



Weld RE-5J School District

Teaching and Learning Delivery Plan

2020-2021

Presented to the Board of Education

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Teaching and Learning Delivery Plan Overview

The Weld RE-5J District Teaching and Learning Delivery Plan is ever-evolving and is the result of the collaborative efforts of the district's leadership team, principals, teachers, and the district's Board of Education. In summary:

1. The district collaboratively established the plan outlining the parameters within which in-person and e-learning instruction must meet all state and federal policies and regulations.
2. The plan was shared with principals, teachers, and staff for input before board approval and adoption.
3. Principals and teachers are given the requisite latitude and autonomy in the interpretation and implementation of the District Teaching and Learning Delivery Plan to meet the individual and unique needs of their students, teachers, parents, and community.
 - a. Autonomy means teachers have the flexibility to be creative in implementing the curriculum.
 - b. Implementation with fidelity means that the scope and sequence of the standards based curriculum with its defined, clear focus of what we teach sequentially, is maintained to create cohesion and transfer of learning, specifically relative to the Priority standards of each grade level.

Goal

The goal of the District's Teaching and Learning Delivery Plan is to ensure that Weld RE-5J educators and staff are providing each student with equitable instruction and ensuring alternative modes of instruction aligned to the state and district standards to help all students stay on pace in their learning. This plan recognizes that there is no "one-size-fits-all" solution. Further, multiple means of engaging students and supporting families may be necessary and may be unique to grade level, school building, or student population served.

Plan Overview

The District Teaching and Learning Delivery Plan is built on a foundation of equity. 100% of district students, excluding charter schools, will have access to an iPad and we will work with families to get a reliable home internet connection. All students will also have access to a guaranteed and viable curriculum. This curriculum will cover all grade level 2020 Colorado Academic Standards (CAS) and Extended Evidence Outcomes (EEO's). The

district's plan is to maintain the continuity of curriculum and instruction throughout the school year, regardless of what Phase of instruction we are in.

The intent of the district's plan is to ensure continuity of learning through a cohesive curriculum that can be implemented in any learning Phase without disruption to student learning. The plan also takes into account progress monitoring practices to inform instruction for students who struggle to meet expectations to ensure all students are on a positive trajectory.

Phases of Instruction

Weld RE-5J staff will be prepared to flexibly move in and out of these instructional phases as pandemic circumstances may change throughout the 2020-21 school year and beyond:

Phase 1: Stay At Home (Full Online Learning)

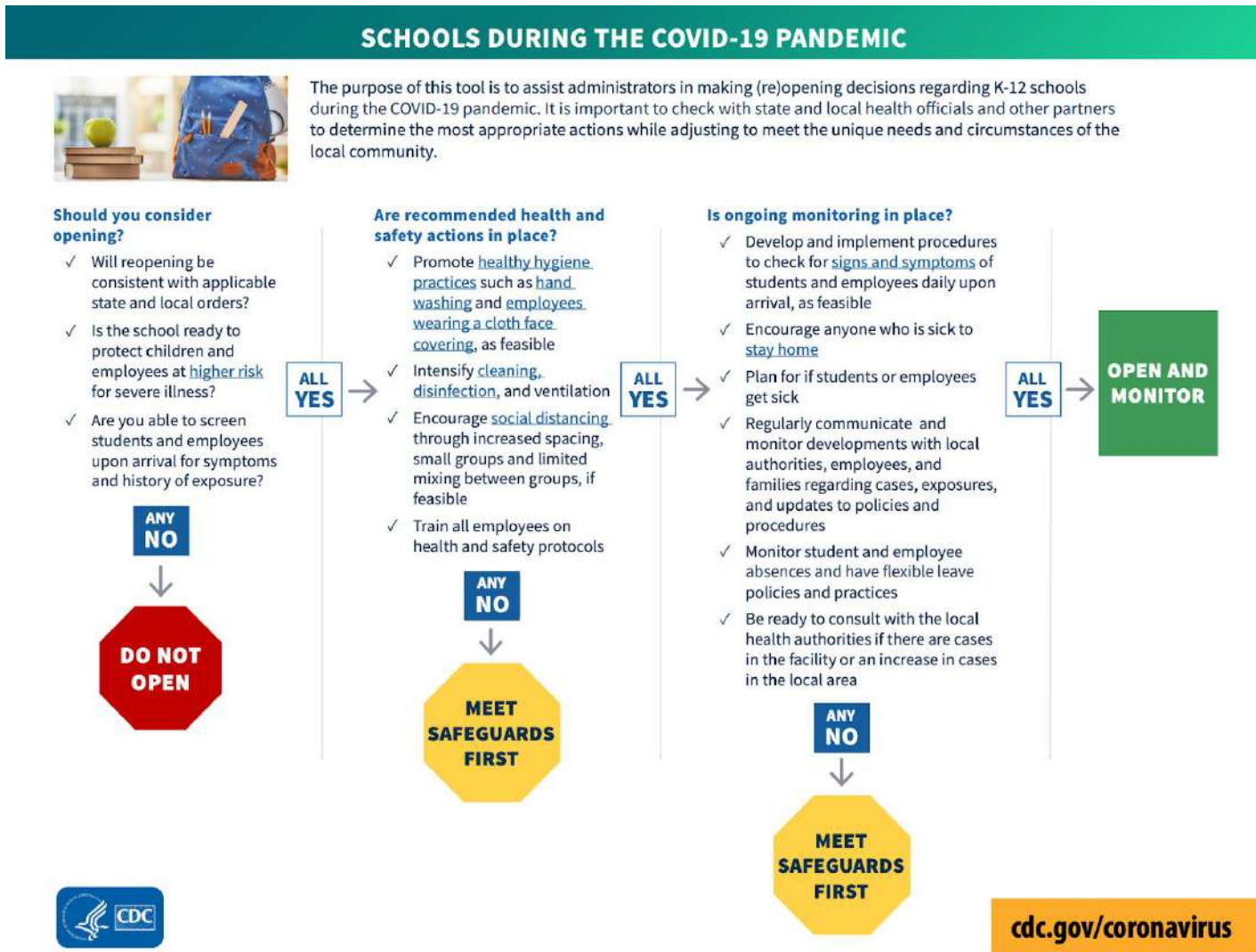
Phase 2: Safer At Home (Limited On-Site Learning)

Phase 3: Hybrid Model of Learning (In-Person Learning & Blended Online Learning)

Phase 4: Flexible Schedule (Mostly In-Person Learning/Some Health Restrictions still in place)

Phase 5: Full In-Person Learning (No Health Restrictions Are in Place)

Decision Tree for Determining Each Phase



The district consistently reviews the CDC guidelines, above, to determine what Phase of Instruction to move into. Knowing that the answers to the above questions can change at a moment's notice, this plan was built so that instruction can move consistently and seamlessly between each Phase. **Please also see Appendix A: Considerations for K-12 Schools: Readiness and Planning Tool**

Relevant Orders and Guidance

We are committed to the health and safety of the Weld RE-5J students, families, and staff.

