

Dennehotso Boarding School

Reopening Plan for 2021/2022 School Year

Subject to Change

*** This plan was created with input from Dennehotso Boarding School Administration, Leadership Team, Staff, Parent, School Board, and Community. In addition, input from FISE Union and Navajo Nation Department of Dine Education (DODE) was considered and added to the Reopening Plan as appropriate.

Guidance for COVID-19 Prevention in K-12 Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Updated July 9, 2021

Key Takeaways

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

Table of Contents

Overview	3
Model.....	4
Instruction.....	4
Curriculum.....	10
Safety	16
Communication.....	22

Overview

- Most Staff on Campus Full Time with Social Distancing Procedures in Place
- PPE- Mask Requirements
- Safety Procedures
- 50 - 65% of students on campus at a time. Synchronous and Asynchronous Learning Models
- No Residential Program- Limited Phase in after 1st quarter is a possibility

Summary: Plans to Begin SY 2021/2022

Full Hybrid Academic Model

- Paper-based instruction /Use Google Classroom
- In-Person Instruction of Guaranteed Viable Curriculum
- Laptops available for students with internet access (The hot spots have not worked in our community)
- A/B Groups TBD by home location (not last name)- students in the same household will attend school together
- Anticipated A/B Days 2 days per week with Friday as an asynchronous day for most students/ possible intervention group times to be established
- Alternative to the A/B Cohort Plan is that classes with low in-person enrollment may have 4 days of in-person instruction.
- Families who choose not to send students to the school will need a plan to support home learning.

Transportation and Logistics

- Temperature Scans before children get on the bus.
- Maintain 3ft social distance/markers to indicate spacing
- Fewer desks in the classroom- students will need to carry personal materials and supplies.
- Daily meal deliveries to off-campus students
- Monday Assignment Deliveries to off-campus students
- Buses will run multiple routes (student transportation followed by packet/ meal delivery)
- Meals will be served in the cafeteria in smaller groups/ students may eat outside when the weather is nice. We prefer to keep food/ meals out of classrooms.
- Custodial schedule modified to ensure on-site support and adequate cleaning and sanitation time.
- Students may be transported home earlier (at 1:30) to provide additional time for cleaning/ sanitization and for teachers to support off-campus students.
- Specialty classes will be modified - students can not share the same space back to back- we may provide specialty instruction in the normal classroom (ie. portable art projects)

Teachers

- Prepare weekly assignments: Paper Packets
- Prepare/Use Google Classroom as virtual classroom- this will allow off campus students with internet access to participate
- Videotape Classroom Instruction will be discontinued
- Daily Teleconference Sessions with Class (2:00-3:00 for off campus students)
- Academic resources on flash drives will be discontinued

Telework

- It is anticipated that telework will be ending for most staff. With students on campus staff will need to be available

Professional Learning Communities

- In-person meetings will support the growth and development of our plans

Model

Dennehotso Boarding School is planning to implement a Full Hybrid Model during the SY 2021/2022 depending on COVID-19 reopening phases aligned to the Bureau of Indian Education and the Navajo Nation. Due to social distancing requirements and the age of our students (most are too young for the vaccine) we anticipate only 50%-65% of our students to be on campus at any given time

According to the survey results, while families continue to be concerned for the health and well-being of their children, most have expressed a willingness/ desire for students to return to school. (A second, more detailed survey was conducted and the second survey results differed from the first- there may have been some overlap in parents as the first did not collect any PII. In the second survey, approximately 30% of parents want to keep students home. If this is a representative sample, we need two plans based upon the number of students willing to be on campus.) Our plan will incorporate fluidity between classes and grades. Our efforts at distance learning were hampered by high poverty, poor utility infrastructure (inadequate internet bandwidth/ capability), the limited ability of families to adequately support instruction (one parent attempting to tutor 5 students in different grades, working parents leaving students with supervisors who cannot really provide academic support). The school and community pulled together and tried, but many students did not make adequate academic progress. Many had attendance issues when all that was required for attendance was a phone call. Special Education was hindered in its attempts to provide in-person services by both the Navajo District and changing orders from the Navajo Nation.

Instruction

A. 2021-22 Master Calendar

The first day of school for students is August 2. We are considering shorter in-person days for students to ensure time for cleaning and for students off-campus to have dedicated time to communicate with teachers

B. Hybrid Learning Guidelines

Dennehotso Boarding School will provide in-person instruction per parent/community request. Some families may choose to continue remote learning, but due to the internet restrictions in the community families would need a plan to support students at home. Due to the hybrid model, it is anticipated that 50-65% (approximately 13 per class/ grade) of students will be on campus at a time. The other half will be expected to log in to class when possible and check in by phone when they cannot. In-person instruction will consist of those standards deemed to be of greatest importance (guaranteed viable curriculum). Students will be provided assignments and projects to complete asynchronously when they are not at school. Instruction provided to both A & B groups will be comparable and cover the same topics/ standards as we do not anticipate that most students will be able to fully participate online in most grades. In the event that a class had a total enrollment of 13 -15 in-person and social distancing could be maintained, that class might be allowed to have in-person classes for all students daily (Monday - Thursday)

C. Attendance

Students must attend instruction daily, even when that instruction is being provided in a remote learning environment. Daily attendance will be taken by each teacher/class at the elementary level. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

If teachers have no contact with a student, that child will be counted as absent for the day. Ten consecutive no contact absence days will result in the child being dropped from DBS

The administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance and work completion.

During SY20/21, it was determined that many students and families did not fully engage in the distance learning process. For SY 21/22 we must see increased substantive daily interaction. This is not simply calling in and saying “my child is working on her packet” or “I’m calling in attendance for my child.” Too many packets were turned in largely incomplete or incorrect. We recognize that most students NEED the support of a highly qualified educator. Time will be set aside daily for off-campus students to talk to their teachers. Students MUST take advantage of these times. Due to the inadequacy of local bandwidth, our students suffered from distance learning. Many were not able to access resources or even their teacher. Many parents would call in for “attendance” and hang up. Children and teachers did not have the chance to work together. Parents who choose not to send their child to school for in-person support will need a plan for how they will support their child at home.

D. Student Assistance Process/Child Study Team Process

COVID has negatively affected our ability to monitor learning and collect assessment data. Dennehotso Boarding School will comply with the Bureau of Indian Education Child Study Team process. All students will be screened at the 45 Daytime period and student academic progress will be monitored on a weekly basis through the school’s Professional Learning Communities process. Any students who require Referrals for screening items or academic progress will be in the CST process for initial notifications for parent/school team meetings. Students working with the Child Study Team plan could apply for additional in-person on-campus learning time.

E. Section 504

Dennehotso Boarding School complies with the Section 504 requirements for schools to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services. Students with a 504 plan could apply for additional in-person on-campus learning time.

F. Special Education Students

Student services, annual case reviews, and evaluation timelines will be observed and provided as required by law and written in Individual Education Plans and Consent for Evaluation forms, either in person or remotely. Students will be provided their related services in virtual format until consideration for students return on campus. It is hoped that some related services will return to in-person support. It is planned to hold ALL IEP meetings within the first month of school to ensure that services are agreed upon based upon the current situation. For example, there may need to be some renegotiation of in-person services. Students in special education may be on campus daily (M-Thurs) for in-person support. IEP teams maintain their authority to make decisions based on the best interest of students with disabilities (SWD) at local levels.

G. Review Student Handbooks

School administration recommends language pertaining to punitive consequences for student attendance to be waived for affected students who have followed the measures in this plan and communicated with school administration for the 2021-2022 school year. In addition, students will not be recognized for perfect attendance. Many sections of the handbook relating to behavior expectations may not apply to the current situation. Students attending school are expected to follow school rules including COVID 19 safety guidelines. Students who fail to comply with warnings will follow disciplinary actions outlined in the handbook.

