



EAST HWY 160/98  
P.O. BOX 1420  
KAIBETO, ARIZONA 86053

**United States Department of the Interior  
BUREAU OF INDIAN EDUCATION**



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**Kaibeto Boarding School  
Reopening Plan - SY 2021-2022  
Amended: August 06, 2021**

**PHASE II -  
HYBRID MODEL**

Approved- August 9, 2021



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After much thought and consideration, the Kaibeto Boarding School will be returning to school in August 2021, once the Navajo Nation Council votes to open schools on the reservation. This will allow for approximately half the number of students to attend school in-person every other day. Please note that additional days may be provided to students who require extra support, including our special education students, English Learners and others who require further interventions and support. Families will also have the option to select a 100% Distance Teaching for students with underlying health conditions or who simply prefer this educational model at this time. A process will also be put in place to allow families to adjust their preference when circumstances change.

The most asked question is, “Is it Safe?” now, and the answer is “yes”. Given the current safety guidelines from the U.S. Dept of Education, the CDC Guidelines, BIE Guidelines and the Dine Division of Education, schools can reopen if we are able to mitigate the risk of transmission through social distancing, the wearing of a mask and practicing a regular hand washing and sanitizing routine.

Kaibeto Boarding School and the Bureau of Indian Education have been working to plan the reopening of schools. Some members who have had input are teachers, staff, board members, administrators, Parent Advisory Committee, parents, and community members. This reopening plan focuses on: health and safety, teaching and learning, child nutrition, transportation, family and community engagement, technology, and facilities.

We have been reviewing and evaluating procedures, standards and best practices and having discussions with stakeholders, while developing the best solutions for our school community and individual buildings. After listening to others, we made the decision to recommend moving toward a Hybrid learning environment based solely on the health and safety of our staff and students.

Moving forward, we will continue to work closely with others, the Bureau of Indian Education, the Indian Health Services, and the Navajo Nation to determine if or when offering in-person classes is no longer safe. If this occurs, we will transition to a 100% Distance Teaching environment again.

In closing, please know that the Kaibeto Boarding School community is working together to create a solution that will work for our students. We are confident that by working together and embracing the opportunity presented by the Hybrid model learning environment, we will provide all students with a safe and successful school year for 2021-2022.

Thank-you,

Administration  
Kaibeto Boarding School

**MODE OF LEARNING**

The goal of Kaibeto Boarding School is to offer a Hybrid model learning environment so that students can continue their learning and this determination was made from the results of review questions given to parents. The results are:

In the spring of SY2020-2021, families were asked to review their options in returning to the school during SY2021-2022. Parents were provided the option of another learning environment or hybrid model and the results of the review were conducted between February and July 2021 through Schoology-on line learning management system and telephone calls made. Results for these options were as follows:

102/177 Responses = 58% of parents

July 16, 2021

Telephone calls were made to those who didn't respond in Schoology.

- 39 Households
- 23 For Hybrid Model
- 16 For Face to Face

February to July 2021

Schoology Response


- 34 For Hybrid Model
- 29 For Face to Face


**CUMULATIVE RESULTS**

- 57 Hybrid Model
- 45 Face to Face or Virtual Learning Only
- 102 Responded = 58% of Parents


Because of these results, Kaibeto Boarding School will submit their reopening plan to include Phase II Hybrid Model to bring students back on campus on August 9, 2021 with bringing back 50% of the student population on using a A/B schedule.

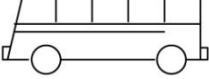



Within the A/B model, various areas have been taken into consideration to support the continuous learning for students and to ensure the various student learning levels are served, as well as the needs of the staff members in the work place:


 <p>Workplace</p>	<p>KBS will work in collaboration with the BIE, Navajo Nation Executive Order CIN-36-21, CDC Guideline and Tuba City Health Service to identify health and safety processes, procedures, professional development, and training for staff and students.</p> <ul style="list-style-type: none"> <li>• Maintain 3 ft. Social Distancing</li> <li>• Appropriate PPE and mask at all times</li> <li>• Increased hand washing and sanitizing (increased number of locations at each site)</li> <li>• Face shield or protections</li> <li>• Students and Staff complete health self-assessment each morning before entering the building</li> </ul>
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<p>Safety – CDC &amp; Covid 19</p>	<ul style="list-style-type: none"> <li>• Process for reporting illness or positive test</li> <li>• Offer students the opportunity to continue student learning while working under safe conditions</li> <li>• Clean and disinfecting schedules are part of the reopening plan</li> </ul>
<p>Learning Environments:</p> 	<ul style="list-style-type: none"> <li>• CDC guidelines will be a guide to provide the latest updates recommended for schools</li> <li>• If the school should have to close, KBS will go into Phase I, Distance Learning mode, limit the school to essential staff only, and the following guidance will be given to staff: 1) Teachers and select staff will continue working remotely; 2) Staff may enter school under specific approved requests; 3) Essential Employee schedule will become effective again; 4) Staff on-site will adhere to the safety protocols; 5) Symptoms Checklist required at front entrance; 6) Custodial cleaning schedule will remain in effect</li> </ul> <p>KBS will implement a schedule and educational learning environment that allows for students to be educated, and teachers and staff to work in a safe and healthy environment.</p> <ul style="list-style-type: none"> <li>• All teachers will teach from their classrooms during Hybrid teaching (unless approved by HR)</li> <li>• Teaching schedules will include synchronous (live) instructional delivery by grade level</li> <li>• Students will remain in cohorts in grades K-8 when possible</li> <li>• Staff will prepare and train for a transition to a robust 100% Hybrid Model</li> <li>• A safety video and FTF will be presented in class (per quarters)</li> <li>• Cap class enrollment to comply with 3 feet distance spacing</li> <li>• <u>Enrollment</u>: Will be offered in the hybrid model only</li> <li>• <u>Attendance</u>: Students will comply with the Stud Handbook most recently approved: 1) Attendance taken twice daily; 2) Documentation needed for excused absences; 3) 3<sup>rd</sup> Absence the Counselor will call to the home; 4) Parent Liaison will make home visits in vulnerable situations; 5) IT will check internet connectivity</li> <li>• Excessive absence students will be tracked by the Counselor, Registrar, Parent Liaison and School Administrator and At-Risk Meetings will be held to determine next steps for support to the student</li> </ul>
<p>Enrollment Attendance</p>	<ul style="list-style-type: none"> <li>• <u>Section 504</u>: Will be honored during this time. There is a procedure for which includes: referral/consent, evaluate, meet with parents/guardians, develop a 504/IEP, and placement</li> <li>• A staff member will be assigned to this position</li> <li>• <u>Child Study Team</u>: A staff will be assigned to this position and follow the procedures: referral/consent, evaluate, meet with</li> </ul>
<p>Diverse Populations</p>	



<p style="text-align: center;">Assessments</p>	<p>parents/guardians, develop an intermittent intervention, meeting again and decide on placement</p> <ul style="list-style-type: none"> <li>• <u>Special Education</u>: In the Hybrid Model our teachers will be on-site to deliver services to meet student IEP Goals</li> <li>• The related service providers will be using on-site and tele-therapy/Schoology to deliver services</li> <li>• Teachers and Service Providers may have to deliver service in a virtual setting in some cases</li> <li>• All monitoring of students for compliance, instructional delivery, internet connectivity, attendance and other areas will be approached as a team: parent liaison, regular teacher, Special Education teacher, and Principal</li> <li>• <u>English Language Students</u>: In the Hybrid Model teachers will be notified which students are identified</li> <li>• A learning plan will be developed to accommodate the student in each area support is needed</li> <li>• <u>Assessments Scheduled</u>: During SY2021-2022, the Bureau of Indian Education has two assessments scheduled, the WIDA, and other assessments. All students will be assessed and all students will follow the safety guidelines: wear a mask, social distance, and they will be divided into groups when they are tested.</li> </ul>
<div style="text-align: center;">  <p>Technology</p> </div>	<p>KBS will ensure all students have access to technology and are able to access learning from home.</p> <ul style="list-style-type: none"> <li>• Provide access to technology devices and Wi-Fi hotspots for all students, as needed.             <ul style="list-style-type: none"> <li>• Each student is assigned a student laptop.</li> <li>• In addition to the student laptop each SPED student is assigned an Ipad to connect with their SPED teachers and the consultants they work with.</li> <li>• Each household receives a Kajeet SmartSpot per two students in their household.</li> <li>• If the household has no electricity the household is provided with a Jackery Battery Pack to charge the devices as needed.</li> </ul> </li> </ul> <p>The IT staff role is to:</p> <ul style="list-style-type: none"> <li>• Ensure that all students have a working device and to make sure their internet (SmartSpot) is working properly.</li> <li>• Maintain a good source of communication with the parents and the students through the use of cell phones, ZOOM, and Schoology.</li> <li>• Provide training to the parent and students on Schoology and the Kami Extension.</li> <li>• Conducting personal ZOOM visits with the parents and the students when they are having issues navigating through Schoology or if they need help with the Kami Extension.</li> </ul>

 <p>Transportation</p>	<p>KBS will implement safety protocols to transport students in for the A/B Hybrid schedule.</p> <ul style="list-style-type: none"> <li>• Follow safety protocol before boarding bus – CDC guidelines.</li> <li>• A student friendly symptom checklist will be given before the student boards the bus.</li> <li>• A mask will be given to each student getting on the bus</li> <li>• Each student will be assigned a seat</li> <li>• Drivers will implement a cleaning and sanitizing protocol for buses</li> <li>• Drivers will implement a specific procedure for loading and unloading buses</li> <li>• Buses however will not transport ill students.</li> <li>• An adult will meet the bus upon arrival at the school</li> </ul>
 <p>Facilities</p>	<p>KBS will create a safe and healthy learning environment. In addition, building will have an isolation room for students or others who exhibit symptoms after arriving at school.</p> <ul style="list-style-type: none"> <li>• Implement a cleaning and sanitizing protocol for during the day and evening</li> <li>• Post Health and Safety signage and provide training to staff, students &amp; parents</li> <li>• Comply with State COVID-19 Guidelines for Ventilation</li> <li>• Properly space furniture within learning environments</li> <li>• No visitors in building and limit approved building use</li> </ul>
 <p>Child Nutrition</p>	<p>KBS will offer meals for students participating in a Hybrid or Distance Learning Model.</p> <ul style="list-style-type: none"> <li>• Breakfast and lunch will be served using guidelines provided by Sysco, National School Lunch Program and CDC</li> <li>• Food Service Training will be provided by Health and Nutrition Services through webinars [trainings related to COVID]</li> <li>• Lunch served in classrooms as much as possible</li> <li>• Meals delivered during remote learning to those students not on-site</li> <li>• To go servings ware will be utilized with all meals</li> <li>• Electronic devices will be used for all meals for accountability</li> <li>• Set procedures developed to limit the mobility of students</li> </ul>
 <p>Family and Parental Engagement</p>	<p>KBS will engage with our families and communities and foster opportunities for regular two-way communication.</p> <ul style="list-style-type: none"> <li>• Host Parent Webinars on reopening procedures and other important topics: Hybrid Model, virtual learning, technology use, attendance expectations and communication channels</li> <li>• Encourage all to abide by mitigating risk practice at home and in the community by utilizing Schoology as main dashboard for communication, quarterly parent letters, and developing a working relationship with Parent Advisory Committee</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep the School Board update on the progress of the Hybrid Model</li> </ul>
 <p>Social Emotional Learning and Mental Health Supports</p>	<p>SPS will work to engage and reengage all students, staff and families with the goal of supporting positive development in social emotional and mental health needs.</p> <ul style="list-style-type: none"> <li>• Create safe, supportive, and equitable learning and working environment that promotes social and emotional development for all</li> <li>• Adopt an evidence-based social emotional learning program to support the needs of our students</li> <li>• Provide PD for all staff to support their well-being and emotional needs</li> </ul>

**INSTRUCITON**

**Instructional Learning Environment**

**Hybrid Model**

\*Hybrid Model is Being Implemented

Hybrid Model Learning
<ol style="list-style-type: none"> <li>1. Students will check-out laptops, hotspots, and headsets for virtual learning.</li> <li>2. Instruction will be delivered face-to-face at school <b>and</b> remotely via laptops and webcams.</li> <li>3. Instruction will be delivered simultaneously/synchronously to both in-school and remote learners.</li> <li>4. Zoom Attendance will be required for remote learners.</li> <li>5. Parents will ensure remote learners stay logged-in and engaged for the entire school day.</li> </ol>

**Learning Management System (LMS)**

We have selected Schoology by PowerSchool as our Learning Management System for School Year 2021-2022. It is approved for use by the Bureau of Indian Education. Schoology by Power School is user friendly. It is a tool that will help teachers to keep parents updated, teachers can assign work, track attendance, progress monitor academic achievement and gradebook option available. Schoology has internal correlation options to continue consistency measures using Native American Student Information System (NASIS) features of Grade Book and Northwest Evaluation Association (NWEA).

## **During Remote Learning When Not On-Site**

- A. Curriculum will be delivered synchronously to both onsite and remote students with adjustments made to structures, instructional practices, and assessment strategies – as needed -- for hybrid teaching and learning.
- B. Hybrid learning is only available as a full day option; students cannot attend only a part of the day to be considered in attendance unless they request to be excused from school.
- C. While a final decision has not been made on the particulars of all these activities, if sports and after-school activities are offered, all students will be allowed to participate.
- D. Friday mornings will be when Special Classes will be offered weekly.
- E. Friday afternoons are reserved for Professional Development days for the staff.
- F. The last Friday afternoon in each month is reserved for teacher time—no planned activities.

## **Hybrid Model or On-Site Learning**

According to the CDC guideline, a Hybrid model is a way to reduce how many students are together and is used to control the setting. In this model each grade level will be a cohort group and they will have colors to designate their A/B schedule. Each cohort group will rotate the days they come to be on-site at the school and their instruction will be face-to-face. While one cohort group is on campus, the other color will be receiving synchronous instruction in a virtual learning setting. This model's schedule will be:

2021-22 Kaibeto Boarding School Master Schedule										
<b>MONDAY – THURSDAY</b>										
Kinder	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
MTracy K.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
Kinder		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
MTracy K.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
1st	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
LBegay 1.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
LBegay 1.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
2nd	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
LTsinnijinnie 2.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
LTsinnijinnie		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			

MONDAY – THURSDAY										
3rd	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
MWashburn 3.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
FRIDAY – Remote Learning										
3rd		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			

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MWashburn 3.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
4 <sup>th</sup>	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
FTohanni e 4.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
4 <sup>th</sup>		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
FTohanni e 4.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
5 <sup>th</sup>	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
LMcCabe 5.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
5 <sup>th</sup>		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
LMcCabe 5.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			

<b>MONDAY – THURSDAY</b>										
6 <sup>th</sup>	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
ERussell 6.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
6 <sup>th</sup>		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
ERussell 6.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
7 <sup>th</sup>	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
LBurbank 7.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										

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<b>7th</b>		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
LBurbank 7.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			
<b>MONDAY – THURSDAY</b>										
<b>8th</b>	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45-2:30	2:30-3:00	3:00	3:15
BWhitehair 8.1	Breakfast	Reading	Math	Lunch	Writing	Extended Learning-Rdg or Math	Tiered Support	IXL or Waterford	Dismissal	Buses leave
<b>FRIDAY – Remote Learning</b>										
<b>8th</b>		8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15			
BWhitehair 8.1		Reading	Math	Navajo Language	IXL or Waterford	Science	Dismissal			

## HYBRID MODEL CALENDAR SCHEDULE

\*Scheduled events may occur during the month and if so, the colors do not change instead you continue the school day with the next color.

## August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6*	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27*	28	29	30		

## October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11*	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

## November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11*	12	13
14	15	16	17	18	19	21
21	22*	23*	24*	25*	26*	27
28	29	30				

## December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21*	22*	23*	24*	25
26	27*	28*	29*	30*	31*	

## January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17*	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28					

## March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14*	15*	16*	17*	18*	19
20	21	22	23	24	25	26
27	28	29	30	31		



## April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30*	31				

**Hybrid Model**

- A. The Hybrid Model school calendar above will be offered along with student work assigned and activities.  
 B. Students will turn in their assigned work and activities weekly.

**Instructional Program (25 C.F.R. 36.21,22, 23)**

Grades	Content	Content in Traditional	Learning Plan
Kindergarten	Reading Mathematics Rdg/Math Tiered Support Writing Science Library Navajo Lang and Culture SEL	120 min (5 days/wk) 90 min (5 days/wk) 1 weekly, 45 mins 50 min (2 days/wk) 45 min (2 days/wk) 30 min weekly 45 mins weekly	Schedule allows for virtual interaction with teacher with correlating instructional student work.  Teachers contact with students as needed for additional support and are accounting for student work to measure productivity and learning measure.
Elementary Grades 1-5	Reading Mathematics Rdg/Math Tiered Support Writing Science Library Navajo Lang and Culture SEL	120 min (5 days/wk) 90 min (5 days/wk) 1 weekly, 45 mins 50 min (2 days/wk) 45 min (2 days/wk) 30 min weekly 45 mins weekly	Navajo Language and Science lessons are project-based assignment that promote family involvement
Jr High/MS Grades 6-8	Reading Mathematics Rdg/Math Tiered Support Writing Science	120 min (5 days/wk) 90 min (5 days/wk) 1 weekly, 45 mins 50 min (2 days/wk) 45 min (2 days/wk)	

	Library Navajo Lang and Culture SEL	30 min weekly 45 mins weekly	
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## Curriculum

Kaibeto Academic Department has been working on their curriculum since SY2019-2020 and finally is making a shift towards become a standards-based program for the area of their instructional core reading and working on incorporating writing skills this fall. Currently, the school does have their writing standards selected and vertically aligned to the grade levels. In addition, during SY2019-2020, they had developed common teacher assessments for these standards and begin the implementation of administering the formative assessment. However, due to the pandemic, all work in this content area was stopped. The goal is to align this completed work into the instructional core reading this coming fall as it was originally completed to address the EL levels of our learners and the necessary vocabulary development/writing skills.

Our curriculum is designed to focus and target the areas of our low reading abilities this SY2021-2022. During the spring of SY2020-2021, the certified teachers received two trainings from Karen Powers, Solution Tree, in how to implement a Learning Cycle that encompasses the follow pieces:

- 1) Deconstructing the essential standards to identify the learning targets.
- 2) Developing an Assessment Plan for the Learning targets.
- 3) Developing the formative assessments for the Learning targets.
- 4) Progress monitor and identify the various levels of who needs further tiered support.
- 5) Provide tiered support for those who don't show mastery of learning targets.
- 6) Reassess with formative assessment to determine whether students have met mastery or not.

During the late spring of SY2020-2021, essential standards were identified and further worked to develop a vertical alignment for K-8 that would support addressing those learning gaps and needs obtained during the pandemic. In addition, this procedure does guide teachers in identifying those special skills each student has not mastered: Special Education, EL, NLL or high achievers. From the development of the formative assessments to the progress monitoring of these skills, teachers will offer tiered support during the week to address students' skill levels. This tiered support will allow more time and quality instruction with those Essential learning targets identified as necessary skills. Based on the deconstructed standards and the assessment plans, learning outcomes will have been identified and teacher/student will be aware of the expectations. Further, instructional coaching and/or professional development in instructional materials is part of the school-wide plan for adapting materials to learning environments and the Learning Cycle. Also, curriculum resources will be aligned to the learning targets and instruction will be delivered at the level it is comprehensible to the student.

Other areas of content instruction are: Mathematics, Writing, Navajo Language, and Science. These content areas will follow the program's implementation, however, due to time constraints, improved reading skills will remain the focus so selection of standards, materials and assessments will support this overall goal.

In addition, we have an Education Technician who serves in the capacity of the Librarian and has worked on aligning the patron use, specific support to increase vocabulary, comprehension, and grade equivalence measures.

## Instructional Delivery

Instructional delivery planned for hybrid model has created opportunities for students to learn and develop in the core content areas of English Language Arts, Mathematics, Writing, Science and Navajo Language.

In addition, teachers are expected to follow the curriculum pacing guides on the identified key priority essential standards, plan instruction, prepare lesson plans, and meet the instructional needs of all diverse learners. Students

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with specific needs, such as those in need of support for social or emotional, they will be identified and receive the service that will address their needs. Special Education students will receive an additional time for learning content from their perspective Special Education Teacher directly supporting their Individual Education Plan goals and there will be a combined two-way communication between the regular and Special Education teachers to discuss the needed modifications/accommodations of the IEP. Last, the English Learner student will be accommodated with those strategies necessary to make their learning understandable as they are taught.

### **Frequency Outreach and Follow-up of Teacher Support**

Teachers will contact parents daily as needed and will document their communication in a log with each parent and student at least twice weekly for instructional support (grade level). They will take student attendance daily through zoom or face to face instruction. If the student is absent, a text, email or phone communication should be received by the parent.

### **Grading and Feedback**

Teachers are expected to provide grades based on class participation, student work, portfolio artifacts, projects, and student engagement by entering the grades into Schoology or NASIS. Also, they are expected to provide daily and weekly feedback to students in printed material format or digital format, as well as set Parent-Teacher Conferences during the school year.

