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Wide Ruins Community School, Inc.
Reopening Plan for School Year 2020-2021

Phase 1
Plan for reopening school as of August 3, 2020

Setting

Our Wide Ruins Community School has been greatly impacted due to the worldwide pandemic which occurred School Year 2019-2020 during the fourth quarter of school. The COVID-19 Declared Emergency Pandemic Health Crisis created a unique opportunity to fully reconceptualize and reengineer Wide Ruins Community School's educational delivery system that is co-created with all stakeholders such as community supports fire, police, hospitals along with administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected or appointed officials such as school board members, and Wide Ruins Chapter House delegates. Appearing in a entrant position as a stakeholder will be information and updates from both tribal and state health laws and mandates stemming from researched and best practice areas such as the CDC regulations concerning the SARS- V-2 virus. The SARS-V-2 Virus is a stakeholder because it is a representation of the stakeholder who due to the infectious disease attribute producing COVID-19 has a full impact on the educational setting and delivery at Wide Ruins Community School.

Due to the vast impact of COVID-19 on communities a new, more decentralized paradigm, supported by technology and integrated logistics will be addressed here at Wide Ruins Community School. This transformation began late March 2020 in the School Year 2019-2020 and will accelerate to provide educational opportunities within a continuum of educational service delivery for all students upon the ever changing landscape in this era of COVID-19 pandemic times.

Driven by current data on the attributes of the SARS-V-2 which produces the COVID-19 disease significant shifts in social distancing and personal protective equipment requirements will be manifested. Following the BIE mandate to provide educational services through "local community needs" and health data, the following plan for Wide Ruins Community School is to first provide safety, health and welfare then social-emotional support and finally instruction. Having said that, the school has identified areas of need to address in educational delivery using technology, hands on materials and even projects.

The reopening of school presents a unique opportunity: where it makes sense to do so, Wide Ruins Community School has revamped the face to face brick and mortar style

traditional teaching in the classrooms to a remote virtual and hybrid learning model for delivering the most effective instruction to students based on their individual needs and preferences and in ways that foster student engagement, interest and choice. It also is worth repeating that if schools cannot meet the guidelines for reopening, they should continue remote learning until they can meet the guidelines. In addition an improvement on the remote learning which took place in the Spring of 2020 will be included in the Fall 2020 remote learning plan. Data provided by the teachers indicates the technology, schedule, assessments and logistics for packet delivery will be modified to provide engagement with students and progress monitoring will be reported per student using a newly adopted curriculum for SY 2020-2021, Beyond Textbooks for all core academic instructional subjects.

This reopening plan is supported by funding from the CARES Act: $142,700, $333,250, and ISEP Funding.

There are multiple critical factors which will affect reopening, transitions between phases, and daily operations' practices. These factors include, but are not limited to:

- ✓ Safety and Hygiene for Students, Faculty, Staff, Board, and Parents
- ✓ Food Services
- ✓ Transportation Services
- ✓ Academic Services
- ✓ Special Population Services (IEP & 504) G& T, Bilingual/ELL, Tier II and
- ✓ Partnerships (HIS, CDC, Tribal Leadership, BIE, Utah DoE)
- ✓ Staffing and Labor (Essential Personnel, & Non- Essential Personnel)
- ✓ School Plant and Site Operations

The plan was developed through a team effort. The Leadership Team, Stakeholders and Governing Board worked on the plan according to data collected and analyzed for feasibility in terms of resources and funding with the needs and goals at the forefront of the plan as a guiding beacon to formulize an academic plan for SY 20-21 also addressing lessons learned from SY 2019-2020 of educational delivery.

Two main categories of our community affect the plan. The community COVID data status and trends and the on-site personnel data status and trends.
Ongoing consultation with school stakeholders, such as students, governing board, staff, parents, Indian Health Service, Navajo Nation Division of Dine Education, NN Epidemiology, NN Division of Health, and Tribal Leaders, will provide a broader horizon of data and input to consider. Continual input and monitoring of on-site personnel will provide similar, but more localized data to consider when reviewing the status of the school's operations, procedures or a potential phase change.

The primary concern is SAFETY, HEALTH AND WELFARE! If you are sick, STAY HOME! STAY SAFE! The school will provide "Learning Packets" along with telecommunication teaching and learning time. The school will provide a way of communicating with parents/students and the staff at the school to ensure a fluid positive academic teaching and learning environment for students.

