Denver Public Schools 2020 Return District Implementation Plan

The DPS 2020 Return plan is based on the best available public health information at the time of its creation. The primary audience for this plan is DPS staff (primarily school-based). ==The plan is a working draft will be adjusted in real-time based on newly available data and guidance from public health officials.== *While all of the information included in this document is pertinent,* *health and other requirements are in red throughout the document**. Please use the navigation table for quick access to different components of the plan and related resources.*

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INTRODUCTION

In March 2020, Denver Public Schools closed its schools and worksites for in-person learning and work due to the outbreak of COVID-19. In compliance with guidance from local, state, federal and health experts, the district quickly implemented remote learning and working policies through the continuation of the 2019-20 school year. We are grateful for the dedication of our students, families, and staff for making the best of an incredibly challenging situation. We also know that remote learning and remote work has been far from ideal for most of the DPS community. As we look ahead at the 2020-21 school year, we must plan for welcoming our students and staff back in a way that will most effectively balance:

- Minimizing public health risks of COVID-19 to students, staff, and society,
- Maximizing students' ability to learn and thrive, with our focus on our students who most need academic, social, emotional and mental supports, and
- Supporting critical economic activity, including ensuring families can return to work as much as possible.

Based on the June 2020 guidance of our health experts, **we are currently planning to reopen our schools for full in-person learning in the 2020-21 school year,** while still providing a virtual program option for our students and families who may not feel comfortable returning to school in person. We will also have contingency plans in place for what school might look like next year if we see a resurgence of COVID-19 cases, which might lead to partial or district-wide school closures.

Remote	Rejoin	Recover
Contingency plan Facilities are not open and schools continue with a completely remote model.	*Contingency plan* Facilities are open with reduced class sizes; could look like: • Intermittent Rejoining: Students remote some days, physically re-joined other days.	**Plan A for 2020 Return, with approval from health officials** All students return to school for in person-learning.

In all scenarios, we will provide a **virtual program option** for students/families who are not comfortable returning to school in person.

How to Use this Document

This document provides high level guidance for schools to leverage in building out their own school-based COVID plans. When applicable, links to other relevant and/or more detailed guidance have been included. While intended to be comprehensive, we anticipate that this plan will continue to be in draft form until the start of the school year. We will continue to update this plan regularly as new information becomes available.

While the guidance in this document is written for district-managed schools, much of it, such as the health and safety guidance and supports for students with disabilities or English Language Learners, is applicable for all schools in the DPS family of schools. If your school is in an innovation zone or is a charter school, click here [link will be available by July 17] to better understand which sections of this document are applicable to your school.

Guiding Principles

Through the COVID health crisis and in planning for the 2020 Return, we remain committed to our core values, and have aspirations and commitments about good outcomes, despite the challenges presented by COVID-19 and an anticipated decrease in funding. The following principles guide our work in this time:

- ➢ **EQUITY.** In our design, planning, instruction, and resource allocation, we will prioritize our most vulnerable students so they can thrive academically, socially, and emotionally. This includes our students who have historically been marginalized and underserved including students learning English, students with disabilities, students experiencing poverty, and students of color. It also includes students who are experiencing the impacts of COVID-19 most acutely.

- ➢ **PEOPLE FIRST.** Across our family of schools, we will support the social and emotional needs, health, safety and well-being of students, employees, and families, as we navigate how to learn and work together to ensure all students thrive.

- ➢ **COOPERATION.** We will build unity and create connections so that we emerge as a stronger Team DPS. We strive to establish a culture and system of cooperation (as opposed to competition) among our family of schools and Team DPS. Externally, cooperation includes working with our city and state counterparts, as well as community organizations, to add capacity in the implementation of our crisis priorities.

- ➢ **RESPONSIVENESS.** We will be realistic about what we can take on successfully and focused on achieving our goals. This means being responsive to data and adapting to address the lived experiences of our students and staff. We will also be realistic about, and accountable to, the uncomfortable realities this crisis exposes about our systems and structures.

- ➢ **STEWARDSHIP.** In conversation with our Budget Advisory Committee, we will be thoughtful and strategic about our use of taxpayer dollars, as a resource provider, employer, and education provider. We will be mindful of the ways our decisions affect the community during this unstable and uncertain time. We will be good stewards of

district funding in both the short and long term, as we work under constantly evolving financial scenarios and outlooks based on the federal and state response.

Crisis Priorities

In alignment with our guiding principles, our 2020 Return plan has been developed to address the following Crisis Priorities, which were confirmed by the Board of Education in June 2020:

➢ **Crisis Priority 1:** The superintendent will address the health and safety needs of all students and employees, focusing on our most vulnerable students.

➢ **Crisis Priority 2:** The superintendent will address the social-emotional and mental health needs of all students and employees, focusing on our most vulnerable students.

➢ **Crisis Priority 3:** The superintendent will engage all students in learning and mitigate unfinished learning, focusing on our language learners, students with disabilities, students experiencing poverty, and students of color who have historically been marginalized and underserved.[1]

How this plan was developed

Educator-Led Workgroup Recommendations

In May 2020, DPS launched the Return-to-School Workgroup, a 36 person committee of principals and teachers tasked with making recommendations about our 2020 return approach. Many of the planning considerations outlined in this document reflect the recommendations of the Return-to-School Workgroup. This group also developed the guidance for the hybrid Rejoin contingency plan outlined at the end of this document.

School Pilots

Thirteen schools volunteered to pilot return-to-school COVID plans, test how guidance could be implemented in schools, refine protocols outlined in this planning document and develop examples for several different school models. Schools were selected to represent a variety of school types (e.g., comprehensive high school, 6-12, TNLI, K-8, ECE, etc.) Additionally, we plan to conduct in-person pilots at three schools, as well as day-camp locations in order to refine protocols for broader use.

Cross Functional Design Teams

In order to develop the recommendations outlined in this plan, DPS assembled the following cross functional teams: Scheduling; virtual program; before- and after-school care; building readiness; staffing; transportation; finance and purchasing; technology; academics; social emotional learning and whole child; student equity and opportunity; health; enrollment and

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[1] Schools will still need to meet their legal requirements for English Learners (Consent Decree) and students with IEPs, 504 plans, and/or ALPS.

registration; student attendance and participation; pilots and school return plans; communications and engagement; and integrated progress monitoring.

Partnership with Health Officials

We met regularly with Denver Health, Metro Denver Partnership for Health (MDPH), and Colorado Department of Public Health and Environment (CDPHE) to ensure the plans follow the best guidance available regarding the physical, social, and mental health of children and adults. As the pandemic has presented a rapidly changing situation, this partnership has been critical to guide decisions and contingency plans. Specifically, this plan is guided by:
- ➢ Metro Denver Partnership for Health - Schools Guidance June 2020
- ➢ Centers for Disease Control and Prevention (CDC) Guidance for Schools
- ➢ Colorado Department of Public Health and Environment Guidance

Related Resources

The following resources have been created to support other members of the DPS community in navigating this challenging time and understanding return plans for next year:
- ➢ 2020 Return website for the general public
- ➢ Frequently Asked Questions (family-facing)
- ➢ 2020 Return website for school-based staff
- ➢ Frequently Asked Questions (teacher-facing) (Coming Soon)
- ➢ HR information for COVID-related accommodations and leaves

HEALTH STANDARDS & PROTOCOLS

In partnership with local and state health experts, including but not limited to the Denver Department of Public Health and Environment, the Colorado Department of Public Health and Environment, Metro Denver Partnership for Health (MDPH), and the Governor's Office, we developed our return plan with the following health standards in mind. These health standards may continue to evolve over time and our plans may subsequently evolve.

School Health Protocols

- ➢ **Health Screening Protocols:** See this one-pager for an overview of school health protocols. Everyone entering a DPS building, including students and staff, must engage in a daily health screen. Complete details on the health screening process are available here.
- ➢ **Health Office Regulations:** Each school must have a health office with 1 cot per 400 students, a dedicated bathroom within 50ft for health office use only, a sink with running hot and cold water, easily cleanable surfaces, and an isolated area for sick students to be separated from well students. Schools should also designate additional areas for isolating students, should there not be enough capacity in the health office. Due to the

scale of effort required, some of the 200+ schools are not fully complete. In these instances, principals will be notified with expected completion dates and related contingency plans.

➢ **Immunizations:** Through in-school immunization programs and collaboration with healthcare systems, we will continue to provide access to current vaccines (influenza, measles (MMR), and pertussis (DTaP).

COVID Mitigation & Response Protocols

➢ **School-Based COVID site coordinators:** All schools must designate a COVID site coordinator. See complete details, including how to identify your COVID site coordinator in this guidance.

➢ **COVID Response Team:** We are currently working on designating a dedicated team that will respond to COVID cases in the district once schools reopen; this team will work closely with and support school-based COVID site coordinators.. More information will be provided by July 31.

➢ **Protocols for positive cases in a cohort:**

 ○ Symptomatic Students: Symptomatic students on school grounds should be isolated until they can return home safely.

 ○ Definition of close contact: A "close contact" is defined by the CDC as an individual who spent time closer than six feet for at least 10 minutes with the person who had symptoms or tested positive and has not yet met the criteria for returning to school.

 ○ Definition of infectious: An individual is considered "infectious" 48 hours before onset of symptoms to 10 days after onset of symptoms.

 ○ Definition of cohort: A cohort is defined as a group of students grouped by a class or other activity participation. The goal is to minimize the number of cohorts any one student participates in during the day when under DPS supervision. For complete details on cohorting guidance, please see the School Structures section.

 ○ Student/staff test positive: If a student or staff tests positive, the cohort will move to remote for 14 days.

 ○ Student/staff has been in close and/or prolonged contact with someone who has tested positive: Student/staff who has been in close must be quarantined for 14 days, even if they test negative and have no symptoms. If the student/staff tests positive and was in the cohort while infectious, the cohort will be quarantined for 24 hours to disinfect. After 24 hours the cohort can return to school, as long as no other students in the cohort develop symptoms or test positive.

 ○ For more detail on quarantine requirements based on specific scenarios, see this document.

➢ **Contact Tracing:** Our district works closely with the Denver Department of Public Health and Environment and has a strong process in place for reporting infectious diseases,

such as COVID-19. We will continue to work with those in the health department so that they can contact trace as needed to help ensure the health and safety of our staff and students.

➢ **District Sponsored COVID-Testing (Updated 7/16):** We are currently developing a partnership with the Gary Community Investments to implement district-sponsored testing to school-based staff. This will include testing prior to the start of school and ongoing testing every 2-4 weeks (on a rotation by individuals). COVID-testing will be at no cost to employees. We are still working through key details including frequency of testing and protocols for administration of COVID testing. We are working with local health officials and other partners on guidance and procedures for testing symptomatic students. Additional information will be provided later in July.

Personal Protective Equipment (PPE) & Hygiene Protocols

➢ **Masks:** All adults and students are required to wear masks or face shields when on school grounds, with the exception of time for eating or other designated "mask break" that would take place outside, and except where doing so would inhibit the individual's health, in which case reasonable accommodations will be made to maintain safety and health. All persons should follow the CDC guidelines for facial coverings. We are currently awaiting further direction from public health experts about mask wearing for our youngest learners.

➢ **Gloves:** Teachers and other staff will not be asked to wear gloves. Cleaning and kitchen staff, as well as others such as health care providers, OT/PTs, must wear gloves based on health guidelines.

➢ **Face Shields:** Schools will receive face shields and can determine how to use those with their staff and/or students based on need. Consider first using face shields for individuals who for health reasons cannot wear masks, teachers and students in early years classrooms or for English Language Development or special education.

➢ **Handwashing:** All individuals will be asked to wash hands upon arrival and at least once every two hours and/or be given hand sanitizer.

➢ **Health hygiene education:** Staff will reinforce safe and healthy hygiene protocols (e.g. covering coughs and sneezes with tissues or elbows) with students, staff and families. Signage will also be posted in schools reinforcing the importance of hygiene protocols. Schools can access templates for signs here, should they choose to add additional signs than those already provided. .

➢ **Delivery of PPE to Schools:** Strategic Sourcing has purchased masks, face shields, thermometers, gloves, hand sanitizer and disinfectant spray to help maintain a safe environment and prepare the return to school. A model has been developed to guide allocation and distribution of PPE, taking into account the number of schools, number of teaching stations, enrollment and other measurements. PPE will be delivered to the schools by the end of July via the Enterprise Management team; similar to the spring deliveries. Strategic Sourcing will continue to monitor throughout the year to ensure

schools have what they need to maintain a safe environment. We are still awaiting several deliveries so the following figures are not confirmed but we hope to deliver:

- ○ 1 thermometer for every 40 students
- ○ 2 cloth masks per student (to allow for in-between washings)
- ○ Face shields
- ○ Hand sanitizer

Classroom Health Standards

➢ **Capacity:** Classrooms will be able to operate at full capacity with appropriate health and safety protocols in place.

➢ **Outdoor classrooms:** Schools are encouraged to consider outdoor classes when possible.

➢ **Cohorts:** For complete details on cohorting guidance, please see the School Structures section.

➢ **Seating:** Classroom seating should be revised to maximize distancing between students as much as possible. Desks will be rearranged so that students are all facing the same direction and community desks will be removed. See Building Readiness section for more details.

➢ **Signage:** Signs will be posted in buildings promoting social distancing and hygiene protocols. Templates for signs are available here.

➢ **Singing & Wind Instruments:** Singing and wind instruments are not allowed and schools should make adjustments to music and other courses accordingly.

Building/Campus Health Standards

➢ **Physical Distancing:** Physical distancing will be maintained wherever possible. This includes maintaining 6 feet distance in indoor and outdoor settings if possible. When 6 feet of distance is not possible, face covering (except where doing so would inhibit the individual's health), hand hygiene, disinfection, cohorting, and daily symptom checks are REQUIRED.

➢ **Hallway Traffic Control:** To avoid mixing of cohorts and maximize social distancing, schools should stagger/coordinate start/end time times as well as passing periods. Schools should clearly mark one way hallways and in-building spacing for bathroom lines, pick up and dismissal locations, bus loading, etc. Signage templates can be found here.

