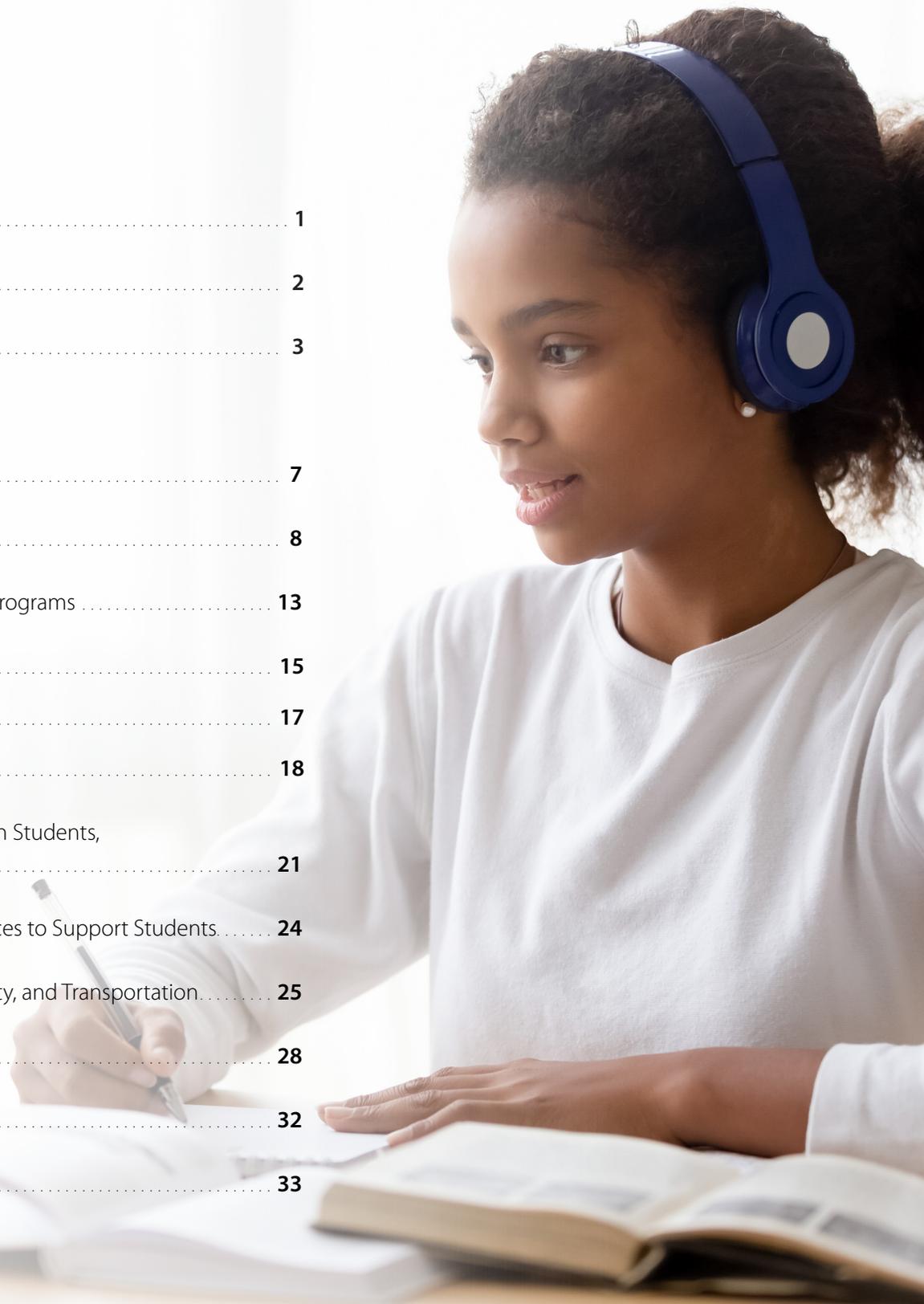




Road To Return: DCSD 2020-2021

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MESSAGE FROM SUPERINTENDENT THOMAS S. TUCKER, PH.D.

Dear DCSD Family,

At a special meeting of the Douglas County School District (DCSD) Board of Education on Saturday, July 25, we recommended to the School Board that DCSD begin the school year using a hybrid model which is a blend of in-person learning in the classroom, independent learning from home, and live online instruction from home. The Board voted unanimously to begin the 2020-2021 school year implementing this hybrid learning model (families will still have the option to select 100% eLearning for their students if they prefer).

We recognize that this is a change from prior discussions and proposals, but [current data from the Tri-County Health Department](#) regarding the uptick of positive COVID-19 rates in Douglas County is making it very unlikely that DCSD could welcome all students back to 100% in-person learning in August.

We all understand that students are best served by attending school in person, surrounded by their peers and guided by our talented teachers and support staff. And though 100% in-person learning is not possible in our current COVID-19 environment, we believe the next best thing is to provide our students and staff with a hybrid learning experience where they can learn in person two days a week. This will enable us to have smaller groups of students in school each day which makes it more feasible to implement health and safety mitigation measures, allows teachers to continue to build important relationships with their students, and enables students to have some peer interactions.

More information about hybrid learning and the 100% eLearning option can be found in Section 2 of this plan.

STUDENT ORIENTATION WEEK

The school year will still begin on August 17, however, the first week of school will be student orientation days. During that week, each school will welcome approximately 20% of their students for orientation. School leaders will be in touch to inform families what day their children will be expected to come in for orientation.

We know that families and staff members have many questions and are experiencing anxiety about reopening school. We value the questions, suggestions and stories we have received over the past few weeks from families and staff. It is all helpful as we seek to understand the many factors influencing this decision.

Over the past couple of months, DCSD staff has shared information with our Board of Education from DCSD's Restart and Recovery Task Force, as well as survey results from staff and parents. The Board of Education has asked tough questions and engaged in productive conversations. Looking ahead to 2020-2021 and planning for the new school year has been an incredible challenge as guidance and data are continuously changing, and DCSD Leadership and board members care deeply about the health and safety of our students and staff. We are working to balance current data with ensuring our students receive the public education they need and deserve for a successful future. To say this is a dilemma would be an understatement -- and this dilemma is one that school districts, school leaders, educators and families are grappling with across the United States.

DCSD Leadership continuously monitors the changing conditions that control how we will conduct school in the 2020-2021 school year. We had prepared to reopen school using a 100% in-person learning model, along with a 100% eLearning option. We also were prepared to pivot to a hybrid model or 100% eLearning should health conditions warrant such a change. Now, given the current level of COVID-19 transmission in Douglas County, it is clear that a better approach is to begin school with a hybrid model, and transition to in-person learning when health conditions improve.

Relationships are at the heart of a successful DCSD education, and we remain committed to finding ways to connect and support each other. We know you will have many questions and, as decisions are made, we will do our best to provide you with information that will help you and your students.

Thank you for your ongoing patience and partnership.



Thomas S. Tucker, Ph.D.
Superintendent
Douglas County School District

IMPORTANT INFORMATION

First Day of School

Most Douglas County schools begin **Monday, August 17**, instead of the originally scheduled date of August 7. This provides Douglas County School District (DCSD) teachers with additional time to plan and collaborate to meet the needs of students. During the two weeks prior to the start of school, 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. Professional development for our teachers will continue throughout the school year.

Charter schools may have different calendars and start dates, please check in with your charter school to confirm the first day of school.

Student Orientation

The school year will still begin on August 17, **however, the first week of school will be student orientation days.** During that week, each school will welcome approximately 20% of their students for orientation. School leaders will be in touch with families prior to the start of school to inform them of their assigned student orientation day. All students (hybrid learners and eLearners) will be assigned a student orientation day. Families who have selected eLearning and do not wish to send their children to orientation should contact their school directly to request other arrangements.

Kindergarten / Balanced Beginnings

In DCSD, we have a special transition process in place for our Kindergarten students called Balanced Beginnings. The first days of school will be staggered, with small groups of students coming rather than the entire class. This eases the transition into Kindergarten and allows teachers and students to build

positive relationships, introduce the new environment and routines, and collect informal data as they begin their year with students.

Kindergarten Balanced Beginnings will run in conjunction with orientation the first week of August 17-21. The first day of Kindergarten will be Monday, August 24.

Preschool / Early Childhood Education

Health and safety protocols in DCSD preschool classrooms (PK) will align with the elementary school in which they are housed (if applicable). Details will be communicated to families by each school community. DCSD will offer both hybrid learning and eLearning preschool models. The DCSD 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 the preschool information line at 720-433-0025 for further questions you might have.

Charter, Magnet and Alternative Schools

Charter, magnet and alternative schools may have different start dates and requirements. Please be sure to check with your child's school!

- [Locate My School](#)
- [2020-2021 Academic Calendar](#)

Family Action Items Prior to the First Day of School

Express Check-In

All DCSD students/families will need to complete the [Express Check-In process](#). This is where families can confirm the preferred learning option for their student(s), enter important Back-to-School information for their child such as health forms, media consents, communication preferences, etc.

Express Check-In Closes on Monday, August 3 at 11:59 p.m.

Please note that Express Check-In is not the same as Open Enrollment. If you wish to open enroll your child into a school other than your assigned neighborhood school, please follow the [open enrollment process](#).

Changing Learning Model Selection

Following the start of school, families will be able to change their selection at the end of a semester, if they choose to do so. For example, if you select eLearning for your child and later decide to switch to in-person learning, you will be able to make that change effective at the beginning of the following semester (i.e. after winter break).

PLAN AT-A-GLANCE

Learning Options

DCSD is modeling and preparing for implementation of three learning options for its students for the upcoming 2020-2021 school year. At a special meeting on July 25, the DCSD Board of Education voted unanimously to begin the school year with a hybrid learning model. Families will have the option to select 100% eLearning if they prefer.

Should COVID-19 data greatly improve, the DCSD Board of Education could vote to pivot to a 100% In-Person Learning Model.

HYBRID LEARNING MODEL

On Monday, August 24 the hybrid learning model will begin for students in all grade levels (preschool through twelfth grade).

Students will be assigned into Cohort A or Cohort B.

- Cohort A will attend school in-person on Mondays and Wednesdays. Tuesdays and Thursdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers, etc. (their teacher will be teaching Cohort B in-person on these two days).
- Cohort B will attend school in-person on Tuesdays and Thursdays. Mondays and Wednesdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers online, etc. (their teacher will be teaching Cohort A in-person on these two days).
- On Fridays, all students (Cohorts A and B) will receive live online instruction from their teacher(s).

