



Continuity of In-Person Learning Plan 2022-2024

COVID-19 Pandemic Response Plan

Weld County School District Re-3J

BELIEVE, ACHIEVE, SUCCEED

Our Mission:

Creating opportunities for student success through a safe learning environment, engaging instruction, diverse activities, and a supportive community.

Introduction

The health and safety of students, families, and staff remains our top priority. Weld Re-3J is committed to ensuring all staff feel safe and supported and students receive high-quality educational experiences.

In February 2022, Governor Polis released “Colorado’s Next Chapter: Our Roadmap to Moving Forward” and discussed the steps the administration believes are necessary to maintain a level of preparedness that will allow organizations, businesses, healthcare facilities, and schools to maintain safe operations no matter what the next wave of the COVID-19 pandemic may bring.

The [Roadmap](#) outlines four main steps the state will be taking to maintain these levels of preparedness and includes:

1. Establishing Hospital Readiness Standards, Surge Planning and Normalizing COVID Patient Care in Traditional Medical Settings: Ensuring health care systems are prepared for future response efforts and normalizing COVID-19 treatment and prevention back into traditional healthcare settings.
2. Ensuring Public Health Readiness and Surge Capacity: Building on lessons learned so the public health and emergency management fields can expand and contract for disease control and other emergency needs.
3. Investing in Healthcare Workforce Stabilization and Expansion: Stabilizing the current workforce and building and maintaining a sustainable health care workforce for the future.
4. Engaging the Federal Government in National Endemic Response, Pandemic Readiness and Needed Reforms: Striving for a national plan for pandemic readiness and response, and investing in the public health system, including an updated and interoperable national surveillance system, and flexible, non-categorical funding to allow flexibility and increase the public health workforce.

Additionally, the Colorado Department of Public Health and Environment (CDPHE) released its recommendations for transitioning to a routine disease control model for COVID-19 in K-12 school settings.

Safe Continuity of In-Person Instruction and Services Plan

Elements of a routine disease control model for COVID-19 in K-12 settings

Routine disease control strategies:

- Continue to encourage [vaccination](#) of staff and students.
- Follow [isolation requirements](#) for students and staff who are ill or have tested positive for COVID-19.
- Continue to recommend transmission prevention strategies, including [testing](#) and [masking](#) for staff and students following illness and exposures.
- Continue to support regular mask use by staff and students, even when not required by local public health orders. CDC continues to recommend universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status and at all transmission levels.
- Respond to clusters of cases (including increases in respiratory illness) and confirmed outbreaks as described below.
- Continue to report identified cases and outbreaks to public health as required by Colorado Statute and [Regulation](#) (6 CCR 1009-1).

Strategies not continued in routine disease control model (unless a cluster or outbreak is detected):

- Individual case investigation and contact tracing.
- Quarantine of students and staff with school-associated exposures.* Given the much greater risk of household exposures compared to non-household exposures, schools should continue to follow [quarantine guidance](#) for students and staff who report household exposures.

*In consultation with their Local Public Health Agencies (LPHA), principals or superintendents may also choose to discontinue quarantine for staff and students with non-household community exposures.

Without routine case investigation and contact tracing in place, outbreaks may be difficult to identify and outbreak thresholds challenging to implement. If schools identify increases in absenteeism, especially due to respiratory illness, or an increase in reported cases of COVID-19, they should contact their LPHA. LPHAs will work closely with schools to determine if an outbreak is suspected and if outbreak response strategies are needed to control transmission.

Recommended COVID-19 school outbreak response strategies:

- Limit mixing of impacted grades, classrooms, or other groups during meals, recess, and other gatherings to limit spread while a school is experiencing an outbreak.
- Universal masking of staff and students on a temporary basis. Implementation of masking can be done at the classroom, grade, or school level depending on the extent of transmission and structure of the school.

Regardless of transmission and vaccination rates, all education settings should create the safest environment possible for their students through tried-and-true disease prevention measures. These include promoting hand washing, ensuring good ventilation, encouraging activities outside, social distancing, and asking sick students to stay home. Schools should create an accepting environment for parents and students who choose to use masks even when they are not required.

