

Re-Entry Phase Three for Red Rock Day School for SY 2021-2022:

Recommendations/Plan to Re-Open School Year 2021-2022

PHASE THREE (Brick and Mortar)

September 3, 2021

Updated March 8, 2022

Introduction

The school's overriding goal is to address the significant learning gaps among our students by creating a program that will serve our ELL learners, SPED students' IEP goals, and General Education students in the best possible scenario in our Kindergarten to 8th grade school.

Red Rock Day School must have strong continuous learning plans that provide standards-aligned instruction, using high quality and current curriculum, during modified operations, including provisions for a strategic communications plan to connect with every student and family on a daily basis.

To that end, we will provide families with weekly feedback on students' work in the form of student academic progress in key content areas (Math, Science, ELA, & School Studies) from the NASIS Data Base System with weekly process reports, and communicate with families about their role in supporting their child's continuous learning development; ongoing delivery methods of instruction, related services, and professional development on various topics related to the our selected learning model. We will provide adaptive staffing models that enable feedback on students' work and frequent communication with students and families. This feedback will be discussed during weekly grade level PLC meetings and monthly leadership team meetings.

Phase III, with our current enrollment, allows the full return of students to the classroom but will allow home-school environments in collaboration with school staff for both support of in-school learning and for distance learning (isolated self-quarantine or return to previous phases) when necessary. At home resources will include hard copy of support material for instruction so students and parents will be able to follow along during the lesson or discussion with the classroom teacher. This may include directions, step-by-step examples/samples, pictures, COR standards, student resources, Kid Friendly Objectives, worksheets to be used during instruction, supplies for assignments, etc.

In our school wide plan we will prioritize academic needs, scheduling and support of English Language Learners, Navajo students, students with disabilities, students who are economically disadvantaged, and will provide for social emotional needs as much as possible to support learning.

In the school setting, we will: Ensure that student and staff groupings are as self-contained as possible during each session. We will discourage sharing of items that are difficult to clean or disinfect, keep children's belongings separated from others, ensure adequate supplies to minimize/eliminate sharing or limit use of supplies and equipment to one group of children at a time, and clean and disinfect between uses. We will turn desks to face in the same direction, Have students sit on only one side of tables, and provide physical guides - tape on floors and signs on walls - to ensure that staff and children remain at least three to six feet apart. Teachers

and students will remain in cohorts as much as possible while social distancing, wearing facemasks, and with limited movement in the classroom and school building at all times while on school campus and on the school bus. We will minimize the number of transitions, when possible. We will rotate staff instead of students when self-contained classrooms are not feasible, and utilize outdoor spaces to the greatest extent practical.

SCHOOL MODE for RRDS:

(Contingent upon adequate water supply per school day on campus.)

After contacting parents via phone calls to the home about selecting a method of instructional model for RRDS, most parents wanted some form of face-to-face instruction. All students (98) that attend RRDS can follow the Phase III model for at-school in-person instruction while we ensure that student and staff groupings are as self-contained as possible during each full day session. Exceptions are possible for requested "homebound placements" in the manner of pre-COVID homebound procedures (504) but with stronger servicing measures due to our experiences and technology upgrades with Phase I COVID plans. Our Phase III model supports all RRDS students, English Language Learners (ELL), Students with Disabilities (SWD), Students with 504 plans, and students considered vulnerable due to non-connectivity to the Internet.

The Phase III (Face-to-Face) plan meets the needs of the student population with a face-to-face model. All students K to 8th grade will be on campus during the full instructional day, Monday to Thursday (8:00 to 3:00) and Friday (8:00 to 11:30) with NO early check out on Friday due to core instruction, and Staff Development on Friday after or starting at 12:00 PM (this schedule is to accommodate HRS Planning and Program). All students will receive face-to-face instruction in all content areas plus their "specials" schedule (SPARKS, Guidance Counseling, Navajo Language, Digital Citizenship – Technology & Library) which supplement and provide a break from the daily academics.

Students will be provided with a staggered schedule to address passing time (meaning minutes, not hours, of difference in their daily schedules). This may include different arrival and departure times to and from school, different passing times for cohort groups in the hall, and similar measures. Staff (Teachers and Support Staff) will need to closely monitor hallway and passing areas to make sure students are following CDC guidelines (face mask, 3 feet to 6 feet distance, not touching walls or surfaces, etc.).

For purposes of flexibility, staggered scheduling might not be immediately represented in the overall school plan – see attachment for master schedule *1.3.MASTER.SCH.21.22*

Students with a 504 plan (the school has an established process) will be issued a student laptop, headphones, student desk if needed, hotspot to support virtual learning and student resources. Students with 504 plans will meet with their grade level teacher or SPED teacher through

WebEx; and students can attend class virtually throughout the school day. ALL students will in fact have laptops and access to hotspots and learning resources, greatly improving our at-home communication and parent/student involvement in their education.

Phase I requirements gave us an unprecedented opportunity to improve our electronic communication and instruction. RRDS is looking into the possibility of getting modems or internet connection through satellite for those families that do not have accessibility to tower service. The school is looking for other methods of internet access that are Children's Internet Protection Act (CIPA) Compliant: Possible ideas are Satellite for homes with Satellite TV access or Modems for those homes with landlines, all needing to be CIPA Compliant. Virtual learning, when needed or utilized, will be a continuation of classroom instruction from on campus learning. All students will have a laptop, Kajeet hot spot, and headphone. RRDS is also continuing to work with our current carrier to address our needs.

INSTRUCTION

CURRICULUM:

All grade level teachers (K-8) will provide grade level curriculum, content, and provide instructional materials that are appropriate for their target audience with accommodation and modification as needed to match the students learning style. The Special Education teacher will utilize the students IEP to provide instructional practice. Core instruction will occur daily and will include the following: Math, ELA, Writing, Science, & Social Studies. After benchmark assessment, support core or Tier II identifies those students who need additional support.

For any home-bound students (504 or temporary quarantine), in addition to laptops and WebEx access, a resource packet will be provided so students may follow along with the class. This may include class notes, examples, or anchor charts. These students will meet with their grade level teacher during class time and can also meet after school via WebEx (as can all students).

Weekly Lesson Plan: These are completed by each grade level teacher, and filed with the front office: Attached are samples of lesson plans for Math: *4.1.Math Lesson plan format 72220 AUGUST 9 - 13, 2021*, Reading: *4.2.ELA Lesson Plan*, and Navajo Language & Culture: *4.3.NLL.ELL LessonPlan08.11.21*

Weekly Daily Schedule per Grade Level: Students K to 8th grade will be on campus during the full instructional day, Monday to Thursday (8:00 to 3:15) and Friday (8:00 to 11:30), with Staff Development/PLC/ planning time provided for teachers on Friday after 12:00 PM. Any Home Bound students are to follow the daily schedule as closely as possible, utilizing the resource packet provided by the grade level teacher. Attached is the daily schedule, which includes additional teacher planning time at the end of each day for thirty minutes and on two Fridays per month after 45 minutes of Grade Level PLC Meeting time: *1.3.MASTER.SCH.21.22*.

SPED Students are scheduled according to their IEP, for Inclusion Service, Resource Room Service, or support services. There are two individuals to service 16 students: A SPED Teacher and a SPED Educational Technician. See attached schedule: *4.4.SPED Schedule*.

The master schedule is inclusive of all learning environments and includes SPED/SD students. EL student needs are addressed in individual lesson plans. Funds are available to address the needs of vulnerable groups of students (Title I-A Homeless Set-Aside). See: *1.3.MASTER.SCH.21.22; 4.4.SPED Schedule, and sample lesson plans*. Gifted education support is and has been in ongoing development at RRDS.

