.7 Student Code of Conduct

The District's Student Conduct and Discipline Policies apply during in-person and remote learning. Students enrolling for in-person learning are expected to adhere to all public health guidelines, protocols and procedures established at schools to create a safe and secure learning environment. Student attendance at school will serve as agreement to these terms and conditions. Any violation of terms and agreements in regards to public health will be considered a violation of the Student Conduct Code.

FEEDBACK INCORPORATED:

- The overwhelming majority of respondents expressed concerns about hybrid learning and the need for students to return to school at 100% capacity in August. After extensive conversation and consulting with public health partners, principals, teachers, paraprofessionals, community partners, and others, we were able to develop onsite procedures with revised school structures to create an in-person environment so that all PK-12 students may return to school 5 days a week.

10. Gifted and Talented

OVERVIEW

The Gifted and Talented (GT) Department will continue to support schools, gifted learners, and their families in either an in-person or remote environment. Each school's GT Resource Teacher (RT) will also be available to support families, staff, and students, both in-person 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 an in-person or remote/online environment.

10.1 [Gifted Identification](#)

We will continue to accept GT identification referrals and will review them as per the [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 an in-person 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.

FEEDBACK INCORPORATED:

- Additional professional learning for teachers
- Parent and family support and consultations
- Differentiated programming guidance, including resources, strategies and approaches that would offer sufficiently challenging learning for meaningful student growth
- Social-emotional support to individuals, groups, and families
- Identification decisions, where a sufficient body of evidence is already available

11. Student Engagement

OVERVIEW

As the district transitions to in-person learning, the Student Engagement Office (SEO) will continue to offer core adult professional learning in virtual environments, facilitate online student groups, utilize protocols for remote and in-person case management, and partner to implement service packages for some of our most at-risk students. Several resources were developed in response to our move to the remote/online learning environment which will continue to be improved upon in order to support staff, students and families during the 2020-21 school year. Where appropriate, some services may continue to be provided remotely so as to mitigate risk and limit the number of professionals in schools. In anticipation of the need to provide additional support to schools related to Restorative Practices, the department stands ready to respond to requests for support and professional learning.

KEY POINTS

11.1 Student Engagement Office (SEO)

Staff will ensure that services and support for our most vulnerable students are provided in both in-person and remote educational environments. We recognize the distinct differences and in some cases diminished effectiveness of services in the remote environment. Consequently, we are dedicated to improving our approach and strategies to support students who choose to remain in a full remote environment, while also serving those students who return for in-person instruction.

11.2 Dropout Prevention and Re-engagement

Instructional programming for students working towards demonstrating High School competency through the GED will continue to be supported in both in-person and remote settings in the fall of 2020. Direct services and case management that transitioned to virtual support are prepared for in-person or remote learning environments. We continue to support schools in their efforts to reach families struggling with remote learning and have established safety protocols in order to allow for home visits. Although over 1,000 students were supported this spring, we are still gauging the effectiveness of our service delivery model and will continue to make improvements. 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 or in-person 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 is prepared to support students in-person or within a remote environment when 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 provided an opportunity to pilot 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, either in the remote or in-person environments, will be 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 and are prepared to do this in the fall if necessary.

11.6 Fostering Opportunities

Direct services for students engaged with the Fostering Opportunities program enjoys success in large part due to the depth of existing relationships as well as the variety of tools specialists use to engage with students. This wraparound support is in place in a 100% in-person capacity and remote learning environment. The team continues to work with county and district partners to improve the experiences of students engaged with the foster care system.

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 is ready to continue to support effective climates, cultures, and discipline practices through virtual and 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 100% in-person environment. Staff will continue to develop resources and professional learning to support implementing RP as well as remain at the ready to respond to the specific needs of schools.

FEEDBACK INCORPORATED:

- Clarifying language was added to address desire for more clarity.
- Language related to responsiveness to school needs

12. Health Services

OVERVIEW

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 receive additional training and in coordination with JCPH.
- 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.
- 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

- [Healthy Schools Liaison System- Diagram](#) - Liaisons will focus on the in-person of the diagram, unless school is out for a period of time and remote is necessary.

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](#) (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)

- Reimbursement protocols are likely to be the same during this school year, as it is directly related to student services and transportation needs. However, if remote learning in any one school is prolonged for an extensive period of time, reimbursement in a remote learning environment is dependent on federal and state guidance and determination. In a 100% enrollment capacity return to school model:

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.

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.
- Special education students' homebound services may be provided by the central special education department.

REFERENCES & RESOURCES:

[Department of Health Services](#)

FEEDBACK INCORPORATED:

- Clarifying language was added and adjusted.
- Homebound services will continue through the student's home school, and not through central coordinating. The exception is special education students, these homebound services may be provided through the central special education department.