### **Monitoring and Evaluation**

In these different types of learning environments, our students' learning must be monitored and evaluated to see how well they are learning. Teachers will do this by using the various assessments or formative assessments to keep a running record of each students' progress toward mastery. It is very important that students cooperate during these assessment times so that teachers could collect the results to see if they understood what they learned. If the results show they need further teaching, then additional teaching will be given during tiered support or even in extended learning time. Also, teachers will be required to turn in their progress monitoring reports and formative assessments from their learning cycles.

### **Specific Student Needs (CST, 504, EL, G & T and Special Education)**

Teachers (regular and Special Education) will receive their classroom roster and other pertinent documentation identifying students who are identified as a specific student in need of continued service and support for 504 Accommodation, English Learner, Gifted and Talented or Special Education. The teacher will make a documented confirmation to retrieve the necessary background, present level of performance, determine specifics of individual support plans to provide educational services/support for each identified student on the classroom roster.

The classroom teacher will request a Child Study Team referral process for students who may be in suspected need of future support in one or more of the following: 504 Identification, English Learner, Gifted and Talented and Special Education. The process of identification will be determined through collaborative efforts of student, teacher, parent, pertinent school personnel and the school administrator.

Kaibeto Boarding School is not seeking waiver for Special Education and related aids and services requirements so process of referral, identification and determination will continue in compliance with Section 504 of the rehabilitation Act of 1973, as amended (Sec 504), 29 U.S.C. 794 and the Individuals with Disabilities Education Act, Pub. L. 108-446 as amended, 20 U.S.C. 1400 et seq. (IDEA).

### **Student Activities (25 C.F.R. 36.43)**

On an annual basis, a schedule of sponsorship is published to recruit employees to provide extra-curricular activities for students and this procedure may be used during SY2021-2022 if participation meets the safety guidelines of the U.S. Dept. of Education and the CDC.

If student activities are offered, they may include:

- Student Council
- Grade Level Sponsors (depending on sponsorships)
- 8<sup>th</sup> Grade Promotion
- Chess Club
- Native American Club
- Leagues decision will determine the following involvement:  
Student Sports-Cross Country, Volleyball, Basketball, Wrestling, Track & Field, Baseball, Softball

## **Mental Health Support**

### **SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH WELLNESS**

The school will proactively respond to addressing the social emotional needs of students and staff based on what transpired from the COVID-19 pandemic and other external factors as a result of being out of school. The support system will support students who may already have had mental health conditions, as well as those students who might emerge with mental health conditions due to the returning to the public or hybrid learning model.

Based on the principals of SEL [Social-Emotional Learning], the school staff will build a comprehensive partnership and integrate SEL into the learning environments offered for KBS. To build this safe and supportive environment, the staff will promote development of social and emotional learning through lessons based on the program from Collaborative Academic Social Emotion Learning (CASEL). Within each learning environment's instructional classes, all grades will need to follow explicit guidelines aligned with the 5 principles:

1. Self-Awareness
2. Social Awareness
3. Self-Management
4. Relational Skills
5. Responsible Decision Making

In addition, various types of activities will be implemented: start school session with a morning meeting or check in/check out, creating Calm Down Corners, Yoga breaks, brain breaks, implementing short lessons on problem resolution, and providing anchor charts to teach social-emotional skills.

A specific SEL program will be purchased and utilized to continuously measure behavioral and academic achievement. Some evidence-based SEL programs to review are: Kickboard, Second Step, Positive Action, and Why Try.

In addition, other support systems will include:

A. The Counseling Department. A referral can be made by the teacher or a staff member and the counselor will follow up with a parent contact. After an agreement from parent, the counselor will follow up with the teacher regarding parent decision and next steps will be determined. All safety protocols will be followed when the counselor meets with the student.

B. A consent form will be part of the enrollment packet for pre-counseling service. Once the student has been recognized as needing counseling, dates will be set for consistent meetings and continuous counseling sessions.

C. Documents and other pertinent information such as unsuccessful parent phone calls, attendance, academic scores, disciplinary notes, interventions, and strategies, will be collected and documented.

D. Daily or weekly check-ins through ZOOM classes will take place for each grade level and frequent communication with the regular teacher will be done.

E. Professional development will be designed with the well-being of school staff in mind as a forefront to be able to connect and heal in order to support the students. Provide trainings for educators to increase awareness and knowledge regarding Social Emotional Learning, ACEs, CASEL, and Trauma Informed schooling. These trainings would most likely come from experts in the field from outside the school setting. The professional growth educators would instill the definition of SEL, the importance of SEL, key components of SEL, and how to determine strategies to implement into practice.

Implementation of Social Emotional learning deals with challenges and stressors, therefore the focus of school reopening plan must include effective SEL learning strategies for all students and staff. Whether students have difficulties with their academics, attendance and/or behavior, the support coming from the Counseling Department will comprise of assistance in helping students deal with anxiety, provide mindfulness and breathing meditation, communication of feelings and emotions in school or the public after isolation, and provide intervention such as health promotion campaigns.

Last, several network with outreach programs currently being implemented are:

- 1) Behavioral Health
- 2) Peace Making, Navajo Nation
- 3) Trauma Informed Workshops, Lillian Jenson Tsosie
- 4) 504 Training
- 5) Child Study Team Approach

## Resources and strategies for Parents

<https://www.health.state.mn.us/communities/mentalhealth/support.html>

### Supporting Mental Well-being During COVID-19

Supporting Mental Well-being During COVID-19 Tips to Reduce COVID-19 Anxiety. It's normal to be experiencing increased stress and anxiety right now.

[www.health.state.mn.us](http://www.health.state.mn.us)

<https://www.helpguide.org/articles/parenting-family/parenting-during-coronavirus.htm>



### Parenting During Coronavirus - HelpGuide.org

The importance of regular bedtimes. It's normal for children to experience sleep problems during times of great stress. Some may have trouble falling asleep, others, especially very young children, may be anxious about being separated from mom and dad.

[www.helpguide.org](http://www.helpguide.org)

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children.html>



### Keep Children Healthy during the COVID-19 Pandemic | CDC

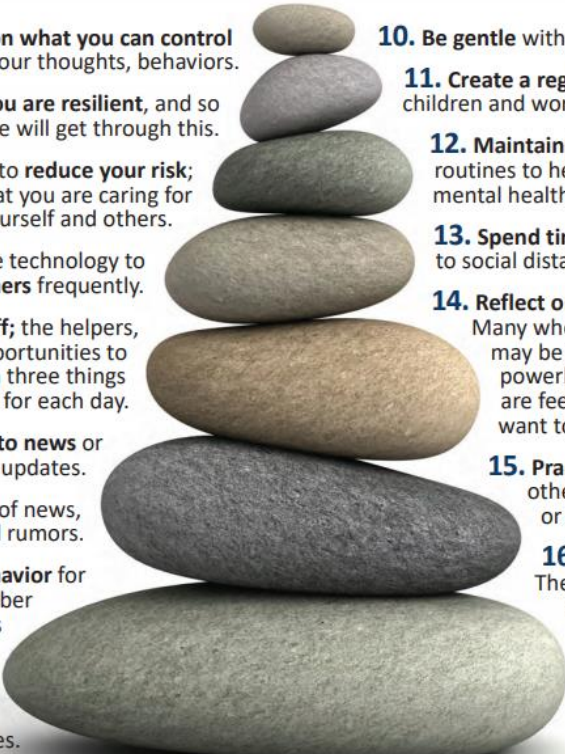
Avoid close contact. Make sure your child and everyone else in your household keep at least 6 feet away from other people who don't live with them and people who are sick (such as coughing and sneezing).. Cover coughs and sneezes. When coughing or sneezing, cover your mouth and nose with a tissue, throw your tissue in closest garbage can, and wash your

[www.cdc.gov](http://www.cdc.gov)



# Find your happy place.

TIPS TO REDUCE COVID-19 STRESS

- 
- 1. Focus on what you can control** – including your thoughts, behaviors.
  - 2. Remember that you are resilient**, and so is humankind. We will get through this.
  - 3. Do what you can to reduce your risk;** take comfort that you are caring for yourself and others.
  - 4. Use technology to connect with others** frequently.
  - 5. Look for the good stuff;** the helpers, time with family, and opportunities to pull together. Write down three things you are grateful for each day.
  - 6. Limit exposure to news or social media updates.**
  - 7. Use reputable sources** of news, avoid speculation and rumors.
  - 8. Model peaceful behavior** for those around you. Remember everyone experiences stress in different ways.
  - 9. Don't let fear influence** your decisions, such as hoarding supplies.
  - 10. Be gentle** with yourself and others.
  - 11. Create a regular routine**, especially for children and work from home.
  - 12. Maintaining a healthy diet and exercise** routines to help your immune system and mental health.
  - 13. Spend time in nature** while adhering to social distancing guidelines.
  - 14. Reflect on your reactions.** Many who have experienced trauma may be triggered by feelings of powerlessness. Understanding what you are feeling can help you consider how you want to respond to the triggers.
  - 15. Practice meditation, yoga, or other mind-body techniques.** Find apps or online videos to help.
  - 16. Reach out if you need to talk.** There are local and national hotlines and warmlines that can help!

DISASTER DISTRESS HELPLINE  
1-800-985-5990

'TalkWithUs' TEXT 66746

## COMMUNICATION

### COMMUNICATION PLAN – SY 2021-2022

DESCRIPTION	FREQUENCY	METHOD	AUDIENCE	OWNER
Name of the communication	How often it will happen	Method of communication	Who will receive the communication	Who is responsible
School Board Meeting	First Wednesday of every month	Meeting	Board Members Administration KBS Staff Community	School Board Members
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A meeting agenda is emailed to the principal and department supervisors before the meeting occurs.</li> <li>The meeting agenda is posted publicly at the front entrance of the school building, bulletin boards at the trading post and chapter house.</li> <li>The meeting agenda is also posted to Facebook and the school website.</li> </ul>				
PAC Meeting	Third Wednesday of every month	Meeting	PAC Sponsor KBS Staff KBS Parents Community	PAC Sponsor
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> <li>The meeting agenda is posted at the front office</li> </ul>				
Principal's Meetings	Monthly	Meeting	BIE Navajo District Principal	Navajo District
PROTOCOL <ul style="list-style-type: none"> <li></li> </ul>				
Financial Review Meetings	Monthly	Meeting Teleconference Virtual Meeting	District Business Office Principal KBS Business Tech.	District Business Office
PROTOCOL <ul style="list-style-type: none"> <li></li> </ul>				
Supervisor Meetings	Bi-Weekly	Meeting	Principal Department Supervisors	Principal
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A member from the administration department will send an email with a calendar invite to all department supervisors.</li> <li>The meeting will be conducted by the principal with an allotted time for each department supervisor to share an update about their department.</li> </ul>				
PLC Meetings	Weekly	Meeting	Principal Lead Teachers Academic Staff	Lead Teachers
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> <li>The sign-in sheet and meeting minutes are shared with the principal and PLC team through email sent by the lead teacher.</li> </ul>				



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DESCRIPTION	FREQUENCY	METHOD	AUDIENCE	OWNER
Name of the communication	How often it will happen	Method of communication	Who will receive the communication	Who is responsible
Leadership Meetings	Monthly	Meeting	Principal Leadership Committee	Principal
PROTOCOL <ul style="list-style-type: none"> <li>• An exact date and time are set for the next meeting before each meeting is over.</li> <li>• A meeting agenda is emailed to the principal and all KBS Leadership team members before the meeting occurs.</li> </ul>				
Department Meetings	Monthly	Meeting	Department Supervisors Department Staff	Department Supervisors
PROTOCOL <ul style="list-style-type: none"> <li>• An exact date and time are set for the next meeting before each meeting is over.</li> <li>• The department supervisor will send an email with a calendar invite to all their department staff members.</li> <li>• The department supervisor will provide a meeting agenda and sign-in sheet at the time of the meeting.</li> <li>• The meeting will be conducted by the department supervisor with an allotted time for any staff member to share an update about their department.</li> </ul>				
Community Chapter Meetings	Monthly	Meeting	Chapter Officials Principal Community	Chapter Officials
PROTOCOL <ul style="list-style-type: none"> <li>• An exact date and time are set for the next meeting before each meeting is over.</li> <li>• A meeting agenda is emailed to the principal before the meeting occurs.</li> <li>• The meeting agenda is posted publicly.</li> </ul>				
Parent/Teacher Conferences	3x a SY	Meeting	Principal Teacher Parent Student	Principal Teacher
PROTOCOL <ul style="list-style-type: none"> <li>• The PTC dates are on the SY calendar and decided upon before the end of the previous school year.</li> <li>• The PTC dates and times are shared with the parents by parent notices, posted in Schoology, posted to Facebook and on the school website.</li> <li>• The teachers will make announcements in their classrooms to the students about the PTC dates and times.</li> </ul>				
Student IEP Meeting	Monthly	Meeting	Principal SPED Department Parent KBS Student	SPED Teacher
PROTOCOL <ul style="list-style-type: none"> <li>•</li> </ul>				
SY Calendar Planning Meeting	Annually	Meeting	Principal KBS Staff	
PROTOCOL <ul style="list-style-type: none"> <li>• A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> <li>• A calendar invite is sent to all staff to attend the meeting.</li> <li>• The meeting date and time is set up and emailed to all KBS Academic Staff prior to the meeting.</li> </ul>				

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DESCRIPTION	FREQUENCY	METHOD	AUDIENCE	OWNER
Name of the communication	How often it will happen	Method of communication	Who will receive the communication	Who is responsible
Student Council Meetings	Bi-Weekly	Meeting	STUC Sponsor STUC Officers Classroom Reps. Club Reps.	STUC Sponsor
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A meeting agenda is given to the students as they enter the meeting.</li> </ul> Each student representative has an opportunity to speak about their club and update the STUC.				
Technology Meeting – Local KBS	Weekly	Virtual Meeting	KBS IT Dept.	KBS IT
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A calendar invite is sent to all IT members by one of the IT members.</li> <li>Each IT member is given a time to share an update of the work they are doing.</li> </ul> Updated information is shared with the principal in a separate email.				
Technology Meeting – District-wide	Weekly	Virtual Meeting	District IT District Schools KBS IT Dept.	District IT
PROTOCOL <ul style="list-style-type: none"> <li>A meeting agenda is emailed to the KBS IT employees before the meeting occurs.</li> <li>The meeting date and time is set up and emailed to KBS IT Staff prior to the meeting.</li> </ul>				
Residential Parent Meeting	Annually	Meeting	KBS Residential Staff KBS Residential Students Residential Parents	Residential Life Manager
PROTOCOL <ul style="list-style-type: none"> <li>The residential parent meeting date and time is decided on by the residential life manager and the homeliving assistance at the beginning of the school year.</li> <li>The residential parent meeting notification are given to the students in the form of a parent notice.</li> <li>All residential staff contact the parents to inform them of the parent meeting.</li> </ul>				
Monthly School Calendar	Monthly	Email Schoology Facebook School Website Hard copy	KBS Staff KBS Students Parents Community	
PROTOCOL <ul style="list-style-type: none"> <li>The monthly calendar is sent through email to all KBS staff.</li> <li>The calendar is uploaded into Schoology, Facebook, and School Website</li> <li>The calendar is printed out as a hard copy at the school building.</li> </ul>				
Student Handbook	Annually	Email Schoology School Website Hard copy	Principal KBS Staff KBS Students Parents Community	Principal
PROTOCOL <ul style="list-style-type: none"> <li>The student handbook is sent through email to all KBS staff.</li> <li>The student handbook is uploaded into Schoology and School Website</li> <li>The student handbook is printed out as a hard copy at the school building.</li> </ul>				

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DESCRIPTION	FREQUENCY	METHOD	AUDIENCE	OWNER
Name of the communication	How often it will happen	Method of communication	Who will receive the communication	Who is responsible
Residential Handbook	Annually	Email School Website Hard copy Meeting	KBS Residential Staff KBS Residential Students Residential Parents	Residential Life Manager
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>The residential handbook is sent through email to all KBS staff.</li> <li>The residential handbook is shared with the staff, parents and students at the dormitory.</li> <li>The residential handbook is posted on the school website.</li> <li>The residential handbook is read and shared with the residential students and their parents in a parent meeting set by the residential life manager.</li> </ul>				
Health & Wellness Policy	Annually	Email Schoolology School Website Hard copy	Health & Wellness Coordinator Principal KBS Staff KBS Students	Health & Wellness Coordinator
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>The Health and Wellness Policy is sent through email to all KBS staff.</li> <li>The Health and Wellness Policy is uploaded into School Website</li> <li>The Health and Wellness Policy is printed out as a hard copy at the school building.</li> </ul>				
Parent Notices	As Needed	Marquee Cell Phone – Call & Text Email Schoolology Facebook School Website Hard copy	KBS Staff KBS Students Parents Community	Principal Teacher
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>The parent notices are sent through email to all KBS staff.</li> <li>The parent notices are uploaded into Schoolology, Facebook, and School Website.</li> <li>The parent notices are printed out as a hard copy at the school building.</li> </ul>				
Student Updates	Daily	Schoolology	Schoolology Admin. Teacher Student Parents	Schoolology Admin.
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>Student Updates uploaded into Schoolology for KBS Schoolology users to view.</li> </ul>				
Staff Professional Development Day	Every Friday afternoon except the last Friday	Meeting/Training	Principal Consultant Academic Staff	Principal Consultant
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>An exact date and time are set for the next meeting before each meeting is over.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				
Safety Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
<b>PROTOCOL</b> <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				

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DESCRIPTION	FREQUENCY	METHOD	AUDIENCE	OWNER
Name of the communication	How often it will happen	Method of communication	Who will receive the communication	Who is responsible
SCAN Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				
Lockdown Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				
First Aid & CPR Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				
Bloodborne Pathogen Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				
Food Handlers Training	Annually	Training	Principal Consultant KBS Staff	Principal Consultant
PROTOCOL <ul style="list-style-type: none"> <li>An exact date and time is set up annually.</li> <li>A meeting agenda is emailed to the principal and all KBS employees before the meeting occurs.</li> </ul>				

## HEALTH AND SAFETY

### Mitigate the Risk of Transmission of COVID-19

1. Hybrid Model will be offered.
2. Students and Staff complete health self-assessment in morning before entering the school building.
3. Eliminate any procedures or benefits for coming to work or school sick and require staff and students to stay home when feeling ill.
4. Ensure that parents have a comprehensive plan for immediate pick-up if child is exhibiting symptoms or are ill.
5. Move students with symptoms to identified Isolation Room
6. Process for reporting illness or COVID-19 positive test.
7. 3 ft. Social Distancing will be practiced daily.
8. Wear Mask at all times except during lunch time.
9. Face shield use in certain departments and designated areas.
10. Increased hand washing and sanitizing (increased number of locations at each site).

11. Health and Safety signage and training will be given to staff, students and others.
12. Work with BIA/BIE through requesting technical support to comply with Guidance for Ventilation Systems.
13. Work in conjunction with Navajo Nation, Tuba City Regional Health Care, IHS, BIE and CDC recommendations to redesign or cancel classes as necessary.
14. Students will remain in cohorts in grades K-8 when possible.
15. Reduce number of transitions during the day for students when possible.
16. Lunch served in classrooms as much as possible when in Hybrid.
17. Meal delivered during virtual learning days or virtual learning only.
18. No visitors in building, except when prior arrangements have been approved.
19. Implement a cleaning and sanitizing protocol for day and evening (i.e. buses, school facilities and residential building)
20. Implement a specific procedure for loading and unloading buses
21. Implement specific school-based procedures for arrival and dismissal
22. Encourage staff and families to abide by mitigating risk practice at home and in the community
23. We will be limiting shared items within the classroom, instead, we will increase the use of digital instructional resources and 1:1 material.
24. Residential Services will operate under a safety reopening plan written just for that program.
25. Student personal belongings/supplies limited to issue of laptop and laptop sleeve only during Hybrid. Cell phone usage during hybrid is allowable until it becomes a problem.
26. One-way entrance into the parking area and one way exit for the parking area.
27. Curb side service available for parents/students when applicable.
28. One-way entrance into the building and one-way exit out of the building.
29. Check-out of student during hybrid will follow a set protocol.

### **Health Practices and Protocols**

#### **Training Students and Staff on New Health and Safety Expectations**

1. Stay at least three feet (about two adult arms' length) from other people.
2. Cover your cough or sneeze with a tissue, then throw the tissue in the trash, and wash your hands.
3. When in school or on a bus, wear a face covering over your nose and mouth at all times.
4. Do not touch your eyes, nose or mouth.
5. Clean and disinfect frequently touched objects and surfaces (see Facilities COVID-19 cleaning plan).
6. Stay home when you are sick, and seek medical care as needed.
7. Assumptions should not be made that all health symptoms (cough, sneeze, etc.) are related to COVID-19. However, during this pandemic, health professionals, through a building principal, may request a person have a doctor confirm the source of persistent symptoms prior to returning to work or school for staff and students.
8. Wash your hands often with soap and water for at least 20 seconds or use hand sanitizer.
9. If a staff or student tests positive, or is in contact with a person who tested positive, a risk assessment will be conducted and impacted individuals will be contacted adhering to all HIPAA Privacy Rules and FERPA Regulations.