H. Gifted & Talented Education (GATE)

DBS does not have any GATE students identified.

I. English Language Learners (ELL)

All teachers at DBS have Structured English Immersion (SEI) endorsements and provision for ELL instruction is included in the current lesson plan format. It is anticipated that we will continue to have a focus on vocabulary instruction in addition to other best practices.

**Schedule - Pending Review and Approval (The master schedule has not been finalized at this time)
Dennehotso Boarding School Hybrid Learning Schedule**

Hybrid Learning is a combination of in-person, virtual, and paper-based instruction. Teachers and students will interact in person and online through an internet-based learning program (Google Classroom/Teleconference).

Option 1 (Most students choose to be on campus part time):

First quarter/semester only about half of the students will be on campus at a time. It is anticipated that students will have 2 days of in-person instruction and 3 days of distance/ virtual learning. It is expected that teachers will teach 2 math lessons and 2 ELA lessons per day (M-Th). On Friday all students will call in for attendance and work at home to finish weekly assignments and project-based learning activities. The campus will be student-free for deeper cleaning. To support distributed learning and validate the importance of attendance we will have a Monday/ Wednesday Cohort and a Tuesday/ Thursday Cohort.

Option 2 (Only about 2/3 ≈110 or fewer students choose to be on campus part time):

It might be possible to have all students come 4 days per week. It is possible that some grades would have too many in-person students for that to work, but 110 students divided equally into 9 classrooms is within our desired student: space & staff ratio. Due to the changing situation and the possibility that parents will change their minds, our plan must be fluid and able to be adjusted. 4-5 rows of 3 desks can safely fit in the classroom allowing for adequate social distancing. If more than 15 students needed to be seated while they might safely fit- we would need to determine if the social distance can really be maintained with larger groups.

Definitions:

Asynchronous learning – these are learning experiences that the student will be expected to engage in that will NOT involve live, real-time interaction with the teacher. Asynchronous learning experiences may take the form watching video clips online, a link to an article for a student to read and respond to, math or science problems set to be worked on and submitted for feedback, etc.

Synchronous learning – these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for a large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social-emotional learning experiences.

HYBRID Daily/Weekly Instructional Schedule

The model is designed to address the guidelines as outlined by CDC and will comply with the Bureau of Indian Education and Navajo Nation. Within the hybrid model, students will be grouped in a heterogeneous manner to ensure inclusiveness, equity, and access for all. Groups will be balanced across all demographics and subgroup categories as outlined by ESSA. Whenever possible, the groups will be determined based on households within the school. The hybrid model that would be used for K-8 is described below

Option 1	Monday/Wednesday Cohort	Tuesday /Thursday Cohort	Friday- Homebound
7:45 a.m. to 8:00 p.m.	Teacher Preparation/Collaboration Time		
8:00 a.m. to 9:00 a.m	English Language Arts 1 Students will have 2 separate ELA lessons per day, so a total of 4 lessons per week which is close to what they would have normally. Student packets/home-based learning will be divided into daily lessons. Students who have internet access/ data should attend virtual classes as well as in person. Attendance will be taken by the teacher each class period.		
9:05 a.m. to 10:05 a.m.	Mathematics 1 Students will have 2 separate Math lessons per day, so a total of 4 lessons per week which is close to what they would have normally. Student packets/home-based learning will be divided into daily lessons. Students who have internet access/ data should attend virtual classes as well as in person. Attendance will be taken by the teacher each class period.		
10:10 a.m. to 11:10 a.m.	ELA 2		
11:10 p.m. to 12:30 p.m.	Lunch & Navajo/ Social Studies Block In order to keep cafeteria numbers small, Lunch Times and Navajo / Social Studies will be staggered		
12:30 p.m. to 1:30 p.m.	Mathematics 2		
1:40 p.m.	Buses Depart (Teacher pm break)		
2:00 p.m.- 3:15 p.m.	Off-Campus Student Call-In Support Time		
3:15- 4:00	Teacher Prep		

Note that in this model Science and Social Studies seems strictly part of the distance learning packet. This is partially true to the extent, possible teachers should be using informational text related to science and social studies topics as a part of their ELA instruction. PARCC assessments often test ELA skills with science and social studies passages/ topics.

Option 2	Monday - Thursday- On Campus	Friday- Homebound
7:45 a.m. to 8:00 p.m.	Teacher Preparation/Collaboration Time	
8:00 a.m. to 9:00 a.m.	English Language Arts Student packets/home-based learning will be divided into daily lessons. Students who have internet access/ data should attend virtual classes. Attendance will be taken by the teacher each class period.	
9:05 a.m. to 10:05 a.m.	Mathematics Student packets/home-based learning will be divided into daily lessons. Students who have internet access/ data should attend virtual classes. Attendance will be taken by the teacher each class period.	
10:10 a.m. to 11:10 a.m.	ELA Intervention / Social Studies Ppwk/ Packet (kinder to lunch @ 11:00)	
11:10 p.m. to 12:30 p.m.	Lunch & Navajo Block In order to keep cafeteria numbers small, Lunch Times and Navajo will be staggered	
12:30 p.m. to 1:30 p.m.	Mathematics Intervention / Science Packet	
1:40 p.m.	Buses Depart (Teacher pm break)	
2:00 p.m.- 3:15 p.m.	Off-Campus Student Call-In Support Time	
3:15 pm - 4:00 pm	Teacher Prep	

Option 1

In-person Instruction (2 Days):

Students in K-8 specialized programs will be actively engaged in core subject areas while attending in-person instruction. To reduce the student population, students and staff will attend school in the physical building on two days. Direct instruction will be delivered to students in small groups within their classroom while maintaining health and safety measures outlined by CDC guidelines. The instructional day will include opportunities for students to engage in social-emotional learning, supports, and services. Social distancing and wearing of masks will be required at all times.

Distance Learning (3 days):

On the days where students are scheduled for remote learning, instruction will be an extension of the classroom. Students would be engaged in a variety of learning experiences, which may include pre-recorded video of a teacher providing direct instruction, a video of other teachers teaching a skill, a link to an article for a student to read and respond to, math or science problem set to be worked on and submitted for feedback, etc. The learning platform will be Google Classroom Grades K-8. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students. On distance learning days students will be provided work in science

and social studies in addition to their ELA and Mathematics assignments. Project-based learning opportunities will be planned on Fridays.

Option 2

It is anticipated that the intervention hours would be divided into 3 -20 minute sessions- 20 minutes of whole group science or social studies instruction, then two centers. ½ of the students (approximately 6) with the teacher the other ½ working on science/ social studies. After last year we believe that most students will require some intervention. Any student who did not need teacher support could use an online learning platform or finish “homework”.

Common Planning Regardless of Student Count

For K-3 we anticipate shorter ELA/ Math blocks so they will get recess/ teacher break. It is developmentally appropriate. 4th- 8th may not have recess but teacher break would be worked out with ed techs providing 15 min breaks for teachers at the end of either Math 1 or ELA 1 when students are doing independent practice. All students benefit from recess, and the CDC guidelines indicate that outside is generally safe. Navajo Nation and District are still sending messages of concern about outside sanitation... We might be able to have a recess for all but only allow 2-3 grades at a time. Regardless this is a shorter in-person day for students.

It is anticipated that ELA will have a focus on speaking and listening standards in addition to other GVC standards. We require staff to provide opportunities for students to talk/ write/ draw about “stuff”. Home stuff, COVID stuff. This is part of our SEL plan.

The time from 2:00 - 3:15 will be scheduled so students off-campus will actually have individual 10-minute check-ins with their teacher (or possibly a 30-minute conference call for anyone/ Q&A of the daily work followed by individual calls to students). Teachers must have DAILY contact with every child for attendance and grading purposes. Families who cannot commit to this support will need to provide an alternative plan.