Schools will notify families regarding which cohort their students are assigned to. Siblings will be assigned to the same cohort schedule.

WHY A HYBRID LEARNING MODEL?

A hybrid model will enable schools to have no more than fifty (50) percent of their student population in person at one given time. This will make it more feasible to incorporate appropriate health and safety protocols such as social distancing, grouping of students, etc.

ELEARNING OPTION

Families who do not wish to participate in the hybrid learning model can select an eLearning option.

Unlike the remote learning conducted in Spring 2020 due to COVID-19 Stay-at-Home orders, the 100% eLearning option will feature regularly scheduled teacher-led instruction via a curriculum that is aligned with state standards to help students build upon fundamental skills. Students will engage with their instructor(s) on a daily basis via activities including daily assignments, assessments, regularly scheduled synchronous (live) instruction, and one-on-one meetings.

- Instruction is primarily synchronous (teachers and students are online at the same time with a set schedule - teacher provides learning resources and tasks in the eLearning platform during this scheduled class time).
- Additionally, further instruction will be provided through asynchronous learning (previously recorded and/or on-demand) such as videos, assignments, readings, etc.

IF COVID-19 NUMBERS TREND UP: DCSD could move all students to a 100% Remote Learning Environment

All in-person/hybrid students and staff transition to a 100% remote learning environment. Teacher/student assignments will continue if student instruction transitions from the hybrid learning to the eLearning model utilizing the existing classroom curriculum delivered through virtual learning platforms.

IF COVID-19 NUMBERS TREND DOWN: DCSD could move all students to a 100% In-Person Learning Environment

All students transition to in-person learning, five days per week. As close to normal classroom experience as possible with health and safety guidance in place.

An eLearning option will continue to be available under this learning option.

HEALTH AND SAFETY MITIGATION MEASURES

The health and safety of DCSD students and staff remain a top priority. The following chart summarizes the health and safety guidelines contained within Douglas County's Road to Return Plan (the "Plan").

PHYSICAL DISTANCING



- Six (6) feet of social distancing should be maintained between all individuals when possible.
- Seating charts will be created and students will be in assigned seats throughout the day as possible.
- Potential one way hallways will be set up in schools where possible.
- Specific building entry/exits will be designated.
- Elementary schools will implement staggered recess times.
- Middle and high schools will discontinue use of hallway lockers; time will be limited in-between classes.
- There will be no assemblies, performances or other all-school gatherings.

FACE COVERINGS



STAFF - REQUIRED

Face coverings over the nose and mouth are required indoors including during in-person instruction and while with other adults unless a staff member cannot medically tolerate a face covering. Face coverings are available upon request, and in appropriate circumstances, face shields will be made available.

STUDENTS (all ages) - REQUIRED

Cloth face coverings over the nose and mouth are required for all students except during outdoor recess and exercise activities where appropriate distancing can be maintained, and while eating meals, unless the student has a documented and approved health or education reason for not wearing a face covering. DCSD will provide face coverings upon request.

- Face coverings should be removed during nap times and when younger children cannot be directly observed. Face coverings should be designed so students can remove them without assistance. DCSD will provide face coverings and/or face shields upon request.

DAILY SYMPTOM CHECKS



- Staff and students will be required to complete a daily symptom check, **at home** before arriving at work or school. Each day they are at a DCSD building, staff and students will enter their current temperature and answer a few symptom questions (such as cough, sore throat, etc.) into a form each day. Those with a temperature of 100.0 degrees or higher will be asked to stay home or return home.
- Should a student or staff member begin to feel ill during the school day, they will be asked to return home.

HANDWASHING AND SANITIZING



- Students and staff will be encouraged and reminded to wash hands regularly; use hand sanitizer; avoid touching eyes, nose, and mouth; and properly cover coughs and sneezes.
- Classroom teachers, school nurses and school counselors will continue to educate students on the importance of handwashing to prevent the spread of viruses.
- Students will have dedicated time to wash their hands before eating and when returning inside from recess.
- Bathroom soap dispensers and paper towel dispensers will be checked frequently and refilled as needed.
- Posters will be displayed in and around bathrooms and wash areas reminding students and staff of the importance of handwashing.
- Hand sanitizer stations will be located in a variety of areas around each school and will be checked frequently and refilled as needed.

CLEANING, DISINFECTING AND VENTILATION



- Touch points (i.e. door knobs, light switches, etc.) will be disinfected throughout all buildings on a daily basis.
- School buses will be disinfected twice daily.
- Teachers and staff will have disinfectant supplies, including disinfecting spray, available to them to clean high touch areas regularly.
- Staff will limit sharing of student and staff supplies, utensils, devices, toys, learning aids, etc.
- The circulation of outdoor air within district buildings, via mechanical systems, will be increased.

PROTOCOLS FOR ISOLATION, QUARANTINE AND OUTBREAK



- If a student or staff member shows symptoms of, or tests positive for COVID-19, DCSD has clear protocols in place to minimize exposure, including isolation and quarantine protocols.
- DCSD's protocols are outlined on page 11.

REGULAR TESTING FOR TEACHERS AND STAFF



- Douglas County Government is working with STRIDE community health center to offer several testing sites throughout Douglas County that will be regularly available to DCSD employees from September 1 through December 31, 2020. [Click here for current COVID-19 testing information.](#)
- DCSD is working to establish additional partnerships with organizations to provide regular access to COVID-19 testing for teachers and staff.
- COVID-19 testing is also available for DCSD employees through their DCSD medical insurance plans and at many community testing locations at no cost to the employee.

INTRODUCTION

In March 2020, the World Health Organization characterized COVID-19 as a pandemic and Governor Jared Polis declared a state of emergency in the State of Colorado. Considerations for and the implementation of instruction for students of the Douglas County School District (DCSD) have had to adjust to significant health and safety considerations. As a result, things may look a bit different this upcoming school year, but DCSD staff members are eager to welcome our students back to school!

As approved by the DCSD Board of Education at a special meeting on July 25, DCSD will begin the 2020-2021 school year in a hybrid learning model. Families will also have the option to select 100% eLearning for their student(s) if preferred.

DCSD Leadership continuously monitors the changing conditions that control how we will conduct school in the 2020-2021 school year. DCSD had prepared to reopen school using a 100% in-person learning model, along with a 100% eLearning option. DCSD was also prepared to pivot to a hybrid model or 100% eLearning should health conditions warrant such a change. Given the current level of COVID-19 transmission in Douglas County, it is clear that a better approach is to begin school with a hybrid model, and transition to in-person learning when health conditions improve.

The purpose of this Road to Return Plan (the “Plan”) is to outline how DCSD will deliver meaningful instruction while also taking prudent steps to keep our students, staff, and community safe by adhering to any applicable executive and public health orders and guidelines during the ongoing COVID-19 pandemic. This Plan is based on available public health information and feedback from the DCSD Restart and Recovery Task Force at the time of its creation. The Plan may be adjusted based on newly issued executive orders and guidance and/or available data and guidance from public health officials.

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 DCSD families to learn about and understand how their school will be operating after its opening date. DCSD wants to ensure that the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

DCSD will implement various communications and engagement activities to support staff, students, and families as DCSD embarks on implementing instructional, health and safety measures to support students and staff this upcoming school year. These activities will include staff briefings and training, virtual town hall meetings with families, students and staff, as well as continuous communications leading up to the start of the school year.

DCSD thanks its staff and community members who have provided feedback in various ways including the community surveys and the [Restart and Recovery Task Force](#). All of the feedback and input provided as the Plan has developed is greatly appreciated. It supported DCSD’s collaborative efforts to maintain the education, safety and health of the entire DCSD community.

Section 1: GENERAL HEALTH AND SAFETY GUIDANCE

The health and safety of our students and staff is our top priority. DCSD has worked in collaboration with our Restart and Recovery Task Force to create this Road to Return Plan (“the Plan”) which will guide DCSD staff in our transition to the 2020-2021 school year. Ultimately, we want students to return to an “as close to normal as possible” classroom experience, while taking necessary precautionary measures to keep students and staff safe. DCSD will continue to collaborate with the Tri-County Health Department to ensure a safe and healthy learning environment for our students and staff.

This plan focuses on the following main health and safety guidelines. These strategies are in alignment with [guidance from the Colorado Department of Health & Environment and the Colorado Department of Education that was released on July 20, 2020](#).

A. PHYSICAL DISTANCING

1. Physical Distancing Expectations:

- Six (6) feet of social distancing should be maintained between all individuals when possible.
- Seating charts will be created and students will be in assigned seats throughout the day as possible.
- Potential one way hallways will be set up in schools where possible.
- Specific building entry/exits will be designated.
- Elementary schools will implement staggered recess times.
- Middle and high schools will discontinue use of hallway lockers; time will be limited in-between classes.
- There will be no assemblies, performances or other all-school gatherings.

2. Applicable Public Health Orders: DCSD will follow state and local public health orders which limit the size of group gatherings.

- Large gatherings including assemblies and performances will not be permitted.
- When using auditoriums, cafeterias, and gymnasiums for instructional purposes or for meals, DCSD will minimize the number of people, place students into small groups, and maximize the spacing between students.
- Staff meetings and staff professional development will take place virtually when possible.

3. Plexiglass Partitions: DCSD is implementing the use of plexiglass partitions in designated areas when social distancing and/or face coverings are not possible. plexiglass will be installed prior to the first day of in-person instruction.

4. One Way Traffic Flow/Separate Entry and Exit Doors: Each DCSD building will attempt to create a one-way traffic flow with separate entry and exit doors, where possible.

- 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.
- 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.

B. FACE COVERINGS

Face coverings are required for all DCSD students and staff. Face coverings will not be required while outdoors (as long as appropriate social distancing is maintained) or while eating. Exceptions will be made for those who cannot medically tolerate a face covering, and for individuals who are hearing impaired or otherwise disabled or who are communicating with someone who is hearing impaired or otherwise disabled and where the ability to see the mouth is essential to communication.

1. Face Coverings for Staff (REQUIRED):

- Face coverings over the nose and mouth are required indoors including during in-person instruction and while with other adults unless a staff member cannot medically tolerate a face covering.
- Face coverings are available upon request, and in appropriate circumstances, face shields will be made available.

2. Face Coverings for Students of All Ages (REQUIRED):

- Face coverings over the nose and mouth are required for all students except during outdoor recess and exercise activities where appropriate distancing can be maintained, and while eating meals, unless the student has a documented and approved health or education reason for not wearing a face covering.
- Face coverings should be removed during nap times and when younger children cannot be directly observed.
- Face coverings should be designed so students can remove them without assistance.
- DCSD will provide face coverings and, face shields, if appropriate upon request.