## Reporting Illnesses and Addressing the Vulnerable Population

### Staying At Home

1. Students and staff must inform the school if they are sick with COVID-19 related symptoms; particularly if they had a known contact with someone diagnosed with COVID-19 and have had contact with the school population.
2. Staff and Students must stay home when they are sick, especially if they have COVID-19 symptoms, such as fever and cough. During a pandemic, it is permissible to ask employees and students, if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat); to report information to identified school personnel (e.g. Covid tracker or principal). Identified school personnel must maintain all information about employee or student illness as a confidential medical record.
3. Consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, will be implemented.
4. Educate staff and families about when to stay home and schools should properly communicate the content of this or any updated guidance.
5. KBS staff and students (or their parents and guardians) are to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. Examples include a checklist for parents or a posting it on the school website.
6. Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home when sick.
7. The return to work after a confirmed or suspected case of COVID-19 must be in provided by a student or employee's medical doctor.

*\*\*U.S. Dept of Education, Operational Strategy for K-12 Schools through Phased Prevention, Updated May 15, 2021.*

### Vulnerable Students and Staff

1. Students who have health conditions or general concerns about returning to school will have the opportunity to participate in the Distance Learning option and will be expected to agree to terms—case by case arrangement.
2. Staff with health conditions that would prevent returning to in-person teaching should inform the principal who will contact the BIE Human Resources Department for further advisement.

### Isolation Room

Anyone experiencing any symptoms will be taken to the Isolation Room at the school administrative area to be referred to the BIE Guidance and FAQ's for schools and asked to isolate at home. The U.S. Dept of Education Safety guideline, the CDC guidelines, and Navajo District procedure, will be followed by employees/students in an event an employee/student isn't feeling well. The school checklist, for symptoms, will be referred to as well. The Parent Liaison, or appointed employee, will be assigned to observe the child while another employee will contact the parents/guardians, or an ambulance will be called. All safety protocols will be followed and other necessary procedures.

In the event that there is a primary or secondary exposure to COVID-19 the individual will be asked to self-isolate at home and the COVID Intake Form process will be followed. The maintenance staff will then ensure that the compromised area is properly cleaned and disinfected immediately. The principal will be responsible for notifying the EPA and other pertinent individuals. A decision to close the school will be made under the guidance of the BIE. There is also an infectious control plan that will guide our overall decisions.

## Isolation Room Checklist

This guidance outlines recommendations for isolating students or staff who develop signs and/or symptoms of COVID-19 in the Kaibeto Boarding School K-8 school setting. Students or staff who develop symptoms will need to be evaluated and isolated for a short period of time in a designated nonthreatening isolation area within the line of sight of adults to help mitigate risk of transmission.

### ISOLATION ROOM CHECKLIST:

#### LOCATION: Nurse Station

- Dedicated space for a single person room with space for sitting or lying down
  - If single person rooms are not available, space chairs/cots out as close to 6 feet away as possible; supplement with plexiglass barriers
- Door that closes
- Limited amount of furniture in room to minimize the number of surfaces requiring cleaning and disinfecting
- If possible: Access to a dedicated bathroom
- If possible: Outside access door for retrieval of staff/students without contaminating additional school areas
- If possible: portable high-efficiency particulate air (HEPA) filtration systems to help enhance air cleaning

#### USING THE ISOLATION ROOM:

- Place symptomatic staff/students in the isolation room with the door closed
- Isolated staff/students should wear a medical face mask (preferred) or cloth face covering to contain secretions while in isolation
  - Facemasks and cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance
- Anyone entering the isolation room must wear appropriate personal protective equipment (PPE) including medical face mask, goggles or face shield, and a gown if there is potential for respiratory droplet spread.
- Immediately notify the parents or guardians of a symptomatic student and ask them to pick up the student and take them home or to a healthcare facility, depending on the severity of their symptoms
  - If an ambulance must be called or a student must be taken to a hospital, first alert the healthcare staff that the student may be presenting with COVID-19 symptoms
- When parent or guardian arrives at school, parent/guardian should remain in their car and school staff should escort the student through the outside access door, when possible, directly to the parent's car
- Once staff/student has vacated the isolation room routinely clean the room. When possible, wait 24 hours before entering and cleaning
- School staff who work in the isolation area should follow Kaibeto Boarding School's Cleaning and Disinfection Guidelines

#### IN THE EVENT A STUDENT IS EXPOSED AT SCHOOL

1. The student will report their exposure to the closest school employee immediately.
2. The employee will immediately take the student to the isolation room located in the Admin. Hall.
3. The employee will disinfect themselves in the nearest restroom.
4. The employee will follow the directions for employees in the event they are exposed at work.
5. The area where the student was at will be evacuated and sanitized by the facility staff.
6. The covid intake designee will contact the ambulance and request medical assistance.
7. The covid intake designee will contact the family of the student and inform them of the situation.
8. The facility staff will disinfect and clean the isolation room after the employee and students leave the school building.
9. The covid intake designee will complete the needed forms to report the incident.

10. The student will quarantine for 14 days and remote learning will be available for the student while they are in quarantine.

#### **IN THE EVENT MORE THAN ONE STUDENT IS EXPOSED AT SCHOOL**

1. The employee will report that there is an exposure of more than one student to their supervisor or to the covid intake designee.
2. The employee will immediately close the classroom or area where the students are located.
3. The employee will disinfect themselves in the nearest restroom.
4. The employee will follow the directions for employees in the event they are exposed at work.
5. The covid intake designee will contact the ambulance and request medical assistance.
6. The covid intake designee will contact the families of the students and inform them of the situation.
7. The area where the students are will be closed for others to enter however it will be occupied by the students until they get picked up by their parent/guardian.
8. The facility staff will disinfect and clean the isolation room after the employee and students leave the school building.
9. The covid intake designee will complete the needed forms to report the incident.
10. The students will quarantine for 14 days and remote learning will be available for the student while they are in quarantine.

#### **IN THE EVENT AN EMPLOYEE IS EXPOSED AT WORK**

1. The employee will report their exposure to their supervisor or to the covid intake designee immediately.
2. The employee will immediately report to the isolation room located in the Admin. Hall or if applicable to their situation they may leave campus.
3. If the employee leaves campus they will immediately contact their supervisor or The covid intake designee regarding their exposure.
4. The area where the employee was working (room or GSA) will be evacuated and sanitized by the facility staff.
5. The covid intake designee will contact the ambulance and request medical assistance.
6. The covid intake designee will contact the family of the employee and inform them of the situation.
7. The covid intake designee will complete the needed forms to report the incident.
8. The facility staff will disinfect and clean the isolation room after the employee leaves the school building.

### **Use of Face Coverings, Masks, and Face Shields**

Personnel – Certified/Non-Certified

Students

This pertains to students, faculty, staff, and visitors. It has been determined that the use can safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms. Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus. This will be worn at all times.

**Mask** – A cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. Masks that have an exhalation valve or vent are prohibited.

**Face shield** – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, which may be used along with masks or respirators.



Clear plastic barrier – a clear plastic or solid surface that can be cleaned and sanitized often.

### **Preparation School Facility**

The school janitors will be cleaning and sanitizing occupied areas daily or assigned to other areas as needed. In addition to high traffic areas. Also, abiding by the 25% reopening by the Navajo Nation, the max capacity of the building is set at 1100. Only one school entrance is open for individuals to enter and exit the building along with a sign in sheet to monitor the number of people who enter and exit the building daily. There is currently bright tape on the hallway floors and in the classrooms designating which direction traffic is flowing for social-distancing foot path throughout the school. There are sanitizing stations set up at all entrances to the building and hallways. The front reception area has a plexi-glass partition that was installed along with an entrance door to limit the amount of individuals entering the front office area and also to serve as a barrier for the front office clerk as a safety precaution.

### **Fire Safety**

We will follow the fire drill procedures in accordance with the Standard Operating Procedures manual for building occupants only and limited to 19 occupants at any given time to meet the 25% Reopening measure by the Navajo Nation. The fire drill includes social distancing of a minimum of three feet apart as staff are leaving the building wearing PPE. In addition, fire drill exercises will be conducted according to the social distance requirement and safety guidelines.

### **Maintaining a Healthy and Safe Environment**

Teachers and staff are expected to attend all health and safety trainings recommended by the local school and BIE, such as but not limited to, Blood borne Pathogens, Hazard Communication, Suicide Indicators/Prevention/Plans, Fire Extinguisher and Defibrillator Training, Emergency Management Plan Procedures, SCAN, First Aide, AED, Epi Pen, etc. In addition, staff are encouraged to wear Personal Protective Equipment (PPE) and follow universal safety precautions. Employees are expected to wear face masks when they are in the school building or operating a GSA vehicle. The Indian Affairs Occupational Safety and Health Trainings are shared with staff via an email through a link to DOI Talent. All non-mission critical essential staff have the option to telework while providing virtual learning; unless another alternative option is provided under the guidance of the BIE.

We will follow the guidance issued from the Department of the Interior, BIE Human Resources and the U.S. Dept of Education, which is that employees can self-identify as being in a higher risk category and be placed on leave pending the identification of tasks (for telework) which could further the BIE mission.

### **Janitor Cleaning:**

A cleaning schedule and check list is in place for janitors to follow. Staff will follow and turn in on a weekly basis. When disinfecting, staff will spray areas and let set for 10 minutes. This is to insure that disinfectant is doing the purpose of cleaning. Once time is up, they will wipe down surface. Cleaning products are all registered with EPA and are used as disinfectant cleaner. All rags are washed daily and disinfected for cleaning. In the classroom, the following procedure will be followed; Wipe door knobs, handles, frames, cleaning of faucet, sink, counter tops,, wipe dispensers (paper and soap) floors, vacuum, sweep and or mop, empty trash, wipe desk tops and chairs, light switches. Restrooms cleaning is as followed, cleaning toilets, urinals, stalls, counter tops, faucets, dispensers, door handles and knobs. Staff will have a mid-morning (9:45am) and midafternoon

(l: 15pm) wipe down of high traffic area (hallways, doors, restrooms, doorknobs, etc.). Staff will always wear facemask while in the building. All frequently touched areas will be wiped down daily. Trash cans will be emptied daily, along with liners. Janitors also have a fogging system that is used in the building hallways and

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classrooms. Building will be cleared out by 430pm daily, due to the janitors cleaning the building. To eliminate the number of people in the building.

### Kaibeto Boarding School Janitor Schedule SY 2021-2022

Staff Name	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BENNY BEGAY	800AM - 430PM	800AM - 430PM	800AM - 430PM	800AM - 430PM	800AM - 430PM
SHERRY WILLIAMS	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM
ROGER MANYTURQUOISE	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM	400PM - 1230AM

JANITORS WILL BE ON A ROTATING SCHEDULE, WILL BE CHANGED OUT ONCE A WEEK FOR THE 800AM-430PM SCHEDULE  
JANITORS WILL BE AS FOLLOWED FOR THE EARLY SCHEDULE BENNY B., SHERRY W., AND RODGER M.,

#### Kaibeto Boarding School Cleaning Schedule SY 21/22

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Area: \_\_\_\_\_

Initials of staff: \_\_\_\_\_

High-touch Surfaces	Cleaned	Time of Cleaning	Cleaning Product Used
Door Knobs (inner /outer)	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Tables	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Sink & Counter Tops	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Dispenser (sanitizer,soap, paper)	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Restroom faucets Sinks	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Restroom Stall handles	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Restroom Toilet seats, rails	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Drinking Fountains	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Desk tops & Chairs	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)
Key Boards	<input type="checkbox"/>	800am, 1030am, 1230pm,230pm	Neutro Quat (Neutral disinfectant cleaner)

Check box if  
completed

Circle time when completed

#### Protect school against COVID-19

Properly cleaning and disinfecting surfaces and objects can help safely and effectively reduce the spread of disease in school or facility, routinely clean and disinfect frequently touched surfaces

Always wear gloves and other personal protective equipment

Cleaning and disinfection products should not be used by or near students

Make sure that there is adequate ventilation when using chemical products.

Follow directions on the labels carefully

Clean surfaces and determine how areas will be disinfected

Follow the contact time shown on the label (10 mins)

After cleaning and disinfection, wash your hands with soap and water for at least 20 seconds

Store chemicals in a secure location always from student reach and sight

Turn in daily when completed to your supervisor

# Kaibeto Boarding School Classroom Checklist SY20/21

CLASS ADVISER / TEACHER: \_\_\_\_\_ CLASSROOM NO. / SECTION \_\_\_\_\_ WEEK: \_\_\_\_\_

**DAILY /** Check if the items listed below have already been done inside the classroom. Indicate the time and the name of the person who checked. Add remarks if necessary.

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
water and soap) is ready for the classroom										
Room is arranged for physical distancing										
Waste bins are available and have been emptied										
Disinfecting solutions/ Towels prepared										
Floor is cleaned (swept or mopped)										

**High touch surfaces have been cleaned and disinfected:**

Tables / armchairs / chairs											
Doorknob and window handles											
Switch and remote control											
Board eraser/ handrail											
Key boards and Mouse											
Desk Tops / Chairs											
Time of Checking											
Remarks											

ONCE A WEEK / Check the additional aspects:	Day:	Yes	No
Posters on proper hand hygiene visible inside the classroom			
Posters on physical distancing visible inside the classroom			
Proper cough and sneeze etiquette poster visible inside the classroom			
Reminders on wearing mask visible in the classroom (if applicable)			
Reminders to stay home when sick visible in the classroom			

\_\_\_\_\_  
CHECKED BY CLASS ADVISER / TEACHER

\_\_\_\_\_  
CHECKED BY SCHOOL PRINCIPAL

\_\_\_\_\_  
DATE SUBMITTED

- Posters on physical distancing visible inside the classroom
- Proper cough and sneeze etiquette poster visible inside the classroom
- Reminders on wearing mask visible in the classroom (if applicable)
- Reminders to stay home when sick visible in the classroom

**Emergency Plan for transitioning future outbreaks**

We will use the COOP manual as our guide should there be future outbreaks and a Safety Committee will be established to continue to review the process of updating, and preparing to implement emergency operations plans (EOPs) using the content within the COOP in collaboration with local health departments and other relevant partners. We are trying to build on everyday school policies and practices that emphasize common-sense preventive actions for students and staff, such as but not limited to, emphasizing staying home when sick, covering coughs and sneezes, regularly cleaning frequently touched surfaces, and washing hands often.

**Communication: COOP Manual, Student Handbook, Policies, CFRs****Communication Plan****A. Health & Safety Compliance Liaison**

Due to not having a school nurse, we have designated our school principal as our COVID-19 Health and Safety Compliance Liaison. The liaison works closely with all department supervisors and has been tasked to answer questions or concerns about health and safety requirements regarding COVID-19 concerns. We will communicate to all stakeholders the contact information for our COVID-19 Health and Safety Compliance Liaison.

**B. COOP Manual**

We will use the COOP manual as our guide regarding the appropriate flow of communication. The school leadership team will continue to communicate with our stakeholders via email, written correspondence, phone, social media, and standard mail. We are also consulting with the school board to learn about the immediate needs of our school community when they are brought to our attention. Also, the Parent Advisory Committee will be consulted and included for obtaining information or requesting feedback to base decisions on.

**C. ATTENDANCE EXPECTATIONS**

Students are recorded twice into NASIS during the day, one in the morning 8:30-10:00 (am) and the other in the afternoon 12:00-1:30 (pm). Teachers are the primary recorders as they conduct their classes and monitor their students while in Zoom classes. If students are absent, the following policy and procedures are set in our Student Handbook. [Policy that is followed is the most recent approved until a current one is approved].

1. Students are to report their present in class by zooming in, showing up in class, sending a text or making a call from their parent stating their tardy or absence to the teacher.
2. Students will need a written note/documentation from parent/guardian stating their child's reason for absence.
3. The School Counselor, Parent Liaison and the Registrar will be tracking excessive absences, and there will be a protocol put in place in how this will be done. Parents/guardians will be contacted on this protocol.

[KBS Student Handbook Attendance Policy:

The Code of Federal Regulations in 25 CFR § 36.31 mandates: "A student who has not participated in a minimum of 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee 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."

**CFR 25 § 31.4 Compulsory attendance.**

Compulsory school attendance of Indian children is provided for by law.]

([60 Stat. 962](#); [25 U.S.C. 231](#))

**D. Non-Attendance Drop**

Students who are absent for 10 consecutive days without any notice from parent/guardians will be dropped from KBS. In response to this policy KBS will have the following in place to ensure we notify our parents/guardians of their responsibility of daily student attendance. We have teachers, counselors, clerks, and administration involved to intervene as students begin to show absenteeism. They will be contacted by teachers with the first 3 absences, on the 5th absence a counselor will begin to monitor, on the 7th a student/parent/administration attendance contract will be issued for corrective behavior and to regain consistency in attendance.

[KBS Student Handbook 10 Consecutive Days absence drop Policy: • Students will be automatically dropped when they have missed 10 consecutive days]

If student should be dropped, parent/guardians are allowed to reinstate their child the next day or so, if they have valid documentation for student's absences.

**25 CFR § 39.210 When must a school drop a student from its membership?**

If a student is absent for 10 consecutive school days, the school must drop that student from the membership for ISEP purposes of that school on the 11th day.]

**E. Emergency Communication**

We will use the COOP manual as our guide regarding the flow of communication in the event of an emergency on campus. Once the principal is made aware of the emergency, the following people will be notified: Associate Deputy Director of Navajo District (or designated person); Education Program Administrator (or designated person); Pearl Chamberlin, the School Operations Central Office Environmental Program Correspondent; and Mrs. Bahozhoi Kinsel-Gishie, the current School Board President. If necessary the Tuba City Police Department (928) 283-3111/3112 and/or the Shonto Preparatory Volunteer Fire Department will be contacted. Navajo Nation Health Authorities are also in the line to be contacted: Dr. Jill Jim, Executive Director of Navajo Nation's Department of Health (jilljim@navajo-nsn-gov) and David Nez (davidnez@navajo-nsn-gov)

**F. Accessibility/Location/Outreach**

Accessibility and location of school information will be provided in print on the walls within the hallways of the school, shared via email and standard mail to school stakeholders. In addition to obtaining external information from the various sites. In addition, resources for parents and students will also be posted in Schoology.

--References cited:

[https://www.cdc.gov/coronavirus/2019-ncov/more/science-and-research/transmission\\_k\\_12\\_schools.html](https://www.cdc.gov/coronavirus/2019-ncov/more/science-and-research/transmission_k_12_schools.html)

Center for Disease and Control Prevention:

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

Social and Emotional Learning

<https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

--Safety Bulletin Board: Located in the school hallway and will be facilitated by the Facility Dept. and the school Safety committee.

--Schoology Main Dashboard will have the safety protocols and necessary communication documents to keep the parents/guardians informed of the school's expectations.

--Local outreach places

Bureau of Indian Education: <https://www.bie.edu>

Kaibeto Chapter House

Tuba City Health Center

--Bus Boarding: <https://youtu.be/cPZROqsZsxE>

--Parent/Students: “My Child is showing signs of COVID-19 at school: What Do I DO?,”  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Infographics-for-Parents.pdf>

“Helping Children Cope,” <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

### SAFETY COMMITTEE – SY2021-2022

#### Safety Committee Members:

EMPLOYEE NAME	POSITION TITLE	DEPARTMENT REPRESENTATION
Deborah Holgate	Acting Principal	Administration & Academic Department
Brandon Williams	Facility Supervisor	Facility Department
Alison Yazzie	Kitchen Supervisor	Kitchen Department
Helena Bennett	Residential Life Manager	Residential Department
Heather Aguero	Business Technician	Administration Department
Melissa Hernandez	SPED Teacher	SPED Department
Lindsey Begay	1 <sup>st</sup> Grade Teacher	Academic Department
Eilene Russell	6 <sup>th</sup> Grade Teacher	Academic Department

#### RESPONSIBILITIES

The safety committee will ensure that the Re-Opening Plan is being followed. Throughout the duration of each month a safety committee member will be assigned to do a walk through their department each week to ensure the guidelines of the Re-opening Plan and the CDC are in place and being followed.

#### SAFETY MEETINGS

The safety committee meets once a month as an entire group. The safety committee meets to discuss safety updates and safety concerns for each department. The safety committee will discuss the data of the school, community Navajo Nation, BIE, and CDC to determine the next steps for our school.

Each Safety Meeting will go according to the Safety Committee Meeting Agenda:

1. **Call to Order.** The meeting should be called to order promptly at the appointed time.
2. **Roll Call by the Secretary.** Names of Safety and Health Committee members and others present should be recorded. Safety and Health Committee members who cannot attend should notify the Recorder in advance and the reason for absence should be noted in the meeting minutes.
3. **Visitors.**
4. **Minutes.** Minutes of the previous meeting should be read, status on the action items should be

provided, and meeting minutes should be filed for the record.