➢ **Closed Campus:** High schools campuses will be closed. Students will not be able to leave to pick up food offsite. Please see the food services section for more details on how food capacity needs will be met.

➢ **Arrival and Departures**: Arrivals and departures should be designed to conduct arrival symptom screening, maintain physical distance, ensure all are wearing masks or face shields on school property, and ensure no visitors or family enter school buildings past

the front office. To accomplish this schools should consider staggered arrival and departure schedules,as well as dedicated health screeners.

➢ **Recess/Physical Education:** Recess and PE is encouraged to take place outside and students will be kept in their classroom cohorts. Recess and PE will be staggered to avoid mixing of cohorts. Students are allowed to use and share playground/gym equipment with their cohorts. Students must wear masks if recess/PE is held indoors; students may have recess/PE without masks only if held outside AND students are maintaining 6ft or more from one another. Only one cohort can be in an area at a time, though students from different cohorts can be outside at the same time if they are in separate areas (e.g. field and playground). Additionally, students from cohorts that are part of the same exposure group during the day can be mixed for Recess/Physical Education (see School Structures section for more information on cohorting). If Recess/PE does need to take place inside, schools should work with their Facilities team for cleaning protocols; inside Recess/PE may not be possible in certain buildings if the gym has been repurposed for storage to accommodate social distancing in classrooms.

➢ **Food Distribution:** Students (and adults) may not share food. All meals will be eaten in the classroom. Meals can be served either in the classroom or in the cafeteria. If served in cafeterias, students will get the food at a designated time with their cohort and take it back to the classroom. Students will need to wash hands before and after eating.

➢ **Libraries:** Libraries will be closed though librarians can bring books to students and/or students can access books in their classroom. Books will need to be disinfected (wiped down) after use.

➢ **Field Trips/Overnights:** Not allowed for the time being.

➢ **Materials:** All papers, pencils, markers, chromebooks should be for one individual student and not shared.

➢ **Lockers:** Lockers will not be used; students should bring items to their classroom. Lockers may be used in limited circumstances based on needs related to IEP and 504 Plans.

➢ **Fans:** Fans that are movable, including swamp cooler type, shall not be used.

➢ **Faculty/Teacher Lounges and Communal Kitchens:** These may be used but access to these should be limited so that 6ft distance can be maintained at all times and staff must wear face masks.

Transportation Health Standards

➢ **Seating:** Only one student per seat with a maximum of 24 students per bus. Exceptions will be made for siblings who may share one seat.

➢ **Health Screening:** A health screen will be conducted before boarding the bus. A guardian, parent, or caring adult of elementary aged students will be required to remain at the bus stop to ensure the student passes the health screening before boarding bus.

➢ **Masks:** Bus drivers and students will wear a mask on the bus for the duration of the ride.

Adult & Staff Health Standards

- ➢ **Staff Movement:** Staff are able to move between cohorts as outlined in the cohort guidance (see School Structures section) but should maintain 6 ft distance from students and wear masks, with exceptions only for health or IEP requirements. When 6 feet of distance is not possible, mandatory face covering (except where doing so would inhibit the individual's health) and all guidelines around hand hygiene, disinfection, cohorting, and daily symptom checks will be followed. Staff must track the times and locations of the classes they are in.

- ➢ **Itinerant and Other Central Support Staff:** Itinerant teachers and traveling coaches or other central staff should avoid visiting more than one school in a given day. The number of schools in their caseload during a 14 day period should be limited, in addition to limiting their total exposure pool - see the Implications for Staff and Cohort section for more information. Staff must wear masks and keep 6 ft apart. Staff must wash hands or use hand sanitizer when they enter each building and each time they move in and out of classrooms. For more information, see the School Structures section.

- ➢ **Visitors:** Visitors, including parents, are not allowed past the front office and must complete a temperature and health screen prior to entering the building.

- ➢ **Accommodations for vulnerable staff:** DPS will provide accommodations in alignment with the Americans with Disabilities Act (ADA) and/or under the Governor's current order regarding "Vulnerable Individuals." Please see the Human Resources section for details.

- ➢ **District Provided Professional Learning:** All district provided professional learning will continue to be virtual until further notice.

- ➢ **Adult Gatherings & Meetings:** Planning meetings, team meetings, professional development etc. must be conducted virtually to minimize the potential for COVID-19 to spread across school staff. Any informal gatherings of adults must follow public health guidelines that will be regularly updated HERE.

Disinfecting Protocols

- ➢ **Cleaning:** Clean frequently touched surfaces in schools and on buses at least daily and between use as much as possible. Remove toys or classroom items that cannot be easily cleaned or sanitized (plush toys). See the Building Readiness section for complete details on sanitization protocols.

- ➢ **Playground equipment:** Due to staffing limitations, outdoor playground equipment will not be disinfected. Students and staff should ensure hands are washed frequently after use of any playground equipment.

SCHOOL STRUCTURES

Overview & Priorities

In order to minimize health risks in the 2020-21 school year, we will need to implement significant changes to the school day and structures. Details of these adjustments are outlined below.

School COVID Plans

Schools will develop school-specific COVID plans by July 31 using this template. Examples of school COVID plans were developed by the "paper pilot" schools and are available here for reference. These plans are intended to ensure school readiness across all possible return scenarios this fall. Regional Instructional Superintendents and central teams will be available to support School Leaders in the development of these plans.

Cohorting Requirements

Student Cohorts

We are continuing to work with health officials and the below guidance is subject to change.

A cohort is defined as a group of students grouped by a class or other activity participation. The goal is to minimize the number of cohorts any one student participates in during the day when under DPS supervision. These numbers outlined below should be considered upper boundaries, and schools are encouraged to minimize the size of cohorts and exposure groups as much as possible, (particularly if they have small class sizes). Additional cohort guidance available here. For more details on quarantine scenarios related to cohorts, see this document.

➢ **Secondary Cohort Guidance:** Schools must target student participation in no more than 4 classes in one day. This limits the number of students and staff directly impacted by a person's infection to no larger than ~120 while still making it possible to offer the variety of classes needed to support grade level academic and graduation requirements. For students with requirements such as ELD and/or ELA-S courses or IEP minutes, at least one course in each quarter will need to meet these requirements.

➢ **Elementary Cohort Guidance:** Schools should target student participation in no more than 2 cohorts, limiting risk of quarantine to no larger than ~60. Reasons to mix students across two classes include pull out supports for special education and/or English Language Development and related considerations that would lead to tracking or demographically unbalanced classes if a strict one class rule were enforced. Schools should also consider offering these services via push-in services instead of creating another cohort group.

➢ **Participation in athletics, extracurricular activities and before- and after-school care:** Schools should minimize the number of additional school-sponsored cohorts a student
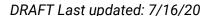
might participate in to 2. We are currently waiting on guidance from CHSAA on how to handle athletics as well as whether students participating in the virtual option will have access. Additional guidance will be forthcoming.

➢ **Student movement:** Students can move between physical spaces provided that:
  ○ That classroom has been cleaned prior to the arrival of a new student group. Note: if the student group is part of the same exposure group (those who would need to be quarantined if one student fell ill), additional cleaning is not necessary.
  ○ There is a good reason for the students to have to move. For example, the classroom they are currently in is inappropriate for the learning they need to do and there is a learning-related need for movement. (If this is not the case, we encourage schools to explore moving teachers rather than students.)
  ○ The hallway traffic control guidance is observed (see guide) currently detailed as "To avoid mixing of cohorts and maximize social distancing, start/end time times as well as passing periods should be staggered and coordinated. One way hallways and in-building spacing for bathroom lines, pick up and dismissal locations, bus loading, etc. should be implemented and clearly marked."

Implications for Staff in Cohorts

As with students, we want to limit the number of cohorts any one teacher participates in. If schools can align teachers to a common set of student cohorts, this is also preferred i.e. have a team of teachers working with the same four classes in rotation. To the extent certain adults interact with multiple cohorts of students, school leaders are encouraged to think through strategies for using social distancing and or plastic screens or other PPE to minimize the potential for those adults to spread COVID-19.

➢ **Teacher Cohort Assignments:** The same targets we suggested for students should also apply to teachers. I.e. no more than a direct exposure pool of 120 for secondary teachers (4 classes each) and no more than 60 for elementary (2 classes each) for those supporting core content areas.
  ○ Special education, gifted talented, English Language Development, and specials teachers should have an exposure pool of no more than 120.
  ○ Itinerant teachers should avoid visiting more than one school in a given day, and the number of schools in their caseload during a 14 day period should be limited to the extent possible in addition to limiting their total exposure pool.
➢ **Livestreaming:** In order to minimize the number of teachers interacting with cohorts, if appropriate for the learning experience, we encourage live streaming instruction from one classroom to another classroom, provided that there is a physically present adult to support learning in the "remote" classrooms. This is an acceptable role for a paraprofessional.
➢ **Additional Guidance for Adult Interactions in Classrooms:** Health authorities have said the risk of transmission between adults is higher than risk of transmission from children

at present. Schools should limit adult interactions, maintaining only one adult in a classroom at a time where possible. Whenever more than one adult is in the room at a time, strict social distancing between the adults should be observed. Where possible, schedules should minimize the number of adults in the room at any one time. The below exceptions to this rule may be made. At no point should there be more than five adults in a room with a group of students.

- **Ratios.** If an additional adult is required to be in the room to address DCTA or licensing requirements.
- **Observations.** An additional adult may enter the room for the purpose of conducting observations. Schools should make sure that each administrator schedules their observations so that they do not directly interact with more than 3-4 classes at a time during a 14 day period.
- **Push-In Support.** An additional adult may enter the room to provide push in instruction for special education, GT, SSPs, or English Language Development
- **Inclusive Practices.** An additional adult may enter the room to support co-teaching/collaborative teaching models.
- **1:1 Support.** An additional adult para who travels with the student to provide support may enter the room.
- **Center Programs.** The staffing model of a center program may require up to five adults to be in a room together with students.

Schedules

Guidance for Early Childhood Education Schedules

Please see the ECE School Procedure Guidance Document.

Guidance for Elementary Grades Schedules

- Recommendations based on the above guidance is that schools are prepared to cohort two classrooms of 60 students.
- The literacy block should be scheduled for 140 minutes daily; math classes for 80 minutes daily in grades 1-5 and 60 minutes in kinder; science/social studies classes 45 minutes/day alternating between science and social studies units; PE for 45 minutes/week; and 135 minutes/week for arts and music.
- English Learners and Students with Disabilities need to receive their services within the school day. In-Program ELs must be scheduled for 45 minutes of ELD instruction daily or 225 minutes weekly. ELA-S students should receive instruction in Spanish/English in alignment with the Language Allocation Guidelines. Students with Disabilities must also be scheduled to receive their IEP minutes or 504 services within the school day.

Guidance for Secondary Grades Schedules

- Recommendations based on the above guidance is that schools are prepared to offer 4 courses for each cohort of 120 students in a quarter. To ensure students receive rigorous instruction aligned to math and literacy competency expectations, it is recommended that students take English and Science courses one quarter and alternate with Math and Social Studies the next.
- Student cohorts of 120 students can allow for differentiated instruction and course offerings within the four courses. (i.e. English teacher teaching a remediation course, an honors course, and an elective course all within one quarter.)
- English Learners and Students with Disabilities need to receive their services within the school day. All in-program ELs must receive 225 minutes of Dedicated ELD, or an approved ELD Alternative (such as ELD/Language Arts Co-Teaching), per week in each quarter. For in-program ELA-S students, at least one course each quarter must be in Spanish. Students with Disabilities must also be scheduled to receive their IEP minutes or 504 services each quarter.
- Each quarterly course covers the semesterly content and earns .5 units or 5 credits.
- Advanced Placement considerations: When possible, students should be enrolled in an AP content related elective during the fourth quarter as they continue to collaborate online with their AP Content Teacher and fellow students so they are for early May 2021 exam administration and portfolio submission.

Simplified example:

Quarter 1- Student Scheduling Examples				
	Student A	**Student B**	**Student C**	**Student D**
Period 1	English (Teacher A)	Biology (Teacher B)	Business (Teacher D)	Spanish I (Teacher C)
Period 2	Spanish II (Teacher C)	Accounting (Teacher D)	Earth Science (Teacher B)	Honors English (Teacher A)
Period 3	Biology (Teacher B)	African American Lit (Teacher A)	Spanish I (Teacher C)	Marketing (Teacher D)
Period 4	Work Experience (Teacher D)	Spanish II (Teacher C)	Hispanic American Lit (Teacher A)	Zoology (Teacher B)

Quarter 1- Staffing Scheduling Examples				
	Teacher A	**Teacher B**	**Teacher C**	**Teacher D**

Period 1	English (30 students)	Biology (30 students)	Spanish I (30 students)	Business (30 students)
Period 2	Honors English (30 students)	Earth Science (30 students)	Spanish II (30 students)	Accounting (30 students)
Period 3	African American Lit (30 students)	Biology (30 students)	Spanish I (30 students)	Marketing (30 students)
Period 4	Hispanic Lit (30 students)	Zoology (30 students)	Spanish II (30 students)	Work Experience (30 students)

Simplified example for ELD students:

ELD Cohort Quarter 1- Student Scheduling Examples				
	Student A	Student B	Student C	Student D
Period 1	English (Teacher A)	Biology (Teacher B)	ELD (Teacher D)	Spanish I (Teacher C)
Period 2	Spanish II (Teacher C)	ELD (Teacher D)	Earth Science (Teacher B)	Honors English (Teacher A)
Period 3	Biology (Teacher B)	African American Lit (Teacher A)	Spanish I (Teacher C)	ELD (Teacher D)
Period 4	ELD (Teacher D)	Spanish II (Teacher C)	Hispanic American Lit (Teacher A)	Zoology (Teacher B)

ELD Cohort Quarter 1- Staffing Scheduling Examples				
	Teacher A	Teacher B	Teacher C	Teacher D
Period 1	English	Biology	Spanish I	ELD
Period 2	Honors English	Earth Science	Spanish II	ELD
Period 3	African American Lit	Biology	Spanish I	ELD
Period 4	Hispanic Lit	Zoology	Spanish II	ELD

Length of School Day

Since teachers **may** need to monitor lunch duty during the school day (in support of health guardrails), we are currently exploring the possibility of adjusting the length of the school day. Should this happen, schools should plan to create self-paced course(s) for students to ensure that instructional minutes are met despite the shortened school day. Self-paced courses cannot be core content or required courses (e.g., ELD). In planning, schools should determine which electives to cover through self-paced courses which students can participate in at home and/or in after-school care. More information will be available later in July.