Centers for Disease Control and Prevention (CDC)

As the nation's health protection agency, the CDC provides public health guidance to all state and local public health agencies. Information related to COVID-19 can be found using this link: Coronavirus ([COVID-19](#))

Safer at Home and in the Vast, Great Outdoors

This June's Colorado *Safer at Home order* applies to all persons in the state, and impacts a school district's activities in many ways. Please review the following information at this **Executive order** site: [Public health & executive orders resource](#)

Colorado Dept. Public Health and Environment Orders

The executive director of the Colorado Department of Public Health and Environment (CDPHE) determines the regulations necessary to implement Governor Polis' Executive Orders. Regulations implementing the Safer at Home and in the Vast, Great Outdoors which pertain to school districts outline the specific protocols to minimize disease transmission. See this link for further information: [Public health & executive orders resource](#)

Colorado Department of Education






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

Weld County Recommendations

Weld County guidelines are in alignment with the state order. The guidelines are published here [Public health & executive orders resource](#)

Phases of Instruction Health Protocols

Red: Enhanced Health Protocols | **Yellow:** Encouraged Health Protocols |
Green: Standard Health Protocols

	Physical Distancing 	EPG (Essential Protective Gear) 	Increased Cleaning & Disinfecting 	Student Cohorts 	Health Screening 
Phase 1 In-person learning is not permitted, all learning is remote via Home Learning.	NO IN-PERSON INSTRUCTION				
Phase 2 Limited in-person learning activities for prioritized groups. Home Learning for all other students.	6-feet	Per public health order			Active Screening
Phase 3 Easing restrictions allow more students to access in-person learning with blended learning options	6-feet	Encourage/require face coverings as required by local public health		As feasible	Passive Screening
Phase 4 Most students return to in-person learning. Exceptions available for blended and online only	As feasible	Encourage/require face coverings as required by local public health		As feasible	Passive Screening
Phase 5 In-person learning with no health and safety restrictions.					

Credit: BVSD

Phases of Instruction Priorities

	Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
Maximize student academic growth	<ul style="list-style-type: none"> • Distribute devices/internet access • Build parent partnerships • Stand-up sound, robust, online lessons • Establish engagement protocols • Develop grading and assessment guidelines 		<ul style="list-style-type: none"> • Build robust blended learning plans • Scaffold students to address academic losses 		<ul style="list-style-type: none"> • Sustain innovations and creative processes to improve academic outcomes for all students
Provide supports to teachers and staff	<ul style="list-style-type: none"> • Mobilize district-level staff to: <ul style="list-style-type: none"> ◦ Provide online platform training to teachers ◦ Reorganize staff priorities to meet immediate needs • Enact guidelines to only permit essential staff on district grounds 		<ul style="list-style-type: none"> • Provide continued professional development • Cultivate community partnerships • Develop reintegration plans 		<ul style="list-style-type: none"> • Sustain supports, collaboration, and partnerships
Ensure health, well-being and safety of all students and staff	<ul style="list-style-type: none"> • Provide food to vulnerable students and families • Connect families to community resources (health, financial, nutrition) • Respond to student and staff mental health and emotional needs • Provide health and safety guidance • Promote community well-being and resiliency • Ensure clear timely communications • Support students with special needs 		<ul style="list-style-type: none"> • Create health and safety protocols and plans • Develop and implement reintegration plans • Support physical, social and behavioral health needs • Plan for vulnerable students and staff • Collaborate with community partners to ensure access to support 		<ul style="list-style-type: none"> • Formulation of improved school-based infrastructures • Bolster partnerships with local and state health departments, and other district health staff
Assure operational and financial viability	<ul style="list-style-type: none"> • Create different budget scenarios • Build an administrative structure to support operations remotely • Assess staff benefits and policies to ensure coverage in new environment • Communicate with vendors • Maintain online security and privacy 		<ul style="list-style-type: none"> • Reallocate and prioritize funds • Create district and building level operational procedures • Expand learning system options 		<ul style="list-style-type: none"> • Develop new long-term policies • Establish new budgets

Credit: BVSD

What To Expect In Each Phase of Instruction

Phase 1

Type of Instruction: During Phase 1 all Weld RE-5J buildings are closed and all learning is conducted remotely and online.

Physical Environment: No in-person learning. Buildings are restricted to essential staff.

Significantly Impacted Learners: Teachers of students with special needs work virtually with them.

Food Services: Emergency Food Distribution is provided throughout the communities.

Transportation: No services are provided.

Child Care: Emergency Child Care is available through limited partners (YMCA, etc.).

Athletics/Activities: None

Phase 2

Type of Instruction: Very limited return to in-person learning, prioritized by student group. Most students will be learning from home.

Physical Environment: Each cohort will have limited access to the building to prevent cross-contamination. Students will maintain social distancing of six feet, whenever possible. Students and staff will be required to wear face coverings or other essential protective gear, per public health order.

Significantly Impacted Learners: Those who are willing and medically-able will be taught and supported in cohorts of up to 10 people, including the teacher and any required support staff. Our focus in this phase is providing services to our most vulnerable populations, knowing that they are the most impacted during remote learning. Individual plans are put in place for students who are immunocompromised and for families who choose to keep their children in online instruction.

Food Services: Emergency Food Distribution is provided throughout the communities. Breakfast and lunch service is provided to students in the classroom.

Transportation: Service is limited. Social distancing requirements significantly impact

the capacity of each bus. Staff will disinfect the buses after each group of students has been transported.

Child Care: Emergency Child Care is available through limited partners (YMCA, etc.).

Athletics/Activities: Training and conditioning with health protocols including social distancing and screening.

Phase 3

Type of Instruction: Blended learning at all levels. Students will have access to in-person instruction while participating in home learning assignments as directed by their teacher. Students may attend 2-3 days per week, based on their age and number of students within the grade.