Goals

1. Support in-person learning in as safe and healthy a way as possible.
2. Ensure a reasonable level of safety for students and staff for in-person learning.
3. Minimize disruptions to education by facilitating timely responses to COVID-19 through cohorting students and staff when possible, screening for symptomatic individuals, and coordinating closely with local and state public health agencies.
4. Ensure equity in educational opportunity by considering learning and health needs of all students, including those with varying health conditions, economic backgrounds, language skills, or educational needs.
5. Encourage flexibility, adaptation, and innovation as schools develop novel approaches to disease control appropriate to local contexts and as scientific knowledge about COVID-19 transmission and control develops.

Dates of Board of Education Review:

July 21, 2021

August 25, 2021

August 31, 2021

December 15, 2021

July 20, 2022

Both local and state public health agencies have statutory, legal, and regulatory authority to investigate and control disease transmission, including isolation of cases and quarantine of close contacts, closing public places, and prohibiting gathering to control the spread of disease. Statutory citations include but are not limited to 25-1.5-102(1), 25-1-506(3)(b)(V), 25-1-122(2), 25-1.5-101(1)(a),(h),(k) and (l), C.R.S.. Regulatory authority includes, 6 CCR 1009-1, 6 CCR 1010-6 and 6 CCR 1010-7.



Meeting Students' Academic Needs

In the event of a confirmed COVID-19 case, the affected student(s) will need to quarantine based on local health department and CDC guidelines. Every effort will be made to maintain in-person instruction for students within the cohort who are not symptomatic and minimize classroom, cohort, or school level closures. Staff and students must be prepared to shift to remote learning if an outbreak has been confirmed or a directive is received from public health authorities.

If a student, siblings, or small group of students must quarantine, the following protocols will apply:

- All teachers and support staff are expected to use common platforms for consistency (PK-1 SeeSaw, grades 2-12 Google Classroom)
- A licensed teacher and instructional support teachers should provide materials aligned with general education as appropriate.
- Provide intervention programming online as appropriate.
- Utilize check-in calls with students and families with support of staff, including advisory/homeroom teachers and other staff.
- Establish office hours where students can call (either by telephone or virtually) a trusted adult such as a teacher, counselor or other staff.

In the event of a school or cohort level closure the following standards and protocols will apply:

- All teachers and support staff are expected to use common platforms for consistency (PK-1 SeeSaw, grades 2-12 Google Classroom)
- Establish a feedback system among all classrooms and support staff for students and families so that there is one main contact instead of multiple.
- Delineate clear responsibilities for interventionists, ELD teachers, and paraprofessionals during blended and online learning scenarios.
- Instructional support teachers should provide materials aligned with general education as appropriate.
- Continue or increase collaboration and co-planning development during blended and online scenarios.
- Provide intervention programming online as appropriate.
- Utilize check-in calls with students and families with support of staff, including advisory/homeroom teachers and other staff.
- Use video messages and synchronous learning to enhance the sense of connection.

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- Consider building a virtual classroom journal, website, or blog with daily prompts to which students can respond.
 - Establish office hours where students can call (either by telephone or virtually) a trusted adult such as a teacher, counselor or other staff.
 - Provide consistency in daily routines to reduce stress and promote positive learning conditions.
 - When feasible, post weekly assignments rather than daily to ensure learning and materials are readily available.
 - Focus on the sequence and flow of the remote learning content, incorporating pauses and allowing time for students to gather their thoughts and share out.
 - Use online platforms, videos, and online lessons and resources during in-person instruction on a regular basis so that a hybrid approach becomes part of what students, teachers, and families do.
 - Continue to provide SEL lessons in collaboration with general education and mental health team staff.



Student and Staff Social-Emotional, and Mental Health Needs

Good mental health and well-being is key to academic success. Research shows that supporting and empowering the social-emotional health of students has a direct impact on student academic performance and graduation rates.