5. **Unfinished Business.** All matters of which definite decisions have not been made should be brought up for reconsideration and discussion.
6. **Review of Accidents, Incidents, Events, and Statistics.** Classification by accident cause should be determined, and preventive measures discussed.
7. **Safety Education.** The Chairman should request a member to speak at the Safety and Health Committee meeting. The subject to be discussed should be recorded in the meeting minutes.
8. **Inspection and Recommendations.** A self-inspection of the installation should be conducted by the Safety and Health Committee at regular intervals. A record of the inspection time, location, unsafe and unhealthful working conditions identified, and recommendations made should be included in the meeting minutes.
9. **Mandatory Safety Boards.** The Safety and Health Committee in coordination with the CDSO should ensure that, at a minimum, the required safety board contents are posted and are up-to-date.
10. **New Business.**
11. **Adjournment.** The meeting minutes are of great importance since they are often sent to others outside of the Safety and Health Committee members. The meeting minutes must be recorded accurately since they serve as a means of keeping management informed of the group's work and as a follow-up. Meeting minutes should be taken, prepared, and circulated after approval by the Safety and Health Committee.
12. **Approval.** This charter shall be reviewed annually and updated as necessary. All revisions shall be approved by the Safety and Health Committee members.

## SUPPORT SERVICES

### Human Capital

The organizational chart and a revised school calendar will be shared with the school board in June at their regular meeting to support and approve changes and positions to ensure each class has a certified teacher. The following positions are designated:

### KAIBETO BOARDING SCHOOL EMPLOYEE SCHEDULE – Revision Date: July 25, 2021

#### Academic Department

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Marsha Tracy	K.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Lindsey Begay	1.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Linda Tsinnijinnie	2.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Pending	2.2	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Mary Washburn	3.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Deborah Lister	Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Lutie Tsinnijinnie	Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Franklin Tohannie	4.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Latanya McCabe	5.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Eilene Russell	6.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Leslie Burbank	7.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Betty Whitehair	8.1	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Shannaya Hawke	Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Harriston Honie	Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm

#### Specials Classes

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Brianna Little	Computer / IT Tech.	Full Time Onsite	7:30 am – 4:00 pm 2 <sup>nd</sup> Qtr. – Friday AM	12:00 pm – 12:30 pm
Lutie Tsinnijinnie	Library	Full Time Onsite	Friday AM	12:00 pm – 12:30 pm
Pending	Navajo	Full Time Onsite	Friday AM	

#### Special Education Department

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Colleen Bigman	Sped. Teacher	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Michelle Hernandez	Sped. Teacher	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Natrina Mountain	Sped. Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm
Rhonda Bigman	Sped. Ed. Tech.	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm

#### Counseling Department

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Lesina Tsosie	Counselor	Full Time Onsite	7:30 am – 4:00 pm	12:00 pm – 12:30 pm

#### Front Office Staff

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Deborah Holgate	Principal	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Heather Aguero	Business Tech.	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm



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Alison Yazzie	Kitchen Supervisor	Full Time Onsite	8:00 am – 5:00 pm	1:00 pm – 2:00 pm
Brandon Williams	Facility Supervisor	Full Time Onsite	7:00 am – 3:30 pm	12:00 pm – 1:00 pm
Helena Bennett	Residential Life Manager / IT Support	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Nita Salabye	Registrar	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Dorothy Dele	Liaison	Full Time Onsite	7:30 am – 4:30 pm	12:00 pm – 1:00 pm

**Kitchen Department**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Christine Dodson	Kitchen Helper	Full Time Onsite	M,W 9:30 – 6:00 pm T, Th, F 6:00 – 2:30 pm	1:00 am – 1:30 pm
Anna Sandoval	Kitchen Helper	Full Time Onsite	M,W,F 6:00 – 2:30 pm T, Th 9:30-6:00	1:00 am – 1:30 pm
Delores John	Cook	Full Time Onsite	6:00 am – 2:30 pm	1:00 am – 1:30 pm

**Facility Department**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Camille Boone	Facility Clerk	Full Time Onsite	7:00 am – 3:30 pm	12:00 pm – 1:00 pm
Wilson Begay	Maintenance Worker	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Logan Joe	Maintenance Worker	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Elwood Slick	Maintenance Worker	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm
Carlton Tsinnijinnie	Maintenance Worker	Full Time Onsite	8:00 am – 5:00 pm	12:00 pm – 1:00 pm

**Bus Drivers**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Merlinda Begay	Bus Driver	Full Time Onsite		
Rosita Graymountain	Bus Driver	Full Time Onsite		
Jim Howard	Bus Driver	Full Time Onsite		

**Custodians**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Benny Begay	Custodian	Full Time Onsite		
Roger Manyturq.	Custodian	Full Time Onsite		
Sherry Williams	Custodian	Full Time Onsite		

**Security Guards**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Pending	Security Guard	Full Time Onsite		

**Residential**

Employee Name	Position	Work Status	Tour of Duty	Lunch Time
Hattie Nez	Homeliving Assistant	Full Time Onsite	Mon. – Wed. 4:00 pm – 12:00 am Thurs. – Fri. 8:00 am – 4:00 pm	
Shelia Tsinnijinnie	Homeliving Assistant	Full Time Onsite	Mon. – Wed. 4:00 pm – 12:00 am Thurs. – Fri. 8:00 am – 4:00 pm	
Brittney Bekay	Homeliving Assistant	Full Time Onsite	Monday 7:00 am – 11:00 am 12:00 am – 8:00am Tues. – Wed. 12:00 am – 8:00 am Thursday 12:00 pm – 4:00 pm Friday 8:00 am – 4:00 pm	
Darren DeJolie	Homeliving Assistant	Full Time Onsite	Monday 7:00 am – 11:00 am 12:00 am – 8:00am Tues. – Wed. 12:00 am – 8:00 am Thursday 12:00 pm – 4:00 pm Friday 8:00 am – 4:00 pm	

Academic Department-

Grade	Teacher	Education Technician or Assistant	Special Education Staff	Support Staff Assignment
K.1	Marsha Tracy	Deborah Lister	SPED Teacher- Michelle Hernandez Natrina Bighthumb	K-8 Parent Liaison Dorothy Dele
1.1	Lindsey Begay			
2.1	New Teacher	Lutie Tsinnijinnie		K-8 Counselor/SEL Lesina Tsosie
2.2	New Teacher			
3.1	Mary Washburn	Harriston Hoanie		Technology: Brianna Little
4.1	Franklin Tohannie			
5.1	Latanya McCabe	Shannaya Hawke ↓	SPED Teacher- Colleen Bigman Rhonda Bigman	Transportation: Merlinda Begay Rosita Graymountain Jim Howard Security:
6.1	Eileen Russell			
7.1	Leslie Burbank			
8.1	Betty Whitehair			
NL	Linda Tsinnijinnie			
NL	New Teacher			

### TRANSPORTATION

Bus drivers will follow the precautionary safety measures before, during and after the pickup of students. These will include: visual health screening for viral symptoms, social distancing, wearing of a mask, use of a hand sanitizer and sanitizer wipes when completing tasks. Bus drivers will have a written procedure in place to share with parents and students before the first day of school.

The school buses (3) will make two runs in the morning. The first one will be to transport students to school, and the second run will be to deliver meals and student learning packets. This staggered schedule will help to bring students to school and to deliver meals. Also, two GSAs will be on standby if there is a need to use them.

## BUS DRIVER SCHOOL PROCEDURES

### PRE-TRIP BUS INSPECTION

1. Bus driver will perform the pre-trip inspection of their assigned bus, this is for the safety of a properly working bus.
2. The bus driver will clean and sanitize their bus with the provided checklist and turn in daily to supervisor.
3. Bus driver will open all windows on the bus to maximize ventilation, except during inclement weather.
4. There will be 2 runs for the morning and 2 runs for the afternoon, to ensure a limited amount of student to be transported.

### STUDENTS LOADING THE BUS

1. When boarding school bus, driver will ask student of questioner of any symptoms of COVID-19 (checklist).
2. No parents / visitors shall be allowed to board the bus.
3. Students will only be allowed to ride the bus to which they are assigned.
4. Students and bus drivers will wear facemasks.
5. Students will face front at all times.
6. As student's line up to get on the bus the students will maintain a distance from one another of 6 ft.
7. The bus driver will take the student's temperature as they enter the bus.

Approved- August 9, 2021

8. If the student does not have a face mask on the bus driver will provide the student with one.
9. Before the student goes to their seat the bus driver will have each student take some hand sanitizer.
10. If the student does not have any symptoms and does not have a high temp the student may go to their assigned seat.
11. The bus driver will explain to the student where the student's assigned seat is.
12. There will be only one student per seat unless the students are from the same household.
13. The bus driver will also have an attendance log on all routes.
14. When loading the bus, the students are to start with the back seat first and fill toward the front.
15. When exiting the bus the front of the bus will unload first and towards the back with the last row coming out last.

### **POST-TRIP BUS INSPECTION**

1. Seats will be cleaned and disinfected after each bus run for both the am route and the pm route.
2. The bus drivers will use disinfecting spray on the buses each afternoon after all bus runs are completed, utilizing a chlorine-based disinfectant spray to thoroughly sanitize school buses.

### **STUDENT BUS EDUCATION**

1. Bus drivers and teachers will educate students once a month on the procedures and safety measures on what is taken place on the bus on a daily basis.
2. A video of the proper bus procedure will be posted to Schoology for the parents and students to access.

## **FOOD SERVICES**

Training for food service employees will be provided via the BIE sponsored trainings. Food service employees will receive guidelines on procedures from the school principal with the guidance of the BIE. Food service employees are expected to wear PPE at all times when preparing food and passing the packaged food to the bus drivers for delivery.

During hybrid set-up, meals will be delivered to each class by carts for breakfast and lunch, or breakfast may be served in the cafeteria depending on the number of students in attendance. Whichever method is selected, CDC safety guidelines will be used and safety measures will be used: plexi glass to divide tables and in the serving line, automatic hand sanitizers, disposal to-go-boxes, and signs will be set-up throughout the area to direct traffic flow. In addition, meals will be delivered to those in virtual school attendance by bus delivery on the second bus run.

Classroom Food Delivery Hybrid Model:

- **Avoid traditional cafeteria or meal service area line model.**
- Breakfast serving time will be at 8:00 am – 8:30 am , Lunch at 12:00 pm – 12:30pm
- We will coordinate food and nutrition service operations with kitchen staff and bus drivers to determine packaging in paper bags and foam to go trays, plastic ware, transport with carts , Ice chest , and food safety for students and teachers meals in the classroom.
- Breakfast and lunch will be pre-plate for each meal to avoid multiple people using the same utensils.
- Offering condiments stations and water station would be eliminated.
- Fruit & Vegetable components will be pre-portioned & sealed to meet USDA guidelines.
- Food servers will have barriers, face mask and gloves.
- Food service workers will have daily temperature checks.
- Per-payments online will be encouraged or mandated to reduce contact for KBS staff.
- Having a common place like the cafeteria, food service can have more control over safety (temperatures), personal hygiene practices and cleanliness.
- Milk, water, and juice will be serve in ice chest for breakfast and lunch.

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- Kitchen staff will be using PPE guideline, face mask, hairnet, apron, gloves, face shield and gowns for protection.
- Daily meal count form will be use by kitchen staff or laptop to be use.
- 30 minute after meals Kitchen staff will go down with trash cans to pick-up trash.
- The cafeteria will be disinfected between classes and trash will be collected.

#### KBS Curbside Pick-up-

- **Curbside pick-up can be available for students on the days when they are not in school, maybe for the locals KBS students. To help out with the bus drivers.**
- To improve meal safety and serve, only cold meals will be offered.
- To improve social distancing measures, current pick-up procedures may be modified. Parents may need to get out of the car to receive the meals.
- Curbside pick-up time 10:30 – 12:30 pm. To avoid heavy traffic.
- Clean and disinfect surfaces between food service pick- up, the carts and Ice chest.
- Food servers workers will have face mask and gloves.

#### Bus Route Meal Delivery-

- **As school starts, we will begin serving breakfast and lunch at 10:00 am – 12:00pm. Monday through Friday. Our bus driver will only do deliveries to the bus stop.**
- Breakfast and lunch will be delivered in brown bags and foam trays and in Ice chest.
- Milk will be serve in the ice chest.
- To improve meal safety and serve, only cold meals will be offered.
- To improve social distancing measure of 6 feet or more and they should have milk crates on the bus to put meals on there and move away from there and thump-up to parents to get the meals and the milk.
- Bus drivers will clean and disinfect surfaces between food service.
- Bus drivers will have the daily meal count form to count meal that are going out.

#### KBS Residential Meals delivery-

- To improve meal safety and serve
- Supper is service @ 5:00 pm -- 5:30 pm
- Hot or cold meals will be serve to the students
- In the To-Go-Trays or Brown Bags
- The coolers will be use
- To improve social distancing measures

Food service workers will have face mask and gloves on.

#### Continuity of Operations Plan (COOP)

The COOP is to plan for how a school will continue to operate when the primary facility is inaccessible or lacks the critical infrastructure required to conduct business for any length of time. If this should occur, our neighboring school to assist us would be:

Tonalea Day School  
PO Box 39  
Tonalea ,Az 86044  
(928) 283-6325

Tonalea Day School is located 22 miles South on N.21 from Kaibeto Boarding School and if the school should close, the meal delivery would be made from that school.

Procedure will be-

- We move our foods and dry goods to Tonalea Day School
- Paper goods and Ice Chest

- Use their kitchen to prepare the food
- Set-up a communication for the best information and accurate instruction for our community.
- Come back to the community of Kaibeto Az.
- Grab and Go meals and drive-up meals will be provided by the drivers.'
- The next alternate would be station by Kaibeto Market and down by the Kaibeto Chapter House for parents to do meals pick- up and the foods will be in the coolers or the hot bags , also the milk will be in the coolers to keep them cold.
- Kaibeto Boarding School kitchen staff will put out a table, then the staff will asked how many To-Go-Trays of meal are needed and put them on the table , move back 6 feet and have the parent or student come forward to pick-up the meals , all this step by step , the drivers are train on.
- After the meals are picked-up the driver is going to sanitize wipe down the table and put it back in the vehicle.
- Face Mask , gloves and sanitizer are being used on meals delivery.

### TECHNOLOGY (DEVICES AND ACESS)

We have purchased the Kajeet Smartspot as our connectivity tool; which is CIPA compliant by the BIE Chief Information Officer's Office. In addition, we have purchased:

- 240 laptops for all of our students
- 50 laptops for staff
- Schoology Learning Management System
- GoPro for all teachers, including specialty teachers
- Cellular phones for instructional staff
- IXL Progress Monitoring Program
- Solar powered jet packs
- Jump drives @ 2 for each student (500)
- Student headsets
- All technology has been inventoried and distributed to students according to the appropriate policies and procedures.
- The IT staff shares their school contact information with the staff, students and parents on a regular basis for contact.
- ZOOM meetings are available daily for the students and the parents provided by the IT staff to walk them through step by step the issues they are having as they navigate through Schoology or the Kami Extension.
- Contact is made with the IT staff and an immediate response is made back to the parent through text or through Schoology.

#### **Residential Program** [In addition see separate program]

The Residential service will be in operation this SY2021-2022 and a detailed safety handbook is being currently developed using the BIE's safety guidelines, in accordance with the U.S. Dept. of Education's guidelines. Once the final handbook is completed it will be distributed for residential parents.

*Acknowledgment for Work Performed on SY2021-2022 Plan:*

1. *Academic Department through focus discussions*
2. *Supervisor Department Meetings held weekly*
  - a. *Business Department*
  - b. *Facility Department*
  - c. *Cafeteria Department*
  - d. *IT Department*
3. *IT Department*
4. *Counselors, Registrar and Parent Liaison*
5. *PAC Acknowledgement*
6. *Dr. Deborah Holgate, Acting Principal*

## APPENDICES



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# Instruction

## COVID-19 STUDENT DAILY SCREENING TOOL

Prior to sending your child to school each morning, the following health screening questions must be asked as recommended by the AZ Department Of Health, Follow the guidelines below to determine, each day, whether it is safe for your child to attend school in person or whether they should remain at home and participate remotely.

SECTION 1 - SCREENING QUESTIONS		Yes	No
*If the response is 'yes', please contact the school nurse prior to attending in-person school further guidance. If the response to all questions is 'no' proceed to Section 2.			
*Has anyone in the home tested positive or suspected of having COVID-19 in the last 14 days?			
*Has anyone in the home had contact within the last 14 days with someone with or under investigation for COVID-19?			
SECTION 2 - SCREENING QUESTIONS		Yes	No
<p><b>Group A</b> – If the child has 1 or more “yes” responses from this group, the child is not to attend in-person school on this day.</p> <ul style="list-style-type: none"> <li>• Fever 100.4<sup>0</sup> or higher</li> <li>• Cough</li> <li>• Is the child taking any medication to treat or reduce a fever?</li> <li>• Difficulty breathing</li> <li>• Shortness of breath</li> <li>• New lack of smell or taste Is the student awaiting the results of COVID-19 test?</li> </ul>			
<p><b>Group B</b> – If child has 2 or more symptoms from this group, the child is not to attend in-person school on this day.</p> <ul style="list-style-type: none"> <li>• Sore throat</li> <li>• Runny nose/congestion</li> <li>• Chills</li> <li>• Muscle pain</li> <li>• Nausea or vomiting</li> <li>• Headache</li> <li>• Diarrhea</li> </ul>			

For students to RETURN TO SCHOOL after presenting with symptoms that may be associated with COVID-19, one of the following must apply:

1. If **SYMPTOMATIC / NOT TESTED**, exclude for 10 days from symptom onset **AND** at least 24 hours fever free without medication **AND** improved respiratory symptoms.
2. If **SYMPTOMATIC / CHILD CLEARED BY PRIMARY MEDICAL DOCTOR OR OTHER HEALTH CARE PROVIDER**, exclude until fever free for 24 hours (if fever is present) **AND** symptoms improving. Please provide documentation upon return to school.
3. If **SYMPTOMATIC / CHILD TESTS NEGATIVE**, exclude until fever free without medication for 24 hours (if fever present) **AND** improved respiratory symptoms. Please provide documentation upon return to school.

## Curriculum – Artifacts



U.S. Department of the Interior  
BUREAU OF INDIAN EDUCATION-AZNN

**Kaibeto Boarding School**  
P.O. Box 1420, Kaibeto, Arizona 86053  
Phone: (928) 673-3480

**"Committed to excellence in Character, Dine' Language and Culture, and Academic Achievement"**



July 23, 2021

Academic Dept.  
Week of July 26 – 29, 2021

## GOALS:

1. To have this day to prepare your room for hybrid learning.
2. Develop an awareness on ways to organize for teaching in a hybrid model.
3. Develop grade level school goals for each teacher.
4. Become familiar with the SY2021-2022 1<sup>st</sup> Semester Essential Standards & Deconstruct.
5. Deconstruct the first standards for 1<sup>st</sup> Learning Cycle.
6. Develop an Assessment Plan for 1<sup>st</sup> Learning Cycle.

Time	MON 07-26-2021	Time	TUES 07-27-2021	Time	WED 07-28-2021	Time	THURS 07-29-2021
8:00 - 9:00	Words of Awareness for Hybrid Set-up	8:00 – 9:00	Technology Issues	8:00	<i>Essential Standards-Deconstructed</i>	8:00	<i>Assess Plans</i>
9:00 – 11:30	Classroom Preparation	9:00 – 10:00	Organizing for a hybrid model	11:30	↓	11:30	↓
12:30 – 12:15	LUNCH	11:30 – 12:15	LUNCH	11:30 – 12:15	LUNCH	11:30 – 12:15	LUNCH
12:25 – 4:30	Classroom Preparation	12:25 – 1:15	Collective Responsibility	12:15	↓	12:25	Assess Plans
		1:15 – 2:15	<i>Developing Goals at Each Grade Level</i>	4:30	↓	3:30	↓
	*Custodians on-site to assist	2:15 – 4:30	Essential Standards			3:30 -4:30	Closure

**\*\*Outcomes: You will turn in Goals 3, 5 and 6 during closure time.**

**ACTION PLAN**

## Implementation of the Learning Cycle

GOAL: To intentional plan instruction for SY2021-2022 using the selected Essential Standards from June 15, 2021 for the instructional core reading program at Kaibeto Boarding School.

- a. Teachers will develop lessons for an essential standard.
- b. Teachers will collaborate within their grade bands to arrive at decision making.
- c. Teachers will implement the Learning Cycle process as evidence for their work.
- d. Teachers will develop formative assessments and collect student data.

