

DOLORES SCHOOL DISTRICT RE-4A

Putting the Pieces Together

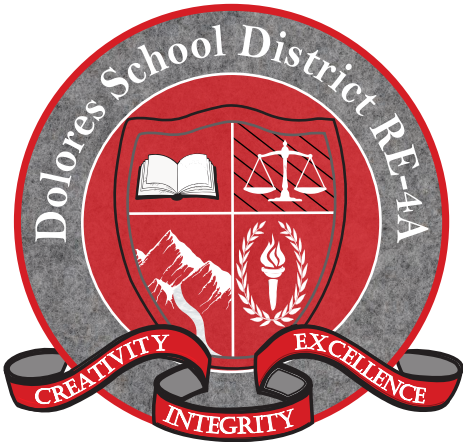
Re-entry Plans for Fall 2020

TABLE OF CONTENTS

Public Health	6
Academics.....	12
Student Services	16
Operations	19
Workforce Management	23
Technology.....	28
Communications	29
Special Education.....	31
School Management.....	36
Gifted and Talented	41
Student Engagement.....	43
Health Services	46

Putting the Pieces Together

How the District will re-open in the fall of 2020



The health, safety, and education of our students is the priority in every decision. The district leadership formed an advisory council of eighteen individuals with various backgrounds to help formulate the re-opening plans. Among the council, there were medical professionals, business owners, parents, teachers, and administrators. The council used the resources provided by the Colorado Disease Control, Colorado Department of Education, and Montezuma County Public Health.

The following information has been approved by the school board and will serve as a guideline for our staff and students. We do value more parent input and will place several links for input. Please feel free to add your thoughts and comments as you look through this booklet.

Dolores School District RE-4A
100 6th Street
Dolores, CO 81323
970.882.7255
www.doloresschools.org

***PLEASE NOTE THAT THESE PLANS ARE
SUBJECT TO CHANGE BASED ON THE
REQUIREMENTS CONTINUALLY CHANGING
FROM THE CDE AND CDPHE.***

Superintendent Message

Dolores School District RE-4A is committed to the ongoing support of our students and their families. During these unprecedented times of the COVID-19 virus, our focus is on providing a quality education while adhering to the safety precautions provided by our local and state health departments.

Further, it is our desire to provide more certainty to our families. We will open with the “Near” Normal Plan also allowing options for parents who are not comfortable with this plan. The Hybrid Plan will only be used school-wide if we are required by the local authorities to do this:

1. **“Near” Normal Plan** - This will be the focus for beginning the school year. There will be a few logistical and practical adjustments for staff and student safety; however, we are anticipating a full return to classes in August. We plan to follow the school district calendar (see last page). Parents who are not comfortable with this will have options. Call the district office for more details.

2. **Hybrid Plan** - We are required to have a contingency plan in place in the event we must go back to limiting class sizes or if there were any cases of the virus in our school. This plan will be detailed in the following pages.

Highlights

- School will resume the week of August 24th. There are activities prior to that date. Please check the website calendar.
- Teachers will report on August 12, other school classified staff will report on August 19.
- **All schools will open with full in-person learning.**
- Remote learning **will continue** to be an option for families. Please call the district office for details.

We look forward to the start of the year. We also want you to know our plans moving forward. Please provide any input and thoughts you may have. Be assured that the District will closely adhere to the guidelines and guidance given from the Colorado Department of Education, CDC and Montezuma County Public Health Department.

Superintendent Lis Richard

Public Health

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

Key Points

1.1 GROUP GATHERINGS AND SOCIAL DISTANCING REQUIREMENTS

- Today there are state and local public health orders limiting the size of group gatherings and 6 feet social distancing expectations. We believe similar orders may exist when the fall semester begins.
- Consequently, Dolores Schools will limit the use of large group gathering areas
 - An area is considered any room or wherever instruction takes place including outside space.

Includes large areas - gymnasiums, cafeterias, hallways.

- Social Distancing Requirements:
 - Maintain 6 feet (about 2 arms' length) from other people. This will be done creatively not to cause emotional harm to students.
 - Avoid mass gatherings in large groups such as assemblies, cafeterias, field trips, staff meetings.
 - Maintain social distancing outside - includes recess. Playground equipment and sharing of playground equipment limitations will be considered.

1.2 NUMBER OF STUDENTS AND STAFF REQUIREMENTS

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

1.3 BUILDING TRAFFIC GUIDELINES AND SYMPTOM SCREENING

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

- Students, staff, and visitors entering a Dolores school building will be temperature screened along with a series

of symptom screening questions developed by Colorado Department of Public Health and Environment.