Grade level teachers provide weekly lesson plans in the following areas: ELA/Reading, Language/Writing, Math, Science/Social Studies, and Navajo Language & Culture. Hard copies of these lesson plans are kept and housed in the principal's office. For formal monitoring the principal will pick, at random, six lessons to review, completing a rubric for the grade level teacher to review and comment on with self-reflection. A week later a meeting is scheduled to review the rubric and provide feedback to the teacher. See sample rubric:

5.1.MANDATORYC.F1. Rubric aligns to Teacher E-PAP. *5.2.5 min Principal Classroom Walkthrough 2021-2022*

Assessment Tools: Assessment tools are listed below. Primary Benchmark Assessments are NWEA for BOY (Fall-Sept. 21), MOY (Winter-Dec. 21), & EOY (Spring-April 22). Edgeunity, AIMS Web, and STAR Reading tests supplement the Benchmark Assessments as well as provide progress monitoring tools. Assessments will be given on-campus for all students. Where required, students will be scheduled on a rotation (by grade level) to allow for social distancing and all at-school safety protocols will be followed. Students will attend test as scheduled by test coordinator (this will also include State Testing):

Product Name:	Test Coordinator:	Intended Usage:	Content Area:	K – 8 Grade Level:
NWEA	IT manager & School Guidance Counselor	Benchmark Assessment (BOY, MOY, & EOY)	ELA, Math, Language, & Science	Kdg - 8 th
Edgeunity	Classroom Teacher	Benchmark Assmnt. & Progress Monitoring	ELA & Math	Kdg. – 8 th
AIMS Web	Classroom Teacher	Benchmark Assmnt. & Progress Monitoring	ELA & Math	Kdg. – 8 th
STAR Reading	Classroom Teacher	Benchmark Assmnt. & Progress Monitoring	ELA	Kdg. – 8 th
AIMS Sci.	Principal, IT manager, & Guidance Counselor	Once a year	Science	4 th & 6 th
PARCC		Once a year	ELA & Math	3 rd to 8 th
WIDA		Once a year	Language	WIDA students

Based on guidelines from the district, student & parents will be given an option on opting out of assessment.

Learning Management System (LMS): School will utilize Schoology for the first time this year, SY 21-22. There are two scheduled PDs (one in Sept. the other Nov.), to instruct teachers and support staff on how to use Schoology along with the NASIS database system.

Instructional Delivery – Elementary: Instructional delivery may need to go beyond the normal school day. Teachers are asked to collaborate with students, parents, families, and service providers, to reach the learning needs and goals of their individual students. Partnership is driven and supported by data that the grade level teacher collects during the school year and reviews quarterly with parents and students. There are frameworks, SMART Goals (6.1.1st SAMPLE.SMART Goals 21 22, 6.2.3th READING LANGUAGE MATH SCIENCE SMART GOALS & 6.3..6th.SG21.22), Priority Standards, Pacing Guides, College & Career Ready Standards, PLC, TE curriculum guides, and instructional practice and strategies to support the teacher in guiding the learning plan. Grade level teachers have developed student portfolios and academic data binders to guide instructional planning. All decision making is data-driven, a collection of assessment data is kept and reviewed weekly with PLC members, quarterly by administration, collected and reviewed at the benchmark BOY, MOY, EOY, and discussed with parents at Parent/Teacher conference, three times a year.

Academics, Core Support & ESY Recommendations:

- Maintain academic rigor and grades for all enrolled students during the school day.
- Core Subjects taught: Reading, language, writing, math and Science/Social Studies/Navajo Language. From 8:00 to 3:15 PM Monday to Thursday and 8:00 to 11:30 Friday
- Core Support/Grade Recovery (quarters 1, 2 & 3) taught after school or on the weekend. ESY Services for scheduled for summer or over the holiday (if needed) for Reading, language, writing, math and following SWD IEP goals. SPED Students will follow the same schedule as general education students.
- Attendance for all students Kindergarten to 8th grade will be taken twice daily, morning and after lunch.
- Measure the impact of learning loss and implement strategies to respond. This strategy will be based on NWEA EOY Assessment and will extent into the next school year. Edgeunity – “*Bridge the Gap & Boost Student Achievement*” after school or on the weekend.

The learning model includes a digital learning platform (Schoology). This platform will allow for innovation and offer solutions for problems that presented themselves during the pandemic. Whether engaging student virtually or in a classroom, technology allows for many different

interactive feature or components to support concept development and understanding for students and parents. Here is a list of the products the school uses or is considering:

Product Name:	Intended Usage:
NASIS Data Base System (Kdg. – 8 th)	Tracking attendance, Grade Book Parent communication, Student Progress Report, ready information for feedback using "Parent Portal"
School In Site: School Web Page Host (Kdg. – 8 th)	Communication with students and parents Post: Lessons, Handouts, Newsletters, videos, tutorials, webinars (to support lessons or parent involvement/tutorials)
Edgenuity (Kdg. – 8 th) ELA, Math, & Science	K-12 online curriculum and blended learning platform to support lessons, support Tier II students, learning gap recovery, reteach content and skill focus, supports NWEA based on RIT – for independent learning. This platform also has a progress-monitoring tool in key content area for teachers, student and parents.
Schoology & Edgeunity (LMS) (Kdg. – 8 th)	LMS platform to support student learning, another parent tracking learning of his or her student and support teacher weekly instruction. Edgeunity can serve as another progress-monitoring tool.
Tumble Books Library (Kdg. – 8 th) ELA	On-line library with children's Literature, fiction and non-fiction books.
Open Court Teacher Resource (Kdg. – 5 th) ELA	Teachers will use host site to support reading program or lesson, teacher can assign resource to or for students to review
Envision Math Teacher (Kdg. – 5 th) MATH	Teachers will use host site to support Math program or lesson, teacher can assign resource to or for students to review
Into Literature (6 TH – 8 TH) ELA	Teachers will use host site to support reading program or lesson, teacher can assign resource to or for students to review
Into Math (6 TH – 8 TH) Math	Teachers will use host site to support Math program or lesson, teacher can assign resource to or for students to review
Science Fusion (Kdg. – 5 th) SCI.	Teachers will use host site to support Science program or lesson, teacher can assign resource to or for students to review
Science Dimensions English (6 TH – 8 TH) SCI.	Teachers will use host site to support Science program or lesson, teacher can assign resource to or for students to review
Leading the Way Magazine (Kdg. to 8 th) NAVAJO	Support for Navajo Language/Culture various topics with pictures and articles. RRDS students have had work published in the magazine
My World (Kdg. to 8 th) Soc. St.	Teachers will use host site to support Social Studies program or lesson, teacher can assign resource to or for students to review
Scholastics News (Kdg. to 5 th) Soc. St. & Sci.	Teachers will use host site to support Social Studies program or lesson, teacher can assign resource to or for students to review
SRA (Kdg. to 8 th) SPED – Math & Reading	Students assigned to resource room support will receive lessons on their individual academic instructional level in reading and math with support from SPED Teacher.

RRDS will be utilizing Schoology as their LMS this year 21-22, in addition to the school webpage to host various student and parent resources, recorded lessons, or parent information. Schoology professional development is set for middle of September 2021 (setup/introduction to LMS) and again early November 2021 (intergrading with NASIS System).

Instructional plan includes 120 minutes per day for reading and 40 minutes per day for Language/Writing. Math is covered in 80 minutes per day Monday to Thursday and the content

areas are also addressed on Friday. Daily early literacy instruction in K-2 along with Science/Social Studies/Navajo Language & Culture on alternating instructional day (30 minutes).

Frequency of Outreach, and Follow-up of Teacher Support: Teachers provide students with student agendas, student task sheets, and weekly assignment sheets. These help students and parents complete the academic tasks. To help parents and students monitor progress, there are weekly NASIS Student Process Reports, the NASIS Parent Portal, and the ability of parents to schedule a meeting with the general education or SPED teacher before or after school.