Physical Environment: In classrooms, desks/tables will be placed at least six feet apart. Students and staff will be encouraged/required to wear face covers based on the public health orders during arrival, dismissal and when physical distancing is not possible (for instance, during travel to and from the restroom). Access to the building will be limited to students, staff and essential personnel. Each cohort will have access to specific areas of the building – limiting the interactions of groups/classes. Students will have designated entrances and bathrooms. There will be protocols and signage in place to promote student and staff safety. Cohorts will be determined by grade level, classes enrolled, high-risk categories for teachers and students, and location within the facility. We know that in addition to learning, students will need opportunities to be active. Best practice is for lessons to extend beyond the classroom, so we will be encouraging teachers to use outdoor spaces often during instruction and for breaks.

Significantly Impacted Learners: Continuation of Phase 2, with the possibility of additional in-person instruction as permitted by health department guidelines and feasibility.

Food Services: Emergency Food Distribution is provided throughout the communities. Breakfast and lunch service is provided to students in the classroom.

Transportation: In this phase, social distancing requirements will significantly impact the capacity of each bus. Service will be limited to those students who have transportation in their IEP and fall within the Individuals with Disabilities Education Act (IDEA) and to all transportation eligible preschool students. Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be cleaned and disinfected.

Child Care: Emergency Child Care is available through partners (YMCA, etc.) and before/after school care will be available at elementary sites.

Athletics/Activities: Training and conditioning with health protocols including social distancing and screening.

Phase 4

Type of Instruction: In Phase 4, most students return to in-person learning, but online learning will be available for students whose families do not yet feel comfortable returning to school full-time. Students and staff will be required to wear face covers based on the public health orders during arrival, dismissal, and when physical distancing is not possible (for instance, during travel to and from the restroom). Access to the building will be limited to students, staff, and essential personnel. Each cohort will have access to specific areas of the building – limiting the interactions of groups/classes. Students will have designated entrances and bathrooms. There will be protocols and signage in place to promote student and staff safety.

If parents select to have their child(ren) participate in online learning during this Phase, the online placement will remain in place for the semester, unless otherwise determined by the principal of the school.

Physical Environment: In many ways schools return to normal operations. There will be a waiting period to see if there are spikes in COVID-19 cases (typically 2-4 weeks) before reviewing what Phase of Instruction to remain in. Face coverings will be required for students and staff as required by public health orders, especially on the bus, in passing in the hallways, etc. Students and staff will be encouraged to continue social distancing when possible and feasible. For instance, in areas where social distancing can be accommodated, seating may be spread out and during physical education students would be encouraged, but not required, to keep distance while exercising. We know that in addition to learning, students will need opportunities to be active. Best practice is for lessons to extend beyond the classroom, so we will be encouraging teachers to use outdoor spaces often during instruction and for breaks. Cohorts will be determined by grade level, classes enrolled, high-risk categories for teachers and students, and location within the facility.

Significantly Impacted Learners: Students who are medically able and willing to return to school receive their typical support and programming.

Food Services: Food will be served in the classroom and the cafeteria, in alignment with any applicable federal, state, and local health orders. As a result, seating may be arranged to provide some social distancing and there may be schedule changes.

Transportation: Service would be provided to eligible students based on CDC/CDE guidance for transporting students and numbers of students/bus. Students will complete screening at home prior to getting on the bus. Face coverings would be encouraged or required based on public health orders, and social distancing restrictions would be in place. Bus-eligible families will be asked to temporarily find alternative transportation to school, unless they are a special education student or that there are circumstances where the child could not attend school without the transportation. Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be cleaned and disinfected.

Child Care: Emergency Child Care is available through partners (YMCA, etc.) and before/after school care will be available at elementary sites while following guidelines of safety precautions.

Athletics/Activities: Will be based on Public Health and State guidance on event size.

Phase 5

Phase 5 is when all students will be able to return to in-person learning without pandemic-related health and safety measures. Schools will be in normal operations. Students will attend class daily. Transportation will resume as normal.

Transitioning Between Phases

In situations in which conditions are gradually changing (for the worse or the better), the district will transition schools from phase to phase. In a coordinated fashion, changes will be communicated to families with as much advance notice as possible and school leaders will work to implement the changes in each building on a set timeline. In some cases, a brief return to Home Learning may be necessary to allow for changes to be completed at the school.

Safety and Health Guidelines

Based on the latest CDC recommendations, Weld RE-5J has put into place the following guidelines for schools and the district:

- The nurse will be each school's main pandemic point of contact. Periodic health screenings of students and employees may be conducted, including random temperature checks. Students and employees with symptoms or a temperature of 100.4 and above will be immediately isolated and then sent home. Local health officials may be notified for guidance on next steps, including closures.

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- All students and employees must stay home if they have COVID-19 symptoms, tested positive for COVID-19, or had close contact with a person with COVID-19 within the last 14 days. Employees and parents/guardians are asked to self-report to the school's nurse. If an employee or student is showing signs of COVID-19, a return to work/school will be determined based upon current [CDC guidelines](#). Quarantined students will have access to their education through online learning.
 - Weld RE-5J will eliminate perfect attendance awards and programs until further notice.
 - Frequent hand washing breaks will take place daily in all elementary schools where students will be required to wash their hands for a minimum of 20 seconds. Middle and high school students and employees will be reminded to wash their hands throughout the day for the same length of time. All will be reminded to cover coughs and sneezes with a tissue and to place the tissue in the trash and immediately wash their hands.
 - Hand sanitizer stations will be available throughout each building. It is recommended that hand sanitizer be worked into hands a minimum of 20 seconds and to let dry naturally. Students and staff are also encouraged to bring hand sanitizer from home that is at least 70% alcohol based.
 - To promote COVID-19 protective measures, signs will be posted in highly visible locations and schools will broadcast daily messages.
 - Schools and departments will develop a schedule for increased cleaning and disinfection. Teachers will assist in the cleaning of their classrooms at the end of each day.
 - Ventilation systems will be monitored on a regular basis to ensure proper operation and the increased circulation of outdoor air as much as possible.
 - Buses will be cleaned and disinfected after every bus route.
 - It is strongly encouraged that students and employees wear masks (cloth face covering) in classrooms. The district will require masks to be worn on the bus in Phases 3 & 4, coming in and out of school, and passing in the hallways. Masks for staff and students will not be provided by the district except in specific circumstances.
 - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
 - Based upon classroom configuration and to the extent possible, student desks will face in the same direction and students seated at tables will sit on the same side.
 - The sharing of items that are difficult to clean or disinfect will be discouraged.
 - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
 - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use

of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- While ensuring the safety of children students will eat in classrooms in Phases 3 & 4.
- Traditional water fountains will be closed; water fill stations will be open. Students and staff are encouraged to bring water from home.
- Non-essential student movement throughout the school day will be limited.
- Outdoor recess will continue but the number of students gathered in one area will be limited. Some playground equipment may be prohibited for student use.
- Nonessential visitors, volunteers, and activities involving external groups or organizations will be limited.
- In lieu of field trips, assemblies, special performances, and school-wide meetings or events, including open house and curriculum nights, virtual activities will be pursued.
- Parent/guardian teacher conferences will be held virtually, if possible.
- Guidance from the Colorado High School Activities Association will be followed for school athletics.