- There will be multiple entry points for students to enter the building promoting social distancing guidelines. School staff will be trained by our district Registered Nurses and provided protocols in August on how to screen students.
- Staff may be screened following international or out of state travel. They may require symptom monitoring or quarantine for 14 days depending on guidance from Montezuma County Public Health Department.

1.3b Each Dolores school building will attempt to create proper social distancing in the hallways and learning environments.

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

1.4 PERSONAL PROTECTIVE EQUIPMENT (PPE) AND HYGIENE MEASURES

- Face coverings (nose and mouth) will be encouraged for staff. Students may also choose to wear face coverings.
- Gloves are required for Food and Nutrition Services workers at all times and other staff whenever cleaning or sanitizing an item or surface.

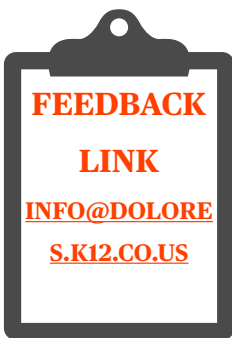
- Personal Protective Equipment (PPE) including face coverings (back-ups to your own personal face coverings), hand sanitizer, thermometers, and gloves will be provided at schools on a continual basis throughout the school year, beginning in August.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.
- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting hand washing.
- All staff and students will be required to stay home when experiencing symptoms that could be COVID-19 symptoms.

1.5 SUSPECTED/CONFIRMED COVID-19 CASES - SCHOOL DECISION TREE

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

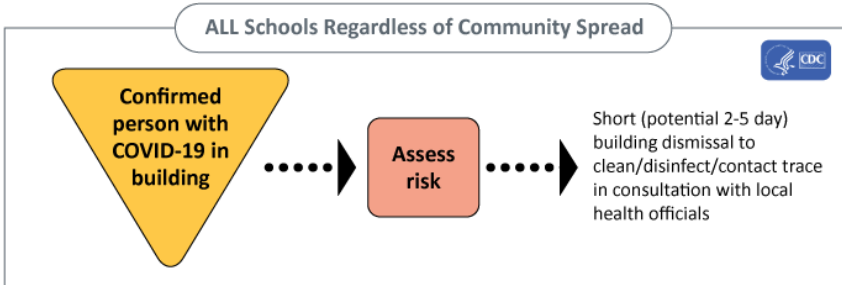
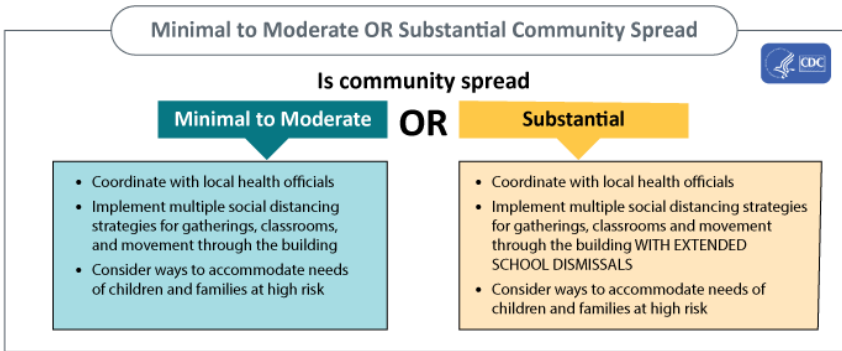
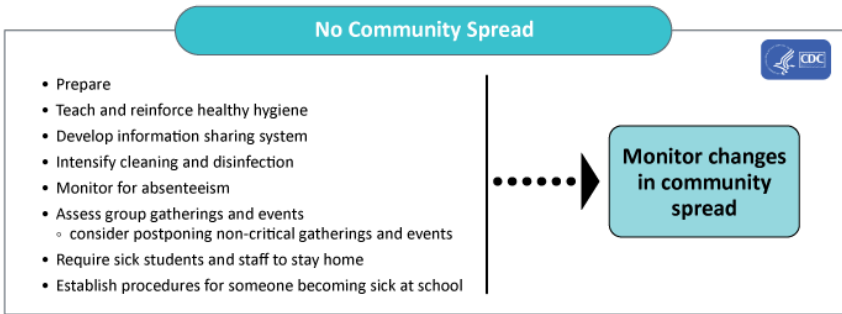
1.6 TRANSMISSION MITIGATION AND CLEANING PROCEDURES

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



Click on the link to provide input and feedback.