Teacher Workload

The DCTA agreement outlines key elements that must be followed with regards to self-directed teacher planning, work week, teaching load and class coverage. You can find the details of each of those requirements [here](#).

Adult Interaction in Schools

Staff Meetings & Professional Learning

Planning meetings, team meetings, professional development etc. should be conducted virtually to minimize the potential for COVID-19 to spread across school staff until further notice. We will continue to monitor the situation and revise this guidance as possible. Any informal gatherings of adults must follow public health guidelines that will be regularly updated [HERE](#).

Collaborative School Committees (CSCs), Parent Teacher Associations (PTAs), ELA-Parent Advisory Committee (ELA-PAC) and ELA District Advisory Committee (ELA-DAC)

All adult meetings should continue to be held remotely until further notice.

ACADEMICS

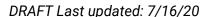In getting ready to launch the 2020-21 school year, the academic priorities of our schools are:
1. Acceleration of unfinished learning
2. Engaging students who most need academic support
3. Planning for fluidity across learning scenarios for next year (i.e. remote, rejoin, recover)

These priorities are embedded in the guidance outlined below.

Curriculum & Instruction

Curriculum and Instruction will follow the principles for addressing unfinished learning as outlined by the [Council of Great City Schools](#):
1. Stick to grade-level content and instructional rigor.
2. Focus on the depth of instruction, not the pace.
3. Prioritize content and learning.

4. Ensure inclusion of each and every learner.
5. Identify and address gaps in learning through instruction, avoiding the misuse of standardized testing.
6. Capitalize on commonalities, not differences.

Instructional Supports

➢ Updated scope and sequences aligned with standards for the district curricula will be provided so that teachers can address any unfinished learning just-in-time.
➢ Ongoing additional instructional resources for educators will be provided to support the fluidity of scenarios between in-person, hybrid, and remote learning.
➢ Content area professional learning will focus on unit internalization to deepen understanding of both curriculum and standards along with strategies for unfinished learning.
  ○ Unit internalization will advance culturally responsive and anti-racist instructional practices and will integrate culturally and socially/emotionally responsive practices so that educators are placing the needs of DPS's most marginalized students at the forefront of planning and reflection.
  ○ See Teal Day sessions here.
➢ Content area specialists will focus ongoing support resources on students engagement strategies and student collaboration for in-person, hybrid, and remote learning scenarios.

Curriculum Resources

➢ Online platforms are available for transitioning from in-person, to hybrid, to remote learning scenarios for the following courses: Elementary Science, Middle School Science, Middle School Social Studies, and High School Civics, US History, Economics, and Geography.
➢ Sharing of materials should be minimized as much as possible. If sharing is necessary, CDC guidelines will be followed for the sharing of any materials, such as textbooks, manipulatives, or science equipment. Specific content guidance will be available by the start of school.
➢ In all scenarios, students continue to receive instruction and resources per the Language Allocation Guidelines. See more detail in the English Language Acquisition section.

Educational Technology

Learning Management Systems

➢ **Learning Management Systems (LMS) for 2020-21:**

- ○ In order to better align our efforts and meet the needs of students and families, we will be limiting our learning management systems to Seesaw for grades K-5 and Schoology for grades 6-12 moving forward. The fully licensed versions of each LMS will be purchased centrally.
  - ■ We chose these programs based on the ability for DPS to purchase school-wide equitable access for all students and provide consistent professional learning for administrators, staff, students and families.
  - ■ By streamlining the use of our learning management systems across DPS, we will be able to better track student data and progress. It will also allow Specialized Service Providers (SSPs) and other educators to support multiple students across many different schools, all within one system.
  - ■ Educational Technology will provide Professional learning and Schoology Courses to support teachers.
- ➢ **Available LMS Supports:**
  - ○ Please contact Lisa Lund at Lisa_Lund@dpsk12.org or Peter_Douglas@dpsk12.org to schedule support or reach out to your [Digital or Regional Coach](mailto:) (returning on July 20)
    - ■ Digital Coaching will be remote when possible for the safety of students and staff. We will utilize Google Meetings, online learning and phone calls to support teachers with technology integration in remote and in-person learning.
  - ○ Please reach out to Mattea Garcia at Mattea_Garcia@dpsk12.org for Schoology Administrator Professional Learning and support.
  - ○ Technology tips and troubleshooting guides and professional learning will be available to help educators to navigate online instructional tools, for Schoology and Seesaw. The Schoology support hotline is available for all educators directly from the Schoology site.
  - ○ Sessions on Schoology and Seesaw designed for school leaders will be available by July 13, 2020.
    - ■ Here is the link to the Schoology Course for Leaders - [VGSX-H79D-ZJQFT](#)
    - ■ Information and support will be provided for the selected LMSs.
- ➢ **Best Practices for LMS use:**
  - ○ Creating consistent school level templates for Schoology and Seesaw so that students and parents can navigate courses easily.
  - ○ Embedding district curriculum into Schoology and Seesaw in order to provide students experience with the LMS during in-person learning so they are prepared for remote learning.
  - ○ Creating opportunities during in-person learning for students to navigate Seesaw and Schoology and technology tools so they are prepared for remote learning.
  - ○ Illuminate Compatibility with Seesaw and Schoology

- ■ Seesaw: Illuminate Home Connection or the Quick Code website can be linked into Seesaw. When students select the link, it will navigate them outside of the Seesaw platform. Teachers will need to provide step-by-step instructions for students to support their navigation.
- ■ Schoology: Illuminate can either be embedded into the Schoology platform (students will not need to navigate out of Schoology) or a link can be placed in the Schoology platform to navigate the students out.
- ■ Videos and instructional guides will be available by August 10th and linked here.

Communication Tools

➢ School Messenger is the messaging system that can be used across all DPS schools and all parents can make decisions on how they receive messages from schools and leaders. Resources for School Messenger are available here.

➢ Schoology can be used to message all students from the Administrator Dashboard. This is a great way to encourage parents and students to all login to Schoology and know this will be the location for messaging, student work, and a consistent way for parents to login and receive information.
  - ○ Schoology Tools for School Leaders
  - ○ Sending Messages in Schoology
  - ○ Parent One-Pager

➢ Seesaw can be used for messaging to parents from the Administrator Dashboard. You can take the **Schoology Course VGSX-H79D-ZJQFT** to learn about the Admin Dashboard.
  - ○ Seesaw School Wide Announcements Directions

Content-Specific Products

➢ The Educational Technology team will support several tools for teachers to utilize in the return to school. Educational Technology will also support a transition from in-person to remote learning should we transition to a remote scenario.

➢ The Academic Technology Menu (ATM) is where school leaders will have teachers or an administrator list the resources used school-wide. We have narrowed the tools that we recommend or are purchasing centrally for use in schools and tools that the Educational Technology team can support. Here is a link to information on the ATM - Student Data Privacy: Video, Online Tools, Student Data, Social Media.

➢ The Educational Technology team is creating a Schoology course that will help teachers to navigate which tools should have Data Privacy Agreements (DPA) or should be added to your school ATM list of resources. Please watch for Ed Tech Newsletter for more information in early August.

➢ Also, visit our ETLS Youtube Channel for resources to support technology integration.

- ➢ Reach out to Regional and Digital Coaches to support Coaching and Professional Learning.
  - ○ Seesaw - DPA (K-5 Learning Management System)
  - ○ Schoology - DPA (6-12 Learning Management System)
  - ○ Screencastify (extension for students and staff approved by District)
  - ○ EdPuzzle (DPA)
  - ○ Google Products (slides, sheets, forms, docs) (District Approved)
  - ○ Google Meet (District Approved)
  - ○ SORA (eBooks) - DPA
  - ○ Online Databases - DPA (PebbleGo, Britannica, Infobits, etc)
  - ○ Flipgrid - (Add on the ATM)
  - ○ PearDeck - DPA (free version available)
  - ○ SpeakPipe (report on ATM)
  - ○ Synth (Report on ATM)
  - ○ ESL Cyber Listening Lab (Report on ATM)
  - ○ Adobe Spark (Report on ATM)
  - ○ Story Jumper (Report on ATM)
  - ○ Read/Write (if purchased by your school or assigned from Jackie Bott) (DPA)
  - ○ Canva (Report on ATM)

Digital Citizenship Resources
- ➢ Students will be interacting more online during school for the 2020-21 school year. Educational Technology has Schoology courses, one pagers and information on making sure students receive digital citizenship training.
- ➢ Reach out to your Digital/Regional Coach to find out more about resources and support the Education Technology team can provide to your school, students and staff.
  - ○ Schoology Course (Summer PL) - Sign-up in Learning Spaces
  - ○ Common Sense Media Resources
  - ○ Digital Wellness Lessons One Pager (from Common Sense Media)

Chromebook In School and Home
- ➢ Students will neeed to bring computers to school everday so that they can be prepared to learn how to incorporate and use technology if and when we move to remote learning throughout the school year.
- ➢ Documentation to help support families in preparing their students to bring computers from home to school daily - Chromebook Care for Families

Career & College Success

Career & College Success Planning Considerations for 2020 Return
See here for CCS considerations for the 2020 return. Schools can use this document to support their planning for the return to school with in-person instruction with the updated health

guidance regarding CCS programming. The considerations include direct course scheduling implications and graduation requirements. There is also guidance in this document around the implications for online/remote learning within CCS programs and offerings. (Multiple planning resources are embedded in the document.)

Graduation requirements policy

➢ With a lack of availability to a number of competency menu items, DPS advocated for considerations for the Graduation Guidelines for Class of 2021. Based on a recent decision from the State Board of Education, districts will be able to use "local data" as an option for students to demonstrate competency in math and English. Course credit attainment is an example of local data DPS can use as a competency demonstration.

➢ To allow for flexibility for students and schools, while maintaining equity as our core identity and rigorous expectations for students, DPS will allow schools to use the graduation requirements from Class of 2020 (as outlined in Board Policy IKF) for graduating students in the Class of 2021. Class of 2021 Graduates must also meet the ICAP requirement. This is reserved for 2021 graduates only.

➢ It is critically important for the district, schools, and students in Class of 2022 and beyond to prioritize the graduation guidelines during the 20-21 school year. This year we must take advantage of our opportunity to accelerate unfinished learning, engage our students who need the most support, and improve and refine systems before the 21-22 school year.

➢ Policy Requirements:
  ○ **Uphold** 24 unit requirement for Class of 2021 students with no expectation of credit waivers for the 2020-2021 school year.
  ○ **Uphold** ICAP Implementation for students in grades 6-12. See below for additional ICAP resources.

Student success in competency and credit graduation demonstrations

● In order to ensure rigorous academic expectations and to prepare for Class of 2022 graduation requirements, please see this deck for more information about competency demonstration accessibility and priorities.
  ○ Schools should maximize opportunities for students to complete competency demonstrations by offering courses that are aligned to competency options, such as English 1-4, Math 1-4, AP, IB, CE, CTE/CareerConnect, Career Development Apprenticeships, as allowed by scheduling and cohorting guidance.

● Schools should prioritize opportunities for credit recovery for 10th-12th grade students. Students should be working on any remaining No Credit or "NC" grades from Spring 2020 on Edgenuity throughout the next year. Central office teams will support schools to have access to student lists that can help identify students who received no credit in a course for spring 2020. Leaders should be sure to use these reports to supplement the

information in the On Track to Graduate Tool. Infinite campus reports in the Grading and Standards section in the Index may also be helpful.

School counseling for supporting social emotional learning and academic acceleration.
➢ Schools should create a plan to immediately address trauma and mental health needs among both teachers and students.
    ➢ Relationship mapping is a good way to identify which students have relationships with which adults. Use Harvard's template!
➢ Schools should create a plan for counselor appointments with students who elected to participate in the virtual program.
➢ Mental health groups should maintain cohorting while utilizing large and outdoor spaces for small group meetings; otherwise meetings must comply with physical distancing and wearing of face coverings.
➢ It is recommended that SSPs are given clear masks or face shields to support social emotional needs, trauma, and creating/maintaining positive relationships.
➢ Think creatively about scheduling for academic acceleration with regional peers (remote CE courses, AP or IB etc) with a strong focus on equity. Use disparity data to identify gaps in access to rigorous coursework across your school and collaborate with peers to eliminate scheduling barriers.

Career and College planning through Career Development (work based learning), ICAP and partnerships (DSF, etc)
➢ All Launch internships, Coach mentorship cohorts, Youth Apprenticeships, and Middle School Spark events will be virtual for Fall 2020 at minimum.
➢ ICAP curriculum has been updated. Curriculum and videos can be found here.
➢ Schools should utilize ICAP, work based learning, and partners to engage students in relevancy of coursework and lighten the load on teacher planning.

K-5, 6-8, 9-12 Grading Policy and Guidance
➢ Grading processes and procedures should remain consistent with previous school based practices, with the change that teachers should not give "F" grades (see table below for additional details). Schools should develop their grading and feedback policies to meet guidance layed out in board policy and procedures guides. Grading for virtual program students will remain consistent with the in-person grading policy, unless otherwise noted.
    ○ See below for grading policy updates.
➢ Schools should utilize descriptive feedback during fully in-person learning to provide continuity and ensure equitable feedback on learning should we transition to a remote/hybrid scenario.
➢ School leaders will maintain grading expectations, if their school or classroom(s) transitions to remote learning. District partners will continue contingency planning

around grading should the school district scenario shift.
➢ Schools will open their grading window and print report cards at the school level. District partners will ensure report cards are available in online formats such as the Parent and Student Portal with necessary flags/additional information.
➢ For students who experience challenges accessing course content, whether due to personal or familial illness, internet or other challenges, schools should work individually to support those students and adjust grading practices, as needed.