Special Education

For most of our students with IEPs, the current plan is for all special education services to be delivered while our students follow their general education schedule. All families of students with IEPs will receive direct communication from their child's case manager prior to the first day of school to discuss the schedule for specific services to meet their child's learning needs for the upcoming school year. Some of our students with disabilities have IEPs that include a relatively high level of service minutes, including our students attending center-based programs. For the majority of students who attend these programs, our current plan is for them to receive in-person instruction every day. When in-person instruction is not feasible at any one point due to pandemic situations, students will receive one-on-one or small group remote instruction. The case manager will contact parents before school starts to discuss schedules if students are in a center-program.

We understand that there may be questions left unanswered at this time, and there is no one-size-fits-all approach to planning for our students with disabilities, but we hope that this general framework will help our families prepare for next fall. We will continue to provide further information as it becomes available. Additionally, our teachers and staff are prepared to develop individual contingency plans to support students and families with unique remote learning needs in the event that we need to return to full-time online learning at any point during the 2020-2021 school year. Please contact the administrators at your child's school or reach out to Janelle.perez@weldre5j.org if you have additional questions, suggestions, or concerns to share with our team.

Sample Special Education Communication Plan to Parents

- Phone call to all parents of special education students before school begins
- Each team member calls the student on their list to discuss the following:
 - Check on the well-being of the child.
 - Inform the parent that the student will receive services.
 - Verify the phone number, the email of the parent, and their preferred method of communication.
 - Determine resource needs; Chromebook, internet access.
 - Inform them of the agreed upon scheduled times of service.
 - An initial contact log is completed until services are established.
- Frequent staff communication to parents and students to ensure access to general education curriculum and accommodations.

IEP Compliance

- IEP meetings will be conducted as needed to meet compliance requirements in person or remotely or by phone.
- Invitations and IEP documents will be sent by email (per parent request) or by mail.
- All IEP documents and service logs are documented in Enrich.
- IEPs may need to be adjusted to reflect Remote or In-person learning needs and services.

Online Support Services

- Services will consist of one-on-one with the case manager, small groups or one-on-one with parent assistance and the case manager.
- Services will address the student's IEP goals/objectives and accommodations based upon the IEP program and service times.
- As the IEP team continues to serve the student, the service provider will gather data from each session. This data will be used to determine if there are any additional barriers present because of the administration of remote services.
- If barriers are present, the IEP team (including the parent) will meet to discuss a temporary accommodation. This will be documented through the amendment process.

504s

- 504s are a regular education initiative.
- Teachers maintain contact with students and implement 504 accommodations.
- Teachers input all services into 504 accommodation logs.
- 504 accommodation must be documented by the general education teacher and turned into the designated building administrator on a quarterly basis.

English Language Learners

English Language education is the primary responsibility of the classroom teacher whether instruction is in-person or online.

- English Language teachers at the schools will coordinate services with the classroom teacher to offer supplemental instruction primarily supporting acculturation and English Language Development with a focus on developing students' academic vocabulary in order to help them gain access to grade level curriculum and standards.
- English Language students should have access to universal instruction with accommodations based on ["Can Do" descriptors of the WIDA English Language Development levels](#).
- Teachers will use a variety of lesson enhancements and accommodations to ensure English Language students have access to the information. Strategies such as videos, pictures, hands on learning, and a variety of ELD tools (such as sentence starters, text to speech, translations) will all contribute to developing student efficacy.
- Testing accommodations will be available based on students' needs.
- English Language students are expected to learn the same content and at the depth of knowledge (DOK) level as all the other students in their grade level.

Mental Health and Social Emotional Supports

The physical and mental health of our students is paramount. Weld RE-5J maintains a full complement of related services personnel, including social workers, school psychologists, counselors, and nurses, who are prepared to support any and all struggling students.

As situations arise, school staff who are alerted to a concern reach out to their building administrators and counselors. The administrative team contacts our school social workers and/or school psychologists and/or counselors who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families. In addition, teachers will be provided with social emotional support lessons with disseminated family resources for online access.

Curriculum/Resources PreK-12 (All Phases of Instruction)

Teachers may have access to the Colorado Empowered Learning sponsored digital curriculum from the [Colorado Digital Learning Solutions](#). **Colorado Digital Learning Solutions (CDLS)** is the state-supported, supplemental online program that provides Colorado districts, BOCES, and charter schools access to high quality online courses that supplement their existing course offerings in a 21st century learning environment. Teachers will also use the approved district curriculum to help plan lessons and interventions and to differentiate instruction when needed. Digital components of the district curriculum can support student autonomy and offer blended learning opportunities. Online Supplementary Resources in Mathematics and Literacy will be available for teachers to support interventions and accelerations.

Priority Standards Focus

The expectation is that Weld RE-5J educators will teach all grade level standards for their grade and/or subject. Beginning in 2020-21, there will be a clear focus on the Priority Standards for each grade level/subject area. Training and support will be provided to teachers to facilitate progress monitoring and student mastery of the grade level priority standards in mathematics and literacy. The intent of the priority standard is to help students master essential clusters of grade level standards in literacy and math in order to ensure student growth and progress to the next level (transfer of learning).

Assessments

When it comes to assessments, the District believes that supporting student learning means focusing on feedback. It means helping students to see assessments as learning tools that have an integral role in the learning process, rather than as evaluation devices that mark the end of learning. It means making clear to students that the primary purpose of assessments is to verify what they've learned and to identify any learning problems so we can work together to remedy those problems.

Our Beliefs about Remote Learning

Weld RE-5J is deeply committed to continue with engaging learning opportunities. Weld RE-5J teachers will design learning activities based on the best practices for online learning.

- We offer a fully accredited alternative to in-person attendance for Kindergarten through 12th graders.
- Courses taught by licensed Weld RE-5J educators and will mirror the content/courses being taught in our in-person classrooms.
- Your child may have an online teacher that is not currently teaching at your child's school but will know how to teach that specific grade level/subject area.
- Students will maintain ties and communication with their regular school site for ongoing service, social components, and the potential return to the physical school environment.
- Parents/Guardians will play an integral role in furthering their students' education through the online program. More information about the role of parents/guardians will be shared at the time of enrollment.
- Student daily schedules will vary depending on grade level, course load, and parent/guardian involvement.
- This program is different from the Spring 2020 Cloud School of emergency remote teaching and learning and;
 - this program is not a homeschooling program. Each course will be taught by Weld RE-5J educators, supported by MMS/RHS departments, and aligned with Weld RE-5J expectations. While parents/guardians will play an instrumental role in the learning process at home, the parent/guardian will not be the teacher.
 - this program is not an alternative school or credit recovery program. It is a full-time program.