C. DAILY SYMPTOM CHECKS

- Staff and students will be required to complete a daily symptom check, **at home** before arriving at school or work. Each day, students and staff will enter their temperature and answer a symptom questionnaire online (preferably from home).
 - Those with a temperature of 100.0 degrees or higher will be asked to stay home (or return home if already at school).
- Should a student or staff member begin to feel ill during the school day, they will be asked to return home.

D. HANDWASHING AND SANITIZING

Handwashing 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. [When and How to Wash Your Hands](#)

- Students and staff will be encouraged and reminded to wash hands regularly; use hand sanitizer; avoid touching eyes, nose, and mouth; and properly cover coughs and sneezes.
- Classroom teachers, school nurses and school counselors will continue to educate students on the importance of handwashing to prevent the spread of viruses.
- Students will have dedicated time to wash their hands before eating and when returning inside from recess.
- Bathroom soap dispensers and paper towel dispensers will be checked frequently and refilled as needed.
- Posters will be displayed in and around bathrooms and wash areas reminding students of the importance of handwashing.
- Hand sanitizer stations will be located in a variety of areas around each school and will be checked frequently and refilled as needed.

E. CLEANING, DISINFECTING AND VENTILATION

- Touch points (i.e. door knobs, light switches, etc.) will be disinfected throughout all buildings on a daily basis.
- School buses will be disinfected twice daily.
- Teachers and staff will have disinfectant supplies, including disinfecting spray, available to them to clean high touch areas regularly.
- Staff will limit sharing of student and staff supplies, utensils, devices, toys, learning aids, etc.
- The circulation of outdoor air within district buildings via mechanical systems will be increased.
- DCSD's Operations Department will regularly collaborate with the DCSD Director of Health, Wellness and Prevention, the DCSD Environmental Health Manager, the Tri-County Health Department, and the Colorado Department of Public Health and Environment to implement appropriate and timely health and safety measures.



F. PROTOCOLS FOR STUDENTS AND STAFF ISOLATION, QUARANTINE AND OUTBREAK

<p>Do not come to school or work:</p>	<ul style="list-style-type: none"> • If a student or staff member feels ill. • If a student or staff member has a fever above 100.0.
<p>Isolate when:</p> <p><i>Isolation is for those who have symptoms, who are sick, or who have tested positive.</i></p> <p><i>Separates those who are infected from those who are not.</i></p>	<ul style="list-style-type: none"> • A student or staff member is diagnosed with COVID-19 with a positive PCR test result. or • Has symptoms of COVID-19. Symptoms, especially early on, may be mild and feel like a common cold. COVID-like symptoms include cough, shortness of breath, fever, loss of taste/smell, fatigue, headache, sore throat, muscle or body aches, congestion/runny nose, nausea/vomiting, diarrhea. School nurses can help determine if symptoms are or are not COVID-like. • The school leader must notify their school nurse and Executive Director of Schools (EDOS) immediately if they have a student or staff member diagnosed with COVID-19 and/or beginning isolation. (Department leaders notify nursing leaders and their cabinet representative.) <ul style="list-style-type: none"> ◦ (EDOS), or cabinet representative for departments, will immediately start a text string with the Superintendent, Assistant Superintendent, other EDOS, the Principal, Chief Human Resources Officer, Chief Operating Officer, Personalized Learning Officer, Public Information Officer, and Director of Operations & Maintenance. ◦ When there is a confirmed COVID-19 case, DCSD nursing/health services contacts the Tri-County Health Department (TCHD). These officials will help DCSD determine a course of action for the school(s) impacted.
<p>For those with a positive COVID-19 test, Isolate until:</p> <p><i>Those who have symptoms, who are sick, or who have tested positive isolate.</i></p>	<ul style="list-style-type: none"> • Student or staff member has had no fever for at least 24 hours without using medicine that reduces fevers. and • Other symptoms have improved (for example, when your cough or shortness of breath have improved). and • At least 10 days have passed since symptoms first appeared.
<p>For those with symptoms and no test result yet, Isolate until:</p>	<ul style="list-style-type: none"> • Any person with COVID-like symptoms should be encouraged to see a healthcare provider and consider testing. • Student or staff member has had no fever for at least 24 hours without using medicine that reduces fevers. and • Other symptoms have improved • Leaders can consult with their school nurse to verify return to school or work criteria based on alternate diagnosis or explanation of symptoms.

<p>If isolation begins during the school day:</p>	<ul style="list-style-type: none"> • Isolate the student or staff member in a designated sick area in their building until they can safely return home. • The designated sick area will be separated from routine care/ medication administration to the best degree possible. • Personal Protective Equipment (PPE) will be available for staff monitoring a sick student or staff member. Staff monitoring should wear a mask and face shield (both) and gloves. Parents will be contacted and asked to pick up their sick student. Schools will ask parents to have a list of people available to pick up a sick child if needed. • Provide the parent/ staff member information on how to access COVID-19 testing (refer to healthcare provider, tri-county health, or 211).
<p>Exposure:</p>	<ul style="list-style-type: none"> • Exposure is defined as having close contact with someone who has been diagnosed with COVID-19 (confirmed case) or who has COVID-like symptoms without another reasonable explanation (probable case). • A close contact is someone who: <ul style="list-style-type: none"> ◦ Was within 6 feet of someone diagnosed with COVID-19 for at least 15 minutes total. ◦ Provided care for someone who is sick with COVID-19. ◦ Had direct physical contact with someone who is sick with COVID-19. ◦ Shared eating or drinking utensils with someone who is sick with COVID-19. ◦ Got respiratory droplets from someone who is sick with COVID-19 on them (through sneezing, coughing, shouting, etc.). ◦ Was in the same class/cohort as a person diagnosed with COVID-19.
<p>Quarantine when:</p> <p><i>Quarantine is for those who have potentially been exposed to COVID-19.</i></p> <p><i>Keeps someone potentially exposed to those with the virus away from others.</i></p>	<ul style="list-style-type: none"> • A person should quarantine when a household member or other close contact of the student or staff member has been diagnosed with COVID-19 or is experiencing COVID-19 symptoms not explained by another diagnosis. • If a student or staff person is exposed to someone with COVID-like symptoms, it may be acceptable to wait up to 4 days before determining if they will be quarantined. During these four days it will be determined if symptoms are related to another illness or if a positive test is obtained. The school nurse consultant and building leader will work with the sick person and those exposed to determine the safest course of action. • If a person in quarantine develops symptoms of COVID-19 they begin the isolation protocol. • Siblings or children of a person at home for quarantine because they were exposed to COVID-19 do not need to stay at home unless the person in quarantine develops symptoms or is diagnosed with COVID-19. • When notified by nursing leadership, DCSD Operations & Maintenance will disinfect areas deemed impacted by the exposure/contact tracing process with approved disinfectants. The area will be quarantined off to limit access only to DCSD special cleaning team members for up to 48 hours.

<p>Quarantine when:</p> <p><i>Quarantine is for those who have potentially been exposed to COVID-19.</i></p> <p><i>Keeps someone potentially exposed to those with the virus away from others.</i></p>	<ul style="list-style-type: none"> The school leader must notify their school nurse and Executive Director of Schools immediately if they have a student or staff member diagnosed with COVID-19 and/or beginning isolation. (Department leaders notify nursing leaders and their cabinet representative.) <ul style="list-style-type: none"> Executive Director of Schools (EDOS), or cabinet representative for departments, will immediately start a text string with the Superintendent, Assistant Superintendent, other EDOS, the Principal, Chief Human Resources Officer, Chief Operating Officer, Personalized Learning Officer, Public Information Officer, and Director of Operations & Maintenance. When there is a confirmed COVID-19 case, DCSD nursing services contacts the TCHD. These officials will help DCSD determine a course of action for the school(s) impacted.
<p>Quarantine until:</p>	<ul style="list-style-type: none"> If exposed to a person with a positive COVID-19 test, a student or staff member should stay at home or stay put in the same location (do not come to school or work) for 14 days so they don't spread the disease to healthy people. If a person in quarantine develops symptoms of COVID-19 they begin the isolation protocol (above). A negative COVID-19 test obtained by the person exposed to a positive COVID-19 case does not dismiss the 14 day quarantine. If a person is quarantining due to exposure to someone with symptoms not yet confirmed as COVID-19, the quarantine period may be shorter than 14 days as determined by the school nurse consultant.
<p>Outbreak (definition):</p>	<p>If one or more criteria below are met, there is a confirmed outbreak.</p> <ul style="list-style-type: none"> Classroom/cohort outbreak: two or more confirmed COVID-19 cases among students/teachers/staff from separate households, with onset within 14 days in a single classroom or cohort (includes students, teachers and other staff) or In schools not practicing cohorting, two or more confirmed COVID-19 cases from separate households with onset within 14 days in the same school (includes, students, teachers and other staff) or 5% or more unrelated students/teachers/staff are diagnosed with COVID-19 within a 14 day period (minimum of 10 unrelated students/ staff).

<p>Outbreak (process):</p>	<ul style="list-style-type: none"> The Colorado Department of Public Health and Environment (CDPHE) or TCHD will notify DCSD when there is a confirmed case or cases. If DCSD becomes aware of a case before it is contacted by the CDPHE or TCHD, school personnel will immediately notify the School Nurse Consultant for that building. Nursing/health services contacts the TCHD. These officials will help DCSD determine a course of action for the school(s) impacted. It is possible a cohort group, classroom or school may need to close for 2-14 days, pending official guidance from TCHD. When notified by nursing leadership, DCSD Operations & Maintenance will disinfect areas where people with confirmed cases worked or spent time (more than 15 minutes) with approved disinfectants. The area will be quarantined off to limit access only to DCSD special cleaning team members for up to 48 hours. If a classroom is unavailable for an in-person class, the teacher(s) and principal will work together to identify where those classes will meet. School leaders will work with DCSD Public Information Officer to communicate as appropriate and to appropriate parties regarding exposure and/or outbreak. <ul style="list-style-type: none"> Per communication guidelines from CDPHE: <table border="1" data-bbox="1304 690 1969 1092"> <thead> <tr> <th data-bbox="1304 690 1656 727">Scenario</th> <th data-bbox="1656 690 1969 727">Send Communication To</th> </tr> </thead> <tbody> <tr> <td data-bbox="1304 727 1656 800">1 student/staff with COVID-19 in a class/cohort</td> <td data-bbox="1656 727 1969 800">Parents of all students in the class/cohort</td> </tr> <tr> <td data-bbox="1304 800 1656 873">Outbreak of COVID-19 in a class/cohort</td> <td data-bbox="1656 800 1969 873">Parents of all students in the class/cohort</td> </tr> <tr> <td data-bbox="1304 873 1656 982">1 (or more) student/staff with COVID-19 in multiple classes/cohorts</td> <td data-bbox="1656 873 1969 982">Parents of all students who are determined to be close contacts of a case of COVID-19 in the school</td> </tr> <tr> <td data-bbox="1304 982 1656 1092">School outbreak</td> <td data-bbox="1656 982 1969 1092">Parents of all students who are determined to be close contacts of a case of COVID-19 in the school</td> </tr> </tbody> </table>	Scenario	Send Communication To	1 student/staff with COVID-19 in a class/cohort	Parents of all students in the class/cohort	Outbreak of COVID-19 in a class/cohort	Parents of all students in the class/cohort	1 (or more) student/staff with COVID-19 in multiple classes/cohorts	Parents of all students who are determined to be close contacts of a case of COVID-19 in the school	School outbreak	Parents of all students who are determined to be close contacts of a case of COVID-19 in the school
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School outbreak	Parents of all students who are determined to be close contacts of a case of COVID-19 in the school										
<p>Contact Tracing:</p>	<ul style="list-style-type: none"> DCSD will work with the Tri-County Health Department to identify exposed students and staff (those considered close contacts), while maintaining confidentiality to the best degree possible. 										