The frequency and the length of contact between people direct affects the level of risk of spreading the COVID-19 virus. The risk of spreading the COVID-19 virus increases in the school setting is as follows:

Lowest Risk: Students and teachers utilize virtual and/or distance learning activities and classes.

Increased Risk: Small, in-person activities and classes. Small groups of students and teacher remain together throughout the school day and across school days. Students must remain at least 6 feet apart, do not share learning tools, i.e. scissors, laptops, Ipads,... Scheduled movement by groups will prevent cross group exposure. Rotating and scheduled attendance to maintain smaller classes and adherence to guidelines for social distancing and to reduce potential exposures.

Highest Risk: Complete repopulation of the classes and school population for in- person classes, learning activities, and events. Cross group missing, such as lunch times, P.E. classes, Playground, Transportation, and assemblies.

School Wide: Wide Ruins Community School has 6-8 high risk employees and 8-12 students that are within the high risk category. Some of the factors considered include personal medical issues, caring for elders, and age. Some other employees would be considered to be at elevated risk for similar reasons and could face medical difficulties should they be exposed to the COVID-19 virus. Students with high risk could be placed on 'Homebound Instruction.' Parents would be provided the option of utilizing the distance learning model for those with concerns of returning students to the school for in-person classes.

As COVID-19 is primary spread through respiratory droplets and potentially from contaminated surfaces, preventative practices will include social distancing, frequent surface cleaning, scheduled deep cleaning, and remaining home when ill or when symptoms appear. The school is able to address some of these issues through a cleaning and disinfection regime, however exposure and spread of the COVID-19 virus will occur during school activities, classes, and other sessions.

Wide Ruins Community School does have a Certified Nursing Assistant/Wellness Technician. All Staff are trained in First Aid, CPR, and AED. On-going consultations with the BIE Safety Officers and Navajo Nation Division of Dine Education will support any school decisions and practices. All Professional Development and meetings will be provided through Zoom, telephonically, webinars and remote meetings for protocols and procedures, such as cleaning, CDC Regulations, COVID prevention and procedures, and all school safety procedures such as COOP, EMP, EMS, SCAN, EIR, and MAXIMO. Staff will practice safety procedures via telecom and zoom with students whie in phase I, then once repopulation occurs, this will be held onsite.
Documentation of these Professional Development, orientations, trainings and practices will be maintained in the main office.

Introduction

In consultation with the school staff and our community, there are major concerns about repopulating the school. These concerns result from the high number of COVID-19 cases within our community, the testing results rates, and the infection of at least two school staff resulting in the death of one of these two staff members, and community and staff family members. Additionally, staff are concerned about monitoring and enforcing the social distancing, PPE usage, and sanitation practices fidelities within our local climate and culture which includes the communal lifestyle, family connections and support structures, student age appropriate behaviors, and challenges for some to self-regulate their adherence, particularly when dealing with young children.

According to our survey data, the majority of our families lack the technology and connectivity to facilitate distancing learning models. Further challenges within our community include the lack of basic infrastructure, such as electricity, running water, plumbing, and hard line phone system access. Many of our families have cell phones, but some also lack cell phone coverage at home. These challenges translate to additional hurdles for our students and families whether the school operates in a remote learning model, hybrid or full return mode.

Wide Ruins Community School mission is to provide academic excellence and cultural awareness therefore values the learning of our children. The significant achievement gaps create further challenges when developing a distance/virtual/telephonic learning and Hybrid Learning model of instruction. Addressing challenges for ELL, SpEd, GATE, Tiered intervention accommodations, compliance, and related services, 504 compliance, and general education instruction within a best practices plan and execution for our Kindergarten to 6th grade students is our goal.

The priorities include addressing the learning and SEI challenges for our students' academic, SEL, and physical needs, scheduling and supporting our vulnerable students, such as ELL students, Navajo students, Students with Disabilities, and students with economic disadvantages. The students' and staff's social emotional needs' supports must be provided. Thus, we will: Plan and execute student and staff groupings for smaller sizes and self- containment, discourage sharing of anything that is difficult to clean, Separate students' belongings, provide adequate supplies to reduce sharing, and clean and disinfect between uses. Desks will be facing the same direction and physically distanced. Tape will be placed on the floor to guide social distancing. Room dividers will be constructed for classrooms. Staff and students will remain in self-contained groups as much as possible while on the school buses and on-site. We will prepare school calendars schedules that remain flexible to maximize learning opportunities for students, reduce transitions and cross group exposure, maximize outdoor and alternative spaces use, and provide learning packets for the high-risk students,

Phase I: ACS will continue the distance learning model integrating technology for

distance and online learning opportunities. IT hardware for teachers and students will be provided through CARES funding. Only essential personnel will report to the campus. Meals and Learning Packets will be delivered to students who are not on-site. The School Social Worker has established support services with HIS for students with SEL challenges. The SSW will maintain family and student contact and referral logs, then log, monitor and confirm referral adherence, and log support outcomes. The SSW efforts will continue through all 3 phases.