Our Commitment to Students and Families

- Students will be given a specific amount of time to complete daily learning expectations.
- Teachers will take attendance daily.
- Teachers will perform due diligence daily, intentionally reaching out to, and contacting, the students that did not attend class or participate in the classwork.
- If a teacher is not getting a response or answer from a student or parent, the teacher will notify the office for support in making contact with the family.
- All communication will be documented and shared with building administration.
- Grades will be recorded on Infinite Campus and will follow the grading periods as determined by the District's school calendar. Teachers will notify all students of passing requirements by posting on their classroom page. During the grading period, students will receive grades as part of the usual feedback from their teachers on assignments, classwork, projects, etc. As always, teachers will consider students' learning and growth in the process of grading. Gradebooks will show, as they traditionally have, coursework and exam grades, as well as course comments

for the year. Teachers will work with students, administering formative assessments such as projects, papers, or analysis throughout the course of instruction.

- Students and parents will be notified of the learning expectations per the school's current home-school communication protocol.
- Platforms for communication include Infinite Campus notifications, email, Google Classroom, Zoom, Remind, Class Dojo, Seesaw, Google Meet and Google Calendar, et. al.
- Robocalls (through Infinite Campus) will update parents as necessary.
- The District/school translates parent communication letters to Spanish (many communication apps translate, as well). In addition, verbal communication to families, when needed, is also accommodated by native speakers of Spanish. Parents must check the option for translations services in the parent portal Infinite Campus to receive recorded messages in Spanish.
- The District/school will post the E-Learning Plan on the District website.

Our Teachers Will:

- Continue to plan and provide instruction based on Colorado Academic Standards, grade level expectations, and emphasizing the grade level priority standards.
- Differentiate instruction to reach all learners, encourage engagement, and support students.
- Create learning experiences with the understanding that their students are not expected to sit in front of a computer or engage in schoolwork all day.
- Gather students for meetings via Zoom or Google Meet.
- Engage in two-way interaction with struggling students regarding learning progress at a minimum of a weekly basis.
- Know students' technological capabilities and what support is available to them.
- Use Google Classroom as the platform that will be used. Additional supplemental platforms are Seesaw and Class Dojo.
- Provide online learning expectations and etiquette ([example](#)).
- Adhere to the scope and sequence, pacing, and progress monitor all students to achieve grade-level priority standards.
- Communicate student expectations in a variety of ways.
- Provide multiple modes of instruction delivery to meet student needs.
- Provide a variety of progress monitoring tools including student conferring, formative and summative work such as:
 - Exit tickets
 - Discussion boards
 - Curriculum inventory
 - Teacher assessments in Google Classroom
 - Curricular assessments
 - Interim assessments

- Assignments
- Projects
- Provide grades and written specific feedback on submitted work. Students should know what they need to work on next to be able to reach proficiency.
- Communicate often, clearly, and consistently with both students and parents. This communication includes reaching out to parents and students to inform of any issues that deter student progress on the continuum.

Our Students Will:

- Log in to their Google Classroom, Class Dojo, or Seesaw Classroom daily.
- Complete and turn in assignments in Google Classroom, Class Dojo, or SeeSaw.
- Complete all assignments provided by the teacher. If a student is struggling, he/she needs to contact the classroom teacher for help.
- Participate in scheduled Zoom meetings or Google Meet.
 - It is most meaningful when the Meetings are attended live, but sometimes life gets in the way. As often as possible, teachers will make a recorded meeting available in Google Classroom, Class Dojo, or Seesaw. The student needs to tell the teacher when they cannot attend a live meeting.
- Reach out to their teachers when they need help.
- Ensure the computer/tablet/iPad is charged or plugged in each day.
- Respect school equipment and report any damage to the classroom teacher for repair or replacement as soon as possible.
- Adhere to online etiquette and expectations as shared and reviewed by the teacher.
- Participate in class/group discussions via video or chat platform.

Our Families are Encouraged to:

- Connect with the school and teachers via phone, email, Seesaw, or Class Dojo.
- Participate in their child's education.
- Reach out for support from the school when they notice disengagement and lack of learning.
- Provide a quiet and learning conducive environment/space for their child(ren) to study, attend e-learning sessions and collaborate with classmates.
- Build in breaks into their child(ren)'s day. Get outside!
- Help their child(ren) with time management.
- Access [District](#) and school websites for additional resources to support your child(ren)'s educational experience.
- Ask their child(ren) about their day and stay informed about their progress and work habits.
- Attend school events whether in person or online to ensure they are well informed about the educational programming.

- Communicate with their child's teachers to be well informed of their child's learning.

Weld RE-5J Grading Practices for Remote Learning Engagement/ Attendance Hours

- Attendance is measured by being "present" during school days at a school building. Engagement is measured by participating in class activities and turning in assignments.
- Attendance is expected during all Zoom or Google Meet sessions. Students and/or parents must let teachers know when they have conflicts with scheduled meeting class times.
- Students do their learning and work at different times but must adhere to teacher timelines. When students are learning on their own schedules, *engagement* is expected. Engagement is shown by the completion of assignments and by communication with teachers. Examples of engagement include:
 - A student completes a task and turns it in via Google Classroom, Class Dojo, SeeSaw, or other platforms utilized by the teacher.
 - A student and/or parent contacts teachers, counselors, or administration when they have questions or need support in their learning.
- Demonstration of learning occurs through both attendance and engagement.

Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be recorded by the parent daily and is verified by teachers to ensure the school is properly calculating and adequately monitoring that students complete a minimum of 12.5 hours per week or 450 hours per year in kindergarten, 27.5 hours per week or 990 hours per year for students in grades 1-5, and 30 hours per week or 1,068 hours per year for students in grades 6-12 based on an 180 instructional day school calendar year.

Remote Learning Grading Principles

- We expect the same level of learning and instruction to occur as it would in a typical learning situation.
- Students engaged in remote learning will have their progress monitored regularly.
- All students are expected to complete assigned work.
- High school students must complete assignments and activities to earn credit for a course.

Remote Learning FAQs

Is my child expected to sit in front of their computer all day?