Other ways all parties can get information/communicate are as follows:

Communicating with Teaching staff and support staff: This will occur twice a month in small groups or via WebEx Meetings. The meeting will update staff on events, topics of concern, BIE Directives, and adjustments made to schedules. Other forms of communication to staff: E-mail, telephone call, text messaging, and written communication can come from Leadership Team or Principal, Business Technician, or Registrar, Memos of Letters of Communication will be reviewed and discussed with the principal before distribution.

Grading, Feedback and Student Achievement: All grade level teachers will use NASIS Data base system for recording grades and assignments. Teachers send out weekly progress reports, in a staggered manner so as to cover all subjects every two weeks: Week 1: ELA (this includes: Writing/Spelling/Grammar) and Math. Week 2: Science and Social Studies/Navajo Language & Culture. Teachers provide deadlines and guidance for students and parents based on their quarterly "Teacher Expectation" Sheet. For those students who are low performing (after Tier II & III and SAT Referral has been reviewed) – guidance is given on how best to support recovery in the last three weeks of each quarter. The student may need to be placed on "Grade Recovery" three weeks prior to the quarter ending.

Grade Recovery & Learning Gap Plan:

The school has implemented plans for addressing learning loss, grading/feedback, and determining ongoing proficiency and growth. For those students who require additional support from recovering learning gaps or lost during SY 2021-2022, RRDS used a grade recovery plan during the month after the final fourth quarter end. Grade Recovery is for those students who did not receive a 70% or higher in a core content area. Some students have been successful in using grade recovery during the school year (teacher support during the last two weeks of the quarter) or plan for these student to attend summer school 2022. A committee will meet at the end of May 2022 to discuss and review data on those students who did not receive a passing score, and a plan of recovery was developed and reviewed by the grade level teacher and reviewed with the parent and student offer a summer school options. The same plan will be used for SY 2022-2023.

Remediation and learning loss will be addressed during Tier II & III (40 minutes per day in ELA and 40 minutes per day in Math), remediation will also be addressed by using Edgeunity "My Path" which addresses each individual student based on NWEA benchmark assessment. The "My Path" computer based program is individualize for each student to get them moving toward proficiency as quickly as possible. Teachers have developed an individual plan based on student data, which is reviewed after each assessment to see if the student is progressing towards proficiency. The student's goal is also discussed with parents at parent teacher conferences. We are also working with the vendor to design the best possible program for our school. Our next step is to use Edgeunity to advance our gifted and high achievers. We are discussing specified course types in order to prioritize our needs, for example Science and writing.

Grade Recovery can include focused instruction and lessons provided on Edgeunity (computer-based program) covering Math, Reading, & Science. Edgeunity is able to adjust to the students' academic level of learning. The teacher can monitor and provide additional support in the way of reteach or mini lessons. The students are also able to address their own academic plan after school and on the weekend. The plan is designed to allow the student the autonomy to work at his or her own pace with teacher intervention.

Students will be identified at the beginning of the school year using data from the NWEA BOY Assessment. Those students performing two grade levels below or lower will be asked to attend an after school program to assist with closing the gap with a combination of small group instruction and Edgeunity – My Path computer based program. They will be served a light snack and bused home after services.

Each grade level teacher will need to develop a Student Recovery Plan. Student Recovery Plans will be discussed with student and parents with quarterly review. The school will use benchmark assessments to determine the success of plans; if necessary the SAT process will be followed for students as needed. Progress monitoring will be conducted during every other week with skill assessment and data generated from Edgeunity (ELA, Math, and Science), AIMS Web Plus, Accelerated Reader (STAR data) and teacher made tests/assessments.

Five students will be assigned to a teacher for review of progress-monitoring data, to evaluate whether or not the plan is working or needs to be adjusted. Once again we will visit the idea of SAT Referral if necessary once the data has been reviewed. Collection of data will be kept by in a portfolio by the grade level teacher. Once the student is performing on grade level, he or she will be dismissed from program.

The school will continue to add students to program as needed to address learning gaps. Teachers will be given time after school to address student needs. Funding for the Learning Gap Program will be taken from CARES Funding.

Professional Development – Phase III: A Professional Development (PD) calendar has been developed for school year 21-22 (9.1.PD Proposed Dates21.22RRDS). The PD Calendar is developed to address all areas and departments for required training or address support or expectations as needed for that department or staff members. Included in the calendar are possible or tentative once-a-month parent/family training opportunities, for example “Teacher Expectation” where each grade level will introduce their PLC and review with parents and students the instructional day. Topics are based on regular required training for staff or our school wide comprehensive needs assessment SY 21-22.

In the past RRDS has contracted with the following groups or organizations for professional development: Sun Dance Consultant, Kathy Price (school consultant specializing in SPED/Academics) & Dr. Geoffrey Moon, Laurie Roberts (School Psychologist), Heather Robbins (school consultant) and IHS staff for community & staff outreach.

Topics to be covered are based on benchmark assessment data, parent questionnaires, student observation, safety team meetings, and teacher and support staff PLC meetings. Often times the school board members will inform the school as to possible needs of the community; for example, transition between schools – new students coming into our schools and students leaving our school.

RRDS has two very good Education Specialists that are willing to work with groups or individual teachers on ways to enhance instruction using WebEx or Whiteboard (Microsoft tools). This support includes technical training on virtual learning tools and integrating these instructional practices. This year the training model will center on how to “Effectively Teach Writing Process.” These specialists are also going to help the school to continue to develop an effective writing program; the need for an effective writing program at our school location came from our NWEA data 2019-2020. This is still considered an area for further development by school teaching staff and leadership team members. The leadership team and teachers would like to develop a pacing guide for the Dine’ standards at each grade level SY 2022-2023, which our Education Specialist are willing to support. PD Calendar is attached: 9.1.PD Proposed Dates21.22RRDS. The teaching staff and support staff was unable to complete or begin work on this goal during SY 2021-2022, the demands of virtual learning required additional time to support learning.

Also individual staff have developed their own IDP’s for the SY 2021-2022, which is reviewed and discussed with the Principal at key periods in the year for E-PAP review.

Attendance: Each grade level teacher tracks student attendance on NASIS (whether the student is at school or virtual/504 or temporarily quarantined). At-school attendance is a simple roll-call. For any 504 at-home learners or quarantined students, teachers will call students to report attendance daily in the AM and PM in the NASIS Database system. Student and/or parent will call, text, email, meet with teacher daily, for attendance, lessons, and classroom support. It is

the responsibility for grade level teachers to report excessive absences to the registrar, so school staff can reach out to parents and communicate how important attendance is for student success. All staff members will use the Parent & Student Handbook to provide guidance as needed; for example, "2 Consecutive Day" or "10 Day Drop" each one was reviewed at virtual open house at the end of August. 3 day, see attached: 10.1.Form 2Cons.days

When attendance becomes an issue, the classroom teacher tries to reach out to the family first, to see if there is anything the school can do to help the family. If the grade level teacher has tried without success then it is reported to the school registrar to see or remind parents of attendance policy. In some cases – for example, a 10-day drop – parent must meet with the principal and review attendance contract and attendance policy before reenrollment is allowed. See attachment: *11.1.Attendance Contract20.21*

Monitoring and Evaluation: Grade level teachers begin the progress by providing "Teacher Expectations" at open house to inform students and parents of the level of expectation to be successful in a given grade level. This information is posted on our school webpage for parents to review. They are also able to schedule meetings to review as needed. Grade level teachers also provide weekly progress reports generated from NASIS. The teachers also have weekly PLC meetings to discuss student progress. Last year and this year, the school is focusing on "Teacher Made Assessments" – how to collect and evaluate data. We have a couple of in service meetings scheduled with Dr. S. Gatti-Carson and/or our district ERC to support this endeavor.