<b>Learning Cycle (LC)</b>	<b>Unpack Template Step 1</b>	<b>Assessment Plan Step 2</b>	<b>Cycling Period Chart Step 3</b>	<b>Formative Assessment &amp; Data Collected Step 4</b>	<b>Lesson Plan Template &amp; PLT – Template Step 5</b>
--Turn in Steps 1, 2 & 3 BEFORE you begin your cycle	--Use the template to unpack 1 standard	--Completely developed & turned in	--may be turned in by group bands  --may be turned in by singleton grade level	--formative assessment results can be turned in electronically, once during the cycle	--PLT template will be used for meetings and turned in weekly  --Each PLT mtg notes should be put on template
--LC Can be develop outside your PLT group	--Decide which Learning Targets will be taught	- method will be clear	--follow your cycle  --should be 8 to 10 days only	--assessments not turned will have results recorded on charts (running record)—but must be turned in before the next cycle starts	--Lesson Plan will be turned in and it should align to the Learning Cycle for Instructional Core Reading
--Can be developed as a singleton grade (which means you do not need to wait for the next grade level)	--Prioritize those Learning Targets on the Assessment Plan	-- when, what, how  --When will you assess that LT?  --What are you assessing? 1 or 2 LTs, or what?	--adjustments can be done  --communicate in your PLT to arrive at time cycling	--CE2 Designing Assessments [fits with EPAP]  --teachers will develop these formative assessments	

		<p>--How will you assess it?</p> <p><b>**Required-Evidence is needed.</b></p> <p><b>**I will require you to turn the results in also.</b></p> <p><b>**Excel sheet with results to include: student name, date, LT(s) and results.</b></p>		<p>--periodically, program assessment can be used</p> <p>--assessments should have the LT identified on it</p> <p>--can be developed in Schoology or on Quizizz</p>	
--	--	---	--	---	--

Kaibeto Boarding School  
Essential Learning Standards  
SY2021-2022

Collaborative Teacher Discussions- June 15-18, 2021

What do we want our students to know as the leave each grade?

<b>K - ELA</b>	<ul style="list-style-type: none"> <li>-Recognize and able to write upper and lowercase letters</li> <li>-Know alphabet sounds</li> <li>-Know consonants/vowels</li> <li>-Blending CVC words</li> <li>-Recognize and read site words</li> <li>-Know color words</li> <li>-Read and write #1-10</li> <li>-Able to write first and last name</li> <li>-Days of the week</li> <li>-Verbally say the months of the year, seasons of the year</li> <li>-4 geometric shapes</li> <li>-Identify parts of a book</li> <li>-Read from left to right, front to back, top to bottom</li> <li>-Use lines to write correct</li> <li>- 3 sentences</li> </ul>
<b>1<sup>st</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>-RF1. 2-Students should be able to distinguish long/short vowel sounds and one syllable words</li> <li>-Beginning sounds, middle sounds, ending sounds</li> <li>-Retell stories</li> <li>-Key details- Who, what, where, when</li> <li>-Orally produce single syllable words by blending sounds</li> <li>-Comprehend grade level texts</li> <li>-Write in complete sentences with appropriate punctuation</li> <li>-Use capital letters correctly when writing</li> <li>-Write- Beginning, middle and ending</li> <li>- Paragraphs</li> </ul>
<b>2<sup>nd</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>-Reading- comprehend what they are reading</li> <li>-Informational text – understand what they are reading</li> <li>- Decoding, locating key ideas, retelling stories, grammar</li> <li>-Vocabulary and their meanings</li> <li>-Word recognition</li> <li>-Build writing skills based on complete sentences, proper grammar, etc.</li> <li>-Collaboration with others</li> <li>-Technology skills/sign in and keyboarding</li> <li>Note: Students have trouble w writing, understanding reading materials, comprehension structure writing, fluency &amp; grammar, decoding along w critical thinking &amp; questioning thoughts/ideas, short cohesive writing skills, grasping concepts, editing writing structure, paragraph formatting skills, run-on sentences</li> </ul>
<b>3<sup>rd</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>-Reading- comprehension- main idea, inferences, making connections, reading fluently, annotation</li> <li>-Vocabulary</li> <li>-Decoding words</li> </ul>

	<ul style="list-style-type: none"> <li>-Writing- cohesive sentences using proper grammar- subject/verb agreement, punctuation (2-3 paragraphs)</li> <li>-Proof-reading/editing skills</li> <li>-Spelling</li> <li>-Critical thinking</li> </ul>
<b>4<sup>th</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>-Read fluently at a fourth-grade level</li> <li>-Making inferences, annotate text (quote from a text) and looking at (determine) text structures (compare and contrast, fact and opinion)</li> <li>-Recognize point of view</li> <li>-Vocabulary- Word analysis</li> <li>-Writing-</li> </ul>
<b>5<sup>th</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>-Reading at grade level</li> <li>-Knowing how to write from a prompt</li> <li>-Making inferences about what they are reading</li> <li>-Main ideas and details</li> <li>-Analyzing text</li> <li>-Argumentative essays</li> <li>-Vocabulary</li> </ul>
<b>5<sup>th</sup> Grade - Math</b>	<ul style="list-style-type: none"> <li>Vocabulary (grade level academic vocabulary)</li> <li>-Fractions, decimals, percent</li> <li>-Place value</li> <li>-Count money/make change</li> <li>-Know basic facts- add, multiply, divide, subtraction</li> <li>-Find key words for problem-solving</li> <li>-Solving word problems-</li> <li>-Multiple two digits by two digits</li> <li>-Know how to use a calculator</li> <li>-Graph (plot points on a quadrant plane)</li> <li>-Tell time (both digital and analog)</li> </ul>
<b>6<sup>th</sup> Grade - ELA</b>	<ul style="list-style-type: none"> <li>Read fluently at grade level.</li> <li>- Be able to read and comprehend at the proper Lexile.</li> <li>- Cite textual evidence in a text.</li> <li>- Determine the main ideas of a text</li> <li>- Identify text structure and organization</li> <li>- Identify author's purpose</li> <li>- determine character's POV and actions in a literary text.</li> <li>- determine vocabulary from daily use or content.</li> <li>- Writing: Essay, Narrative, Comparative, Argumentative</li> </ul>
<b>6<sup>th</sup> Grade - Math</b>	<ul style="list-style-type: none"> <li>-Grade-level academic vocabulary</li> <li>-Ratio/proportions</li> <li>-Evaluating expressions</li> <li>-Convert between fraction, decimal and percent</li> <li>-Geometry- identify shapes</li> <li>-Solving word problems</li> <li>-Good understanding of integers</li> <li>-Standard form- convert standard form/scientific notation</li> <li>-Statistics/probability- grade level expectations</li> <li>-Convert equivalent measures (standard and metric)</li> <li>-Number theory (divisibility rules, etc)</li> </ul>

<b>7th Grade - ELA</b>	<p>Read fluently at grade level.</p> <ul style="list-style-type: none"> <li>- Be able to read and comprehend at the proper Lexile.</li> <li>- Be able to use text evidence to analyze, infer, and synthesize</li> <li>- Analyze how the main idea or central idea contributes to a text.</li> <li>- Use strategies to figure out meaning of Vocabulary words</li> <li>- Identify the different genres of literature including distinguishing between cause and effect in literature.</li> <li>- Writing/Essay (5 paragraphs): Responsive, Informative, Analytical Argumentative, Use direct quotations and paraphrasing from sources</li> <li>- Conduct short research using different styles of formatting, citing resources.</li> </ul>
<b>7th Grade - Math</b>	<ul style="list-style-type: none"> <li>-Grade-level academic vocabulary</li> <li>-Convert equivalent measures (standard and metric)</li> <li>-One step equations</li> <li>-Fluent in converting fractions, decimals, percent</li> <li>-Geometry- Area, Perimeter, Volume, Triangles</li> <li>-Number properties</li> <li>-Solve word problems</li> </ul>
<b>8th Grade - ELA</b>	<ul style="list-style-type: none"> <li>-Lexile levels- use the <b>Lexile level</b> to comprehend and build fluency with the text that they are reading. They are reading at this level (vocabulary, critically think in this reading level)</li> <li>-Main idea/details for informational text and theme for non-fiction text. Reading fluently at grade-level.</li> <li>-Writing skills- grammatically correct writing, argumentative writing, justify their thinking, pro/con, compare and contrast</li> <li><b>(7.1, 7.2, 7.10 and 8.1 and 8.2, 8.10)</b></li> </ul>
<b>8th Grade - Math</b>	<ul style="list-style-type: none"> <li>-Multi- step problem-solving- Use problem-solving skills to manage real life situations</li> <li>-Algebraic thinking to solve problems</li> </ul>



## Unpacking Standard Template

<b>Skills (Verbs)</b> What Students Need to Be Able to Do	<b>Content (Nouns)</b> What Students Need to Know	<b>Student Learning Targets</b>	<b>DOK Level</b>
<b>Student Learning Checklist</b> (Items on the learning checklist should be listed in a logical progressive order.)		<b>Academic Vocabulary</b>	

**Standard** (Learning progression ends here with mastery of this standard.)

4	<b>Exceeding</b> (Student understanding and application extends beyond the intent of the standard.)	
3	<b>Ready</b> (If there is a mistake in student work, the student requires no additional instruction to correct his or her thinking.)	
2	<b>Close</b> (The student requires intervention for part of the standard, but he or she clearly understands another part of the standard.)	
1	<b>In Need of Support</b> (The student needs remediation or intervention.)	

## Assessment Plan

## SAMPLE of How to Complete

Learning Targets in order of simple (bottom) to complex (top)	What assessment method will be helpful?	Assessment Plan- when, what, how?

## Learning Cycle SY 2021-2022

## 10 Day Planning Cycle

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>PLC Planning Time</b>	Unpacking Standards (Next Cycle)	Data Analysis (Previous Cycle)	Formative Assessments CFA/Intervention (Next Cycle)	Formative Assessments CFA/Intervention (Next Cycle)	Formative Assessments CFA/Intervention (Next Cycle)
<b>Classroom</b>	Teach (Current Cycle)  Grade CFA (Previous Cycle)	Teach (Current Cycle)	Intervention (Previous Cycle)	Teach (Current Cycle)	Teach (Current Cycle)

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>PLC Planning Time</b>	Lesson Plans (Next Cycle)	Lesson Plans (Next Cycle)	Lesson Plans (Next Cycle)	Lesson Plans (Next Cycle)	Lesson Plans (Next Cycle)
<b>Classroom</b>	Teach (Current Cycle)	Teach (Current Cycle)	Teach (Current Cycle)	Teach (Current Cycle)	CFA (Current Cycle)

Next Steps to Keep in Mind when Developing the Learning Cycle:

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**Vertical Alignment of Essential Standard and Next Steps:**

1. Unpack the essential ELA standards and Math Standards.
2. Look for underlying skills that are missing and gaps that could be addressed for the next three months. Consider the learning targets. Break them in to 2 or 3 groups learning targets for planning.
3. Use a pre-assessment to determine the gaps or prior knowledge.
4. Plan out assessment/instruction for the time that it will take to focus on 2 or 3 learning targets. Collect formative data throughout instruction and plan interventions, re-teaching as needed.
5. Keep a running record of each student/each skill.
6. Set SMART goals for each grade/skill. What percentage of our students will be reading at grade level by Dec.? Target growth-( 3 more students per grade? Ten more students per grade? Etc.)
7. Involve students in setting individual goal for Oct.-Dec., ie. Give students some of the responsibility to meet their goals! Each student could have a goal sheet that you go over with them the first week of August.
8. Celebrate your progress along the way and especially with the students.

**Scaffolding to the goal:** Plan assessment, instruction, assessment, intervention, instruction, etc. as a continuous cycle.

## Academic Department Master Plan SY 2021-2022

TRANSPORTATION – BUS PICK UP Monday, Tuesday, Wednesday, Thursday										
TIME	5:45-7:00		7:00 – 7:45	8:45	9:20	9:30	11:30	3:00		4:30
	Pick Up	Escort – to Entrance	Additional Pick Ups	Assist in Cafeteria	Load Meals for Delivery	Depart for Meal Delivery	Return from Meal Delivery	Bus PM, Load Bus, Bus Run		Return – Bus Run
Friday TIME	7:00	9:20	9:30	12:00	12:00		12:00 – 3:00			
	Assist in Cafeteria	Load Meals for Delivery	Depart for Meal Delivery	Return from Meal Delivery	PM on Bus		Other duties: Clean GSA, Clean bus, ie.			
INSTRUCTIONAL A/B SCHEDULE Monday, Tuesday, Wednesday, Thursday										
TIME	7:15-7:50	8:00-10:00	10:00-11:30	11:30-12:05	12:05-1:00	1:00-1:45	1:45--2:30	2:30-3:00	3:00	3:15
GRADES K-8	Breakfast	Rdg – Instructional Core	Math – Instruc Core	LUNCH	Writing	Extended, Remedia, Interven	Bathroom Break - Staggered	IXL or Waterford	Dismissal	Departure
INSTRUCTIONAL Remote Learning: A/B SCHEDULE Friday										
TIME	8:00-9:00	9:00-10:00	10:00-11:00	11:00-11:30	11:30-12:15	12:15	12:15-1:00	1:00-4:30		
	Rdg – Instruc Core	Math – Instructional Core	Navajo Lang	IXL or Waterford	Science	Dismissal	Teacher Lunch	PD		→

## Lesson Plan Template SY 2021-2022



Kaibeto Boarding School  
Hybrid Instructional Lesson Plan  
SY 2021-2022

Teacher/ Grade:      Date:

<b>WEEKLY OVERVIEW</b>	
Standards:	
R	
W	
M	
Learning Targets:	
R	
W	
M	
Learning Objectives:	
R	
W	
M	
<b>MONDAY</b>	
<b>Classroom Learning Tasks</b>	
Procedure:	
Materials	R
	M

Strategies	R M
Activities	R M
Check for Understanding	R M
Modi/Accommodate - SPED	
Modi/Accommodate - EL	
Accommodate – High Performing	
<b>Tiered Support</b>	
<b>Formative Assessment</b>	

<b>TUESDAY</b>	
Standard:	
R	
W	
M	
Learning Target:	

R	
W	
M	
Learning Objectives:	
R	
W	
M	
<b>Classroom Learning Tasks</b>	
Procedure:	
Materials	R M
Strategies	R M
Activities	R M
Check for Understanding	R M
Modi/Accommodate - SPED	
Modi/Accommodate - EL	
Accommodate – High Performing	
<b>Tiered Support</b>	

<b>Formative Assessment</b>

<b>WEDNESDAY</b>
------------------

<p>Standard:</p> <p>R</p> <p>W</p> <p>M</p>
---

<p>Learning Target:</p> <p>R</p> <p>W</p> <p>M</p>
--

<p>Learning Object:</p> <p>R</p> <p>W</p> <p>M</p>
--

<b>Classroom Learning Tasks</b>
---------------------------------

Procedure:
------------

Materials	<p>R</p> <p>M</p>
-----------	-------------------

Strategies	<p>R</p> <p>M</p>
------------	-------------------



Activities	R M
Check for Understanding	R M
Modi/Accommodate - SPED	
Modi/Accommodate - EL	
Accommodate – High Performing	
<b>Tiered Support</b>	
<b>Formative Assessment</b>	

<b>THURSDAY</b>	
Standard:	R W M
Learning Target:	R

W	
M	
Learning Objective:	
R	
W	
M	
<b>Classroom Learning Tasks</b>	
Procedure:	
Materials	R M
Strategies	R M
Activities	R M
Check for Understanding	R M
Modi/Accommodate - SPED	
Modi/Accommodate - EL	
Accommodate – High Performing	
<b>Tiered Support</b>	

<b>Formative Assessment</b>

<b>FRIDAY</b>	
Standard:	
R	
W	
M	
Learning Target:	
R	
W	
M	
Learning Objective:	
R	
W	
M	
<b>Classroom Learning Task</b>	
<b>Tiered Support</b>	
Procedure:	
Materials	R
	M

Strategies	R M
Activities	R M
Check for Understanding	R M
Modi/Accommodate - SPED	

**Kaibeto Boarding  
Professional Development Plan  
School Year 2021-2022**

**Vision:**

Committed to excellence in Character, Dine' Language and Culture, and Academic Achievement

**Mission:**

Kaibeto Boarding School will provide opportunities that will empower students to strive to achieve excellence in Character, Dine' Language, and Academics for college and career readiness to meet the relevant needs of our community

**Professional Development Goals:**

- Provide educators professional development and support in implementing a Multi-Tiered System of Support (RTI) for behavior (SEL) and academics. This will include job-embedded and whole-school professional development.
- Assist educators with understanding and implementing programs through a blended learning, digital environment. This will include training on how to use educational technologies in both the classroom (face-to-face) and online setting.
- Use of Professional Learning Communities for professional learning and collaboration on curriculum, instruction, and assessment. This includes Common Formative Assessments and the PLC Cycle as defined by Richard Dufour.

**School Prioritized Needs:**

1. Decrease the learning gaps in basic skills with a concentration on grades K-3 literacy skills.
2. Provide teachers with the skills needed to complete the learning cycle as defined in Professional Learning Communities, including the four critical questions and in development of Common Formative Assessments.
3. Instructional planning and modeling at the classroom level to increase teacher proficiency in teaching to the Common Core Standards.
4. Implementing the Tiered instructional system (Response to Intervention/Multi-Tiered System of Support).
5. Deliver instruction in a blended/hybrid digital environment.

**Professional Development Topics:**

1. Response to Intervention (Multi-Tiered System of Support for Academics and Behavior).
2. Social-Emotional Learning for staff and students as it relates to behavior interventions and PBIS.
3. Hybrid/Distance Learning for distance-based and classroom-based technologies.
4. Student engagement.
5. Professional Learning Community (PLC) cycles, assessments, and instructional planning.
6. Safety Guidelines provided by the CDC, Navajo Nation, BIE Protocols, U.S. Dept of Educ, TCHS

Date	Topic	Professional Learning Clock Hours
7/20/21	Vertical Alignment of Essential Standards/Unit Planning – Leadership Team (LT)	7
7/21/21	Instructional Planning for PLC Cycles- Leadership Team	7
7/23/21	Development of CFAs and for Essential Standards – Leadership Team	7

7/26/21 through 7/30/21	Hybrid Model  Collective Responsibility  Vertical alignment of Essential Standards  Assessment Plan – Certified Teachers & Special Education Teachers	7 daily
8/2/21 Through 8/6/21	Required BIE Trainings: Emergency Action Plan, COOP Plan, Blood Borne Pathogens, Student Medical Training, Employee Procedures Grievances, Ethics  Hybrid Model  SCAN, First Aid/CPR, Re-Opening Plan, Review of Comprehensive Needs Assessment and Schoolwide Plan, Facilities Safety Guidelines, Isolation Room Protocols **All Staff Members	7 daily
8/13/2021	Isolation Room Safety Guidelines PD	3
August 20, 2021	New Generation PD	4
September 10, 2021	New Generation PD	4
September 17, 2021	NWEA PD	4
Sept 24, 2021	Teaching with Technology	4

September 24 to 30, 2021	Solution Tree PD – Learning Cycle & PLC	6 hrs.
October 8, 2021	NWEA PD	
October 15, 2021	New Generation PD	8
November 12 2021	New Generation PD	4
January 7, 2022	New Gen PD	4
January 13 and 14, 2022	Job Embedded Coaching in morning/Continuous Improvement Monitoring, First semester data review, and Strategic Planning for Teachers, Leadership Team, and parents in afternoon and evening. Common Formative Assessments.	8
February 18, 2022	New Gen	4
February 22,23,24,28, 2022	Solution Tree – Learning Cycle & PLC	6
March 11, 2022	New Generation PD	4

May 13	New Generation PD	4
--------	-------------------	---

## Curriculum Materials

Curriculum Material		CCSS Aligned	Utilized by Wing B-Grade K-2	Utilized by Wing C-Grade 3-5	Utilized by Wing D Grade 6-8	Core Instruction Source (grade level)	Reteach/ Intervention Instruction Source	Strong source to support Priority Standards	English Learner Source	Assessment Source	Professional Development Needed for Distance Learning delivery?
ELA	Journeys	✓	✓	✓	6	K-6	HMH Decoding Power/3-5 Use Write In Reader and Vocabulary Reader	Yes	Yes. Language Workshop Lessons. Integrated on daily lesson plan.	CFAs, Formative, and Summative Assessments	Yes
	My Perspectives	✓			7-8	6-8	Yes	Yes	Yes	CFAs and Performance Based Tasks, Formative, and Summative Assessments	Yes
	Spalding	✓	✓	✓	✓	Yes	Yes	Yes	Yes		Yes. App Available.
Writing	Step Up to Writing	✓	✓	✓	✓	Yes	Yes	Yes	Yes. Gifted and Talented Included		Yes.
Math	EnVision 2.0 Math	✓	✓	✓							
	Ready Common Core Math				6-8	Yes	Yes	Yes	Yes	Yes	Yes
Navajo	Teacher Made Material	✓	✓	✓	✓					CFAs and ODLA (Summative Assessment)	
Science	Generation Genius Science Spin	X	X	X	X	Yes	Yes	Yes		Yes	Yes



**Kaibeto Boarding School  
Teacher Classroom of  
Classroom Observation Form (HYBRID)**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_  
**Department:** \_\_\_\_\_ **Date Accessed:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

*PERFORMANCE CHARACTERISTICS AND COMPETENCIES*

5. **OUTSTANDING:** Performs very well; a model for other instructors.  
 4. **VERY GOOD:** Performs well; demonstrates above average performance.  
 3. **SATISFACTORY:** Performs in middle range; demonstrates average performance.  
 2. **MARGINAL:** Demonstrates minimally acceptable teaching skills; some changes should be made to improve instruction.  
 1. **UNSATISFACTORY:** Does not meet minimum requirements; major changes must be made to improve instruction.  
 0. **NOT APPLICABLE:** Not able to observe/not relevant.

**1. Mastery of subject matter** - Content is appropriate for course; class follows course outcomes and course description.