G. REGULAR TESTING FOR TEACHERS AND STAFF

- [Click here for current COVID-19 testing information.](#)
- Douglas County Government is working with STRIDE community health center to offer several testing sites throughout Douglas County that will be regularly available to DCSD employees from September 1 through December 31, 2020.
- DCSD is working to establish additional partnerships with organizations to provide regular access to COVID-19 testing for teachers and staff.
- COVID-19 testing is also available for DCSD employees through their DCSD medical insurance plans and at many community testing locations at no cost to the employee.

H. REFERENCES AND RESOURCES

[Reopening Schools: Health Guidance by COVID-19 Phase \(The Colorado Department of Public Health and Environment, in collaboration with the Colorado Department of Education\)](#)

[Colorado Department of Education COVID-19 Resources for Schools](#)

[Centers for Disease Control Guidance for Schools](#)

[Tri-County Health Department COVID-19 Updates](#)

[Colorado Department of Public Health and Environment Updates and Resources](#)

[COVID-19 Strategies for Schools \(Metro Denver Partnership for Health\)](#)

[COVID-19 Planning Considerations: Guidance for School Re-entry \(American Academy of Pediatrics\)](#)

[Risk-Based Approach to Reopening Schools Amid COVID-19 \(Children's Hospital\)](#)

Section 2: LEARNING ENVIRONMENTS AND DELIVERY OF ACADEMIC PROGRAMS

As approved by the DCSD Board of Education at a special meeting on July 25, DCSD will begin the 2020-2021 school year in a hybrid learning model. Families will also have the option to select 100% eLearning for their student(s) if preferred.

DCSD is committed to meeting the needs of our students during the upcoming school year. With ongoing changes and potential challenges to our typical academic day as we know it, incorporating a comprehensive eLearning plan into our instructional delivery model makes it possible to meet student needs across the multiple scenarios that we might experience. DCSD eLearning supports universal access, meaning that students' learning needs would be met whether they are engaged through in-person learning, hybrid learning or eLearning.

Tools and systems will be in place to support teachers and staff across the school district to meet the needs of all students in any setting.

DCSD Leadership continuously monitors the changing conditions that control how we will conduct school in the 2020-2021 school year. DCSD had prepared to reopen school using a 100% in-person learning model, along with a 100% eLearning option. DCSD was also prepared to pivot to a hybrid model or 100% eLearning should health conditions warrant such a change. Given the current level of COVID-19 transmission in Douglas County, it is clear that a better approach is to begin school with a hybrid model, and transition to in-person learning when health conditions improve.

DCSD is modeling and preparing for implementation of three learning options for its students for the upcoming 2020-2021 school year. These include:

HYBRID LEARNING MODEL

On Monday, August 24 the hybrid learning model will begin for students in all grade levels (preschool through twelfth grade).

Students will be assigned into Cohort A or Cohort B.

- Cohort A will attend school in-person on Mondays and Wednesdays. Tuesdays and Thursdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers, etc. (their teacher will be teaching Cohort B in-person on these two days).
- Cohort B will attend school in-person on Tuesdays and Thursdays. Mondays and Wednesdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers online, etc. (their teacher will be teaching Cohort A in-person on these two days).
- On Fridays, all students (Cohorts A and B) will receive live online instruction from their teacher(s).

WHY A HYBRID MODEL?

A hybrid model will enable schools to have no more than fifty (50) percent of their student population in person at one given time. This will make it more feasible to incorporate appropriate health and safety protocols such as social distancing, grouping of students, etc.

ELEARNING OPTION

Families who do not wish to participate in the Hybrid Learning Model can select an eLearning option.

Unlike the remote learning conducted in Spring 2020 due to COVID-19 Stay-at-Home orders, the 100% eLearning option will feature regularly scheduled teacher-led instruction via a curriculum that is aligned with state standards to help students build upon fundamental skills. Students will engage with their instructor(s) on a daily basis via activities including daily assignments, assessments, regularly scheduled synchronous (live) instruction, and one-on-one meetings.

- Instruction is primarily synchronous (teachers and students are online at the same time with a set schedule - teacher provides learning resources and tasks in the eLearning platform during this scheduled class time).
- Additionally, further instruction will be provided through asynchronous learning (previously recorded and/or on-demand) such as videos, assignments, readings, etc.

IF COVID-19 NUMBERS TREND UP:

DCSD could move all students to a 100% remote learning environment.

All in-person/hybrid students and staff transition to a 100% remote environment. Teacher/student assignments will continue if student instruction transitions from the hybrid learning to the eLearning model utilizing the existing classroom curriculum delivered through a virtual learning platform.

IF COVID-19 NUMBERS TREND DOWN:

DCSD could move all students to a 100% in-person learning environment.

All students transition to in-person learning, five days per week. Instructional delivery would consist of as close to a normal classroom experience as possible with health and safety mitigation measures in place. An eLearning option will continue to be available under this learning option.

DCSD teachers will have tools to diagnose student learning needs and address any academic slide that may have happened since mid-March. This will be available for both in-person and eLearners.

A. HYBRID AND IN-PERSON LEARNING CONSIDERATIONS

1. Maintaining Health and Safety of Staff and Students: Applicable measures contained within *Section 1: General Health and Safety Guidance* will be implemented in the classrooms including: physical distancing measures; requiring students and staff to wear face coverings; completing daily symptom checks; measures to encourage and allow for regular handwashing and sanitizing; cleaning, disinfecting and addressing ventilation in schools; implementing clear protocols for isolation, quarantine and outbreak; and, opportunities for regular testing of teachers and staff.

2. 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. School schedules will be constructed consistent with guidelines and will be announced by schools to their students and families before in-person classes begin.

3. Onsite Procedural Guidance: Student Movement (Arrival, During Session, Departure): Onsite procedures will vary based on building layout and student population. Building administrators will have a school plan which specifies procedures for student pick up and drop off, building entry, transitions throughout the school day, bus loading, symptom screening, lunch/recess schedules, etc. Individual schools will communicate their plans to staff and the school community. 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 first week of in-person classes will provide opportunities to familiarize and practice procedures with students.

4. Classroom Setup and 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:

- The sharing of school supplies and instructional materials should be limited. Supplies brought by students should ONLY be used by that student.
- 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:

- Redistribution of students may be necessary to manage class size.
- Sports, activities, and other co-curricular programs are an additional grouping.

Recess:

- Students will likely go to recess in staggered shifts to limit 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.
- Schools will disinfect multi-use spaces during transitions.

5. Building Access to Volunteers, Visitors, and Non-Employees:

Building visitors will be limited.

- No volunteers, visitors, or non-employees should access the building during the school day, unless otherwise authorized for legitimate reasons.
- 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 and wear a face covering.
- 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 will be modified, as appropriate, to meet public health guidelines.
- In the case where a visitor must enter the building, they should have their temperature taken and wear a face covering.

6. Registration/Enrollment/Transfers: Current DCSD policies for registration, enrollment, and administrative transfers still apply.

7. Attendance: Student attendance reporting will be used for Colorado Department of Education compliance reporting, Tri-County Health Department 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 that students will participate in eLearning during that time period. Attendance will be reported for in-person, hybrid and eLearning models.

8. Student Code of Conduct Applies: DCSD’s Student Conduct and Discipline Policies apply during in-person/hybrid and eLearning. Students enrolling for in-person/hybrid 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.

9. Before and After School Care: BASE is planning on opening for the school year. As licensed child care providers, BASE is bound by additional regulations and guidelines. BASE is working with its licensing and health partners to further the safe care for children. View the guidelines provided by the Colorado Department of Human Services (CDHS) for child care providers in the [CDHS Provider COVID Response Guide](#).

10. Kindergarten / Balanced Beginnings: DCSD has a special transition process in place for Kindergarten students called Balanced Beginnings. The first days of school for Kindergarten students in this program will be staggered, with small groups of students coming attending school at staggered times rather than instructing the entire class. This eases the transition into Kindergarten and allows teachers and students to build positive relationships, introduce the new environment and routines, and collect informal data as they begin their year with students. Schools will be in touch with their Kindergarten families with more details.

11. Preschool / Early Childhood Education: Health and safety protocols in DCSD preschool classrooms (PK) will align with the elementary school in which they are housed (if applicable).. Details will be communicated to families by each school community. DCSD will offer both hybrid and eLearning preschool models. The DCSD 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 the preschool information line at 720-433-0025 with further questions.

B. HYBRID LEARNING OPTION

On Monday, August 24, the hybrid learning model will begin for students in all grade levels (preschool through twelfth grade).

Students will be assigned into Cohort A or Cohort B.

- Cohort A will attend school in-person on Mondays and Wednesdays. Tuesdays and Thursdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers, etc. (their teacher will be teaching Cohort B in-person on these two days).
- Cohort B will attend school in-person on Tuesdays and Thursdays. Mondays and Wednesdays will be independent learning from home, meaning students will work on assignments, view pre-recorded lessons from their teachers online, etc. (their teacher will be teaching Cohort A in-person on these two days).
- On Fridays, all students (Cohorts A and B) will receive live online instruction from their teacher(s).

In the Hybrid Model, daily attendance will be taken and students will receive grades.