Grading Policy Updates			
Ed level			**Resources**
ECE	Continue with school based teams' practices around feedback. Schools and teachers should leverage parent contact and conferences to discuss students' developmental progress.		ECE-8 Grading Resources: [Dedicated ELD Standards Based Report Card WIDA Rubric Scoring Guidance](#)
K-5th grade	- Schools should use standards based, proficiency progress reports to the furthest extent possible. - It is highly recommended that teachers leverage the descriptive feedback resources from Spring 2020 ([Examples of Descriptive Feedback - English](#) & [Examples of Descriptive Feedback - Spanish](#)) to ensure students receive feedback on the critical learnings/standards identified in the updated course scope and sequences. - Teachers could use the "N/A" flag in IC for any standards for which they are not able to give a grade and include feedback on students' progress, if needed.		[APED ECE-8 Grading Guidance](#) [How to Enter Comments in IC](#) [Video walkthrough](#)
6th-8th grade	Reference **K-5 guidance** for Standards based grading	Reference **9-12 guidance** for Letter Grading	
9th-12th grade	● Traditional letter grading based on school grading policies and the [High School Procedures Guide](#) should be used, with the following adjustment for the 20-21 school year: ○ Teachers should not give "F" grades. Instead, teachers should		

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enter a grade of "Incomplete". This "incomplete" will have a neutral GPA impact. Students will have to recover the credit via credit recovery.

    ○ If a student earns an "Incomplete" and does not complete their coursework within the 1 year timeframe outlined in the grade change request process, the student will maintain an "Incomplete" on their transcript, with neutral GPA impact, rather than an "F".

● High school teachers should continue to leverage the descriptive feedback resources from Spring 2020.

● Class Rank and weighted grades policies will remain in place, and will be revisited as needed, depending on the learning scenario.

● For students who transition to online learning or experience challenges, we will maintain our letter grading policies and teachers should ensure students have access to assignments and resources through the LMS systems that can be graded in accordance with already existing policy.

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Advanced Academics, Concurrent enrollment, and CTE

See here for these specific CCS considerations for the 2020 return including: Concurrent Enrollment & CTE coursework, Advanced Placement, International Baccalaureate (IB), SAT/PSAT/NMSQT, and AVID.

Assessment, Reporting, and Data Support

Assessment Strategy in 20-21 SY

➢ Current Fall 2020-21 Assessment Plan with recommendations for various learning scenarios (in-person, remote, hybrid) for local and state assessments is available HERE.

➢ *Tentative* 2020-21 Assessment Calendar is HERE. Subject to change based on fluidity across scenarios and guidance from CDE.

    ○ Note: DPS schools with grades 9-12 will be required to offer school-day administration of the SAT for 12th graders on September, 23, 2020. They will also be required to offer school-day administration of the PSAT/NMSQT for 11th graders on October 14, 2020. School leaders and SALs will receive information directly from AR&D regarding the administration of these assessments.

➢ AR&D has provided an Assessment Planning for 2020-21 with recommended local assessment cycle calendar taking into consideration the scope and sequence.

➢ The Impact Office, Schools, Academics and Equity and Engagement divisions are partnering to define a vertically integrated progress monitoring approach by August 6. This will include various learning scenarios as well as CIP and monthly data points.

➢ Updated SLO Baseline Preparedness Guidance is available. As of July 2020, there have been no changes to SLO policies and procedures for the 2020-21 school year.

➢ State assessment guidance will be updated as CDE provides more information.

Current CDE Response on State and Local Assessment (6/18/2020)

➢ CDE has communicated to districts and the Association of Colorado Educational Evaluators their commitment to working with policymakers to explore potential district flexibility that allow for a focus on providing instruction and student support during the pandemic.

➢ In some cases, CDE is able to pursue policy or guidance to provide districts with flexibility.

➢ Other areas of concern may require a change to state statute or regulation. For many of these statutory requirements, individual districts can apply to the State Board of Education for a waiver from statutory and regulatory provisions through the district waiver process.

➢ There are certain statutory requirements that cannot be waived through this process, including state assessments and data required for school and district performance reports, such as the READ Act assessment results.

➢ **READ Act Assessments:**
  ○ CDE will be paying close attention to the continuity of in-person learning that districts are able to provide to students at the beginning of the school year. Many Results Matter, kindergarten school readiness, and READ Act assessments have not been normed for virtual use, and thus may not yield valid and reliable results. As the beginning of the school year gets nearer, the department will need to determine whether it is feasible to meet these state assessment requirements based on the learning conditions statewide as well as within local communities to determine appropriate next steps.
  ○ A delay in the timelines for kindergarten school readiness and READ Act assessments would require changes to state law or an executive order from the governor.
  ○ A delay in the identification of students with a significant reading deficiency would require a change in statute and/or state board rule or executive order by the governor. READ plan development is tied to the timeline associated with the identification of a significant reading deficiency. State board rule requires that READ plans be developed "as soon as practicable" upon determination of a significant reading deficiency. State board of education feels very strongly about READ Act implementation, and will need to be involved in many of these discussions.

➢ **State Required Assessments (CMAS/PSAT/SAT/ACCESS):**
  ○ See below section on State/Federal Accountability
  ○ State assessment data from the 2020-21 school year can provide valuable information about student achievement, inform school and district improvement

planning, and help educators, parents, and the community evaluate the impact of the COVID-19 pandemic on student learning.

- CDE recognizes the importance of growth data as it represents the impact of local school and district instruction on a student's learning over time. We are currently investigating methods for continuing to report growth moving forward. CDE is examining the comparability and reliability of student growth calculations when a year of assessment scores are missing.
- CDE will continue to explore the potential for flexibility regarding the administration of ACCESS for ELLs during the 2020-21 school year.

➢ **Optional State Assessments (Fall PSAT, SAT)**
- State-sponsored fall administrations will provide students with an opportunity to take the SAT or PSAT/NMSQT in place of the spring 2020 SAT and PSAT 10 exams that were not administered due to school closures. Scores from the fall SAT administration may be used to fulfill graduation guidelines expectations.
- The fall 2020 PSAT 10 and SAT 11 administrations that are optional for students will not be used for official accountability calculations. CDE will only use this data for informational and research purposes. If enough students opt into the assessments, CDE is planning to calculate student growth percentiles for informational purposes. These reports may be shared with districts and used to help gauge the degree of learning loss attributable to the COVID-19 pandemic and the transition to remote learning in spring 2020.

➢ **WIDA Screener:**
- CDE is working with the WIDA consortium to provide flexibility regarding the screening and identification of potential English learners during the 2020-21 school year. Updated guidance will be provided to ISA Teams prior to the start of school.

Impacts to State Accountability in 20-21 SY

➢ **State and Federal Accountability**
- As required by the 2020 School Finance Act (H.B. 20-1418), the CDE will convene a stakeholder group to examine the impact of the COVID-19 pandemic and make recommendations on state assessment, accountability, accreditation and educator evaluations in the 2020-21 school year and beyond. CDE will engage stakeholders to make a recommendation on the pathway forward that makes the most sense for Colorado while also considering that the identified assessments, as well as their associated reporting and accountability systems, are currently required by state law, federal law, or both. That group is expected to start work in September. DPS Guidance will be developed as CDE provides more information.
- Thus far, USED has not provided any guidance that would indicate that states will be able to request waivers from federal testing or accountability statutes for the 2020-21 school year.

- ○ Although state statute requires educator accountability to be based 50% on measures of student learning, CDE has communicated to districts and the Association of Colorado Educational Evaluators there is that the lack of state summative student assessment data from spring 2020 leaves a gap in available measures. Barring a legislative change that addresses the 50% requirement, districts will need to develop new distributions around the measures used for their educators' evaluations that do not include data such as CMAS scores or data from District/School Performance Frameworks.

- ➢ **Unified Improvement Planning (UIP):**
  - ○ The CDE's School Improvement and Planning Office is currently working on tailored guidance, training and technical assistance to support schools and districts with their improvement planning under current conditions (e.g. in the absence of state and local assessment data and shifting priorities). These resources and opportunities will become available on a rolling basis beginning in July.
  - ○ AR&D has provided the following guidance to Schools Division/I&L partners to work in collaboration with AR&D.
    - ■ For reflecting on Prior Targets, there are changes given the lack of state assessments ("What body of evidence shows progress towards state assessment goals even though they were not given?")
    - ■ Reviewing Current Performance, schools are advised to include 2019 testing data as it remains the most recent data. Current data should also include any data collected locally before and during the remote learning (i.e. attendance, engagement, interim assessments, READ ACT assessments).
    - ■ Addressing Root Causes, schools should consider "Are there any new root causes found by the school due to the changing expectations and changing environments"?
    - ■ For Major Improvement Strategies, the CDE is looking for how the strategy changed due to COVID and remote learning. This could be an explanation on why or how the improvement was impacted by these changes.
    - ■ For Action Steps, CDE also asks for what specific actions were taken under each MIS to respond to COVID, in order to still have improvements in the school.

Teacher & Leader Learning

Teacher & Leader Professional Learning

All district-wide professional learning will remain virtual until different guidance is given. Professional learning will focus on the district's identified crisis priorities and the district's academic priorities.

Planned cohorts - including, but not limited to, Improvement Cohorts, Learn to Lead, Ritchie, Thrive, and Aspiring Teacher Leaders of Color - will take place in 2020-21 in support of our shared instructional priorities and the return to school priorities. More information about the specific launch dates and details for these cohorts will be forthcoming.

Summer professional learning

Sessions across all summer professional learning, including July Leadership Week and August Teal Day, are being designed with an emphasis on coherence to ensure leader learning and teacher learning is complementary.

Summer professional learning sessions for teachers, including August Teal Day, have been revised to better meet the priorities of engaging our students who most need academic support, addressing unfinished learning, and preparing for fluidity across scenarios. Please visit the Summer PD Session Guide and the August Teal Day Session Guide for details.

July Leadership Week sessions will address core 2020-21 priorities, including equity-focused coaching, the Black Excellence Plan, unit internalization and unfinished learning, planning for students' social-emotional needs, strategic school planning time, and more. An overview of the full week of learning can be found here.

Scope and sequences for professional learning across the 2020-21 school year will be forthcoming.

Guidance for use of educator time and talent

We know teacher and leader roles and structures may need to look different in 2020-21 to account for fluidity across contexts and to meet health standards and protocols. In planning, take into consideration:
- ➢ Maintain non-teaching time during the day for Senior Team Leads and Team Leads in order to support teachers on their team through 1:1 coaching and feedback and through collaborative team supports such as professional learning, backwards planning and data driven instruction to teachers on their team.
- ➢ Teacher support is a high priority and structures for collaborative planning are important in maintaining continuity of experience within and across grade levels and in

➢ successfully accelerating unfinished learning.
➢ In particular, consider novice teachers in your building and prioritize coaching and collaborative structures to support novice teachers.
➢ Maintain ILT collaboration and support structures to support acceleration of unfinished learning and strategic implementation of schoolwide priorities and plans.

English Language Acquisition

Consent Decree Compliance

DPS will continue to meet Consent Decree requirements so that ELs receive appropriate instruction and families are supported throughout full in-person, remote or hybrid learning.

Bilingual Programs (TNLI, Dual Language)

To ensure the acceleration of unfinished learning, and in alignment with Consent Decree requirements, all PPF1 students in TNLI and Dual Language schools will continue to receive native language instruction aligned to the Language Allocation Guidelines.

➢ Elementary: Students receive instruction aligned to the Language Allocation Guidelines and remain in ELA-S or ELA-S/E classrooms to ensure access to native language instruction throughout the day. More detailed guidance can be found here.
➢ Secondary: Students receive instruction aligned to the Language Allocation Guidelines, and should be enrolled in at least one ELA-S course each quarter. If scheduling constraints exist, students at ACCESS level 3.0+ may be enrolled in one ELA-S course every other quarter. More detailed guidance can be found here.

Dedicated ELD & Integrated Content Language Development (ICLD)

ELD and ICLD are Consent Decree requirements and critical levers to accelerate learning for prioritized student groups.

➢ In all scenarios, students should continue to receive Dedicated ELD instruction, or an approved ELD Alternative (such as ELD/Language Arts Co-Teaching in grades 6-12). If possible, students regroup by English proficiency level for Dedicated ELD, and receive daily Dedicated ELD instruction (45 minutes a day or 225 minutes a week) from a qualified ELD teacher. For ease of scheduling, secondary schools may wish to adopt an ELD/Language Arts Co-Teaching model during this time. More detailed guidance can be found here.
➢ ICLD ensures EL students have appropriate scaffolds and supports to access rigorous content instruction, and is embedded throughout all content areas. While ICLD is beneficial for all students, it is crucial for ELs, particularly when moving between in-person and remote settings. More detailed guidance can be found here.

ISA Teams

Requirements for ISA Teams to submit ELA forms, including identification and redesignation, will remain the same regardless of scenario.

Note adjusted identification process in a remote setting: The ELA Identification process is on hold until we receive updated guidance from CDE in regards to the WIDA Screener. All students with a language other than English on their Home Language Questionnaire are considered Provisional English Learners and should be placed into ELA services until they are properly identified by the ISA Team.

ELA Partner Supports

ELA Partners will continue to support schools in alignment with health guidelines. If the purpose of the meeting is student-facing, such as walkthroughs and other observations, only one school per day will be visited. All other communication and school supports will be via email, phone calls, or virtual meetings.

ELA Teacher Qualification

All ELA Teacher Qualification courses will remain fully online through Fall 2020, regardless of scenario, to minimize adult contact.

Monthly ELA DAC & PAC Meetings

DAC and PAC meetings will remain fully online, regardless of scenario, to minimize adult contact. Schools should continue to provide interpretation and translation services to allow families to participate fully in these meetings. Contact Hope Flores for additional information.

