

Kinteel Ólta' **Wide Ruins Community School**

STUDENT / PARENT HANDBOOK

School Year 2022-2023



**Wide Ruins Community School
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Approved by Governing Board on August 9, 2022

Mrs. Glenna Thompson, Governing Board President

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APPENDIX

1. SEE LAST PAGE FOR ADDITIONAL ITEMS

HISTORY

Quality Education Since 1930

Wide Ruins Community School provides quality education to every student enrolled. To do this, it is necessary to be constantly aware of the needs of each student and to provide programs to serve those needs.

The school offers Arizona State Department of Education, Bureau of Indian Education and Dine' Education approved academic curriculum for Kindergarten to 6th grade, including a Dine' Bizaad (Language) Program, residential and individualized programs in Special Education and Gifted/Talented. Wide Ruins Community School is in the year of implementing the Beyond Textbooks Curriculum Reading, Language Arts, Mathematics, Science, Social Studies and Counseling Programs school wide.

Mascot: **Warriors**

School Colors: **Maroon, white and grey.**

Vision

We will learn in harmony today and throughout the future at Wide Ruins Community School.

Mission Statement

Wide Ruins Community School will provide academic excellence and cultural awareness for our children.

Philosophy

The School believes that:

1. Quality education and residential services should be provided in a healthy and safe environment wherein students are assisted in developing a positive self-image and life skills and where students are taught multicultural and social values and academic and social skills.
2. Each student should be assisted in developing their identity, dignity and self-confidence. Each student should be accepted, respected and acknowledged for his/her unique, positive qualities and contributions.
3. The cooperative involvement of the School, parents, and community will create a positive environment that is conducive to quality educational and residential services.
4. Navajo language and traditional values should be modeled and preserved. Each individual should have the responsibility to model Navajo traditional values, culture, and language.

Theory of Action

If we maximize professional collaboration and development opportunities for educators that focus on meeting the individual learning needs of students and IF we enhance the curriculum to incorporate essential skills for the future, THEN we will provide a rich learning environment that prepares all students to be college, career and life ready.

The School Phased Re-Opening Plan will be followed throughout the student/parent handbook to ensure all CDC Regulations and Mandates are incorporated where needed and required.

Goals

1. Increase the achievement of all students by providing rigorous, relevant and engaging learning experiences.
2. Eliminate achievement gaps by ensuring equal access to rigorous curriculum and instruction, closely monitoring individual student progress and attending to the social and emotional needs of all students.
3. Prepare all students to be ready for college, career and life in a global economy.
4. Maintain a focus on recruiting, developing, and retaining exemplary educators and leveraging their expertise throughout the school.

Strategies

1. Focus on every child, in every classroom, every day: Support an approach to teaching and learning that is responsive to each student's academic, social and emotional needs.
2. Invest in our educators: Sustain the high quality of our teachers and administrators by maximizing opportunities for professional development and collaboration.
3. Provide a wide-range of learning opportunities: Further enhance the curriculum by including current trends to strengthen and expand the school's science, technology, engineering, mathematics (STEM) and Navajo language and Culture
4. Align resources with educational needs: Align resources to accomplish the goals outlined in the Wide Ruins Community School wide Plan.
5. Technology Implementation: Align resources to accomplish the goals outlined in the Wide Ruins Community School wide Plan
6. Dine' Language and Culture: Align and support the Dine' Language and Culture with the school wide curriculum
7. Parental Involvement/Engagement: Support and approach the school wide professional development that aligns with the school and classroom goals.
8. School Safety: Sustain and apply up-to-date strategies for school classroom, staff and student safety.

COGNIA Accreditation-Navajo Nation

COGNIA process provides the framework for whole staff engagement in planning, provides guidance and support for delivery of effective educational services with all stakeholders. Wide Ruins Community School has met accreditation through COGNIA-Navajo Nation.

Wide Ruins Community School Staff

School Board

Glenna Thompson	President
Kathleen Lee	Vice-President
Louise Nelson	Secretary
Ella Shirley	Member

Administration:

Jeannie Lewis	Principal
Rolanna Allison	Executive Secretary/Facility Clerk

Business Department

Aurelia Tapaha	Business/Human Resource Manager
Stephanie Manning	Business Technician
Parthenia Tom	Payroll Technician

Travis Yazzie	Information Technologist
Rethema Kenny	School Liaison
Fanessa Ashley	Receptionist/Receptionist

Academic:

Teachers

Michelle Begay	Kindergarten Teacher
Cherlyn Tolino	1 st Grade Teacher
Loretta Bahe	2 nd Grade Teacher
Rebecca Gorman	3 rd Grade Teacher
Nelford Wilson	4 th grade Teacher
Bobbie Gonnig	5 th Grade Teacher
Jacqueline Tsosie	6 th grade Teacher
Jefferson Joe	Dine' Bizaad Navajo Language & Culture
Martha Terry	Special Education Teacher
Jeannie Raphaelito	Special Education Assistant

FACE Program

Emma Lewis	Adult Education Teacher
~Vacant~	Early Childhood Teacher
Reyvera Kanuho	Early Childhood Co-Teacher
Naomi Noble	Parent Educator
~Vacant~	Parent Educator

Paraprofessionals

Loretta Bahe

Karlceeta Begaye

Counseling

Maybelle McCabe

School Counselor

Residential

Anderson Deal

Kathy Begay

Macella Jones

Latoya James

Residential Manager

Residential Assistant

Residential Assistant

Residential Assistant

Clarinda Salazar

CNA/Health Tech

Food Service

Darryl Rockbridge

Lead Food Service Worker/Projects Manager/Safety

Bessie Tsosie

Food Service Worker

Clayton Begay

Food Service Worker

Transportation

Marsadie Joe

Bus Driver

Jonathan Joe (Sub)

Bus Driver

Bus Driver

Facility/Maintenance

Davidson Sam

Maintenance/ Custodian Worker

Leander Anderson

Custodian

Jonathon Joe

Maintenance Worker/Groundskeeper

Thomas Noble

Protective Service Specialist

Glen Draper

Protective Service Specialist

DAILY SCHEDULES

**(SEE SCHOOL REOPENING PLAN FOR ACTUAL DAYS AND TIMES
HYBRID/VIRTUAL IN ACCORDANCE TO CDC REGULATIONS.)**

School Hours	Monday-Friday	7:30 am - 4:00 pm
Instructional Hours	Monday - Friday	8:15am- 3:00 pm
Cafeteria Hours	Monday - Friday	
	Breakfast	7:30 am - 8:15 am
	Lunch	11:00 am - 12:30 pm

Early Release -Scheduled Monthly	Professional Development	Fridays-12:30 pm
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Enrollment Application

Written applications for enrollment must be submitted on or before August on the first day of each year to be considered for enrollment during the school year. On the application, the parent/guardian must indicate whether the child has been participating in any special education program and must include the child's entire disciplinary background. If false information is provided on the application, enrollment can be denied or revoked. Due to onsite preference for all students, if Virtual Learning is requested by parents/guardians, they must first agree to Distance Learning Contract which is ONLY synchronous/real time Zoom learning every day from Monday to Friday. If this cannot be done to Zoom in everyday, then enrollment application will be denied or withdrawal of child from school.

Registration Requirements

1. Certificate of Indian Blood (issued by Tribal Census Office)
2. Birth certificate
3. Immunization records (cannot enroll until immunization records are up to date)
4. Current phone numbers (home, work, and cell phone)
5. Withdrawal forms from previous school attended
6. Guardianship documents if applicable

Change of Address

It is important for emergency and administrative reasons that every student maintains an **up-to-date address of record** at the school office. Please notify the school immediately of any changes.

Withdrawal

Withdrawal forms need to be filled out by parent at the office. All materials or library books loaned to the students must be returned. Items lost or damaged must be paid for before school records are forwarded to the new school. Withdrawn students returning will be considered new enrollees.

Attendance Policy

Attendance policies will be the same for both Face to Face Onsite and Virtual Learning platforms to ensure students attend all synchronous learning time, to account for attendance in the morning and afternoon. In all areas of the student/parent handbook, there will only be actual real time classes accounted for (real time) synchronous learning from Monday to Friday. Any virtual absences will follow the onsite face to face policies.

CDC regulations require students to stay at home if they exhibit flu-like symptoms due to the covid

Students are expected to attend 180 days of classroom instruction each year. A student who misses three (3) days of school will be contacted by the Registrar/School Liaison via home visit/telecommunication/email. If the student misses five (5) days, then a parent conference will be held for a follow up on the student with the parent, school liaison, registrar, counselor, teacher and Principal. After seven (7) days of absences, a warning letter will be sent to the parents regarding a student's absences. A student with ten (10) days consecutive absences will be dropped

by the School and the parent/student will have to re-enroll with a student/parent contract regarding excessive absences. If a student is sick, has a death in the family, must attend a religious ceremony or has another legitimate excuse that keeps the student from attending school, the student must do the following:

1. On the day following any absence, and at the beginning of the school day, bring and deliver to the registrar and student's teacher(s) a note from and signed by the student's parent, guardian, performing medicine man or doctor which explains the reasons for the student's absence. If the note is sufficient and establishes a legitimate excuse for the absence as defined herein, the absence will be "excused", and the student will be allowed to make up their school work. If the student is absent for more three (3) days or more, a doctor's statement is required to be excused.
2. Absences that have to do with vacationing, not in town, or any leisure activities are not considered excused and will be unexcused.
3. Immediately upon returning from an excused absence, the student must ask the student's teacher(s) for any missed assignments and makeup work. The student must then promptly complete and turn in any missed work or assignments, so they are not behind.

American Indian children between the ages five (5) and eighteen (18) who have not graduated from high school must be attending school. Students who have excessive absences will be referred to the proper tribal departments for Truancy as stated in the Navajo Children's Code.

Tardy - is defined as unexcused lateness with or without the knowledge or consent of student's parent(s) or legal guardian(s). Tardy is arriving after 8:15 AM

1. Three (3) tardies are equal to one ~~unexcused~~ absence, unless it is weather related.
2. It is the student's and parent's responsibility to obtain a tardy slip if arriving after 8:15 AM.

AWOL (Absent without Leave)-- In AWOL cases, the School will attempt to notify the student's parents. After the notification or attempted notification of the student's parents, the School will request assistance in locating the student from search and rescue teams and law enforcement agencies.

Arrival

Students should arrive by 7:30 AM to eat breakfast. If children are left at school before supervisory personnel are on duty, it is the parent's responsibility before 7:30 AM to care for their child. All students should be escorted to the cafeteria and supervised by parents or have prior arrangements made by the parent if they arrive prior to 8:00 a.m. All students must be supervised.

Dismissal

Dismissal is at 3:00. **Students being picked up at 3:30 pm must be signed out through the office or have a written notification.** If students ride a bus to school, they cannot choose to walk home, ride a different bus, stay at school, or get a ride with a friend or a relative without written consent or phone call from the parent or guardian.

Class Time

Teachers will escort students to classroom at 8:15a.m. after the morning pledge, mission, vision. Instruction starts at 8:15 a.m. and ends at 3:00 p.m.

Check Out

Parents or legal guardians of students must designate those persons who are authorized to check out their children on the student check out forms. Only in emergency cases, phone calls or notes will be accepted for check out authorization with parent/guardian or designated signature. **An I.D. must be presented upon check-out of any students.**

Students will not be checked out or released to a person who appears to be under the influence of alcohol or drugs. If need be, law enforcement and social services may be called to ensure safety, health and welfare of students.

No other check-out restrictions will be enforced against parents/guardians, unless they are ordered by Social Services, law enforcement or court order.

NOTE: A person checking out a student should be prepared to show proper identification.

The School reserves the right to deny a check-out if, in the School's opinion, such check-out appears to compromise the personal safety or welfare of the student. If the check-out is to be denied, it will be the responsibility of the Registrar to hold a meeting with the Principal or Principal designee, the parent and the student to discuss the matter. The parents are to be advised in writing if the privilege is denied.

Academic Information

Grade Reports

Each teacher reports grades and attendance quarterly in writing and NASIS. Parents will receive copies of each report. A copy of the final report becomes the parent's permanent record while the original is filed in the student's cumulative folder.

Parent Conferences

A five-week grade is scheduled prior to the end of the grading periods. This will give students and parents an opportunity to see if the child needs extra help or is in danger of failing, so improvements can be made.

Parent conferences are scheduled at the end of the grading periods. A notice will be sent home announcing the date of each parent conference. Parents who are unable to attend a scheduled conference are encouraged to make an appointment with the teacher after 3:00pm. Parents are to make an appointment to meet with the teacher for conference or class visitation.

Grading Scale

Students shall receive grades based upon a four (4) point scale as follows:

A	=	Excellent	=	4
B	=	Above Average	=	3
C	=	Average	=	2
D	=	Below Average	=	1
F	=	Failing	=	0

An "I" may be given to indicate incomplete work. The makeup work must be completed within two (2) weeks or the "I" converts to a "F."

Homework

Homework provides practice and drills that reinforce the learning that takes place at school and provides opportunities for independent study, research, and creative thinking. Parents can help by arranging a quiet, comfortable place for students to work and making sure that homework assignments are completed. The national guidelines for time students spend doing homework suggest 10 minutes multiplied times the student's grade. Students reading daily at home may be up to 20 minutes. Parents should allow students to do their own homework.

Student Incentives

Attendance Award

To earn the Perfect Attendance Award and Good Attendance a student must be in school every day. To earn the Outstanding Attendance Award, a student must not have more than one day absent quarterly.

Honor Roll Students

A student recognized for achieving high grades in their grade level course of study.

A. Honor Roll 3.5 - 4.0

B. Honor Roll 3.0- 3.5

Grades K - 3rd number of Mastered grades will determine Honor Roll

Positive Recognition

Sincere and meaningful attention will be given to students for their efforts in academics and behavior according to expectation in school following the six pillars of character (trustworthiness, respect, responsibility, fairness, caring and citizenship). Incentives/awards given quarterly will include: a call home, verbal praise, tangible rewards or certificates, etc. WRCS has a student incentive plan to include field trips, certificates, plaques or a token of recognition.

Retention/Promotion

The parent will be notified immediately if his/her child is in danger of retention due to grades and/or attendance within the first semester or first quarter. The decision will be made with the parent's involvement. The decision to retain a student will be made by the Principal and the multidisciplinary team after implementation of intervention strategies and extended learning programs. The School Board may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis.