Teachers and support staff also attend "Data Digs" at the end of the BOY NWEA cycle to review Action Plans by grade level, and to review SMART Goals, Priority Standards, Pacing, and Comprehensive Needs Assessments to address any adjustments that need to be made. This is also done again after Winter Break. Discussions focused on Tier I and Tier II address the question, are we as a school making progress in the way we need. What process do we have in place that can be used to address our areas of need? What kinds of PD do we need for staff or parents? How are our students doing emotionally, using from NASIS Behavior Management program, what is needed for our students? Using a "Positive Growth Model," posters are in the hallway and in the classroom to support this school wide plan. IHS staff have completed a PD on student self esteem & Bullying. See attached: *11.2.Bully-Self respect- self esteem 8-20-21*

Mental Health Support: Currently our PD calendar reflects the needs of the students, staff and parents, for example:

- 1) SEL Training Plan for SY 21-22 has been organized with discussion between specialists, leadership team members, school psychologist, IHS Staff, IHS nurse, principal, and school guidance counselor for school year 21-22. Also, alternatively, on topics as they arise from issues or concerns.

- 2) All-parent and family SEL Training will be given in the evening via WebEx as many of our parents are working and this is the best time for them to meet. Schedule of family training will be once every other month pending vendors' availability and cost.
- 3) SEL programs will be managed by School Psychologist, IHS Staff, and School Counselor
 - a. Students:
 - i. SEL and ICPS - icanproblemsolve.info
 - ii. Sharing my thoughts – an art and writing program
 - iii. People in my world
 - iv. Who's job am I?
 - b. Parent Training:
 - i. Myrna Shure – Thinking Child - thinkingperten.com,
 - ii. Support at home with reading & math, Why basic skills are necessary for student success,
 - iii. What does it all mean? NWEA.
 - c. Teacher Training:
 - i. Self-Esteem & Bullying - August 20, 2021 – all RRDS staff will attend a virtual training from IHS staff on Student Self-Esteem & Bullying
 - ii. Schoology – New LMS – training in October 2021 & November 2021
 - d. SPED Parents:
 - i. How to manage your child's IEP
 - ii. Reading comprehension vs. Reading for the joy of it
 - iii. Math Anxiety & Test Anxiety

Currently RRDS is working on a contract with a vendor to support our school with SEL services; in addition, this duty will be turned over to our school social worker to work with vendors, grade level teachers, IHS Staff, and Parents. To date RRDS has not been able to hire a qualified School Counselor, even after advertising the position several times. RRDS will now try for an Social Worker, approval from the school board to change the school's organizational chart is needed.

RRDS SEL Plan SY 2021-2022 plan is in the appendix section of this plan 12.1. Also waiting for approval of plan from upper administration.

Safety

Preparing School Facility

Safety and Hygiene Recommendations:

Personal protective equipment (PPE): School will take recommendations from the Centers for Disease Control and Protection (CDC) guidelines to closely adhere to health requirements for all stakeholders (parents, students, staff, and public at large). The school will implement policies

and standards for screening and surveillance protocols by amending the parent & student handbook for the duration of the pandemic.

- Grade level teachers will need to introduce and review safety protocols with students during the month of April (or when campus opens for face-to-face instruction). It is recommended that guidelines are reviewed early in the AM with all grade levels, and then in the PM after lunch and finally before students are to go home to ensure students understand the importance of the safety guidelines. A list of these guidelines will go home as part of the first weeks social studies lesson for parents to reviewed with their child.
- School will provide clean drinking water in each classroom, students must provide their own empty, clean, water bottle for school, and the water bottle must close and latch (spill proof). The water bottle must be labeled with the students' name and grade level. This water bottle is to sit on the floor during class. ALL water bottles will be emptied before loading of the school bus. There will be NO sharing to personal items during the school day, this includes with family members. NO snacks, candy, gum, juice, energy drinks, etc. will be allowed during the school day. ALL foods and meals will be provided by the school cafeteria.
- Classrooms should not have any food items kept in the classroom or in the classroom trash can overnight. At this time no school/class parties will be allowed during phase III.
- In the event an additional room is needed: Spare or empty rooms will be cleaned and prepared by custodial and maintenance staff just prior to occupation, using all appropriate protocols.
- Should the cook personnel contract COVID-19 and the kitchen needs shutting down: In a case of such an emergency, we will prepare food at the nearby Chapter House and transport it to the school. This will entail grab and go or sack lunches. Bus drivers and food office staff all have their food handler's permit and can pitch in. They have been trained on how to prepare cold breakfast and sack lunches by our school cook. The registrar and business tech. can order and maintain foodstuff. School principal has worked and been trained in food management & service – is aware on how to manage cold and dry goods.

Protocols & Procedures:

The staff has been shown how to practice social distancing, hand washing, face mask application. They have also been shown how to properly execute first aid treatment safety if necessary. First aid training was conducted 07.28.21 covering: First Aide/ CPR/ BPP (6 hour training) by SJC Safety Staff. Each employee who attended received their First Aid and CPR certification.

Emergency Communication: Outlined in our school wide COOP Plan – (see attached COOP Plan) *13.1.21.22RRDS COOP EOP PLAN 7.23.21*. The COOP plan includes the fire drill procedures & map. Staff has completed review of the COOP Plan: The COOP Plan was completed for all staff members of the school. The purpose of the presentation was to reviewed in detail to "Emergency Team Management" members and the rest of the staff on August 20 & August 30,

2021 (1/2 Day PD). To ensure everyone knows his or her role in case of an emergency, school employees will follow the School Wide COOP Plan. This includes communicating to parents, the media, or press. Parent contract during an emergency also follow administrative guidelines on the COOP Plan. Practice monthly fire drills would occur with and without students on campus.

The school practices monthly scheduled fire drills with primary and secondary exits and school bus evacuations with both primary and secondary exits, students practice shelter in place and lock downs, and each drill is discussed at the monthly safety committee meeting. This committee is new and we are at the beginning stages at identifying our committee objectives and goals. The first order of business was to identify roles and how often we should meet as a school committee. Both the school's safety officer and principal attended the first two district wide trainings in August of 2021: to get our start.

Fire drill and other drill evacuations will utilize, as much as possible, the nearest immediate outside-door exits rather than the main interior hallways. Where more than one cohort group must use the same exit door, classes will distance themselves while exiting, supervised by their teachers. The cohorts will then remain a discrete distance from each other outside the school until the all-clear. Staff and students must remain masked, outside, while awaiting the all clear, and continue masking while returning to the classrooms. The same exit strategies will be used for school-day entry and exiting, with the addition of the staggered admission and dismissal for cohort (class) groups. Visitors, by contrast, must check in at the main office, when such visitors are expected, permitted, and adhere to school safety protocols.

The school custodians have been provided with a check off list for a daily, weekly, and quarterly cleaning schedule. When these forms have been completed they will be kept with our safety officer/maintenance man as a matter of record. See attached: *14.1.Cleaning Checklist 2021 & 14.2.reopeningamerica_combo_placard_infographic_4.19_6pm*. In all classrooms, excess furniture has been removed to create more room for social distancing in each of the classrooms and to minimize surfaces to be cleaned and sanitized/disinfected. Teachers are to clean their own high touch areas, for example, their own desktop computer, teacher desk, teacher tabletop, and chair. Custodians clean student-use desktops and areas and the doors.

In August, bus drivers attended daylong safety training covering the following (July 28): See the agenda below:

Agenda:

- IA-SAFE-20.01-Roles and Responsibilities 28 mins
- IA-SAFE-20.09-Hazard Communication (HAZCOM) 33 mins
- IA-SAFE-20.10-Bloodborne Pathogens 40 mins
- IA-SAFE-20.06-Personal Protective Equipment (PPE) 1 hour 42 mins
- IA-SAFE-20.02-Exit Routes, Emergency Action Plans and Fire Prevention 22 mins
- IA-SAFE-20.04-Fire Protection 41 mins

- IA-SAFE-20.07-Fall Protection 48 mins
- IA-SAFE-20.08-Hearing Conservation 36 mins
- IA-SAFE-20.11-Machinery and Machinery Guards 49 mins

Bus Drivers play a key role on our safety committee, with numerous walk-throughs and discussions, providing ideas and concepts.