The hybrid model will be implemented in phases. Approximately ½ of our students will be on campus at any given time. Students not in school for the hybrid model will receive instruction through the distance learning model. Our classroom sizes should allow us to have 100% of students on campus by the second semester. If a class has only 15 students total that grade may be allowed to have 100% on campus Monday - Thursday beginning September 2021.

Students with Disabilities may attend school four days – Monday-Thursday if it is needed and the family agrees. Additional instruction provided will align with the needs of each student as outlined in their Individualized Education Program (IEP). Students who receive related services will include in-person contact, teletherapy sessions, and outreach with families.

In both plans, it is anticipated that Friday will be a distance learning half day. Students will have project-based learning projects, teachers will still need to prepare packets and resources for distance learners. Students and teachers will have a group meeting (phone or google meet) to discuss an SEL topic, their project-based assignment or clarification from the weekly assessment.

Students and Families who decline to participate in on-campus/in-person learning will need to have internet access for the student to use daily. Families will not be allowed to just call in and say their child is working on packets. Teachers and students must have substantive daily contact in order to be considered enrolled and attending.

Social Distancing Classroom Plans:

All students' desks will face the smartboard in the same direction. Students sitting at tables (K-3) should not face each other unless we have plexiglass dividers. We are placing a 4X4 grid on floors to allow greater than 3 ft of social distance for students in grades 4-8. Plexiglass dividers are being ordered.

Front of Class/Promethean Board				Front of Class/Promethean Board			
K-3rd Grade				4th - 8th Grade			
3x6 ft table		3x6 ft table		4X4 ft		4X4 ft	
	3x6 ft table		3x6 ft table		4X4 ft		4X4 ft
3x6 ft table		3x6 ft table		4X4 ft		4X4 ft	

Curriculum

Math

K-4th grade students use Saxon Math, a teaching method that uses incremental learning of mathematics. It involves teaching a new mathematical concept every day and constantly reviewing old concepts. Its primary strength is in a steady review of all previous material, which is especially important to students who struggle with retaining the math they previously learned. There is an excellent online video curriculum for Saxon Math. ... Students first watch the lesson videos to learn the new concept; then, after a quick “brain break,” they do the practice problems to apply what they’ve learned. There are Summative assessments, including Power Up, Cumulative, Benchmark, and End-of-Year tests, allowing teachers to continuously monitor progress. Formative assessments conducted through daily instruction, lesson practice, and written practice provide immediate feedback for intervention and enrichment. The Guide to Differentiated Instruction supports teachers with planning resources focused on meeting different learners’ needs.

Teacher’s Corner - Online Program Support

In-depth teaching support and professional learning tools include model lesson videos, teacher tips, interactive support, and more.

[K-5 CCSS Alignment Guide \(Right Click on Underlined Text to Open Link\)](#)

5th - 8th grade students will use Eureka Math/Engage NY. Eureka Math was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression from grade PK—12. Student workbooks contain Sprint and Fluency Resources, Exit Tickets, Mid-Module Assessment, and End-of-Module Assessment.

[A Story of Units PK-5 \(Right Click on Underlined Text to Open Link\)](#)

[A Story of Ratios 6-8 \(Right Click on Underlined Text to Open Link\)](#)

IMPLEMENTING EUREKA MATH

Eureka now offers virtual Professional Development. Virtual PD is not just an online course. It consists of live, facilitator-led sessions that are inspired by the same learning design and goals as our in-person sessions and are similarly tailored to teachers' needs.

ELA

Students in grades K-6 utilize Storytown. Middle grades utilize the McDougal Littell Anthology. Both are combined with outside resources like readworks.org, EngageNY, and other informational text pieces (like science and social studies texts). Additionally, we have purchased the Common Core Coach series which consists of workbooks with examples and practice and an assessment piece. We are also working to download ELA resources from the Kolibri site for use by students offline.

Kindergarten CCSS Alignment [Qtr 1](#) [Qtr 2](#) [Qtr 3](#) [Qtr 4](#) (*Right Click on Underlined Text to Open Link*)

Science, Social Studies & Navajo Language & Culture

These subjects will be addressed, however, our initial plans are to have a strong start for ELA and Mathematics. At Dennehotso Boarding School these subjects are often merged and embedded with ELA instruction as the CCSS routinely assesses students with science and social studies passages. It is very important that students develop background knowledge of these subjects while learning to read informational text formats.

Lesson Planning

Teachers will develop lesson plans aligned to College and Career Readiness Standards. At this time we have not revised the lesson plan format to specifically address distance learning, but it is anticipated that those additions will be simple and completed before teachers return to work. The current lesson plan format addresses ELL students and those in Special Education. The standards and expectations for mastery have not changed, however, teachers will need to utilize alternative means to provide instruction and intervention. The school (PLC) have not fully completed their work on a guaranteed viable curriculum, but we have pacing guides and have done the work of unpacking and understanding the standards. The Navajo District's Professional Learning Communities process will be implemented on a weekly basis (usually for 2-3 hours weekly) for the Principal to engage and monitor Teacher instruction, collaboration, review of data, and planning. It has been determined that lesson plans will be forwarded to the special education teacher in order for those students to be appropriately accommodated.

Learning Management System (LMS)

DBS will utilize Google Classroom as our LMS. Google Classroom allows students to download and cache resources for work offline. Teachers have had training and exposure to google classroom.

Instructional Delivery

Hybrid Model:

- Paper-based assignments are delivered at the beginning of the week.
- Daily Teacher Conference Calls / Google Meet/ In-Person Support with their class/students.
- Individual calls with each student daily to provide support and determine additional needs
- Special Education: Students may have additional time on campus for Special Education or Related Services- especially if there are problems with home connectivity.
- In-Person Interactions will comply with appropriate safety measures in place.

Dennehotso Boarding School will plan and implement instruction on a Weekly Basis. The teachers will plan and prepare weekly Paper-based Assignment Packets that will be delivered on Mondays at the beginning of the week. On Friday every student will be expected to complete a project-based learning activity, complete any missing weekly assignments, and check-in with their teacher for support and an attendance check.

Teachers will be required to have daily phone contact with off campus students. Students may be required to call in at specified times.

Frequency Outreach, and Follow-up of Teacher Support

See the communication plan for additional details. Teachers are expected to be in DAILY communication with students and families. We have been working to ensure that all phone numbers are updated in the system.

In an alternative remote learning environment, students should have the opportunity for synchronous or asynchronous discussion, personalized feedback from teachers, and instructional coaching. Students should be encouraged to conduct critical thinking, analyzing text, working through complicated math problems, and testing hypotheses, independently and together with other students.

We will prioritize the implementation of these components with our teachers through Staff PD, in our Professional Learning Communities process, and in our virtual learning environment with our students.

Grading, Feedback, and Student Achievement

- **Grading**

Teachers are trained to utilize the grade book feature in NASIS. Assignment scores will be posted to NASIS. We are working to provide access to parents. Infinite campus is available through a mobile app. We require parent email to finalize the process.

There has been discussion of the need to have either PLC or Administrative Leadership Team create a unified grading plan which would require that all teachers/ grade level band teachers agree upon grading practices. For example, we may assign a percentage of grade based upon categories like assessment, class participation, homework/classwork. While some research suggests basing grades solely on assessments if we were to move in that direction we would need to ensure that all stakeholders fully understood the plan. Students will take weekly assessments while they are on campus to ensure that they are completed without assistance. One of the challenges faced during SY20/21 was that it was very obvious that some work turned in was NOT student work. We must ensure that our plan focuses on mastery skills (Guaranteed Viable Curriculum) while still honoring the effort of students who may be doing their very best with limited resources.