Drawing on the [Multi-Tiered System of Support](#) (MTSS) model, our aim is to raise mental health awareness for all students and staff, increase our ability to more easily identify those needing additional support, and connect them to local services as appropriate. In addition, the District will:

- Review or implement professional development around trauma-informed practices for all staff including how to recognize possible signs of trauma, appropriate supports for different social and emotional needs, and how COVID-19 and current social climate may present trauma for members of our community.
- Consider how teacher and student self-care is being promoted within the building.
- Review and revise the layers of support available for mental health needs for students, families, and staff.
- Develop a list of local resources for mental health support outside of school that can be accessed by families or staff.
- Consider how we can better emphasize safety, security, and belongingness within the building and within the community.

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- Develop a plan for touching base with students, families, and staff regarding mental health needs in the event of remote learning for short or extended periods of time.



Nutrition Services

Weld Re-3J has implemented a number of protocols to ensure that students continue to receive nutritious meals while maintaining high standards for health and safety.

- Breakfast and lunch will be available every in-person learning day.
- Breakfast and lunch may be served in the classroom or other open areas to allow for physical distancing.
- Students may have fewer choices in their meal and side selections. A La carte options may be restricted.
- Students may be served meals in individual sacks and packages.
- Students who choose to bring their own meals will not have access to microwave ovens.
- Meal pricing will apply to all meals. Families are strongly encouraged to apply for meal assistance through the Federal Free/Reduced Program [here](#). Families that qualify for Free/Reduced Programs may be eligible for additional P-EBT assistance.

Contact: Foodservice@re3j.com

Phone: 303-536-2062



Transportation Services

Student Transportation is not a required service in the State of Colorado; however, Weld Re-3J recognizes the importance of providing safe and reliable transportation for students. Transportation Services has worked to maximize the number of riders each day while maintaining the health and safety requirements of our state and local officials.

Please note that due to the strict orders from county and state health agency partners, the District may be unable to accommodate transportation for all additional eligible riders. To this end, we strongly encourage families to transport their own students to school or make alternative arrangements.

Every eligible family that is unable to transport their child(ren) or make other arrangements, is required to [register](#) each eligible bus rider for the upcoming school year so that accurate numbers on transportation usage and needs can be identified.

Children who are not registered and have not received a confirmation email will be turned away at the bus stop. We ask that you please adhere to these rules and procedures for the safety and well being of all our students and bus drivers.

- Students who have not registered and still desire transportation services should submit an email request to transportation@re3j.com immediately.
- Priority will be given to students who qualify under federal and state priority programming.
- Additional students who have registered for transportation services will be accommodated on a **first-come, first-served basis** and dependent on the ride zone, school of attendance, and space availability. The transportation registration process will serve as the mechanism for determining first-come, first-served.
- All registering families must review the passenger safety information and acknowledge voluntary compliance with the rules of the bus and health and safety requirements.

Contact: Nathan Forbes, Transportation Coordinator

Email: nathanforbes@re3j.com

Phone: 303-536-2900



Student Health Services

- All Individual Student Health Plans (ISHP) will be updated to reflect the public health situation and families will be contacted. Completed plans will be stored in the health room and Infinite Campus system.
- All necessary medications will be expected to be on site and stored in the health room for any time the student is at school.
- COVID-19 symptomatic staff and students will be assessed privately by a health aide or District RN and may utilize a different isolated room in the school building until they are able to leave the building.
- Students with minor ailments such as cuts, scrapes, stomach aches will be treated in the classroom to reduce traffic flow in health rooms.
- The Assistant Superintendent and District RNs will be working in conjunction with local health agencies on symptom reporting during daily attendance as appropriate.
- All state immunization rules and requirements for PK-12 schools remain in place.