DPS Seal of Biliteracy

The process for the DPS Seal of Biliteracy will remain the same as prior years. We will update the commons website with any adjustments if needed.

EARLY EDUCATION

Overview

In preparation for full in-person learning during the 2020-21 school year, the Early Education Department has developed guidance specific to facilitating early learning environments. As such, ECE is committed to providing high-quality programming while adhering to licensing rules and regulations as well as current health and safety guidelines. When resuming classes, there are considerations that must be addressed at the school level regarding best practices for supporting the developmental needs and interests of the students we serve. Specific guidance for school leaders, teams and teachers can be found here: ECE School Procedure for Fall 2020 Recommendations.

GIFTED AND TALENTED

Overview

Gifted and Talented services will continue in compliance with state law. Specific school leader guidance around gifted and talented education can be found by accessing the [Gifted and Talented School Leader Guidance](#). Additional information and guidance for the 2020-2021 school year is listed below.

Advanced Learning Plans (ALPS) & Programming

GT teachers/Itinerants will collaborate with teachers and families around expectations and work load as well as with ALPs. This may require time spent remotely meeting with students and families.

GT students may be clustered into groups or classrooms, strength area, grade level, school, multiple schools, etc. Pull out groups may continue to happen in ways that comply with the cohort guidance listed in this document.

- ➢ The GT teachers caseload may require a 2-3 weeks rotation to meet with all the identified and talent pool students.
  - ○ If meeting with students in person, they may be able to meet in an approved space and groupings may only be able to be created based on specific classroom assignments.
  - ○ GT teachers may be able to push into the classroom depending on the adults already pushing into the classroom.
- ➢ The most efficient way to connect with students may be to group students by grade level and/or vertical teams within strength areas in the same school or across multiple schools and connecting in a remote environment.
  - ○ Possibility for itinerant or GT Teacher to work with the school schedule to set up regular GT Meetings with groups of students via remote/ or virtual sesion.
  - ○ Itinerant could work with school to schedule grade level sessions to possibly match other schools on their caseload.
  - ○ Teachers may use district approved Learning Management Systems (Schoology for 6-12 and Seesaw for K-5) to house resources and record weekly GT meetings for access at other times. Teachers may rotate days according to schedules to balance in session remote GT support with students having some solo work time to then bring back to the group or share with the larger group at later sessions.
- ➢ Consistently collaborate with classroom teachers to embed differentiation and high level GT instructional practices within the classroom setting to meet the needs of all the learners and help the GT learners develop deeper understanding in order to meet their learning needs.

➢ GT Teacher may provide staff support with curriculum planning including instructional strategies such as: compacted curriculum, vertical standards alignment with above grade level standards, compacted curriculum, Depth and Complexity, etc.

➢ Many of the students we have identified are considered 2E and receive both GT and SPED services. This will impact the time they are in the classroom and if the services are all provided the same day may provide a challenge for the students and the teacher to provide continuity of instruction.

Highly Gifted (HGT) and Magnet Eligible (ME) Learners Enrolled in a Magnet Site

For reference: HGT/ME students are your highest needs advanced learners (tier 3) on the continuum of gifted learners.

➢ Students who participate in an HGT magnet classroom, must have teachers who are endorsed or internally certified in Gifted Education.

➢ These students are either in a self-contained cohort or an integrated/cluster group cohort at one of our magnet sites (Archuleta, Carson, Cory, Edison, Gust, Polaris, Southmoor, Morey Middle) and receive day-long specialized instruction to meet their academically advanced and unique social emotional needs.
  ○ Students must remain in a cluster/group with their HGT/ME peers.
  ○ Curricula for the student enrolled in one of the 8 magnet sites for the HGT program, must be advanced and high level to meet the advanced learning needs of the students.
    ■ This may include acceleration strategies, compacting, tiering of lessons, pacing, above grade level or advanced materials
  ○ Affective material must meet their social emotional needs including curricula, activities, and additional strategies.

Universal Screening/Identification

Universal identification screening for K, 2 & 6 will take place with an altered schedule to provide maximum ability for those three grade levels to reach students either remotely or in person.

➢ The classroom teachers at K, 2, 6 may need to administer the assessment for the 30 minute time frame
    ■ Students with accommodations will need to be pulled out and worked with individually or grouped by accommodation.
    ■ Additional details and guidance for universal screening will be sent to SALs and GT teachers.

➢ Students in 1, 3, 4, 5, 7, 8 grade levels may take the CogAT assessment - these students will need to be pulled out in groups and or tested individually depending on ability to mix

students. Guidance and protocol details will be similar to the universal screening protocols

504

Overview (Last Updated: 7/10)

As school resumes fully in person, so does returning to the Section 504 regulations. In addition to resuming all Section 504 processes, there are considerations that need to be addressed at the school level to address missed evaluations and missed learning.
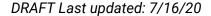
Evaluations

Missed Evaluations

Under Section 504 each school district has a Child Find responsibility to seek out, evaluate and provide services for students with a disability. Regulation requires that the evaluations must occur within 60 days. The school district's Child Find obligation was NOT waived during the time of remote learning. Teams conducted as much of the evaluation process as possible, nevertheless, there are some assessments that cannot be completed virtually. Teams have to prioritize these assessments upon return. It will be vital that your designated site coordinators and service providers audit all 504 plans to review the status of the procedural pieces.

Necessary Structures for Evaluations

SSPs and school teams must have dedicated space to conduct assessments that allow for health and safety. Hallways and closets are not appropriate locations for these evaluations. In addition, SSP's may have to provide services via livestreaming and will need a private place to deliver these services. Plexiglass shields that have been ordered need to be made available to staff when they conduct assessments.

Compensatory Services

During the period of remote learning the Department of Education and the Office for Civil Rights provided guidance that allowed us to develop contingency plans rather than holding a Section 504 meeting to make a significant change of placement. Upon returning to in-person learning, the Section 504 process will resume as normal. School teams will need to determine if a student requires compensatory services to address any services that could not be provided during this time. The special education department just received guidance from the CDE on July 3, 2020. The Section 504 central team is currently working on DPS specific guidance including a flow chart to help teams determine if a Section 504 meeting will need to be held to address compensatory services. In general, we will be taking a qualitative approach NOT a quantitative approach. This means we will generally not need to match minute to minute missed learning. Teams will need to consider information on regression to determine compensatory services.

Additional 504 resources:
- DPS Section 504 website: https://studentequity.dpsk12.org/section504/
- District Section 504 Coordinator: 720-423-2643 / paul_thompson@dpsk12.org
- Disability Discrimination/ Harassment: http://thecommons.dpsk12.org/Page/1902

SPECIAL EDUCATION

Overview

While federal guidance permitted flexibilities in the implementation of special education services during pandemic-related school closures, the return to full-time in-person instruction requires the return to full implementation of individualized education programs (IEPs) and other special education processes. In addition to resuming all special education processes, there are considerations that need to be addressed at the school level related to evaluations, instruction, and other special education services that were missed or interrupted during building closures. Specific guidance for teams, center programs, and others can be found at the Covid Special Education Guidance for In-Person landing page.

Community Involvement and Support

Denver Special Education Advisory Committee is the primary vehicle for receiving advice and feedback from the various stakeholders. You can learn more about committee membership here.

Educator Supports

Special Education Instructional Specialists will be the primary point of contact for ongoing supports. The Special Education department is developing a series of virtual breakout sessions and will be developing additional professional learning throughout the school year.
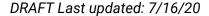Foundations for School Leaders
Inclusion and Specially Designed Instruction for Instructional Staff

Individualized Education Program (IEP) Meetings

Denver Public Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or using 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 consistent with the most recent health guidelines and arrange for an interpreter as determined by the IEP team and parent request.

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 changes in how services are provided. Even so, it is a District priority to ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers. IEPs will continue to be developed based upon each student's unique needs and will be implemented in the learning environment chosen by the family to the extent we can do so consistent with our obligation to provide each student with a FAPE.

Progress Monitoring and Reporting

Special Education teams will be required to continue to do progress monitoring and progress reporting. All new IEP's must have progress monitoring setup in Enrich. By the end of the school year, all teams will be using Enrich for progress monitoring. 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 will continue to be provided to teams during report card interverials.

Child Find and Evaluations

Missed and Interrupted Evaluations: Under IDEA each school district has a Child Find responsibility to seek out, evaluate and provide services for students with a disability. Regulations require strict timelines for the completion of evaluations —ordinarily evaluations must occur within 60 days of receiving a parent's consent. Critically, neither the Child Find obligation nor evaluation timelines were waived during remote learning. Multidisciplinary teams conducted as much of the evaluation process as possible, given building closures and limitations on access to students. Nevertheless, there are some assessments that could not be completed entirely virtually. Because our obligation to evaluate and identify students remains ongoing, teams must prioritize completing these assessments upon return to avoid further delays. This will be challenging as many teams may be responsible for completing evaluations that they did not begin, such as evaluations for students transitioning from preschool to elementary, elementary to middle/jr. high School, and middle/jr. high school to high school. The special education department is developing guidance to help teams to plan for completing missed and interrupted evaluations.

Necessary Structures for Evaluations**:** SSP's and Special Education teams must have dedicated space to conduct assessments that allow for health and safety. Hallways and closets are not appropriate locations for these evaluations. In addition, SSP's may have to provide services via livestreaming and will need a private place to deliver these services. Plexiglass shields that have been ordered need to be made available to SSP's and Special Education teachers when they conduct assessments.
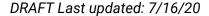
Compensatory Services

As noted above, federal guidance permitted implementation of IEPs "to the greatest extent possible" during pandemic-related building closures. Denver public schools satisfied this standard by developing and implementing "contingency plans" designed for remote service delivery. However, upon returning to in-person learning, special education processes must resume as normal. School teams will need to determine on a case-by-case basis whether each student with an IEP is entitled to compensatory services due to service interruptions that occurred during building closures. This determination process and subsequent delivery of compensatory services is required by state and federal law. Importantly, the special education department just received guidance from the Colorado Department of Education on July 3rd outlining Colorado's particular expectations related to compensatory services. The special education department is currently working on DPS specific guidance, including a flow chart to clarify processes for making individualized determinations about the need for compensatory services. In some cases, an IEP meeting may be necessary for that purpose. Critically, determinations about compensatory services will be based on a "qualitative" versus a "quantitative" approach. In other words, teams must consider what services are necessary to repair educational and functional deficits that may have occurred, rather than offer minute-by-minute "make-up" services. Additional guidance to support teams with these determinations will be forthcoming.

The Special Education department is working with Finance to make sure the district is prepared to provide after-hours extra pay for teams that need to work outside the 40-hour work week to satisfy requirements related to compensatory services.

The Department of Special Education will share all Special Education related guidance and resources on the Special Education Guidance: Return to School 20-21 landing page. Guidance will be published according to the timeline outlined below:

Area of Guidance	Date of Publishing
Guidance to Support School Planning: ● Cohorting for students in Special Education ● Cohorting for center programs ● Additional scheduling considerations ● Service minutes initial guidance	July 16, 2020
Guidance to Support School Planning 2.0 ● Special Education service minute guidance for teachers and SSPs ● Scenarios and FAQs ● Preparing for compensatory services and evaluation work	July 24, 2020

Students in Special Education NOT returning to In-Person Learning ● IEP processes and requirements ● Homebound Placement vs. Online Learning	July 24, 2020
Compensatory Services ● Considering compensatory services process and templates ● PWN template identifying compensatory services decisions	August 7, 2020
Missed and Interrupted Evaluations ● Determining appropriate body of evidence ● Planning guidance for how to get caught up	August 7, 2020
Frontline/Enrich Support ● Guidance for teams to execute above processes in Enrich (opening/closing events, naming conventions, etc.)	August 7, 2020

WHOLE CHILD AND SOCIAL EMOTIONAL HEALTH

Overview

We recognize that each person is experiencing the pandemic and the impacts of racial injustice uniquely. To help prepare schools to create safe, trauma-informed and healing centered environments, we have made five recommendations for schools to consider as they reconvene.

These recommendations capture DPS core values that staff work diligently to uphold every day and we offer them knowing they are in alignment with the discussions that are currently taking place. Remember, for some, the impact of COVID-19 may be traumatizing, but for others, it may not be. As we return to school, consider recent data from DPS here: DPS Snapshot of Mental Health Needs in Response to COVID-19.
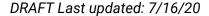
Whole Child Tiered Support Planning and Template

1. Access the Whole Child Tiered Support Planning Template here.
2. We will begin populating the document during July Leadership Week.
3. Continue to populate the structure using the resources below and with your school team.

Recommendations and Resources

To support implementation of our 5 recommendations for Whole Child reengagement, please utilize the resources from our Whole Child Reengagement Support Guide.

MENTAL HEALTH

School Psychologists and Social Worker Supports
- ➢ Services will be provided remotely and in some cases in person.
- ➢ School social workers and school psychologists will be prioritizing the provision of special education services and related assessments, services for students with section 504 plans and related assessment services, student safety, and social emotional supports.
- ➢ They will provide strong consultation services in support of students to teachers and other DPS employees to ensure continuity of social emotional supports are in place given there may be a variety of barriers to access students in appropriate small groups and or pullout services that typically are a means to deliver services.
- ➢ SWSP Return to School: Service Deliver 2020-2021

District Crisis Recovery Team Services
- ➢ The District Crisis Recovery Team (DCRT) continues to provide support for students and staff following significant crises such as the death of a student. All services are being provided remotely.
- ➢ Principals should notify Elizabeth_Jagiello@dpsk12.org (Liz) ASAP at 303-514-7063 if support is needed. If unable to reach Liz, contact Meghan_Kimball@dpsk12.org or Ellen_Kelty@dpsk12.org at 303-728-4121.

Mental Health Partners in the Schools
Our community-based mental health partners currently working in schools are continuing to provide services to students. School staff can reach out to their assigned therapist for more information on service options.