On 06.11.21 our food safety plan was presented and approved - See: *15.1.Approved 06-11-2021 Food Safety Plan - Red Rock Day School*

Maintaining A Healthy and Safe Environment:

PPE for Individuals on Campus:

- Younger Students (Kdg. & 1st grade) will wear a mask.
- Older Students (2nd to 8th grade) will wear facemasks.
- Teaching & support staff will wear effective cloth face coverings, (for example face masks, not bandannas).
- ALL Staff members on campus will come under the category of essential workers once we move into phase III.
- We will conduct training before and throughout the school year on use and disposal of PPE and COVID-19 safety and cleaning protocols. School staff has had with general first aid training on August 30, 2021. IHS Staff (environmental health and field health) will provide training on safety protocol in the classroom & playground.
- Screening and surveillance protocols: Watch for COVID-19 symptoms – fever; cough; shortness of breath; sore throat; headache; muscle pain; chills; repeated shaking with chills; loss of taste or smell of all individuals on campus. Ensure all individuals sign in and out as they enter and leave campus.
- Screen students, school staff and bus drivers daily with contact-free thermometers. Record and keep the results to allow for proper contact tracing. Protect students and staff PII.
- Isolate people with symptoms. See attached: *15.2. COVID-19 Symptoms Daily Checklist*

Training will be provided by IHS health promotion for students on proper use of PPE during school, it will be scheduled once school opens. The IHS Staff is willing to come to the school and share age appropriate instruction for students, including modeling, with posters and prizes for students. IHS health promotion has worked with our school in the past four years, they continue to provide health education programs for many of our upper grade students and share vital health information with our IHS nurse that works with our school counselor and registrar. The field nurse has also provided training for school teachers on CDC practice in the classroom, by actually demonstrating actual process, then having the staff themselves show what they have learned. RRDS principal continue to plan and schedule training with the field nurse from

IHS to address area of concerns as they arise. RRDS has been given an open invitation to reach out to IHS staff for any need that may arise from our staff, to students, parents and families.

In addition the SPARKS instructors have found on line videos to share with students. Examples of on line safety lessons:

- Various topics to support the general education classroom: https://tntp.org/covid-19-school-response-toolkit?unique_id=98214987302|kwd-890767297627|472699335359&utm_source=google&utm_medium=cpc&utm_campaign=&gclid=Cj0KCQjw7MGJBhD-ARIsAMZ0eeuFKdC5P7tBKb_wWOB2HHlwDOq7D35yzfEgiRwJTY-T6EHFyaZVV6oaAmKwEALw_wcB
- Teaching safety at school: https://orchardhumanservices.org/2020/03/30/youth-teaching-coronavirus-safety-online/?keyword_session_id=vt~adwords|kt~coronavirus%20safety%20video|mt~b|ta~516789425661&vsrefdom=wordstream&gclid=Cj0KCQjw7MGJBhD-ARIsAMZ0eeteP4zlr8EX7CUsAIWN14cmLRK3GY14_sLSSMP2H_neBxxHi-VhzoaAnzVEALw_wcB
- Basic understanding of COVID: <https://www.youtube.com/watch?v=gDUX1rvVUAo>

Classroom Area: Classroom are setup to follow social distancing guide lines (3 to 6 feet), with room capacity marked on classroom doors, signage for necessary clean up after use, with Plexiglas barriers per each student desk. Classroom windows have been checked to make sure they can open and have been properly screened for cross ventilation. Air filtration systems are in place for each classroom to help filter the air daily during schedule classes. We will need to conduct training once they arrive.

Restrooms have self-flushing toilets, self-dispensing soap, and self-dispensing paper towel, self-dispensing hand sanitizer, buckets and towels. There are extra facemasks, and all first aid kits in classroom have been checked. We have evaluated all fire extinguishers, ventilation has been evaluated and work has been scheduled.

Fire Safety: Fire safety plans are included in our COOP Plan and our safety officer has practice drills scheduled. See: *16.1.RRDS Bus Evacuation Plan & 16.2.RRDS Evacuation Plan 2021*

Plan for Fire Drill – fire drills will need to be practiced in small groups (especially for those students who have never been in a classroom), for example, looking for the closest exit from each classroom (secondary exit). Exiting the building as quickly as possible to the outside using PPE and social distancing. In an actual fire staff and students will all exit building as quickly as possible using PPE and as best they can under the circumstances.

Isolation Room: Room 130 is being setup as an isolation room with two cots and curtains to allow for social distance. Front office staff can monitor students until school personnel can notify parents. Isolation room will be cleaned and sanitized 24 hours after contact before

anyone else can use the room again. Should it become necessary to use an additional room, the principal's office can be used as a secondary room. There is a couch, table and chairs (room 104)

- 1) If staff member is found to have symptoms of COVID-19 virus: Supervisor will be informed, next steps will be discussed and a plan of action will be determined. Supervisor will follow: *17.1.DOI_COVID19_Decision_Matrix_July21*. Then follow up with: *17.2.COVID POS.08.26.21*
- 2) If student: Student with symptoms of COVID-19 virus will be held in a room while school personnel contact the parents, a plan for pickup of the students and discussion of next-steps for the student to return to school will occur.
- 3) Individual must be place on home bound – following CDC guidelines for those individuals contracting COVID-19.
- 4) If individual has contracted COVID-19 the protocol will be to close campus or classroom (based on CDC contact guidelines) and deep clean and disinfect school site.
- 5) Students, parents, visitors will need to follow/adhere to campus visitation policies during the pandemic phase III.

Create an Emergency Plan for Transitioning Future Outbreaks:

- If a student or staff member becomes infected, notify parents. Enter information on COVID Portal.
- Hold infected person in isolation room to separate anyone who has COVID-19 symptoms or tests positive. Use precautions to limit exposure to any other individuals.
- Establish procedures for transporting any sick student home or to a healthcare facility.
- If it becomes necessary to transport student – if it is all possible have parent come to the school site for transportation of sick student. If an hour has passed call IHS before transporting and communicate the person may have COVID-19.
- Close off areas used by individual. Wait at least 24 hours, or as long as possible, before cleaning and disinfecting by school custodian. Cleaned area will be reviewed by safety officer and documented.
- Implement standard screening and surveillance protocols: Including those for students with disabilities, general education students, teachers, parents, public individuals, and support staff.
- Make handwashing or hand sanitizer, and other hygiene products or support available for students as they need it. Set up useful shower facility at the school site. Have extra clothes for students to change into, and necessary supplies for hygiene. Stagger times for classes to wash their hands. Make hand sanitizer available for students and staff, gloves and disinfecting wipes available in every classroom. Train all employees on sanitization, hygiene, and respiratory etiquette. Ensure safe and correct use and storage of sanitizing products that meet EPA criteria. Ensure adequate ventilation when sanitizing. Teach students to

avoid touching their eyes, noses, and mouths. Wash hands for at least 20 seconds. If soap and water is unavailable, use hand sanitizer containing 60% alcohol for staff and children old enough to use it.

- Individuals who test positive for COVID-19 will follow directive from doctor (generally “self-quarantine” for five days) and if able return to work, as directed by doctor.
- Individuals who come down with the flu should stay home until they are well.
- Air out spaces in general when possible.

