



Sheridan Reopening Plan 2020-21

Safe, Smart and Happy!

INTRODUCTION

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

The Restart Plan is based on available public health information and feedback from staff, students, and the community. The plan may be adjusted based on newly available data and guidance from public health officials. We want to ensure and maintain the education and health of the entire Sheridan community.

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

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

SCHOOL DAY STRUCTURES AND WEEKLY MEETING PATTERNS

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

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

Our middle and high schools may need to implement additional strategies including limited schedules and online courses to support implementation. School administrators will co-develop a plan, with lower campus team members, specific to their buildings to address pick-up/drop-off, building entry, symptom screening, transitions, lunch schedules, etc. Individual schools will communicate their plans to their staff and school community for review prior to implementation.

ACADEMICS

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

FOOD & NUTRITION SERVICES

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

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

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July 20, 2020

TRANSPORTATION

In accordance with the CDC and TCPH guidelines, bus capacity will be restricted to 10-12 passengers or less depending on the school bus size. Below are additional expectations for student riders:

- All students will be required to wear face coverings.
- Parents will be expected to take their child's temperature before leaving the house and to withhold an ill student from riding the bus.
- Bused students will be symptom screened upon arrival at school.
- Students must sit one per seat on the school bus starting from the second row of the school bus.
- If students live in the same residence, those students will be required to sit together in the same seat to increase rider capacity.
- When students enter the school bus, they will load the bus from the rear to the front of the bus and unload the school bus from the front of the bus to the back (similar to some airlines).
- Students will not be allowed to change seats while riding on the bus.

STUDENT SERVICES

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

INFORMATION FOR SHERIDAN EMPLOYEES

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

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

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COMMUNITY AND STAFF ENGAGEMENT DURING JULY AND AUGUST 2020

Additional work will continue connected to specific planning, logistics, school schedule development, staffing, and other details for each school. It will be important for the community at large and our Sheridan Schools families to learn about and understand how their school will be operating after August 17th. We will implement various engagement activities to support staff, students, and families through the transition process to return to in-person learning. These will include staff briefings and training, possible virtual videos with families and students, and additional communications leading up to the start of the school year. Sheridan Schools wants to ensure the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

SECTIONS

The following sections provide details on guidance and requirements specific to each topic below.

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

1. Public Health

OVERVIEW

Sheridan Schools will continue to collaborate with Tri-County Public Health (TCPH) to ensure a safe and healthy learning environment for our students and staff. With our schools reopening at 100% capacity, social distancing at 6 feet will be a challenge. Therefore, we will focus on and require the additional COVID-19 health mitigation strategies listed below.

KEY POINTS

1.1 Group Gatherings and Social Distancing Requirements

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

1.2 Personal Protective Equipment (PPE):

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

1.3 Building Traffic Guidelines and Symptom Screening

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

- Students, staff, and visitors entering a Sheridan building will be temperature screened and asked symptom screening questions developed in partnership with TCPH.
- Student bus riders will be symptom screened when they arrive at school.
- To the extent possible, the same staff will conduct symptom screening with the same group of students upon building entry each day. This will increase entry efficiency and enable staff to become familiar with students and better recognize if a student is exhibiting COVID-19 symptoms.
- There will be multiple entry points with staggered times for students to enter the building. School staff will be trained by our Registered Nurses (RNs) and provided protocols in July/August on how to screen students.
- High Schools will have a closed campus to limit multiple entry and exits.

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

- Visual cues will be utilized, such as floor decals or signs, to indicate to students and staff the flow and direction of one-way traffic and effective distancing.
- Furniture will be arranged to maximize the amount of physical distancing possible and to align students in the same direction during the instructional day.
- Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.

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1.4 Confirmed positive COVID-19 Cases

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

1.5 Cleaning Procedures

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

REFERENCES & RESOURCES:

[CDC Guidance for Schools](#)

[CDPHE Updates and Resources](#)

2. Academics

OVERVIEW

Sheridan Schools have embraced an educational model focused on solid instructional practice including formative practices that ensure optimum learning opportunities for all students. No matter what limitations may be imposed on our instruction by public health guidelines, this model will remain in place for teaching and learning during the 2020-21 school year. School staff will be expected to provide in-person learning and support remote learning when necessary.