DISTRICT DECISION TREE



Academics

Dolores School District has embraced an educational model focused on deeper learning. We believe this model best facilitates students' mastery of Colorado Academic Standards. **School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary. The District will begin and hope to continue a full in-person learning model. *If this has to change due to an outbreak or resurgence of COVID-19 cases in the county, the following academic plan will be in place:***

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

Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks in Google Classroom. Students access learning at a time that works for them and their family. Synchronous learning is an approach where teachers and students are engaged

online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google Classroom during a specific time.

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

Key Points

2.1 - THE DISTRICT AND SCHOOLS WILL PARTNER WITH OUR STUDENTS AND FAMILIES TO SUPPORT STUDENTS' HYBRID (IN-PERSON AND REMOTE) LEARNING IF THE NEED MAY ARISE.

- Transition meetings for 2019-2020 staff to share their knowledge of students strengths and areas for focus with their 2020-21 teachers. (Data; attendance, assignment completion, social emotional needs, engagement during remote learning, academics)
- Dolores School District will provide a roadmap for the district curriculum with learning targets so students and

families can better understand academic expectations and ways to support student success.

- Ongoing communication (teachers, building, and/or District) will be provided to support families in the learning process including additional instructional resources (Lexia, KHAN, Maps Skills, and other online resources) to help make hybrid learning successful for students at home.
- Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom.
- We will provide models of consistent learning experiences across classrooms and schools, such as the time spent in teacher instruction and independent student work time (document for A/B schedule to say what they are doing in school and online. Schedules for specials and electives and interventions, lunch, recess, breaks, passing periods (Master Schedule Changes and Chromebook checkout expectations with bringing it every day to and from school).

2.2 - WE WILL SUPPORT EDUCATORS' FALL PLANNING AND INSTRUCTIONAL NEEDS WITH PROFESSIONAL LEARNING, RESOURCES AND SUPPORTS TO:

- Free remote learning webinars. (<https://www.ilearncollaborative.org/webinars>)
- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in hybrid learning environments if

they are needed and sustain those relationships and learning throughout the school year.

- Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- Gain a deeper understanding of the grade-level curriculum and resources with a focus on prioritized 2020 Colorado Academic Standards and district curriculum to ensure critical learning happens.
- Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.
- Meet individual student needs through differentiated learning focused on prioritized 2020 Colorado Academic Standards and district curriculum.
- Adapt an instructional approach to balanced assessment practices that facilitate hybrid learning and provide data to inform next steps in learning.
- Identify anticipated student learning gaps (prerequisite skills) and strategies to address them through ongoing staff training and resources.
- Prioritize foundational literacy and math skills, Colorado READ Act compliance to catch-up struggling readers, and the best developmental instructional practices for elementary grades pre-kindergarten through 5th grade.
- Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Colorado graduation requirements.

2.3 - WE WILL SUPPORT OUR EDUCATORS TO MEET STUDENT NEEDS IN AN IN-PERSON AND IF NEEDED, HYBRID (IN-PERSON AND REMOTE) LEARNING ENVIRONMENT.

PROFESSIONAL LEARNING OPPORTUNITIES WILL PROVIDE TIME AND RESOURCES FOR EDUCATORS TO BUILD RELATIONSHIPS, PLAN, AND TEACH.

- Ongoing professional learning to meet the needs of students in a hybrid environment if the district must make this shift temporarily.
- When unable to hold face-to-face meetings, support for remote team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs will be available.
- Additional support for our newest educators to ensure they meet the needs of students.
- Individualized support for educators.
- Consider assessing student learning gaps upon reopening and adjust curriculum pacing for these needs.

Student Services

Dolores School District employees work diligently to develop online resources to families and community members for social, emotional, and mental health services. District Student Services

(Administration, counselors, special education staff) will continue to provide schools with the protocols and training necessary to support the mental health needs of students in a personal mode with all the property safety protocols; however, we are already equipped to move any needed supports to an online format.

Key Points

3.1 - CRISIS RESPONSE AND SUICIDE PREVENTION

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

3.2 - 504 SUPPORT AND COMPLIANCE

- We understand that any change to the learning environment has the potential to be a barrier for our

learners. Consequently, we are training staff through the Response to Intervention (RtI) referral process to identify and accommodate those students that would benefit from a 504 plan in the hybrid and remote environment (if needed).

- 504 support and meeting protocols have been developed for both onsite and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.