No. Remote learning will be a blend of face-to-face video, collaborative group work using online tools, independent learning, and, as much as possible, real-world authentic learning experiences.

What do I do if my child cannot login to their student account(s)?

Please contact your teacher or school administrator to ensure that they are aware of the issue. Your child's teacher or administrator will reach out to the appropriate person to help with the issue.

Who should I contact if I have questions or concerns?

Start with your child's teacher. Then you can reach out to your assistant principal or principal if you need additional assistance.

How do I know what school work my child has been assigned?

Contact your child's teacher to gain access to platforms they use.

I am having difficulty with my device. Who should I contact?

Contact your child's teacher, and he/she will reach out to the appropriate person to help with the issue.

How can I find out current information about COVID-19?

Follow the link to the [district information page](#) or go to www.cde.state.co.us

Who should I contact if I am worried about my child's social/emotional health or need parenting resources?

Please contact your school's counselor or one of the district's school psychologists for assistance and resources.

Remote Learning for Preschool Students

During remote learning, your child's teacher will be communicating regularly with you and your child using video conferencing (Zoom) to check in and will provide video lessons accompanied by learning materials that will be sent home or delivered as needed. An iPad will be provided to all District preschoolers.

How can you help your child?

- Each day review the activities with your child (Songs, Word Play, Letters (SWPL), Calendar, Handwriting Without Tears, Ready Rosie, Math Activities, Zoo Phonics, Story Reads, Art Projects, Music, and any other activities the teachers include).
- Create a schedule each day that lists activities and shows completed activities. A daily routine will help your child be successful.
- Help your child to continue his/her social emotional growth (Ready Rosie).
- Get outside!
- Using Class Dojo, you can share a picture of your child engaged in learning activities and also share completed activities.
- Contact your child's teacher via email or Class Dojo when you or your child have questions.
- Limit screen time. Only use the iPad to access the daily lessons provided by the preschool teacher.

Organize an area in your home to provide opportunity for play at least 60 minutes per day:

- **Dramatic Play:** Provide dress-up clothes, kitchen/office items, and any other props that allow your child to pretend to be someone or something different and thus explore his/her experiences and expand his/her imagination and creativity.
- **Cognitive/Fine Motor/Sensory:** Provide puzzles, small building blocks, coloring books, or anything that promotes problem solving and strengthening the small muscles in your child's hands. Water play, digging in sand or other materials (rice, beans, etc.) exposes your child to different textures to improve fine motor skills.
- **Let's Build:** Provide boxes, wooden blocks, foam blocks, plastic containers, materials that help your child build, construct, create, and represent their experiences. You can add cars, plastic animals, sticks, rocks, or anything that they can add to their creations.
- **Let's Create:** Provide materials to practice cutting, painting, drawing, gluing, and creating their own masterpieces.
- **Library:** Provide many different books for your child to explore - read to or with your child for at least 30 minutes per day.

Remote Learning for Elementary Students

During remote learning, your child's teacher will communicate regularly with you and your child. Communication will be through email, online platforms, and Zoom meetings. We truly appreciate your support and partnership as we create an engaging learning environment for your child.

- Children should spread their learning activities out over an entire day.
- Please reach out to your teacher with any questions.

- Students need time away from technology for free play. So we encourage students to run, explore, inquire, and to be creative.
- Classroom expectations and updates will be posted frequently. It is important for students to stay connected with their teachers.

Elementary Students - Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Google Classroom, Seesaw, Class Dojo, and/or website) to check for announcements and feedback from your teachers.
- Complete assignments by doing your best work.
- It is important to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or have questions.
- Use online etiquette and manners.
- Get outside!

Parents/Guardians - Roles & Responsibilities

- Establish routines and expectations
- Define the physical space for your child to work and learn.
- Monitor communications from your child's teachers regularly.
- Check in regularly with your child and ask about their learning.
- Encourage physical activity and/or exercise for your child each day.
- Remain mindful of your child's stress or worry. Reach out to your child's teacher or school counselor for support if necessary.
- Monitor how much time your child is spending online.

Remote Learning for Secondary Students

During remote learning time, teachers will be communicating regularly with your child through Google Classroom and email. We truly appreciate your help and partnership in supporting your child to be successful.

- Teachers will have teacher access hours that have been communicated to you. Please reach out to your teacher with comments and questions.
- It is important for students to stay connected with their teachers. Reach out to your teacher with questions or just to connect.

Secondary Students - Roles & Responsibilities

- Establish daily routines for engaging in learning experiences.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms, email, and Google Classroom to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Follow classroom expectations regarding online learning.
- Remember to make time for yourself (get outside, take breaks, etc.).

Parents/Guardians - Roles & Responsibilities

- Connect with the school and teachers via phone or email.
- Engage in your child's education and reach out to the school for support when needed.
- Provide a quiet and learning conducive environment/space for your child(ren) to study, attend e-learning sessions and collaborate with classmates.
- Help your child(ren) with time management.
- Access [District](#) and school websites for additional resources to support your child(ren)'s educational experience.

District's plan to manage and monitor learning

District Actions

- Provide support and guidance for parents, teachers, and students through a collaborative process to ensure continuous improvement.
- Ensure Priority Standards are taught well at each grade level.
- Provide policies and procedures that support the work of the district and schools to ensure equity and high standards of learning.

Administrator Actions

- Principals, coaches, and other administrators support and provide teachers with constructive feedback via virtual classroom walkthroughs on a regular basis.
- Provide teachers with the opportunity to create growth goals and support them in the achievement of these goals by providing constructive feedback, resources, and Professional Development.
- Follow up on student progress relative to grade level Priority Standards and curriculum implementation.
- Conference with teachers and promote venues for teacher collaboration relative to data, curriculum, and progress monitoring.
- Create a procedure for ongoing progress monitoring of students who are in the lowest 20th percentile.
- Work with parents to help keep their children engaged in learning.

Teacher Actions







- Teachers provide learning expectations and etiquette for in-person and online learning ([sample](#)).
- Provide instruction in a calm, inviting teaching space.
- Teachers adhere to the scope and sequence, pacing and progress monitor all students to achieve grade level Priority Standards.
- Teachers provide multiple modes of instruction delivery to meet student needs.
- Teachers provide a variety of progress monitoring tools including student conferencing, formative and summative work such as:
 - Exit tickets
 - Discussion boards
 - Curriculum inventory
 - Teacher assessments in Google Classroom
 - Curricular assessments
 - Diagnostic Assessments
 - Interim Assessments
 - Assignments
- Teachers provide grades and written specific feedback on submitted work. Students should know what they need to work on next to be able to reach proficiency.
- Teachers reach out to parents and students to inform of any issues that deter student progress on the continuum.
- Teachers can use the unwrapped Priority Standards to help them create rubrics to communicate student expectations.
- Teachers engage in two-way interaction with struggling students regarding learning progress at a minimum of a weekly basis.