By offering in-person learning for our students, Sheridan Schools continues to focus on strong relationships and instruction for our students—our primary roles in the community. Tools and systems

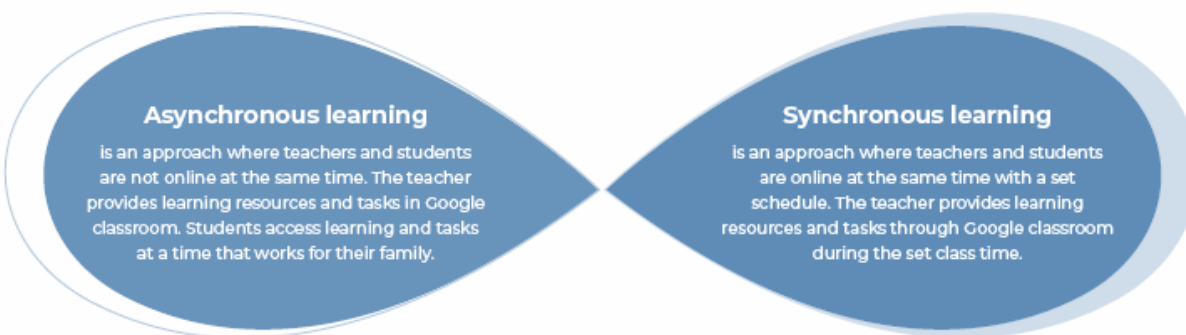
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will be in place to support teachers and staff across the district to meet the needs of all students in any setting. Teachers will be trained in the use of learning management systems to support the delivery of instruction. Schools will use Seesaw, Google Classroom, or Schoology to provide teachers a tool to organize resources for student learning across the system. Schools are expected to select a consistent learning management system for their school and/or grade level. In a situation where students at a school, or schools, would need to work remotely, these tools will help to ensure a more seamless transition between in-person and remote learning.

Synchronous learning is an approach where teachers and students are engaged in learning at the same time. The teacher provides learning resources and tasks through videoconferencing enabled by Zoom during a specific time. Asynchronous learning will be utilized in a very limited fashion with approval from school administration and the CAO.



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

Sheridan preschool classrooms (PK) will restart in alignment with each elementary school (for example, all health and safety protocols, academic planning, etc.). Details will be communicated by each school community to families. The Sheridan Early Childhood team will continue to work in close collaboration with the Colorado Office of Early Childhood to preserve the utmost health and safety for our youngest learners, families, and staff. Please call our office at 720-833-6600 for further questions you might have.

KEY POINTS

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

- Models will be shared among schools to help design effective ongoing communication to support families in the learning process including additional instructional resources to help make learning successful for students whether in-person or remote.
- Technology tips and troubleshooting guides are available to support students and parents to navigate online digital tools, such as Seesaw, Google Classroom, and Schoology.

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

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

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

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

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

- Communication with families will remain a critical component of success for students. For our multilingual families, school staff will use the Parent Preferred Language information to ensure appropriate written translations and oral interpreters are requested and utilized. School and department websites will also have translated information available.
- English as a Second Language (ESL) staff will continue to follow Sheridan and CDE’s Identification of ELLs, assessment and enrollment procedures in accordance with state and federal guidance.
 - Elementary and secondary teachers and ESL staff will continue to collaborate in meeting the needs of English language learners and their families.
 - Secondary level ELL students will be enrolled in enriched content area and language development courses.
- AP Spanish Language Arts will be offered at Sheridan High School.

REFERENCES & RESOURCES:

[Colorado Academic Standards](#)

3. Student Services

OVERVIEW

Returning to a different in-person learning environment may present challenges for students. To support students in overcoming these challenges, Student Services will continue to provide ongoing resources to families and community members through the building websites. In either an in-person or remote environment, Student Services will continue to provide schools with the protocols and training necessary to support the mental health needs of students.

KEY POINTS

3.1 Crisis Response and Suicide Prevention

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

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- Staff have always received training in mandatory reporting and recognizing signs of distress in students. Student Services will add sections specific to remote learning in order to make sure staff are trained to respond appropriately across all learning environments.
- Student Services will resume training for staff in a remote environment.