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

**2. Organization and Design of Class** - Class is easy to navigate. A class orientation and class calendar are posted. Learning Modules, Assignments, Syllabus and other class materials are set up in a logical and easy-to-find fashion.

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

**3. Curriculum and Instruction** – Course uses a variety of technology tools to foster interaction (i.e., Learning Modules, Discussion Board, Course Mail, Announcements, etc.)

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

**4. Class and Student Communication** – Instructor communicates with individual students and the class at-large consistently, effectively and in a timely manner in the form of emails, chats or weekly discussions.

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

**5. Classroom participation and engagement** – Students are encouraged to engage in the class, log-in frequently and participate with other students in class discussions, etc.

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

**6. Quality and Clarity of Assignments**

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

---

**7. Technical** – Links and other technical aspects to the course are in working order. Instructor makes use of multimedia links (music, video, etc.) when possible.

**Comments/Examples:**

Please Circle One:    5        4        3        2        1        0

---

**Overall Appraisal:**

---

**Recommendations:**

---

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**SIGNATURES**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
**Date**

<b>PLT (PLC) Scheduling SY2021/SY2022</b>
---

### PLC Scheduling

PLC will be divided into two groups by K-3 and 4-8 grade bands. Grade bands will then meet to discuss, and collaborate as a team on Priority Standards/Essential Standards, Learning Cycle, develop formative assessments, meet to share results- keep track and use applications, such as: IXL for the targeted skills and then determine the next steps. \*Meeting days may change due to unanticipated situations.

#### Split A/B Model PLC:

##### A Day (K - 3) PLC Meetings: 3:30 pm to 4:30 PM

Day:	Date:	Comments:
Monday	8/9/2021	First day of school
Monday	8/16/2021	NWEA BOY starts
Monday	8/23/2021	Begin Waterford Academy Virtual Tutoring K-4
Monday	8/30/2021	
Tuesday	9/7/2021	Monday is a holiday
Monday	9/14/2021	
Tuesday	9/21/2021	Full Day PD Monday
Wednesday	9/29/2021	

##### October 2021 to May 2022 (Bi-weekly)

Day:	Date:	Comments:
Tuesday	10/12/2021	Monday is a holiday
Tuesday	10/26/2021	
Tuesday	11/9/2021	
Monday	11/29/2021	
Monday	12/13/2021	
Monday	1/3/2022	
Tuesday	1/18/2022	
Tuesday	2/1/2022	
Tuesday	2/15/2022	
Monday	2/28/2022	
Monday	3/21/22	
Monday	4/4/2022	
Monday	4/18/2022	
Monday	5/2/2022	
Monday	5/16/2022	

**B Day (4-8) PLC Meetings: 3:30 pm to 4:30 PM \*Scheduling may change****August 2021 to September 2021 (Weekly)**

Day:	Date:	Comments:
Tuesday	8/10/2021	
Tuesday	8/17/2021	NWEA BOY has begun
Tuesday	8/24/2021	
Tuesday	8/31/2021	
Wednesday	9/8/2021	Monday is a holiday
Wednesday	9/15/2021	
Wednesday	9/22/2021	*Teaching with Technology
Thursday	9/30/2021	

**October 2021 to May 2022 (Bi-weekly)**

Day:	Date:	Comments:
Wednesday	10/6/2021	
Wednesday	10/20/2021	
Wednesday	11/3/2021	
Tuesday	11/16/2021	
Tuesday	11/30/2021	
Tuesday	12/14/2021	
Tuesday	1/4/2022	
Wednesday	1/19/2022	
Wednesday	2/2/2022	
Wednesday	2/16/2022	
Tuesday	3/1/2022	
Tuesday	3/22/2022	3 <sup>rd</sup> Quarter Ends
Tuesday	4/5/2022	
Tuesday	4/19/2022	
Tuesday	5/3/2022	
Tuesday	5/17/2022	

<b>Formal Teacher Observation Scheduling SY 2021/2022</b>
---

(EPAP CE.1 and CE.2 or CE.3)

**Schedule**

1 <sup>st</sup> Observation- Onsite							
A Day K-3 Grade Band				B Day 4-8 Grade Band			
Grade Level	Date	Start Time	End Time	Grade Level	Date	Start Time	End Time
K.1	10/19/21	8:00 AM	8:45 AM	4.1	10/18/21	8:00AM	8:45AM
1.1	10/19/21	9:00 AM	9:45 AM	5.1	10/18/21	9:00AM	9:45AM
2.1	10/19/21	10:00 AM	10:45AM	6.1	10/18/21	10:00AM	10:45AM
2.2	10/21/21	8:00AM	8:45AM	7.1	10/20/21	8:00AM	8:45AM
3.1	10/21/21	9:00AM	9:45AM	8.1	10/20/21	9:00AM	9:45AM
3.2	10/21/21	10:00AM	10:45AM	4-8 SPED	10/20/21	10:00AM	10:45AM
K-3 SPED	10/21/21	11:00AM	11:45AM	*SPED (One on one or small group)			
2 <sup>nd</sup> Observation- Hybrid							
A Day K-3 Grade Band				B Day 4-8 Grade Band			
Grade Level	Date	Start Time	End Time	Grade Level	Date	Start Time	End Time
K.1	11/4/21	11:00AM	11:45AM	4.1	11/3/21	10:00AM	10:45AM
1.1	11/4/21	10:00AM	10:00AM	5.1	11/3/21	9:00AM	9:45AM
2.1	11/4/21	9:00AM	9:45AM	6.1	11/3/21	8:00AM	8:45AM
2.2	11/4/21	8:00AM	8:45AM	7.1	11/1/21	8:00AM	8:45AM
3.1	11/2/21	8:00AM	8:45AM	8.1	11/1/21	9:00AM	9:45AM
3.2	11/2/21	9:00AM	9:45AM	4-8 SPED	11/1/21	10:00AM	10:45AM
K-3 SPED	11/2/21	10:00AM	10:45AM	*SPED (One to one or small group)			
3 <sup>rd</sup> Observation- Onsite							
A Day K-3 Grade Band				B Day 4-8 Grade Band			
Grade Level	Date	Start Time	End Time	Grade Level	Date	Start Time	End Time
K.1	4/11/22	8:00AM	8:45AM	4.1	4/12/22	8:00AM	8:45AM
1.1	4/11/22	9:00AM	9:45AM	5.1	4/12/22	9:00AM	9:45AM
2.1	4/11/22	10:00AM	10:45AM	6.1	4/12/22	10:00AM	10:45AM
2.2	4/11/22	11:00AM	11:45AM	7.1	4/14/22	8:00AM	8:45AM
3.1	4/13/22	8:00AM	8:45AM	8.1	4/14/22	9:00AM	9:45AM
3.2	4/13/22	9:00AM	9:45AM	4-8 SPED	4/14/22	10:00AM	10:45AM
K-3 SPED	4/13/22	10:00AM	10:45AM	*SPED (One to one or small group)			

\*This schedule may be subjected to change

## Grading Hybrid Model

### Grading Scale

A+	=	95- 100	Excellent
A	=	90-94	Excellent
B+	=	85-89	Satisfactory
B	=	80-84	Satisfactory
C+	=	75-79	Good
C	=	70-74	Good
D+	=	65-69	Needs Improvement
D	=	60-64	Needs Improvement
F	=	0-60	

### Student Performance:

<i>Synchronous Learning</i>
Face to Face
Participation
Formative Assessments
Quizzes
Collaborative Discussions - <i>Rubric</i>
Writing Essays - <i>Rubric</i>
Student Feedback - <i>Weekly</i>
Check for Understanding
Assignments - skills
Tiered Support: Participation, FA, Assignments
Intervention programs: participation, assessments

Students will be graded based on a grading scale that reflects synchronous learning activities and assignments which represent a percentage for total percent possible. The teacher's preparation and planning will be to intentionally set up their gradebook so it reflects synchronous, and these various criterions will be reflective in their lesson plan, grade book and report card.

In addition, progress will be measured by the student performance and each student's progress will be tracked by the following:

- Gradebook
- Formative Assessments, Assessments, Check for Understanding, rubrics i.e.
- Intervention programs: IXL, Waterford, AimsWeb, i.e.
- Student performance on assignments
- Tracking Charts, graphs, plotting of student data, i.e.

---

# Safety

## HYBRID MODE STUDENT CHECK-OUT PROCEDURE

During hybrid mode no parent/guardian will be allowed to enter the building without the knowledge of the front office receptionist. The front office receptionist will check

1. Parent/Guardian will contact the front office by calling the front office receptionist.
2. The front office receptionist will let the parent/guardian know that they can enter the building and let the parent/guardian know that they must have a mask in order to enter the building.
3. The front office receptionist will open the entrance door to let the parent/guardian know about the sign in procedure and the temperature check at the front entrance.
4. The front office receptionist will escort the parent/guardian to the front office area.
5. The front office receptionist will let the parent/guardian know where they can stand as they complete the student check out form.
6. The front office receptionist will go back behind their desk to complete the student check out process.
7. The front office receptionist will call the teacher and let the teacher know that the student is getting checked out.
8. After the parent/guardian completes the paper work for the student check out they will continue to wait for their child in the receptionist area.
9. When the student arrives at the front office they will exit the building with their parent/guardian.
10. After the parent/guardian and student leave the building the front office receptionist will wipe all the areas and items that were touched by the parent/guardian during the check-out process.



# Student Device Drop Off Procedure

## STUDENT DEVICE CHECK OFF LIST (Before you come to the school)

### STUDENT LAPTOPS

<input type="checkbox"/>	Remove any personal documents, files, etc. from the laptop onto a USB Flash Drive.
<input type="checkbox"/>	Charge the laptop fully before return.
<input type="checkbox"/>	Wipe down student laptop with sanitizing wipes.
<input type="checkbox"/>	Wipe down student laptop charger.
<input type="checkbox"/>	Return student laptop
<input type="checkbox"/>	Return student laptop charging cord.
<input type="checkbox"/>	Return student laptop sleeve. Red with KBS logo on the side.

### KAJEET HOTSPOT

<input type="checkbox"/>	Charge the Kajeet fully before return.
<input type="checkbox"/>	Wipe down Kajeet Hotspot with sanitizing wipes.
<input type="checkbox"/>	Wipe down Kajeet Hotspot charging cord and outlet adapter plug.
<input type="checkbox"/>	Return the Kajeet Hotspot.
<input type="checkbox"/>	Return the Kajeet Hotspot charging cord and outlet adapter plug.
<input type="checkbox"/>	Return the Kajeet Hotspot case. Black hard shell case with a zipper that goes around the side.

### JACKERY POWER BOX

<input type="checkbox"/>	Wipe down Jackery Power Box with sanitizing wipes.
<input type="checkbox"/>	Wipe down Jackery Power Box charging cord and outlet adapter plug.
<input type="checkbox"/>	Return the Jackery Power Box.
<input type="checkbox"/>	Return the Jackery Power Box charging cord and outlet adapter plug.
<input type="checkbox"/>	Return the Jackery Power Box case. Black soft shell case with a zipper that goes around the side.

## PROCEDURE OF DROP OFF – DORMITORY PATIO AREA – TABLES WILL BE SET UP

1. Check the student device check off sheet (above) to make sure you have everything with you before coming to the school.
2. Check the student device drop off schedule (attached) to see which date and time for device drop off applies to your child.
3. Bring the student devices to the back area of the dormitory. (tables will be set up outside)
4. The IT Department will be checking to see the condition of each device. Be prepared to wait for this process to be completed.
5. After the student devices are returned each student will receive a return of acknowledgement. (Return of Acknowledgment will be needed at the beginning of the 21-22 SY.)

Parents/Guardians,

We are still adhering to the CDC Guidelines and the protocols set by the Navajo Nation. Please make sure that you:

- **Have a mask on when you come onsite to return your child's school devices.**
- **Practice social distancing rules of staying at least six feet apart from others.**
- **No gatherings.**
- **No public bathrooms are available onsite.**

#### **CONTACT INFORMATION**

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Brianna Little - [brianna.little@bie.edu](mailto:brianna.little@bie.edu) – (928) 209-4038

Front Office – (928) 673-3480



**REOPENING AND CONTINUITY OF SCHOOL OPERATIONS**  
**SCHOOL YEAR 2020-2021**  
**CHECKLIST FOR SCHOOL OPERATIONS**

The Bureau of Indian Education (BIE) follows the Centers for Disease Control and Prevention (CDC) guidance to reopen BIE schools. This document is intended to provide a checklist for Facility Managers, Custodial and Administrators to reopen school facilities. School operations include school facilities, restrooms, elevators, stairs, signage, school water systems, proper ventilation, playgrounds, meal service areas, bus transportation, and bus seating arrangements. This checklist closely aligns with the CDC's "Consideration for K-12 Schools: Readiness and Planning Tool" for the preparation, cleaning, operation and maintenance of school facilities.

How should this document be used?

The Checklist incorporates key items for facilities and custodial staff to use in reopening BIE schools. The document does not, however, attempt to be all inclusive; therefore, staff should continuously review the latest CDC guidelines.

This Checklist document will also serve for accountability purposes. Each school is to fill out the information below and submit a completed copy to BIE Safety Officer, Anson Damon, at Anson.Damon@bie.edu.

SCHOOL NAME: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

FACILITY PERSONNEL CONTACT: \_\_\_\_\_

I HAVE REVIEWED AND UTILIZED THE CHECKLIST IN PREPARATION TO REOPEN THE SCHOOL.

OFFICIAL IN CHARGE/PRINCIPAL Signature: \_\_\_\_\_

DATE: \_\_\_\_\_

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APPENDIX B

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# ADMINISTRATIVE CONTROLS FOR CONSIDERATION

This checklist consists of Safety and Facility Management Review and Recommendation in accordance with the Centers for Disease Control and Prevention (CDC) guidance: [Operating School during COVID-19: CDC Considerations](#)

## UPDATE EMERGENCY ACTION AND COMMUNICATION PLAN

- Review, Update and Exercise Action Plan and Communication
  - Review Risk Assessment Matrix with staff with actions during emergency response.
  - If possible, exercise the Emergency Action Plan with different scenarios with staff often called a Table-Top Exercise.
- Update Communication Plan
  - Update contact numbers for parents/guardians, facilities, custodial, local health and tribal officials, and emergency numbers.
  - Reinforce plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families.

## SIGNAGE

Post COVID-19 signs in highly visible locations to promote everyday protective measures on how to stop the spread of germs. Continue to post or update signs in highly visible locations within the school compound and buildings.

- Entry Instructions - Recommend "[Don't Feel Well](#)" and instructions to enter schools
- Recommendation for cloth face coverings [Link for Face Covering Sign](#)
- Hand washing instruction in restrooms [Link for Hand Washing](#)
- Water fountains should have signage for temporarily out of order
- Break Room Protocols noting capacity limits and cleaning instruction
- Classroom Rules shall emphasize 6-foot physical distancing, along with floor indicators
- Stairway Protocols - one sign at stairway going up and one sign at stairway going down.
- Elevator - capacity limits should be indicated near entrance of the elevator
- GSA Vehicle Cleaning Recommendations for vehicles and buses should be place in all vehicles
- Designate Parking/Student Drop-off and Pick-up areas
- Consider posting signs in parking areas and entrances that ask guests and visitors to phone from their cars to inform the administration or security when they reach the facility
- Buses should have cleaning instructions on entering/exiting bus at those entry/exit sites

Instructions for recommended signage have been sent to all BIE schools, prior to the release of this document. Please refer to the following link for further guidance related to signage:

<https://doimsp.sharepoint.com/sites/ofas-portal/SitePages/Covid19-Signage-Page.aspx?CT=1591973291875&OR=OWA-NT&CID=08538365-6072-3c7b-1c33-c8f02af3b266>

## SCHOOL MEAL PROGRAM GUIDELINES

Schools should refer to the BIE Reopening Plan, *Return to Learn*, guidelines and the FDA Food Service Guidelines (<https://www.fda.gov/food/food-safety-during-emergencies/food-safety-and-coronavirus-disease-2019-covid-19>)

- Food options for students – each school may have a different plan such as pre-packaged meals, food delivery services, etc.
- Setup of food – either at the student desk or cafeteria that ensures physical distance or partitions
- Food preparation and handling training
- Serving protocols – box lunches; serving, etc.

## REQUIRED TRAINING (provided through BIE Safety Staff on a weekly basis)

### COVID-19 Prevention Practices

- How to properly wear cloth face coverings (*Note: BIE strongly encourages students, teachers and staff to wear face coverings, and conform to tribal government or local health authority rules or regulations for face coverings.*)
  - Physical Distancing
  - Hand Washing
  - Cleaning and Disinfection
  - Avoid touching Face
- Blood Borne Pathogens
- COOP/Emergency Review and Update
  - Update Communication Plan
  - Review local and Tribal contacts
  - Review Risk Assessment Matrix
- Review Reporting Process for COVID Incidents
- Food Service Safety review
- Mental Health and Emotional Well Being of Students

## GENERAL SCHOOL HEALTH & SAFETY GUIDELINES

### PERSONAL PROTECTIVE BEHAVIORS

The CDC guidelines consistently recommend the following for all staff to follow:



- Wash your hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol
- Physical distance of 6 feet
- Wipe down daily or frequently used items
- Avoid touching your face
- Wear face coverings as much as possible (BIE strongly encourages students, teachers, and staff to wear face coverings, and conform to tribal government or local health authority rules or regulations for face coverings.)

## PROTECTIVE BARRIERS

The CDC recommends maintaining a physical distance of 6 feet between people, where possible. Below are recommended ways that schools can maintain physical distance:

- Arrange chairs in reception or other communal seating areas by turning, draping (covering chair with tape or fabric so seats cannot be used), spacing, or removing chairs to maintain physical distancing.
- Use methods to physically separate employees in all areas of the building, including work areas and other areas such as meeting rooms, break rooms, parking lots, entrance and exit areas, and locker rooms.
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to show where to stand or show traffic direction when physical barriers are not possible.
- Limiting access to schools. Provide advance notification and procedures to limit access into school.
- Replace high-touch communal items, such as coffee pots and bulk snacks, with alternatives such as pre-packaged, single-serving items.
- Space seating at least 6 feet apart and turn desks to face in the same direction.
- Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between uses.

Alternatives:

- Install transparent shields, plexi-glass, or other physical barriers where possible to separate employees and visitors where physical distancing is not an option.
- Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Coordinate with BIE Safety to have them review safety requirements of plexi-glass installation and classroom floor plans. Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.

## DRINKING FOUNTAINS

The BIE Reopening Plan, *Return to Learn*, prohibits the direct use of water fountains. If schools are unable to monitor fountains and to further reduce risk, the school should consult with management on closing fountains until a safe solution is provided such as no touch water dispenser. Schools should look at alternative ways to provide water, such as:

- Bottled water (Schools will provide bottled water for students, teachers and staff if they forget to bring bottled water to school.)
- Encourage students and staff to bring bottled water
- Place covering over water fountains
- Place signs that water fountains are not in use
- Consider installing non-touch water fountains as a long term solution

## STUDENT DROP-OFF/ PICKUP CONSIDERATION

Schools should review the student drop-off and pick-up routes to maintain physical distance and avoid crowding of students and staff at buses and vehicles drop-off/pick-up locations. The following should be considered (recommend traffic control in parking lot by school security or school staff):

- Staggered times
- Alternative drop-off zones
- Ensure zone(s) meet ADA compliant requirements
- Ensure fire lanes are not obstructed

## SCHOOL CLEANING GUIDELINES

Reopening Schools relies on public health strategies, including cleaning and disinfecting schools. Schools should develop a plan and ensure custodial staff are aware of new cleaning protocols which include increased cleaning and disinfecting.

Follow the CDC's [Guidance for Cleaning and Disinfecting](#) and maintain a plan to perform regular cleanings to reduce the risk of exposure to the virus that causes COVID-19 on surfaces.

With custodial and facilities staff, determine frequency of cleaning and disinfecting. Please refer to the CDC guidelines:

- Develop your plan
  - Determine what needs to be cleaned

- More frequent cleaning and disinfection may be required based on level of use, such as, but not limited to the following:
  - tables
  - doorknobs
  - light switches
  - countertops
  - handles
  - desks
  - phones
  - keyboards
  - toilets
  - faucets and sink
  - gas pump handle
  - touch screens
- Determine what needs to be disinfected
- Create a schedule for cleaning and disinfecting
- Develop a tracking sheet for a daily log of cleaning and disinfecting
- Implement your cleaning plan
  - Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
  - Print out the SDS information and have on file for safety requirement and first aid instructions should you need them.
  - If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect. Do not mix bleach or other cleaning and disinfection products together. Bleach solutions will be effective for disinfection up to 24 hours.
  - Refer to CDC website for latest guidelines: [CDC's website on Cleaning and Disinfecting Your Facility.](#)
- Maintain and revise your plan as appropriate

## COVID-19 HYGIENIC SUPPLIES

Schools should inventory their supplies and ensure they have enough supplies to last through the school year.