Textbooks and School Supplies

Classroom materials/worksheets are furnished by the school. Basic supplies such as paper and pencils should be supplied by the student. **Students are not permitted to have pens or markers.**

If a materials/books are lost or damaged deliberately, the student must pay for each textbook. Students will not be eligible for field trips, sports, or extracurricular activities until lost or damaged textbooks have been paid for.

Study Skills

Students should be aware of skills and techniques that make learning easier and more enjoyable.

The following are some guidelines for achieving good study habits.

1. Come to class prepared with homework, pencil, paper, and other necessary materials
2. Be an active participant in class. Listen well and take part in class discussions and activities.
3. Ask questions and give answers.
4. Plan time after school for homework or review.
5. Use what you learn.
6. Strive to do the very best work possible.

Tutoring

Tutoring is available according to teacher schedule and at the residential hall.

Child Study Team

The School provides the services of its Child Study Team to assist in the identification, evaluation, determination of eligibility and development and monitoring of special education programs and placements. The Child Study Team is composed of the principal or designee, school counselor, the referring teacher and another permanent teacher member.

Special Education Program

In accordance with the Individuals with Disabilities Education Act, Wide Ruins Community School provides students with a qualifying disability with special education and related services to meet their unique needs. The student and his/her parent(s)/legal guardians have the right to be informed of procedural safeguards that are applicable under Federal Law. A school team develops an Individualized Education Program (IEP), which is a legal document that spells out a child's educational goals and the services and support the school will provide.

Counseling

The WRCS counselor is available to students who need counseling services in areas of personal, social, career awareness, substance abuse prevention and treatment referrals. The counselor provides in-class instruction, individual and group counseling sessions. When the needs of a student exceed the school's capabilities, the counselor will make outside referrals. Students and parents can make appointments to speak with the counselor. All sessions are kept confidential.

WIDE RUINS COMMUNITY SCHOOL PARENT INVOLVEMENT

Wide Ruins Community School recognizes the necessity and value of parent involvement to support student success and academic achievement. In order to assure collaborative partnerships between parents and the school.

1. Parents/Guardians will be consulted with respect to design and implementation of services and programs at the school. Parents will be provided information by letter, newsletters, radio announcements, mass media and meetings.
2. Parents are invited to participate in school-sponsored activities during the year.
3. The status of each child's progress will be reported through Parent/Teacher Conferences, report cards, progress reports, test results and appointments.
4. Each parent/guardian will be encouraged to participate in the Parent Advisory Committee to enhance effective two-way communication with all parents/guardians.
5. Parent input will be solicited in review of school policies, goals and objectives, program plans and implementations, evaluation, and budget, via surveys and meetings.
6. An open invitation is extended to all parents/guardians to visit the classrooms, following proper procedures.
7. WRCS will have a Parent/Student/Staff Policy and a Compact.

Parent Involvement

As a parent, you are your child's first and most important teacher. It is both your right and your responsibility to take an active role in your child's education.

Ways parents can get involved:

- Participate in our parent organization
- Visit your child's classroom with an appointment so instruction is not interrupted.
- Assist with field trips or other special projects
- Assist in the classroom
- Conference with your child's teacher
- Assist in their homework and daily reading at home.

If interested contact the business technician or principal for volunteer requirements which include an intensive background investigation as required by federal law.

Visitors (NO VISITORS ARE ALLOWED IN THE CLASSROOMS) They may request information from the registrar/receptionist.

US Government and Arizona State Law require all visitors to "**make officials aware of their presence and sign in**". This is for the safety of all students and staff.

- Parents are welcome and encouraged to visit the school and their child's classroom with an appointment
- All visitors must sign in at the front office, state the nature of their visit and obtain a visitor's pass.
- All visitors must sign out and return the visitors' pass to the front.
- Parents may not visit a classroom to discipline other people's children.

- Students are not to bring their friends or relatives to school with them as visitors.
- Parents and visitors are not to disrupt instruction.

Assemblies, Programs, and Athletic Competitions

Students should be courteous and attentive at assemblies and other programs. Applause may be enthusiastic with hand clapping. There is to be no whistling, shouting, stomping, or booing. Speakers, performers and athletic competitors are our guests. If parents want their children to sit with them, the students must be checked out of school first.

Telephone Usage

Office phones are for school use only. The only exception to use an office phone would be in cases of emergency, with permission from the staff.

Sales

Soliciting is prohibited. Vendors may not sell items to students or staff during the school/workday (8:00 AM - 4:30 PM).

Valuables /Personal Items

Items such as cell phones, technical gadgets, jewelry, money, toys, and any other items are not needed for classroom instruction nor permitted at school. If these items are brought to school, they will be confiscated by the teacher, school security or principal and held for a parent to pick up until the end of the year if the misuse continues. Because the above items are banned, staff members and school will not be responsible for lost confiscated items.

Searches

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the School's responsibility to protect the health, safety, and welfare of all of its students and staff.

School employees may conduct searches when they have reason to suspect ("Reasonable Suspicion") that the health, safety, and welfare of students or staff may be in danger.

Property Damage

Any damage to School property by a student will be the responsibility of the student and the student's parent. The student and parent shall pay for any replacement and/or repair costs. Any such damage shall be paid within ninety (90) days of notice to the parent of the damage and amounts. If payments are not received within the above-stated ninety (90) day period, the student will not be allowed to return to school and transportation will not be provided until the debt is cleared. Disciplinary action will apply to incidents of property damage. Law enforcement will be notified.

Lost and Found

Any articles that are found will be turned in to the front office. The school is not responsible for any lost/stolen personal items.

Medical

Parents are required to notify the school of any medical alerts or condition of their child. In case a student becomes ill, student should stay home until the symptoms (e.g. fever, vomiting,

coughing, running nose, earache and lice) subside. If a student becomes ill during class time, the student will be referred to the Certified Nurse Assistant and the school liaison or office personal will contact the parents. Parent will need to pick the student up.

In case of an emergency, school staff will contact the parent and transport the student to the hospital. The parent will have to meet the student at the hospital as required for medical history and consent; if student is residential, the residential staff will transport as they serve as “In Loco Parentis” in the place of parent which refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent.

Harm or Threat to Self. If a staff member believes, or a student reports to a staff member that a student may be depressed or may do harm to himself/herself or has threatened to do harm to himself/herself, the staff member shall immediately contact the IHS health psychiatrist in the counseling department of HIS and shall thereafter immediately contact the supervisor on duty and the Principal. In such situations, the School will undertake immediate intervention and make immediate referral for assistance.

Medications. If a student is placed on a special medication by a licensed physician or Public Health Service, the medication will be kept in a locked cabinet in a designated area. Medication will be dispensed by qualified personnel to the students in accordance with the directions given by the treating physician.

The school or authorized medical personal will dispense the medicine only as directed and with written parent authorization. Students are not permitted to have prescription drugs or over-the-counter drugs such as Tylenol or cough drops in their possession.

Food Service

WRCS follows the Arizona State Department of Education Nutrition and School Food Programs rules and regulations. Breakfast and lunch are served in the school cafeteria each day for day students and dinner for the residential students. The meals are planned so that students will have the proper nutrition needed to stay healthy. Students should try some of each food served. Meals are to be eaten in the cafeteria. No food is to be taken out of the cafeteria.

An Arizona State Department of Education Nutrition and Wellness Policy is followed.

Cafeteria rules (**All CDC guidelines will be followed**)

Students shall:

1. Walk, not run, in the cafeteria area.
2. Sit on chairs only.
3. Use good manners.
4. Maintain all tables, seats, and walls in good condition.
5. Discard gum and wrappers in the trash can. (Students shall not stick gum under the tables.)
6. Be courteous toward fellow students, staff and visitors.
7. Not engage in horseplay or roughhousing.
8. Not take food or drinks out of the cafeteria.
9. Use dinnerware as eating utensils only.

Playground (All CDC guidelines are followed)

Playground rules are for the safety for all students. It is important that students get involved in an activity, game, or sport while on the playground.

Rules:

1. Show respect for yourself and others
2. Do not throw anything (i.e. sand, rubber chips, mud, rocks, weeds, roots, bugs, etc.
3. Go to the bathroom before you go outside
4. No tackling or contact sports, no wrestling, pushing, or shoving.
5. Stay away from the buildings, no jumping down steps, and no sliding down railings.
6. Report injuries or misbehavior to the playground supervisors.
7. Line up by class at the end of recess or when the playground supervisors asks.
8. Stay outside until the bell rings and the person on duty or teacher will escort you into the building.

Field Trips (All CDC guidelines are followed)

To be eligible to participate in a field trip scheduled throughout the year, students must meet the following attendance requirements:

1. Have no more than two (2) absences each quarter. Students with 10 or more absences will not be eligible for end-of-the-year field trips in April or May. Excused absents will be considered when decision is made.
2. Must be present in class the day before, the day of, and the day after a field trip.
3. Students may be ineligible for next field trip if they:
 - A. Do not exhibit good citizenship.
 - B. Do not adhere to the Student Handbook.
 - C. Have been suspended.

Sports and Clubs (All CDC guidelines are followed)

WRCS provides opportunities for students to participate in several sports and clubs. WRCS belongs to Nava-Hopi Junior League. Tryouts for sports teams are open to all students. Members of sports teams are usually selected from those students who have demonstrated superior sports skills during try-outs. Students who participate in clubs and sports must meet the following eligibility requirements:

- I. Athletic League Age Requirements:
 - a. Elementary students are eligible
2. Sports team members must have a sport physical completed before engaging in competitive sports.
3. A student must be in good academic standing.
 - a. Must be passing ALL classes with no grades lower than C.
 - b. Must be caught up in all class work and homework
 - c. Weekly academic checks will be made
4. Student must meet the following attendance requirements:
 - a. Must be present in class the day before, the day of, and the day after an event.
5. Students must have good citizenship. If a student receives an incident report, he/she will not participate in sports or clubs for one (1) week from the date of the incident report.
6. Students are not allowed to bring Energy Drinks to practice or games.

Sports Practice

All sports practices will be held at Wide Ruins Community School after school hours and not past 5:30 pm. Members of sports teams must attend practices to participate. Games will be scheduled after 3:00pm.

Sports and Club Transportation

Transportation will be provided to and from Wide Ruins Community School to athletic events. Parents are responsible to pick up their child from practice. Team members must ride the bus to and from the activity. Any request to deviate from this policy must be in writing from the parent/guardian. Parents /Guardians may check their child out after the game and will be responsible for picking up their child after practice.

Fire Drills

Fire drills are conducted once each month for student safety. Students should follow these rules during a fire drill:

1. Know the fire escape plan. It is posted in each room.
2. Walk in single file quietly and quickly to the designated area with your teacher.
3. Line up for roll call; remain quiet until the fire drill is over.
4. If a student creates a false alarm police may be notified. It costs the school up to approximately \$300 when firefighters respond to a false fire alarm. Consequences for false fire alarm:
 - a. First offense: Pay cost. 3-5-day suspension. Police may be notified.
 - b. Second offense: Same as first plus additional suspension or expulsion.

Dress Code

The School believes that students should take pride in their attire and dress appropriately. In addition to the following guidelines, students should dress in a manner that takes into account the educational environment, safety, health and welfare for others. The following guidelines are provided to assist students, staff and parents in determining what "is" and what "is not" appropriate with respect to student attire. Failure to abide by the dress code may result in disciplinary action.

1. Sagging is prohibited. Sagging is wearing the pants on the hips or below which would allow underwear to show.
2. Clothing such as bare midriffs, halter-tops and spaghetti straps is unacceptable. See-through clothing is prohibited.
3. "Homie" T-shirts and other types of clothing that displays gang-style pictures, slogans or symbols are prohibited (i.e. "8-Ball," "South Side," "LowRider").
4. "Prison Garb" - Shirts and pants that are typically used as prison uniforms usually in solid color, but not limited to blue, brown or black, are prohibited. This type of clothing contains a cotton collared shirt with matching pair of pants. The top button on the shirt is usually buttoned. Both shirt and pants are baggy and loose with shirt untucked.
5. "Bandanas" or scarves used for gang identification, any size, color or shape, will not be carried, worn or displayed on school property. This may also include anything that may represent a display of "colors."

6. Any type of jewelry or body adornment presenting a health and/or safety hazard to self or others is prohibited (i.e., nose ring, excessive earrings, body studs, tattoos—all existing tattoos must be covered).
7. Wearing chains in excess of twelve inches (12") long and with a chain-link size greater than one-half inch (1/2") is prohibited. Further, chains less than twelve inches (12") long and less than one-half inch (1/2") in link size may only be worn when used to secure wallets, watches or keys. Chains not complying with the above-stated conditions will be confiscated, if found. Chains worn on the outside of the pants, hanging down and connected to a wallet are not allowed. These items will be confiscated, if found.
8. Any clothing or jewelry that symbolizes drugs, alcohol, sex, satanism, tobacco, or any lewd act is expressively forbidden. This includes profanity or defamatory writing on clothing or jewelry.
9. Gang-related personalization of any sort is not permitted on hats, clothing, or one's person. This includes anything worn or carried on campus. Any type of clothing or headgear which promotes gang activities or is worn in a manner that promotes gang activities is prohibited.
10. Shoes must be worn at all times. Bare feet are not acceptable. Close-toed shoes must be worn for any type of physical activity, such as recreation.
11. Sunglasses are to be worn outside only.
12. All belts will be tucked and will not be allowed to hang in front.
13. Offensive body language or movements and hand gestures (including gang related) will not be allowed.
14. Any individual who has a tattoo must cover it to avoid exposure and any influence on other students.

Social Interaction

Students are expected to behave and conduct themselves in an appropriate manner on campus and in public. Inappropriate behavior, such as cursing, throwing hand gestures, and indecent or excessive displays of affection (petting, kissing), are prohibited. School staff is expected to counsel students who are not adhering to these rules.

For information, a clanship chart will be displayed to inform all students and staff of the clan system.

Sexual Harassment

Wide Ruins Community School is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student or other person at school or at any school-related activity. Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. Students are informed that they should immediately report any incidents to

either teacher, the Principal or their designee if they feel they are being harassed.

GENERAL RULES OF CONDUCT

The Wide Ruins Community School Philosophy includes the belief that all staff members are responsible for helping in build a school atmosphere that creates a safe, cooperative, and emotionally secure learning environment; therefore, all school staff members are to enforce the school rules. The overall aim is for parents, students and staff to work together in such a way that the students learn self-discipline and to be responsible for their own behavior.

ALL CDC REGULATIONS AND MANDATES ARE TO BE FOLLOWED AT ALL TIMES ACCORDING TO THE SCHOOL REOPENING PLAN.

General Rules of Conduct in the classroom, on the playground, buses, field trips, assemblies, and after school events.

1. Walk in the hallways and on the sidewalks, to and from the dormitory, cafeteria, gym, and school buses.
2. Follow the direction of all staff
3. Treat others as you would want to be treated.
4. Respect others, yourself and school property.
5. Use appropriate language and level of voice.
6. **Keep** your hands/objectsto yourself.
7. Gum, candy, seeds, energy drinks, Kool-Aid, Hot Cheetos and other snacks and drinks are not permitted at school. The items will be confiscated and not returned.
8. Pens, markers, and balloons are not permitted at school.

** Some classrooms may have additional safety rules: violation of the classroom behavior rules will result in classroom discipline.*

Student Discipline

Appropriate behavior is a necessary prerequisite to learning. Therefore, each student must conduct himself/herself properly and in accordance with school rules, regulations, and policies at all times. Each employee of the School is responsible for helping to enforce proper student conduct.

Cooperation between parent(s), legal guardian(s) (hereinafter "parents") and the School is essential to positive, effective student discipline. To facilitate and further this cooperation, the School will:

- ◆ Inform parents of situations that may be developing prior to the need for disciplinary action whenever possible.
- ◆ Develop and distribute to parents clearly-stated discipline policies, rules, and regulations.

Students must accept responsibility for their conduct. The School will assist parents whenever possible by recommending services and agencies that may be of assistance in correcting unacceptable student behavior. However, ultimately parents must assume the responsibility for the conduct of their children.

The following infractions are considered unacceptable and a cause for disciplinary action. The following infractions are broad in scope and call for the administration and/or Board to exercise discretion (within the law and policies) based upon the facts and circumstances of individual cases in terms of what appears best for the students and School. This list is not meant to exclude other infractions that might occur that could jeopardize the health, safety, or welfare of others or interfere with the educational process.

A. Infractions Against Public Order

1. Public nuisance
 - a) Explosives
 - b) Making bomb threats
 - c) Setting off false fire alarms
2. Loitering/trespassing
3. Disorderly conduct
 - a) Disturbing a school meeting, activity or school event
 - b) Vulgar or obscene language, gestures or ethnic slurs
 - c) Arson or attempted arson
 - d) Fighting
 - e) threatening violence or attempting violence
 - f) Possession and/or use of a weapon or dangerous instrumentality

B. Infractions Against Authority

1. Insubordination
2. Obstructing an investigative process
3. Insult or verbal abuse of faculty or staff members
4. Assault of faculty or staff members
5. Giving false identification or information
6. Resisting authority
7. Forgery
8. Violation of Board or School rules

C. Destruction of School Property

1. Vandalism
2. Theft/graffiti/larceny

D. Infractions Against Others

1. Endangerment
2. Creating a hazardous or physically offensive condition
3. Harassment, threats, verbal abuse
4. slander
5. Extortion
6. Physical assault
7. Improper sexual advances
8. Fighting
9. Hazing

E. Substance and Alcohol Abuse - The School is a Drug-Free Zone

1. Use, possession, or sale of a controlled substance. A controlled substance is

defined as: any substance defined as a controlled substance by Navajo, Arizona or federal law; narcotic drugs, harmful drugs, hypnotic drugs, opiates, cocaine, marijuana, and alcohol-based substances, and vapor-releasing substances, and use of a prescription drug without a prescription or other than prescribed.

- F. Being Under the Influence of a Controlled Substance as Defined Above
- G. Use or Possession of Tobacco Products of All Descriptions (Except for Therapeutic Traditional Purposes, Pre-Approved in Writing by Principal and Recognized Medicine Person)
- H. Sexual or Physical Abuse of Students
- I. Date Rape or Statutory Rape
- J. Sexual Harassment or Sexual Intimidation

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following categories:

1. Verbal warning
2. Written warning/notification to parents
3. In-school suspension (length contingent on infraction)
4. Out-of-school short-term suspension (not to exceed ten (10) days) with a meeting to develop a student behavior contract with parents, prior to returning to school
5. Long-term suspension (greater than ten (10) days) with a meeting to develop a student behavior contract with parents, prior to returning to school
6. Expulsion
7. Loss of privileges will accompany written warnings/notifications and infractions warranting higher penalties. A non-inclusive list of privileges that may be revoked are: sports activities, trips, Student Council, clubs, other School activities, social contact and other extracurricular activities.

Depending upon the nature of the violation, student discipline may be progressive, i.e., a student's first violation could merit a lighter penalty than the subsequent violations. A School employee should take into account all other relevant factors in determining an appropriate penalty, including, but not limited to, the following: the seriousness of the offense, the number of violations, the repetitiousness of the violations, and whether there are any aggravating or mitigating circumstances surrounding the violations. Penalties may be imposed either alone or in combination. For example, a student may receive a written warning and a short-term suspension.

Procedural Guidelines

1. Parents will be informed of school rules through the student handbook when they register their child. Parent must sign a statement that they have read and understand the handbook.
2. All staff will inform the students of the school rules by going through this handbook with the students as a part of the orientation process.
3. All staff has the responsibility of notifying the student that the behavior is unacceptable.
4. If the inappropriate behavior continues, the teacher, the principal, counselor, student and the parent will design a strategy to solve the problem.

Due Process

Individual students at WRCS have, and shall be accorded the following due process rights in accordance with 25 CFR § 42 *et seq.*

PART 42 - STUDENT RIGHTS

Sec.

- 42.1 What general principles apply to this part?
- 42.2 What rights do individual students have?
- 42.3 How should a school address alleged violations of school policies?
- 42.4 What are alternative dispute resolution processes?
- 42.5 When can a school use ADR (alternative dispute resolution) processes to address an alleged violation?
- 42.6 When does due process require a formal disciplinary hearing?
- 42.7 What does due process in a formal disciplinary proceeding include?
- 42.8 What are a student's due process rights in a formal disciplinary proceeding?
- 42.9 What are victims' rights in formal disciplinary proceedings?
- 42.10 How must the school communicate individual student rights to students, parents or guardians, and staff?
- 42.11 Information collection.

Authority: 5 U.S.C. 301M Pub. L. 107-110, 115 Stat. 1425.

§ 42.1 What general principles apply to this part?

- (a) This part applies to every Bureau-funded school. The regulations in this part govern student rights and due process procedures in disciplinary proceedings in all Bureau-funded schools. To comply with this part, each school must:
 - (1) Respect the constitutional, statutory, civil and human rights of individual students, and
 - (2) Respect the role of Tribal judicial systems where appropriate.
- (b) All student rights, due process procedures, and educational practices should, where appropriate or possible, afford students consideration of and right equal to the student's traditional Native customs and practices.

§ 42.2 What right do individual students have?

Individual students at Bureau-funded schools have, and must be accorded, at least the following rights:

- (a) The right to an education that may take into consideration Native American or Alaskan Native Values;
- (b) The right to an education that incorporates applicable Federal and Tribal constitutional and statutory protections for individuals; and
- (c) The right to due process in instances of disciplinary actions.

§ 42.3 How should a school address alleged violations of school policies?

- (a) In addressing alleged violations of school policies, each school must consider, to the extent appropriate, the reintegration of the student into the school community.
- (b) The school may address a student violation using alternative dispute resolution (ADR) processes or the formal disciplinary process.
 - (1) When appropriate, the school should first attempt to use the ADR processes described in § 42.4 that may allow resolution of the alleged violation without recourse to punitive action.

- (2) Where ADR processes do not resolve matters or cannot be used, the school must address the alleged violation through a formal disciplinary proceeding under § 42.7 consistent with the due process rights described in § 42.7.

§ 42.4 What are alternative dispute resolution processes?

Alternative dispute resolution (ADR) processes are formal or informal processes that may allow resolution of the violation without recourse to punitive action.

(a) ADR processes may:

- (1) Include peer adjudication, mediation, and conciliation; and
- (2) Involve appropriate customs and practices of the Indian Tribes or Alaska Native Villages to the extent that these practices are readily identifiable.

(b) For further information on ADR processes and how to use them, contact the Office of Collaborative Action and Dispute Resolution by:

- (1) Sending an e-mail to: cadr@ios.dio.gov; or
- (2) Writing to: Office of Collaborative Action and Dispute Resolution,
Department of the Interior, 1849 C Street NW, MS 5258,
Washington, DC 20240

§ 42.5 When can a school use ADR processes to address an alleged violation?

- (a) The school may address an alleged violation through the ADR processes described in § 42.4, unless one of the conditions in paragraph (b) of this section applies.
- (b) The school must not use ADR processes in any of the following circumstances:
 - (1) Where the Act requires immediate expulsion ("zero tolerance" laws);
 - (2) For a special education disciplinary proceeding where use of ADR would not be compatible with the Individuals with Disabilities Education Act (Pub. L 105-17); or
 - (3) When all parties do not agree to using alternative dispute resolution processes.
- (c) If ADR processes do not resolve matters or cannot be used, the school must address alleged violations through the formal disciplinary proceeding described in § 42.8.

§ 42.6 When does due process require a formal disciplinary hearing?

Unless local school policies and procedures provide for less, a formal disciplinary hearing is required before a suspension in excess of 10 days or expulsion.

§ 42.7 What does due process in a formal disciplinary proceeding include?

Due process must include written notice of the charges and a fair and impartial hearing as required by this section.

- (a) The school must give the student written notice of charges within a reasonable time before the hearing required by paragraph (b) of this section. Notice of the charges includes:
 - (1) A copy of the school policy allegedly violated;
 - (2) The facts related to the alleged violation;
 - (3) Information about any statements that the school has received relating to the charges and instructions on how to obtain copies of those statements; and
 - (4) Information regarding those parts of the student's record that the school will consider in rendering a disciplinary decision.
- (b) The school must hold a fair and impartial hearing before imposing disciplinary action, except under the following circumstances:
 - (1) If the Act requires immediate removal (such as, if the student brought a firearm to school) or if there is some other statutory basis for removal;

- (2) In an emergency situation that seriously and immediately endangers the health of safety of the student or others; or
 - (3) If the student (or the student's parent or guardian if the student is less than 18 years old) chooses to waive entitlement to a hearing.
- (c) In an emergency situation under paragraph (b) (2) of this section, the school:
 - (1) May temporarily remove the student;
 - (2) Must immediately document for the record the facts giving rise to the emergency; and
 - (3) Must afford the student a hearing that follows due process, as set forth in this part, within ten days.

§ 42.8 What are a student's due process rights in a formal disciplinary proceeding?

A student has the following due process rights in a formal disciplinary proceeding:

- (a) The right to have present at the hearing the student's parents or guardians (or their designee);
- (b) The right to be represented by counsel (legal counsel will not be paid for by the Bureau-funded school or the Secretary);
- (c) The right to produce, and have produced, witnesses on the student's behalf and to confront and examine all witnesses;
- (d) The right to the record of the disciplinary action, including written findings of fact and conclusions.
- (e) The right to administrative review and appeal under school policy;
- (t) The right not to be compelled to testify against himself or herself; and
- (g) The right to have an allegation of misconduct and related information expunged from the student's school record if the student is found not guilty of the charges.

§ 42.9 What are victims' rights in formal disciplinary proceedings?

In formal disciplinary proceedings, each school must consider victims' rights when appropriate.

- (a) The victim's rights may include a right to:
 - (1) Participate in disciplinary proceedings either in writing or in person;
 - (2) Provide a statement concerning the impact of the incident on the victim; and
 - (3) Have the outcome explained to the victim and to his or her parents or guardian by a school official, consistent with confidentiality.
- (b) For the purpose of this part, the victim is the actual victim, not his or her parents or guardians.

§ 42.10 How must the school communicate individual student rights to students, parents or guardians, and state.

Each school must:

- (a) Develop a student handbook that includes local school policies, definitions of suspension, expulsion, zero tolerance, and other appropriate terms, and a copy of the regulations in this part;
- (b) Provide all school staff a current and updated copy of student rights and responsibilities before the first day of each school year;
- (c) Provide all students and their parents or guardians a current and updated copy of student rights and responsibilities every school year upon enrollment; and

- (d) Require students, school staff, and to the extent possible, parents and guardians, to confirm in writing that they have received a copy and understand the student rights and responsibilities.

§ 42.11 Information Collection

Notwithstanding any other provision of law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with a collection of information subject to the requirements of the Paperwork Reduction Act of 1995 (44 U.S.C. 3501 *et seq.*) (PRA), unless that collection of information displays a currently valid Office of Management and Budget (OMB) Control Number. This part in §§ 42.6, 42.7, and 42.9 contains collections of information subject to the PRA. These collections have been approved by OMB under control number 1076-0163.

Discipline of Special Education Students

All disciplinary action relative to special education students must be taken pursuant to 34 C.F.R. §§ 300.519 through 300.529, references therein and amendments thereto. Copies of the above CFRs shall be kept by the Director of Special Education and provided to the staff as needed. It shall be the duty of the Special Education Director of the School to review said CFRs in January of each year and to supplement and amend these attachments as necessary to maintain their currency.

It should be noted that in general, removal of a child with a disability from the child's current educational placement for more than ten (10) consecutive schooldays and/or a series of removals that constitute a pattern and cumulate to more than ten (10) schooldays in a school year constitute a change of placement. The procedures set forth in 34 C.F.R. §§ 300.519 through 300.529 must take place prior to the expiration of that time. It shall be the duty of the Special Education Director to ensure that the appropriate procedures take place in a timely manner.

Special procedures for cases involving guns, dangerous weapons and controlled substances are set forth in the above-noted CFR provisions.

Wide Ruins Community School Transportation Department

The primary function of the transportation department is to provide safe transportation to and from school. Riding the bus to school is a privilege, not a right.

All students must understand and observe good conduct, courtesy, cooperation, and respect for the authority of the bus driver. Arizona State Law states that the driver of the school bus is responsible for orderly conduct and safety of pupils and other passengers being transported in accordance with the policy established by the local governing board. All questions pertaining to transportation should be directed to the Support Service Supervisor and/or Principal at 928-652-3251.

Bus Rules

At any time when the School provides bus transportation to the students, students shall:

1. Be ready to board the bus on time.
2. Stand twelve (12) feet away from the road where the bus stops.
3. Wait until the bus comes to a complete stop to board the bus.
4. Assist in keeping the bus safe and clean at all times.

5. Never stick hands, arms, or any part of the body out of the windows.
6. Never experiment or tamper with bus or any of its equipment.
7. Keep personal possessions out of the aisle.
8. Never throw anything in the bus or out the window.
9. Remain in seats until the bus comes to a complete stop and not engage in disorderly behavior and obscene language. Students may be assigned seats if they misbehave or it is otherwise necessary.
10. Be courteous to fellow pupils and bus drivers.
11. Not smoke or chew tobacco in a school bus.
12. Not damage a bus. Damage by a student to the bus will be paid for by the student and/or the student's parents.
13. Students are to ride their assigned bus to and from the School every day. A student will **only** be excused from riding the bus if the student provides and turns in to the School office, at least thirty (30) minutes prior to the scheduled bus departure, a written note from the student's parent requesting that the student be excused from riding the bus that day and providing a reason for the change. Each note must be written, signed and dated by the parent.
14. It is the parent's responsibility to promptly pick-up their students at bus drop-off sites. Buses will not remain at drop-off sites after students have disembarked from the bus. Bus drivers are required by school policy to drop off students at designated sites only and to leave the drop-off site immediately after the students disembark from the bus. These rules apply for regular bus runs and activity runs.

Activity bus runs (bus service associated with a school extra-curricular activity) will be conducted pursuant to the above noted policy. A block time (range of time) will be established for each activity bus service and publicized. It shall be the parent's responsibility to become informed of this block time (either by calling the School, or otherwise obtaining the times) and to be at the site during that range of time. If the bus should be late, it is the parent's responsibility to wait for its arrival. In climate weather and other conditions may make it impossible to arrive at the site at the scheduled time. If parents fail to pick-up their students at the site at the appropriate time, two (2) times within the school year, the student will be dropped from the activity.

It remains the parent's responsibility to ensure that their student/child is picked-up at the time that the student disembarks from the bus. It is impossible for the School to adjust for each individual student; therefore, school bus drivers are under orders to drop-off students at the designated points at the designated times and proceed with their duties. To reiterate, it is then the parent's responsibility to pick-up their child/student at that point, at that time.

School Bus Policies

1. The school bus drivers, with approval of their supervisor, will designate the bus stops for students at the beginning of the school year and during the school year. All routes will start approximately at 6:00 a.m. for morning route and in the afternoon at approx. p.m.

2. All students must be at their designated bus stop **5 minutes** prior to the scheduled time in the morning. Bus stops will not make door to door stops. Students will have designated pickup and delivery places. Bus drivers are not required to sound their horn or wait for a student who is not waiting for a bus.
3. Only WRCS students can ride the bus.
4. FACE Preschool and Kindergarten students who get on the bus by themselves will be picked up at their residence or as close to their residence as possible if roads are unsafe or if it is hard to turn around.
5. Parents/Guardians are encouraged to monitor student behavior going to and returning from the bus stops and at the bus stop locations. Make sure the students are safe.
6. Students may only board and get off the school bus at their designated stop. Once student is on board he/she must not get off at any location other than his/her designated stop or at the school. In certain situations where arrangements have been made in writing by the parents, a student may get off at a different stop if the stop is within the same bus route.
7. Items not permitted on the bus are food, breakable items such as glass; large items such as toys; animals; explosives and flammable items.
8. Any traffic in or near bus loading areas is dangerous. Our school has a designated area for parents to drop off and/or pick up students. Do not drive around or pass buses that are loading or unloading children. Please wait until the buses have departed before leaving with your child after school.
9. All bus drivers will account for all students by taking roll each time students enter the bus.

Bus Discipline Procedures

Drivers will use their tools of teaching, monitoring, and motivating to the maximum extent possible.

1 st Offense	Verbal Warning; parent notification
2 nd Offense	Student statement; parent notification; referral to academic supervisor, principal
3 rd Offense	Referral to principal; student statement; written parent notification; parent conference; loss of bus riding privileges for 1-3 days or suspension of 1-5 days.
Cont. Offenses	Referral to counselor; student statement; parent notification; loss of bus riding privileges of 1-5 days; suspension of 1-10 days

Inclement Weather

When there is a possibility that the buses might be late or that the school might be closed due to inclement weather, bad road conditions, or other emergencies, look out for mass texts/emails, and/or listen to KTNN AM 660 for announcements regarding Wide Ruins Community School. There will be a multi-media announcement from Wide Ruins Community School to your cell phone. Please contact the school if your phone number has changed. Cell phones are attached.

Accidents/Breakdowns

Bus drivers are thoroughly trained in defensive driving techniques and buses are carefully maintained. Yet, given the thousands of miles traveled annually and the traffic/road conditions in our area, accidents and breakdowns can happen. All the buses are equipped with two-way radios and help is readily available. One of the most important things to a bus driver in the event of an accident or breakdown is student/parent cooperation.

Phone number for Navajo Law Enforcement: 928-871-6111

This handbook may be amended as needed by the Wide Ruins Community School staff and Governing School Board.

Name	Position	Work Cell Number
Allison, Rolanna	Exec Sec/Fac Clrk/VFF	928.205.2208
Anderson, Leander	Custodian/VFF	
Ashley, Fanassa	Registrar/Recep/VFF	928.349.0477
Bahe, Loretta	K-6 Paraprofessional	928.349.0475
Begay, Clayton	Food Service Wrkr	928.349.7525
Begay, Kathy	Residential Assistant	
Begaye, Karlceta	K-6 Paraprofessional	928.349.0482
Cody-McCabe, Maybelle	Counselor	928.349.0484
Deal, Anderson	Residential Mgr/Assist/VFF	928.349.0480
Draper, Glenn	Protect Serv Specialist/VFF	928.349.0462
Gonnie, Bob	5 th grade teacher	928.349.0494
Gorman, Rebecca	3 rd grade teacher	
James, LaToya	Residential Assistant	No school cell phone
Joe, Jefferson	Dine Lang/Cltr Tchr	
Joe, Jonathan	Maintenance/Grndskpr	928.349.0850
Joe, Marsadie	Bus Driver	928.206.7265
Jones, Marcella	Residential Assistant	No school cell phone
Kanuho, Reyvera	FACE PreK Co-Teacher	928.349.3080
Kenny, Rethema	School Liaison	928.349.1960
Lewis, Emma	FACE Adult Ed Tchr	928.349.9716
Lewis, Jeannie	Principal/FACE/VFF	No school cell phone
Manning, Stephanie	Business Technician	No school cell phone
Noble, Naomi	FACE Parent Educator/VFF	928.349.0492

Noble, Thomas	Protect Serv Specialist/VFF	928.349.9422
Raphaelito, Jeannie	SPED Paraprofessional	928.349.0468
Rockbridge, Darryl	LFSW/Safety/Projects/VFF	928.349.0479
Salazar, Clarinda	Nurse Assistant	928.349.0499
Sam, Davidson	Maintenance/Hsng Tech	
Shorty, Lenora	Interventionist/GATE	928.349.0488
Tapaha, Aurelia	Business/HR Manager	928.349.0467
Terry, Martha	SPED Teacher	928.349.0501
Tolino, Cherylene	1 st /2 nd Grade Teacher	928.349.6161
Tom, Parthenia	Payroll Technician	
Towne-Begay, Michele	Kindergarten Teacher	928.349.1936
Tsosie, Bessie	Food Serv Workr	
Tsosie, Jacqueline	6 th Grade Teacher	928.349.0637
Wilson, Nelford	5 th Grade teacher	928.349.0485
Yazzie, Travis	I.T./VFF	928.349.0900

WIDE RUINS COMMUNITY SCHOOL HANDBOOK VERIFICATION

I have received the Wide Ruins Community School Student Handbook. I am aware that my child and I are expected to read, understand, and abide by the rules and regulations contained in this handbook. If there is anything in the handbook that I do not understand, I can call or visit the school for an explanation in English or Navajo.

Child/Children's Names	Grade

Signature of Parent/Guardian

Date



Home of the Wide Ruins Community School
Warriors

Wide Ruins Community School
P.O. BOX 300
Chambers Arizona 86502



Parent/Student/Teacher Compact

**This form is included in the WRCS Enrollment packet for
signatures by all.**

Appendix:

1. Parent/Student/Staff Compact *(To be signed and returned to the school)*
2. SY 2022-2023 WRCS Calendar
3. Distance Learning Contract
4. Student Screening Form
5. Individual Screening Form
6. WRCS School Reopening Plan Brochure for SY 22-23
7. Covid Testing Consent for students *(To be signed and returned to the school)*
8. CDC Guidelines updated on August 11, 2022

Wide Ruins Community School

School Year 2022-2023

Student, Parent/Family, and School Title I – Compact

We, the Wide Ruins Community School, establish this compact to foster the success of our students. We believe this is accomplished through the planned partnership parents, families, students, teachers, and administrators.

Goals that ensure academic achievement of the state standards; help every student develop a sense of responsibility and respect of self and others; and, provide guidelines for meaningful two-way communication between home and school are guaranteed through the following responsibilities in this agreement.

As a Student.....	
I agree to: <ul style="list-style-type: none">➤ Attend school daily on onsite or virtual everyday➤ Work hard to do my best in class and with my homework to be completed➤ Help to keep my school safe➤ Ask for help when I need it➤ Respect and cooperate with other students and adults.	I need: <ul style="list-style-type: none">➤ Teachers and school staff who care about me➤ People who believe I can learn➤ Schools that are safe virtually➤ Respect for my culture and me as an individual➤ Family and community support
Student Signature:	Date:
As Parent/Guardian/Family.....	
I agree to: <ul style="list-style-type: none">➤ Have expectations for my child as an individual➤ Help my child attend school and be on time➤ Find a quiet place for schoolwork and make sure work is done.➤ Help my child learn to resolve conflicts in a positive way➤ Communicate and work with teachers and other support staff to support and challenge my child➤ Respect school staff and the cultural differences of others➤ Support the learning environment of Wide Ruins Community School, Inc. which is onsite or virtual using technology➤ Attend Parent/Teacher conferences (minimum of 2 per calendar school year)➤ Support the school in its effort to maintain proper discipline	I need: <ul style="list-style-type: none">➤ Teachers and other support staff who respect my role as a parent/guardian/family➤ Clear and frequent communications➤ Respect for my culture, for my children and me➤ A community that supports families➤ An educational system that invites input and feedback➤ Opportunity to be involved in the educational process➤ Sufficient notice about changes in the schedule➤ An on-site school health technician➤ A Safe school environment for my child using onsite or virtual learning➤ Opportunities to volunteer when pandemic is over.
Parent/Guardian Signature:	Date:
As a Teacher /Principal/Support Staff.....	
I agree to: <ul style="list-style-type: none">➤ Care about all students learning and safety➤ Have high expectations for myself, students and other staff➤ Communicate and work with families to support student's learning➤ Provide a safe learning environment➤ Respect the cultural differences of students and their families.	I need: <ul style="list-style-type: none">➤ Students who are ready and willing to learn➤ Respect and support from student, families, other staff, and administrators➤ Assistance from staff, and administrators on removing barriers, which prevents me from doing my best for students➤ Respect and support from the community.
Staff Signature	Date:



Kinteel Olta' - Wide Ruins Community School

2022-2023 School Year



July

- 12 month staff contract begins
- Independence Day
- All 10 month staff return
- Academic Staff Curriculum assessment
- All Staff Orientation
- Residential Dorm OPENS

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

- New years Day Observed -Holiday
- School Resumes
- Martin Luther King Day- No School/Work
- Parent Teacher Conference
- All Day Professional Development
- 20 Instructional Days

August

- First Day of School
- All Day Professional Development
- All Day Professional Development
- NWEA TESTING
- 22 Instructional Days

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February

- Mid Quarter Reports Due
- Presidents Day
- Staff Professional Development
- 19 Instructional Days

September

- Labor Day holiday- No School/Work
- NN Fair Kids Day- Field Trip
- Mid Quarter Reports DUE
- All Day Professional Development
- ISEP Count week
- Native American Week
- 21 Instructional Days

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March

- Staff Professional Development
- Spring Break
- 3rd quarter Ends
- 4th quarter begins
- 18 Instructional Days

October

- 1st quarter Ends
- All Day Professional Development
- 2nd Quarter Begins
- Parent Teacher Conference
- Fall Break
- Halloween
- 23 Instructional Days

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23	24	25	26	27	28	29
30						

April

- Staff Professional Development
- BIE PARCC Assessment
- EOY NWEA Testing
- NN Sovereignty Day- No School/Work
- 19 Instructional Days

November

- Veterans Day- No School/ Work
- Half a day- Thanksgiving Program/Meal
- Thanksgiving- No school/work
- Family Day- No School/Work
- Staff Professional Development
- Mid Quarter Grades Due
- 19 Instructional Days

S	M	T	W	T	F	S
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20	21	22	23	24	25	26
27	28	29	30			

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21	22	23	24	25	26	27
28	29	30	31			

May

- 4th Quarter Ends- Last Day of School
- Staff Data Institute
- Last day for 10 month EE's
- Memorial Day- No school/Work
- 13 Instructional Days
- 89 Spring Instructional Days

December

- 5th-9th MOY NWEA Testing
- Second Quarter Ends- Grades Due
- Staff Professional Development
- Staff Data Institute
- Winter Break
- 11 Instructional Days
- 96 Fall Instructional Days

S	M	T	W	T	F	S
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S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June

- Summer School and ESY
- Half Day School (Dismissal @ 3pm)
- No School - Full Day Prof Lrng Comm
- 185 Total Instructional Days
- 30 Professional Development Days
- 4 Snow Days
- 11 Holidays

Kathleen Lee
Kathleen Lee, WRCS Bd Vice President
WRCS Board Approved on 04/12/2022

P.O. Box 309 ~ Chambers, Arizona 86502
Ph#: 928-652-3251 Fax#: 928-652-3286
<https://kinteelolta.org/>

MISSION
Kinteel bi' Olta' éi Áłchíni bee Na'nitinígí dóó
bee e' al' ba' Ákonizín Doolééł
Wide Ruins Community School will provide academic
excellence and cultural awareness for our children

**WIDE RUINS COMMUNITY SCHOOL, INC.**

P.O. Box 309

Chambers, Arizona 86502

Phone: (928) 652-3251 ~ Fax: (928) 652-3286

www.kinteelolta.org

GOVERNING BOARD

PresidentGlenna Thompson

Vice-President.....Kathleen Lee

Secretary.....Louise Nelson

Member.....Ella Shirley

Principal..... Jeannie M. Lewis

SY 2022-2023 Distance Learning Contract, Schedule, Zoom, Telecom**Student:** _____ **Teacher:** _____ **Grade:** _____

We are providing this contract, schedule, information in an effort to help your student, be more successful during Distance Learning so that we can avoid retention at the end of this school year. Here is your student's schedule: (I.T.:Travis Yazzie-sch cell#: 928-349-0900 or email: t.yazzie@kinteelolta.org)

Zoom Link: _____ **Call in#:** _____ **Mtg. ID:** _____

EXAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday
7:30am					
Reading (60 min) 8:00-8:30 8:35 - 9:00 9:00-9:30 9:35 - 10:00					
Science (35 min) 10:00-10:35					
Social Studies (30 min) 10:35-11:00					
Specials					
11:20-12:00	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
Writing (60 min) 12:05-1:05					
Math (60 min) 1:05-2:00					
3:00pm					

Best Mode of Communication to reach student/parent/guardian:

Contact Information: A secondary individual will be assigned by the parent as a contact person, should the parent/guardian not be available. This individual is designated as the adult who will assist the student on daily attendance, assignments, and drop off/pick up assignments.

Contact Name:	Phone #:	Email:
1.		
2.		

Learning Plan - Distance Learning Plan**DAILY VIRTUAL REAL TIME INSTRUCTION ONLY**

1. Must attend virtual zoom/telephone in real time instruction daily from Monday to Friday, no exceptions.
2. Virtual means your student is fully virtual; we do not offer hybrid.
3. Log in for synchronous instruction on Zoom/Telephonically every day at the times listed in bold above. *(Beyond Textbooks; All subjects to include, Dine Language & Culture, Counseling, and Zoom is used for teaching)*
4. Go to your Email/USB thumb drive/Paper Assignments using the laptop/Wifi hotspot you are issued to see what assignments you will do in each class every day.
5. Work on your own with the help of an adult (parent/guardian) to complete the day's work.
6. Contact your teacher, I.T., or school liaison if you get stuck with any academic/technical difficulties.

Teacher's Responsibility

1. Update lesson plans to be given to students via email, thumb drive and/or paper assignments by Friday for the coming week.
2. Provide minutes per day of synchronous (real time) instruction during this time period:
3. Update grades as assignments are submitted.
4. Contact parents on absences within the three (3) days mark and follow up on missing assignments.
5. After three (3) days absence, a referral will be made for a formal intervention to Principal/School Liaison, Counselor/Registrar.
6. Report issues, concerns to School Liaison/Registrar/Principal for resolution. Ex: Child Study Team process, Intervention referral, Gifted & Talented process, Absenteeism, no-contact, etc...

Student's Responsibility

1. Be present online synchronously (real time) for daily attendance to be part of the daily lessons, Classes start promptly at 8:00am.
2. Contact IT/Registrar/School Liaison if you have trouble logging in. Teachers do not answer calls during instruction time.
3. Do your best to finish your work.
4. Ask questions when you get stuck on assignments.
5. Turn your work in on time.
6. Follow up with your teacher on submitted assignments

Parent's/Co-Parent's Responsibility

1. Pick up and drop off weekly assignments from the school.
2. Make sure your student is present in the zoom class or by phone at 8:00am with the teacher every day for class; if student will be late, please text the teacher and call/text registrar/school liaison.

3. If student is not in class by 8:15am, she/he will be marked absent and will need to contact registrar to receive a tardy pass.
4. Attendance is taken twice a day, once in the morning (8:00am) and once in the afternoon (1:00pm).
5. Make sure your child has a quiet place to work.
6. Help your child set alarms or calendar times to make sure he/she participates in all his/her classes.
7. Talk with your child to make sure he/she understands the work.
8. To ensure their child's learning environment is free of distractions, during their real time zoom classes; (i.e. television, household social visitations/adult language/excessive talk/disciplining of children, cell phones, game consoles, etc..)
9. Call the office/registrar at (928) 652-3251 to report absences for days your child will not be available for school.
10. Contact the teacher (please see contact information) if your student is having trouble logging in or completing work.
11. Check your child's grades and attendance with the teacher every two weeks to make sure he/she doesn't get behind.

Principal's Responsibility

1. Make sure to account for lesson plans, assessments, curriculum calendars and schedules.
2. Provide technology equipment for distance learning: Laptop, Wifi Hotspot, Email, USB, etc.
3. Complete Zoom walk-through observations to inform data on teaching and learning.
4. After three (3) days absence, a referral will be made for a formal intervention by the teacher to the Principal/School Liaison, Counselor/Registrar.
5. Keep all informed of updates/changes via variety of communication tools and ensure parent/teacher conferences occur.
6. Hold all participants accountable for all implementation and monitoring of distance learning.
7. Questions, you may contact me at (928) 652-3251 or email j.lewis@kinteelolta.org

By signing this Distance Learning agreement, each participant acknowledges and agrees to uphold the roles and responsibilities of the above agreement as stated and is aware that this plan is subject to change as the year progresses.

Parent Name, Parent Signature

Date

Co-Parent Name, Parent Signature

Date

Student Name, Student Signature

Date

Teacher Name, Teacher Signature

Date

Jeannie M. Lewis, Principal Signature

Date



Wide Ruins Community School

Daily Screening

(please complete all areas by circling your answer)

Student Name: _____ TEMP: _____ Date: _____

SECTION 1 SYMPTOMS

Y / N	Temperature \geq 100.4 degrees when taken with a thermometer?
Y / N	Sore throat?
Y / N	Do you have any NEW cough different from your usual state of health? (Ex: New cough NOT related to asthma or allergies?)
Y / N	Diarrhea, vomiting or abdominal pain?
Y / N	New onset or severe headache especially with a fever?
Y / N	Loss of taste or smell?

SECTION 2 CLOSE CONTACT

Y / N	Have you had close contact with an infected person with COVID-19? ("close contact" is someone who was within 6 ft. of an infected person for a cumulative total 15 minutes or more over a 24-hour period.)
Y / N	Is anyone in your household sick or ill at this time?

If "yes" is answered to any questions above, the student must remain home and the parent/guardian will have to call the health care provider for further recommendation to attend school. If the screening is completed at school, the screener will notify the school principal and proper protocol will be initiated.

Thank you for completing this screening sheet.

Parent/Guardian: _____

Staff Initial: _____



WIDE RUINS COMMUNITY SCHOOL

P.O. Box 309
Chambers, Arizona 86502

Phone: (928) 652-3251
Fax: (928) 652-3286

GOVERNINGBOARD

President Glenna Thompson
Vice-President Kathleen Lee
Secretary Louise Nelson
Member Ella Shirley
Principal Jeannie M. Lewis

Novel Coronavirus (COVID -19) Screening at Schools and Workplace Facilities

Established: April 16, 2020

NAME: _____ DATE: _____ TIME: _____

TEMP: _____ TITLE: _____ ROOM: _____

To ensure the safety of Wide Ruins Community School and its students and employees, daily screening will be incorporated among departments and face-to-face classroom sessions. Complete the following screening and submit to your supervisor upon your arrival to the workplace or classroom. According to the assessment of your screening, your supervisor will determine your active status that day.

If you answer YES to any of the following questions, inform your supervisor IMMEDIATELY

Screening Questions

Answer all the questions:

1	Do you have a fever and respiratory symptoms (e.g., cough or difficult breathing)?	YES <input type="radio"/>	NO <input type="radio"/>
2	Did you recently travel to or from an airport?	YES <input type="radio"/>	NO <input type="radio"/>
3	Do you believe you had contact with someone with possible COVID-19?	YES <input type="radio"/>	NO <input type="radio"/>
4	Did you travel to any Hot Zone locations?	YES <input type="radio"/>	NO <input type="radio"/>

Assessment

If you answered No to all questions.
You may continue your daily activities. The Supervisor/Faculty shall provide guidance and determine if the individual needs to take any necessary precautions to ensure the safety and well-being of the individual, as well as those around them.
If you answered Yes to one or more.
Immediately inform your Supervisor or Faculty. Contact one of the following COVID-19 Hotlines to be assessed and receive patient guidance: <ul style="list-style-type: none">• Arizona Poison and Drug Information Center: 1-844-542-8201• New Mexico COVID-19 Hotline: 1-855-600-3453• Navajo Nation COVID-19 Hotline: 1-928-871-7814
If you answered Yes to all questions

Prevent the Spreading – CDC Recommended

1. Avoid close contact with people who are sick.
2. If you are coughing, wear a mask, cover your cough or sneeze with a tissue, then throw the tissue in the trash.
3. Avoid touching your eyes, nose and mouth.
4. Clean and disinfect frequently touched objects and surfaces.
5. Maintain Social Distancing from one another (6 feet recommended by CDC).
6. Stay home when you are sick, except to get medical care. 7. Wash your hands often with soap and water for at least 20 seconds.

NOTE: Give this to the receptionist prior to coming into the building.

Revised 7/1/21 F.A.



Wide Ruins Community School



Kinteel Ólta'

Established 1930 and Expanded 1963

School Reopening Plan Brochure

WRCS School Board Revisions Approved on 07/25/2022

P.O. Box 309, Chambers, AZ 86502
Ph#: 928-652-3251 Fax#: 928-652-3286
<https://kinteelolta.org/>

Emergency Cell Phone Contacts:
928-349-9422 – Thomas Noble, *Protection Service Specialist*
928-349-0900 - Travis Yazzie, *Information Technologist*

Fundamentals of School Reopening: Using the Navajo Nation Guidelines for School Safety and Center for Disease Control Prevention Procedures

Fundamental #1: Health & Safety Procedures

- a. Navajo Nation Guidelines for School Safety
 - 1. Preparation & Prevention
 - 2. Prevention of spread of Covid-19/SARS
- b. Center for Disease Control Prevention Procedures
 - 1. Universal & Appropriate mask use
 - 2. Physical Social Distancing
 - 3. Handwashing & Respiratory practice

Fundamental #2: Conduct Norms

- a. Navajo Nation Guidelines for School Safety
 - 1. Behaviors that Prevent Spread of Covid 19/SARS
 - 2. Maintaining Healthy Environments (Distancing)
- b. Center for Disease Control Prevention Procedures
 - 1. Universal & Appropriate mask use
 - 2. Physical Social Distancing
 - 3. Handwashing

Fundamental #3: Response Procedures

- a. Navajo Nation Guidelines for School Safety
 - 1. Preparedness procedures for when someone has COVID-19
- b. Center for Disease Control Prevention Procedures
 - 1. Contact tracing in combination with isolation & quarantine

Fundamental #4: Facilities Preparation

- a. Navajo Nation Guidelines for School Safety
 - 1. Maintain Healthy Environments
 - 2. Maintain Healthy Operations
- b. Center for Disease Control Prevention Procedures
 - 1. Cleaning and Maintaining Healthy Facilities

Fundamental #5: Prioritizing Students

- a. Navajo Nation Guidelines for School Safety
 - 1. Maintain Healthy Operations: Accommodations, Modifications and Assistance for Students with Disabilities
- b. Center for Disease Control Prevention Procedures
 - 1. Phased Prevention

Daily Routine of a School Day in Hybrid Mode

Fundamentals of School Reopening:

On site learning will be limited to 3 hours every other day and all CDC requirements are addressed as follows. This allows for Covid sanitization using antimicrobial disinfectant spray/foggers in the buildings, buses, and GSA vehicles. Disclosure by WRCS policies and procedures Section 4.06 requires all WRCS Employees to be Covid Vaccinated. Currently, all WRCS employees are Covid-19 vaccinated.

Element 1: Health & Safety Protocol

Face Mask



Required



COVID-19



Daily Student screening happen upon reaching the school & temperature checks occur before boarding the bus and entering the school building for EACH student.

Element 1: Proactive measures to prevent the spread of COVID-19 have been planned and implemented in detail throughout

Wide Ruins Community School.

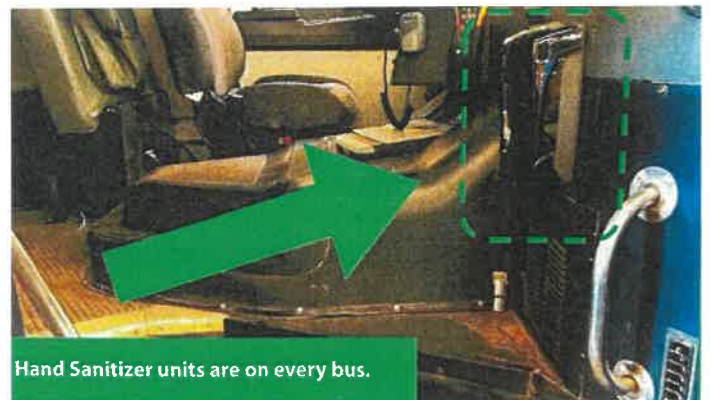
First priority: Students & Staff



Masks are mandatory by Governing Board Policy.



Daily student screening occurs before boarding the bus.



Hand Sanitizer units are on every bus.



Wide Ruins Community School

Daily Screening

(please complete all areas by circling you answer each morning)



Student Name: _____ TEMP: _____ Date: ____/____/____

SECTION 1 SYMPTOMS:

Y / N	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth?
Y / N	Sore Throat?
Y / N	Do you have any NEW cough, different from your usual state of health (For example a new cough NOT related to asthma or allergies?)
Y / N	Diarrhea, Vomiting, or Abdominal Pain?
Y / N	New onset or severe headache, especially with a fever?
Y / N	Loss of taste or smell?

SECTION 2 CLOSE CONTACT:

Y / N	Have you had close contact with an infected person with COVID-19? ("close contact" is someone who was within 6 ft. of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.)
-------	---

If yes to any of the questions above, student must remain at home and the parent will call your health care provider for further recommendation to attend school. If the screening is completed at school, the screener will notify the school principal and proper protocol will be initiated.

Thank You for completing this Screening Sheet

Parent/Guardian Signature: _____

Bus Driver Initial: _____



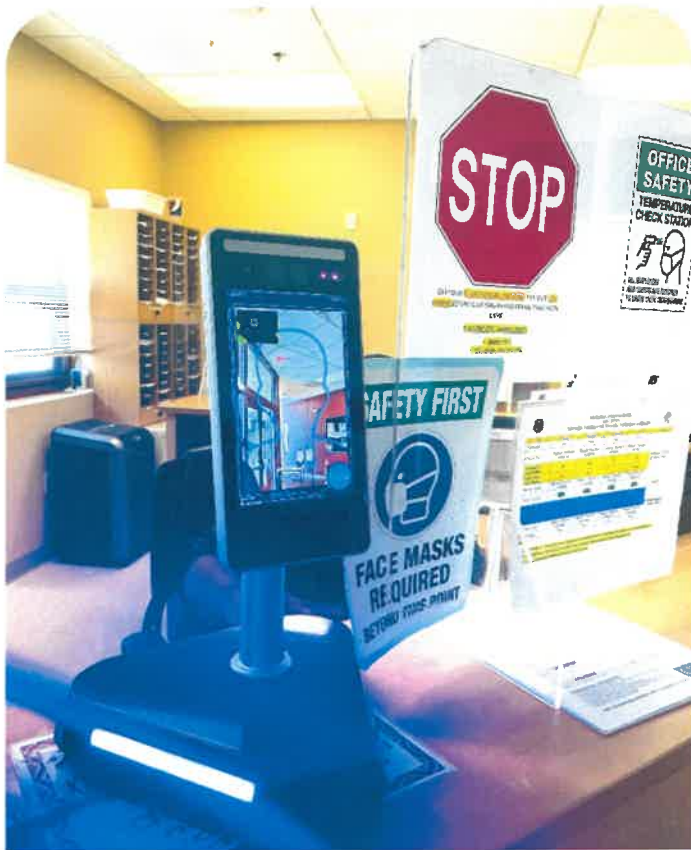
Masks are mandated by Governing Board Policy.

How Element 1 of the Wide Ruins Community School aligns with Centers for Disease Control and Navajo Nation Guidance:

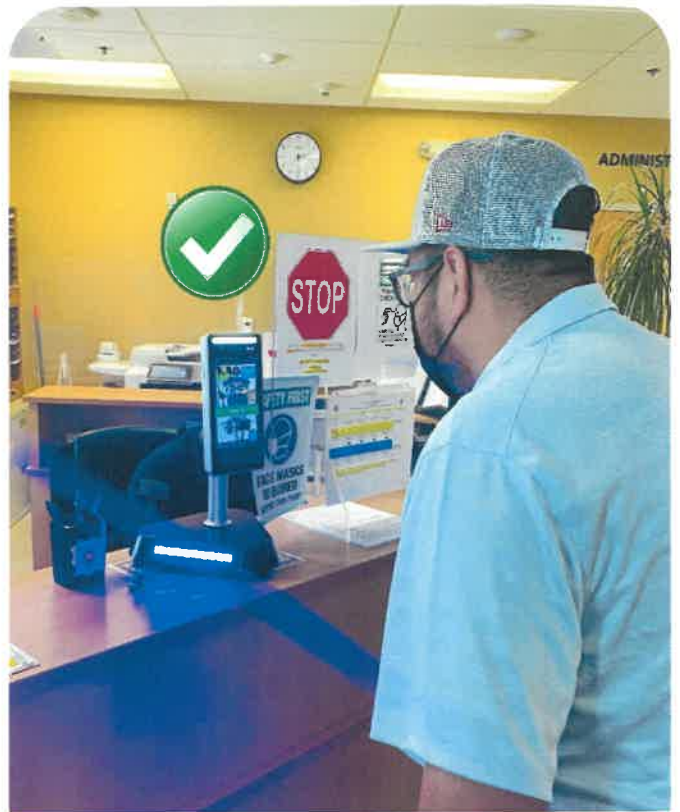
- ✓ *Require universal and correct fitting face masks.*
- ✓ *Practice consistent, routine screening protocols.*
- ✓ *Physical distancing of 6 feet (CDC now allows 3 feet for students, but WRCS requires 6)*
- ✓ *Face desks in the same direction.*
- ✓ *Create distance & airflow on buses.*
- ✓ *Provide hand sanitizer units on all buses and in all classrooms.*
- ✓ *Eliminate or decrease nonessential in-person interactions among teachers and staff during meetings, luncheon and other situations.*



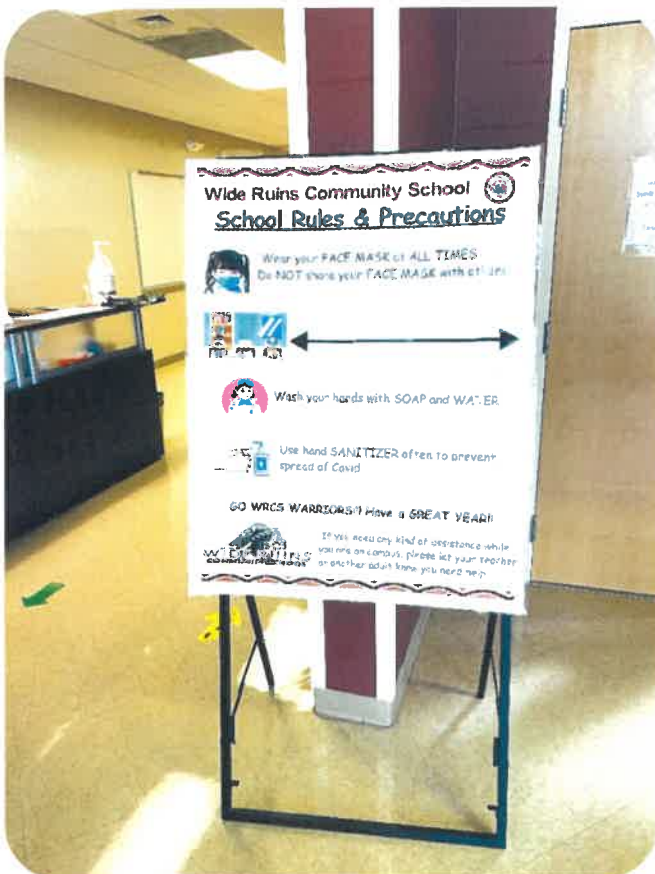
Use Hand sanitizer upon entry. Only students & staff allowed to enter school. All WRCS Staff a vaccinated.



DAILY staff & student screening occurs before being admitted in school building.



Daily staff & students screening occurs before being admitted into classrooms.



Directional arrows on hallway floors help students remember safe physical distance.



Element 2: Conduct Expectations

Element 2: Additional proactive measures focused on
Expectations for healthy behaviors have been developed.

Hand sanitizer units mounted
inside and outside of each
classroom.

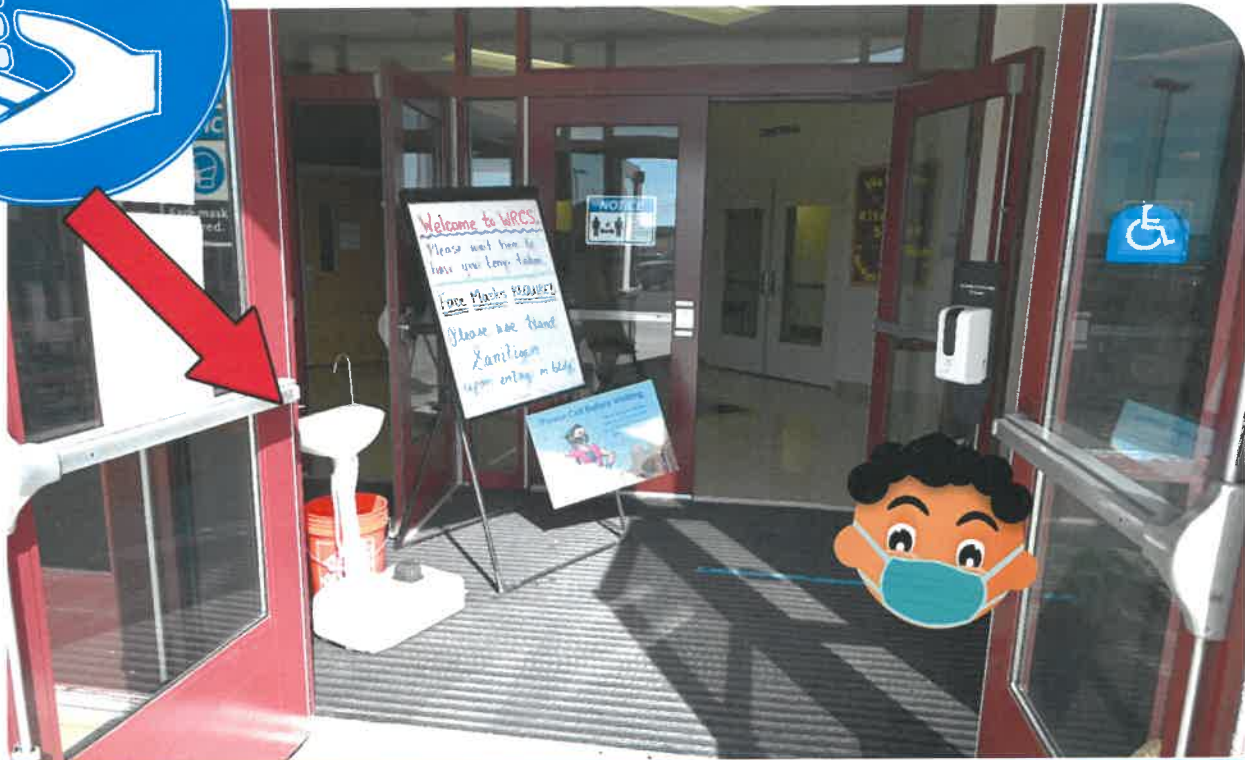


Social Distancing 6 feet apart
markers in classrooms.



Sneeze Guards
mounted on
EACH student &
teacher desk.

Element 3: Facilities Preparation



Portable handwashing station available daily upon entry to WRCS.



Students will be issued their own Personal Protective Equipment (PPE)



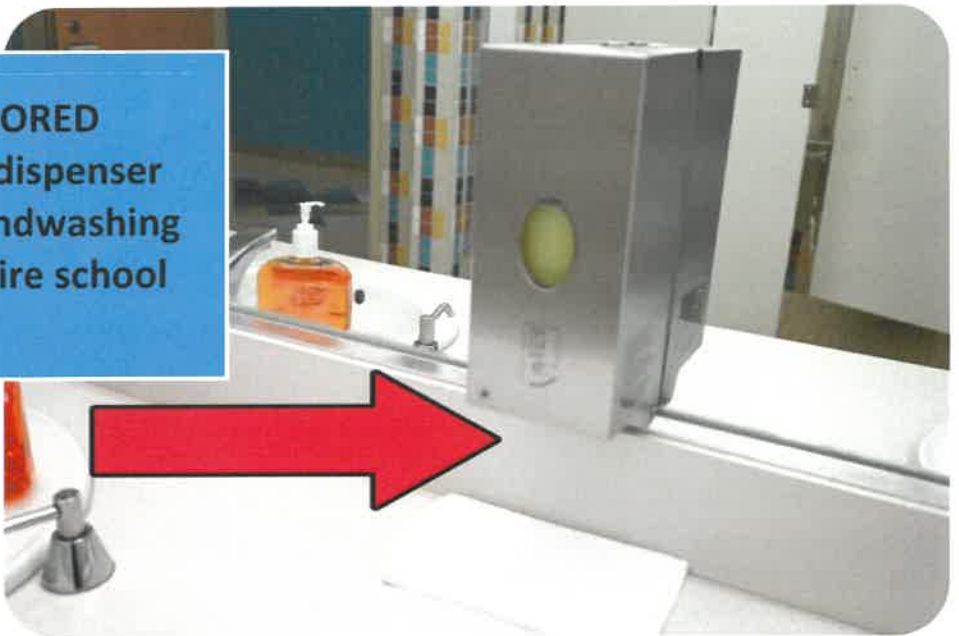
Signage posted to serve as reminders that face masks are required for ALL individuals.



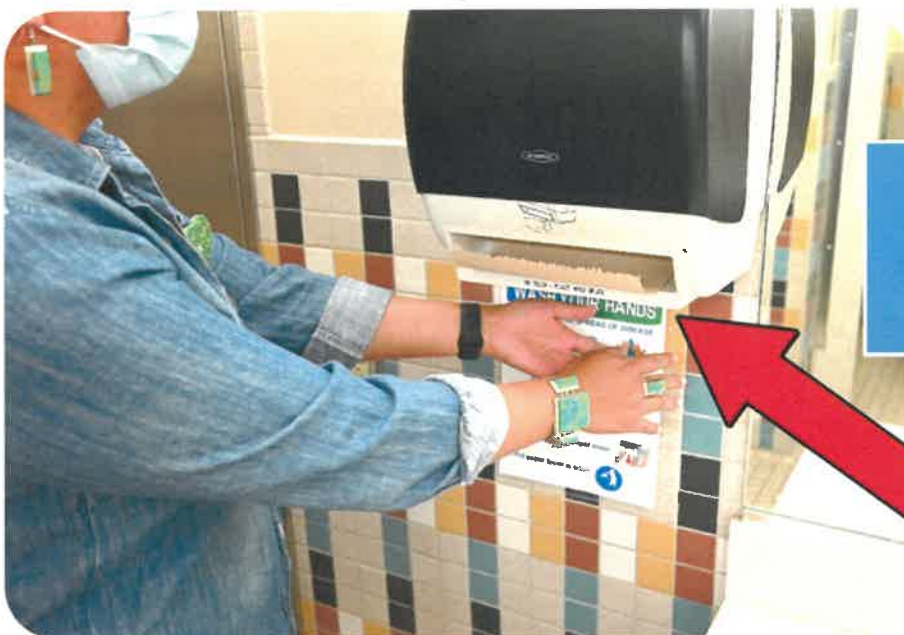
MOTION - SENSORED
handwashing sinks
installed to limit
physical contact.

TOUCHLESS

MOTION – SENSORED
Liquid / foam soap dispenser
installed at EACH handwashing
sink throughout entire school
building.



CONTACTLESS



AUTOMATIC paper
towel dispensers





**MOTION – SENSORED
Hand Sanitizer Stations throughout
school.**



**Signage reminds staff and students
of hand hygiene practices.**

C
O
N
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**Touchless, sensor-activated
bottle filler stations**

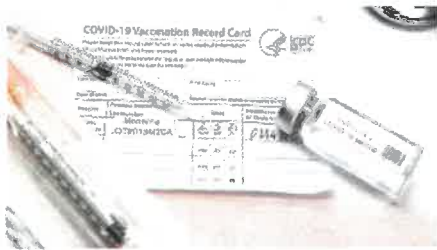


**INSTALLATION OF
AUTOMATIC FLUSH TOILET
SENSORS IN ALL RESTROOM
FACILITIES**

Element 4: Response Procedures



Isolation rooms have been identified at each building.



Element 4: In the event that a student exposed to COVID-19 should come on campus, WRCS is prepared with procedures and protocols which is also located in the Emergency Management Plan and Continuity of Operations Plan approved by the school board which follows CDC requirements and mandates.

- ✓ Daily screening
- ✓ Isolation, quarantine & transportation procedures
- ✓ Cleaning and disinfection procedures
- ✓ Internal contact tracing for close contacts
- ✓ Confidentiality procedures
- ✓ **Option with parental consent; rapid covid testing onsite and the continuation of the Color Health C19 PCR testing.**

EXPOSED STAFF MEMBER PROCEDURE

1. Staff member with symptoms or exposure
2. If at home, stay home; if at work, home immediately
3. Call Principal with information about exposure; submit contact tracing
4. Report to I.H.S. for further guidance; may return to work with written doctor's orders

EXPOSED STUDENT PROCEDURE

1. Student with symptoms or exposure identified through screening
2. If at home, stay home & call the school; if at school, student will be sent to isolation room and parent/guardian will be called
3. Family contact tracing interview is conducted
4. Student must report to I.H.S. for further guidance, and may return to school with written doctor's orders

Element 5: Prioritizing Students



WRCS is returning to in-person learning, with all CDC guidelines practiced at every level for safety of all.

All schools are required to offer on-site support for students with disabilities and other high needs demographics – to return to a safe in-person learning environment.

WRCS will be returning to in-person learning onsite. Virtual learning will be on a case by case basis with a Distance Learning Contract prior to acceptance. All others will be referred to other online schools.

PRIORITIZATION

WRCS is returning to in-person learning; as such, we will be following all CDC regulations to ensure all mitigation elements are implemented and practiced. The goal is to have all students back to in-person learning; **ONLY** those students who absolutely cannot return to in-person learning can, with a Distance Learning Contract and are eligible with the approval from the DL (Distance Learning team) prior to approval of enrollment.

1. **General student population**
2. **Students whose parents do not desire an in-person return:** Students whose parents are worried about safety in schools or other factors.
3. **Students at high risk if infected by the virus:** Students with personal-health risks; students living with elderly family members or others with risks to personal health.
4. **Virtual Learning:** Only those who qualify for this platform will be allowed to attend; after meeting and approval with the team. Upon this step; then the Principal will give final approval to be accepted for enrollment. If criteria is not met, then a referral to online schools will be made.

Reopening in-person learning for SY 2022-2023.
Virtual available with a Distance Learning Contract and must have wifi/cell signal in their area.
Virtual is NOT for those who cannot get wifi signal. As this will be Synchronous from 8-3pm, M-F. No exceptions.



WRCS administration and leadership team attend weekly meetings in regards to Navajo Nation Community Conditions regarding COVID-19 status with Navajo Nation Division of Education, Navajo Nation Covid Center and Bureau of Indian Education for updates and current up-to-date facts of COVID-19.

SY 2022-2023

Wide Ruins Volunteer Fire Fighter Personnel/Safety Team

	Employee Name	Yrs Exp	Trainings/Office Held:	WRCS Appointed Officer status
1	Jeannie Lewis	23 yrs	*Basic Fire Fighter *Advance Fire Fighter *Compressed Air Foam system training *Aparatus Engineer Training *Fire Administrator Officer Training *Fire Chief, Captain, FF.	Fire Chief – Approved by School Board
2	Anderson Deal	12 yrs	*Basic Fire Fighter	Assistant Fire Chief– Approved by board
3	Thomas Noble	1 yr	*Basic Fire Fighter	Entry level Fire Fighter– Approved by board
4	Rolanna Allison	1 yr	*Basic Fire Fighter	Entry level Fire Fighter– Approved by board
5	Clarinda Salazar	1 yr	*Basic Fire Fighter	Entry level Fire Fighter– Approved by board
6	Leander Anderson	1 yr	Fire Apparatus training	Entry level Fire Fighter– Approved by board
7	Travis Yazzie	1 yr	Fire Apparatus training	Entry level Fire Fighter– Approved by board
8	Darryl Rockbridge	21 yrs	*EMT/FF, HazMat Tech, First Responder, Engineer, Hazwoper, Incident/Health Safety Officer, Rural Fire Administration, Ropes Rescue, Basic Fire Fighter, Advance Fire Fighter, Compressed Air Foam system training, Live Fire LP Pad., NIMs 100-800, Fire Chief, Captain, FF.	Volunteer Fire Fighter/ Trainer/Safety Officer/Projects Manager/LFSW
9	Fanessa Ashley	1 yr	Fire Apparatus training	Entry level Fire Fighter– Approved by board
10	Naomi Noble	1 yr	Safety Team Member	Team member – Appointed
11	Davidson Sam	N/A	Safety Team Member	Team member – Appointed
12	Rethema Kenney	N/A	Safety Team Member	Team member – Appointed
13	Aurelia Tapaha	N/A	Safety Team Member	Team member – Appointed
14	Jonathan Joe	N/A	Safety Team Member	Team member – Appointed
15	Marcella Jones	N/A	Safety Team Member	Team member – Appointed
16.	Maybelle Cody-McCabe	N/A	Safety Team Member	Team member – Appointed

Volunteer Firefighters Approved by WRCS Governing Board on June 9,2022 and Safety Team members appointed by Principal. Subject to Amendment



Thank you to all parents, guardians, stakeholders, students, staff and board members for your continued dedication and commitment to Wide Ruins Community School, Inc.



WIDE RUINS COMMUNITY SCHOOL

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GOVERNING BOARD

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Vice-President.....Kathleen Lee
Secretary.....Louise Nelson
Member.....Ella Shirley
Principal.....Jeannie Lewis

Consent and Administration Record – WIDE RUINS COMMUNITY SCHOOL

COVID-19 SCHOOL-BASED TESTING CONSENT - STUDENT

WIDE RUINS COMMUNITY SCHOOL is using this form to receive your consent for your child to be tested COVID-19 and to share collected data with relevant authorities.

What is the test?

With your consent, your child will receive a free diagnostic test for the virus that causes COVID-19. Collecting a specimen for testing involves inserting a small swab, similar to a cotton swab, into both nostrils. This is not a Rapid Test, it is a PCR test (which is more accurate) with results in 3-4 days. Testing Solution: Color Platform www.color.com

How will I find out about the results of the test?

You will be notified of the test result or informed of how the test result will be received (for example: by phone, text, or email).

What should I do when I receive my test results?

If the test is positive, this means that the virus was detected in your child's specimen. You will hear from a trained professional about this test. Your child will need to remain at home and will be provided information about isolating at home, following up with your health care provider, and when you can return to school.

If your child's test results are negative, this means that the virus was not detected in your child's specimen at this time. You will be asked to continue to follow all CDC Guidelines regarding Covid 19.

STUDENT / PARENT INFORMATION

Student Name (Print): _____

Grade: _____

Parent/Legal Guardian Name (Print): _____

Relationship: _____

Date: _____

By signing below, I attest that:

- I have signed this form freely and voluntarily.
- I consent that the school may notify me of the test results.
- I consent to have my child tested for COVID-19 when necessary and understand that the test will be administered on a bi-weekly basis.
- I consent to have my child tested by school staff, contracted healthcare personnel, Local and Tribal Health Department staff, and/or other trained personnel as directed by the school.
- I understand that this consent form will be valid through **May 20, 2022** unless I notify the school's designated contact person in writing that I revoke my consent.
- I understand that test results may be shared with the school, the ordering physician, county, and other local, state, and federal public health authorities, as well as other testing partners as permitted by law.

Visit the CDC's Coronavirus webpage for more information on the disease and keeping you and your family safe:
www.cdc.gov/coronavirus

Parent/Legal Guardian Signature: _____



COVID-19

Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning

Updated Aug. 11, 2022

Summary of Recent Changes

Updates as of August 11, 2022

- Removed the recommendation to cohort
- Changed recommendation to conduct screening testing to focus on high-risk activities during high COVID-19 Community Level or in response to an outbreak
- Removed the recommendation to quarantine, except in high-risk congregate settings
- Removed information about Test to Stay
- Added detailed information on when to wear a mask, managing cases and exposures, and responding to outbreaks

Introduction


Schools and early care and education (ECE) programs are an important part of the infrastructure of communities as they provide safe, supportive learning environments for students and children and enable parents and caregivers to be at work. Schools and ECE programs like Head Start also provide critical services that help to mitigate health disparities, such as school lunch programs, and social, physical, behavioral, and mental health services. This guidance can help K-12 schools and ECE programs remain open and help their administrators support safe, in-person learning while reducing the spread of COVID-19. Based on the [COVID-19 Community Levels](#), this guidance provides flexibility so schools and ECE programs can adapt to changing local situations, including periods of increased community health impacts from COVID-19.

K-12 schools and ECE programs (e.g., center-based child care, family child care, Head Start, or other early learning, early intervention and preschool/pre-kindergarten programs delivered in schools, homes, or other settings) should put in place a core set of infectious disease prevention strategies as part of their normal operations. The addition and layering of COVID-19-specific prevention strategies should be tied to the [COVID-19 Community Levels](#) and community or setting-specific context, such as availability of resources, health status of students, and age of population served. Enhanced prevention strategies also may be necessary in response to an [outbreak](#) in the K-12 or ECE setting. This CDC guidance is meant to supplement—not replace—any federal, state, tribal, local, or territorial health and safety laws, rules, and regulations with which schools and ECE programs must comply.

Schools and ECE programs play critical roles in promoting [equity](#) in learning and health, particularly for groups disproportionately affected by COVID-19. People living in rural areas, [people with disabilities](#), immigrants, and people who identify as American Indian/Alaska Native, Black or African American, and Hispanic or Latino have been disproportionately affected by COVID-19. These disparities have also emerged among children. School and ECE administrators and public health officials can promote equity in learning and health by demonstrating to families, teachers, and staff that comprehensive prevention strategies are in place to keep students, staff, families, and school communities safe and provide supportive environments for in-person learning. Reasonable modifications or accommodations, when necessary, must be provided to ensure equal access to in-person learning for [students with disabilities](#).

Though this guidance is written for COVID-19 prevention, many of the layered prevention strategies described in this guidance can help prevent the spread of other infectious diseases, such as influenza (flu), respiratory syncytial virus (RSV), and norovirus, and support healthy learning environments for all. The next section describes everyday preventive actions that schools and ECE programs can take.

For more information on how to protect yourself and others and the CDC COVID-19 Community Levels, visit:

- [Science Brief: Indicators for Monitoring COVID-19 Community Levels and Making Public Health Recommendations](#)
- [Indicators for Monitoring COVID-19 Community Levels and Implementing Prevention Strategies: Overview and Rationale](#) 
- [COVID-19 by County](#)
- [How to Protect Yourself & Others](#)
- [Summary of Guidance for Minimizing the Impact of COVID-19 on Individual Persons, Communities, and Health Care Systems — United States, August 2022](#)

Strategies for Everyday Operations

Schools and ECE programs should take a variety of actions every day to prevent the spread of infectious diseases, including the virus that causes COVID-19. The following set of strategies for everyday operations should be in place at all COVID-19 Community Levels, including low levels.

Staying Up to Date on Vaccinations

Schools, ECE programs, and health departments should promote equitable access to vaccination. Staying up to date on [routine vaccinations](#) is essential to prevent illness from many different infections. COVID-19 vaccination helps protect eligible people from getting severely ill with COVID-19. For COVID-19, [staying up to date with COVID-19 vaccinations](#) is the leading public health strategy to prevent severe disease. Not only does it provide individual-level protection, but high vaccination coverage reduces the burden of COVID-19 on people, schools, healthcare systems, and communities. Schools, ECE programs, and health departments can promote vaccination in many ways:

- Provide information about [COVID-19 vaccines](#) and other recommended [vaccines](#). Ensure communication meets the needs of people with limited English proficiency who require language services and individuals with disabilities who require accessible formats.
- Encourage [trust and confidence](#) in COVID-19 vaccines.
- Establish supportive policies and practices that make getting vaccinated easy and convenient, for example [a workplace vaccination program](#) or providing paid time off for individuals to get vaccinated or assist family members receiving vaccinations.
- Make vaccinations available [on-site](#) by hosting school-located vaccination clinics, or connect eligible children, students, teachers, staff, and families to [off-site](#) vaccination locations.






Staying Home When Sick



People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. Testing is recommended for people with [symptoms of COVID-19](#) as soon as possible after symptoms begin. People who are [at risk for getting very sick](#) with COVID-19 who test positive should consult with a healthcare provider right away for possible treatment, even if their symptoms are mild. Staying home when sick can lower the risk of spreading infectious diseases, including COVID-19, to other people. For more information on staying home when sick with COVID-19, including recommendations for isolation and mask use for people who test positive or who are experiencing symptoms consistent with COVID-19, see [Isolation and Precautions for People with COVID-19](#).

In accordance with applicable laws and regulations, schools and ECE programs should allow flexible, non-punitive, and supportive paid sick leave policies and practices. These policies should support workers caring for a sick family member and encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. Schools should also provide excused absences for students who are sick, avoid policies that incentivize coming to school while sick, and support children who are learning at home if they are sick. Schools and ECE programs should ensure that employees and families are aware of and understand these policies and avoid language that penalizes or stigmatizes staying home when sick.

ECE Programs: [Prevention and Control of Infectious Diseases](#)

Ventilation

Schools and ECE programs can optimize [ventilation](#) and maintain improvements to indoor air quality to reduce the risk of germs and contaminants spreading through the air. Funds provided through the U.S. Department of Education's [Elementary and Secondary Schools Emergency Relief \(ESSER\) Programs](#)  and the [Governor's Emergency Education Relief \(GEER\) Programs](#)  and the Department of Health and Human Services' [Head Start and Child Care American Rescue Plan](#)  can support improvements to [ventilation](#); repairs, upgrades, and replacements in Heating, Ventilation, and Air Conditioning (HVAC) systems; purchase of MERV-13 air filters, portable air cleaners, and [upper-room germicidal ultraviolet irradiation systems](#); as well as implementation of other public health protocols and CDC guidance. The Environmental Protection Agency's (EPA) [Clean Air in Buildings Challenge](#)  [\[107 KB, 3 pages\]](#)  provides specific steps schools and other buildings can take to improve indoor air quality and reduce the risk of airborne spread of

viruses and other contaminants. Ventilation recommendations for different types of buildings can be found in the [American Society of Heating, Refrigerating, and Air-Conditioning Engineers \(ASHRAE\) schools and universities guidance](#)  [1.9 MB, 41 pages] . CDC does not provide recommendations for, or against, any manufacturer or product.


When COVID-19 Community Levels increase or in response to an outbreak, schools and ECE programs can take [additional steps](#) to increase outdoor air intake and improve air filtration. For example, safely opening windows and doors, including on school buses and ECE transportation vehicles, and using portable air cleaners with HEPA filters, are strategies to improve ventilation. Schools and ECE programs may also consider holding some activities outside if feasible when the COVID-19 Community Level is high.

Hand Hygiene and Respiratory Etiquette

Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper [handwashing](#) to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and ECE programs should monitor and reinforce these behaviors, especially during [key times](#) in the day (for example, before and after eating, after using the restroom, and after recess) and should also provide adequate handwashing supplies, including soap and water. If washing hands is not possible, schools and ECE programs should provide hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.

Schools and ECE programs should teach and reinforce covering [coughs and sneezes](#) to help keep individuals from getting and spreading infectious diseases, including COVID-19.

Cleaning

Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. For more information, see [Cleaning and Disinfecting Your Facility](#). Additionally, ECE programs should follow recommended procedures for cleaning, sanitizing, and disinfection in their setting such as after diapering, feeding, and exposure to bodily fluids. See [Caring for Our Children](#) .

COVID-19 Community Levels and Associated Prevention Strategies

CDC's [COVID-19 Community Levels](#) help communities and individuals make decisions about what COVID-19 prevention strategies to use based on whether their community is classified as low, medium, or high. These levels take into account COVID-19 hospitalization rates, healthcare burden, and COVID-19 cases. Recommendations outlined for the COVID-19 Community Levels are the same for schools and ECE programs as those for the community. Schools and ECE programs that serve students from multiple communities should follow prevention recommendations based on the COVID-19 Community Level of the community in which the school or ECE program is located.

School and ECE program administrators should work with local health officials to consider other local conditions and factors when deciding to implement prevention strategies. School and ECE-specific indicators—such as rates of absenteeism among students and staff or presence of students or staff who are at risk of getting very sick with COVID-19—can help with decision-making. Additional community-level indicators that might be considered for use in decision-making about COVID-19 prevention are pediatric hospitalizations, results from [wastewater surveillance](#), or other local information.

When the COVID-19 Community Level indicates an increase, particularly if the level is high or the school or ECE program is experiencing an outbreak, schools or ECE programs should consider adding layered prevention strategies, described below, to maintain safe, in-person learning and keep ECE programs safely open. Although most strategies are recommended to be added or increased at a high COVID-19 Community Level, schools might want to consider adding layers when at medium, such as those in the [Considerations for Prioritizing Strategies](#) section below, based on school and community characteristics.

When the COVID-19 Community Level moves to a lower category or after resolution of an outbreak, schools and ECE programs can consider removing prevention strategies one at a time, followed by close monitoring of COVID-19 transmission within the school or ECE and the COVID-19 Community Level of their community in the weeks that follow.

Masking

Wearing a [well-fitting mask](#) or respirator consistently and correctly reduces the [risk of spreading the virus](#) that causes COVID-19. At a high COVID-19 Community Level, universal indoor masking in schools and ECE programs is recommended, as it is in the community at-large. CDC also recommends masking at all times in [healthcare settings](#), including school nurses' offices, regardless of the current COVID-19 Community Level. People who have known or suspected exposure to COVID-19 should also wear a well-fitting mask or respirator around others for 10 days from their last exposure, regardless of vaccination status or history of prior infection.

Anyone who chooses to wear a mask or respirator should be supported in their decision to do so at any COVID-19 Community Level, including low. At a medium and high COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 should wear a mask or respirator that provides greater protection. Since wearing masks or respirators can prevent spread of COVID-19, people who have a household or social

contact with someone at risk for getting very sick with COVID-19 (for example, a student with a sibling who is at risk) may also choose to wear a mask at any COVID-19 Community Level. Schools and ECE programs should consider flexible, non-punitive policies and practices to support individuals who choose to wear masks regardless of the COVID-19 Community Level.

Schools with students at risk for getting very sick with COVID-19 must make reasonable modifications or accommodations when necessary to ensure that all students, including [those with disabilities](#), are able to access in-person learning. Schools might need to require masking in settings such as classrooms or during activities to protect students with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 in accordance with applicable federal, state, or local laws and policies. For more information and support, visit the [U.S. Department of Education's Disability Rights](#) webpage. Students with immunocompromising conditions or other conditions or disabilities that increase risk for getting very sick with COVID-19 should not be placed into separate classrooms or otherwise segregated from other students.

Because mask use is not recommended for children ages younger than 2 years and may be difficult for very young children or for some [children with disabilities who cannot safely wear a mask](#), ECE programs and K-12 schools may need to consider other prevention strategies—such as improving ventilation and avoiding crowding—when the COVID-19 Community Level is medium or high or in response to an outbreak. K-12 schools or ECE programs may choose to implement universal indoor mask use to meet the needs of the families they serve, which could include people at risk for getting very sick with COVID-19.

For more information about masks please visit [Types of Masks and Respirators](#).

Testing

Diagnostic Testing

Schools and ECE programs can offer [diagnostic testing](#) for students and staff with symptoms of COVID-19 or who were exposed to someone with COVID-19 in the K-12 or ECE setting, or refer them to a community testing site, healthcare provider, or to use an at-home test. Each COVID-19 test with an [emergency use authorization \(EUA\)](#) has a minimum age requirement. Schools and ECE programs should only use tests that are appropriate for the person being tested.

Screening Testing

[Screening testing](#) identifies people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19.

CDC no longer recommends routine screening testing in K-12 schools. However, at a high COVID-19 Community Level, K-12 schools and ECE programs can consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, choir, theater); at key times in the year, for example before/after large events (such as prom, tournaments, group travel); and when returning from breaks (such as, holidays, spring break, at the beginning of the school year). In any screening testing program, testing should include both vaccinated and unvaccinated people. Schools serving students who are at risk for getting very sick with COVID-19, such as those with moderate or severe immunocompromise or complex medical conditions, can consider implementing screening testing at a medium or high COVID-19 Community Level. The type of [viral test](#) used can vary and includes over the counter or [at-home testing](#) (self-testing), [point-of-care](#) rapid testing, or laboratory testing. Schools and ECE programs that choose to rely on at-home test kits for screening testing should ensure equal access and availability to the tests; establish accessible systems that are in place for ensuring timely reporting of positive results to the school or ECE program; and communicate with families the importance of following [isolation guidance](#) for anyone who tests positive. Communication strategies should take into account the needs of people with limited English proficiency who require language services, and individuals with disabilities who require accessible formats.

Screening testing should be done in a way that ensures the ability to maintain confidentiality of results and protect privacy. Consistent with state legal requirements and [Family Educational Rights and Privacy Act \(FERPA\)](#), K-12 schools and ECE programs should obtain parental consent for minor students and assent/consent from students themselves, when applicable.

Management of Cases and Exposures

Students or staff who come to school or an ECE program with [symptoms](#) or develop symptoms while at school or an ECE program should be asked to wear a well-fitting mask or respirator while in the building and be sent home and encouraged to get tested if testing is unavailable at school. Symptomatic people who cannot wear a mask should be separated from others as much as possible; children should be supervised by a designated caregiver who is wearing a well-fitting mask or respirator until they leave school grounds.


Schools and ECEs should develop mechanisms to ensure that people with COVID-19 [isolate](#) away from others and do not attend school until they have completed isolation. Once isolation has ended, people should wear a well-fitting mask or respirator around others through day 10. Testing is not required to determine the end of isolation or mask use following COVID-19 infection; however people can use the test-based strategy outlined in the [isolation guidance](#) to potentially shorten the duration of post-isolation mask use. If using the test-based strategy, people should continue to wear a well-fitting mask or respirator in the school or ECE setting until testing criteria have been met. People who are not able to wear a well-fitting mask or respirator

should either isolate for 10 full days or follow the test-based strategy to determine when they can safely return to the school or ECE setting without a mask, continuing to isolate until testing criteria have been met. If a person with COVID-19 has been inside a school or ECE facility within last 24 hours, the space should be cleaned and disinfected. For more information, see [Cleaning and Disinfecting Your Facility](#).

Quarantine is no longer recommended for people who are exposed to COVID-19 except in certain high-risk congregate settings such as correctional facilities, homeless shelters, and nursing homes. In schools and ECE settings, which are generally not considered high-risk congregate settings, people who were exposed to COVID-19 should follow [recommendations](#) to wear a well-fitting mask and get tested. K-12 school and ECE administrators can decide how to manage exposures based on the local context and benefits of preserving access to in-person learning. Accommodations may be necessary for exposed people who cannot wear a mask or have difficulty wearing a well-fitting mask. Schools and ECE programs can also consider recommending masking and/or testing for a classroom in which a student was recently exposed who is unable to consistently and correctly wear a mask.

Quarantine is a key component to Test to Stay programs. Since quarantine is no longer recommended for people who are exposed to COVID-19 except in certain high-risk congregate settings, Test to Stay (TTS) is no longer needed. If any school or ECE program chooses to continue requiring quarantine, they may also choose to continue TTS.

Responding to Outbreaks

If a school or ECE program is experiencing a COVID-19 [outbreak](#)  they should consider adding prevention strategies regardless of the COVID-19 Community Level. Strategies that can help reduce transmission during an outbreak include wearing well-fitting masks or respirators, improving ventilation (for example moving school activities outdoors, opening windows and doors, using air filters), screening testing, and case investigation and contact tracing. Early identification of cases to ensure that they stay home and isolate is a critical component of outbreak response. Schools and ECE programs may also consider suspending high-risk activities to control a school- or program-associated outbreak. Schools and ECE programs that are experiencing outbreaks should work with their state or local health department in accordance with state and local regulations. Health departments should provide timely outbreak response support to K-12 schools and ECEs.

Considerations for High-Risk Activities

Due to increased and forceful exhalation that occurs during physical activity, some sports can put players, coaches, trainers, and others at increased risk for getting and spreading the virus that causes COVID-19. Close contact sports and indoor sports are particularly risky for participants and spectators, especially in crowded, indoor venues. Similar risks may exist for other extracurricular activities, such as band, choir, theater, and other school clubs that meet indoors and entail increased exhalation. At a high COVID-19 Community Level, schools and ECE programs can consider implementing screening testing for high-risk activities such as indoor sports and extracurricular activities. Schools and ECE programs may consider temporarily stopping these activities to control a school- or program-associated outbreak, or during periods of high COVID-19 Community Levels. ECE programs may also consider layering prevention strategies, such as masking, when close contact occurs, such as during feeding and diapering young children and infants.

Considerations for K-12 Residential Dorms and Overnight Child Care


While shared housing, such as K-12 residential dorms, camps, or overnight child care, is considered a congregate setting, it is considered a low-risk congregate setting due to the lower risk of severe health outcomes (such as [hospitalizations](#) and [death](#)) for children and young adults. Therefore, CDC recommends shared housing facilities follow the general population guidance for [isolation](#), management of [exposures](#), and recommendations under [COVID-19 Community Levels](#).



In specific circumstances where the student population may be at risk for getting very sick with COVID-19, schools may opt to follow isolation and quarantine guidance for high-risk congregate settings, which includes recommendations of a 10-day period for isolation. Schools and ECE programs should balance the potential benefits of following that guidance with the impact these actions would have on student well-being, such as the ability to participate in in-person instruction, food service access, and social interactions. Screening testing at all COVID-19 Community Levels can also be appropriate in these settings to reduce transmission and improve health outcomes for people who are at risk of getting very sick with COVID-19.

Considerations for Prioritizing Strategies

Schools and ECE programs, with help from local health departments, should consider local context when selecting strategies to prioritize for implementation. Schools and ECE programs should balance the risk of COVID-19 with educational, social, and mental health outcomes when deciding which prevention strategies to put in place. Additional factors to consider include:

- **Age of population served:** Layered prevention strategies that are most suitable for young children should be given special consideration. Young children may have difficulty wearing a well-fitting mask consistently and correctly, and children ages under 2 years should not wear masks. For these reasons, layering additional prevention strategies—such as encouraging vaccination among staff and others around unvaccinated children, improved ventilation, and avoiding crowded spaces—should be used.
- **Students with disabilities:** Federal and state disability laws require an individualized approach for working with children and youth with disabilities consistent with the child's individual educational plan (IEP), Section 504 plan, or Individualized Family Service Plan (IFSP). Reasonable modifications or accommodations, when necessary, must be provided to ensure equal access to in-person learning for students with disabilities. Administrators

or accommodations, when necessary, must be provided to ensure equal access to in-person learning for students with disabilities. Administrators should consider additional prevention strategies to accommodate the health and safety of students with disabilities and protect their civil rights and equal access to safe in-person learning. The U.S. Department of Education provides [guidance and resources](#)  for schools and ECE programs to ensure students with disabilities continue to receive the services and supports they are entitled to so that they have successful in-person educational experiences.

- **People at risk of getting very sick:** Schools and ECE programs should also consider the needs of [people who are at risk for getting very sick with COVID-19](#) or who have family members at risk for getting very sick with COVID-19. Some students and staff may need additional protections to ensure they can remain safely in the classroom. In addition, people who spend time indoors with individuals at risk for getting very sick with COVID-19 should consider taking extra precautions (for example, wearing a mask) even when the COVID-19 Community Level is not high. School districts, schools, ECE programs, and classrooms may choose to implement masking requirements at any COVID-19 Community Level depending on their community's needs – and especially keeping in mind those for whom these prevention strategies provide critical protection for in-person learning.
- **Equity:** [Equity](#) at both the individual and school levels should be considered in all decision-making. Care should be taken so that decisions related to layered prevention strategies and learning options do not disproportionately affect any group of people. For instance, at the health department and school or ECE level, decisions to put in place strategies such as screening testing and contact tracing should be made in a way as to ensure that the same resources are provided to all within the district and community.
- **Availability of resources:** Availability of resources, such as funding, personnel, or testing materials, vary by community. Schools or ECE programs may consider prioritizing strategies for responding to an outbreak, or ramp strategies up as necessary. Alternatively, they may choose to focus resources on select, at-risk sites within the school or ECE program (such as recommending masking and testing for a classroom in which a student was recently diagnosed with COVID-19). Schools and ECE programs should work with local, state, and federal agencies to identify additional [resources](#)  [172 KB, 2 pages]  to implement strategies, including those provided to schools and ECE programs through the American Rescue Plan.
- **Communities served:** The feasibility and acceptability of certain prevention strategies may vary within the community. Schools and ECE programs should consider community context and acceptability when choosing prevention strategies.
- **Pediatric-specific considerations:** Schools and ECE programs should work closely with local health departments to stay updated on the latest science about COVID-19, its impact on the local healthcare and hospital system, and any changes to recommended prevention strategies. While children are at lower risk for getting very sick with COVID-19, some children may still be hospitalized as a result of the infection. When schools and ECE programs are considering increasing the use and number of prevention strategies when the COVID-19 Community Level is high, schools and ECE programs should take into account the extent to which students are at risk for getting very sick with COVID-19 or have family members [at risk for getting very sick](#) with COVID-19.