- **Feedback**

Feedback will be much improved as teachers and students will have in-person contact on a regular basis. Teachers will need to be in verbal contact with off-campus students daily in order for effective feedback. We KNOW that the internet accessibility in Dennehotso is inadequate. We paid Kajeet for 30 hot spots and while they were distributed, most were never used because they worked so poorly. We were aware that our community has inadequate bandwidth regardless of our willingness to pay, but we did not realize the devices would be essentially useless. While we have access to programs like iStation, Khan Academy, Eureka, and Readworks which do provide immediate feedback many children will not be able to fully utilize those features. It is likely that in addition to talking to students daily, teachers will need to talk to parents about questions, support, and progress.

- **Student Achievement**

We have been working on a plan to safely assess students using NWEA for BOY. Having students on campus will greatly benefit this effort. Teachers must be encouraged to use the diagnostic assessments and post-assessments that come with the Common Core Coach Series. They are paper pencil-based and would be useful as formative and mastery

assessments. The Professional Learning Communities process will ensure that the teacher-made common formative assessments will be planned and utilized. Eureka Math, Khan Academy, and iStation all have digital assessments, but we cannot guarantee that most students will have access to the internet with any degree of regularity. We do not want to use our limited in-person instruction time to have students online.

Dennehotso Boarding School implements a curriculum and pacing guide that is aligned to the CCSS. In addition, the school implements the Professional Learning Communities process for teachers using a Weekly format to conduct meetings, collaborate on student data/work, align instructional resources, create weekly Common Formative Assessments, and refine their instruction. While we worked on Essential Standards and prioritizing a Guaranteed Viable Curriculum for all students, we feel that more work and support is needed in this area so we have arranged professional development and support.

Hybrid Instruction – Grades

While some work and project-based assignments will be done at home, it is expected that students will complete assignments independently or with parental support. It is not appropriate for parents to complete work on students' behalf. If students need significant parental support, we request that parents notify teachers as work sent home is intended to be at a level of independent work. Of course, some project-based learning is a great opportunity for students and parents to work together- just ensure that your child works with you throughout the project.

Dennehotso Boarding School is implementing the NASIS Parent Portal this SY 2021/2022 to support parent access to their student's grades.

Professional Development Plan/Staff Meetings

Per CDC recommendation, Dennehotso Boarding School will follow social distancing guidelines and sanitation protocol when conducting staff meetings. When necessary, alternative meeting formats will be utilized. Most staff have been selected to be vaccinated. We obtained plexiglass dividers for staff and PLC meetings. When we have larger groups, we meet in the gym to ensure greater access to space for social distancing. The Administrative Leadership Team is utilizing Google (meet and docs) to work together and communicate.

DBS will continue to provide professional training and support to teachers and staff to support required technologies (Google Classroom, digital resources, video cameras, etc). Due to the fact that technology infrastructure is not in place in the community, DBS is aware that we will need to provide alternative access to information. We believe that the Hybrid model will answer this challenge. Teachers and students will have in-person access to each other. Professional training is planned for both iStation and Google Classroom. Due to connectivity issues, we know that not all students will be able to access the LMS or intervention program. Some have the internet only through the data plan on their phones. Some professional development will need to be provided in-person; we believe this will be a benefit to staff.

Monitoring and Evaluation

Monitoring of staff practices will be conducted by the principal through continued use of "walk-throughs" and class visits in alignment with the Professional Learning Communities. Monitoring and communication were hampered when we lost the ability to continue in-person PLC. It will be a benefit to go back to working together to support student learning and staff development.

Mental Health Support

Dennehotso Boarding School has considered social/emotional needs and parental/home academic support in CARES funding and spending plans. In some/ possibly many Navajo Families, people are discouraged from talking about "bad" things. We may find that sending home flyers and positive messages will be a good way to support families. We may also discuss with IHS Counseling Services games or other resources we could provide to families to encourage supportive discussion and healing.

- School-based mental health services will continue in person or remotely to social/emotional needs of students.
- Staff will be trained to recognize and refer students who need social/emotional support. This may be difficult as in many cases, with a new year/ new students, teachers may not have baseline information on children from before the pandemic. However, we will ensure that teachers are reminded to be mindful.

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. DBS has resources and referrals available to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction. Schools are essential to child and adolescent growth and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, mental health therapy, and opportunities for physical activity. In addition to schools supporting the educational development of students, schools play a vital role in supporting families.

In the first weeks of school we must place an emphasis on Social Emotional Learning (SEL) Classes may start with questions and talking points. We understand that SEL is not only needed in the first weeks, but a heavy emphasis from leadership will aid staff in remembering the importance of giving students a chance to process all that has happened.

- Assist students with exploring and discussing feelings related to disruptions in the last school year as well as thoughts and feelings related to the current school year. Recommended talking points include:
 - ✓ What did you miss about school?
 - ✓ What did you like about virtual learning?
 - ✓ What don't you miss about school?
 - ✓ What don't you like about virtual learning?
 - ✓ What are you worried/anxious about this upcoming school year?
 - ✓ What are you looking forward to this school year?
 - ✓ How can I support you in order to make this a good school year for you?

A top priority in supporting school transitions is the social-emotional well-being of students. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling. Additionally, they may be exhibiting signs they are struggling with adjustments after major trauma. Mental health needs after a disaster should be addressed as part of the recovery plan. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly because of being in isolation. We have reached out to a Navajo Counselor with a traditional background to provide monthly in-services for parents and staff. It is vital to include traditional and cultural beliefs when supporting families in crisis. DBS is planning to invite IHS Counseling Services to provide an in-service on trauma and grief response. We will instigate a referral process to support students and families for "wrap-around services."

Parent/Home Support

- Dennehotso Boarding School has considered social/emotional needs and parental/home academic support in CARES funding and spending plans. Some of these questions and strategies will be sent to parents in the coming weeks.
- As students head back to school, many may express feelings of anticipation and excitement related to reuniting with teachers and peers; however, it is expected that they may experience feelings of worry, nervousness, and fatigue. The following actions can assist with supporting your child as they transition back to school:
- Prior to the start of the school year, establish and practice a healthy sleep and hygiene routine in order to support your child in preparation for their return to school.
- Encourage your child to maintain peer relationships and interactions during the break while maintaining social distancing standards.
- Review safety protocols with your child in order to familiarize them with expectations. Reassure your child that these protocols are in place for their safety as well as the safety and health of others.

- Provide opportunities for your student to practice wearing a mask so that they become accustomed to the physical sensation of wearing a mask.
- Continue to monitor your child’s exposure to social media and news sources that may provoke anxiety and fear.
- Encourage your child to engage in open conversations where they have the opportunity to ask questions and gain clarification about what to expect during the next school year. This will help in reducing worry and provide them the opportunity to process their feelings in a healthy and supportive manner.
- Remember that sharing your feelings about COVID-19 can increase or decrease your child's fear. If your child expresses concern for their safety/health, remind your child that the school is doing everything within our power to keep students safe and well.
- During conversations, carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- Recognize warning signs and symptoms of more pervasive mental health concerns, such as a change in habits, a decline in mood, withdrawal, decreased social and academic functioning, erratic or changed behavior, and increased physical complaints as well as warning signs of suicidal ideation.
- Encourage your student to develop and practice coping and calming strategies that may include:
 - ✓ Meditation
 - ✓ Yoga
 - ✓ Physical exercise
 - ✓ Deep breathing
 - ✓ Gradual Relaxation
 - ✓ Journaling
- Should you have any concerns related to your child’s mental health or if you would like to request additional resources, please feel free to contact your child’s Social Worker or Counselor located at your child’s school building.
- For our virtual learners, we recommend the following additional suggestions to assist with promoting mental health and wellness:
 - Encourage ongoing contact with peers and healthy social supports utilizing virtual platforms
 - Limit and monitor the use of screens and social media outside of virtual learning to ensure safety and well-being.
 - Establish a consistent routine that incorporates breaks and unstructured “down time”
 - Encourage your child to spend time outside when weather permits.
 - Encourage physical activity whenever possible in order to maintain health and stamina.
 - Reach out and connect with school staff if you have concerns about your child’s ability to cope and/or ability to keep up with assignments or activities.
 - Work with your child to ensure that they are completing assignments and attending virtual meetings/lessons. This will assist in reducing anxiety/worry. Opportunities to connect with peers and school staff will assist children with transitioning back to the physical school environment.
 - Encourage your child to express their thoughts and feelings about not being at school and provide hope and reassurance for their return to the school environment

Parent Support

<https://www.pta.org/home/family-resources/coronavirus-information>

Staff Social/Emotional Support

The employees of the Bureau of Indian Education (BIE) are significant assets to the organization. Unfortunately, managers, and employees are sometimes faced with problems or situations that may interfere with their jobs. Many

problems become overwhelming, and employees may need assistance. Therefore, in accordance with CFR § 792, an Employee Assistance Program (EAP) agreement has been implemented for use by BIE employees.