Phase II: Through a collective and collaborative data analysis of factors in the Gating Measurement process regarding the school's strategic and cautious planning, a schedule will be developed for students and teachers to return in a phased approach. CDC Protocols and guidance will be in place, training provided, and ongoing over communication with parents, students, and the wider school community will facilitate and support this return. These protocols and guidance will require practice, ongoing reinforcement, and fidelity to ensure the safety for all.

Phase III: In accordance with the planning for Phase II, Phase III will be a continuance of Phase II planning. This planning will follow similar protocols and guidance on a wider horizon, thus ongoing communication and training with stakeholders will facilitate the transition to Phase III. A review of all the protocols will include but not be limited to consideration for scaling of the school operations for the full repopulation of the school, communication challenges, reviewing residential facility operations, dining operations, transportation procedures, cleaning routines, and instructional practices. Within these considerations are addressing the needs of very vulnerable stakeholders, such as students with 504 Plans, IEP's, and stakeholders with vulnerable conditions or contact.

Phase I – Detailed Plan for CFR

Distance Learning and Telework

Setting:

1. Safety and Hygiene for Essential Personnel:
   - All personnel will wear PPE during their tour of duty. The school awaits delivery of the PPE equipment and supplies.
   - Are subject to temperature checks to be recorded per HIPAA rules. Infrared Thermometers have been ordered.
   - Will self-monitor and report exposure and symptoms of COVID-19 per the CDC guidelines
   - Should a member of staff exhibit symptoms, contact Administrator, IHS, EPA, BIE Safety, and conduct contact tracing and notifications per the DOI COVID-19 Risk Assessment & Decision Matrix for Managers(as emailed 5 August 2020).

- If the individual has COVID-19, Follow EPA and BIE Safety instructions, close the campus, and Deep clean disinfect the school site.
- Students, Parents, and visitors will follow protocols during the pandemic Phase I & II Plans.
- Maintain strict daily cleaning and sanitizing, particularly frequently contacted areas and items.
- Exercising handwashing, hand sanitizer, gloves, masks, disinfecting wipes, and hygiene support.
- Emergency Plans:

a. Fire and evacuation plans are in place and drills will be conducted weekly during the first month of repopulation and monthly thereafter.
b. Fire and evacuation floor plans are posted within each classroom, office, and auxiliary room.
c. Accountability and assembly procedures are in place to ensure accurate and prompt reporting, social distancing, and adherence to CDC guidelines.
d. Additional radios will be provided to staff to enhance communication.
e. Documentation of these drills will be maintained in the main office.
f. The COOP Plan will be updated to reflect the repopulation model, staffing assignments, and new protocols.
    i. Isolation - Everyone will be screened with contact free thermometers. These screenings will be documented for contact or exposure tracing and to protect students and staff.
    ii. Isolation procedures will follow for those with symptoms. These procedures could include an isolation room in the gym, transportation, and sanitizing area(s), and other procedures per the EPA, BIE Safety Officer, and IHS. The isolation room will be the gym under adult supervision, ease of egress and regress, restroom facilities, and exit from the building to the parking lot for pick up.
    iii. Should a student or staff be exposed or infected, notifications will be sent to the HIS, EPA, parents, and BIE Safety Officer. Follow instructions from EPA and BIE Safety Officer, potential outcome could include: school closure and to deep clean school area(s) as per the DOI COVID-19 Risk Assessment & Decision Matrix for Managers(as emailed 5 August 2020) and BIE Safety Officer instructions and Training. These communications may include isolation requirements based on instructions from BIE Safety Office, HIS, and County and State Health Departments' instructions.
    iv. Closing area(s) where symptomatic individual used. Waiting at least 24 hours, longer if possible, before cleaning and sanitizing.