- Soap

- Hand Sanitizer (at least 60% alcohol)
- Paper towels
- Tissue
- Toilet Paper
- Cleaning and disinfectant supplies / EPA-Approved Disinfectants
- Cloth face coverings
- Disposable/Latex Gloves
- Disposable Food Service items
- Bottled water
- PPE for custodial/food service staff: gloves and cloth face covering
- No-touch/foot pedal trash cans (recommended)
- No-touch soap/hand sanitizer dispensers (recommended)
- No-touch hand towel dispensers (recommended)
- Follow the SDS for each cleaning product (Section 8: Exposure Controls/Personal Protection)

## STORAGE OF CLEANING CHEMICALS AND HAND SANITIZERS

As schools reopen, the availability of supplies is critical. It is important that schools continue to adhere to safety guidelines on proper storage of chemicals and have Safety Material Data Sheets on file.

Schools must ensure safe storage of all chemicals including cleaning chemicals such as Lysol, 409, etc. in storage cabinets under lock and key that are not accessible to students.

Storing hand sanitizer in a classroom or office is a violation of National Fire Protection Association (NFPA) 30: Flammable and Combustible Liquids Code and is strictly prohibited.

- Hazardous Material Storage. Most disinfectants will be required to be safely stored away from students
- Print out the SDS information and have on file for safety requirements and first aid instructions should you need them
- Follow SDS instructions (Section 7: Handling and Storage)
- BIE storage requirements are aligned with NFPA 101: Life Safety Code and NFPA 30 and include the requirement to store hand sanitizer in a liquid storage cabinet marked “flammable”

## FACILITIES

### RESTROOMS

- Check all lavatories and sinks for correct operation and ensure soap dispensers are functional and an adequate supply of soap is available to allow for proper handwashing
- Use signs, tape marks, or other visual cues such as decals or colored tape on the stalls, faucets and sinks, placed 6 feet apart, to show where to stand when physical barriers are not possible
- Recommend placing every other sink, toilet, and urinal out of service to maintain 6-foot distance by placing a barrier, such as tape across them
- Consider reducing the number of occupants to maintain physical distancing in all restrooms as well as correlating signage
- No-touch/foot pedal trash cans (recommended)
- No-touch soap/hand sanitizer dispensers (recommended)
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity
- Recommendation is also to provide cleaning instruction for any barrier(s) installed
- Disable air-drying wall units and provide paper towels
- Recommend installation of no-touch automatic paper towel dispenser
- Non-use sinks should be flushed by facilities maintenance and custodial staff on a regular basis

### ELEVATORS AND STAIRS

- Encourage occupants to take stairwells when possible, especially when elevator lobbies are crowded or when only going a few flights
- Ensure emergency telephones are operable in elevators
- Where feasible, designate certain stairwells or sides of staircases as “up” and “down” to better promote physical distancing
- Use floor markings in elevator lobbies and near the entrance to elevators to reinforce proper social distancing of 6-feet. Place decals inside the elevator to identify where passengers should stand, if needed
- Use clear signs and markings or other ways to mark pathways to direct traffic in one direction and remain 6 feet apart
- Strongly encourage the use of face coverings by occupants who utilize elevators, and stairways. Ask elevator occupants to avoid speaking when possible
- Consider limiting the number of people in an elevator, where possible, to maintain physical distancing
- Post signs reminding occupants to minimize touching surfaces. They should use an object (such as a pen cap), their knuckle or elbow to push elevator buttons

- Encourage elevator passengers to wash their hands and avoid touching their face after holding on to handrails or touching buttons
- Consider adding supplemental air ventilation or local air treatment devices in frequently used elevators

## SCHOOL WATER SYSTEM

Whether your school was open or closed, water quality is an important part of maintaining a healthy and safe environment in schools. Schools are to remain in compliance with the Safe Drinking Water Act guidelines. Schools should work through the BIE Education Program Administrator for implementation of school water system plans. The BIE Education Program Administrator will then coordinate with the BIE Safety, Facilities and Environmental Departments for any issues or concerns. EPA recommends that building owners/managers take steps to flush the building's plumbing before reopening. Schools closed for weeks or months of reduced water usage, potentially lead to stagnant water inside the building plumbing and water distribution system. Stagnant water can become unsafe to drink. Employ the actions and strategies in the below checklist.

### BEFORE FLUSHING BUILDING WATER LINES

- Contact the water utility company about local water quality and to coordinate maintenance activities
- Check information from your local public health department for any local requirements for reopening
- Follow appropriate regulations and policies for worker safety and health

### STEPS FOR FLUSHING BUILDING WATER LINES

- Review how water moves through your building, from the street to each point of use, by utilizing and updating utility drawings
- Maintain water treatment systems (e.g., filters, water softeners) following manufacturer's instructions
- Ensure the hot water system is operating as specified
- Flush the service line that runs from the water main to the building
- Flush the cold-water lines
- Drain and clean water storage facilities and hot water heaters
- Flush the hot water lines
- Inspect, flush, clean, and maintain devices connected to the plumbing system following manufacturer's instructions

## DAILY CHECKS

- Check and record chlorine residual in the system
- Check and record water meter readings to track water usage and production
- Check chlorine injection system to ensure proper operation
- Check chemical solution tanks and record amounts used
- Check water piping system for leaks

## OTHER ACTIONS TO CONSIDER

- Notify building occupants of the water system condition and status/schedule of the water lines being flushed
- Limit access to or use of the water as an appropriate cautionary phase
- Determine if proactive disinfection/heat treatment is necessary
- Develop a water management program

Additional Resource guidance for Water Quality compliance:

[https://www.epa.gov/sites/production/files/2020-05/documents/final\\_maintaining\\_building\\_water\\_quality\\_5.6.20-v2.pdf](https://www.epa.gov/sites/production/files/2020-05/documents/final_maintaining_building_water_quality_5.6.20-v2.pdf)

## HEATING VENTILATION AND AIR CONDITIONING

The Division of Facilities Management and Construction (DFMC) provided the following American Society of Heating Refrigeration Air Condition Engineers (ASHRAE) Reopening Schools and Universities checklist for system evaluation, ventilation recommendations, filtration recommendations, pre-occupancy checklists, etc. [ASHRAE Reopening Schools and Universities](#). Schools should continue to work with DFMC on guidance for HVAC upgrade or replacement. Below is a checklist that the custodial staff should follow prior to reopening schools.

Whether your school is open or closed, indoor air quality is an important part of maintaining a healthy indoor environment in schools. Employ the actions and strategies for HVAC systems to be operating to minimize the chance of spreading SARS-CoV-2, the virus that causes COVID-19. Use the following checklist to prepare educational buildings to resume occupancy.

Determining Building Readiness and Operations for Existing Facilities to Reoccupy After Shut-Down due to Pandemic:

- Develop policies for facility staff and contractor Personal Protective Equipment (PPE) requirements for completing work at facilities that follow local authority, [CDC](#), and [OSHA](#) guidelines for the proper use of PPE
- Develop semi-annual/annual scheduled maintenance on the HVAC equipment and do not defer the maintenance frequency schedule

- Ensure preventive maintenance are completed on the HVAC equipment per manufacturer specifications
- Ensure filters are replaced and condensate pans are draining. Note: Select filtration levels (MERV ratings) that are maximized for equipment capabilities, use MERV 8-13 if equipment allows, while assuring the pressure drop is less than the fans capability
  - Ensure air distribution conditions of existing spaces (look for covered diffusers, blocked return grilles, overly closed supply diffusers/registers and return/exhaust grilles creating short cycling)
  - Ensure HVAC control sequences are reviewed to verify systems are operating according to manufacturer's specifications to maintain required ventilation, temperature and humidity conditions to occupied areas
  - Operate all HVAC in occupied mode for a minimum of one week prior to students returning (may be completed at same time as teachers start returning to building) while assuring the outside air dampers are open
  - Inspect spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health

#### OTHER ACTIONS TO CONSIDER

- Maintain proper indoor air temperature and humidity to maintain human comfort, reduce potential for spread of airborne pathogens and limit potential for mold growth in building structure and finishes (refer to [ASHRAE Standard 55](#), recommended temperature ranges of 68-78 degrees F dry bulb depending on operating condition and other factors, recommend limiting maximum RH to 60%). Verify proper separation between outdoor air intakes and exhaust discharge outlets to prevent/limit re-entrainment of potentially contaminated exhaust air (generally minimum of 10-foot separation - comply with local code requirements).
- Verify coil velocities and coil and unit discharge air temperatures required to maintain desired indoor conditions and to avoid moisture carry over from cooling coils
- Review outdoor airflow rates compared to the most current version of [ASHRAE Standard 62.1](#) or current state-adopted code requirements.

Develop standards for frequency of filter replacement and type of filters to be utilized as follows:

- If Demand-Controlled Ventilation (DCV) systems using Carbon Dioxide (CO<sub>2</sub>) sensors are installed, operate systems to maintain maximum CO<sub>2</sub> concentrations of 800-1,000 Parts Per Million (ppm) in occupied spaces:
  - Trend and monitor levels continuously if controls system is capable of doing so (use portable data loggers and handheld instruments and document readings where needed to demonstrate compliance with District or Campus requirements)



- Consider adjusting to maximize outdoor air or disabling operation of DCV if it will not adversely impact operation of overall system (Temporary recommendation while operating under infectious disease crisis)
- Review existing Indoor Air Quality issues, if any, records of documents and investigate current status of complaint and address any deficiencies identified
- Consider having airflows and building pressurization measured/balanced by a qualified Testing, Adjusting and Balancing (TAB) service provider and have a mechanical design professional review the overall system configuration
- Consider having airflows and system capacities reviewed by design professionals to determine if additional ventilation can be provided without adversely impacting equipment performance and building Indoor Environmental Quality (IEQ)
- Consider consulting with a local professional engineer to determine appropriate minimum RH levels based on local climate conditions, type of construction and age of the building under consideration. Recommend minimum RH of 40% if appropriate for building. Consider the addition of humidification equipment only when reviewed by a design professional to verify minimum RH set points will not adversely impact building or occupants by contributing to condensation and possible biological growth in building envelope. Trend and monitor temperature and humidity levels in each space to the extent possible and within the capability of BAS, portable data loggers and handheld instruments.
- Measure building pressure relative to the outdoors. Adjust building air flows to prevent negative pressure differential

## BUS TRANSPORTATION GUIDELINES

The BIE's top priority is the health and safety of all students, educators and communities. The department has compiled school transportation-related resources below to help provide guidance to schools and districts during this time.

[Link to CDC Bus Operators](#)

Self-Monitoring is encouraged. With Children, Parent or Guardian is to monitor child's well-being and look for any symptoms. This determination should not happen at bus stops or by bus drivers.

## CLEANING AND DISINFECTION

- Due to COVID-19, cleaning and disinfection will be increased on frequently touched surfaces that should be done on each bus run, including surfaces in the driver cockpit commonly touched by the operator.
- Buses cleaned and disinfection schedule:

- Bus cleaned and disinfected after morning route
- Bus cleaned and disinfected after afternoon route
- Bus cleaned and disinfected after any special route
- Checklist for bus cleaning:
  - Entry door handles
  - Handrails
  - Front and back of seats
  - Window and window handles and walls
  - Exterior surfaces and hardware of the entry door
  - Driver controls of the vehicle such as the steering wheel, mirrors, etc.
  - Seat belts
  - Floors mopped after every route
- Consider increased frequency of cleaning and disinfection buses used to transport medically fragile or special education children

Bus manufacturers have posted comprehensive school bus cleaning and sanitizing/disinfecting procedures on its website, including specific recommendations for the types of products that may be used on different bus interior surfaces without damaging them. Avoiding degradation of bus interior materials, such as safety belts and seat covers, is an important consideration.

- [Blue-Bird](#)
- [International](#)
- [Thomas](#)
- [EPA Registered Antimicrobial Products](#)

## SEATING ARRANGEMENTS

Assign seating to help track virus spread if a student or staff tests positive for COVID-19 (See Student Bus Diagrams in Appendix A & Appendix B).

- CDC's recommendation is to create distance between students on buses by seating one student per seat, skipping rows if possible
- Where possible, establish physical barriers between bus transit operators and passengers. Use strip curtains, plastic barriers, or similar materials to create impermeable dividers or partitions
- Assist with bus loading /unloading and maintain traffic control's egress/ingress
- Avoid passengers sitting within 6 feet of the bus driver

- Load the bus by seating students at the back first and moving forward to allow the greatest distance from the driver for the longest period of time
- Plan for additional routes, or divide up existing routes into smaller/shorter routes

### VENTILATION

- As feasible, increase ventilation by opening windows and increase times between routes if using a bus for multiple routes. Make sure the bus is well ventilated.

### COMMUNICATION PLAN

- Consider a communication plan to students, families and bus drivers that includes physical distancing while at bus stops.

### PLAYGROUND

Carefully consider use of playgrounds, and help children follow guidelines. In communities where there is ongoing spread of COVID-19, playgrounds can be hard to keep safe because:

- They are often crowded and could make physical distancing difficult
- It can be difficult to keep surfaces clean and disinfected
- SARS-CoV-2, the virus that causes COVID-19, can spread when young children touch contaminated objects, and then touch their eyes, nose, or mouth

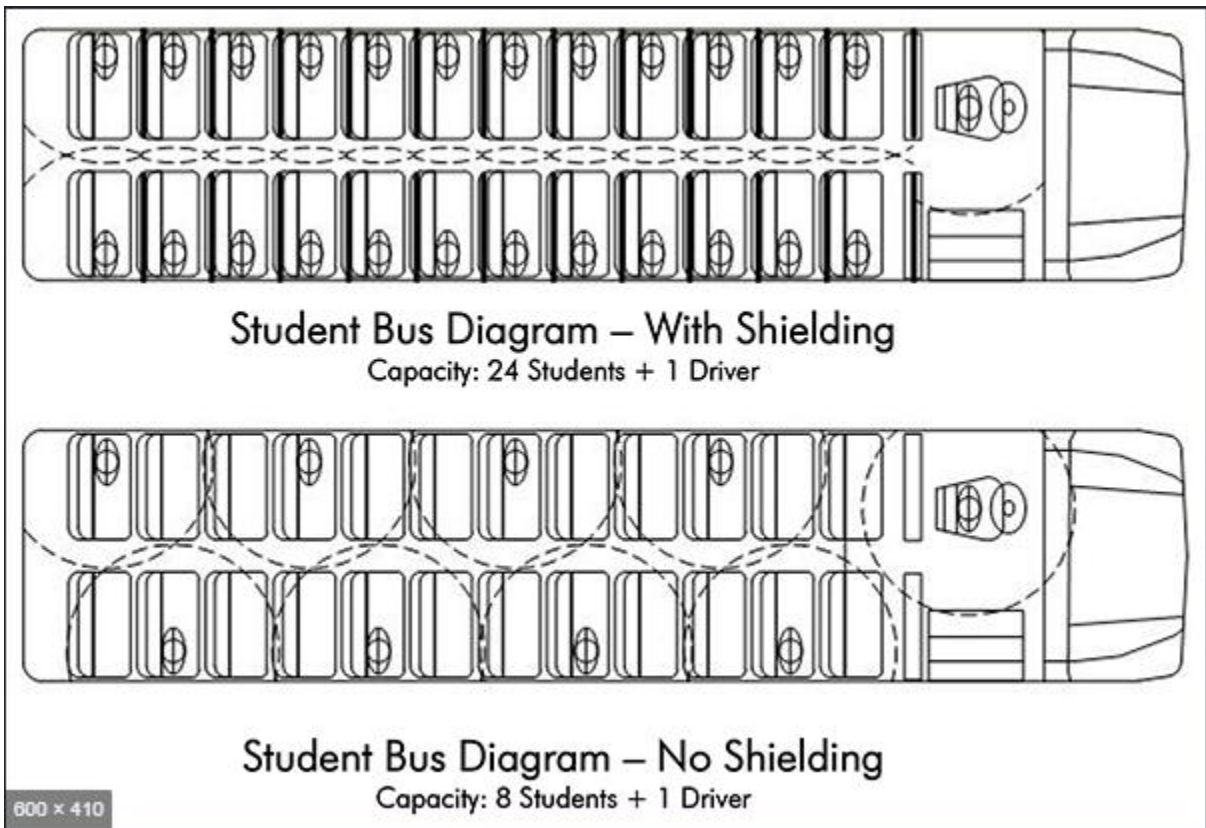
Factors to consider to open the playground:

- Consult with your local Public Health Authority and Safety Officer to determine if the playground is safe to reopen
- Consult with the BIE Education Program Administrator
- Maintain a distance of at least 6 feet
- Wash hands with soap and water for at least 20 seconds after playground equipment use
- Continue the use of hand sanitizer: Use hand sanitizer that contains at least 60% alcohol and rub hands together until dry, if soap and water are not readily available

## APPENDIX A

### STUDENT BUS DIAGRAM WITH SHIELDING

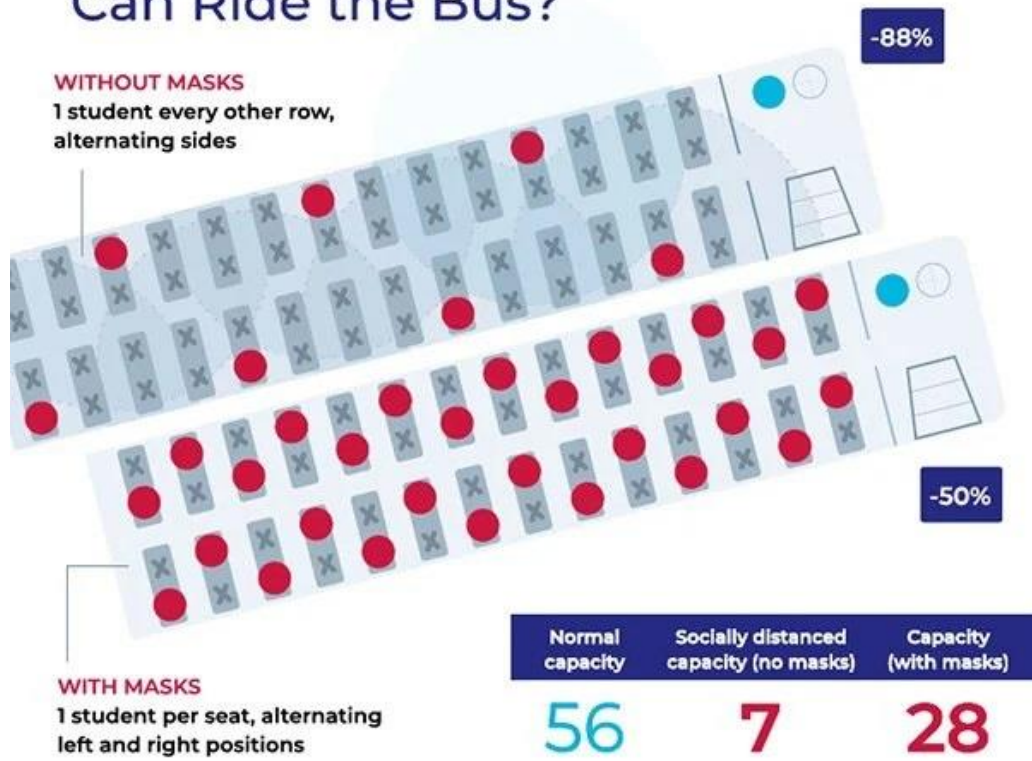
### STUDENT BUS DIAGRAM WITH NO SHIELDING



<https://www.google.com/imgres?imgurl=https://2rl4qz1brc9n376t463bvoqz-wpengine.netdna-ssl.com/wp-content/uploads/2020/05/COVID19-BusLayout.jpg&imgrefurl=https://www.legat.com/student-safety-and-momentum-amid-covid-19-and-financial-upheaval/&docid=51k-u5Tb-B20JM&tbnid=xEBOF8pzzqefowM&vet=1&w=600&h=410&itg=1&source=sh/x/im>

STUDENT BUS DIAGRAM FOR STUDENTS WEARING CLOTH FACE COVERINGS

# How Many Students Can Ride the Bus?



SOURCE: National Council on School Facilities and Cooperative Strategies, CannonDesign

## Transportation

Bus will be cleaned daily, after use seats and high touched areas will be sanitized. Bus drivers have a daily checklist of how the bus is to be cleaned daily, that check sheet will be turned in on a weekly basis. High frequently touched areas will be clean, handrails, seats etc. Driver will have a N95 face cover and has the option of wearing a face shield. Hand sanitizer will be available at the entrance of the bus, student is to sanitize hands before they enter the bus.

Driver will have a list of student's names and checked off when student is transported; student's temperature will be checked before student gets on bus. Student temperature check will be used for tracking purposes.

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Approved- August 9, 2021

If a student has any of the following symptoms: Fever, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle, body aches, headache, new loss of taste/smell, sore throat, congestion, runny nose, nausea, vomiting or diarrhea- will not enter the bus.

Students will be seated at one student per seat, closes to the window and must wear their facemask. Students and driver are always to wear their facemask in the bus, facemask should be covering the nose and mouth.

The flow of traffic at the school will be a one way in and a one way out. With the main entrance on the west gate and the exit on the east gate of the main parking lot. Teachers are to be waiting at the bus drop off zone; students will be supervised from the bus to the school building.