Layered Prevention Strategies

Protecting Yourself and Others

- Frequently and thoroughly wash your hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer with at least 60% alcohol.
- Cover coughs and sneezes using your inner elbow and wash your hands immediately after. Do not remove your mask to sneeze or cough.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home and self-isolate if you're sick, and keep your children home if they are sick.
- Regularly disinfect workspaces and other high touch areas frequently with district-provided products including steering wheels, tools, keyboard and mouse, door knobs/handles, phones, copiers, and printers.

Visit the [How to Protect Yourself & Others](#) page to learn about how to protect yourself from respiratory illnesses, like COVID-19.



Universal and Correct Use of Masks

Both state and local public health have the authority to issue public health orders requiring masks, and include within those orders any allowable exceptions to the mask requirement. In addition, even when not required by local public health or a school district, staff and students may choose to wear masks. Schools and school districts should ensure that every classroom is a welcome environment for students and staff who choose to protect themselves in this manner.

Under most circumstances, Weld Re-3J school staff and students are not required to wear masks or face coverings. All cloth face coverings must be in compliance with staff and student dress codes as outlined in Board policies GB-6 ([GBEBA](#)) and J-19 ([JICA](#)) respectively.



Hand Washing and Respiratory Etiquette

Hand washing is one of the most effective ways to control the spread of disease. Hands should be washed using soap and water. After soap is applied, the hands should be scrubbed for at least 20 seconds, paying close attention to all surfaces including nails and between fingers. The use of hand sanitizer is temporary; hands should be washed with soap and water as soon as it is available.

- Frequent hand washing opportunities will be provided along with instruction on proper hand washing techniques. Hand sanitizer (with at least 60% alcohol) will be provided for use until hands can be washed with soap and water.
- Hand washing/sanitizing will be done at regular intervals throughout the day, especially:
 - Before and after using the bathroom
 - After sneezing, coughing, or blowing your nose
 - Before and after preparing food
 - Before and after eating or drinking
 - Before and after assisting students with feeding and toileting or diapering
 - Before and after the administration of medication or medical procedures
 - Before putting on and after taking off personal protective equipment
 - After caring for any student, especially those with nose, mouth, eye or ear discharge or drainage and before initiating contact with another student
 - After contact with blood, body fluids, secretions and excretions
 - Before handling contact lenses or cosmetics
 - After touching face covering
- Students are encouraged to bring their own water bottles each day with their name clearly labeled. Water fountains will not be operational but water filling stations will.

[When and How to Wash Your Hands | Handwashing](#) (General hand washing guidance)

[Handwashing Video](#) (3 minutes)

[Handwashing Video for Children](#) (30 seconds)

Cover Coughs and Sneezes

If you are wearing a mask:

- You can cough or sneeze into your mask. Put on a new, clean mask as soon as possible and wash your hands.

If you are not wearing a mask:

- Always cover your mouth and nose with a tissue when you cough or sneeze, or use the inside of your elbow and do not spit.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.



This guidance is based on what is currently known about the [transmission](#) of SARS-CoV-2, the virus that causes [coronavirus disease 2019 \(COVID-19\)](#). COVID-19 is a respiratory illness that can spread from person to person, especially between people who are physically near each other (within about 6 feet). People who are infected but do not show symptoms can also spread the virus to others.

Protocols such as cleaning and sanitizing will remain a significant component of the district's response to limit transmission; however, based on CDC guidance, in most circumstances sanitizing once per day is sufficient for removing viruses from surfaces.

The following protocols will continue to be implemented across all district facilities:

- All frequently touched surfaces, including but not limited to doors, door handles, countertops, desks, sinks, light switches, etc. will be cleaned and disinfected daily.
- Disinfectant fogging will be used daily in all communal areas including:
 - Classrooms
 - Restrooms
 - Office areas
 - Gymnasium
 - Health office
 - Media center
- Daily routine cleaning and disinfection of all school buses.
 - Daily disinfectant fogging
 - Bus handles and handrails and seats wiped
 - Bus floors swept and wet mopped with disinfectant cleaner

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- All rooms throughout the school disinfected nightly with additional cleaning protocols.
 - Restroom facilities will be disinfected at least twice per day.
 - Students will routinely be asked to participate in keeping spaces sanitized by wiping tables/desks, etc.