2. Social distancing:
    - Adherence to social distancing protocol(6 feet apart)
    - Any meetings will be conducted by telecommunications

3. Communications:
    - Some documents will need to be printed and processed in the main office as we await delivery of IT infrastructure for staff.
    - School-wide documents will be collected or dropped off curb side drive thru, sent with students or delivered by drivers. All must wear a mask and observe social distancing. Returned documents will be placed in trash bags, sprayed with disinfectant, and sealed for 4 days before distribution or processing.
    - Teachers will be issued a laptop and jetpacks as available and as needed for telework.
    - Students will be issued with a laptop, USB thumbdrive and wifi hotspot devises as available and as needed with the understanding of "Technology Policy (on or off campus)," "Repair or Replacement of Technology Equipment & Warranty Guidelines of Issued Equipment," and "Cost Replacement Policy" for loss, damaged, repair, stolen, unreturned item issued by the school. All computers will be password protected. *We await delivery of this inventory.

4. Meal Services:
    - Meals will be transported by the bus drivers three times weekly. Meals will include both breakfast and lunch only for those students enrolled at WRCS.
    - Meal prep staff will wear masks, gloves, and social distance during meal prep, packing and delivery. The meal prep area equipment, and delivery items will be deep cleaned and sanitized daily.
    - All meals will be prepared and packaged to eliminate potential exposure, i.e. bagged or boxed in single use containers, single use meal items, and individual meals separated for 1 per student bag or box(with breakfast and lunch together).

5. Transportation
    - No curb side service to limit staff exposure.
    - Transportation Department and delivery persons will drop off and pick up learning packets/USB thumb drives during meal delivery on Mondays to the family drop box at each house. This box preserves social distancing and reduces exposure to delivering staff. Returned packets will be placed in trash bags, sprayed with disinfectant, then the bag will be sealed for 4 days before distribution and processing.
    - Learning packets will be delivered and retuned using a tub system on Mondays. Returned tubs will need to be sanitized before each reuse.
    - A schedule for drop off and return of District Formative Assessments & Benchmark assessments will be developed. Parents will be notified by the school of these arrangements through mass text, emails, calendars, and website.
    - Masks, gloves, and hand sanitizer is provided to delivery staff.

- Vehicles are wiped down daily and deep cleaned monthly in addition to daily cleaning.
- PD by webinar or remotely will occur on cleaning protocols prior to the opening and monthly thereafter. Documentation will be maintained in the main office.
- Bus routes and stops are developed as students register.

6. Academic Services:

Teacher Responsibilities

- Duty is from 7:30 am – 4:300 pm, Monday to Friday, with two 15 minute breaks (1 each in the am & pm) and a ½ hour duty free lunch break.
- Benchmark Assessments (NWEA, TMT, Beyond Textbook DFA, benchmarks, AimsWeb plus, etc,…) will be scheduled and managed by staff for all students.
- State-wide assessments (PARCC, SAT10, WIDA…)
- Prepare and submit a weekly Learning Plan(to include IEP accommodations) for your classes and a weekly review(to include a progress report for each students with an IEP on how you provided accommodations and modifications per the IEP) of the learning progress.
- Track and produce accountability documentation per the school administrator, i.e. data tracking, student work, EPAP paperwork, …
- Complete and submit a weekly task sheet, call log, Learning Plan, Pacing Guide adherence, PD attendance as assigned by the school administrator.
- Develop and execute a teleconference and class schedule to meet with students, to provide instruction or other learning supports.
- Create, produce, and submit weekly USB thumb drive assignments Learning Packets which can be posted on the school website on Mondays and printed/copied for distribution to the students on Mondays. Fridays the USB thumbdrives will be picked up to be returned to teachers.
- Pick up completed assignments on USB thumb drives/packets from the previous week on Friday mornings and record grades in NASIS. PD will be provide on the NASIS grade book module. Hard copy grade book will be maintained as a backup.
- School staff will issue students school items needed by students from a teacher produced list, i.e. Beyond Textbooks assignments, laptops, hotspots. School administrator will schedule this event.
- Record attendance daily. Students will be marked 'present' when they are actively engaged in 75% of the teacher led sessions for that day. The objective to provide the students instructional contact time to meet the following year totals:

  K – 720 hours (20 hours/week)
  1-3 – 810 hours (22.5 hours/week)

4-6 – 900 hours (25 hours/week).

7. Communications with Stakeholders:
    - Maintain the school website
    - Monthly news letters
    - Letters from Principal and school
    - Mass Phone/ Emaill communication on campus to all staff, students, parents

8. Partnerships(IHS, CDC,Tribal Leaders, County/State Health…)
    - Will continue to work with organizations and entities for the best possible outcome for all stakeholders.