3.2 504 Support and Compliance

- All 504 support and meeting protocols have been developed for both in-person and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.
- On a case-by-case basis, 504 teams will convene to consider individual needs. As always, a parent may request a review meeting at any time.

3.3 Social-Emotional Learning

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

3.4 Counseling Services

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

3.5 Culture and Climate

- Student Services will support schools in mapping their mental health professional resources as we return to school. In addition, Student Services will leverage our relationships with partners such as, the University of Colorado, Children’s Hospital, All Health Network and others to offer remote therapy for students through webinars, remote parent learning sessions, and remote or in-person topic related small groups for students.
- Recognizing the need to assess the status of students’ social-emotional health as they return to school, Student Services is working on protocols to administer a strengths-based screener at all schools that can be used to inform levels of support for students. Student Services will provide ongoing consultation to staff and directly support students as determined through participation in a multi-tiered system of support model.
- Student Services will work with all schools to support trauma-informed practices by staff. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available for students who may need more support.

4. Operations

OVERVIEW

Sheridan Schools operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with public health guidance. Operations and support groups include the following:

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

KEY POINTS

The service model for each group may be adjusted or modified depending on the needs of students. The guidelines followed are designed to maintain safe environments and health practices for Sheridan Schools students, staff, and community members.

4.1 Athletics/Activities:

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

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

4.2 Facilities Management:

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

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

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

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

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4.3 Food and Nutrition Services:

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

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

4.4 Transportation:

The Transportation Department supports students by providing safe and timely transport services for eligible riders attending in-person learning. The district continues to serve special education and out-of-district student needs.

- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - If maximum capacity of bus ridership is reached, there will be a process in place to determine ridership.
 - Cleaning and disinfecting protocols following student pick up and drop-offs
- Scheduling dependent on ridership and capacities
 - CDC and public health guidelines have placed limitations on school bus ridership
- **School Bus Passengers Expectations:**
 - All students will be required to wear face coverings.
 - Parents will be expected to take their child’s temperature before leaving the house and to withhold an ill student from riding the bus.
 - Bused students will be symptom screened upon arrival at school.
 - Students must sit one per seat on the school bus starting from the second row of the school bus.
 - If students live in the same residence, those students will be required to sit together in the same seat to increase rider capacity.
 - When students enter the school bus, they will load the bus from the rear to the front of the bus and unload the school bus from the front of the bus to the back (similar to some airlines).
 - Students must stay in their seats and not change seats.

REFERENCES & RESOURCES:

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

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

5. Workforce Management

OVERVIEW

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

KEY POINTS

5.1 Educator Work Schedules

Sheridan Schools will provide flexibility for educators in balance with their personal needs and the needs of delivering education to each of our students. This may look like a full-time schedule in the in-person or remote-only environment.

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

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

5.2 Educator Staffing and Leaves

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

As staffing plans develop in step with student attendance choices and educator personal needs (such as health conditions, isolation requirements), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of understanding educator work location preference (onsite versus offsite). This information will be used at the school level to build and manage school schedules and educator assignments.

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

5.3 Operations and Administration Staffing Flexibility and Leaves

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

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

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

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

5.4 Staff Safety, Choices, and Leave of Absence

As staffing plans develop in step with student attendance choices and educator personal needs (such as health conditions, isolation requirements), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of understanding educator work location preference (onsite versus offsite). This information will be used at school level to build and manage school schedules and educator assignments.

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

5.5 Staff Safety, Reporting, and Problem Solving

The District is dedicated to protecting the safety of our staff and will respond to any requests or concerns made by staff regarding work conditions and safety. Every layer of the management/leadership team shares this dedication. Requests to address issues of work conditions and safety should be made to an employee’s direct supervisors or Lower Campus.

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.

Sheridan Schools will await information from the Colorado Department of Education regarding any adjustments to teacher evaluation requirements during the 2020-21 school year. While no adjustments

or waivers are currently anticipated, we will expect informal and formal observations completed in the school year (in the in-person and remote environments) with a culminating summative professional practices rubric evaluation in the spring of 2021. In addition, teacher-specific student learning outcomes (student measures or individual educator goals) will be created and completed in 2020-21. This will be monitored for flexibility, should waivers be provided by the Colorado Department of Education.