3.3 - SOCIAL EMOTIONAL LEARNING

Building level student support teams (counselor, social workers, BOCES, ESS, administration) will develop a comprehensive plan for supporting in-person and if needed, remote learning that includes the following: providing training to staff (trauma informed classroom management - in-person and remote, Positive Behavior Intervention and Supports (PBIS) in the classroom and at home, etc.), and supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture.

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

3.4 - COUNSELING SERVICES

Counselors will work with their teams and administrator to determine when their services will be provided in-person

or remotely. Caseloads will be considered when making these decisions.

3.5 - CULTURE AND CLIMATE

Dolores School District will support staff around trauma-informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available in order to support students who may need more support. Building level student support teams (counselor, social workers, BOCES, ESS, administration) will provide ongoing consultation to staff.



Click on the link to provide input and feedback.

Operations

Dolores School District operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders.

Transportation, food service, and operational functions will support students and staff. Operations and support groups include the following:

1. Athletics / Activities
2. Business Support Services

3. Facilities
4. Food and Nutrition
5. School and District Site Safety
6. Student transportation

Key Points

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

4.1 ATHLETICS AND ACTIVITIES

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

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

4.2 BUSINESS SUPPORT SERVICES

The district will continue to utilize our local business resources as well as support these services.

4.3 FACILITIES

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

- Construction Management
- Interior and Exterior sites
- Custodial
- Environmental
- Energy Management
- Field Venues
- Ongoing site repair, remodel, renovation, and reconstruction projects will continue.
- Facility cleaning and disinfecting following use will be completed and monitored.
- Staff allocations will be right-sized to meet the needs of the educational model.
- Work schedules modified depending on building and site use.
- Evaluate ventilation systems to maximize the circulation of outdoor air.

4.4 FOOD AND NUTRITION SERVICES:

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

- Remote and on-site attendance dictates the serving model(s) used

- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with CDC cleaning/disinfecting School Guidance
- Closed campus for lunch will be enforced for grades K-9 until the state is through their phased processes of returning to “normal.” Grades 10-12 may go off campus for lunch.
- Student will eat in the classroom - food to be delivered (para’s, kitchen staff, other non-teaching staff)

4.5 SCHOOL SAFETY:

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

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

4.6 TRANSPORTATION:

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

- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - Drivers will wear face masks (some routes may ask students to wear masks if the driver is at high-risk)
 - Cleaning and disinfecting protocols following student pick up and drop-offs
- Scheduling dependent on ridership and capacities
 - "Near" Normal - regular routes
 - Hybrid Model - Alternating A/B days

CONTINUUM OF SCREENING



1

HOME is the first point on the screening continuum.

LEAs should educate and support families on identifying the symptoms that indicate staff and students must stay at home. Families should be encouraged to self-report symptoms of illness, including: Fever, new onset of cough, etc.

Self-reporting mechanisms could include: calling the school, calling health care provider, etc.



2

TRANSPORTATION is the second point on the screening continuum.

LEAs should use clearly visible signage to communicate the symptoms students should NOT have if traveling on a school bus.



3

SCHOOL is the final point on the screening continuum.

LEAs staff should visually check for symptoms, which may include temperature checks, and/or confirm with families that students are COVID-19 symptom-free. *Follow up with healthcare professional.

Workforce Management

The Dolores School District workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs:

- 1) Delivering all services related to education and operations;
- 2) Supporting our staff with their personal needs related to their work, safety and personal health.

Each model of educational delivery will pose challenges, and the workforce management plan and implementation will follow the structures below.

Key Points

5.1 EDUCATOR WORK SCHEDULES

Dolores School District will provide information to employees in regard to their personal options for teaching and work environments (see flowchart on page 49). In addition, the District will be prepared, if necessary, to transition from a "near" normal environment, or a hybrid to a full-remote environment depending on public health conditions. Through it all, all laws will be followed to make certain educators understand the expectations of the new and fluid work environment.

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

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

any flexibility as appropriate to student learning environments.

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

5.2 EDUCATOR STAFFING

The District will provide staffing-level considerations to meet the needs of students, specifically, develop protocols to temporarily place non-classroom licensed educators into independent classroom teaching or classroom support positions. Properly qualified and able licensed/certificated staff can be used to deliver content in order to keep teacher-to-student ratios safe and as optimal as possible in the hybrid and remote learning environments (if needed).