9. Staff and Labor:
    - Support staff will be detailed to other duties by the principal – involving care of the facilities, maintenance, telework, meal delivery, or other duties as assigned by the principal.
    - Support staff will be scheduled for a tour of duty to limit possible exposure, but to accomplish the job assignments. Scheduling considerations could include, but not be limited to staggered work schedules, social distancing, limited building occupants, safety protocols, et al.
    - If not on campus, they will be placed on telework assignments.
    - PD sessions will be online conducted for ***all*** staff on Return to Learn, Safety on Return to Learn, School Safety Protocols, Practices, and Procedures as well as any additional information or procedures on the safe school operations. Documentation of this PD will be maintained in the main school office.

10. School Site Operations
    - Principal will schedule teleconferences with staff
        - Weekly PD – Zoom remote meetings
        - Weekly PLC – Zoom remote meetings
        - Leadership Team bi-monthly meetings – Zoom remote meetings
        - Safety Team monthly meetings – Zoom remote meetings
        - General School wide paperwork, i.e. EPAP, Learning Plans, Data collections, …) Possibly on Google Drive and by email.

    Principal will continue monthly school Board meetings
    Principal will schedule and develop PD session for staff to attend and to work with vendors to address school wide needs.
    Principal will monitor documentation of PD sessions for Teachers and staff, cleaning routine adherence, and COVID safety protocols.
    Classroom based staff have the opportunity to *Return To Learn Safely* to work within the building under strict adherence to protocols. A rotational/staggered schedule has been developed to provide access to classrooms, internet, phone, and instructional materials.
    Other essential staff will follow the same protocols for working safely.

The schedule and protocols will reduce potential exposures for staff wide exposure, high risk individuals, and those caring for high risk individuals. These protocols follow BIE Safety, CDC, local PHO, and Tribal guidelines.

11. Technology Infrastructure:
    - Improve our technology infrastructure and inventory to support our distance learning model through laptops, I-pads, and jetpacks. The school has ordered these and awaits delivery.
    - Support Continuous Learning Plans to include online platforms, such as Zoom, Google classroom, Beyond Textbooks, AimsWeb Plus, Achieve 3000, etc..
    - Each student will be issued a laptop, Ipad and/or wifi (when available) to support distance learning instruction and lessons.
    - Each family will be issued a wifi hotspot to connect to the internet (when available).
    - Provide parents opportunities to provide feedback on lessons, meals, technology, through weekly communication with teachers
    - Provide opportunities to support parents for student learning at home.

This plan is subject to change as needed by the Leadership Team.