Weld RE-5J Communication Tools



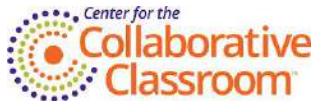


Weld RE-5J utilizes a comprehensive set of online systems to facilitate teaching and learning. Below is a chart summarizing the key features of each system.

Tool Function Summary

WeldRE-5J Communication Tools

Tool	Function	Summary
	Email	All Weld RE-5J faculty, staff, and students in grades 6-12 have access to @weldre5j.org accounts.
 Google Classroom	Learning Management System (LMS)	Used by teachers to communicate, assign lessons, and/or share resources, video links, and websites. Students will also turn in assignments through this platform.
	Learning Management System (LMS)	Used by teachers to communicate, assign lessons, and/or share resources, video links, and websites. Students will also turn in assignments through this platform and share what's being learned through photos, videos, and messages.
	Learning Management System (LMS)	Used by teachers to communicate, assign lessons, and/or share resources, video links, and websites. Students will also turn in assignments through this platform. Students "show what they know" using photos, videos, drawings, text, PDFs, and links.
	Video Conferencing	Our district video conferencing tool. Zoom may be used for online learning, class meetings/office hours, or other online gatherings with students and families.
 Google Calendar	Calendar	Google Calendar keeps you organized - schedule meetings and events, get reminders about upcoming assignments, and access your Zoom meetings.

WeldRE-5J Curriculum Tools - Elementary

Tool	Function	Summary
	Math & ELA Intervention	Differentiated online learning in reading and math.
	Reading	Builds foundational reading skills for students PreK-5th grades. The program focuses on phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.
	Reading	Reading and writing curriculum for the elementary classroom.
	Math	Math curriculum for the elementary classroom.
	Science	Science curriculum for K—5 th grades. Hands-on activities science and engineering.

Districtwide Teaching and Learning Excellence

Beyond and throughout the COVID-19 situation, the district aspires to be a world-class system of innovative teaching and learning, to ensure each student realizes his or her potential while advancing the common good through a community dynamic distinguished by: Personalized learning that is curiosity driven, student directed and teacher inspired; a challenging and provocative curriculum; individual and group creative expression; the nurturing of the human spirit; culturally aware instruction; and forming strong alliances with families and community.

The following are some of the pillars that the district will enhance and develop to support these goals:

- Schools will implement the district's standards-based curriculum to ensure equitable access for all students. Teachers will engage students with the curriculum while focusing on specific grade level priority standards essential for the transfer of learning to ensure students are ready for the next grade level.
- The district shall continue to develop and refine its data protocols, enhancing data systems, and communication. This includes developing teacher efficacy in interpreting and using data to enhance student learning.
- All students will experience daily learning opportunities that integrate the District Innovative Practices to ensure students are learning at high levels.
- Students' social emotional well being is an important part of teaching and learning. The district will invest in the development of a social emotional learning (SEL) program which includes SEL curriculum, responsive teaching practices, and restorative practices.
- All students will be challenged to achieve their aspirations in a nurturing and supportive learning environment.
- All students will be provided high quality evidence-based interventions and enrichments.
- The district believes parents and families are critical partners in educating the whole child. The district will expand and solidify communication efforts to ensure the educational program is transparent and accessible.

Finally, although Weld RE-5J will ensure 100% equity in student and family access to in-person and online learning opportunities, the district understands that its students and their families are experiencing significant disruption in their lives and that the child's health and safety are paramount. As the district continues the development of its Teaching and Learning Delivery Plan, it remains resolute in its commitment to teaching and learning and providing students a sense of normalcy, direction, and purpose. At the same time, the district does not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their in-person or online learning experience, parents are asked to reach out to their child's teacher, principal, and/or our district's Chief Academic Officer.

Plan Evolution Procedures

The district will continuously be revising and improving upon this plan as more information is available from the CDE, CDC and other relevant organizations.

References

Guskey, T. R. (2020), Assessments and Grading in the Midst of a Pandemic.
<http://tguskey.com/assessments-and-grading-in-the-midst-of-a-pandemic/>

William D. (2013), [Assessment: The Bridge Between Teaching and Learning](#)
University College London.

Gaytan, J, McEwen, B. (2007). Effective Online Instructional and Assessment Strategies.
<http://eteachermeribethfell.pbworks.com/f/Effective+Online+Instructional+and+assessment+t+strategies.pdf>

[Remote Learning Expectations](#)- Illinois State Board of Education (2020)

[E- Learning Day Best Practice](#) Indiana Department of Education (2020)

[NWEA, Six Ways to Support Students with Disabilities](#) (2020)

Appendix

A: Considerations for K-12 Schools: Readiness and Planning Tools

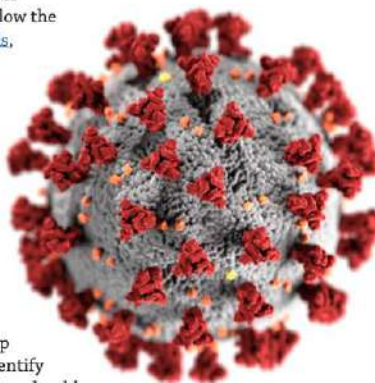
Considerations for K-12 Schools: Readiness and Planning Tool

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.



Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.



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cdc.gov/coronavirus

Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<p>Point Person(s):</p> <input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.	<p>Point Person(s):</p> <input type="checkbox"/> Obtain supplies including: <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues	<p>Point Person(s):</p> <input type="checkbox"/> Educate staff, students, and their families about when they should <u>stay home</u> if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been <u>exposed</u> to someone with symptoms or a confirmed or suspected case, and when they can return to school.
<input type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19.	<input type="checkbox"/> <u>cleaning and disinfection supplies</u> <input type="checkbox"/> <u>cloth face coverings</u> (as feasible) <input type="checkbox"/> no-touch/foot pedal trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____	<input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.
<input type="checkbox"/> Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.	<input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following: <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____	<input type="checkbox"/> Teach the importance of <u>handwashing</u> with soap and water for at least 20 seconds. <input type="checkbox"/> Teach the importance of <u>social distancing</u> and staying with small groups, if applicable.
<input type="checkbox"/> Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with <u>underlying medical conditions</u> and at <u>higher risk</u> for severe illness.	<input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following: <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____	<input type="checkbox"/> Identify who should wear <u>cloth face coverings</u> , and communicate the importance of wearing them. Cloth face coverings should not be placed on: <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
<input type="checkbox"/> Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.	<input type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.	<input type="checkbox"/> Provide information on <u>proper use, removal, and washing of cloth face coverings</u> . <input type="checkbox"/> Train staff on all safety protocols.
<input type="checkbox"/> Offer flexible sick leave policies and practices.	<input type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.	<input type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input type="checkbox"/> Other: _____
<input type="checkbox"/> Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).		
<input type="checkbox"/> Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.		
<input type="checkbox"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.		
<input type="checkbox"/> Develop a plan to conduct daily health checks (e.g., temperature screening and/or <u>symptom checking</u>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.		