OTHER PRECAUTION AT SCHOOL:

- Avoid congregations by closing common areas or modifying them to minimize contact. Follow promising practices for bathroom use, such as adding plastic flexible screens between bathroom sinks or closing off sinks to allow for space between users.
- Communication: Utilize signage to communicate occupancy limits, PPE requirements and proper hygiene procedures.
- Create easily accessible recommendations with clarity about requirements and guiding questions for local implementation. Timestamp as updates occur.
- Sign in sheet with timestamp for parents when on campus. See attached: *18.1.Photo of signs around the school*

Emergency management and Continuity of Operations Plan (COOP). Below is the EMERGENCY ACTION PLAN:

Infectious Disease Plan Annex

- 1) Interim Guidance for Administrators of BIE Schools K-12 to Plan, Prepare and Respond to Coronavirus Disease 2019 (COVID-19)
- 2) Review, update, and implement Emergency Operations Plans (EOPs). This should be done in cooperation with local health departments (IHS) and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.
- 3) Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (ex: seasonal influenza). Effective strategies build on everyday school policies and procedures.
- 4) Ensure the plan emphasizes common-sense preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.
- 5) Ensure handwashing strategies include washing with soap and water for at least 20 seconds; make sure to wash all the way up to the wrist and the back of the hand. Use hand sanitizer that contains at least 60% alcohol.
- 6) Develop information-sharing systems with partners. Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak. Local public health officials should be a key partner in information sharing.
- 7) Monitor and prepare for absenteeism.

- 8) Review the usual absenteeism patterns at your school among both students and staff.
- 9) Alert health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu”, which have similar symptoms to symptoms of COVID-19).
- 10) Review attendance and sick leave policies. Encourage students and staff to stay home when sick. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- 11) Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- 12) Determine what level of absenteeism will disrupt continuity of teaching and learning.
- 13) Establish procedures for students and staff who are sick at school.
 - i) Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
 - ii) Keep sick students and staff separate from well students and staff until they can leave.
 - iii) Remember, schools are not expected to screen students or staff to identify cases of COVID-19. Local health officials will help identify those individuals and will follow up on next steps.
- 14) Perform routine environmental cleaning.
- 15) Routinely clean frequently touched surfaces (ex., doorknobs, light switches, countertops) with the cleaners typically used. Use all cleaning products according to the directions on the label. Make sure to include all buses in the cleaning process and clean them at least twice daily (before picking up students).
- 16) Provide disposable wipes so that commonly used surfaces (ex., Keyboards, desks, remote controls) can be wiped down by students and staff before each use.
- 17) If no wipes are available utilize a solution of 1:10 bleach (1 cup bleach to 10 cups of water, and put in a spray bottle, use paper towels that can be disposed of in a garbage bag with nitrile or rubber gloves).
- 18) Create a communication plan for use with the school community.
 - Include Reopening plans for sharing information with staff, students, and their families.
 - Include steps being taken by the school to prepare, and how additional information can be shared.
- 19) Guidance for Red Rock Day School with identified cases of COVID-19 in their community.
 - If local health officials report that there are cases of COVID-19 in the community, schools may need to take additional steps in response to prevent spread in the school. The first step for schools in this situation is to talk with local health officials.
 - School administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions.
 - If an ill student or staff member attended school prior to being confirmed as a COVID-19 case:
 - (1) Local health officials may recommend temporary school dismissals if a student or staff member attended school prior to being confirmed as a COVID-19 case.

- (2) Local health official's recommendations for the scope and duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific cases in the impacted community.
- (3) Schools should work with the local health department and other relevant leadership to communicate the possible COVID-10 exposure.
- (4) This communication to the school community should align with the communication plan in the school's emergency operations plan. It is critical to maintain confidentiality of the student or staff member as required by the American's with Disabilities Act and the Family Education Rights and Privacy Act.
- (5) If a student or staff member has been identified with COVID-19, school and program administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.
- (6) Students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

20) If schools are dismissed, schools can consider the following steps:

- a) Temporarily cancel extracurricular group activities and large events.
- b) Discourage students and staff from gathering or socializing anywhere.
 - (1) Discourage gatherings at places like a friend's house, a favorite restaurant, or the local shopping mall.
- c) Ensure continuity of education.
 - (1) Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
 - (2) Determine, in consultation with school district officials or other relevant state or local partners:
 - (3) If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
 - (4) How to convert face-to-face lessons into online lessons and how to train teachers to do so;
 - (5) How to triage technical issues if faced with limited IT support and staff;
 - (6) How to encourage appropriate adult supervision while children are using distance learning approaches; and
 - (7) How to deal with the potential lack of students' access to computers and the internet at home.
- ii) Ensure continuity of meal programs.
 - (1) Consider ways to distribute food to students.
 - (2) If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
- iii) Consider alternatives for providing essential medical and social services for students.

- (1) Continue providing necessary services for children with special healthcare needs, or work with the state Title V Children and Youth with Special Health Care Needs (CYSHCH) Program.

21) Infections Disease Outbreak Plan

- a) PROCEDURES: In order to control the spread and impact of an infectious disease outbreak that occurs, the following actions will be taken:
 - b) Parent/guardian will be informed of the need to notify the school within 24 hours after their child has developed a known or suspected communicable disease, or if a member of the immediate household has a communicable disease.
 - c) The school shall provide to the parent/guardian a list of reportable diseases as provided by the State or local public health department.
 - d) In cooperation with the Local Public Health Department and the local Tribal, IHS or other health department, parents/guardians of other children who attend the school shall be informed in writing by the Department head that their child may have been exposed at the school to the following diseases r conditions:
 - (a) Coronavirus Disease 2019 (COVID-19)
 - (b) Influenza
 - (c) Neisseria Meningitides
 - (d) Pertussis
 - (e) Streptococcal infections/Scarlet fever
 - (f) Chicken Pox
 - (g) Head lice/Scabies
 - (h) Diarrhea
 - (i) Salmonella diarrhea
 - (j) Shigella diarrhea
 - (k) Hepatitis-a
 - (l) Haemophilus Influenzae type B.
 - (m) Swine Flu
 1. disease to which the child was exposed.
 - e) In the event of a known or suspected communicable disease outbreak the School Administrator will take the following steps:
 - (i) Notify Bureau of Indian Education, ADD or Tribal Health Department
 - (ii) Follow the recommendations of the Local Public Health Department for control of the outbreak.
 - (iii) Request from the Local Public Health Department written handouts on the disease to distribute to the parent/guardian. The name and phone number of the Local Public Health Department should be on the handout to facilitate questions from parent/guardian or health care providers.
 - (iv) Provide a written notification to the parent/guardian of the outbreak that includes:
 1. The Signs and symptoms of the disease that the parent should watch for in the child.

2. How the disease is spread.
3. The incubation period of the disease (when they might see symptoms appear).
4. How many days or weeks the disease can be spread from person to person (period of communicability).
5. Disease prevention measures recommended by the Local Public Health Department.
6. What disease control measures have been implemented at the school?

ii) The following are Reportable illnesses:

22) Communicable or contagious diseases are caused by germs and are easily spread from one person to another. Germs can be spread in many ways. Common methods of germ spread are:

- (i) Direct contact with human waste (stools, urine)
- (ii) Contact with body fluids (drool, blood, nose and eye discharges, and vomit)
- (iii) Direct skin to skin contact
- (iv) Indirect contact with inanimate objects (drinking glasses, toys, bedding, doorknobs, counters, computer keyboards, etc.)

Mice or other rodents, flies, mosquitoes or other insects (vectors) capable of spreading a disease.

Visitor and vendors must be screened before being allowed on campus. See: *17.Onsite PII Protocol form*

Food Dissemination Schedule and alternative food distribution plan

Meals Recommendations:

- For supervision, cleaning and allow for area so students may spread out to allow for 3 to 6 feet social distancing.
- Breakfast & Lunch meals will be served as pre-packaged (single use items) foods from the kitchen on site. The breakfast & lunch will be served to students in the school cafeteria to be taken to the gym. Students will not be allowed to share food or items. Avoid sharing food and utensils.
- Once the meal is done, there will be trashcans for trash and leftover foodstuff.
- No food should be left in the gym or student desk/backpack.
- If weather permitting students can eat lunch outside at picnic tables, but once again trash must be disposed of correctly.