WHY A HYBRID LEARNING MODEL?

A hybrid model will enable schools to have no more than fifty (50) percent of their student population in person at one given time. This will make it more feasible to incorporate appropriate health and safety protocols such as social distancing, grouping of students, etc.

SIBLINGS

Every effort will be made to ensure that siblings are assigned to the same cohort days. In the case that siblings are assigned to different cohorts, families should contact their school's registrar to request an adjustment be made.

DCSD HYBRID LEARNING MODEL	COHORT A	COHORT B
MONDAY	Cohort A: Attend school in-person	Cohort B: Independent learning at home
TUESDAY	Cohort A: Independent learning at home	Cohort B: Attend school in-person
WEDNESDAY	Cohort A: Attend school in-person	Cohort B: Independent learning at home
THURSDAY	Cohort A: Independent learning at home	Cohort B: Attend school in-person
FRIDAY	Cohort A: Online learning at home	Cohort B: Online learning at home

***Center-based Significant Support Needs (SSN) and Affective Needs (AN) students attend 4 days a week aligned to cohort schedule.**

Every effort is being made to keep siblings in the same cohorts at all grade levels.

Independent learning at home = work on assignments, view pre-recorded lessons from teachers, etc.

Online learning at home = live online instruction from teachers



C. eLEARNING OPTION

eLearning instruction occurs when a student learns through digital content with some element of student control while off of school grounds. An eLearning option will be offered at each DCSD school as an alternative to hybrid and/or in-person learning. Families who select the eLearning option will be able to change their selection at the end of a semester, if they choose to do so.

Unlike the remote learning which was conducted in Spring 2020 due to COVID-19 Stay-at-Home orders, DCSD eLearning will feature regularly scheduled teacher-led instruction via a curriculum that is aligned with state standards to help students build upon fundamental skills. Students will engage with their instructor(s) on a daily basis via activities including daily assignments, assessments, regularly scheduled synchronous learning, and one-on-one meetings. Teachers will provide regular, meaningful feedback. Daily attendance will be taken and students will receive grades.



eLearning will 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. Synchronous learning is an approach where teachers and students are engaged in learning at the same time. At DCSD, the teacher provides learning resources and tasks through video-conferencing enabled by Canvas, Google Classroom, Seesaw, etc. during a specific time.

1. eLearning Enrollment:

- Students who select eLearning will still be enrolled in the DCSD-operated school in which they are enrolled. A student who is open enrolled in a DCSD-operated school and selects eLearning will NOT lose their seat in their school. DCSD Seniors who participate in eLearning will receive their high school diploma from the DCSD-operated school in which they are enrolled.

**If your student attends a DCSD charter school, please check in with that charter school for their eLearning offerings (if applicable) and related enrollment policies.*

- Students who enroll in eLearning may change their selection to in-person learning at the end of a semester.

2. eLearning Educators:

- DCSD licensed educators will teach eLearning classes. Please note that students may not have the same teacher(s) for eLearning that they had for in-person learning and vice versa.
- There may be some special education providers, counselors, GT, or ELD staff serving their student caseloads in both in-person and eLearning environments.

3. eLearning Curriculum/Courses: DCSD eLearning will offer a full schedule to online students. Edgenuity will be the core curriculum used in eLearning. Edgenuity is aligned to Colorado Academic Standards and has been utilized by DCSD's credit recovery programs at the high school level. As with DCSD's traditional, in-person school course offerings, Edgenuity offers students a full schedule of courses including core classes, specials, foreign language and electives at varying levels, as well as standard, honors, and Advanced Placement courses.

4. eLearning Electives and Specials: eLearning will include specials and electives at varying levels. DCSD may not be able to offer every course from a student's school, but will work with the school administration and counselors to determine alternative courses, if needed.

5. eLearning Advanced Placement and International Baccalaureate (IB):

- Some Advanced Placement courses will be available through eLearning. A school's AP Coordinator and counselors will collaborate with students and parents to determine what courses will be available for students and determine alternative courses as necessary.
- The International Baccalaureate (IB) option is still being developed for eLearning and will be provided soon.

6. eLearning Special Education:

- DCSD teachers and Individualized Education Program (IEP) service providers will convene an IEP meeting with parents to determine how IEP services will be delivered virtually, to the greatest extent possible. Related service providers, such as mental health providers, speech language pathologists, occupational therapists, and physical therapists serve students virtually and offer activities for students and families to use at home in order to make progress on individual student IEP goals. Students with IEPs will have access to their general education curriculum via eLearning. DCSD teachers and IEP service providers will continue to progress monitor during eLearning.

7. eLearning Gifted Education / Discovery Program:

- If families with students receiving Gifted Education services select eLearning, school and district staff will meet with the student, family, eLearning teacher, and other service providers (as necessary) to revise their Advanced Learning Plan. The Advanced Learning Plan will outline all aspects of gifted education programming/services aligned to student needs as well as academic and affective goals for the student. School and district staff will support the eLearning teacher(s) to ensure students receive curriculum and instruction to match student academic and social emotional needs.
- The DCSD Discovery Program will only be offered through in person learning. If families with students placed in the Discovery Program select eLearning, school and district staff will meet with the student, family, eLearning teacher, and other service providers (as necessary) to revise

the Advanced Learning Plan. The Advanced Learning Plan will outline all aspects of gifted education programming/services and academic and affective goals for the student. School and district staff will support the eLearning teacher(s) to ensure students receive curriculum and instruction to match student academic and social emotional needs.

Children in the Discovery Program whose families choose eLearning will remain enrolled at their current site and will not need to reapply for the Discovery Program. Students will be placed into their current Discovery Program class upon their return to In-Person learning.

8. eLearning English Language Learners:

- DCSD classroom, content, English as a Second Language (ESL), and special service providers will continue to collaborate to meet the needs of English Language Learners and their families who are enrolled in the eLearning option. Educators will work with families to develop and implement an English Learner Plan outlining all aspects of English Language Development programming/services aligned to student need, academic and social language development, and specific language goals for the student. Due to federal and state compliance requirements, arrangements for assessment will be made between the ESL teachers and the family. English Learners will be served directly and consistently according to their English Learner Plan.

9. No Tuition is Charged for eLearning:

- There is no tuition for K-12 eLearning and additional fees will not be charged for students who select the eLearning option.
- Students will be expected to have a working Internet connection and basic Chromebook (or similar computer) to use at home during the school schedule. If a family does not have access to a dedicated technology device, their school can provide a loaner device and temporary internet connectivity.
- Ideally eLearning students will benefit from a comfortable headset to support their online learning. They can also use their computer microphone and speaker.

10. eLearning Expectations for Parent/Family Involvement

DCSD asks that families support their student(s) with eLearning. The following are some tips for helping students succeed with eLearning.

- Reach out to your school and ask them about the preferred eLearning tools. Familiarize yourself with your child's eLearning tools (i.e. Canvas, Google Classroom, SeeSaw, Google Meet etc.)
- Establish a regular routine and place for students to work on assignments and join (synchronous/live) online classes for example, a small desk or section of the kitchen table
- Ask questions to clarify assignments
- Notify your child's teacher if your student is unable to participate, just as you would report a normal absence and ensure that student is participating in learning on eLearning days in order to be considered in attendance
- Partner with your child's teacher to support ongoing academic growth
- Attend either virtual or in-person school information sessions regarding eLearning
- Read and communicate regularly with your student's teacher to understand schedules, assignments and expectations
- Encourage your child to incorporate physical activity and healthy breaks from classes during the day
- Monitor your student's time online
- Helping your child manage their online learning by encouraging them to engage in all classes and complete assignments

11. Participation in Athletics and Activities for eLearners:

- Those who choose to participate in eLearning will still have access to DCSD athletics / activities. Students enrolled in eLearning may participate on an equal basis in any extracurricular or interscholastic activity offered by DCSD.

12. School Supplies:

- School supplies needed for eLearning will be minimal. Teachers will inform eLearners what school supplies are needed / recommended prior to the first day of school.

D. SAMPLE eLEARNING SCHEDULES

Below are a couple of sample eLearning schedules. Please note these are simply samples and may look somewhat different at each school.

SAMPLE - Daily Elementary eLearning Schedule	
SAMPLE Daily Schedule (combination of asynchronous and synchronous instruction and independent learning)	
8:45 a.m. - 9:00 a.m.	Morning Meeting (Video Conferencing)
9:00 a.m. - 10:30 a.m.	Literacy (Reading/Writing) <i>Ex. Virtual instruction on reading skill, practice/application activity, peer editing writing exercise</i>
10:30 a.m. - 10:45 a.m.	Recess/Snack/Break
10:45 a.m. - 11:45 p.m.	Math <i>Ex. Hands on measurement activity followed by virtual group debrief</i>
11:45 a.m. - 12:30 p.m.	Lunch and Recess
12:30 p.m. - 1:15 p.m.	Specials <i>Ex. Virtual team-based digital art project</i>
1:15 p.m. - 2:00 p.m.	Science <i>Ex. Video conference, virtual science lab</i>
2:00 p.m. - 2:45 p.m.	Social Studies <i>Ex. Independent reading on Geography and map skills</i>
2:45 p.m. - 3:00 p.m.	Afternoon Closure <i>Ex. Video conference</i>

SAMPLE - Weekly Elementary eLearning Schedule					
SAMPLE Daily Schedule (combination of asynchronous and synchronous instruction and independent learning)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 a.m. - 9:00 a.m.	Morning Meeting				
9:00 a.m. - 10:30 a.m.	Literacy	Literacy	Literacy	Literacy	Literacy
10:30 a.m. - 10:45 a.m.	Recess	Recess	Recess	Recess	Recess
10:45 a.m. - 11:45 p.m.	Math	Math	Math	Math	Math
11:45 a.m. - 12:30 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 p.m. - 1:15 p.m.	Specials	Specials	Specials	Specials	Specials
1:15 p.m. - 2:00 p.m.	Science	Science	Science	Science	Science
2:00 p.m. - 2:45 p.m.	Social Studies				
2:45 p.m. - 3:00 p.m.	Closure	Closure	Closure	Closure	Closure

SAMPLE - Daily Secondary eLearning Schedule

SAMPLE Daily Schedule (combination of live/virtual instruction and independent learning)	
8:00 a.m. - 8:50 a.m.	Algebra 1 Ex. Virtual collaborative study groups on linear equations
9:00 a.m. - 9:50 a.m.	Biology Ex. Interactive, online, virtual dissection
10:00 a.m. - 10:30 a.m.	Advisement Ex. Virtual group social/emotional check in
10:40 a.m. - 11:30 a.m.	Drawing and Painting Ex. Independent drawing of symmetry
11:30 a.m. - 12:10 p.m.	Lunch
12:20 p.m. - 1:10 p.m.	English 1 Ex. Draft a persuasive essay on current event
1:20 p.m. - 2:10 p.m.	Physical Education Ex. Online virtual yoga session
2:20 p.m. - 3:10 p.m.	Geography Ex. Interactive map project

SAMPLE - Weekly Secondary eLearning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m. - 8:50 a.m.	Algebra 1				
9:00 a.m. - 9:50 a.m.	Biology	Biology	Biology	Biology	Biology
10:00 a.m. - 10:30 a.m.	Advisement	Advisement	Advisement	Advisement	Advisement
10:40 a.m. - 11:30 a.m.	Drawing & Painting				
11:30 a.m. - 12:10 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 p.m. - 1:10 p.m.	English 1				
1:20 p.m. - 2:10 p.m.	Physical Education				
2:20 p.m. - 3:10 p.m.	Geography	Geography	Geography	Geography	Geography

Section 3: PERSONALIZED LEARNING SUPPORT FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, AND GIFTED/TALENTED LEARNERS

The DCSD Personalized Learning Department is committed to meeting the unique needs of every student as adjustments are made to mitigate the spread of COVID-19 in the school environment, and supports are provided to DCSD students. DCSD is committed to working with families to answer questions, resolve concerns, and problem-solve barriers to student success while supporting efforts to promote a safe learning environment.