Those schools who do not have a current partnership can reach out to Denver Health School-Based Health Centers at 720-424-2050 or can contact one of the other agencies listed below (in the Mental Health Agencies section).
- ➢ Quick Links: List of Community-Based Mental Health Partners, DPS School-Based Health Clinics (mental health services available)

School Based Health Clinics
Denver Health School-Based Health Centers are open and available to provide services remotely or in person for DPS students. Services are available to all DPS students. Students/families needing care can call Denver Health at 720-424-2050.
- ➢ Quick Links: List of Community-Based Mental Health Partners,

STUDENT SAFETY

Suicide Risk Review & Self Injury Protocols and Procedures

School mental health teams are following all Suicide Risk Review (SRR) and Self-Injury (SI) Protocol procedures in response to all tips and concerns. These can be completed remotely or in person. SRR and SI Protocols will need to be completed for students that had safety concerns over the summer in August.

Threat Response Process: Preliminary Information Gathering Form (PIGF) and Threat Appraisal Protocols (TA)

School teams should follow all Threat Appraisal procedures in response to tips and concerns. The TA meetings should be held remotely. TA will need to be completed for students that had safety concerns over the summer in August.

Safety Tips

Gaggle(tips from students use of google) and Safe2Tell tips have been monitored and supported by DPD and Department of Safety over the summer.

Please be sure the Safe2tell numbers and posters are in virtual and physical classrooms. We need everyone's support reminding students and families of this service which can be accessed by calling 1-877-542-7233. (Note: staff should report suspected abuse/neglect to Denver Human Services at 1-844-264-5437.)

Individualized Supervision Management Plans (ISMPs) for Students Adjudicated for Sexual Offenses

Central office support staff is tracking all notifications warranting an ISMP. Safety coordinators will follow up with schools around these notifications to support schools with planning a meeting to complete plans in August. To consult on any safety related student issues contact the safety coordinators:
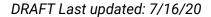Jane_lineman@dpsk12.org or Meghan_kimball@dpsk12.org.

Behavior Supports

Supports for Covid-19 Related Behavior are available here.

Supports dealing with behavior barriers to learning
1. First reach out to your school social worker or school psychologist
2. If you need additional support and the student is receiving special education services reach out to your Special Education Instructional Specialist (SEIS)\

3. If the student is not in Special Education and/or you have consulted with your mental health provider please use the following to access supports.
4. For additional training,professional developing, coaching, and modeling reach out to the Behavior Barriers Team 720-423-3410 or Deployment Platform Link
5. How will our support differ from traditional setting, hybrid, remote learning?

VIRTUAL PROGRAM FOR STUDENTS

Overview

We know that some families will not be comfortable sending their children back for in-person instruction and some staff members who have high risk health conditions may not be able to work in person. To address this concern, we will offer a full-time online school program for kindergarten through 12th-grade (an online option won't be available for preschool students for the fall semester). We expect this online option to be centrally managed, but families who choose it will not lose an enrollment spot at their current school for when they return to in-person learning, and teachers won't lose their mutual consent position if they work remotely.

Curriculum & Resources

With equity as our core identity, the options for online curriculum that are not within DPS (ie, canned curriculum), do not meet our needs from an ELA, CRE, or fluidity perspective. We have worked with all curriculum teams across C&I and ELA to identify how to provide fully digital access to our adopted curricula through the Learning Management Systems that will be tight across all district-run schools (with the exception of the two schools that have a different LMS as part of the innovation plan - Morey and DSISD). With this in mind:

➢ The virtual program will use district-provided curriculum and provide links to online/digital resources through the grade-level appropriate Learning Management System.
➢ For curriculum materials that you would need from your school or if there are teacher guides/materials that are not available digitally, we will provide guidance on how teachers can get these paper copies from their schools.
➢ Additional courses (ie, elective courses for secondary), will be available through the BOCES (cost is $150 per teacher).

Staffing

Additional information will be available in mid-late July.

Funding

Additional information will be available in mid-late July.

Family Commitment

At a minimum, families enrolled in the virtual program are committed through the semester (December). The Enrollment Team will create a Review Committee for family requests to transfer in the case of extenuating circumstances (this process will be modeled off of the admin transfer process but expedited).

Note that students who are enrolled in an in-person school and need to be quarantined will not join the virtual program. Instead, they will continue to be served by their home school but in a remote capacity for the duration of the quarantine period. Schools will receive support for how to do this as part of July Leadership Week and we are creating systems for fluidity across scenarios (i.e. building curriculum into LMS, schools access virtual program resources, etc.).

STUDENT REGISTRATION & ENROLLMENT

Overview

The annual student registration process will launch on July 27, 2020. Families are encouraged to register online through the Annual Family Update to avoid in-person interactions. For families who need to register in person, we have developed protocols and processes for socially distanced registration that schools can implement. This link to the registration processes below will be included in Leader Weekly and Chalk Talk.

Online Registration (Annual Family Update)

Summary

Annual Family Update (AFU) is the preferred method for registering students for the 2020-21 school year in July and August*. AFU is an online platform in English, Spanish, and Vietnamese that is available to any student that exists and is active in Infinite Campus. The primary parents/guardian of the student's household would need a Parent Portal account to access and complete AFU. New-to-DPS students would first need to be created in Infinite Campus by school staff before they can participate in AFU.

We are working on opening AFU year-round for mid-year entries.

Resources

You can access all AFU resources on the Office Professional Portal here:

Resource	Description	Link
Marketing Toolkit	This document includes robo-call scripts, website and social media language in English and Spanish	Link

Staff Training	This document provides an overview of AFU, staff processing (incl. video demos), and key resources and contacts.	Link
Staff Processing Guide	Step-by-step directions for school staff on how to process AFU applications	Link
Family Navigation Guide	Step-by-step directions for families on how to submit an AFU application	English Spanish
Staff Support Matrix	Frequently asked questions and answers, including an escalation path for complex process and technical questions	Link

Alternatives to AFU

Email Editable Registration PDF

➢ **Summary:** For parents/guardians who are unable to complete registration online via Annual Family Update, but have access to an email account and a Chromebook, laptop or similar device, schools can email an editable Registration PDF file in English or Spanish only. The parent/guardian can then complete, save, and email back the PDF file to school staff to manually enter the information into Infinite Campus. Please note that due to Student Personally Identifiable Information (PII) concerns, no pre-populated Registration PDF files (a.k.a. Verification Packets) can be emailed to returning students.

➢ **Resources:** You can access the English editable Registration PDF file here (link coming soon). You can access the Spanish editable Registration PDF file here (link coming soon). Please note that a mandatory supplemental form will be added to both PDF files to capture each student's enrollment decision for either the In-Person Learning Option or Virtual Program. The final Registration PDF files will be available for your use no later than July 20, 2020.

Mail Paper Registration Form[2]

➢ **Summary:** For parents/guardians who are unable to register using either of the digital registration options, schools can mail the Registration forms in any of the Consent Decree languages. The parent/guardian can fill out the form and return it to the school either by scanning and emailing it back or by dropping it off at a designated secure location at the school. Please note that due to Student Personally Identifiable Information (PII) concerns, no pre-populated Registration forms (a.k.a. Verification Packets) can be emailed to returning students.

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[2] In some cases, schools may also consider having parents/guardians pick up the Registration Form from the school front office at an agreed-upon time so that exposure and traffic are limited.

➤ **Resources:** You can access the Registration forms in PDF format in all Consent Decree languages <mark>here</mark> (link coming soon). Please note that a <u>mandatory</u> supplemental form will be added to all PDF files to capture each student's enrollment decision for either full-time in-person or full-time virtual learning for Fall 2020. The final Registration PDF files will be available for your use no later than July 20, 2020.

In-Person Registration: Socially Distanced Registration on Set Dates

Schools are strongly encouraged to pursue remote registration options first and to only consider an in-person registration event as a last resort. If your community needs an in-person registration option, you must follow the DDPHE approved plan for Denver Public Schools. You can access DDPHE approved in-person registration plan for all Denver Public Schools <u>here</u>. Consider scheduling the in-person registration towards the end of the registration period in order to maximize the impact of the offered remote registration options.

SchoolChoice Round 2

➤ [Round 2 of SchoolChoice](#) is open which allows students to change schools or choose a school if they haven't already done so. As always, families can access Round 2 online, call the Choice hotline for help: 720-423-3493 or make an appointment to visit an Enrollment Center in person (beginning in late July) by calling the Choice hotline.
➤ Waitlist use: Waitlists will expire on the normal schedule of September 30, 2020.
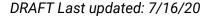
Administrative Transfer Process

The Administrative Transfer process between schools will follow the same process as in typical years with principals making the decisions about transfers. Additional guidance is being created to support principals in limiting approvals to specific situations to limit movement between schools.

Transfer process between Virtual Program and in-person learning option

At a minimum, families enrolled in the Virtual Program are committed through the fall semester (December 2020). The Enrollment Team will create a Transfer Review Committee for family requests to transfer in the case of extenuating circumstances (this process will be modeled off of the Administrative Transfer process, but expedited).

Midyear Enrollees

Students who move into Denver during the school year would access school in the same way they currently do with boundary schools accepting students mid year and zones sharing the

responsibility. The Virtual Program will also be available to mid-year arrival students as an option.

STUDENT ATTENDANCE & PARTICIPATION

See HERE for attendance guidance. This document also includes information on how to best leverage the common learning management systems (LMSs) across DPS.

EXTENDED LEARNING & EXTRACURRICULARS

Camps

Starting July 6, DPS has opened select Discovery Link locations and will follow health and safety guidelines outlined by the state, the city, and the Colorado Department of Education. For additional information, please see the Extended Learning website & Summer 2020 Family Guidebook. Full day camps will be held at most sites Discovery Link when school is not in session to support working families. The following dates have been confirmed dates: 9/28, 10/16, 10/19, 10/20; we will evaluate our ability to offer Thanksgiving and winter break camps by 10/1.

Before and After School Care

Discovery Link and other 5-day-per-week programs (Boys and Girls Clubs, YMCA, Scholars Unlimited, and others) will open at reduced capacity in DPS buildings at the start of school.In order to limit the number of people in our school buildings, enrichment programs are not permitted in DPS buildings to start the school year. For more information, please see *school Guidance for Before- and After-school Programs* and *registration for Discovery Link*.

Athletics

Summer Athletics

Starting July 6, DPS will allow for summer athletics training in a socially distanced way.

Sports & Athletics

In addition to planning for the 2020-21 return to school, we will work with local, state, and health experts, as well as the Colorado High School Athletic Association (CHSAA) to develop a plan for sports and athletics.

Clubs & Activities

Principals should connect with their operational superintendent on guidance for this type of program.

OPERATIONS

Technology

Student Device Distribution & Internet Access

- ➢ **District-run schools**:
  - ○ <u>Devices & WiFI Hotspots:</u>
    - ■ We will ensure 1:1 access for all students in grades 1-12 in District-Run Schools.
    - ■ Priority will be given to students in the virtual program for distribution of Chromebooks and WiFi hotspots. Kindergarten students in the virtual program will also receive chromebooks and hotspots.
    - ■ Each school will have a surplus inventory of 5% to accommodate swaps and reduce lost instructional time (delivery at start of school, where applicable)
    - ■ We are not extending our hotspot plans for in-person students; we will extend plans for students in the virtual program as needed.
  - ○ <u>Device Asset Tracking:</u>
    - ■ All district-run schools checking a device out to a student are expected to use Snipe-IT for asset tracking
    - ■ Training will be provided to STPs and STRs later this summer
    - ■ This will allow for increased accuracy in inventories and our ability to distribute devices more readily
  - ○ <u>Timeline:</u>
    - ■ July 21:
      - ● Student Device and Internet access measures will be available in the Progress Monitoring Report on Principal Portal (more info in July 21 Leader Weekly)
    - ■ July 21 - August 31:
      - ● Principals (or designee i.e. STP or STR) verify student-level device and internet data via IC
      - ● Charters to return devices from transferring district-run students (mail in option available)
    - ■ August TBD:
      - ● Communication to virtual program Students on Device/Internet Needs
    - ■ August 17 - September 30:
      - ● Distribute devices to students in need via the schools (i.e. schools issue their inventory, and if run out then STR/STP receives devices from warehouse to distribute at school).

➤ **Charter schools:**
  ○ We are not taking further action in purchasing or distributing devices to charters.

Device Collection Process

➤ Schools should continue to collect devices (Chromebooks, iPads, hotspots etc.) from students leaving DPS (i.e. seniors and others leaving district)
  ○ We will encourage students with lost or broken district-issued devices to report the loss or damage (so we'll have a better understanding of device deficits). If the device is damaged, they must return the device (by mail or to the school) for maintenance/ repair that lost or broken device owners step forward.
➤ We will collect devices from charters for students who were in district run schools and move to a charter.

Repairing Broken and Lost Devices

➤ District-run schools: We will prioritize device repair for students enrolled in the virtual program; Students must initiate repairs through STRs and STPs at schools.
➤ Charter schools will continue to service break/fix for their students on their own.

Device & Internet Reporting for 2020-21

➤ We will report on student devices and internet access for district-run schools.
  ○ This is dependent on schools using IC and Snipe-IT for asset tracking.
➤ We can request information from charters, but will be dependent on charters reporting.

Teachers and Paraprofessional Devices

We are not centrally purchasing devices for teachers or paras.

Remote Phone Access

➤ Jabber will be made available to all staff for remote phone access; to get started, please submit a ticket
➤ Please note we are not purchasing Google Voice for staff (it is no longer free as it was during the Spring COVID period)

Technology Support Plan

➤ We will continue to provide Service Desk support for all staff, students and families in English and Spanish
➤ We will put training tips for Chromebooks and Hotspots on our website in multiple languages; as well as there is a new Remote Learning Resources Tab in the Principal Portal

Video Conferencing for Staff & Students

Google Meet is the district supported video conferencing platform for staff and students.

Messaging for Staff

Google Chat is the district supported messaging platform for staff. Skype for Business will be decommissioned as part of the Google transition. Please note that the 'Google Chat' feature is disabled for students for security reasons.