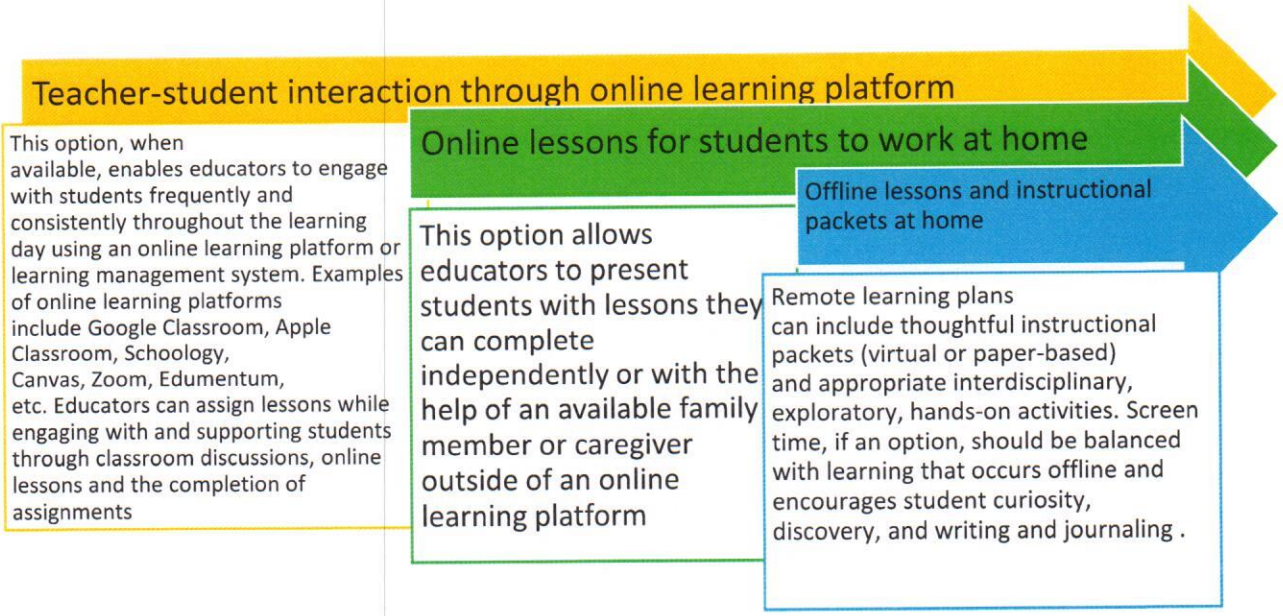
Academic Framework

A schedule for check-in and instruction will be developed and access to support services will be provided. Teachers will communicate with students and parents to provide regular instruction and to support students facing learning challenges. This communication will be documented in weekly learning plans and progress reports. Additional family supports could student and parent supports for learning in the form of webinars, emails, phone calls, learning packets, and written guidance. We will develop a communication system to support our families' concerns and challenges with a goal of 95% active participation in the learning process as measured by parent and student contact log data.
Teachers will follow the Common Core Standards and the prioritized standards per the BIE framework and BIE Pacing Guides. Lesson Plans will be submitted to the Prinipal Weekly with the learning packets. These Lesson Plans and Packets will be reviewed for by the Special Education staff for IEP adherence. Administrators will review the submissions and meet with teachers at least monthly to review the submissions, student learning progress and grading, student data from assignments, assessments(Formative and summative, i.e. online systems such as Beyond Textbooks, DFA, AimsbWeb Plus, , Google Classroom, and learning packets), and to provide PD to support staff development and students with learning challenges.

REMOTE LEARNING PLAN
This document defines remote learning as learning that occurs when the learner and educator, or source of information, are separated by time and distance and, therefore, cannot meet in a traditional classroom setting. We use remote learning as a broader

term that can include distance learning, online learning, virtual instruction or remote training. This document intentionally does not use the term distance learning, which is often internet-based instruction.

REMOTE LEARNING PLAN CONTINUUM:



Across components 1-3, Wide Ruins Community School Teachers will arrange regular check-ins with students—either in small or large groups—to provide ongoing feedback about the learning process.

Following is a summary of each component of the continuum:

1. **Teacher-student interaction through online learning platform:** This option, when available, enables educators to engage with students frequently and consistently throughout the learning day using an online learning platform or learning management system. Examples of online learning platforms include Zoom, Google Classroom, Apple Classroom, Schoology, Canvas, Zoom, Google Drive, etc. Educators can assign lessons while engaging with and supporting students through classroom discussions, online lessons and the completion of assignments.
2. **Online lessons for students to work on at home:** This option allows educators to present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.
3. **Offline lessons and instructional packets for students:** Remote learning plans can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling . Schools might have to exercise

creativity when it comes to distributing instructional packets—perhaps with meal drop off and pickup at grab-and-go sites or through safe meeting sites. Educators should have some form of instructional communication loop with students and families.

Teachers will consider the following when developing the Learning Plans:

Consider the needs of their students, including students with disabilities and individualized education program (IEP) services, when deciding the appropriate mode of instructional delivery.
Consider, when necessary, use of messaging tools that work across different devices and include features that enable interpretation and translation to help ensure equitable access for English learners.
Aneth Community School will apply a range of delivery options, including online and offline, to the extent practicable, in remote learning plans.
Plan and coordinate lessons to build on the learning sequences already underway.
Consider equity, the age, and the needs of each child when planning, including the needs of any students with disabilities, students who do not have internet access, and ELL students.
Follow the Common Core Standards, Prioritized Standards, BIE Pacing Guides, and research based best instructional practices, online learning platforms, such as Fast Forward, I Ready, Google Drive, and Dibbles.
Integrate and document PD topics within instruction.