Beginning in October 2012, there is a new contractor, EAP Consultants, Inc. (EAPC), providing EAP services to BIE employees. EAPC maintains a web site and offers a number of convenient on-line services such as:

- Securely requesting EAP services
- Access to expert information to help you address some of life's most commonly encountered issues, and
- An online orientation to the EAP program

Safety

We recognize the importance of returning students to school campuses for in-person instruction, as well as the overarching need to protect the health and safety of our students, school staff, and broader community. While we will never be able to totally eliminate the risk of spreading the COVID-19 virus, our goal is to plan for and implement measures to mitigate COVID-19 transmission in the school setting, while meeting the educational needs of all students.

Preparing School Facility

- ❖ **Signage** - Post preventative measures signs in highly visible locations (e.g., school entrances, staff areas, restrooms, and any high-traffic areas) to promote everyday protective measures and provide instruction related to proper hand washing and proper wearing of a face mask. These signs will educate students and staff and serve as reminders of ways to prevent the spread of COVID-19. Staff should model to younger students how to wash their hands.
 - Below are examples of signs (some are level specific) that need to be posted in each school (note many can be printed in different languages and different sizes @ [this website](#)):
 - [Cover your Cough Posters \(CDC\)](#)
 - [Stop the Spread of Germs Posters \(CDC\)](#)
 - [How to Protect Yourself and Others](#)
 - [What you should know about COVID-19](#)
 - [Face Coverings Do's and Don'ts](#)
 - Wash your Hands Posters
 - [Wash Your Hands!](#)
 - [Germs are All Around You - Wash Your Hands!](#)
 - [Hand Washing is Your Superpower - Boy](#)
 - [Hand Washing is Your Superpower - Girl](#)
 - [Healthy Future is in Your Hands](#)
 - [Super Hero - Boy](#)
 - [Hand Washing Princess](#)
 - [Keep Calm and Wash Your Hands](#)
 - [Germs are Everywhere](#)
 - Daily announcements and the most up to date information for staff, students and families (e.g., school intercoms, school websites, emails) should be updated and made each day related to stopping the spread of COVID-19. Below are sample public announcements and videos:
 - [Public Service Announcements](#)

[COVID-19 Videos](#)

- Food Service signage provided by the USDA, Arizona Department of Education, and Nobel Sysco will be posted. Hallways - traffic flow will be directed to minimize cross-contact between students in hallways.

❖ *Cafeteria*

- Breakfast & Lunch
 - Students will wash hands/ use sanitizer before breakfast
 - Staff on duty will ensure students get to and from cafeteria
 - Cafeteria lines will be marked for physical distancing
 - Cafeteria tables will be filled at half capacity with students being seated in every other seat.
 - Each grade will have assigned seating.
 - Masks must be worn until seated at table
 - Please remain seated while eating; there is no standing around tables
 - Tables/benches will be disinfected after each breakfast.
 - Students will wash hands / sanitize after meals upon returning to class

❖ *Playground*

- Only 2-3 classes will have recess at the same time. Tables will be disinfected daily.
- When inside recess is necessary students may remain in the classroom under the supervision of support staff.

❖ *Gym/ PE*

- We will not hold PE 1st Quarter. The gym may be used as extra seating at mealtimes.
- Frequent sanitation procedures will be in place.
- Safety procedures and social distancing will be encouraged.
- Occupancy will be limited to provide ample space for social distancing.

❖ *Office Areas*

- Plexi-glass shields may be installed in school office reception areas to minimize contact with visitors.

❖ *Clinic*

- Dennehotso Boarding School works closely with Kayenta Indian Health Services, Kayenta Unit and Dennehotso Satellite Unit. We do not have an onsite nurse.

❖ *Media Center*

- Library Books will be checked out in cohort groups
- Furniture will be arranged to encourage social distancing.
- Teachers will call the media center prior to sending students to the media center for individual needs.
- Books returned to the library will be out of circulation for 24 hours.
- The school has purchased books to be given to students to support literacy and reading at home.

❖ *Staff Workrooms*

- Staff will be encouraged to observe social distancing guidelines in common work areas.
- Sanitation supplies will be available to clean commonly touched surfaces, such as copiers, paper-cutters, mailboxes, etc.

❖ *Therapy*

- Occupancy in therapy spaces will be limited to provide ample space for social distancing.
- For services which require physical contact between providers and students, masks will be required for the provider and student.

❖ *Field Trips*

- Field trips will not be permitted until further notice.

❖ *Water Fountains*

- Water fountains will not be used- we are working to provide touchless water fountains
- Students will be encouraged to bring their own water in a clear container for consumption.
- DBS will provide bottle-filling locations and water at lunch.

Maintaining A Healthy and Safe Environment

❖ *Training*

- Staff will require training and practice new protocols prior to the first day of classes. This will include but is not limited to in-person and/or online training that includes: social distancing; cleaning protocols; and hygiene practices. Training may be repeated, as deemed necessary.
- Students and parents will receive communications regarding the new expectations related to all public health policies and protocols. Communication and hands-on training will be given to students on the first day of school along with frequent reminders as needed.
- Staff and students will understand the standard public health practices used to prevent the spread of diseases including, but not limited to, social distancing, frequent hand washing and use of hand sanitizer/wipes, use of face coverings that completely cover the nose and mouth, respirator and cough etiquette, and enhanced cleaning/disinfection of surfaces.

❖ *Social Distancing*

- Both staff and students must maintain at least 3 feet, when feasible, to reduce the transmission of COVID-19.
- If the teacher sees multiple students per day, the commonly touched areas by students should be cleaned prior to the new students arriving. Instructional groups should be small enough to allow for social distancing. Desk shields and plexiglass will be used when distancing is not possible.
- Limit gatherings, events, and extracurricular activities to those where social distancing can be maintained and proper hand hygiene can be supported.
- Communal use spaces (such as the cafeteria, library) - stagger use and disinfect thoroughly in between uses. Markings are placed where students can stand during lunch lines.
- Shared materials will be limited, but will be cleaned between uses.

❖ *Masks*

- Masks will be worn by students and staff at all times in school with scheduled mask breaks.
- When outside, masks may be removed if maintaining social distance of at least 3 feet.