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

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

REFERENCES & RESOURCES:

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

6. Technology

OVERVIEW

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

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

Core Sheridan Tools and Applications:

Beyond Textbooks	Google Suite of Tools	Read/Write
Clever	Infinite Campus	Schoology
Digital Content Warehouse	iReady	Screencastify
Edgenuity	Neviance	Seesaw
Enrich	Peardeck	Unique Learning Systems
EquatIO	Performance Matters PowerSchool	

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July 20, 2020

- **Internet connectivity for students:** We have developed an internal process for identifying students and families who do not have internet access at home. Once identified, central IT staff will collaborate with the schools and various departments, community partners, businesses, and others to ensure students have access to home internet for remote learning.
- **Technology tools:** We received widespread support for Zoom usage and have finalized a new contract with them to continue the use of that tool. Feedback concerning requests for many additional educational tools and a desire to streamline those for the benefit of teachers, students, and parents/guardians was passed along to the Educational Technology team.
- **General IT:** Most tools and functionalities requested in the feedback--tools to call and send messages to families without using personal cell phones, the desire for a parent/student tech support phone line, tools to support ELL, SPED, vision impaired and other students already exist. We are developing ways to share this information better with staff when they return.

7. Communications

7.1 Crisis Communications - Community and School Supports

The success and safety of Sheridan Schools students and staff, whether in an in-person or remote learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building-level crisis messaging under the direction of Lower Campus and Superintendent's Office.

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

7.2 Community Outreach

The district must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support Sheridan's mission and strategic needs. **Family Liaisons** will provide leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other district departments. Examples include securing funding or other resources to assist families and students with addressing critical needs and food insecurities, mental health support, and affordable internet access.

7.3 Family Engagement

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

For both in-person and remote learning environments, **Family Liaisons** develop specific tools and facilitates the distribution of learning support materials and “critical needs” resources to families through the district website and other communication media. We will also provide both in-person and remote family engagement training for staff, students, and families.

7.4 Internal Communications

Sheridan provides regular and urgent updates to Sheridan (employees) via multiple channels including internal website, email, newsletters, phone, text messaging, dedicated social media channels, video, face-to-face, and/or virtual meetings.

7.5 Community and Staff Engagement Strategies July - August 2020

Additional work will continue connected to specific planning, logistics, school schedule development, staffing, and other details for each school. It will be important for the community at large and our Sheridan Schools families to learn about and understand how their school will be operating after August 17th. We will implement various engagement activities to support staff, students, and families through the transition process to return to in-person learning. These will include staff briefings and training, virtual community meetings with families and students, and additional waves of outbound communications leading up to the start of the school year. Sheridan Schools wants to ensure the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

- Staff briefings & trainings: Intended to review the details of the district Restart Model and identify feedback, questions, and concerns
 - “All Leadership” virtual meeting scheduled upon principal return in July
 - Department staff briefings
 - Building level virtual staff briefings after staff return in August
- FAQ updates on both internal and external websites
- Virtual community meetings
 - District level virtual events
 - School community virtual events
 - Student engagement through virtual events

REFERENCES & RESOURCES:

Social Media Channels: [Twitter](#) and [Facebook](#)

8. Special Education

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Adapted from Jeffco Public Schools
July 20, 2020

OVERVIEW

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

KEY POINTS

8.1 Community Involvement and Support

Sheridan Schools believe student success is enhanced when schools, families, and the community work together to support learning. For this reason, the Special Education Leadership team will be offering a variety of ways to seek community input and collaboration such as community forum events or the special education advisory committee.

8.2 Educator Support and Paraeducator/Paraprofessional Support

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

8.3 Child Find and Evaluation

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

8.4 Individualized Education Program (IEP) Meetings

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

8.5 Delivery of Special Education and Related Services

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

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

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

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

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

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

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

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

8.6 Progress Monitoring and Reporting

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

8.7 Accommodations and Modifications

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

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

8.8 Confidentiality and Student Privacy

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

9. Gifted and Talented

OVERVIEW

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

KEY POINTS

To maximize students' face-to-face time with teachers, GT Services will continue through the Cluster Model approach. Identified GT learners are in the same classroom with the same teacher for efficient

and effective differentiation. The GT Resource Teacher is available to support the classroom Cluster Teacher with academic and affective needs supports.