A. Student & Parent Expectations:

- Required to work daily at home to complete assignments
- Participate in classroom lessons and activities
- Complete work as assigned by teachers
- Seek help when needed
- Abide by school rules regarding the use of technology; be a good digital citizen

B. General Education Teacher will....

- Work remotely and face to face classes as assigned.
- Provide daily instruction for face to face classes and remotely. The following are approximate cumulative, daily amounts of average time students should be working depending on their learning needs:
  - PK-2 2 hour daily
  - 3-4 3 hours daily
  - 5-6 4 hours daily
- When giving students assignments, carefully calibrate workloads and adjust accordingly to the learning needs of students (less is more)

- Teachers connect with students and provide off-site instruction synchronously or asynchronously. This includes offering times when the teacher is available to communicate directly with students, either individually or in a group and maintain weekly office hours for students to schedule a virtual check-in.
- Teachers connect with students and provide off-site instruction synchronously or asynchronously. This includes offering times when the teacher is available to communicate directly with students, either individually or in a group and maintain weekly office hours for students to schedule a virtual check-in
- Teachers maintain contact with students and families via email, phone, video conferencing and/or other distance learning tools. Communicate your contact plan and logs with your building administrator:
  - PK-2 Zoom/ Google Classroom and Drive Beyond Textbooks
  - 3-6 Zoom/ Google Classroom and Drive Beyond Textbooks
- Teachers should make instructional contact with students at least twice weekly (options for technology tools to use include but are not limited to ZOOM, Screencastify, WebEx, Skype, Snagit, Flipgrid, Google Meet, etc.)
- Teachers grade assignments, provide feedback on student learning, and record progress. It is of the utmost importance that flexibility is applied when assessing student learning formatively and summatively as well as on report cards.
- Participate in virtual (or the recording of) PLC meetings, staff meetings and other collaborative sessions
- Seek out professional learning from the district's instructional coaches (e.g., learning new technologies with in-district resources and/or out of district expertise)
- Access email at least twice daily (morning & afternoon)
- Differentiate instruction based on student levels and learning needs
- To the extent possible, students (and parents at the elementary level) should know in advance what will be covered for that the upcoming week of instruction and learning
- Teachers will follow up weekly with the building administration and special education teachers regarding both student attendance and academic performance concerns.

C. Special Education Staff Expectations:

- Special education staff and related service providers will schedule and provide specially designed instruction and related services remotely at scheduled times, consistent with student IEP's and 504 plans.
- Services will be scheduled around student needs and meet IEP's along with Evaluations for services.
- Participate in virtual IEP and Evaluations meetings and document such meetings.
- Document services provided through service logs.
- To the extent possible, document and maintain data on IEP goals/objectives for progress monitoring.

- Special education staff will schedule time to collaborate virtually with related service providers (OT, PT, SLP, etc.) in compliance with IEP's and 504 plans. Related Services will start their remote therapy services after the start school date of August 3, 2020. This is not unusual as the school enrollment will be clarified on Sept. 16th, start of school. Final list for review.
  Once the students have been starting related services run a schedule.
  The OT services will be scheduled
  The PT services will be scheduled
  The Speech services are scheduled on Weds and Thursday of the week.
  The Counseling services will continue to make her calls throughout the week.
- To the extent possible, provide quarterly progress reports to parents
- Participate in grade level meetings where appropriate to support planning
- Coordinate times with homeroom teachers as to when to conduct instruction and provide services virtually with students for inclusion goals.

D. Assessment of Student Educational Levels:

As students return to remote school setting, Aneth Community School teachers will need to understand where students are in terms of their mastery of state content standards and other skills and abilities. A data-informed approach to this work will allow Aneth Community School teachers to shape each child's learning experience to support advancement and progress. Teachers will be able to better differentiate instruction and continue to set high expectations for all students. A combination of local data and state-generated resources can support this work.

Feedback

- Provide descriptive feedback to students on work they've completed related to the essential standards you've defined as necessary to learn
- In providing descriptive feedback on learning, two lens through which to view your learners are as follows:
- Asynchronous - Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement
- Synchronous - Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat, etc.
- Students can learn without grades, however, they can't learn without assessment and useful feedback.

For report cards:

- To the extent possible, when assessing student learning, try to honor "multiple ways of understanding" as it relates to the essential standard(s)
- Students in grades K-6 will be evaluated based on defined essential standards at each content level for core subjects only; possible grading may be "Proficient"

"Near Proficient" and "Below Proficient" with letter grades of A, B, C, D, F or S/NS.

- Students will be graded mid quarter with progress reports and each quarter for 1st, 2nd, 3rd and 4th quarter.

E. Communication:

- In this ever-changing learning environment, communication between administration and teachers must strive for clarity and problem resolution
- Administration and teachers must communicate regularly (several times weekly if needed) using email, ZOOM, Google Meet, or other technology tools
- To the extent possible, teachers should put all assignments in one place (e.g., Google Classroom, Google Site, Google Doc, packets)
- Continue with regular communications with students and families (e.g., newsletters, Constant Contact, etc.)