- [Mask Protocol](#)

- Exceptions: anyone who has a medical reason making it unsafe to wear a face covering, or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance. A medical note must be provided for a medical mask exemption. All students will wear face coverings on the school vehicle/bus.
 - If a student is unable to wear a mask, due to medical reasons, the school will work with the parent and healthcare provider to obtain a medical note stating the reason why the student is not able to wear a mask. From there, the school parent, and healthcare provider will determine how to best accommodate the student's educational needs.
 - Face masks will not have to be worn while eating, drinking, or when students are outside (such as recess) and effectively practicing social distancing.
 - Teachers may briefly remove their mask during instruction as long as they are properly socially distanced and remain behind a physical barrier or wear a face shield. Teachers will not have to wear face masks while eating, drinking, or when outside and effectively practicing social distancing.
 - Masks must be provided to any student or staff member who does not have one.
 - Instruct staff and students on [Proper use, removal, and washing of cloth face coverings](#).
 - Frequently remind individuals to **not touch their mask and to wash hands frequently**.
- ❖ Hand washing
 - Sanitization stations will be readily available throughout school buildings and in all classrooms.
 - Hand washing breaks will be built into the school day: upon entering the classroom, before and after lunch, after recess, prior to leaving at the end of the day. [Hand Washing Protocol](#)
 - ❖ Physical distancing
 - Prevention of getting sick.
 - Encourage staff and students to cover their mouth and nose with a tissue when they cough or sneeze, place the used tissue in the opened-top trash can, and wash their hands with soap and water for 20 seconds. If soap and water are not available, use hand sanitizer/wipes and rub in your hands until the contents are dry. Children under the age of nine should have supervision when using hand sanitizers.
 - Encourage staff and students to avoid touching their faces with their hands as much as possible.

Classroom Area

- ❖ Maximize social distancing between student workstations, achieving 3 feet when feasible. Desks should face in the same direction. Assigned seating where possible.
- ❖ Brief removal of the mask is permitted if social distancing is greater than 3 feet and seated behind a physical barrier. Masks must be worn at all times for all interactions and encounters of less than 3 feet.
- ❖ Staff will be required to wear full PPE when accommodating students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or ambulation) may require close proximity and/or direct contact. At this time DBS has no student with physical disabilities requiring close personal physical contact.
 - All students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC guidelines will be identified.
 - Staff will be trained in regards to proper PPE use including donning and doffing.
- ❖ Cohorts should be implemented where possible. The purpose of cohorts is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in a school. Cohorting is

one of many mitigating efforts, which layered together can reduce risk, even if for short periods of time the students are with individuals outside their cohort (such as bus transportation).

- ❖ Students should not remain in the building after school hours unless they belong to an after-school program or have a previously made appointment with a staff member. These students must remain in their scheduled/designated room at all times until the late bus/parent arrives.
- ❖ Classrooms, bathrooms, offices: staff should consider taking out decorations, plants (real and fake), and things that are not necessary and are hard to clean. Personal items should not be in bathrooms. There should be a trash can at every door to easily dispose of paper towels and sanitary wipes. Windows should be opened, when possible, to let fresh air in.
- ❖ Hydration: Students and staff should bring filled water bottles from home in lieu of water fountains.
- ❖ Food in the classroom: As masks will not be worn by staff and students while eating, social distancing must be maintained at all times when eating snacks.
 - Food allergies will have to be considered whether eating in the classroom or lunchroom.
 - Ensure proper cleaning of desks and disposal of wastes.
 - Hands must be washed prior to/after eating.
- ❖ Bathroom and classroom hygiene and cleaning regimens will be maintained to current guidance provided by our health advisors (see separate cleaning document in this section)
- ❖ Nonessential volunteers and visitors will be limited.
 - All volunteers and visitors will be upheld to the same health and safety standards.
- ❖ In-school meetings should be limited when possible.
 - All must be able to adhere to maintaining social distancing of at least 3 feet and masks must be worn.
 - Staff meetings should be virtual when possible.
 - All Child Study Team (CST) and 504 meetings should be held virtually when possible.
 - Adults are encouraged to be vaccinated so that safer in person meetings may be held
- ❖ For incoming students and mandated physicals, Health Assessments and immunizations must be up-to-date and submitted prior to admittance/first day of school.
- ❖ Staff and students (parents) must inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
 - Staff and students must stay at home if they are sick, especially if they have COVID-19 symptoms such as fever and cough. Parents of students and staff will report symptoms (such as fever, chills, cough, shortness of breath, or sore throat) via an online survey form:
 - [Staff Form](#)
 - [Student Form](#)
 - The school parent liaison or school secretary will be the point person to appropriately receive, maintain and safeguard this information as a confidential medical record.
 - If the staff or parents are unable to access or fill out the online survey form, they may contact the school parent liaison or school secretary in their building to do so.

- ❖ Protocol for information reporting is here:
 - [Staff Guideline](#)
 - [Student Guideline](#)
 - Staff and families will be educated about when to stay at home.
 - Staff and families will be instructed on how to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms.
 - Parents will be provided with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.
 - Parents must provide updated daytime contact information along with TWO emergency contacts.
 - School-wide sick guidelines will be communicated to staff and families and will include signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to go home.
 - Current public guidelines will be followed for returning to school/work. Refer to the staff/student guidelines (see above) for the most current information.

- ❖ Cleaning Protocols: [Link to DBS Cleaning Protocol](#)

- ❖ Daily Screening
 - All Staff are Expected to be Mindful of their Personal Health and of those they may come in contact with. They are expected to call in, stay home and seek medical attention if they experience any of the following symptoms.
 - When students are on campus (in the future), each day, parents or guardians of students in grades K-8 will be expected to screen their student(s) prior to sending them to school. The questions will consist of the following:
 - Have you had a new onset of loss of taste or smell over the past day?
 - Have you been exposed over the past day to any person who has tested positive for COVID-19?
 - Have you developed a new cough or sore throat over the past day?
 - Have you had a fever greater than 100.4 degrees over the past 24 hours
 - Students who answer “Yes” to any of the above questions will need to remain at home until they can provide a written form by a primary care provider, indicating they have been cleared to return to school after evaluation. Students who opt not to be seen by a primary care provider may return to school once they have been fever free without the use of medication for 72 hours, symptoms have improved, and 10 calendar days have passed since the symptoms first appeared.

- ❖ Isolation Room
 - Any student who is ill will be immediately transported home. DBS does not have a school nurse. Parents KNOW that sick children may pose a threat to other students and to their elderly family members. Children with fevers will not be admitted to the classroom.

- ❖ Community Usage of Buildings & Visitors
 - Any person with COVID-19 symptoms, should not enter our school buildings. Upon entering, visitors will be asked screening questions when checking in with the Safe Visitor check-in process. If the visitor answers “Yes” to a screening question they will not be admitted inside the building and will be directed to see a healthcare provider. Future re-entry will require written clearance from a healthcare provider.
 - **Outside Organizations/Community Use of School Facilities** - To help mitigate risks associated with the spread of COVID-19, community use of school facilities will not be allowed until further notice.

- **Parent Volunteers and Classroom Helpers** - To help mitigate risks associated with the spread of COVID-19, parent volunteers, classroom helpers, and lunch guests will not be allowed until further notice.
- **Delivery Protocol** - Delivery drivers should only enter the building if they can answer “NO” to all screening questions.

❖ **Create an Emergency Plan for Transitioning Future Outbreak**

- Due to the severity of COVID-19 on Navajo, in the event that we had returned to “normal” school and found that it was no longer safe to do so, we would immediately transition back to the distant/virtual learning plan.
- Dennehotso Boarding School has the Continuity of Operations (COOP) Plan and updated Emergency Preparedness Procedures. These plans reference the immediate steps in the event of emergencies, including mass illnesses. The school has a process of raising/downgrading stages for implementation of essential school operations and ensuring the safety of all. We are currently operating at the most restrictive phase of our COOP Plan due to the COVID-19 pandemic and local conditions.