A. SPECIAL EDUCATION

DCSD 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 hybrid, in-person and eLearning environments. Service plans may be adjusted as needed for the circumstances of the learning environment.

1. 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. Regardless, it is a DCSD priority to ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers.

- **If a family chooses eLearning**, 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 eLearning 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 2020-2021 school year.

- **If a family chooses hybrid learning/in-person learning**, an IEP meeting may be convened to review and update the student's IEP for the 2020-2021 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 2020-2021 school year. Such plans may, but are not required, to include contingency remote learning plans should there be future school closures.

- **Students attending school in out-of-district facility schools** 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.

2. 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.

3. 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.
- DCSD understands that some students with disabilities may not be able to wear a face covering for medical, physical, or disability-related reasons. Those with trouble breathing, or those unable to remove a face covering without assistance, should not wear a face covering. In such cases, IEP teams will work together to determine an alternate accommodation.
- DCSD understands 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.

4. Individualized Education Program (IEP) Meetings: DCSD 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 during the upcoming school year and will arrange for an interpreter if necessary.

5. Child Find and Evaluation: DCSD will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, DCSD 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. DCSD will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

B. ENGLISH LANGUAGE LEARNERS

DCSD is committed to equity and will continue to provide high-quality services and programs for English Language Development (ELD) for English Learners (ELs).

- The DCSD English Language Development (ELD) program will adhere to and comply with requirements and guidance from the U.S. Department of Education, the Office for Civil Rights, the Department of Justice, the Colorado Department of Education, and the DCSD program plan. The English Learner identification and re-designation process will be implemented according to specific guidance as communicated by the above agencies.
- ELD staff will continue to follow DCSD and CDE's Identification of ELs, assessment and enrollment procedures in accordance with state and federal guidance.
 - Elementary and secondary teachers and ELD staff will continue to collaborate in meeting the needs of English language learners and their families.
 - Secondary level EL students will be enrolled in enriched content area and language development courses.
- Collaborative frameworks will be maintained regardless of instructional model with the following considerations as expressed by the English Language Learner Task Force and Conexion/Connection, DCSD's ELD parent advocacy group.
- ELD will balance the integration of students in general education with the intensive support of ELs so that students have the most effective instructional support possible. ELs will also have additional time during in-person learning.
- ELD will establish clear expectations for communication, collaboration, and co-teaching between ESL teachers and general education, maintaining clustering students when possible.
- Communication with families will remain a critical component of success for students. For multilingual families, school staff will provide additional support and parent communication in a language families can understand to ensure appropriate written translations and oral interpreters are requested and utilized. School and department websites will also have translated information available.
- ELD will continue to expand technology access for multilingual families in the form of devices and wifi hotspots.

C. GIFTED AND TALENTED LEARNERS

DCSD will continue to offer resources and support best practices to identify and meet the academic and social-emotional needs of high potential/advanced/gifted learners, including Twice-Exceptional (2e) Learners in both an in-person and eLearning environment.

- DCSD will adhere to and comply with all requirements and guidance from the U.S. Department of Education and the Colorado Department of Education in implementing the DCSD Gifted Education Program Plan.
- Each school will continue to implement equitable and accessible structures and systems to seek out and nurture student potential, including all aspects of the DCSD referral and evaluation/identification for gifted education.
- Each school will create and communicate specific structures for goal setting, gifted programming/service delivery, progress monitoring, and patterns/methods of communication.
- Gifted Education Facilitators will collaborate with teachers, counselors, and other school staff (as appropriate) to provide gifted programming and to monitor and update Advanced Learning Plans in both an in-person and eLearning environment.
- Each school will consider structures such as clustering, co-teaching, departmentalizing, and interdisciplinary instruction to provide gifted programming and services in response to student academic and social emotional needs.

D. REFERENCES & RESOURCES

[DCSD's Remote Learning Plan](#)

[Colorado Academic Standards](#)

[CDE ELD Guidebook](#)

Section 4: HEALTH, WELLNESS, PREVENTION, MENTAL HEALTH RESOURCES TO SUPPORT STUDENTS

Returning to and adjusting to learning in a modified in-person learning environment may present challenges for some students. DCSD's Health, Wellness, and Prevention Department will continue to provide ongoing resources to families and community members as well as provide schools with the protocols and training necessary to support the mental health needs of students in either a hybrid/in-person or eLearning environment.

A. 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.
- Students who express concerning language or behaviors while participating in eLearning or online learning environments, staff will follow eLearning suicide risk assessment protocols (provided to all school administrators and mental health professionals).
- All crisis event responses will be made in collaboration with the DCSD Safety and Security Department and building level administration using hybrid, in-person or eLearning 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. The Health, Wellness, and Prevention Department will add sections specific to eLearning in order to make sure staff are trained to respond appropriately across all learning environments.

B. SOCIAL-EMOTIONAL LEARNING

School counselors, school social workers and school psychologists will be available to provide counseling and mental health services to hybrid and eLearners. Students will have access to request a counseling session at any time. Counselors and mental health providers will also provide social-emotional learning activities students can do asynchronously at home. High school counselors will continue to do academic counseling with students. In the event of a safety concern, a counselor or mental health provider will conduct a safety assessment virtually, contact the parent, and connect the family with community resources. Also, the eLearning curriculum will have social-emotional learning embedded throughout eLearning courses.

C. SCHOOL COUNSELING SERVICES

High school counselors will 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. School counselors will support hybrid/in-person and eLearners by coaching teachers, directly delivering curriculum, and individually supporting students.

D. REFERENCES AND RESOURCES

[DCSD Mental Health Support and Resources](#)

[Community Mental Health Resources](#)

Section 5: OPERATIONS: ACTIVITIES, STUDENT MEALS, SCHOOL SECURITY, AND TRANSPORTATION

DCSD operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with public health orders and guidance.

A. ATHLETICS/ACTIVITIES

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

- DCSD will adhere to the [Colorado High School Activities Association \(CHSAA\)](#) parameters for sports and activities programs. (CHSAA has not yet provided guidance for Fall 2020).
- Those who choose to participate in the eLearning option will still have access to DCSD athletics/activities. Students enrolled in eLearning may participate on an equal basis in any extracurricular or interscholastic activity offered by DCSD.

B. FIELD TRIPS

There will be no DCSD sponsored field trips until further notice.

C. FACILITIES RENTALS

Facilities rental agreements will be amended to require adherence to DCSD protocols for COVID-19 including renters' requirement to pay DCSD for disinfection cleaning.

D. MEALS AND NUTRITION SERVICES

- In general, students will eat in the cafeteria or other areas that school administrators designate, such as outside areas, as weather permits. Social distancing markers will be provided in the lines and cohorting will be utilized.
- Students will line up in the cafeteria in small groups, with face coverings on.
- Social distancing markers will be placed in the line to ensure adequate spacing between students.
- Hand sanitizer stations will be provided prior to the students coming into the serving area.
- Once inside the serving area, students will choose their meal from a variety of options that have been pre-packaged or wrapped to ensure safety. Additional grab and go lines have been added to secondary schools, where possible, to ensure spacing and reduce congestion.
- Single use utensils and trays will be used at all levels.
- All DCSD Nutrition Services staff will wear face coverings at all times and face shields when interacting with students.
- Face coverings must be worn by students until they are seated at their lunch table, at which point they may be removed to eat.
- Students will be rung up via a touchless system. Pin pads will no longer be used. Barcode scanners or verbal ID will be used at all sites. Middle School and High School students will be asked to carry their Student ID cards each day to use at the register instead of the pin pads.
- Cashiers will be behind a three-sided plexiglass shield to ensure safety.
- The entire serving line, as well as all touch points will be fully disinfected between groups of students.
- All food safety procedures will be followed. When implementing all procedures and operations, Tri-County Health Department is consulted and guidance is followed.

1. Cafeteria Use:

Students will be assigned locations to eat. Appropriate areas include cafeterias (at no more than 50% capacity), tables and tents placed outside, gymnasiums, etc. Additional lunch periods may be necessary to accommodate appropriate distancing. Lunch tables will be fully sanitized between cohort groups.

Breakfast (where offered): For those schools that offer breakfast, grab and go breakfast will continue to be offered to all students upon their arrival. Students will take their breakfast back to the classroom or other areas as designated by the Building Administration. Staff ensure students remain physically distanced while eating.

Lunch: A wide variety of entree and a la carte options will continue to be provided at all levels. Items will be packaged for grab and go but continue to be made on site. Elementary schools will have two entree options as well as multiple fruits/veggies. Middle and High schools will have a choice of six or more entrees per day as well as multiple fruits/vegetables. Age appropriate a la carte items will be sold at all levels. Custom meal lines, such as Subway and Action stations will not be open for the start of school to ensure adequate spacing, as well as reduce congestion. Items from these bars will be available as grab and go and pre-packaged options on all lines.