Procedures for Minimizing the Spread of Illness on Technology Devices

For grades K-12 with individual chromebooks

- Students are encouraged to use hand sanitizing gel before and after using their devices.
- Students should not use Clorox wipes or other cleaning products without proper instructions.
- Specific [instructions](#) for cleaning classroom electronic devices should be followed when appropriate (e.g., a device has specifically been infected through coughing or sneezing).



Ventilation and Indoor Air Quality

CDC guidance recommends increasing outdoor airflow into classrooms and ensuring that classrooms are well ventilated in order to reduce the spread of COVID-19. In all Weld Re-3J Elementary Schools, district personnel have the capability to bring in and adjust the outside air flow using automated control systems. This, in conjunction with operable/opening windows, allows for sufficiently circulating airflow on a consistent basis.

Weld Central High School and Weld Central Middle School do not have operable windows, and the outdoor airflow into the HVAC systems is less controllable by district personnel. To mitigate the reduced ability to increase outdoor airflow, the district has installed individual air filtration units to continuously clean the air within classrooms.



Protocols for Communal Spaces

Classrooms

- Increase airflow in the classroom as much as possible by opening windows or interior doors. Do not open exterior doors or bring in personal items such as fans to circulate air.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Provide adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc.).

Hallways

- As appropriate, implement staggering passing periods by cohorts in grade level or by class to avoid large groups gathering together.

Restrooms

- Soap and single service towels shall be available for all lavatory facilities, except that mechanical warm air dryers may be used in lieu of towels.
- Display signage in the restrooms illustrating proper hand washing and hygiene.
- Ensure adequate soap is available.

Health Room

- An isolated health room/area for students and staff exhibiting [COVID-19 signs and symptoms](#) will be established.



Symptoms of COVID-19 and When to Stay Home

People with COVID-19 have a wide range of reported symptoms – from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus that causes COVID-19.

CDPHE has provided an ["At-Home Screening Tool"](#) for employees, parents, and students to determine when they need to stay home. This symptom checklist refers only to new symptoms or a change in usual symptoms. A student/staff should not be kept home for usual symptoms they experience due to a chronic condition unless they are worse than usual. These guidelines are in addition to regular school guidance and requirements.

In some instances, people who have completed COVID-19 vaccine series or would be considered immune or protected may not need to quarantine after a known exposure or close contact in accordance with [Who Needs to Quarantine](#).

Positive COVID Cases

All positive cases will be required to isolate and stay home for at least five days to protect others, pursuant to statutory and regulatory public health authority. Once a school has an outbreak that impacts multiple classrooms, school leadership and District RNs will work with local public health authorities to determine what additional mitigation strategies may be necessary. Additional mitigation strategies may include: universal masking indoors, distancing, testing and contact tracing, and quarantine. Persons returning to school on days 6-10 following isolation or quarantine must wear a well-fitting mask over the mouth and nose while at school or around others. Anyone unable to wear a well-fitting mask over their mouth and nose should complete a full 10 days of isolation or quarantine.



Isolation

If you have any COVID-19 symptoms or you have tested positive, you should isolate, even if vaccinated. **Isolation** means staying home from work, school, and activities when a person is sick or diagnosed with COVID-19 and relates to the behavior after a confirmed infection. You can stop isolating after five full full days if:

- You tested positive, but don't have any symptoms.
- You had mild symptoms, you are starting to feel better, and have been fever free without the use of fever-reducing medication for 24 hours.

Your first day of isolation is the first full day after you started feeling symptoms or tested positive. Individuals who are able to stop isolating after five days, must continue taking precautions for five more days.

- Wear a well fitted mask around other people
- Avoid eating and drinking around other people when possible.
- Avoid contact with people who are at high risk for getting very sick from COVID-19.

Ensuring sick people stay home (and people with COVID-19 follow [isolation requirements](#), regardless of vaccination status) is critical to preventing the spread of COVID-19. Under state law, isolation of positive cases is required and must be enforced by local public health and school districts.