Bus Safety Plan and Sanitizing Schedule

Transportation Recommendations – following CDC guidelines (see attached: *22.1.H.C.Bus Route 09.03.21*):

- Prepare bus drivers, attendants and monitors as first responders to screen students as they enter the bus. Have bus drivers screen students with temperature check before loading on to bus.
- Alternately, parent can provide their own transportation of their immediate family members. Families will be held to entry policy for parent, student, and visitors.
- Parents cannot leave students at campus school, unattended, without their student first being screened and cleared for entry to school.
- Parents and student must wait in their personal car until screening has occurred.
- Create distance between children on school buses when possible.
- Limit contact between cohorts and direct contact with parents as much as possible.
- Drivers practice all standard safety actions and protocols as indicated for all students.
- Sanitize transport vehicles using guidance for bus transit operators.
- Staff rotation for “bus duty” to take temperatures and facilitate communication with families.
- Establish protocols for communication with school and parent’s if/when a student has COVID-19 symptoms. Students with COVID-19 symptoms will not be allowed to get on the bus.
- No SPORTS, SCHOOL WIDE EVENTS, FIELD TRIPS, CLASS PARTIES, (on or off campus) and ALL PLAYGROUND EQUIPMENT IS CLOSED TO STUDENTS AND PUBLIC will NOT be allowed during the COVID-19 pandemic. Only upon recommendation of Navajo Nation and office of the president.

RRDS Communication Plan

General Communication with Teaching staff and support staff – will occur twice a month in small groups or WebEx Meeting. The meeting will update staff on events, topics of concern, BIE Directives, and adjustments made to schedules. Other forms of communication to staff: E-mail, telephone call, text messaging, and written communication can come from Leadership Team or Principal, Business Tech. or Registrar. Memos of Letters of Communication will be reviewed and discussed with the principal before distribution out to families and students. Communication also occurs with staff during PLCs and staff meetings as well as regularly scheduled in-service times.

The COOP Plan was scheduled for presentation and reviewed in detail to “Emergency Team Management” members and the staff on August 20 & August 30, 2021 (1/2 Day PD To ensure everyone knows his or her role in case of an emergency). School employees will follow the School Wide COOP Plan: this includes talking to parents, the media, or press. Parent contract during an emergency also follow administrative guidelines on the COOP Plan.

The school also utilizes a two-way radio system between all staff and communication with the office, open intercom system, phone in each classroom to call classroom-to-classroom, or other departments in the building, for general communication and for emergency communication.

In case of COVID Emergency –

Employee exposed or found have a positive COVID virus will inform their supervisor. Supervisor will inform district safety officer (R. Joe) and process with necessary on line “COVID Portal.” Enact safety protocols for cleaning and sanitizing the school environment. Once again – utilizing the COOP Plan. Follow all guidelines issued by medical personnel, self-quarantine for 5 to 10 days or longer if needed, return to work once approved by medical personnel/doctor.

If student exposure to COVID or daily screening shows student to have possible symptoms of COVID: Student will not to load the bus, OR leave personal vehicle, ask them to go to the doctor and be evaluated for COVID. Should symptoms appears after the school day has started student will be placed in the isolation area, parents will be called and notified, and the school will follow all established CDC guidelines in place.

In cases of COVID exposure, the general letter of COVID notice will be sent to all parents (see attached: *24.1.Letter of Note.COVID*)

All visitors are to sign in at the front office; once they are screened at the front door for signs of COVID: illness, fever, cough, and temperature check. All visitors are required to follow CDC Guidelines with Social Distancing; Masks must cover face, visitors must follow directions by school personnel. The goal is to address as many parent concerns outside of the school, curbside service, teleconference, or over the phone. Keeping to the minimum number of individuals in the building at a time.

As a safety precaution families are asked to schedule visits with the office – to minimize the number on campus to allow for cleaning between visits. All visitors are screened with short health questionnaire before they are allowed to move around campus.

Communication Plan for all Stakeholders in case of emergency:

- **Stakeholders:** Parents/caregiver, students, school staff, and community
 - **If student, Parents/caregiver** – will receive a phone call from the front office staff (clerk, registrar, principal, or business technique) informing them of screening outcome, and to please come and pick up their child.
 - **If staff, staff** – will be asked to report to IHS for screening
 - **Principal** – Complete the Risk Assessment & Incident Report
 - **Student** - will be informed that their parent has been called and is on their way.
 - **Teacher or other staff** - In contact with student/staff
 - **Community** – Follow COOP Plan in notifying public, keep everyone calm and make them aware the school is following a necessary guidelines and procedures.

- **Home liaison or Principal** will reach out to the family every other day on overall health of individual

Objective: To get student or staff needed medical attention as soon as possible while keeps all else safe and aware.

Message Content

- See attached entitled: "25.1.COVID POS.08.26.21" Protocol for those experiencing COVID-19 symptoms and notifying parents.
 - Monitor and Evaluate the Results - Documentation of student in isolation will be kept by front office staff, see sample of support document: 15.2.Onsite PII Protocol form
- See attached entitled: 24.1.Letter of Note

Delivery Methods/Venue –

- Front Office Staff will continue to utilize phone call to key stakeholders to relate information (only Front Office Staff should be giving out information) following COOP Plan. Classroom teachers and other support staff should direct questions and comments to the front office.
- Media will be informed if school needs to be closed. The school will reach out to KNDN & KWYK – these two radio stations can report needed information in Navajo and English.
- Schedule virtual school wide meeting if needed to talk to parents and students.
- School will continue weekly update on progress on our school webpage to keep parents informed.

The overriding goal is to ensure safety of our student and staff population. Relate this information to the public while keeping informed and calm.

Parent Communication:

As for day-to-day operation of school, there are number ways for parents and students to be informed about these items. Many were described under the Instruction category. The most direct way is phone call from teachers, registrar, guidance counselor, bus driver, etc. each department keeps a phone or contact log of phone calls, or in person contract. Completed contact logs are kept on file with each department if needed for future reference. The principal will review again all written communication from the school before it is issued to the public. The only thing excluded is e-mail or phone calls between individuals.

All grade level teachers will use NASIS Data base system for recording grades. Teachers send out weekly progress reports, in a staggered manner so as to cover all subjects every two weeks: Week 1: ELA, Math, & Writing/Spelling/Grammar. Week 2: Science, Social Studies/Navajo Language & Culture. To help parents and students monitor progress, there are weekly NASIS

Student Process Reports, the NASIS Parent Portal, and the ability of parents to schedule a meeting with the general education or SPED teacher before or after school.

Accessibility/Location/Outreach

Method or forms of Communication to Parents & Students:

- U.S. Mail system – mail letters home (if needed certified letters).
- Each grade level teacher has a school cell phone to communicate with both parents & students.
- Each grade level, Special Education Teacher and SPED Educational Technician has been issued a WebEx (virtual communication) account in order to meet with students and parents for daily instruction/lesson/support.
- The school counselor and registrar have daily communication between parents and school as needed. Unitizing the NASIS Database system – this system allows for tracking of phone calls between individuals.
- RRDS will maintain a school website/webpage – *Schools in Site*. Students and parents are given their own individual e-mail address in order to communicate with classroom teachers.
- School Counselor & School Psychologist will provide social emotional support for parents, students, families, and staff members.
- School Website will host a number of webinars on various topics: (For example, social emotional needs (as indicated by questionnaire – staff, students, & parents), SPED, Science, Literacy Topics) for parents, families and staff to support learning at home. IHS Staff is willing to contribute to the school website on various topics of health. Offer parent training, student support, and staff support via tutorials, professional development, or in person sessions for students.
- NASIS NEWS Banner, School Webpage, Monthly Newsletters, weekly task sheets from grade level teachers & calendar to parents and students
- Letters from the principal, school staff, leadership team members, or school board members.
- Phone communication on campus (Phone system upgrade will be necessary – phone system over 12 years old, outdated equipment cannot be repaired or replaced), scope of work has been turned to Agency Office in Shiprock, NM.
- If necessary most front office staff speak Navajo very well and are able to communicate in Navajo when the need arises or is called for.
- School board members also attend monthly chapter house meetings or DODE meetings and are able to report out information.