2. Meal Costs:

USDA has updated their guidance for feeding students during remote learning or COVID-related building closures. Once the school year begins, DCSD Nutrition Services will continue to offer free meals for **only students who qualify for the Free and Reduced Meal Program**. Meals will no longer be available for free for any student 18 years and under (as with the summer meal program) who does not qualify for free or reduced lunch. Full pay students will need to pay for meals at the regular rate. Lunch prices are \$3.00 at Elementary Schools, \$3.25 at Middle Schools and \$3.50 at High Schools. Charter school meal pricing may vary. A la carte options vary in pricing.

3. Free and Reduced Lunch

Students Enrolled in Hybrid Learning Option

Students enrolled in the Hybrid Learning Option who qualify for Free and Reduced price meals will have access to free meals for the days they attend school in person. For the days they are learning from home, families will have access to an online pre-order system that will allow families to place orders online using their students' names, student ID numbers and school. Families will be able to pick up meals for multiple days on designated days/times/locations. More information on this is being developed and will be updated and communicated before the school year begins.

Students Enrolled in 100% eLearning Option

Students enrolled in eLearning who qualify for Free and Reduced price meals will have access to free meals via an online pre-order system that will allow families to place orders online using their students' names, student ID numbers and school. Families will be able to pick up meals for multiple days on designated days/times/locations. More information on this is being developed and will be updated and communicated before the school year begins.

Free and reduced applications are accepted at any point in the school year. The application can be found here (myschoolapps.com). DCSD strongly encourages families who may qualify based on their current circumstances to apply for Free or Reduced price meals.

E. SCHOOL SAFETY AND SECURITY

The DCSD Safety and Security Department will continue to provide ongoing daily coverage of all sites to ensure safe environments for students, staff, and our community. Safety and Security services include: 24/7 dispatch and patrol teams; Emergency management; Threat assessment; Campus security; and Drills.

1. Required Drills:

DCSD schools will continue to practice required drills while implementing health and safety protocols. DCSD will refer to the [Colorado Public and Charter School Fire and Evacuation Drill Guidance for the 2020-2021 school year](#).

F. TRANSPORTATION

Due to the local and state public health orders, only 26 students per bus, seating one (1) student per seat, will be allowed to ride a bus in order to maintain social distancing requirements. School bus service generally will be provided for students who attend their assigned neighborhood school, and for elementary students who live more than 2.5 miles from school and for secondary students who live more than five miles from school.

- All students and staff are required to wear face coverings while on a DCSD bus, unless they cannot medically tolerate a face covering.
- Parents/guardians are expected to take their child's temperature before leaving the house and to withhold an ill student from riding the bus.
- Students must sit one per seat on the school bus starting with the second row of the bus.
- Students are not permitted to change seats while riding on the bus.

Due to physical distancing limitations on buses and the ongoing bus driver shortage, the following DCSD bus routes will be discontinued for the 2020-2021 school year for the following categories of riders:

- Students residing within walk zones and within 2.5 miles from elementary schools and five miles from middle/high schools.
- Students residing within gated communities where stops can be moved to gates one mile from home.
- Students attending or participating in field trips, BASE, International Baccalaureate, Band.
- Students who are not enrolled in their home school (Open enrollment students).

Busing will be provided for all eligible students with special needs, including homeless and foster, and eligible students as required by applicable law.

Basic health and safety mitigation measures include:

- **Face Coverings to be Worn on Buses:** Student riders, drivers and Transportation Educational Assistants will wear face coverings or non-medical masks.
- **Symptom Checks to be Completed Before Entering a Bus:** Students will need to have their temperature taken and health screened by parents before entering a bus.
- **Disinfection of Buses:** Buses will be disinfected twice a day, after morning and afternoon routes. Bus windows will remain open, weather permitting. Disinfectant will also be available on buses for drivers and staff to utilize.

Ridership Capacity Will Be Limited On Buses:

Ridership capacity will be limited on school buses consistent with guidance provided by state and local health authorities.

G. REFERENCES AND RESOURCES

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

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

Section 6: MITIGATION MEASURES AND INFORMATION FOR STAFF

The road to reopening DCSD schools successfully and safely requires interventions and guidance for all staff, including DCSD teachers. The measures and interventions described below apply to all staff with the purpose and goal of helping to make DCSD schools and buildings safe educational and work environments while supporting rights of staff in their workplaces. This Section generally outlines staff responsibilities and support resources for staff as they implement their roles to support the education of DCSD students during the upcoming school year which will be impacted in a variety of ways by the COVID-19 pandemic.

A. BASIC HEALTH AND SAFETY MEASURES TO BE TAKEN BY STAFF

- 1. Physical Distancing:** Staff are expected to maintain social distancing of six (6) feet where possible in their work environments.
- 2. Face Coverings:** Staff must wear face coverings over the nose and mouth, including teachers during in-person instruction, unless such a mask cannot be tolerated for medical reasons, or unless another exemption from mask wearing is provided by law. DCSD will provide each staff member with a face shield, as appropriate.
- 3. Hygiene:** Staff should wash hands regularly; use hand sanitizer; avoid touching eyes, nose, and mouth; and properly cover coughs and sneezes.
 - Bathroom soap dispensers and paper towel dispensers will be checked in DCSD buildings and schools frequently and refilled as needed.
 - Posters will be displayed in and around bathrooms and wash areas reminding staff of the importance of handwashing.
 - Hand sanitizer stations will be located in a variety of areas around each school and building and will be checked frequently and will be refilled as needed.

4. Daily Symptom Checks Before Work Day Begins: Staff will be required to complete a daily symptom check, preferably at home, before arriving at work or school. Each day a staff member is working at a DCSD building, the employee will complete a form noting their current temperature and responding to a few symptom questions (such as cough, sore throat, etc.). Staff members with a fever of 100.0 or above should not come to a DCSD building and report to work. If a staff member with a fever of 100.0 or above comes to work, he or she will be required to return home.

5. Symptoms Exhibited During Work Day: Any staff member who begins to experience COVID-19 symptoms during the work day will be required to return home. (Please note that if an employee exhibits typical allergy-like symptoms which they have regularly experienced due to their allergies, such as sneezing, runny nose, or coughing, with no fever, such employee may continue to work.)

6. Absence from In-Person Work After Employee Experiences COVID-19 Symptoms:

After an employee has experienced COVID-19 symptoms, per public health order, that employee must be absent from in-person work for a mandatory minimum time period. An employee cannot return to in-person work until: (1) such employee has had no fever for at least twenty-four (24) hours (without the use of fever-reducing medications); (2) other COVID-19 symptoms must have improved; and (3) at least ten (10) days have passed since symptoms first appeared.

7. Absence from In-Person Work After Positive Test for COVID-19: If an employee has actually tested positive for COVID-19 (as opposed to just experiencing symptoms), he or she may discontinue isolation and other precautions 10 days after the date of their first positive test for COVID-19 and may be required to provide medical certification from a health care provider indicating that the employee is clear of the virus before the employee can return to work.

8. Absence from In-Person Work After Exposure to COVID-19:

Employees who have been directly exposed to someone who has tested positive for COVID-19 should self-quarantine for 14 days. Direct exposure is defined as being within six feet of a person for 15 minutes or more who has tested positive for COVID-19.

9. Notification When Employees Experience Symptoms of, Test Positive for, or Have Been Exposed to COVID-19:

Employees should notify their supervisor and DCSD's Benefits Department at leaveofabsence@dcsdk12.org if they have tested positive for COVID-19, are exhibiting symptoms of the virus, or are aware they have been exposed to the virus. This will allow DCSD to ensure employees return to work safely as well as provide DCSD the opportunity to educate employees with regard to the various paid sick leave benefits available to them. DCSD will maintain all information about employee illness as a confidential medical record within the meaning of applicable law.

B. EMPLOYEE REQUESTS FOR REASONABLE ACCOMMODATION

1. Reasonable COVID-19 Accommodation Requests Generally:

DCSD employees who anticipate the need for any form of reasonable accommodation related to COVID-19 and their work environment and responsibilities may make a request to DCSD's Human Resources Department. In addition to disability related requests, pursuant to Colorado Executive Order, "*Vulnerable Individuals*" may be entitled to reasonable accommodation under certain circumstances. Such individuals include: (1) individuals who are sixty-five (65) years and older; (2) individuals with chronic lung disease or moderate to severe asthma; (3) individuals who have serious heart conditions; (4) individuals who are immunocompromised; (5) pregnant women; and (6) individuals determined to be high risk by a licensed healthcare provider. It is important that employees who believe they qualify for an accommodation review and understand the accommodations information and [Request for Reasonable Accommodation Related to COVID-19 form](#) needed as part of the process. DCSD employees seeking to make a request for a COVID-19 related accommodation should fill

out the [DCSD Reasonable Accommodations form](#) and should contact the Human Resources Department by reaching out to: DCSD's Human Resources Employee Relations Team (Cathy Franklin: cfranklin@dcsdk12.org or Mike Loitz: mvloitz@dcsdk12.org). After receipt, DCSD's Human Resources Department will facilitate interaction with the staff member to determine if a reasonable accommodation can be made without undue hardship. Employees who are caregivers to "Vulnerable Individuals" should also follow the same process set forth above if they wish to request a reasonable accommodation.

2. Requesting an Accommodation if Staff Members Cannot Wear a Face Covering for Medical Reasons:

Any DCSD employees who states that they cannot wear a mask due to a medical condition, or other exemption from mask wearing provided by law, should contact DCSD's ADA Manager/Office at ADA@dcsdk12.org. DCSD's ADA Manager will interact with the employee related to any reasonable accommodation request in this regard.

3. Staff Members Who Do Not Feel Comfortable Returning to Work:

DCSD is committed to the health and welfare of its employees and understands that some employees may be experiencing reservations around returning to in-person work. While employees who generally fear returning to in-person work are not as a matter of law entitled to a reasonable accommodation at least absent some qualifying disability or other legal requirement, DCSD nevertheless intends to listen to those employees and work with them to determine what, if any, accommodations can be provided to allow them to return to in-person work. Accordingly, all such employees should fill out the [DCSD Reasonable Accommodations form](#).

4. Confidentiality and No Retaliation:

All requests will be kept as confidential as possible. DCSD will not retaliate against any employee for making any request for a reasonable accommodation.