Quarantine

Quarantine refers to the time following exposure to the virus or close contact with someone known to have COVID-19. During quarantine people are expected to stay home from work, school, and/or activities. Find [guidance on how to quarantine and how long quarantine lasts](#). A person should not attend work, school, or out of school activities if they are under quarantine following an exposure in school. If a person develops symptoms of COVID-19 during their quarantine period, they should begin isolation.

Who Needs to Quarantine?

People who need to quarantine after exposure include:

- People who are not vaccinated.
- People who are not [up to date with recommended vaccine doses](#).

For individuals who must quarantine, they should stay home for five days after their exposure to COVID-19. The first day of quarantine is the first full day following exposure. Those who have tested positive must wear a [well-fitted](#) mask around others in their home if they aren't able to remain completely separate during quarantine and in public for five additional days. When there is a probable or confirmed case of COVID in a household, siblings, spouses, and other household contacts must quarantine in compliance with CDPHE and CDC guidance. The quarantine period for family members and children in the household with a positive COVID case will begin on the last day of exposure to the person with COVID-19 during their 5-day isolation period. This means that if the positive person is not able to completely isolate from other family members, the duration of quarantine for household contacts will be 10 to 20 days (5-day isolation + additional quarantine period required for all exposed parties beginning on the last day of isolation).

People who are unable to wear a mask around others, including children under the age of 2 years and people of any age with certain disabilities, should quarantine for a full 10 days.

People who don't need to quarantine after exposure include:

- People who are [up to date with all recommended vaccine doses](#).
- People who have tested positive for COVID-19 (with a viral test, not an antibody test) within the past 90 days.

Individuals who were exposed but don't need to quarantine, should still wear a well-fitted mask around others for 10 days and avoid high risk people and settings. If individuals who were exposed start to feel symptoms in the 10 days after exposure, it is recommended they get tested immediately and start isolating.

Quarantine for Routine Classroom Exposures

The state recommends counties, schools, and individuals that meet certain community metrics shift to a transmission control strategy, with quarantine not required for routine classroom exposures. Large outbreaks or important circulating variants may necessitate

more stringent disease control strategies at the discretion of the local public health agency (LPHA).

Weld Re-3J will follow CDPHE and CDC's guidance on ["Addressing Symptoms at School"](#) and/or consult with local health officials for employees and students who feel ill after arriving at school.



Reporting Contact Tracing

Clinical labs and/or health care providers are required to report cases to public health. Schools are able to disclose information to public health without prior written consent under FERPA's health or safety emergency exception, because a person with COVID-19 represents a potential threat to the health and safety of others at the school. This is true even if there is not an outbreak.

Schools and child care providers are required to report all outbreaks to their local public health agency or CDPHE within four hours per statute.

Schools and child care providers must report both suspected and confirmed outbreaks. Schools and child care providers can report outbreaks by:

- Fill out the CDPHE COVID-19 outbreak report form and send it to the local public health agency (via [web form](#) or emailing the [PDF form](#)).
- Calling their [local public health agency](#).
- Call CDPHE at 303-692-2700.



Extracurricular Activities and Athletics

Weld Re-3J will follow all guidelines, requirements, and season adjustments provided by the Colorado High School Activities Association (CHSAA) and the recommendations from the National Federation of High Schools (NFHS) regarding team sports and activities. Certain activities may be canceled by administration based on current guidelines or recommendations.

Levels of Community Risk and Phased Prevention

Beginning February 28, 2022, the district transitioned to a routine disease control model for COVID-19 in K-12 settings.

Background: As the youngest Coloradans become eligible for vaccines and COVID-19 surveillance indicators such as case rates, percent positivity, and hospitalization rates decrease and stabilize at low levels, schools may choose to transition away from a case-investigation response model to a more typical routine disease control model for disease control in schools. Such a model focuses more on response to clusters of cases, outbreaks, and evidence of ongoing transmission in schools, and less on individual case investigation, contact tracing, and quarantining of staff and students following school exposures. A routine disease control model for COVID-19 more closely aligns COVID-19 efforts with public health [response strategies used for other infectious diseases](#) in schools.