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

5.3 OPERATIONS AND ADMINISTRATION STAFFING FLEXIBILITY

Administrators will maintain flexibility in their own work to support staff, as needed, with the goal of building networks of support for staff and students.

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

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

5.4 STAFF SAFETY, CHOICES, AND LEAVE OF ABSENCE

As noted in Educator Staffing:

“As staffing plans develop in step with student attendance choice and educator personal needs (such as health conditions, isolation preferences), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of allowing educator

work location preference (onsite versus offsite) be honored in as many circumstances as possible.”

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

5.5 STAFF SAFETY, REPORTING, AND PROBLEM SOLVING

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

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

5.6 EVALUATIONS, WORK AGREEMENTS TO COMPLETE WORK, CHECK-INS

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

The District will await information from the Colorado Department of Education regarding any adjustments to

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

Human Resources and other administrators will create best practice documents in professional practice measurement and development of school and individual goals, which can be modified as needed, and completed timely in the spring. Evaluations for administrators and support staff will be completed by the end of the school/work year, in the spring of 2021.

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

Note: Employees who are considering to seek leave should refer to the flowchart at the end of this document.

Technology

- D**uring the Fall of 2020, the Technology Department will prioritize:
- Students and staff having access to a working devices (student Chromebooks, teacher laptops);
 - Ensuring internet access on and around campus is stable for student and staff;
 - Supporting Dolores students, their families, and our staff as they utilize our technology;
 - Monitoring our current hardware and software to meet the needs of in-person and/or hybrid learning models;
 - Researching and introducing new tools and applications in a way that meets our teacher and student educational goals, while emphasizing product effectiveness, staff training, support, security, stability, and cost.

Communications

The Dolores School District aims to inform and engage stakeholders and the community. Whether functioning in a traditional school model, implementing remote learning, or a hybrid plan, the district will continue to keep Dolores employees, families, students, and the extended Montezuma County community informed about the work of the district. We will continue to relay necessary information using standard district communications strategies to all stakeholders.

Considering the changing dynamics of the 2020-21 school year and the district's potential to deliver alternative learning modes simultaneously, we anticipate an increased

complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in the status of schools (open or closed in response to virus outbreaks, if needed), changing health advisories, operational or central system modifications, and national or local government actions.

A smooth transition to any new education model will require clear and consistent communication. Our communication priorities will include:

- The delivery of relevant information to students, families, and staff, as well as those who may be remaining in the remote environment.
- Utilizing the doloresschools.org website and the Dolores mobile app to communicate.
- Keeping communication lines open for students and families to contact teachers, building-level leaders, and district-level administration.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increased real-time communications at school level for enrolled students and families.
- The importance of timely communications to all stakeholders cannot be overstated.



The link provided for updates in our County:

Special Education

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

Key Points

8.1 COMMUNITY INVOLVEMENT AND SUPPORT

Dolores School District RE-4A believes student success is enhanced when schools, families, and the community work together to support learning. For this reason, the Special Education Leadership Team will be offering a variety of ways to seek community input and collaboration such as community forum events, advisory committees, and a new Special Education *helpline* to assist students and families with questions about hybrid and remote learning.

8.2 EDUCATOR SUPPORT AND PARAEDUCATOR/ PARAPROFESSIONAL SUPPORT

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

8.3 CHILD FIND AND EVALUATION

Dolores School District RE-4A will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Dolores School District RE-4A will be mindful that students may have been displaced from

their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. Dolores School District RE-4A will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

8.4 INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETINGS

Dolores School District RE-4A is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

8.5 DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES

General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the Remote IEP Services Plan. Services for

students with specific health or support needs will be addressed in collaboration with families on an individual basis. For more information, see Special Education Restart Plan Services.

8.6 PROGRESS MONITORING AND REPORTING

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

8.7 ACCOMMODATIONS AND MODIFICATIONS

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

8.8 CONFIDENTIALITY AND STUDENT PRIVACY

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

8.9 KEY DIFFERENCES BETWEEN HYBRID AND REMOTE ENVIRONMENTS

A hybrid environment will include all remote learning instruction as well as allowing for instruction in an in-person environment. Instruction is delivered and reinforced in a remote environment, if families choose. Goals and services will be prioritized depending on the setting environment. In-person learning is a family choice, not a requirement.