C. EMPLOYEE SICK TIME AND LEAVES OF ABSENCE RELATED TO COVID-19

- 1. Leave Available under the FFCRA Generally:** Pursuant to recently passed federal legislation known as the Families First Coronavirus Response Act (FFCRA), all DCSD employees are eligible for up to two weeks (up to a maximum of 80 hours) of paid sick leave if they are unable to work due to a need for leave because they:
- are subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
 - have been advised by a health care provider to self-quarantine related to COVID-19;
 - are experiencing COVID-19 symptoms and are seeking a medical diagnosis;
 - are caring for an individual who is subject to a Federal, State, or local quarantine or isolation order related to COVID-19, or who has been advised by a health care provider to self-quarantine related to COVID-19;
 - are caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
 - are experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Under the FFCRA, the amount of paid sick leave available to employees is dependent on whether employees are full-time or part-time, and the amount of pay employees receive for sick leave is dependent on the reason for taking leave. ([See Families First Coronavirus Response Act: Employer Paid Leave](#)). With respect to employees who qualify for leave under the first three reasons above, they are entitled to full pay at either their regular rate subject to applicable aggregate limits. In addition to this federal paid sick leave benefit, employees may also utilize their own DCSD sick leave benefits/pay. They may also apply for short-term disability. Please note that DCSD employees are entitled to and should use the federal sick leave benefit before using their own DCSD sick leave benefits. To utilize these benefits, employees should submit a request for leave by emailing leaveofabsence@dcsdk12.org.

Substitute teachers who work for DCSD part-time are eligible to receive up to two weeks of FFCRA paid sick leave based on their average number of work hours in a two-week period. In this case, contact our sub office at suboffice@dcsdk12.org.

[COVID-19 Leave Process Flowchart](#)

- 2. Leave Is Available to Staff Members Subject to Federal, State or Local Quarantine or Isolation Orders Related to COVID-19:** Under the FFCRA, a full-time employee is eligible for up to 80 hours of paid sick leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period, if the employee is unable to work as a result of any Federal, State, or local quarantine or isolation order related to COVID-19. Leaves in such circumstances will entitle DCSD employees pay at either their regular rate subject to applicable aggregate limits. The employee should contact DCSD's Human Resources Department at leaveofabsence@dcsdk12.org to begin this process.
- 3. Leave Available If a Staff Member Is Self-Quarantining Related to COVID-19 or Is Experiencing COVID-19 Symptoms:** Employees who are unable to work because they have been advised by a health care provider to self-quarantine related to COVID-19, or because they are experiencing COVID-19 symptoms and are seeking a medical diagnosis, will receive up to two weeks of paid sick leave (up to a maximum of 80 hours) per the FFCRA. Leaves in such circumstances will entitle DCSD employees to pay at their regular rate of pay per day up to applicable aggregate limits. If an employee needs to take time off in these circumstances, the employee should contact leaveofabsence@dcsdk12.org to begin this process. [The COVID-19 Leave Process Flowchart](#) below provides information related to the circumstance when a staff member is self-quarantining related to COVID-19 or experiencing symptoms and seeking a medical diagnosis, and outlines the responsive measures and rights of employees to leave in such a circumstance.

4. Leave Available to Staff Member Caring for a Person Who Is Subject to Quarantine or Isolation Orders or Who Is Self-Quarantined Related to COVID-19:

Any DCSD employee who is unable to work due to a need to care for an individual who is subject to a Federal, State, or local quarantine or isolation order related to COVID-19, or who has been advised by a health care provider to self-quarantine related to COVID-19, will receive paid sick leave at two-thirds of the employee's regular rate of pay, or 2/3 of the applicable minimum wage, whichever is higher, for up to two weeks (and subject to \$200 per day and \$2,000 aggregate limits). See the [Families First Coronavirus Response Act: Employer Paid Leave](#). Requests for leave under these circumstances will be handled through the leave process. An employee who needs leave to care for a person who is subject to quarantine or isolation orders or who is self-quarantined should contact leaveofabsence@dcsdk12.org to begin the leave process.

5. Leave Available to Staff Member Caring for a Child Whose School or Place of Care Is Closed or Unavailable for Reasons Related to COVID-19:

Leave is available to any staff member who is unable to work due to a need to care for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19. Leaves in such circumstances will entitle DCSD employees to paid sick leave at two-thirds of the employee's regular rate of pay, or 2/3 of the applicable minimum wage, whichever is higher, for up to two weeks (subject to \$200 per day and \$2,000 aggregate limits over a two-week period). An employee in this circumstance is also eligible for an additional 10 weeks of paid extended family and medical leave at two-thirds of the employee's regular rate of pay (subject to the same daily limit, and subject to a \$12,000 aggregate limit over the entire 12-week period), if the employee has been employed for at least 30 calendar days. Employees should make requests for such leaves through the DCSD's leave process by contacting leaveofabsence@dcsdk12.org.

D. DCSD'S EMPLOYEE ASSISTANCE PROGRAM

While DCSD looks forward to being together again, it recognizes that this can be a difficult or stressful time. [DCSD's Employee Assistance Program](#) is available to all staff and their families, and DCSD encourages its employees to utilize this resource as needed to assist with working during this time.

E. REFERENCES AND RESOURCES

- [Colorado Dept of Education COVID-19 Information](#)
- [Families First Coronavirus Response Act: Employer Paid Leave - FFCRA](#)
- [COVID-19 Testing Information](#)
- [DCSD Employee Assistance Program](#)
- [DCSD Employee Wellness Website](#)
- [DCSD Employee Benefits Leave Website](#)
- [DCSD Accommodations Process](#)
- [DCSD COVID-19 Leave Process Flowchart](#)

Section 7: TECHNOLOGY SUPPORT

The DCSD Information Technology Department will continue to support schools with use of technology in hybrid/in-person and eLearning educational environments by:

- Ensuring that teaching staff have access to a working device (Chromebook, iPad, laptop, desktop computer, or other).
- Ensuring schools have an adequate supply of devices to support families who need to borrow a device for online learning.
- Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure all students who are participating in eLearning have reliable internet access at home.
- Ensuring DCSD systems are updated and ready for the dual modalities of education delivery.
- Capturing requests from schools regarding new tools and technologies and enabling volume purchasing when necessary/feasible.
- Working closely with central teams to ensure all new content and curriculum is integrated as best as possible to enable smooth and efficient learning.
- Supporting DCSD eLearning students, their families, and DCSD eLearning staff as they utilize core digital learning tools and existing system applications.
- Modifying existing tools and applications to meet the needs of in-person and eLearning environments.
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users.

Technology Request Form

For students needing access to technology to use for the Hybrid Learning Model or eLearning Model please complete this request [form](#). The form information will be forwarded to each child's school and requested technology will be provided by their school during **student orientation week**.

Students who attend a DCSD charter school should reach out to their school directly to inquire about checking out technology equipment.

PLAN CONSIDERATIONS

A. RESTART AND RECOVERY TASK FORCE

The DCSD Restart and Recovery Task Force provided many hours helping DCSD craft its Road to Return Plan. This inclusive, collaborative endeavor resulted in a comprehensive re-entry plan that addresses the needs of each of DCSD's 68,000 students.

Over 200 people participated in DCSD Restart and Recovery Task Force Focus Groups, and another 1,800 community members made themselves available to provide feedback. [DCSD's Restart and Recovery Task Force was made up of a wide range of community members](#) representing various regions of Douglas County, and an array of roles including:

Assistant Principals	Educational Assistants (SSN, Severe Affective Needs)
Principals	Clinical Social Workers
Elementary School Teachers	Clinical Psychologists
Middle School Teachers	Data Analysts
High School Teachers	Stay-at-Home Parents
Bus Drivers	Kitchen Managers
Preschool Directors	Library Specialists
Deans	Law Enforcement
School Administrative Assistants	Operations Directors
School Bookkeepers	Human Resources Professionals
School Counselors	Early Childhood Interventionists
Speech Language Pathologists	Early Childhood Special Education Specialists
PERAs	ELD Specialists
Specials Teachers	Engineers
Substitute Teachers	Fire Fighters/EMTs
Registered Nurses	Attorneys
Athletic Directors	Health Assistants
School Psychologists	I.T. Consultants
BASE Managers	Learning Specialists Pediatricians
Building Engineers	Reading Recovery Specialists
Charter School Faculty/Staff	Realtors
Campus Security Specialists	Business Owners
Mental Health Therapists	Retirees
Medical Doctors	Students/Alum
Classified Mentors	

B. STAFF AND PARENT FEEDBACK

The DCSD Restart and Recovery Task Force was guided by input from tens of thousands of community members and staff.

- Nearly 2,000 Douglas County community members participated in the Restart and Recovery Task Force as either Focus Group members or Input Session participants.
- Over 17,000 responses were received to [Hanover's COVID-19 Extended School Closure Impact Survey](#) from students, parents and staff.
- Almost 31,000 responses to the [Contingency Restart Scenario Surveys](#) from parents and staff.

C. HEALTH DATA IN DOUGLAS COUNTY AND MEETINGS WITH HEALTH OFFICIALS

1. Guidance from Local and State Officials:

DCSD has been in constant contact with local and state health officials while weighing the decision to return to in-person learning. In addition, much of the information outlined in this Road to Return plan aligns with guidance from the Colorado Department of Education and Colorado Department of Public Health and Environment's [Reopening Schools: Health Guidance by COVID-19 Phase \(July 20, 2020\)](#).

2. Douglas County COVID-19 Positivity Rates:

As of July 22, 2020, COVID-19 positivity rates in Douglas County had surpassed 5% (up from 3% two weeks prior).

DCSD is not using one specific data point but a combination of data points in its decision making process. For example, two factors DCSD is looking at closely are the 14-day average Incident Rate combined with current positivity rates. According to Tri-County Health when looking at these two data points together provides a clearer picture. For example, if the Incident Rate is going up -- but the positivity rate is staying flat, it could be assumed that the incident rate is simply a result of more people being tested. However, when both numbers go up simultaneously -- it's more likely that there is a true uptick of cases in the community. Both of these data points increased in July 2020, thus potentially pointing to a trend that was not favorable to opening schools at 100% capacity. DCSD also considers current Colorado Public Health Orders (i.e. Protect Your Neighbors, Safer at Home, and Stay at Home).

D. COLLABORATION AND CONVERSATIONS WITH OTHER COLORADO SCHOOL DISTRICT SUPERINTENDENTS

DCSD has been in close contact with school districts across the Denver Metro area regarding their plans for the 2020-2021 school year. Many Colorado school districts are planning to open in an as close to normal classroom environment, while others have announced they will begin with 100% eLearning.

- [Aurora Public Schools \(August 18\)](#)
- [Cherry Creek School District \(August 17\)](#)
- [Denver Public Schools \(August 24\)](#)
- [Greeley Evans School District \(August 17\)](#)
- [Littleton Public Schools \(August 24\)](#)
- [Jefferson County School District \(week of August 24\)](#)
- [Mapleton Public Schools \(August 27\)](#)
- [Westminster Public Schools \(August 20\)](#)