9.1 Gifted Identification

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

9.2 Gifted Programming

The GT team will outline best practices for all schools to meet the needs of and foster growth for gifted and advanced students through the Cluster Model design via differentiated instructional strategies, additional testing and gathering of a body of evidence. We will support all schools in meeting the academic and affective programming needs of gifted learners throughout the district.

9.3 Twice Exceptional Learners

Sheridan Schools will continue to offer resources and support best practices to meet the social-emotional needs of gifted learners, including [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.

9.4 Parent/Family Support

The GT team will continue to offer our family support activities that will be coordinated with each school. We are always available to answer questions or concerns via phone, email, or remotely if necessary.

REFERENCES & RESOURCES:

[Sheridan Student Services Website](#)

[Sheridan Gifted Education Website](#)

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

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

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

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

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

10. School Management

OVERVIEW

School administration involves the management of all school operations, from creating a safe learning environment, to developing school schedules. The primary virus mitigation strategy for 100% capacity return to school in August is “cohorting” or creating groupings of students that stay together throughout the day. Families also have the choice to opt their student(s) into a 100% remote learning environment.

KEY POINTS

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

10.1 School Day Structures and Weekly Meeting Patterns

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

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

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

Onsite procedures will vary based on building layout and student population. Building administrators will develop a draft plan for pick up/drop off, building entry, transitions throughout the school day, bus loading, symptom screening, lunch/recess schedules, etc. before students arrive in August. Individual schools will communicate their plans to staff and the school community for review prior to implementation. There will be no supervision provided prior to the school start time and at the end of the day outside of enrichment programs, athletics, activities, etc. Staff roles and responsibilities may need to shift to provide additional monitoring during transitions, symptom screening participation, and additional cleaning. The *week* of August 17th will provide opportunities to familiarize and practice new procedures with students using a “phased in” approach.

10.2.a Classroom Setup & Procedures

- Furniture:
 - Classrooms may not have shared seating options (e.g. couches, bean bag chairs, other flexible seating).
 - Desks or tables will be arranged facing the same direction. Cooperative learning options may be limited - face coverings are required in small groups when social distancing is not feasible.
 - Toys or classroom items that cannot be easily cleaned or sanitized, such as plush toys will be removed.
 - Classrooms will be cleared of non-essential furniture and items to maximize space in classrooms
- Instructional Materials:
 - All students should be assigned their own bag/box of manipulatives to use throughout the year. Supplies brought by students should ONLY be used by that student (community supplies are prohibited).
 - If small cohorts use the same materials, those materials must be disinfected before another cohort uses them.
 - All students should be assigned their own device to be used throughout the year (as much as possible based on school device inventory).
- Student Groupings:
 - Face shields are recommended for staff during small group instruction.
 - Redistribution of students may be necessary to manage class size.
 - Secondary students will be limited to four in-person classes during the day.
 - Sports, activities, and other co-curricular programs are an additional grouping.

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

- Lunch: A single grade level cohort of students may eat lunch in their classroom and play together at recess.
 - Students will wash their hands before and after eating.
 - Students will clean their own area after eating.
 - Cold lunch totes/bags/boxes should be stored in the child's backpack or near their desk (not in a community tote).
 - All meals & snacks will be consumed in classrooms, outside, or in reorganized common spaces and monitored by staff.
 - Students will need to wash or sanitize their hands before coming back into the classroom.
 - High schools will have closed campuses for lunch and off block periods.
 - No outside delivery from restaurants (ex. Grub Hub, Seamless, etc.) to schools will be permitted.
- Recess: Students will likely go to recess in staggered shifts to limited groupings outside at once.
 - Schools may stagger the use of the playground equipment and should disinfect it in between uses. Students will need to wash or sanitize their hands before going outside and before coming back inside.
 - Use of water fountains is not permitted. Students should bring water bottles from home or be provided water bottles to use at school.
 - Face coverings do not need to be worn outside.

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

10.3 Building Access

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

10.4 Before and After School Enrichment

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

10.5 Registration/Enrollment/Transfers

Current district policies for registration, enrollment, and transfers still apply. [Online student registration](#) is encouraged through Infinite Campus.

10.6 Attendance

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

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

10.7 Student Code of Conduct

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