REFERENCES & RESOURCES:

https://www.cde.state.co.us/cdesped/iep_forms

<http://www.cde.state.co.us/cdesped-covid19>

<http://www.cde.state.co.us/early/cfpreresources>

https://www.cde.state.co.us/cdesped/transition_covid

<https://www.cde.state.co.us/facilityschools/facilityschools-covid19-updates>

School Management

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. The information below has been organized around three models for school restart (with traditional as the starting model): traditional learning environment, remote learning environment, and hybrid learning environment.

Key Points

It is our plan to open school in a "near" normal fashion. In the event that the district needs to move to another model, expectations for teaching and learning look different in remote and hybrid learning environments. Teachers adapt expectations to meet student needs and may provide more independent learning experiences to support student application and transfer of skills or concepts.

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

learning are typically linked to emergency situations that pose a threat to student and staff safety.

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

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

9.1 SCHOOL DAY STRUCTURES AND WEEKLY MEETING PATTERNS

Given the guidelines and constraints of social distancing and best practices to mitigate the spread of COVID-19, schools will develop new practices and models of structuring the student school day. Current models are developed under specific assumptions, primarily the desire to provide in-person learning opportunities to the greatest extent possible while adhering to public health guidelines. School structures also provide time for teachers to plan and deliver instruction to students remotely and in-person at the same time for families who do not wish to have their child(ren) attend in person. This presents unique

challenges for leaders, teachers, support staff, and families. Several models are in development with consideration for the type of training and support staff and families will need to be successful. To the extent possible, in-person learning for students will be maximized. However, limitations based on standing public health guidelines will also be applicable to our schools and will determine the model.

9.2 CHILD CARE

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

Before and after child care providers (in-district, as well as community partners) stand ready to serve families in Dolores School District RE-4A. Determination of locations and availability will be made based on public health guidelines. These guidelines will include the potential of limited capacity of school buildings, reduced ratios, and the need to clean and disinfect spaces before and after school sessions. Communication to families regarding availability will occur as soon as possible.

9.3 ONSITE PROCEDURAL GUIDANCE: STUDENT MOVEMENT (ARRIVE, DURING SESSION, DEPART)

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

9.4 FISCAL AND SCHOOL ACCOUNTABILITY COMPLIANCE

Guidance from the Colorado Department of Education (CDE) for the 2020-21 school year has been given and the proper collaboration between the board and administration is complete. Although the guidance may change if the context changes (e.g. if the state or select communities are under more or less stringent public health orders), a preliminary budget that includes allocations to the safety needs has been approved.

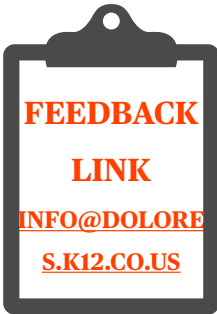
9.4.1 REGISTRATION/ENROLLMENT/TRANSFERS

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

9.4.2 ATTENDANCE

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

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



Click on the link to provide input and feedback.

Gifted and Talented

The Gifted and Talented (GT) Department will continue to support schools, gifted learners, and their families in either a learning environment. Dolores Gifted Education teacher will coordinate with all relevant stakeholders to ensure the needs of gifted learners and their families are met.

Key Points

10.1 GIFTED IDENTIFICATION

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

10.2 ADVANCED LEARNING PLANS (ALPS)

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

10.3 GIFTED PROGRAMMING

GT will outline best practices for all schools to meet the needs of and foster growth for gifted and advanced students. We will continue to facilitate acceleration though additional testing and gathering of a body of evidence may be delayed as noted above.

10.4 SOCIAL-EMOTIONAL SUPPORT

Dolores School District RE-4A will continue to offer resources and support best practices to meet the social-emotional needs of gifted learners, including those of Twice-Exceptional (2e) Learners, defined as those identified as Gifted and on either an IEP or 504. GT, Special Education, and Student Services will continue to work together to provide appropriate support to meet 2e students' academic and social-emotional needs.



Click on the link to provide input and feedback.

Student Engagement

In response to our move to remote learning in the spring, Dolores School District RE-4A instituted online student groups, developed protocols for remote case management, and partnered to develop new service packages for some of our most at-risk students. Several resources were developed in response to our move to the remote learning environment which will continue to be improved in order to support the start of the 2020-21 school year.

Key Points

11.1 DROPOUT PREVENTION AND RE-ENGAGEMENT

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

maintain our commitment to begin the year in a "near" normal fashion.