Support Services

Human Capital:

EMPLOYEE (teaching staff & support staff):

All personnel are scheduled to be on campus during the TOD in accordance with the contract, Monday to Friday. All personnel will follow the requirements for leave request format as indicated in the CFR 62 BIAM. See attached: *27.1.SY 21-22 Red Rock Day School Organizational Chart - 06-08-21*)

All employees are filling the roles assigned to them by their contract and by the school organizational chart. An Educational Technician is serving as IT support to her ability, as we have no IT person on campus. An IT Technician position has been approved by the School Board Members. This position will be advertised as a temporary position, as funding allows.

Two position that remained unfilled: Navajo Language and Culture & School Counselor Position. RRDS continues to re-advertise positions open at our school site. Since the position of school counselor had gone unfilled, the school has selected to change the position to a "Social Worker" position. We continue to balance our school wide needs with our funds.

Fiscal Management

Responsible parties: School Administrator, Leadership Team Members, Department Heads, Business Technician and various other departments outside the school for example, IT, WebEx, I-Phones, Schoology, cleaning and facilities management, food handling, learning gap recovery, Tier II, Social Emotional Learning, textbooks, materials, supplies, and etc.

Time Frame: January 2020 to July 2022

RRDS received four funding sources on COVID-19 preparedness and response efforts of the school. The school was able to identify items to support the educational process in three different modes of learning Phase I (distance learning model), Phase II (Hybrid – Traditional & Virtual Learning Model) and Phase III (Brick & Mortar/Face-to-Face Model), activities/professional development to schedule to support teaching and learning, and using essential staff, with funds issued. A summary:

- Date: 06/12/2020 CARES – ACE188080 – (\$154,000.00)/Remaining balance \$0.00.
- Date: 06/30/2020 Elementary/Secondary – AES308080- (\$359,580.00)/remaining balance \$0.00.
- Date: 02/09/2021 ESSER II funding 212A2106CS ASE308080 (\$738,680.00)/remaining balance \$701,130.00
Date: 06/30/2021 Elementary/Secondary funding ARE308080 (\$1,789,130.00)/remaining \$1,789,130.00

The 212 and 22X funding have spending plans that include:

Activity One: Preparedness and Response Efforts-

- \$211,500.00 – ESSER II/\$250,000.00-ARPA

Activity Two: Planning and Coordinating Long-Term School Closures/School Reopening

- \$88,500.00 – ESSER II/\$100,000.00 - ARPA

Activity Three: Educational Technology

- \$338,630.00 – ESSER II/\$1,439,130 – ARPA

Activity Four: Mental Health Service & Support

- \$100,000.00 – ESSER II/\$0.00 – ARPA

Funding is used to meet immediate needs of the students and staff, guided by the academic, social emotional needs and overall health of our students. Recommendations from key stakeholders are taken into consideration, as are recommendations of service providers, staff, and students themselves. For example, it may be something as simple as a new cord (to replace a lost or broken one) or a booster for their at home device for Wi-Fi connectivity, or clothes so students can attend school with positive self-esteem, counseling if necessary to address student concern.

Transportation

Transportation Recommendations – following CDC guidelines:

School Bus Pick Up & Drop Off Daily (*22.1.H.C.Bus Route 09.03.21*):

- Prepare bus drivers, attendants and bus monitors as first responders to screen students as they enter the bus. Have bus drivers screen students with temperature check and health survey before loading on to bus.
- Create distance between children on school buses arrival on campus using as staggered schedule for unloading and loading of buses when possible.
- Bus drivers will need to escort students off the bus and into the building, provide directions for students to report to classroom.
- Limit contact between cohorts and direct contact with parents as much as possible.
- Drivers practice all standard safety actions and protocols as indicated for all students.
- Sanitize transport vehicles using guidance for bus transit operators follows the CDC guidelines for sanitizing and disinfecting of high touch surface areas. Bus drivers maintain their own check of list of items to be cleaned or served. Documents are kept by transportation supervisor.
- Staff rotation for “bus duty” to take temperatures and facilitate communication with families.
- Buses are also washed and cleaned weekly as general maintenance practice.
- No student should be left unattended at any time. Line of sight release – bus driver has made eye contact with other staff member or parent before child is released from their supervision.

Parent Drop Off & Pick Up Daily:

- Alternately, parent can provide their own transportation of their immediate family members. Families will be held to entry policy for parent, student, and visitors.

- Parents load and unload students on the North side of the gym during the school day. Personal vehicles should not be mixed in with the school bus. Parents will wait in their car for both drop off and pick up of students. Once the student is screened they may leave the car and enter the building.
- Parents cannot leave students on school campus, unattended, without their student first being screened and cleared for entry to school by a school staff employee.
- Parents and student must wait in their personal car until screening has occurred.
- Establish protocols for communication with school and parent's if/when a student has COVID-19 symptoms. Students with COVID-19 symptoms will not be allowed to get on the bus.
- No SPORTS, SCHOOL WIDE EVENTS, FIELD TRIPS, CLASS PARTIES, (on or off campus) and ALL PLAYGROUND EQUIPMENT IS CLOSED TO STUDENTS AND PUBLIC. Public activity will NOT be allowed during the COVID-19 pandemic.
- If grade level teachers wish to take their students outside for a 15 minute recess, they are allowed as long as they supervise their class and no other class is outside at that time. Before students reenter the building they must use hand sanitizer to clean their hands.

Food Service Alternative:

- Should the cook personnel contract COVID-19 or the kitchen needs shutting down: In case of such an emergency, we will prepare food at the nearby Chapter House or Cove Day School and transport it to the school. This will entail grab and go or sack lunches. Bus drivers and food office staff all have their food handler's permit and can pitch in. They have been trained on how to prepare cold breakfast and sack lunches by our school cook. The registrar and business tech. can order and maintain foodstuff. School principal has worked and been trained in food management & service – is aware on how to manage cold and dry goods.

This phase III plan is subject to change as needs arise or determination by the Navajo Nation President J. Nez or School District directive are issued. Principal will inform students and parents in writing via Newsletter or School Webpage: <https://rrds.bie.edu>



United States Department of the Interior
BUREAU OF INDIAN EDUCATION
Navajo District
PO Box 1499
Window Rock, AZ 86515

BIE Navajo School Reopening Checklist
School Year 2021/2022

The Bureau of Indian Education (BIE) follows the guidance of Center for Disease Control and Prevention (CDC), the ED COVID-19 Handbook, CDC Operational Strategies Guide, Navajo Nation COVID-19 Safe Schools Framework and the BIE Navajo District Reopening Rubric. The checklist is to be used in conducting an onsite walk through by the BIE District Leadership Team 2 consisting of school a School Principal, Education Program Administrator and Education Specialist. The team is responsible for reviewing the checklist and ensuring core, conditional and administrative procedures are evident in the physical walk through and/or documented appropriately.

The BIE Navajo Reopening Checklist incorporates key items to note in reopening BIE schools and will also serve for accountability purposes. Each school site visit will be documented and recorded. This checklist is not inclusive; therefore, all should continuously review the latest CDC guidelines. For further guidance please refer to the following links:

BIE District Leadership Team 2 will meet and review BIE Navajo School Reopening Plans alongside BIE facility safety plans. A consensus for recommendations to opening school for school year 2021-2022 will be determined. The BIE Navajo School Reopening Checklist will be signed and verified by members of Team 2.

School Name: RED ROCK DAY SCHOOL

have utilized the checklist to determine the readiness for school reopening.

School Principal: JEANNIE KEE-PARSONS J. Kee-Parsons 3/31/2023
Print Signature/Date

Education Program Administrator: Walter H. Coulter, Walter H. Coulter
Print Signature/Date

Spec. Asst. Education Spec.: - Emily K. Arviso El Arviso
Print Signature/Date

ADMINISTRATIVE APPROVAL:

[Signature]
Emily Arviso, Acting Navajo ADD/ Date
Karen Malone - Acting ADD