Communication

Target audiences

Internal audiences:

- Teachers
- Administrators
- Staff
- School Board

External audiences:

- Students
- Parents/guardians (families)
- Prospective students, families
- Dennehotso Boarding School Parent Association (DBSPA)
- Prospective employees
- Prospective residents
- Neighborhood groups
- Community partners
- Business leaders
- Civic groups
- Law Enforcement
- Elected officials and Chapter House staff
- Faith-based groups
- Media

- Volunteers
- Colleges, Universities
- Private schools, and other school districts

Communication channels

Electronic:

- Websites BIE.edu (District) dbshawks.com (school)
- ONE CALL NOW! (text, email, voice):
 - messages from Principal, Delbert Ortiz
 - messages from schools
 - emergency notifications
 - winter and inclement weather closure notifications
- Email
- NASIS
- Google Classroom (students, parent/guardians)
- Shared Documents Via Google Docs and One Drive

Print:

- Dennehotso Boarding School quarterly newsletter
- Banner and Signs at Front Gate
- Flyers & Letters Delivered by Bus Drivers with Meals

Media:

- Navajo Times online, print newspaper,
- KTNN, Radio Station

Communication goals, objectives, and strategies

Audience: *Community*

Goal: *Publish and distribute effective, meaningful and consistent communications with the Dennehotso community.*

Objectives	Strategies
-------------------	-------------------

<ul style="list-style-type: none">• Create and maintain connections with community members.• Facilitate two-way communication.• Facilitate community and Dennehotso Boarding School engagement opportunities.	<ul style="list-style-type: none">• Utilize the school website to promote the district and its schools.• Annual feedback survey.• Invite the public to special events.• Review use of social media to promote the district and its schools. Reach out to the community to join district/school focus groups and committees, where appropriate
---	--

Audience: *Staff*

Goal: *Clarify with staff the district's official flow and look of information sharing.*

Objectives	Strategies
<ul style="list-style-type: none">• Establish expectations and guidelines for staff.• Create district-wide cohesion with staff by reminding them they are ambassadors for the district, and to prevent inconsistent messages to families, community.	<ul style="list-style-type: none">• Review, revise and share organizational charts with all staff that indicate decision-making processes.• Review, revise and share which communication tools the district will use to communicate with staff and families.• Provide guidelines and standards for how to use district approved communication channels. Review, revise and share the Emergency Operations Plan.

Audience: *Families*

Goal: *Establish meaningful, consistent and open communications with Dennehotso Boarding School families (parents/guardians, students).*

Objectives	Strategies
<ul style="list-style-type: none">• Develop meaningful communications with parents/guardians and students to ensure they feel heard.• Consistent messages to families, community.• Distribute branded content.	<ul style="list-style-type: none">☐ Inclusion in committees and focus groups during strategic planning process.☐ Strategic and consistent use of One Call Now!, parent notification system and the school website.☐ Create a continuous improvement cycle to establish expectations for when families will receive updates during the decision-making and implementation process.

Audience: All

Goal: Distribute content on a consistent basis through established channels with the Dennehotso community and public.

Objectives	Strategies
<ul style="list-style-type: none">• Establish trust of information through consistent channels.• Strategic use of channels to avoid overuse/misuse.• Brand recognition and consistency.	<ul style="list-style-type: none">☐ Create district and school overview flyers.☐ Review use of social media and school website☐ Develop a uniform look of news sharing at each grade via website, social, and other established and approved communication tools (One Call Now, Google Classroom/Sites, Etc.).

Support Services

Human Capital

Dennehotso Boarding School is seeking a Primary Grades Teacher as our Kindergarten Teacher retired. The school has thirty-seven (37) total staff members. These includes the following: instructional staff: 8 elementary teachers, 1 Special Education teacher, and 7 education technicians; residential program: 4 residential assistants; food program: 3 staff; administration: 5 staff; facilities: 6 staff; transportation program: 3 bus drivers

Dennehotso Boarding School will increase number of staff on campus to support increased student attendance. Teleworking will be minimized to support the hybrid educational model.

Fiscal Management

Dennehotso Boarding School has received CARES Act \$645,620, ESSER \$928,500, and ARPA \$2,249,050 to support and implement school programs in responses to the COVID-19 pandemic. The CARES Act includes a long list of allowable activities, including any activities authorized under a range of existing federal education laws, as well as a long list of activities broadly related to coronavirus, such as support for principals and other school leaders to meet the needs of their schools; support for education technology essential to distance learning; and support for measures to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth.

Dennehotso Boarding School will provide necessary expenditure of CARES funds in coordination with the budget spending plan that includes plans on maintaining school operations, hazard payments for essential

employees, sanitation, deep cleaning, maintaining school operations in the Hybrid Learning Model for distance learning, IT purchases and services to support student instruction, and preparing the school for the Reopening of SY 2021/2022. The school has approved the CARES budget and has completed the necessary spending plans. All expenditures will be in compliance of the CARES Act Assurances that was reviewed and approved by Dennehotso Boarding School administration and school board.

Currently the school is awaiting new network infrastructure (servers, switches, wireless components). We have ordered new printers and student laptops. We are working to replace the phone system and staff laptops as well.

Dennehotso Boarding School's efforts for Reopening SY 2021/2022 are student-centered. The school is implementing expenditures to support the preparation of the school campus, prepare for modified school instruction, and in implementation of the school's plans for delivering Paper-based Assignment Packets, teacher instructional aids, and daily meals.

The preparation of the school campus is underway, including: plexiglass shields for offices, plans for social distancing in all areas: classrooms, hallways, playground, school bus, and cafeteria. The school will be implementing face masks, standalone mobile sanitizing stations, time and equipment for sanitizing high traffic surfaces, alternative instruction and seating arrangements to limit interactions.

In the hybrid setting, the school will be structured to reduce student contact areas. The school building will be marked at appropriate social distancing throughout the campus. This will include dining areas, hallways, classrooms, support services, playground, and transportation. The school will implement best practices in mobile sanitation stations in identified locations. .

Transportation

Dennehotso Boarding School will provide daily bus routes to deliver meals, and weekly for Paper-based Assignment Packets to all students on their respective bus routes. The school has networked with Indian Health Services - Kayenta Unit to conduct COVID-19 Safety training for all staff at the beginning of the school year.

- Bus drivers will self-screen each morning answering the screening questions.
- Any driver answering "YES" to any question in the screening will be required to see a healthcare provider before returning to work.
- Buses will be cleaned and sanitized after each route using approved cleaning techniques.
- Bus drivers will wear a face covering while transporting students.
- All students will wear face coverings while on the bus.
- All students will be assigned seats and spaced as far apart as possible. Students living in the same home may be seated together.

Hybrid Transportation Schedules

The hybrid model will be implemented in phases beginning with students in K-8. Students not in school for the hybrid model will receive instruction through the distance learning model. This will include either 2 or 4 days

of in person instruction and 1-3 days of distance/ virtual learning depending on number of students enrolled in person.

Transportation services will be structured to include a safe environment for the transporting of students to and from school. The transportation schedules will be structured to align with the school's academic program. This will include possible block scheduling, am/pm schedules, and student support service needs of students.

Dennehotso Boarding School will conduct transportation activities that are consistent with State-issued public transit guidance and Bureau of Indian Education/Navajo Nation school reopening guidelines. Students and school staff must always wear acceptable face coverings on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated together. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day will be cleaned/disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the school.

Food Services

Dennehotso Boarding School will provide daily bus routes to deliver Paper-based Assignment Packets and to deliver daily breakfast and lunch to all students on their respective bus routes. The school has networked with Indian Health Services - Kayenta Unit to conduct COVID-19 Safety training for all staff at the beginning of the school year.