Considerations for Schools: General Readiness Assessment
(continued from previous page)

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students).	<input type="checkbox"/> Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.
<input type="checkbox"/> Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.	<input type="checkbox"/> Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
<input type="checkbox"/> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.	<input type="checkbox"/> Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.
<input type="checkbox"/> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.	<input type="checkbox"/> Ensure all water systems and features are safe to use after a prolonged facility shutdown.
<input type="checkbox"/> Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria.	<input type="checkbox"/> Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.
<input type="checkbox"/> Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).	<input type="checkbox"/> Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
<input type="checkbox"/> Develop a plan for if someone gets sick or shows symptoms of COVID-19.	<input type="checkbox"/> Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Space seating at least 6 feet apart and turn desks to face in the same direction.
	<input type="checkbox"/> Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	<input type="checkbox"/> Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.
	<input type="checkbox"/> Encourage organizations that share the school facilities to follow these considerations.
	<input type="checkbox"/> Other: _____

Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging	Gatherings, Visitors, and Events	Action Planning—Notes and Next Steps
<p>Point Person(s): _____</p> <p><input type="checkbox"/> Post signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> entrances <input type="checkbox"/> dining areas <input type="checkbox"/> restrooms <input type="checkbox"/> classrooms <input type="checkbox"/> administrative offices <input type="checkbox"/> cafeteria <input type="checkbox"/> auditorium <input type="checkbox"/> janitorial staff areas <input type="checkbox"/> other _____ <p><input type="checkbox"/> Develop plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> websites <input type="checkbox"/> email <input type="checkbox"/> social media accounts <input type="checkbox"/> other _____ <p><input type="checkbox"/> Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.</p> <p><input type="checkbox"/> Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.</p> <p><input type="checkbox"/> Notify all staff and families of who to contact for questions and concerns related to COVID-19.</p> <p><input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p><input type="checkbox"/> Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.</p> <p><input type="checkbox"/> Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.</p> <p><input type="checkbox"/> Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country).</p> <p><input type="checkbox"/> Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.</p> <p><input type="checkbox"/> If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities.</p> <p><input type="checkbox"/> Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p>Use this space to note any required resources and next steps, or potential barriers and opportunities:</p> <div style="background-color: #e0e0e0; height: 150px; width: 100%;"></div>

Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<p>Point Person(s): _____</p> <p><input type="checkbox"/> Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates.</p> <p><input type="checkbox"/> Ensure a staff person is assigned to respond to COVID-19 concerns.</p> <p><input type="checkbox"/> Monitor absenteeism of students and staff.</p> <p><input type="checkbox"/> Ensure roster of trained back-up staff is updated.</p> <p><input type="checkbox"/> Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p> <p><input type="checkbox"/> Ensure options for flexible work sites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed.</p> <p><input type="checkbox"/> Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible.</p> <p><input type="checkbox"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.</p> <p><input type="checkbox"/> Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan.</p> <p><input type="checkbox"/> Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers.</p> <p><input type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians.</p>	<p>Point Person(s): _____</p> <p><input type="checkbox"/> Monitor and restock supplies including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> <u>cleaning and disinfection supplies</u> <input type="checkbox"/> <u>cloth face coverings</u> (as feasible) <input type="checkbox"/> no-touch (preferably covered) trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <p><input type="checkbox"/> Monitor adherence to the schedule for increased, routine cleaning and disinfection of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <p><input type="checkbox"/> Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.</p>	<p>Point Person(s): _____</p> <p><input type="checkbox"/> Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.</p> <p><input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.</p> <p><input type="checkbox"/> Reinforce and monitor <u>handwashing</u> with soap and water for at least 20 seconds.</p> <p><input type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable.</p> <p><input type="checkbox"/> Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.</p> <p><input type="checkbox"/> Reinforce the use of <u>cloth face coverings</u>.</p> <p>Cloth face coverings should <u>not</u> be placed on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help. <p><input type="checkbox"/> Provide information on <u>proper use, removal, and washing of cloth face coverings</u>.</p> <p><input type="checkbox"/> Train staff on all safety protocols.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct training virtually or maintain <u>social distancing</u> during training. <input type="checkbox"/> Other: _____

Considerations for Schools: Daily/Weekly Readiness Assessment
(continued from previous page)

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.	<input type="checkbox"/> Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
<input type="checkbox"/> Ensure students eat in separate areas or with their small group.	<input type="checkbox"/> Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
<input type="checkbox"/> Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.	<input type="checkbox"/> Ensure ventilation systems operate properly.
<input type="checkbox"/> Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.	<input type="checkbox"/> Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> In transport vehicles, ensure one student per row, skipping rows when possible.
	<input type="checkbox"/> For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
	<input type="checkbox"/> Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	<input type="checkbox"/> Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.
	<input type="checkbox"/> Other: _____

Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging

Point Person(s): _____

- Continue to post or update signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:
 - entrances
 - dining areas
 - restrooms
 - classrooms
 - administrative offices
 - cafeteria
 - auditorium
 - janitorial staff areas
 - other _____
- Continue to provide or update messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:
 - websites
 - email
 - social media accounts
 - other _____

Gatherings, Visitors, and Events

Point Person(s): _____

- Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.
- Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country).
- Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.
- Continue to follow considerations for students and staff participating in sporting activities.
- Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.
- Other: _____

Action Planning—Notes and Next Steps

Point Person(s): _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

Considerations for Schools: Preparing for if Someone Gets Sick

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick

- Point Person(s):** _____
- Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.
 - Develop systems to:
 - Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days.
 - Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.
 - Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.
 - Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms.
 - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.
 - Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.
 - Other: _____

When Someone Gets Sick

- Point Person(s):** _____
- Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.
 - If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.
 - If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.
 - Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).
 - Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation.
 - Other: _____

After Someone Gets Sick

- Point Person(s):** _____
- In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).
 - Notify individuals of closures and restrictions put in place due to COVID-19 exposure.
 - Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.
 - Other: _____

Notes and Next Steps: