

Dzilh-Na-O-Dith-Hle Community School



Reopening Plan

Created July 2020

Updated June 2021

Board Approved 6/24/21



The Reopening Plan was prepared by the Dzilth-Na-O-Dith-Hle Community School Management Team. The plan encompasses proactive measures to reopen the school based on keeping our students, staff, parents, and community healthy and safe due to the COVID-19 pandemic. The school will follow Navajo Nation Public Health Emergency Orders, Executive Orders and/or any resolutions or legislation passed.

The Reopening Plan is subject to change for the best interest of our students, staff, and parents.

The Mission of Dzilth-Na-O-Dith-Hle Community School is to nurture, teach and challenge our students to reach their fullest potential.

“For Each Student - Success”

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Staff & Parent Survey: Surveys were distributed, collected, and analyzed to gather data from DCS staff and parents/guardians in preparation for the upcoming school year. Approximately 76% of our students were represented in parent/guardian survey data collection. Majority of our parents were highly concerned about sending their child back to school and wanted reassurance their child was returning to a safe and prepared school environment with mitigation strategies in place. Students, staff, and parent expectations needed refinement to ensure the best instructional needs for students with interventions in place.

Planning Started: Planning initially started April 2020 with the School Management Team and continues to determine refinements to the plan.

Plan Revisions: A plan was developed in July of 2020. Additional revisions were made in September 2020 after Navajo Nation DODE review, and in June 2021 with updated Navajo Nation and CDC guidance. Feedback and recommendations were shared to provide more guidance on a thorough plan. The recommendations included alignment with Navajo Nation Department of Health and Dine Department of Education Guidance. The BIA Office of Facilities, Property and Safety Management team conducted a virtual Public Health Assessment along with an on-site walkthrough with recommendations and feedback in June 2021.

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REOPENING PLAN

Dzilth-Na-O-Dith-Hle Community Grant School is located at the base of the sacred Dzilth-Na-O-Dith-Hle Mountain, Huerfano Mesa, 26 miles south of Bloomfield, NM. The school began as a BIA school in 1968. The school converted to grant school status on July 1, 2005 under the Tribally Controlled Schools Act. DCS is a FACE – 8th grade school on the Navajo Nation reservation. The school currently serves the communities of Counselor, Nageezi, Huerfano, Nenahnezad, and Shiprock.

The goal is to ensure that students and staff are in a safe and clean environment by following the Navajo Nation Stages of reentry and CDC guidelines during the COVID-19 pandemic. The key to the success of these procedures and protocols is cooperation and commitment to our goal of the health and safety of all staff, students, parents, and community.

The purpose is to mitigate the spread of any communicable disease, such as COVID-19, during the periods of safety during the reopening of Dzilth-Na-O-Dith-Hle Community School. These procedures are meant to provide “Best Practices” guidelines for keeping students and staff safe while on the school campus. The prevention of most infectious diseases can be enhanced through commitment to adhering to regular hygiene and cleaning procedures.

The scope is for DCS staff, students, and parents to receive training pertaining to the school reopening plans and best practices for protecting themselves and others from the spread of COVID-19 and other infectious diseases. Staff, students, and parents will work together to ensure they understand adhere to the health and safety plans.

The table below provides general information for each level of gradual reopening based on the Navajo Nation Reopening Plan. This plan is subject to change pending COVID-19 NHCOC data and gating measures.

Color-Coded Levels for Instruction & Operations

	Purple	Red	Orange	Yellow	Green
LEVEL	Critical/Very High Transmission	High Transmission	Substantial Transmission	Moderate Transmission	Low Transmission
Instruction	REMOTE/IN-PERSON <i>Select Group of Students</i>	IN-PERSON LEARNING & HYBRID LEARNING <i>** Parents have the choice to opt out of In-Person Learning in all levels, including purple.</i>			
Student Priority	Student Prioritized Needs				
	<ul style="list-style-type: none"> ▪ Scheduling of cohorts, as appropriate. ▪ Students with IEP (Individualized Educational Plans) ▪ Students on 504 Plans ▪ ELL (English Language Learners) ▪ Students with no internet or have unreliable internet access at home. ▪ Students in high-risk situations (limited support for learning; socio economic factors, minimal to no contact with school, social services, or counselor recommendations) ▪ Attendance Issues or limited contact with students or parents <p>NOTE: Staff will be limited based on capacity levels while on campus. Flexible schedules may be an option that will be communicated.</p>		<ul style="list-style-type: none"> ▪ All students may return for in-person learning. ▪ Staff meetings may be conducted virtually. 		

Resource: <https://www.navaionationdode.org/navajoschoolreopening/>

NOTE: There are presently no procedures that will totally remove the possibility of exposure to Covid -19 while the virus remains widespread. Best practices may be changed or adjusted for the health and safety of staff, students, and parents.

The school will provide instruction to students in one of the following options:

REMOTE LEARNING ~



Students learn off campus through a virtual mode:

- ✓ **Synchronous** learning refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together.
- ✓ **Asynchronous** learning happens when the student works independently and at their own time and pace with content available online.

IN PERSON LEARNING ~



Students are scheduled in cohorts to meet in small groups with the teacher on school campus and will rotate on and off campus.

IN PERSON REMOTE ~



Students may be on campus logged on to a virtual classroom through a virtual platform (ex. Zoom, Schoology, Google Classroom, etc.)

LEARNING PACKETS ~



Students complete assignments on paper and submit to the teacher for grades. Teachers support these students by phone, emails, text messages etc.

HEALTH & SAFETY

A. School Facilities

In September 2020, our school had a technical assessment conducted of the existing ventilation system to define the deficiencies. Several recommendations were made to improve the indoor air quality for the health and safety of our students and staff. The assessment was broken down into capital improvements and measures the school can perform.

- ❖ Barriers ~ Academic offices, business office and other high traffic areas have plexiglass barriers installed. Plexiglass will be installed in the dormitory, food service, and facility as appropriate.
- ❖ Classroom Environment ~ Tables and desks are set apart between 3-6 feet to support social distancing. Floors are marked with tape to define traffic routes and social distancing in hallways. Cleaning supplies, hand soap, and hand sanitizer are made available to all classrooms. Excess furniture has been removed from all classrooms to decrease cluttering. Supplies, materials, electronic devices/equipment will not be shared between students and staff. Students will be informed of proper wearing and removing of masks, hand sanitizing and social distancing. Students and staff will be allowed water bottles in the classrooms.
- ❖ Hand Sanitizer ~ Hand sanitizing stations are found at the entrance of each building. Hand sanitizer products with 60% alcohol or greater will be available throughout the school facility.
- ❖ Isolation Room ~ An isolation room, the “Mustang Corral”, has been established for any student or staff experiencing any COVID-19 symptoms such as:
 - Chills
 - Cough
 - Fever 100.4°F or higher
 - Shortness of breath or Difficulty Breathing
 - Fatigue
 - Muscle or Body Aches
 - Headache
 - New loss of Taste or Smell
 - Sore throat
 - Congestion or Runny Nose
 - Nausea or vomiting
 - Diarrhea
- ❖ Signage ~ Signs are posted inside and outside of buildings to communicate social distancing and required masks. Handwashing signs are posted in restrooms, near sinks and in kitchen areas. Visible markings (floor decals or tape) are placed around the school building and dorm to support healthy distancing and one-way traffic, as appropriate.
- ❖ Ventilation ~ When weather permits, windows will be opened with fans in place to allow more fresh circulated air into the buildings. Air purifiers may be put into classrooms, office areas and other departments, as necessary. HVAC filters were upgraded.
- ❖ Water Fountains ~ Regular drinking fountains will not be used until further notice; however touchless drinking fountains will be installed in specified locations for students to refill water bottles.

B. Keeping a Healthy and Safe Environment

Parents/Visitors

Parents/Guardians/Visitors must contact the school prior to coming on site to conduct school business to be notified of procedures and protocols.

Self-Screening for COVID-Symptoms

Student and staff self-screening is a requirement prior to coming to campus daily. Requirements include, but are not limited to:

1. Temperature check stations are located at the main entrance of the academic and residential buildings. Other departments will have a temperature check device and temperature logs, as appropriate.
2. Students and staff will complete a self-screening questionnaire through a school app prior to coming to school. If the app is not available to staff, students or parents, a paper-based form will be used.
3. Staff are required to sign a COVID-19 Safety Expectation Acknowledgement Form. The acknowledgement form details the protocols for wearing face masks, reporting any signs/symptoms etc.

Student Cohorts

Students who are selected to return to campus for in-person learning or in a hybrid model in the purple or red levels will be determined using the criteria within the Color-Coded chart. Parents will be notified of their child's cohort assignment. The purpose of keeping students in the same cohort groups is to mitigate the spread of the virus and minimize the contact tracing demands in the event of a positive case.

Training

Safety training will be provided to all DCS staff, students, and parents on the school reopening plan and health & safety practices to mitigate the spread of COVID-19 or any other infectious disease. Updated information will be shared when information is available from NNHCOC and/or CDC. A timeline of training will be provided. Encourage staff to attend training opportunities such as Navajo Health Command Operations Center (NHCO) IPC training, Environmental Protection Agency (EPA) school related training, CDC training, and others.

C. Practicing Prevention Guidance

Communicate to parents, students and staff about COVID-19 symptoms, preventative measures, good hygiene, and school protocols. Share CDC (Center for Disease Control), NMDOH (New Mexico Department of Health) and NNDOH (Navajo Nation Department of Health) websites for additional data and information. Make available on the school website information of COVID-19 screening and testing sites.

Students who are high risk may receive accommodations. The options for students at higher risk that limit their exposure (ex. virtual learning, smaller student cohorts, or other).

Cleaning, Sanitizing and Disinfecting

Reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of our reopening plan. Everyone also has a role in making sure our school remains as safe as possible. Cleaning and disinfecting supplies were purchased in sufficient quantities to meet CDC guidelines and school sanitization and disinfectant requirements. Cleaning check sheets will be posted in restrooms, kitchens, classrooms, and high traffic areas.

PROTOCOLS

Custodians

1. Staff who are cleaning/sanitizing will be required to wear gloves and masks.
2. Custodians scheduled to clean and sanitize facilities of frequently touched surface areas throughout a school day each hour in the Academic building of areas such as, but not limited to, restrooms, doorknobs, light switches, door windows, counter tops, table tops etc.
3. Custodian routine cleaning include, but are not limited to, floors, walls, windows, classroom restrooms etc. at the end of each school day in the academic building.
4. Custodians will dispose of trash from Academic, Business Office, Facility, Transportation and Food Service programs.
5. High traffic areas will be swept and mopped.
6. Handwashing soap, paper towels and hand sanitizers will be replenished throughout the day by the custodians.

7. Cleaning supplies will be restocked and inventoried.

Academic Staff

1. Staff who are cleaning/sanitizing will be required to wear gloves and masks.
2. All Instructional staff will clean and sanitize their classrooms of frequently touched surface areas in the morning and afternoons. Such cleaning areas include, but are not limited to, doorknobs, doors, desks, chairs, light switches, sinks, electronic devices used, tables etc.
3. Office staff will continuously sanitize frequently touched surfaces their office areas in the morning, afternoon and prior to leaving work.

Departmental Staff

1. Staff who are cleaning/sanitizing will be required to wear gloves and masks.
2. Staff will continuously sanitize frequently touched surfaces their office areas in the morning, afternoon and prior to leaving work.
3. Custodians will clean these departments during and at the end of the day.

Hand Hygiene

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

1. Wash your hands often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going into the bathroom; and before eating or preparing food.
2. Use hand sanitizer if soap and water are not available. Use alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water are the best option, especially if hands are visibly dirty.
3. Avoid touching eyes, nose, and mouth with unwashed hands

PPE (Personal Protective Equipment)

Proper PPE (personal protective equipment) and disinfectant supplies were purchased such as, masks, hand sanitizer, gowns, face shields, soap, paper towels, tissue, and disinfectant wipes to provide a safe, supportive school and workplace. Masks are required and available for staff working on-site. Face shields, gowns, and gloves are made available upon request. All individuals will be instructed for wearing and disposing of masks properly. Fabric masks must be washed daily. Individuals who cannot wear a mask will be accommodated on a case-by-case basis. The use of clear masks may be used for instruction for students who need to visually see the instructor's mouth. Additional PPE will be ordered and inventoried.

Social Distancing

The goal of social distancing is to reduce the risk of spreading COVID-19. This is an essential step for all students, staff, and parents in maintaining a safe distance of 3 to 6 feet apart. It is especially important during the COVID-19 pandemic to protect people who are at higher risk for severe illness from COVID-19. These people include older adults and people of any age who have serious underlying medical conditions.

PROTOCOLS

1. Remain at least 3 to 6 feet from other people.
2. Always wear a face mask while on campus in the presence of others, unless eating.
3. Students and staff are to not gather in large groups.
4. To demonstrate social/physical distancing, floors will be labeled with tape or placement markers.
5. At all times, staff and students will maintain a spacing of 3 to 6 feet apart.
6. The building hallways and/or floors have one-way signs to designate the flow of traffic.
7. Staff meetings will take place practicing social distancing.
8. Visitors will be limited in access into the school building and other areas on campus. Signs are posted to notify visitors of social distancing and wearing a face mask while on campus.
9. Parent must notify the school in advance prior to conducting school business.

10. Staff and students will refrain from shaking hands, hugging, and physical contact.
11. Large group activities or activities requiring staff/children to sit or stand in close proximity are not allowed.
12. Staff will eat in their designated work area during lunch breaks.
13. Spaces will have a limit capacity in spaces. (Ex. teacher's lounge – 4 staff)

D. Emergency Plan for transitioning future outbreaks

The Emergency Management/COOP Plan has been updated to include an Epidemic Plan. An exposure protocol has been developed to direct actions of school personnel in case of exposure. In accordance with said protocol, an identified exposure could result in changes in many areas of school operations to include cleaning/disinfecting, attendance, and instruction for a period of time.

COVID-19 EXPECTATIONS & EXPOSURE PROTOCOL

The health, safety and well-being of our staff, students, parents, and community are a huge priority at DCS. The following protocols will be followed in the event there is a case of exposure to an individual who has tested positive for COVID-19 or has symptoms associated with COVID-19:

Expectations of DCS staff to follow health guidance while on Dzilth-Na-O-Dith-Hle Community School campus until further notice, employees will always be asked to wear protective face coverings, except when the employee is working alone in a private office. Specifically, face coverings must be worn when the employee leaves their private workspace and in all face-to-face interactions. Currently, Dzilth-Na-O-Dith-Hle Community School is supplying face coverings, and other PPE for facilities employees based on CDC guidelines for employees in certain professions. For their own comfort and convenience, employees are encouraged to bring their own face coverings when possible. The Acknowledgement Form is attached.

Possible Exposure and/or Symptoms

DCS Staff

1. Individual will be immediately referred for Covid-19 testing.
2. Individual will self-quarantine at home until results of testing have been submitted to human resources office.
3. If the test is negative, the individual will be allowed to return to school with proper documentation.
4. If the test is positive, see the positive section below.

Student

1. Individual will be immediately directed to report to quarantine/isolation room "Mustang Corral".
2. Parent/Guardian will be immediately notified to pick up his/her child.
3. Individual will remain in quarantine/isolation room until he/she is picked up.
4. Individual will be transported to medical facility for COVID-19 testing by parent/guardian.
5. Individual will self-quarantine at home until results of testing have been obtained.
6. If the test is negative, the individual will be allowed to return to school with proper documentation.
7. If the test is positive refer to positive test section below.

Positive Test

1. Individual will self-quarantine at home for 14 days if the individual tests positive.
2. After the 14 days, the individual will be retested.
3. If the test is negative, the individual will be allowed to return to work or school with proper documentation.
4. If the test is positive, the individual will have to go through the previous steps until a negative test is submitted.

Staff & Student Required Reporting

1. **Online Exposure report** must be completed and submitted to Navajo Nation Exposure portal - <https://www.ndoh.navajo-nsn.gov/COVID-19>
2. **Email** notification of possible exposure or positive case with no personal identifiable information included (PII).

Department of Dine Education – Darrick Franklin	darrickfranklin@nndode.org
Bureau of Indian Education, EPA - Walter Coulter	walter.coulter@BIE.EDU
Acting – Janet Slowman Chee	janet.slowmanchee@BIE.EDU
3. **BIE Incident Report** emailed to Randall Joe Randall.Joe@BIE.EDU
4. **NM Public Education Department** online reporting portal https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/NMPED_COVID19ResponseToolkit_ELEMpublic.pdf NMPED Tool Kit.

Staff Only, Additional Required Reporting

1. **New Mexico Environment Department** online reporting <https://nmgov.force.com/rapidresponse/s/>

Contact Tracing

1. School officials will trace who was in contact with the infected person.
2. Bus Seating Charts, Classroom Seating Charts and schedules will be utilized to assist with contact tracing.
3. Depending on the time and duration of contact, those individuals may be referred for self-quarantine and/or testing.

Notification to Community, Students, Staff and Parents

A letter will be sent home and emailed to parents about the positive case(s) and possible exposure with specific instructions on the next steps and procedures regarding school closure and remote learning timeframe. Those who have come into contact with a positive individual will be directed to stay home and self-monitor for symptoms, get tested, and follow CDC guidance if symptoms develop. Other types of notification would be through school Facebook and school website.

Deep Cleaning

1. Any exposed location will be secured immediately and remain closed for at least 24 hours before immediate cleaning by a custodian. After 3 days, the custodian(s) will resume regular cleaning duties. The custodian will use the PPE required to clean and sanitize the exposed area.
2. If the known areas cause a school closure, then a company will be notified to come and disinfect the entire school building. Staff will work telework and school will resume remotely.

ACADEMIC PROGRAM

INTRODUCTION

Dzilth-Na-O-Dith-Hle Community School offers a program that provides an opportunity for all students to attend school remotely or in person through a hybrid model of instruction. Students and parents will comply with the board approved Parent & Student Handbook. Students should acknowledge and maintain the following characteristics as those that help create successful learning opportunities whether learning remotely or in person:

- self-directed, highly motivated, and self-disciplined.
- set a personal schedule and complete assigned work by the required dates.
- maintain open communication
- problems solve and work through difficulties independently.
- follow detailed instructions independently
- contact and interact with the teacher virtually or in person for support, initial instruction and assignments.

A. Acceptable Use Agreement

Teachers and administrators require the Dzilth-Na-O-Dith-Hle Community School (DCS) Acceptable Use Agreement. Each student issued an electronic device must have a signed DCS Acceptable Use Agreement on file with DCS. Violation of the DCS Acceptable Use Agreement and/or school board policies will result in a disciplinary action, which may include being restricted from utilizing the school's devices and/or expulsion.

B. Attendance and Student Compliance

1. Attendance Requirements

Parents/guardians have a sole responsibility to ensure their child's academic success is attained by having their student(s) maintain a 95% attendance rate for the school year. Sufficient progress will be determined by any combination of daily class attendance and submission of class assignments. Official attendance is recorded in NASIS by the classroom teacher.

Parents & Students are responsible for requesting and making up all school work missed due to their absences.

2. Attendance Procedures

a. Attendance

In all programs attendance is a critical aspect of success, DCS will follow the attendance policy:

- **FIRST ABSENCE:** Student is marked absent in daily attendance records.
- **SECOND ABSENCE -** Teacher will contact family and remind student/parent of the attendance action plan and discuss consequences.
- **THIRD ABSENCE-** The student & parent will be required to attend a teleconference with an administrator from the school or designee. A meeting will be scheduled by administrator. During this meeting, the student's continued enrollment will be re-assessed.

b. Absences

EXCUSED ABSENCES: All excused absences require a phone call/electronic statements from a parent. A medical statement is required on two or more consecutive days of absence (See the Parent & Student Handbook for valid excused absences).

c. UNEXCUSED ABSENCES:

- **3 unexcused absences:** The school will contact parent, and if no contact is made, a teleconference will be initiated with a home visit, as necessary.
- **After 4 unexcused absences:** A referral will be made to Student Assistance Team. SAT will work closely with parent on strategies to address attendance issues.

d. Consequences

Consequences for excessive attendance issues will be at the discretion of the principal and/or SAT. Possible consequences may include SCAN, attendance contract, referral to prosecutor, child welfare check by local police department and possible retention.

Students who are absent 10 consecutive days WILL BE DIS-ENROLLED from the DCS attendance roster.

C. Online Accounts

DCS utilizes NASIS, **Zoom** and school email for its remote (virtual) program, and to manage student attendance, learning plans, assignments, and progress reports. Upon enrollment, student(s) will receive an email with the Zoom log ins and email account. Zoom will be used to provide direct instruction along with assignments, projects, tracking student progress, and assessments. Specialist and program teachers may also post work/assignment through emails.

The virtual program is designed to collect and record data that will support academic progress, and It is mandatory that the virtual program tools be used consistently to enter daily attendance and assessment data that reflect the standing of the student.

D. Parent/Guardian Responsibilities

Parent-Teacher communication is a vital foundation to maintain the unique partnership between the school and parents, and this partnership help ensure student success. The students' teachers are the parents' first point of contact for academic questions. A respectful, open, and productive communication is expected from parent to teacher, and teacher to parent through phone or emails. Parents and Teachers are expected to maintain a continuous responsiveness to email, messages, and phone communication with the teacher and the school. Furthermore, DCS encourages parents and teachers to a professional, and courteous two-way communication. Parents are encouraged to attend Parent Teacher Conferences, IEP, SAT, Attendance meetings that impact student learning and goal setting.

E. Academic Integrity Policy

DCS seeks to strengthen the value of each students' academic achievement by fostering a learning environment which is based on honesty, respect, fairness, responsibility, accountability, and excellence. DCS holds each student accountable for doing their own work. Students who submit work as their own when it is not completely done on their own are guilty of cheating and/or plagiarism.

Cheating is defined as the act of giving unauthorized assistance to or receiving unauthorized assistance from another person or other source for the purpose of completing an academic assignment, project, test, and/or other requirements. Plagiarism is defined as using someone else's ideas, writing, or work as their own, and can also be considered cheating. Assisting other students in cheating or plagiarism is considered academic dishonesty.

F. Learning Environment

During Remote/Hybrid or In-Person Learning, teachers will continue to follow the DCS pacing guides and curriculum, using NASIS to report progress of learning. All pacing guides and topics are in the DCS Curriculum and Instruction binder.

1. Curriculum

The following educational plans are in place for all DCS students and are aligned to our school board approved curriculum and CCSS standards.

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Develop strategies for teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Diagnose students' unfinished learning in prerequisite content knowledge and prerequisite skills.
- Adapt a curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers will need to provide accelerated support.
- Monitor students' progress on grade-appropriate assignments and adjust our supports for teachers and leaders based on student results.

2. Instruction

A shared understanding among staff, students, and families across grade-levels regarding learning expectations, (such as approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (such as connecting with students and their family) to ensure all students have access to high-quality instruction.

- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches any level of instruction.
- Design for student engagement and foster student ownership of learning.
- Develop students' meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
- Snap Shots (SPED) models along with monitoring tools should be used. Teachers should be provided feedback specific to the objectives/goals put in place within their students' IEP to strengthen and embed strategies during instruction.

3. Assessment

Purpose

Regardless learning setting, it is necessary for an on-going assessment to be completed throughout the school year. The importance and purpose of assessment is to continually track student growth and adjust instruction accordingly. To promote, monitor, and improve learning outcomes, DCS commits to a well-balanced assessment system that is aligned to the common core state standards.

DCS staff will analyze, interpret, and use data regularly to monitor progress toward student achievement goals through a combination of informal and formal assessments. Assessment monitoring and analysis will occur at PD (professional development)/trainings, PLC, and GLM (grade level meetings).

G. English Language Learner

The school is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students. English Language Development services are provided for K-8 through direct instructional support.

H. Grade Reporting

- Grade Reports will be given after every quarter.
- K – 8th grade grading will be based on a rubric system to report the mastery of skills in each grading period.

I. Professional Development & Learning

The school will provide professional learning that will better equip our school leaders, staff, substitutes, students, and parents/guardians to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social-emotional, health, and academic needs of all students.

Professional learning planning will include the input and collaboration of stakeholders, including all staff, parents/guardians, and community members through meetings such as:

1. Professional Learning Communities (PLCs)
Collaborative teams must reflect and determine their effectiveness in meeting the goal of student learning/achievement. PLC has written goals, create common assessments, analyze student achievement, and provide feedbacks to ensure teams are focused on student achievement.
2. Grade Level Meeting
Teachers and their instructional technicians collaborate to determine their effectiveness in meeting the goal of student learning/achievement.

J. School and Administrator Monitoring

DCS will continue to collect anecdotal feedback and data from students, staff, and parents to include but not limited to:

- Designated office hours and weekly learning schedule
- Emails to staff and families for feedback
- Weekly newsletters/call outs with updated information and access to resources to families
- Websites with emails and contact information for questions, concerns, and celebrations
- Communication through emails, phone calls, FB, and School Messenger to families
- Weekly Teacher PLCs
 - Teachers will monitor achievement of learning targets for students throughout the remainder of the year.
 - Monitoring on instructional time and support being provided.
- Staff Meetings
 - Principals and teachers will monitor engagement/attendance to ensure the wellbeing of families, staff, and students.
 - Principals will continuously update and inform all staff of what is happening with any changes in school, environment, schedule, meetings, etc.

K. Special Education Services

DCS Special Education Department is providing the following instructional and related services support for all students with an IEP.

- Review current IEPs for related services and academic needs for the school year modifying IEPs as needed to support academic needs during remote learning.
- We have been able to keep on schedule with annuals and re-evals due to the Case Manager using her case load spreadsheet to monitor the following information: Evaluation date, Re-evaluation date, IEP date, service areas receiving and level of service.
- Sped staff have scheduled time during the day to schedule individual students for additional support outside of their core instructional time as needed.
- All teachers have received individual student 'snapshots' that include goals, related services receiving, daily accommodations/modifications as well as testing accommodations/modifications.
- Sped students who need assistance for district/state testing are scheduled with the case manager during testing sessions to meet their IEP accommodations.
- All students receiving speech, occupational therapy or psychological services receive these services as scheduled.
- SPED meetings are scheduled through videoconferencing/phone with the parents and school staff. Zoom participation report is included with the IEP to document who attended the meeting.

L. Social & Emotional Learning and Support

Social and emotional learning is the process through which children and adults understand and manage emotions,

set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions and choices. Social emotional learning is relevant to all instructional practice because it targets concrete, specific, observable, and teachable skills, and competencies. The benefits of social and emotional learning are improved social-emotional skills; improved attitudes about self, others, and school; positive classroom behavior; and improved student performance.

For those students who need additional social and emotional support, the following school personnel are available to assist and/or provide students and families with additional community resources, as needed: School Counselor/Social Worker.

M. Technology

A technology plan has been developed school wide and has been updated to support the educational program for staff and students. Laptops are provided for each student, headphones, a mouse, and protective sleeves to maintain electronic devices. Staff are provided with laptops and/or desktops and printers/scanners. Students and staff who do not have internet access are provided internet hot spots. Any technical issues are reported to techsupport@dzilth.net. The school website dzilth.net is used to communicate information to parents.

Family and Child Education (FACE) Program

The FACE Program will follow the learning plans of DCS. The technical assistance teams from the National Center for Families Learning (NCFL) and Parents as Teachers (PAT) can be reached for additional support while planning and implementing.

Center-Based Guidance

Classes could be offered virtually/remotely or in-school depending on the phases on reopening. NCFL technical assistance staff will be available during the school year for in-class or virtual support.

Preschool:

- Create packets of materials for each child to establish a learning center in the home. Materials could include crayons, paper, glue sticks, pencils, etc.
- Have weekly contact with individual students through phone calls, Zoom, or other digital ways.
- Complete with the parent the ASQ-3 screening for each child through a call or Zoom connection.
- Connect with the class through a digital platform to facilitate Circle Time, Story Reads, songs, gross motor activities, etc. Record, if possible, and share with all families.
- Keep lessons and activities focused on active learning. Send home ideas and materials that children can use in a variety of ways.

Adult Education:

- Background Checks are not required for virtual participation. The background check process should be started when the planning for transitioning back to on-site programming begins. Parents must be vaccinated to engaged in on-site classes. If not vaccinated, the parent must participate remotely.
- Have weekly contact with students individually through phone calls or Zoom.
- Address the needs of adult learners – set up virtual group discussions based on needed topics.
- Partner with your community college to enroll learners in online classes.
- Support adults as they determine their program goals.
- Create a system for adults to track their own participation in adult education.

Parent Time and Parent and Child Together (PACT) Time®:

- Minimum expectation for Parent Time and PACT Time engagement is 2 hours per week.

- Support parents in creating family goals.
- Organize a weekly Parent Time. Use a digital platform to host and invite guest speakers.
- Send home PACT Time ideas and activities.

Home-Base

Parent educators have been providing virtual personal visits, FACE Family Circle meetings, etc.

The home-based component of FACE will use these methods of service delivery and continue to use these methods throughout the health crisis. Virtual personal visits include visits with families through an interactive video conferencing (IVC) platform that allows there to be two-way, real-time, audiovisual communication between the home visitor and parent(s), guardians, or primary caregivers and their child(ren). Virtual visits include telecommunication visits-visits completed via audio phone calls.

IVC visits require that parent educators and families have access to a device that can support the video conferencing platform selected. For an optimal experience, parent educators and families will use a computer or tablet during virtual visits.

SUPPORT SERVICES

A. Business Office – School Finances

A BIE Comprehensive Needs Assessment, School Wide Program Plan, SMART Goals, and IDEA Part B spending plan are developed yearly. CARES funding will address the needs to enhance student learning whether done remotely or in-person through a hybrid model. The business will continue to operate to fulfill daily accounting and operating needs.

B. Food Service

All DCS staff will follow appropriate procedures established by the Food Service department during any level of the reopening plan. The Safety and Health section of this plan must be adhered to in the food service department/cafeteria by all staff, parents, and students.

The Food Service director must be notified, in advance, when there are any scenarios that may preclude or interrupt meal service. Anticipated changes in meal counts due to school illness or other situations will also be communicated in a timely manner. The Food Service department will be closed throughout the day and will only be open during meal services times. This practice would minimize potential exposure outside of the school cafeteria and the subsequent spread to others.

Attachments for Hazard Analysis Critical Control Procedures (HACCP)

- Personal Hygiene
- Washing Hand
- Non-Congregate Feeding During School Closures-School Bus or School Vehicle Delivery
- Proper Wearing and Care of Face Masks.
- Emergency Feeding Pandemic Operations
- Weekly cleaning logs for Food Service Department

MEAL SERVICE IN CAFETERIA

1. Implement established “One Way in/One Way Out” procedure. A separate entrance and exit for entering school cafeteria will reduce congestion and assist with closely monitoring students.
2. Handwashing and or/hand sanitizer locations will be provided and maintained prior to or, preferably inside the entrance to school cafeteria area.
3. Removing chairs and tables or marking seats and benches in a distanced or alternating arrangement so that students or staff do not sit directly sit across from each other. They will all face one direction.

4. Everyone that enters the dining area are required to wash hands and/or apply hand sanitizer before entering the serving line or eating area.
5. Physical barriers and/or partitions are recommended in any area where social distance of 6 feet is difficult or if face coverings are not being worn by staff and/or students. An example would be clear acrylic barrier between students and the serving lines.
6. Any student with concerning health conditions will be seated in a designated area to accommodate a safe place.
7. All staff are responsible to monitoring students during meal services, will use the “Best Practice” for proper handwashing and use of hand sanitizer for students.
8. All meals will be prepackaged during mealtimes and handed to students. Use of disposable food service items (utensils, napkins, carry -out trays for Grab & Go Meals).
9. Cafeteria entrance and exit doors should remain open only during classroom groups entrance. Door monitors will close after each group to reduce students and staff from repeat touching the same door handles before reaching the serving line or returning to the classroom. Open doors will provide additional fresh air and circulation.
10. Utilize assigned physically distanced seating in the cafeteria to ensure that all students are clear on where to safety while eating in the cafeteria.
11. Students who are siblings and/or share the same household can be safely allowed to sit together while eating if they are in the same class or cohort group.
12. Restroom doors are always to remain open for students.
13. Students will be able to refill personal water bottles at a no touch water fountain.

MEAL SERVICE IN THE CLASSROOM (Pick-Up or Delivery)

1. Breakfast in Classroom will be prepared and bagged individually (Disposable food service items (bags, utensils, napkins, carry-out trays). There is to be no sharing of any food items.
2. FACE – 1st Grade students will be on a rotation scheduled for lunch in cafeteria.
3. The 2nd – 8th grade students will be provided lunch in the classroom.
4. Handwashing and/or hand sanitizer locations will be provided for students and staff.
5. Proper trash disposal for eating areas will be monitored by staff and scheduled custodians.
6. All staff should use disposable gloves when distributing meals to students. They must dispose of gloves properly and washing hands frequently.

Precautionary Measures in the Classrooms

- Consuming individuals’ meals in classroom instead of in cafeteria areas will create need for diligent attention to safety of students and teachers with food allergies.
- All special dietary requirements must be adhered to in the classroom. No outside food will be allowed for student to bring to classroom or cafeteria.
- Students can save non-perishable food for themselves only.
- Kitchen staff will take every precaution to ensure students with allergies are provided a safe meal.
- Students and staff are not allowed to share any food with one another.
- Staggered dismissal to the cafeteria by classroom for meal pickup should be in place to avoid any large gatherings of students entering the cafeteria at one time.
- Disposable service items such as trays, utensils, napkins will be used.
- Trash bags will be distributed to the classroom for the removal of trash.
- All meals will be put in bags for students (trays, milk, utensils) students will be solely responsible to put their unused food items back into bags and put in main trash cans. Unused milk will be put in bucket and dispose of properly.

OUTDOOR EATING

1. School meals may be eaten outdoors with social distancing of 3-6 feet or to the greatest extent possible.
2. Staff will monitor students and trash cans be placed in proper locations.
3. Students may eat at picnic tables or under canopies.

4. Residential Students will receive Grab & Go Meals during dinner time and will return to Residential Department or designated area by Residential Manager.

In addition, to prevent /or reduce the spread of Covid-19, no meals will be provided for parents or visitors during mealtimes until further notice.

MEALS OFF-SITE

Students who are learning remotely will be provided meals through established routes.

1. Meals will be prepared and bagged individually using disposable food service items (paperware and plasticware).
2. Breakfast and lunch will be delivered twice a week with additional meals added for the remainder of the week.
3. DCS Transportation will communicate with Food Service Department on weekly schedule.
4. Food Service will need extra site delivery drivers to deliver meals to students.
5. All site meal delivery will use the Standard Operation Procedure (HACCP) for Remote Learning Students "Non-Congregate Feeding During School Closures -Bus and School Delivery: and "Proper Handwashing Procedures'.

C. Residential Program

In the event the residential program is closed per school administration, the residential staff will be reassigned to assist with academic, food service and/or facility departments.

The Residential Department will remain closed during the day from 8:30 am to 3:00 pm when students are in class. Only students and residential staff will be allowed into the Residential building: parents/visitors will not be allowed into the dormitory until further notice to mitigate the spread of COVID-19. This practice will minimize potential exposure from outside of the Residential and the subsequent spread to others. The established Safety and Health mask wearing, social distancing, hand hygiene, etc. of this plan must be adhered to in the residential program by all staff and students.

Parents must attend a mandatory meeting prior to students residing in the dorm. The Residential Handbook will answer many residential questions not directly related to COVID-19 mitigation strategies and procedures/protocols.

Option A: The dorm will be open five days a week, Sunday through Thursday. Students will go home on Fridays.

Option B: Pending staff availability, the dorm may be open 7 days a week for 2 to 3 weeks at a time with a 1- week break for students. They will go home and be on remote learning for the week they are home. The purpose for this option is to mitigate the spread and transmission of the virus.

PRIORITIZING STUDENTS

If the school is in the Purple and Red Level of the reopening plan, students will be prioritized to reside in the residential program based on, but not limited to, the following criteria.

- Attendance Issues or limited contact with students or parents
- Scheduling of cohorts, as appropriate.
- Students with IEP (Individualized Educational Plans)
- Students on 504 Plans
- ELL (English Language Learners)
- Students with no internet or have unreliable internet access at home.
- Students in high-risk situations (limited support for learning; socio economic factors, minimal to no contact with school, social services, or counselor recommendations)

ROOM ASSIGNMENTS

In any level of reopening, a room assignment chart will be developed to assist with contact tracing.

Purple & Red Levels of Reopening

1. Lower grade wings will be closed and may be used as an isolation room.
2. Upper wings will be utilized by students to occupy in one of the following:
 - One student per room
 - If same sex students are from the same family, they may share a room together.

All other Levels of Reopening

Students will be assigned to rooms based on the community spread level and student capacity limits may be established at 50% or 75%.

CHECK-IN/OUT Procedures

Student Check-In

- At 4:00 pm, the dorm will be opened to accept student as they are checked by their parents. Parents must wait outside.
- A COVID-19 self-screening questionnaire and temperature check will be conducted prior to check-in.
- Parents and students must wear a mask upon checking in their child(ren).
- Check-ins will be only on Sundays between the hours of 4:00 pm to 7:00 pm. Times are subject to change. Student check-ins at a later time will be on a case-by-case basis depending on the reason.
 - Medication forms will be filled out to check-in their child medication(s).
 - Clothes must have the child's name.
 - Any instructions, questions or concerns will be addressed at this time
- Students will not be allowed to bring snacks from home. Snacks will be requested from the cafeteria for all students. There will be no sharing of snacks.

Student Check-Out

- Students will not be allowed to be checked out during the weekday unless it is an emergency or if student has a doctor's appointment.
- If a student is checked out during the weekday, they will not be allowed to check back in until the following Sunday. It will be the sole responsibility of the parent to ensure their child attends class daily when not residing in the dorm.

SCHEDULES

Schedules will be put in place throughout the week for the following:

- Homework assignments and each student will have their tool kit consisting of school supplies.
- Meals scheduled for breakfast and supper. If weather permits, students may be given the option to eat outside in designated areas.
- Bathroom usage, showering and brushing teeth
- Learning activities in the evenings
- Cleaning of personal areas in the evenings
- Getting ready for bed

COVID-19 PROTOCOLS

Students who may show signs or suspect that they may have been in contact with a person who is showing symptoms or who has tested positive will immediately be quarantined based on requirement and guidance provided by CDC, Protocol & Procedure of the school as stated in the Safety & Health section of the plan.

- Parents will be notified immediately to pick up their child. The dormitory may be required to close depending on the outcome of contact tracing.
- If a student or staff test positive for COVID-19, they are to quarantine for 14 days.
- Dormitory may close and deep cleaning of the facility will be implemented.

D. Transportation

During periods of declared pandemics, epidemics, or other health-related emergencies, ALL DCS staff are expected to comply with increased safety and cleaning procedures listed below.

REMOTE ~ Meals

1. All bus drivers will receive food handlers training prior to delivering student meals.
2. All food handlers will wash their hands for a minimum of 20 seconds before and after serving pre-packaged meals.
3. All drivers and assistant must wear a mask and carry hand sanitizer when delivering meals.
4. SUVs will be used to assist with delivering Grab N' Go meals to students learning remotely.
5. Buses will have an assistant assigned to help with delivering meals on established bus routes. Meals will be delivered using the Emergency Exit.
6. Student supplies/materials or learning packets may be delivered on established routes.
7. A schedule will be created and communicated with food service and the academic program.
8. Buses and vehicles will be provided additional PPE.
9. SUVs and buses must be thoroughly cleaned after each use.

IN PERSON ~ Daily & Residential Transportation

1. A bus route schedule will be established with times and locations.
2. Buses will transport student to and from school.
3. Prior to the beginning of a route, the driver will ensure all windows are open for increased ventilation, to increase circulation of outdoor air, if weather/conditions allow.
4. The seat immediately behind the driver shall remain unoccupied. (Per NM DOT)
5. Students shall adhere to the following:
 - Students will load from the back to the front and unload from the front to the back, with pauses in-between to keep 3 ft apart (this keeps students from passing each other and helps maintain social distancing).
 - maintain social distancing to the greatest extent possible from the bus driver, unless there is an emergency that requires immediate attention.
 - maintain correct use of face covering.
 - sit in their assigned seats. Students should sit no more than two to a seat. Siblings living in the same household may share a seat, up to three students without being required to fill in other empty seats.
6. An assistant will be assigned to assist the driver with the following:
 - Assist with monitoring students and ensuring students complete their self-screening questionnaire and temperature checks prior to loading the bus.
NOTE: Students who are experiencing any symptoms of any illness will not be allowed to board the bus. While in route, if a student notifies the driver that he/she is beginning to not feel well, the student will be isolated to the greatest extent possible (Ex. Seated in an empty seat away from other students).
 - Assist with bus sanitizing such as, clean and disinfect frequently touched surfaces daily.
 - Assist with contact tracing, if needed. Ensuring students remain in assigned seats.
 - Monitor student behavior and remind students of safety protocols while riding the bus.
 - Assist with distributing face masks, as necessary.
7. If feasible, the driver will park in a safe location away from the flow of traffic so that the screening can be conducted safely.
8. SUVs and buses must be cleaned thoroughly after each route.

DRIVER SAFETY

1. Drivers must complete their self-screening questionnaire prior to reporting for duty.
2. Drivers experiencing any symptoms and/or tests positive for any illness should immediately notify the Transportation Manager and not report to work.
3. The driver is required to wear a face covering that does not obstruct the driver's view in any way. Drivers will be provided with extra masks and gloves.
4. The driver will ensure hand sanitizer is always available on the Bus/SUV for frequent use.

5. The driver should remind students of, but not limited to, covering sneezes, using hand sanitizer, not touching the seats when getting on or off the bus, touching windows, keeping their hands to themselves, and maintaining social distancing from other students riding the bus.

BUS CLEANING

1. DCS will issue EPA-approved disinfectants to all bus drivers. Cleaning should include, but not be limited to, high-touch areas, seats, stairwells, grab handles, arm rests, door handles, seat belt buckles, light and air controls, doors, and windows as scheduled prior to morning routes and prior to afternoon routes.
2. All bus/SUV drivers are required to disinfect each bus/SUV at the conclusion of any route.
3. In the event there is a positive case on school bus, the school bus will be taken out of service until it is cleaned and sanitized.