Building Readiness

Building Upgrades & Modifications

To prepare the building for students and staff to return, the building readiness team utilized industry best practices and standards to provide safe learning environments. The following updates were made to buildings:

- ➢ Optimized HVAC ventilation/air exchange systems
- ➢ Installed new filters with upgraded filtration levels to the maximum level the equipment can handle
- ➢ Upgraded nursing stations and created isolation rooms where necessary to meet health department standards so that all schools have a safe and functioning isolation space
- ➢ Installed water bottle fillers in schools below the 1:200 minimum DPS ratio
- ➢ Completed full facility cleaning and disinfecting
- ➢ Flushed domestic water lines
- ➢ Modified classroom setup to align with distancing recommendations
    - ○ Provided space seating/desks to allow for the greatest amount of social distancing feasible for the room size
    - ○ Turned desks to face in the same direction or structured to have students sit on only one side of tables, spaced apart
- ➢ Provided front office sneeze guards for all schools for installation with school leader guidance on location
- ➢ Provided desk dividers where needed subject to classroom/teaching station count and building size with final allocation to be managed by school staff
- ➢ Installed handwashing signs in all restrooms and symptom check signs at all main entrances
- ➢ Provided at least nine 'wear a mask, cover cough, and don't touch face' posters for each building

Note: Due to the scale of effort required, some of the 200+ schools are not fully complete. In these instances, principals will be notified with expected completion dates.

Facility Operations Support
- ➢ Ongoing disinfection and cleaning protocols:

- ○ Facilities staff will ensure all facilities maintain a safe and healthy learning environment. Facilities leadership has collaborated with DPS Nursing Services and health officials to ensure proper products are used and best practices are followed.
    - ○ All touch services in classrooms and student spaces will be disinfected nightly.
    - ○ All restrooms will be cleaned nightly and high risk touch points (faucet knobs, flush handles, partition locks, ADA railings) will be disinfected 3 times during the day.
    - ○ Definition: Cleaning vs disinfecting:
        - ■ Cleaning removes matter/debris from a surface such as food remnants or dust;
        - ■ Disinfecting is done to mitigate microbes on a surface. The priority response action will be to focus on ensuring disinfecting is occurring regularly. There may still be some debris noticeable.
- ➢ Teacher/staff requirements
    - ○ The staffing demands that have been created by COVID-19 response has necessitated a more collaborative and team approach to keep our classrooms sanitized. Teachers and staff will be supplied with spray bottles and/or sanitizing wipes to assist in preparing and disinfecting classrooms and work stations during the day. Facilities staff will clean and disinfect nightly and teachers and staff will be requested to disinfect desks prior to any new students entering the classroom during the day.
- ➢ When to contact your facility manager and how they support school leaders.
    - ○ The Building Facility Manager is the Point of Contact for building related questions or concerns. Your Building Manager is trained to ensure that work requests are submitted to the appropriate team for service response. In the event of an emergency, the Building Manager will notify the Facilities First Call Center (FCC) for immediate action and follow up.
    - ○ For more information please refer to the Facilities Principal Handbook [PRINCIPAL'S HANDBOOK.](#)
- ➢ As you define the wayfinding management of your building, stock sign templates have been saved to a folder for you to select and print as needed: [COVID-19 stock signs](#)

Heat Mitigation
- ➢ Use of fans and portable cooling units: Due to the necessary precautions to prevent the spread of the COVID-19 virus, devices such as fans, window air conditioning and portable cooling units that may blow air across the room will not be permitted. It has been advised that these types of devices may pose a risk of promulgating the spread.
- ➢ Closure due to excessive heat conditions: The heat mitigation protocols are currently being revised to align with the latest health and safety guidance. More information will be communicated at July Leadership Week.

Transportation

Current Bell Schedule:

Unless you have been contacted by your Operational Superintendent, you can assume that your bell schedule for next year remains unchanged.

Transportation Schedule Undetermined:

The district has not yet determined bus schedules for 2020-21. The latest health guidelines will require our buses to operate at roughly 1/3 of their normal capacity, so significant planning work needs to be done to prioritize students for transportation and optimize bus routes to maximize transportation under these constraints. In order to maximize transportation efficiencies and the number of students who can receive transportation, we are exploring set, tiered drop off times (e.g., 7:30, 8:15 and 9:00). We will also be transporting students within shuttle zones on a point-to-point basis (with a walk-zone overlay) to minimize student interaction across cohorts and across schools. There will be more information for leaders at July Leadership Week followed by broad communication to staff and families once this is finalized.

Likely No Secondary Gen Ed Transportation:

Transportation capacity will be reserved for our youngest and highest need learners. This means that secondary schools should expect little to no transportation for general education learners. Middle school and high schools should consider how they might be able to support general education student attendance in the absence of yellow bus transportation.
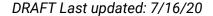
Early / Late Arrivals Anticipated

Students who utilize district transportation may arrive and leave up to 45 minutes early and/or late relative to your bell schedule. You can assume that, once determined, the arrival and departure times of the student will be reasonably consistent.

Student Support

Schools should have a strategy for supporting students utilizing transportation unaligned with the bell schedule. Ideas to consider include:
- ➢ Having a socially distanced waiting area for students, and supervision for that area
- ➢ Partnering with your before - or aftercare providers in your building to support these students
- ➢ Creating options in your schedule that would allow the first or last period of a day to include an activity that is not critical to the student's learning needs if a portion of it is regularly missed. Or better yet, make it possible for students to access that activity while in transit on the bus.

+Pass:

To facilitate contact tracing, +Pass usage will be required for eligible students. Further details will be provided by the end of July.

Safety

Fire Drills / Lock Down Drills

Lockdown drills will be conducted this year while adhering to social distance guidelines. The Emergency Management Specialists will schedule a time for your drill and provide a link to a short video on how to conduct a lockdown. The intent is for teachers to play this video in their classroom. At the conclusion of the video the EM team will play the lockdown announcement for everyone to hear. We will be present to address any questions that may arise.
We will not have guidelines for fire drills until mid-July at the earliest. We are working with other school districts and the state to determine how best to proceed.

School Supports

Campus Safety will be updating the Standards of Service agreement and reviewing with each school leader within the first 30 days of the school year. We are still finalizing plans for hallway monitoring and access control as required by the CDPHE, but do know that flexibility will be important as we support schools opening. Please prioritize communication with the Department of Safety Team and ask questions of your assigned liaison officer when needed. Department of Safety Officers will be using Personal Protective Equipment (PPE), as required.

Our patrol teams will continue to work 24/7 supporting our school communities. However, we will continue to triage calls for service in our dispatch center and will ask schools to only utilize Safety Officers for situations that present a danger to others. Disruptive students and classroom management issues will be referred back to the school and/or the Office of Social Emotional Learning to handle. We want to ensure that uniformed Safety Officers are utilized in a manner that supports equity, safety and the emotional well being of our students.

Updates to SRO Program

Denver Police School Resource Officers will be returning in the fall. These dedicated officers are committed to supporting the school communities they are currently assigned to. We will be creating a committee of stakeholders to identify what school policing looks like moving forward as we begin to phase out the SRO program as required by the Board Resolution. We will keep you updated on this process.

Food Services

Overview

We will continue to provide breakfast and lunch for students in school. We have received a waiver to provide meals for students in the virtual program - additional information on how these students will access meals will be forthcoming later in July.

Food Distribution In Schools

- ➢ BREAKFAST: No Breakfast in the Classroom due to food safety precautions:
  - ○ OPTION 1: Controlled classroom access to cafeteria serving line for grab and go breakfast.
  - ○ POTENTIAL OPTION 2: Depending on school size and facility layout, there is the potential for Food and Nutrition Services to set up a Grab and Go table by a convenient entryway.
  - ○ School leadership team to engage Food Services Area Supervisor by August 7th to set individualized school breakfast strategy that optimizes students served, process efficiency and safety.
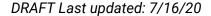- ➢ LUNCH:
  - ○ Campuses will be closed to minimize cross cohort interactions. We are currently developing plans to support lunch access to schools given the closed campus guidance and more information will be shared at the July Leadership Week
  - ○ Streamlined menus that align with nutritional guidelines - fewer choices will support efficient processing through the cafeteria line.
  - ○ Special diets will still be accommodated following the usual practice (i.e., doctor's note to show specific allergy).
  - ○ Hot vegetarian option available every day.
  - ○ Process will be for students to access the serving line and bring food back to the classroom (or eaten outside based on the school's prerogative and weather). Students will not be eating in the cafeteria to support social distancing efforts.
  - ○ We are working on strategies to support our youngest learners (and teachers) with this structure and will have updates at the end of July.

Food Distribution for Students in Virtual Program

Students do not need to be present to pick up food, although adults will need to provide students' name and ID number. More guidance on service for these students will be available later in July.

Meal Benefits Applications

To maximize district funding, forms should be received by October count. However, families can apply at any time (ie, if family income situation changes) - NOTE: 2020-21 FORM AVAILABLE BEGINNING MID-JULY. While Food and Nutrition services will be calling families without an

application on file, school-based marketing regarding these benefits are very impactful in driving engagement.

Finance

Overview

There are two primary sets of impacts to monitor and plan for from a financial perspective:
1. Budgetary impact of costs and adjustments to funding models associated with the 2020/2021 school year; and
2. Building readiness including Personal Protective Equipment (PPE) for students and staff.

From a cost perspective, planning for the use of CARES funds is on-going. The Coronavirus Relief Fund (CRF) portion of CARES funds will be the primary source of funds for direct support of COVID-19 relief efforts. In addition to planning around CARES funding, analysis will be required of any needed adjustments to SBB based on remote learning models. As remote learning staffing and delivery models are finalized, Finance will continue monitoring and make recommendations for any needed modifications.

In regards to building readiness, Strategic Sourcing has procured Personal Protective Equipment and is actively working with schools to ensure availability at the start of the school year (see health standards section of this document for details).

SBB Adjustments

Information will be available later in July.

CARES Act Funding

Finance is working with the district leadership team to finalize a formal spend plan for the use of the District's CARES Act allocation. Guidance from the state and federal governments continues to evolve and is analyzed to ensure expenses meet all allowability requirements.

Student Submissions & October Count

CDE has communicated to districts and the Association of Colorado Educational Evaluators that they are developing policies that will allow districts flexibility in how they account for instructional hours and teacher-student contact during the 2020-21 school year. CDE staff have developed a draft policy concerning instructional time, attendance and enrollment counts, and required documentation. CDE is in the process of collecting feedback on the draft policies.

At this time, given the flexibility that CDE intends to provide for the 2020 October Count, the department is not planning to conduct a second count. However, should the public health situation change dramatically in the fall, CDE may need to consider additional flexibilities to address school closures or dramatic enrollment shifts.

HUMAN RESOURCES

Overview

The guidance that we've received from health experts emphasizes that the highest risk of infection comes from other adults rather than from children. With that in mind, we have developed a return plan that brings our educators back to their buildings to support their students while minimizing their adult-to-adult contacts. Accordingly, this means that we will have a differentiated approach for what it means for our staff members to return to work based on their job duties.

Guidance by Employee Group

School-Based Employees

Guidance for Utilizing Paraprofessionals in a Remote Environment

Central Employees

Information coming soon.

Subs & Guest Teachers

Information coming soon.
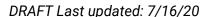
Accommodations & Leave Requests

Accommodations Related to COVID-19

Vulnerable Individuals and Individuals with Disabilities can submit a request for accommodation in Infor Employee Space under Employee Profile.

Under the Americans with Disabilities Act (ADA) and/or under the Governor's current order regarding "Vulnerable Individuals," you may qualify for an accommodation. Individuals who could qualify for an accommodation 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;
6. Individuals determined to be high risk by a licensed healthcare provider; and
7. Other individuals with a recognized disability that interferes with their ability to perform the essential functions of their job during the COVID-19 pandemic.

Potential accommodations* for employees who fall into these categories include:

- Working remotely (in your current placement or in a different placement working with students who choose a full-time remote option in the fall);
- Working in-person, but with increased safety measures to protect the health of the employee.

*These are only examples. The accommodations that can be made in your case may depend on the nature of your disability or Vulnerable Individual status, your job duties, your work location and other factors.

Leave of Absence Requests

For complete information about leaves of absence requests related to COVID-19, please review the information provided on our underline. website.

You must submit your Leave of Absence request through TruePay. Submit your request using a computer only – mobile devices do not submit correctly. Follow these instructions to submit your leave request. **Questions?** Email LeaveOfAbsence@dpsk12.org or call 720-423-3092.

Employee Evaluation Processes

The Growth & Performance Team is working closely with stakeholders as well as CDE and the Governor's Office regarding educator evaluation (including Professional Practice and Student Growth) for the 20-21 school year. At this time, no adjustments or waivers have been made. We will keep you informed about any adjustments or waivers.

LEAP
Additional information will be available soon.

Updated SLO Baseline Preparedness Guidance. As of July 2020, there have been no changes to SLO policies and procedures for the 2020-2021 school year.

LEAD
We developed a LEAD appendix for leading in a hybrid/remote environment. This will be added to the School Leadership Framework after receiving feedback from school leaders. Look for an update in Leader Weekly in early August.

LIFT
Additional information will be available soon.

CCE
Additional information will be available soon.

Classified
Additional information will be available soon.

Remote Work Guidance
- ➢ Remote Work Guidance
- ➢ Tips for Managers and Employees Working Remotely

COMMUNICATIONS
Centralized Communications

Communication Processes to Families
- ➢ Weekly updates via Our DPS Weekly newsletter
- ➢ SchoolMessenger texts/calls/emails, as needed
- ➢ Updates posted on DPS homepage and social media channels, as needed
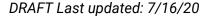
Communication Processes to School Staff
- ➢ Updates via newsletters:
  - ○ Leader Weekly (all school leaders)
  - ○ Teacher Weekly (all teachers and SSPs)
  - ○ Team DPS Weekly (all staff)
  - ○ Our DPS Weekly (all staff)
- ➢ The Commons homepage updated with real-time information
- ➢ The Return-to-School site on The Commons will be a hub of information
  - ○ Memos from DPS leadership, as needed

Communication Process to School Support Staff
- ➢ Updates via newsletters:
  - ○ Team DPS Weekly (all staff)
  - ○ Our DPS Weekly (all staff)
  - ○ Monthly (or possibly bi-monthly) updates via newsletter:
  - ○ Manager Monthly (all central managers and above)
- ➢ Memos from DPS leadership, as needed
- ➢ The Return-to-School site on The Commons will be a hub of information for both the return to school and work.