- Food service staff will self-screen daily before coming to work.
 - Food service staff will be screened daily with the screening questions before entering the food preparation area.
 - Any staff member answering yes to any of the questions will be referred to a healthcare provider for instructions on return to work.
 - Upon successful entry, food service staff will wash hands and be equipped with PPE. Safety binders with instructions on proper techniques will be available.
 - Food service staff will be retrained on cleaning, disinfecting, and sanitizing all areas.
 - Food service staff will be encouraged to practice social distancing when possible.
 - Food service staff will wash hands and change gloves every twenty minutes while working, or sooner as work necessitates.
-
- Students will not serve themselves, reducing unnecessary touching.
 - Students will be seated with their homeroom class and sit in assigned seats.
 - Other locations (gym) in the building will be utilized to foster social distancing.
 - Sharing of food between students will not be allowed.

Social Distancing

Staff

- Three feet of social distance will be maintained unless it is necessary to be closer to another individual to complete the task being performed. Face coverings will be worn whenever six feet of social distance cannot be maintained.
- When employees use the breakroom, they will wear face coverings unless eating. If eating, employees will be distanced three feet apart in all directions.
- No shared meals or solicitations from outside services will be allowed.
- Barriers will be used as necessary. Specific needs will change as on-site staff numbers change and will be evaluated by Environmental Health & Safety Department.

Students

- The number of passengers on the bus will be limited.
- Students will wear face covers at all times while on the bus.
- Students will sit one student per seat unless from the same household.
- Wheelchair school buses will configure placement to ensure social distancing of six feet. (Currently DBS does not have a wheel chair accessible bus or any children who need/ use a wheelchair.)
- On the way to school, students will be loaded from back to front and unloaded front to back.
- On the way home from school, students will be loaded so that students that get off first are in the front of bus.
- Students will maintain social distance when entering and exiting the bus.
- Drivers will encourage social distancing of students at bus stop loading areas.

Technology (Devices and Access)

Dennehotso Boarding School has identified the Bureau of Indian Education-approved Kajeet as the designated potential WIFI Hotspot device for Internet Connectivity. It was used SY 2020/2021 and was ineffective due to local bandwidth. Kajeet uses existing Cell One Towers and roams on the AT&T, T-Mobile, or Verizon networks. Network. At this time service with choice wireless has improved and may be a viable alternative pending assurance that we are not REQUIRED to use the Kajeet.

However, prior technology assessments conducted by the school leadership team identified significant Internet Connectivity Challenges (*1 See Below).

*1 Dennehotso Boarding School is located in a “dead zone” with very limited Internet connectivity. Dennehotso Boarding School leadership team has visited last year (08/10/20) and personally inquired about Home Internet/Wireless Internet in our area with the Navajo Tribal Utility Authority-Choice Wireless. We were informed that there is **NO Available WIFI Connectivity in the Dennehotso community**. There is only 1 communications tower, and it is currently overloaded. This affects the quality of the Internet service when the

whole community is online at the same time. There are NO new Internet accounts and connections available for our area.

Update July 2021

The bandwidth has improved somewhat. Cell data signals are still really bad. Choice Wireless does have some ability to serve new plans. Some families who pay for in home internet through Choice Wireless report that it is often slow and doesn't work well.

This is why our Reopening Plan is primarily based upon Paper-Based Weekly Assignments, in person instruction and some virtual learning using and using Laptops student resources. Our reality is that Internet Connectivity and Online Instruction is not a high quality option for our school. The Internet is very limited in our area.

***Dennehotso Boarding School is primarily focused on attempting to provide WIFI Internet Hot Spot Connectivity for our Special Education program students, who need Internet for their services. Last year, most parents of SWD were willing to have their children attend support service time on campus. It is hoped that these children will continue to come to school for in person supports and services

Of the 120 laptops we had last year we have only about 80 returned and in working order. We have ordered 200 new student laptops but they are not yet available.

The school internet has badly declined. We are working to replace old network equipment and increase the WIFI to cover the parking lot. We have done a service ticket to research our internet problems; even connected through the ethernet our speed and capability are substandard. Families would be welcome to bring school purchased devices to the school parking lot to access the WiFi as those computers would naturally be connected to the school WiFi. It cannot be stated too often- we are WILLING to pay for and provide Internet access to families, however, local bandwidth is the problem.

The school instructional staff have been trained on distance learning that is not reliant on Internet access. The school has purchased video cameras, flash drives, DVD burners, Memory cards to support teacher instruction. The teachers will record their instruction and will provide the videos for students use. The teacher will provide weekly paper-based assignments that align to CCSS, Professional Learning Communities, and digital instructional resources for all students. The teachers and instructional support staff will communicate and interact with their classes on a daily basis using conference calls, GoogleMeet, and using the Google Classroom platform.

Future Considerations- LAST YEAR this was our plan and we maintain it to be appropriate.

Due to the severity of the COVID-19 outbreak on the Navajo Nation the school will closely follow CDC guidelines to protect the health and safety of our community.

As reopening occurs, some families may choose to continue to receive remote learning. They would be required to provide their own internet access and make certain alternative arrangements at that time. We cannot provide adequate virtual support because the internet is not readily available.

Reporting Guidelines

All positive COVID-19 test results will be reported to the Principal. He will report to Indian Health Services and BIE Navajo District. Guardians/Family of all students and staff members who are deemed to be high risk

for COVID-19 exposure will be directly contacted by local health department or building administration as per contact tracing protocols. Names of students or staff members deemed at high risk of documented COVID-19 exposure will be reported to county health department/state health department by the school nurse, appropriate health care system representative, and/or school administration.

Re-entry of Negative & Positive Cases Health Protocol for Schools

It is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program. Please note that Dennehotso Boarding School may be required to close based on county and state health mandates.

Symptoms Impacting Consideration for Exclusion from School

Students and employees should be trained to recognize the following COVID-19-related symptoms:

- A fever of 100.4 ° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Diarrhea
- Nausea

Students and employees should be excluded from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 based on CDC Guidance **that is not otherwise explained**.

This means that parents of children with seasonal allergies must be doubly vigilant. Be mindful of allergy symptoms. Children get “sick” in ways other than COVID, but we are asking all families to keep sick children home. Quarantined and otherwise ill students who participate in virtual instruction provided by Dennehotso Boarding School staff will be counted as present.

Return to School After Exclusion

Once a student or employee is excluded from the school environment for symptoms **not otherwise explained**, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are:

Untested

Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms not otherwise explained may return if the following conditions are met:

An untested person will need to provide a written form by a primary care provider indicating that the patient is clear to return to school after evaluation or will need to meet the following requirements.

- Untested person has not had a fever for at least 72 hours (that is, three full days of no fever without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, cough or shortness of breath have improved); and
- At least 10 calendar days have passed since your symptoms first appeared.

Tested Positive- Symptomatic

Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

1. The individual has gone without a fever for 72 hours (without the use medicine that reduces fevers); and
2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
3. At least 10 calendar days have passed since symptoms first appeared.
4. Documentation from a primary care provider indicates that it is safe to return to school.

Tested Positive- Asymptomatic

Persons who have not had symptoms but test positive for COVID-19 may return to school when the following conditions are met:

1. Asymptomatic person may return 10 days from the date of the positive test.
2. Documentation from a primary care provider indicates that it is safe for patients to return to school.

Upon receiving a positive COVID-19 result, it is the responsibility of the parent or staff member to immediately notify the school nurse and provide a copy of the positive test.

E. Contact Tracing

Parents and staff members will be contacted by a school representative if they are believed to have been exposed to COVID-19 by another student or staff member. Upon notification, the student or staff member along with any family members in the same household that attend or work at school would be expected to follow the guidelines below.

If a student or staff member is considered to be at high risk of COVID-19 due to exposure based on the primary care provider or contact tracing recommendation, the student or staff member must quarantine for 14 days.

F. Clinic Guidelines

- Teachers who have students who present with COVID-19 symptoms will call the office to report the student's symptoms. Students who present with COVID-19 symptoms will be met at the classroom by an adult. Parents will be contacted to pick up their child immediately.