Remote learning Teachers will oversee their students' personalized learning, address their learning experiences, apply appropriate instructional approaches, and academic support strategies that meet individual students' distinct learning needs, interests, aspirations and Navajo cultural background.

F. Social and Emotional Supports

Educators across the United States recognize the traumatic times our students are enduring as they navigate an evolving impact of the COVID-19 global pandemic. With every new update comes a level of uncertainty surrounding the many facets that affect our school's ability to devise a plan serving the children of its community.

The most daunting task educators will most likely face will be the gravity of overcoming the trauma endured by America's youth. The pressures of this global pandemic and its impact on social-emotional learning (SEL) are creating an additional complex phenomenon compounded by school closures.

Many students will be found in a psychological predicament perplexed by grief, anxiety, and confusion while searching for a sense of normalcy. This is coupled with preexisting disparities and inequities while trying to establish ways to succeed in a different and, to some, strange way of learning.

We anticipate the numbers of students needing additional support will increase, SEL must become a priority and must lead to a well communicated plan that bridges between the central office and campus level educators.

To this end, our School Social Worker, will lead the program to provide these supports. There are five main assets we will utilize:

- **Build Community:** Create spaces online and in-person where students feel safe, have a sense of belonging and can see their added value to the community. This include our school environment, culture, and climate.

- **Increase Student Voice:** Provide opportunities during instruction for all students to share their thinking including brainstorming ideas, talking through misconceptions, or providing solutions to problems.

- **Navigate Student Feelings & Actions:** Support students with managing their emotions by creating spaces for them to be self-reflective in order to make better decisions.

- **Tap into your Network:** Access other experts including school social workers, counselors, and psychologists to provide a broad network of support for students.

- **Celebrate Triumphs:** Find opportunities to provide praise, encourage students, and celebrate early and sustained wins.

Efforts and methods for supporting students included within our culture and climate include:

- **Identify & Express Emotions.** Provide students of all ages with the language to identify how they feel and give them positive outlets to express these emotions.

- **Showing Empathy.** Teach students to see life through the lens of others and to have compassion for different people's circumstances.

- **Exercising Patience.** Help students to deal with setbacks or suffering without getting angry or making decisions that will impact them negatively.
- **Serving Others.** Instill in students a belief that it is important to be a part of the solution and provide avenues for them to contribute their time and talents.
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- **Be Resilient.** Encourage students to overcome life's challenges, unfairness, and unknowns and provide strategies to help them stay focused on accomplishing their goals.

The Covid-19 pandemic has left us in unprecedented times filled with lessons to be learned about managing the impact of trauma, which can be individual to each student. We have been called upon to redefine expectations for supporting students and transform paths in order to meet the needs of the whole child. Taking a systematic approach will provide intentional aid to educators, students, parents, and our community as we deploy social-emotional supports to students. Additionally, we must be equipped both mentally and emotionally to effectively serve the nation's children during this pandemic and beyond. Professional development training will be provided for all staff to build the knowledge, skills, and abilities to support members of our school community.

G. Safety

With the change in Phases, attention must be given to our school safety operations and practices. As such, attention must include practicing of safety protocols, drills, and practices. Thus, we will need to ensure we document practice drills with each cohort of students, such as fire drills, evacuation drills, and return drills. Additionally protocols for transition, handwashing, restroom, meals, transportation and entrance/exit protocols and practices must be taught and practiced on a scheduled basis frequently, particularly when students and employees return to the building. Frequent reminders of expectations are noted through posters, verbal, and non-verbal reminders.

Should an exposure or COVID symptoms occur within the school, the BIE/DOI protocols will be followed, including reporting such incidents to the local Health Authority, BIE Safety, and EPA for guidance on the isolation or quarantine for students and staff, continuation and conditions of instruction, and necessary sanitizing procedures.

The COOP plan will be updated to address the pandemic planning, Reopening Plans, and Phases.

H. Staffing and reorganization

Staff will be reassigned as needed from the residential program to the other departments to better serve the students as residential program remains closed for the school year 20-21; or until opened if circumstances allow according to CDC regulations and NN approval. Staff will carry out duties to serve all students to receive the best possible academic learning services possible.

PHASE II and III follows after Phase I in a separate document, approved as approved.

Approved by WRCS School Principal:

Jeannie M. Lewis, Principal — Date: 07/14/20

Approved by WRCS School Board on July 14, 2020 at a duly called School Board Meeting:

Glenna Thompson, Board President — Date: 07-14-20