11.2 EQUITY, DIVERSITY, AND INCLUSION (EDI)

The Dolores School District RE-4A continues to elevate the needs of historically underserved students and families. We address these needs both on a systemic and individual level through culturally responsive practices and through collaboration with schools, departments, and community partners across Montezuma County. We will continue direct support for students, schools, and departments in the new school year. Dolores School District RE-4A is in the process of transitioning professional learning and workgroups to virtual platforms to be effective in-person, or hybrid settings for fall 2020. Both face-to-face and online sessions have been piloted this spring and will continue to be enhanced for next school year.

11.3 DRUG INTERVENTION SERVICES

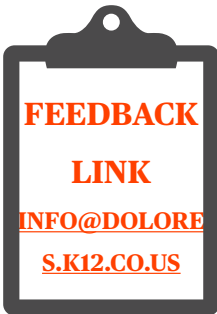
Students struggling with substance abuse in the remote environment this spring were supported by community treatment centers. Protocols and strategies to improve our responsiveness in the fall are in the process of development. Agency partners providing group and individual substance abuse counseling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

In addition, through the School Health Professional Grant available through the state, our secondary school will

implement specific education and prevention practices for all students.

11.4 RESTORATIVE PRACTICES (RP)

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



Click on the link to provide input and feedback.

Health Services

The Dolores School District will continue to collaborate with school teams such as the Health Advisory Council, community resources, and families to empower students to reach their optimal learning potential by addressing and modifying health related barriers to learning. A safe, inclusive, and supportive environment will be fostered for all students.

Key Points

12.1 NURSING SERVICES

12.1.1 Health planning/health support/medication requirements

- All Individual Student Health plans (ISHP) will be updated to reflect the public health situation and families will be contacted. Completed plans will be in the health room and classrooms.
- All necessary medications will be expected to be on site and stored in the health room for any time the student is at school. Unless a self carry plan is put in place with the School Nurse.
- The district RN response to care for COVID-19 symptomatic staff and students will be determined in coordination with Montezuma County Public Health Department and will follow state required protocol.

- Normal Health Room procedures and treatments will continue daily. COVID-19 symptomatic staff and students will be isolated per state guidelines to the room adjoining the health office. Allowing isolation yet observation by the nurse. The number of students in the Health Room will be limited abiding by social distancing guidelines.
- District RN will be working in conjunction with the Montezuma County Public Health Department to gather data on symptom reporting during daily attendance.

12.1.2 Immunizations

Well child visits have decreased due to COVID-19 and required immunizations were missed. The District RN will distribute information with the start of school requirements, mostly affecting preschool, kindergarten, and 6th grade students. Information will be provided regarding where immunizations are available for added convenience either on the website, by mail or on an as needed basis.

- State immunization rules/expectations remain in place.
- There will be a grace period for non-compliance exclusion if there is an inability to access care due to COVID-19.

12.1.3 IEPs/504s

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



DOLORES SCHOOL DISTRICT RE-4A 2020-21 APPROVED CALENDAR

- 12 Teachers Return
- 19 All Staff Return
- 19 MS Registration
- 20 HS Registration
- 20 Back to School Night
- 24 First Day of School

6 contact days elementary
8 contact days secondary
13 teacher contract days

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 12 Teacher Work Day – No School
- 15 Presidents' Day – No School
- 26 No School

17 student contact days
18 teacher contract days

- 4 Teacher Work Day No School
- 7 Labor Day – No School
- 18 Parent Teacher Conferences for Elementary – No School

19 student contact days
21 teacher contract days

SEPTEMBER '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 4-5 Parent Teacher Conferences (Evening Schedule)
- 11 End of Third Quarter
- 12 Teacher Work Day-No School
- 26-Apr. 1 Spring Break

18 student contact days
19 teacher contract days
42 Days in Q3

- 6-9 Parent Teacher Conferences for Secondary (evening)
- Regular Day for Elementary
- 15 End of First Quarter
- 16 Half-Day – Teacher PD

19 student contact days
20 teacher contract days

36 Days in Q1

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 1-2 Spring Break
- 16 Teacher Work Day – No School
- 30 No School

18 student contact days
19 teacher contract days

- 11 Veterans Day
- 13 PD – No School
- 23-27 Thanksgiving Break

15 student contact days
16 teacher contract days

NOVEMBER '20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 14 No School
- 20 Senior Graduation
- 27 Last Day – Half Day
- 28 Teacher Work Day