Emergency & Crisis Communications
- ➢ SchoolMessenger texts/calls/emails to families, as needed.
- ➢ Twitter and Facebook messages, as needed
- ➢ Monitoring social media channels and responding to questions
- ➢ Updates to DPS homepage, as needed
- ➢ Updates to television, print and radio media, as needed
- ➢ Responding to questions from media

➢ Updates to other key constituencies
➢ Board of Education
➢ Local and regional health officials

School-Based Crisis Communications

➢ Toolkit will be shared with school leaders in early August with letter templates, health precautions, FAQs and community resources
➢ Schools can send emails/calls/texts to their own school community via School Messenger, as needed

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

Overview

Family and Community Engagement supports and services will continue to be provided virtually through the beginning of the school year. Family and student engagement with schools is required per School Board Policy, Code KB and KB-R and FACE can help support engagement efforts. We also have many services relevant to the beginning of next school year including virtual in-home support for families, basic needs assistance, and much more.

Family Engagement Standards

➢ Create and maintain a culture that embraces Family and Community Engagement: School staff creates an environment that values family and community engagement in student learning and is respectful, welcoming, and responsive.
➢ Work with vs. for students and families through volunteering, decision-making, and collaborating: The school shares responsibility, offers opportunities, and removes obstacles for families to be partners in the school and student learning.
➢ Support Student Learning and Success: The school and families work together to support student learning and success. The school keeps parents informed about their child's academic progress and how the school is performing; and actively engages parents as academic partners.

Resources & Supports

➢ Contact the Family Empowerment Team (Iesha Mitchell, iesha_mitchell@dpsk12.org) to get more information on steps to take action on Family Engagement Standards.
➢ Supports for idea generation of how to support family engagement representatives at schools
➢ Beyond the Bake Sale: The Essential Guide to Family-School Partnerships: We use the following to have actionable steps for schools in different stages of partnership with families
➢ Family Engagement Standards and examples of implementation

➢ [Academic Partnership event rubric](#)
➢ [How To Guide for Engagement](#) (Contact Eloy Castro at eloy_castro@dpsk12.org, Community Engagement Strategy & Advocacy, for more information)
➢ [Meeting-in-a-Box Tool](#) (Contact Eloy Castro at eloy_castro@dpsk12.org, Community Engagement Strategy & Advocacy, for more information)

Family Constituency Services

Provides high quality services to staff, families, and community members who need assistance accessing school and district resources, addressing pressing concerns, and building skills to be strong advocates and partners in their students' education. Supports include training for managing conflict, high quality service and de-escalation, and effective communication as well as support with conflict mediation, meeting facilitation, and one-on-one coaching on conflict management. The team has Spanish-speaking staff and access to multilingual interpretation services. Call the Family and Community Helpline at 720-423-3054 or FACEhelpline@dpsk12.org.

Family Empowerment Team

Parent Teacher Home Visit

The PTHV program will be shifting to online "home" visits in response to the Covid -19 health crisis. Contact the PTHV team for any questions - homevisit@dpsk12.org.

Volunteer Services

The program is opening up virtual options and an engagement tool to guide you in how to have continued volunteer engagement through SY2020-21. Contact volunteer services for support at volunteer_services@dpsk12.org.

Family & Youth Services

FACE Centers

FACE Center services will resume in August and will continue to provide virtual services until further notice. For more information on class schedule and to register for virtual classes and services, please contact:

➢ FACE Center - Johnson Elementary School, 1850 South Irving St. , Phone: 720-424-2970
➢ FACE Center – John H. Amesse Elementary School , 5440 Scranton St., Phone: 720-424-2961

FACE Family Connect

The FACE Family Connect Program provides free community and in-home support to families on a voluntary basis. Services will resume in August and will be delivered virtually as much as possible.

Community Engagement Strategy Advocacy (CESA)

The Community Engagement Strategy and Advocacy (CESA) team creates culturally relevant, transparent and authentic engagement strategies through consultation, strategic planning and advocacy across the district. Services will continue to be available in a virtual capacity for the time being. For more information, please contact the Senior Manager of the CESA team, Eloy Castro at eloy_castro@dpsk12.org.

Multicultural Outreach (MCO)

With a focus on Multicultural communities, MCO provides multimedia options and solutions to support learning, information distribution, immigrant communities, whole child and grass root community engagement. Multicultural Outreach has a technology aspect to their team and resources.

CONTINGENCY PLANNING FOR REJOIN AND/OR REMOTE SCENARIOS

The following guidance has been assembled should the district need to pivot to a rejoin (hybrid) or full remote scenario due to health concerns.

Planning for Fluidity Across Scenarios

- ➢ The Chief of Staff office will lead the process with the district leadership team to determine when the district will move between scenarios, in partnership with state and local officials.
- ➢ Working through this with CDE: The assumption is there will be a two-day transition period between scenarios.
- ➢ Planning for academics and technology have been done in a way that maximizes our ability to quickly shift to a new scenario as needed. Please see those sections for more details.

Contingency Planning for Rejoin

Health Standards for Rejoin (Hybrid) Scenario

Should the district need to implement a hybrid scenario, the following health standards would apply (adjusted from the aforementioned guidance). If a health standard listed in the recover (full in-person) scenario is not included below, this indicates that the health standard is the same across both the recover and rejoin scenarios (i.e. refer to aforementioned guidance).

- ➢ **Class Capacity:** All individuals must maintain 6 feet distance from each other, and all desks must be 6 feet apart if possible. When 6 feet of distance is not possible

mandatory face covering (except where doing so would inhibit the individual's health), hand hygiene, disinfection, cohorting, and daily symptom checks are strongly encouraged.

➢ **Closed Campus:** Schools will likely not be able to open during this period. Once at school, kids will likely need to stay on campus or would be required to have an additional health screening.

➢ **Recess/Physical Education:** Can happen only outside and with the same cohort of students; students must stay 6ft apart from one another and are not allowed to use playground/gym equipment and must wear masks.

➢ **Staff Movement:** Staff will be assigned to specific cohorts of students. Additional staff can come in if needed, though minimal interaction of staff across cohorts is encouraged. Technology can be used to have teachers/staff reach multiple cohorts at once. Size of groups in the same space should be limited to 16.

➢ **Itinerant and Other Central Support Staff:** Staff can only be at one school per day but can change schools day to day. Remote work/meetings encouraged whenever possible.

Scheduling Considerations for a Rejoin (Hybrid) Scenario

➢ **AA/BB Schedule:** Based on community and staff feedback, DPS has determined that should we need to implement a hybrid scenario, we will implement a 2-day block schedule (AA/BB) for in-person learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Additional In-Person Learning for Priority Students	Group A	Group A	Group B	Group B

➢ **Common Criteria for Prioritizing Students for In-Person Learning on Mondays:** All schools will adhere to a set of criteria prioritizing students in center programs; students with specialized learning needs in a 504 or IEP that impede access to remote learning; and students designated ACCESS 1, 2, or Newcomer status.

➢ **Other Criteria Schools May Consider for Prioritizing Students for In-Person Learning on Mondays:** Beyond the first three prioritized criteria, schools shall select students to receive in-person access to instruction on the fifth day of the week considering the following criteria in no specific or required order:

- Our earliest learners (ECE-2)
- Students who need acceleration/opportunity gap supports, including students of color who have historically been underserved
- Students who are significantly below grade level
- Students with 2 or more SRRs at med/high risk level
- Students who are at risk of dropping out or are not on track to graduate
- Students experiencing homelessness

- Students with significant social-emotional needs, gifted and talented students, or students with emerging at home due to COVID-19
- Students who have not engaged remotely
- Students in the foster care system

➤ **Lists for Prioritizing Students for In-Person Learning on Mondays (5th day lists):** In the event DPS has to implement a hybrid scenario, Fifth Day Student Lists were created to support leaders in prioritizing students needing additional in-person learning, and implementation of a 2-day block schedule (AA/BB). These lists are being made available to schools now to support with creating plans should DPS need to transition to a hybrid approach per health guidance. If DPS needs to implement a hybrid approach in the Fall, schools will be provided with specific directions, based on current health guidelines, on how to group students, edit and return the lists, and work though the transition from all students attending to a hybrid approach.

  ○ Fifth Day Student Lists are available here for each school by Region à School and include:
    - A Summary tab with prioritized data points overall and by grade level.
    - An Indicator Definitions tab that provides explanations and interpretations of the data used to identify prioritized students.
    - A Student List tab identifying all enrolled students in the school and a flag (either Y/N or X) for each common prioritized district wide, or other flexible/loose, indicator each student meet(s).
      - The Student List includes a Cohort A or B drop-down (column E) that allows leaders to assign students to either an A or B cohort should DPS need to transition to a hybrid scenario. This column, the School Notes column (column D), and the 5th Day Student column (column F), will be the only three columns school leaders can edit. School leaders do not need to place students in cohorts or enter information at this time. This preliminary data is being shared for planning purposes as an example of what will be provided to support should DPS need to shift to a hybrid model.
      - The only students who have pre-assigned cohorts (Cohort A) in the current list are those with siblings. Additional directions and guidance on how to assign and change student groups will be provided if we shift to a hybrid model.

➤ **Teacher Workload (Hybrid):**
  ○ Should DPS need to implement a hybrid scenario, the district will explore changes to the school day as needed to ensure that teachers receive appropriate planning time as outlined in the DCTA contract.
  ○ Students will work independently on academics during remote learning days so that teachers can focus on delivering high quality in-person instruction.

Child Care

Child Care During the School Day: In the event that we need to implement a hybrid scenario, we will prioritize child care for children of school-based DPS staff.

Food Distribution for Hybrid/Remote

Students do not need to be present to pick up food, although adults will need to provide students name and ID number. Should the district go to a hybrid model district-wide, we will communicate updated food distribution plans.

Guidance for use of Educator Time

With the shift to the remote learning environment in spring 2020, you likely adjusted your collaboration and support structures, and adapted the responsibilities of your educators, including ILT members and teacher leaders, to meet quickly changing student and teacher needs. Resources are available to support planning for use of teacher and leader time and talent in a hybrid/remote setting in 2020-21. See here for a living list of ideas for leveraging a variety of educator roles in the hybrid environment, which has been created to promote collaboration and idea sharing. High-level suggestions specific to new teachers, teacher leaders, paraprofessionals, and pre-service teachers are below.

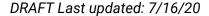| Quick Guidance on Key Educator Roles in Hybrid/Remote Context	
➢ New Teachers	New teachers may require differentiated and more intensive support, as well as more differentiated roles to be successful in a remote/hybrid context. Where possible, narrow the focus. If teacher leaders can support lesson design and planning, new teachers can focus on high quality lesson delivery. Instead of having new teachers instruct whole group virtual lessons, task more experienced teachers or teacher leaders with whole group instruction, so that new teachers can support with small group and 1:1 follow-up.
➢ Teacher Leaders	As members of the ILT, Senior Team Leads and Team Leads should continue to have non-teaching time during the day in order to support teachers on their team through 1:1 coaching, feedback and evaluation, and through collaborative team supports such as professional learning, backwards planning and data driven instruction to teachers on their team to ensure teacher development, alignment and sustainability, and to promote student growth.

➢ Paraprofessionals	Paraprofessionals can be a great resource for teachers and students in a remote/hybrid context. To be successful, school leadership teams will need to provide direction to paraprofessionals. Here are some quick ideas for maximizing paraprofessionals in support of students:
	• Ensure paras have the technology they need to support students in fluid scenarios:
	   ○ Computers to facilitate small group and 1:1 instruction
	   ○ Phones to call students/families to check-in on socio-emotional well-being
	• Ensure paras have access to the training they need to successfully deliver small group and/or 1:1 instruction for students, including:
	   ○ Training on online learning platform(s)
	   ○ Training on positive classroom culture and deepening student relationships in virtual spaces
	• Ensure paras have support from their classroom teacher and that there is a regular communication structure in-place that allows paras to be clear on their roles and expectations in support of students
	Please see this guide for additional suggestions.

➢ Preservice Teachers	We know that not all schools have preservice teachers. Where applicable, your preservice teachers (PSTs/PEIs/Para-to-Teacher candidates) can support you and your students during hybrid/remote learning in a variety of ways, including: • 1:1 student support • Small group virtual learning • Design virtual lesson/unit plans • Specific guidance for special education preservice teachers

Guidance for effective remote coaching and observation strategies

Coaching builds teacher capacity for self-reflection, emotional resilience, and instruction that leads to improved student outcomes, especially for historically marginalized students. The continuation of coaching and developmental opportunities for teachers is paramount throughout fluid instructional scenarios.

The specifics of coaching and development will be differentiated to meet teacher needs. Supports in a hybrid/remote environment looks similar to what one would experience in an

in-person environment and includes, and is not limited to:

- **Co-Planning -** Support teacher by co-developing daily lesson plans. Use student data to develop a lesson that meets all students' needs.
- **Feedback Conversations -** Provide feedback to teacher about an observation or lesson plan.
- **Live Coaching/Real-time Coaching -** Provide feedback or guidance to a teacher while they are teaching. This might look like a coach joining live online sessions with students, and raising their hand and jumping in to give teacher guidance to adjust instructional in a live format.
- **Debriefs/Reflective Conversations -** Support teacher to reflect and construct new learning. This might follow a lesson, a meeting, etc.
- **Modeling** - Coach models instructional practice for the teacher during live online instruction.

More detailed resources to support remote coaching are forthcoming.

Contingency Planning: Remote Option
Remote Learning Plan
Remote learning resources are available on the [DPS Remote Learning Google Site](#).

Food Distribution for Hybrid/Remote
Students do not need to be present to pick up food, although adults will need to provide students' names and ID numbers. When individual schools go to remote learning because of school-based cases, we will likely do curbside breakfast and lunch pick-up at those individual schools for the duration of remote learning.