To avoid an increase in outbreaks and greater disruption to schools, transitioning to a routine disease control model should ideally occur once local transmission risk falls below a [high or substantial level](#) and stabilizes. Schools that are currently experiencing outbreaks should continue current mitigation strategies and wait for outbreak resolution before transitioning to this new response model. Additionally, school administrators will be prepared for the emergence of new variants or substantial waning immunity that could once again lead to greater morbidity, mortality, and disruption, and require returning to an individual case investigation approach in schools.

Determinations for all scenarios related to COVID-19 and the continuity of in-person learning are made with input from the local health department(s), CDPHE guidance, District Nurses, and community data.

Communications Related to COVID-19

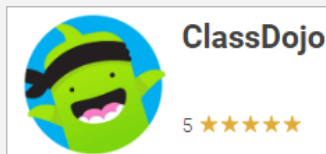
Clear, proactive, intentional two-way communication with staff, families, and our community is essential. Weld Re-3J will provide as-needed communications about what we know and don't know to help keep students, staff, and families stay informed. Staff and families can expect communication through the following outlets:

- Email
- Phone messages
- Text
- Class Dojo (Grades PK-5)
- Remind App (Grades 6-12)
- Weekly Newsletters from Principals

The District utilizes the SchoolMessenger system to deliver messages via phone, email, and text to keep parents and guardians informed. You are encouraged to sign up to receive all forms of messaging, including text messages. You can participate in this free service just by sending a text message of “Yes” to 67587.

School messenger information [SMS Text Opt-In Flyer](#)

Communication should come directly from school principals and teachers. For families with students in grades PK-5, we ask families to use the Class Dojo mobile application as a way to get information quickly and easily. For families with students in grades 6-12, we will be using the Remind application.



Download information for [iphone](#) or [android](#).



Account set up and information is available [HERE](#).

Translation Services

Per U.S. Department of Education, schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs grievance procedures and notices of nondiscrimination
- language assistance programs
- parent handbooks
- report cards
- gifted and talented programs
- student discipline policies and procedures
- magnet and charter schools
- parent-teacher conferences
- requests for parent permission for student participation in school activities
- special education and related services, and
- meetings to discuss special education

For more information about school’s legal responsibilities, please visit:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

Interpreter services are available for all staff and families through [Heartland Alliance](#).



Response to Community Needs

- Use [United Way's 2-1-1](#) to help meet the current educational and basic needs of students and their families.
- It is important that students and staff feel safe in whatever remote platform, communication tool, etc. is being used.
- Monitor cyberbullying and create a space for reporting of harassment and bullying.
 - [Coronavirus, Online Learning, Social Isolation and Cyberbullying: How to Support Our Students](#)
 - [Colorado Crisis Services offers free, confidential, professional, 24/7 support.](#)
 - Call 1-844-493-8255
 - Text "TALK" to 38255
 - The Disaster Distress Helpline offers help and support for any distress you or someone you care about may be feeling related to a disaster.
 - Call 1-800-985-5990
 - Text 'TalkWithUs' to 66746
 - TTY for Deaf / Hard of Hearing: 1-800-846-8517
 - Spanish-speakers: Text "Hablanos" to 66746

Community Coronavirus Resources

[CDPHE: Coronavirus Disease](#)

[CDC: Coronavirus](#)

[Resources for Families Impacted by COVID-19](#)

[2-1-1 Colorado](#)

[Second Wind Fund](#)

Bibliography

[CDPHE Practical Guide for Operationalizing CDC's School Guidance](#)

[Centers for Disease Control and Prevention Work & School](#)

[Centers for Disease Control Guidance for COVID-19 Prevention in K-12 Schools](#)

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

[Weld Re-3J Highly Infectious Disease Preparedness Plan](#)