18 student contact days
19 teacher contract days

45 Days in Q4

- 11 No School
- 22 End of Second Quarter
- 21-Jan.4 Winter Break

13 student contact days
13 teacher contract days

37 Days in Q2

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

No School
Teacher Work Day-No School
Every Other Friday
Students Off

- 4 Teacher Work Day
- 5 Students Return
- 18 M.L. King Day – No School

16 student contact days
17 teacher contract days

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

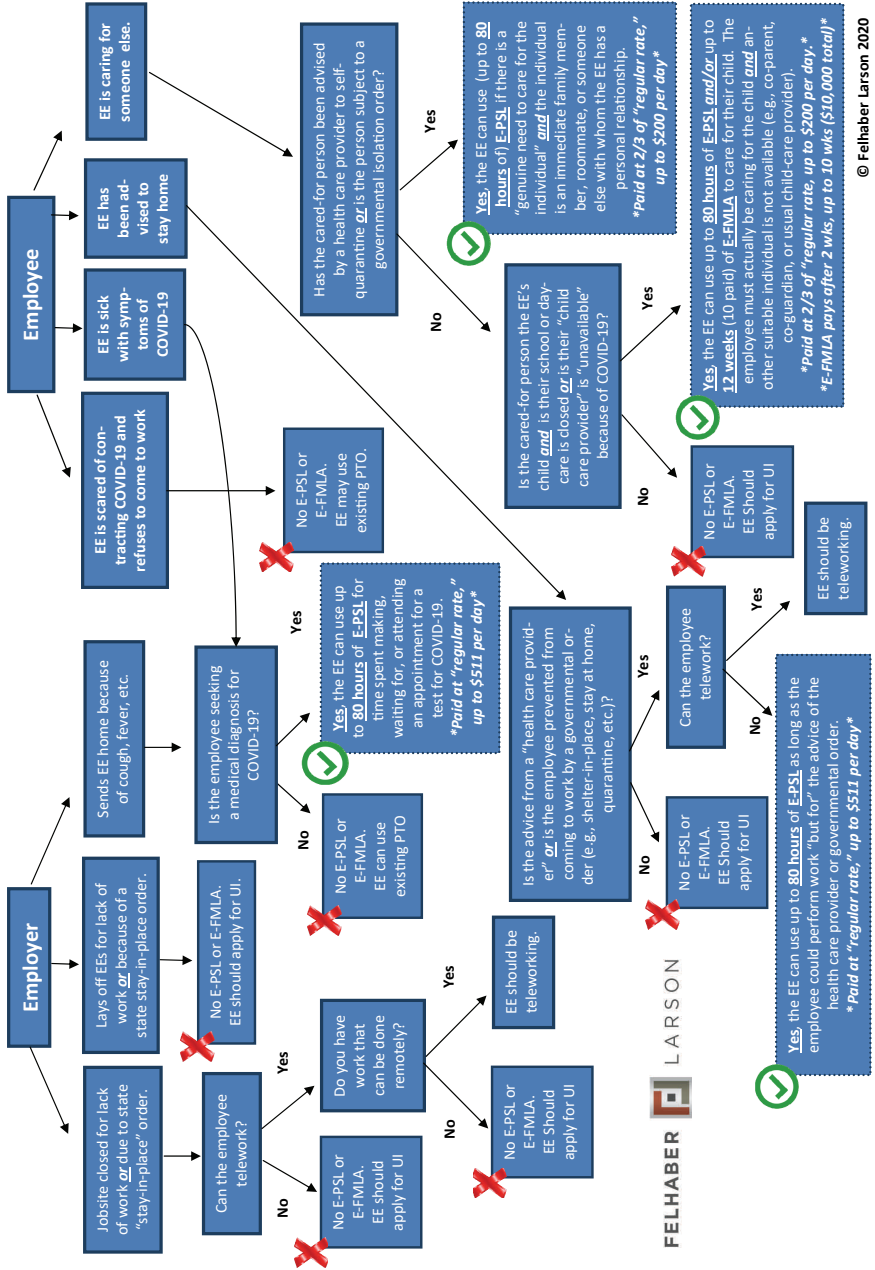
Total Days for Students = 160
Total Days for Staff = 175

Elementary:
8:15 am – 3:35 pm
Secondary:
8:05 am – 3:35 pm
Hours:
Elem = 1,200 6-12 = 1,210
(State required:
Elem = 990, Secondary = 1,080)

Dolores School District
100 N. 6th Street
Dolores, CO 81323
(970) 882-7255

Emergency FMLA ("E-FMLA") and Emergency Paid Sick Leave ("E-PSL") under the FFCRA

Who decided that Employee should not come to work?



For more information, please contact the District Office.

970.882.7255