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## Support Services

### Food Distribution Plan

Time	Monday thru Friday
6:00 – 6:15	Commutation Meeting with staff.
6:15 – 7:00	Cook and prepare the fruit or salad and vegetables
7:00- 7:30	Package all breakfast to go out to the classrooms.
7:30 – 7:45	All breakfast is to be served in the classrooms.
7:45—9:50	Package all breakfast and lunch for the bus route.
9:50 – 10:00	loading up the food into the bus and GSA vehicles.
10:00 – 1:30	delivering the food to the students.
1:30 – 2:00	Staff lunch break
2:00 – 3:00	Preparing for the next day and snack for the dorm
3:00—4:00	Put food in the to-go-trays
4:00—5:00	Put the food into the Ice Chest and delivered to the dorm.
5:00—6:00	Cleaning up the kitchen.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Alison Yazzie</b>	8:00-5:00	8:00-5:00	8:00-5:00	8:00-5:00	6:00-2:30
<b>Delores Johns</b>	6:00-2:30	6:00-2:30	6:30-2:30	6:30-2:30	6:00-2:30
<b>Anna Sandoval</b>	6:00-2:30	9:30-6:00	6:00-2:30	9:30-6:00	6:00-2:30
<b>Christine Dodson</b>	9:30-6:00	6:00-2:30	9:30-6:00	6:00-2:30	6:00-2:30



## Cleaning and Sanitizing Food Contact Surfaces

**PURPOSE:** To prevent foodborne illness by ensuring that all food contact surfaces are properly cleaned and sanitized.

**SCOPE:** This procedure applies to foodservice employees involved in cleaning and sanitizing food contact surfaces.

### INSTRUCTIONS:

1. All food service employees will be trained on using the procedures in this SOP.
2. State and Local health department requirements are followed.
3. Follow manufacturer's instructions regarding the use and maintenance of equipment and use of chemicals for cleaning and sanitizing food contact surfaces. *Refer to Storing and Using Poisonous or Toxic Chemicals SOP.*
4. Wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment:
  - Before each use
  - Between uses when preparing different types of raw animal foods, such as eggs, fish, meat, and poultry
  - Between uses when preparing ready-to-eat foods and raw animal foods, such as eggs, fish, meat, and poultry
  - Any time contamination occurs or is suspected
5. Wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment using the following procedure:
  - Wash surface with detergent solution.
  - Rinse surface with clean water.
  - Sanitize surface using a sanitizing solution mixed at a concentration specified on the manufacturer's label.
  - Place wet items in a manner to allow air drying.
6. If a 3-compartment sink is used, setup and use the sink.  
In the following manner:
  - In the first compartment, wash with a clean detergent solution at or above 110 °F at the temperature specified by the detergent manufacturer.
  - In the second compartment, rinse with clean water.
  - In the third compartment, sanitize with a sanitizing solution mixed at a concentration specified on the manufacturer's label or by immersing in hot water at or above 171 °F for 30 seconds.
  - Test the chemical sanitizer concentration by using an appropriate test kit.
7. If a dish machine is used:
  - Check with the dish machine manufacturer to verify that the information on the data plate is correct.
  - Refer to the information on the data plate for determining wash, rinse, and sanitization (final) rinse temperatures; sanitizing solution concentration; and water pressures, if applicable.
  - Follow manufacturer's instructions for use.
  - Ensure that food contact surfaces reach a surface temperature of 160 °F or above if using hot water to sanitize.

**MONITORING:**

Foodservice employees will:

1. During all hours of operation, visually and physically inspect food contact surfaces of equipment and utensils to ensure that the surfaces are clean.
2. In a 3-compartment sink, daily.
  - Visually monitor that the water in each compartment is clean.
  - Take the water temperature in the first compartment of the sink by using a calibrated thermometer.
  - If using chemicals to sanitize, test the sanitizer concentration by using the appropriate test kit for the chemical.
  - If using hot water to sanitize, use a calibrated thermometer to measure the water temperature. Refer to using a Calibrating Thermometer SOPs.
3. In a dish machine, daily:
  - Visually monitor that the water and the interior parts of the machine are clean and free of debris.
  - Continually monitor the temperature and pressure gauges, if applicable, to ensure that the machine is operation according to the data plate.
  - For hot water sanitizing dish machine, ensure that food contact surfaces are reaching the appropriate temperature by placing a piece of heat sensitive tape on a small ware item or maximum register thermometer on a rack and running the item or rack through the dish machine.
  - For chemical sanitizing dish machine, check the sanitizer concentration on a recently washed food-contact surface using an appropriate test kit.

**CORRECTIVE ACTION:**

1. Retrain any food service employee found not following the procedures in this SOP.
2. Wash, rinse, and sanitize dirty food contact surface. Sanitize food contact surfaces if it is discovered that surfaces were not properly sanitized. Discard food that encounters food contact surfaces that have not been sanitized properly.
3. In a 3-compartment sink:
  - Drain and refill compartments periodically and as needed to keep the water clean
  - Adjust the water temperature by adding hot water until the desired temperature is reached.
  - Add more sanitizer or water, as appropriate, until the proper concentration is achieved.
4. In a dish machine:
  - Drain and refill the machine periodically and as needed to keep the water clean.
  - Contact the appropriate individual(s) to have the machine repaired if the machine is not reaching the proper wash temperature indicated on the data plate.
  - For a hot water sanitizing dish machine, retest by running the machine again. If the appropriate surface temperature is still not achieved on the second run, contact the appropriate individual(s) to have the machine repaired. Wash, rinse, and sanitize in the 3-compartment sink until the machine is repaired or use disposable single service/ single-use items if a 3-compartment sink is not available.
  - For a chemical sanitizing dish machine, check the level of sanitizer remaining in bulk container. Fill, if needed. "Prime" the machine according to the manufacturer's instructions to ensure that the sanitizer is being pumped through the machine. Retest. If the proper sanitizer concentration level is not achieved, stop using the machine and contact the appropriate individual(s) to have it repaired. Use a 3-compartment sink to wash, rinse, and sanitize until the machine is repaired.

**VERIFICATION AND RECORD KEEPING:**

Foodservice employees will record monitoring activities and any corrective action taken on the Food Contact Surfaces Cleaning and Sanitizing Log. The foodservice manager will verify that foodservice employees have taken the required temperatures and tested the sanitizer concentration by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating the Food Contact Surfaces Cleaning and Sanitizing Log. The log will be kept on file for 3 year. The foodservice manager will complete the Food Safety Checklist on a regular basis. The Food Safety Checklist is to be kept on file for a minimum of 3 year.

**DATE IMPLEMENTED:** \_\_\_\_\_**BY:** \_\_\_\_\_**DATE REVIEWED:** \_\_\_\_\_**BY:** \_\_\_\_\_**DATE REVISED:** \_\_\_\_\_**BY:** \_\_\_\_\_

## Kaibeto Boarding School Transportation

Dear Kaibeto Boarding School Parent(s)/Guardian(s),

Welcome to the 2021-2022 school year! We are pleased to once again be part of your child's academic success by providing transportation to ensure that they can participate in the exciting and engaging instructional activities happening in our classrooms.

Our goal is to always transport your child to and from school safely each day. We are proud of the safety record of our school buses and the professionalism of our transportation team. It is important that our drivers can concentrate on their routes. Please support us in maintaining a safe environment on your child's school bus by encouraging them to follow the rules posted on each school bus.

### School Bus Safety Reminders

- Be on time at you bus stop (designated stop).
- Face mask always needs to be worn.
- Use hand sanitizer when entering the bus.
- Do NOT chase the bus (honking, waving, flashing lights, etc.) the bus will only stop at the designated stops.
- The bus will not stop on campus (for any delays by staff or parents, after school pick up, please plan for alternative arrangements prior 12pm).
- After school bus line up.
- Parents/guardian need to be present to pick up their student(s) at the bus.
- Bus Drivers will be assigning seats.
- Parents are not allowed on bus.

Thank you,

Kaibeto Boarding School Transportation Department

## Transportation Schedule SY 2021-2022

### Kaibeto Boarding School Transportation Routes

Inscription House Route	Morning Times	Afternoon Times
I-House Chapter	605am	400pm
Cross Roads	620am	345pm
Mile Post 336	635am	330pm
Mile Post 330	650am	305pm
Willow Springs	705am	250pm

+ Red Lake Route		
Mile Post 4	605am	350pm
Mile Post 12	615am	330pm
Cotton Wood	630am	315pm
Mile Post 18	640am	305pm
NHA Across Rodeo Grounds	655am	250pm

Local / Gap Route		
Howard Street	715am	250pm
NHA Across Store	700am	305pm
Mile Post 324	650am	315pm
Gap Road 10 Miles (Dirt Road)	615am	350pm

Bus will have a 3 minute waiting time at each stop. Please insure you are 5 to 10 minutes early

Thank You, Kaibeto Boarding School Transportation Department

Approved- August 9, 2021

**Kaibeto Boarding School Bus Cleaning Check list**

AREAS TO BE DISINFECTED	COMPLETED / DATE
Bus should be cleaned and disinfected before and after use AM/PM Run	
ENTRY DOOR HANDLES	
HANDRAILS	
FRONT AND BACK OF SEATS	
WINDOW AND WINDOW HANDLES AND WALLS	
EXTERIOR SURFACES AND HARDWARE OF THE ENTRY DOOR	
DRIVER CONTROLS OF THE VEHICLE SUCH AS THE STEERING WHEEL, MIRRORS, ETC.	
SEATBELTS	
FLOORS MOPPED AFTER EVERY ROUTE	

BUS NUMBER: \_\_\_\_\_

CLEANED BY: \_\_\_\_\_

**Kaibeto Boarding School Bus Cleaning Check list**

AREAS TO BE DISINFECTED	COMPLETED / DATE
Bus should be cleaned and disinfected before and after use AM/PM Run	
ENTRY DOOR HANDLES	
HANDRAILS	
FRONT AND BACK OF SEATS	
WINDOW AND WINDOW HANDLES AND WALLS	
EXTERIOR SURFACES AND HARDWARE OF THE ENTRY DOOR	
DRIVER CONTROLS OF THE VEHICLE SUCH AS THE STEERING WHEEL, MIRRORS, ETC.	
SEATBELTS	
FLOORS MOPPED AFTER EVERY ROUTE	

BUS NUMBER: \_\_\_\_\_

CLEANED BY: \_\_\_\_\_



# Best Practices for Disinfecting your School Bus Fleet



## Safety- Beyond the Road

Keeping children safe has always been the number one priority for student transportation professionals. Beyond keeping your passengers safe on the road ahead, there are additional ways to protect them while keeping your bus interior and components safe from damage.

The CDC recommends that routine cleaning and disinfection procedures (e.g. using cleaners and water to pre-clean surfaces prior to applying an EPA-registered disinfectant to frequently touched surfaces as indicated on the product's label) are appropriate to minimize the spread and cross-contamination of common bacterial and viral pathogens.

There are other EPA approved cleaners, beyond what is shown below, that can be used to disinfect as well. Always make sure to read the label on what surfaces these cleaners can be applied to, dilution instructions and more.

### When disinfecting, be sure to:



Always review and follow safe handling and safety instructions that are on the label or inserts of the cleaner/chemicals being used, and do not mix chemicals unless proper documentation advises otherwise



Use gloves, eye protection and other necessary personal protection equipment to prevent direct contact with chemicals



If you use towels to clean, always ensure they are clean and free of oils, dirt, debris and/or residue from other chemicals



Ensure you have proper ventilation in the area you are working with chemicals per guidelines that are on the label or insert of the chemicals being used

### Before cleaning a surface, ensure that:



Surfaces are wiped down to remove dirt and debris with a dry, standard paper towel or cloth, prior to disinfecting



See if your cleaner is Ready To Use (RTU) – an RTU cleaner can be directly applied to a surface, while those that do not indicate this should be applied to a new paper towel or clean towel and not directly on the surface



Never soak or saturate towels with chemicals, or leave puddles of chemicals behind



Always check a small, unnoticeable area before proceeding to ensure no discoloration occurs

To avoid damage to vinyl, fabrics, and plastics, DO NOT use any of the following Products and/or Chemical Combinations:

**X** Pure Bleach on vinyl, fabric, or plastics

**X** Diluted Bleach on fabric (e.g. seat belts)

**X** Pure Hydrogen Peroxide on vinyl, fabric, or plastics

**X** Ammonia-Based Products on plastic, vinyl or touch screens

### Cleaning Metal Surfaces

All Cleaners listed are Ready To Use and require no dilution with water

- ✓ **Isopropyl Alcohol:** 70% Isopropyl Alcohol (Rubbing Alcohol)
- ✓ **Hydrogen Peroxide:** 0.5% Hydrogen Peroxide
- ✓ **De Natured Alcohol:** This is the next best option to Rubbing Alcohol, and is sold in paint aisles at Hardware stores in quarts and gallons

### Cleaning Seating Surfaces and Plastics

All Cleaners listed are Ready To Use and require no dilution with water

- ✓ **Fantastik Antibacterial All-Purpose Cleaner**
- ✓ **409 Antibacterial All-Purpose Cleaner**
- ✓ **Lysol Foaming Disinfectant Cleaner**
- ✓ **Virox 5**
- ✓ **Oxivir TB Wipes**

### Specific Cleaners for Seating Surfaces

**Mediclean:** Please follow guidelines as listed on the product for dilution instructions  
**Common Bleach:** Dilute in a water to bleach ratio of 10:1; surfaces



**Products recommended for metal (e.g., sidewalls) surfaces that are ready-to-use (RTU) and require no dilution with water:**

- Alcohol Isopropyl alcohol (70% - known as rubbing alcohol) is preferred but might be in short supply.
- Denatured alcohol is the next best option. It is sold in paint aisles at Home Depot and Lowes in quarts and gallons and is more available than isopropyl alcohol at this time.

**Products recommended for seating surfaces and plastics that are ready-to-use (RTU) and require no dilution with water:**

- Fantastik Antibacterial All-Purpose
- Formula 409 Antibacterial All-Purpose Cleaner
- Lysol Foaming Disinfectant Cleaner
- Virox 5 RTU
- Oxivir TB Wipes (ready-to-use wipes)

**Specific to seating surfaces, guidelines for use of "Mediclean" and "common bleach":**

- **Mediclean:** This product is recommended for use only in a diluted form with a water-to-cleaner ratio of 10:1. Please follow product guidelines for making dilution mixtures.
- **Common bleach:** This product is recommended for use only in a diluted form with a water-to-bleach ratio of 10:1. Any surface cleaned with a diluted bleach solution **MUST** be additionally wiped with clear water after the diluted solution is used and wiped off. Water wiping is a second operation after using the diluted solution.

**Products NOT recommended for surfaces:**

- Pure bleach or pure hydrogen peroxide on vinyl (seating surfaces) or plastic. This can cause damage to vinyl and plastic surfaces.
- Pure or diluted bleach on fabric (e.g., seatbelts). This can weaken the fabric, potentially compromising safety over time.
- Ammonia-based products on plastic or vinyl. Ammonia breaks down vinyl and can make it sticky or tacky when subjected to heat and light.
- Ammonia-based product on touch screens. This will damage the anti-glare and anti-fingerprint coatings.

**Sources:**

- CDC website for Coronavirus (COVID-19) Information: <https://www.cdc.gov/coronavirus/2019-ncov/about/index.html>
- The Journal of Hospital Infection: [https://www.journalofhospitalinfection.com/article/S0195-6701\(20\)30046-3/fulltext](https://www.journalofhospitalinfection.com/article/S0195-6701(20)30046-3/fulltext)
- CDC FAQ page: <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>



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August 9, 2021

KAIBETO BOARDING SCHOOL  
SY 21-22 ESSR

Location	PERSONNEL	PPE	EQUIPMENT	MATERIALS/S UPPLIES	CONTRACTUAL	TOTAL	Justification
<b>FACILITY MAINTENANCE</b>							
<b>School Building</b>							
Staff PPE		125,000				125,000	The purchase of PPE for Staff and Students will be in adherence with the CDC guidelines (i.e., no touch thermometer, face covering/masks, etc.) which will be a means of addressing the needs of the school.
Professional Deep Cleaning (School/Dorm)					70,000	70,000	In order to prevent, prepare for and respond to coronavirus we have submitted as request for the cleaning service of the dorm and School building during SY2021-22.
Staff sanitization during student assessment	10,000					10,000	This funding will be used for staff salaries to support and care for students coming on-site to complete assessments. This will include sanitizing per all areas students will occupy at least 2-4 times a day will on-site.
Touchless drinking fountains (3-schl; 2-dorm)			12,500			12,500	5-6 touchless drinking fountains/bottle filling stations replace current drinking fountains in the school building and dormitory. These will allow for safer methods of hydration for students and staff.
Touchless water faucets for restrooms			15,000			15,000	60 touchless water faucets to replace current faucets in student restrooms in the school building and dormitory. These will allow for safer methods of hand washing for students and staff.
Touchless temperature check stations			10,000			10,000	Touchless Temperature taking station (6) will be purchased and placed in academic building (2) and dorms (4) to scan and read the temperature of the staff and students while on campus.
Update to HVAC system (School building)			75,000			75,000	This funding will be used to upgrade our school's main building HVAC system to be more aligned with technology in response to Covid-19 and to ensure safety measure for students and staff. This expenditure will be completed in communication and cooperation with DFMC when it comes to altering and upgrading BIA owned buildings
Update to HVAC system (Residential building)			25,000			25,000	This funding will be used to upgrade our school's dormitory HVAC system to be more aligned with technology in response to Covid-19 and to ensure safety measure for students and staff. This expenditure will be completed in communication and cooperation with DFMC when it comes to altering and upgrading BIA owned buildings
Automatic soap dispensers and batteries				10,000		10,000	Purchase of 110- automatic soap dispensers to replace current soap dispensers in student restrooms in the school building and dormitory. These will allow for safer methods of hand washing for students and staff. Purchase for batteries to operate the dispensers are needed to ensure proper operation.
Signage (exterior campus)				5,000		5,000	The purchase of signs and spacing decals for COVID and safety measures to assist with social distancing and spatial awareness.
OT to ensure full sanitation of school daily	10,000					10,000	Overtime/comptime to ensure all proper sanitation procedures are met daily by the custodial staff during virtual and on-site learning instruction. To ensure these measures are met custodial staff may need extra time to accomplish this.
Fireking cabinets for hazardous supplies				2,000		2,000	The purchase of Fireking cabinets are needed to store flammable materials and supplies for sanitizing needs daily in response to Covid-19.
Connex Trailers	13,000					13,000	Purchase of connex trailers are needed to ensure proper storage of kitchen materials and equipment for proper sanitization and student meals during virtual learning instruction. This will also be used for excess materials and equipment related to COVID-19 safety protocols on sanitation and PPE.
Automatic doors for entrance			75,000			75,000	Purchase of fully automatic entrance doors are need to ensure touchless equipment in response to Covid-19. This is for the safety of students and staff during virtual and on-site learning instruction.
Staff wireless mouse and docking stations				3,000		3,000	Purchase of wireless mouse and keyboards for staff to use during virtual and on-site learning instruction.
Security Guard position	39,000					39,000	This funding will be used to added security of school campus while all instruction is virtual and lower activity at the school during the pandemic. This position will be a temporary positioned outlined on the organizational chart not to exceed one school year contract. If this position fails to be filled after numerous attempts of advertisement then a contract vendor may be considered.
Vacuum with hepa filters				3,500		3,500	The purchase of school vacuums with advance HEPA filters are need to replace old outdated vacuums.
Security cameras (15)			6,000			6,000	The purchase of 15 security cameras is needed to ensure proper visual protection of all government equipment and assets during on-site and virtual learning instruction. Staff is not all in the building at once and there are times when security is not on duty to ensure protection measures. Security cameras will support the visual protection needed when staff is not at the building.
Isolation room supplies/materials/equipment				15,500		15,500	In the event a staff member is needed to monitor a student who maybe ill with COVID-19 these funds would be allocated to the supplies and equipment for this room
Covid-19 safety kits for classrooms				30,000		30,000	Purchase of 30-set of Covid-19 safety kits for each classroom. Kits will include: gloves, masks, touchless thermometer, faceshields, sanitizing wipes, hand sanitizer, etc.
Outdoor hand sanitizing stations for playground				1,500		1,500	The purchase of outdoor hand sanitizing stations are needed for students while on recess during on-site learning instruction.
Custodial sanitizing supplies				25,000		25,000	The purchase of custodial sanitizing supplies to be used during schoolwide cleaning will ensure proper sanitation measures in response to Covid-19.
OT for staff assisting with student - C19 related	20,000					20,000	Overtime/comptime for staff to supervise distancing, smaller group movements and sick
Sanitizing fogging supplies				10,000		10,000	Purchase of sanitizing fogging supplies to be used when needed for all covid-19 situations and for added sanitization.
						0	
<b>School Building Sub Total</b>	<b>92,000</b>	<b>125,000</b>	<b>218,500</b>	<b>105,500</b>	<b>70,000</b>	<b>611,000</b>	
<b>Transportation</b>							
Personnel Salaries (student assessment services)	10,000					10,000	This funding will be used for staff salaries to support the transportation students coming on-site to complete assessments. This will include sanitizing all areas students will occupy at least 2-4 times a day while on-site.
OT for pick-ups, drop-offs, meals & supplies	20,000					20,000	Overtime/comptime to ensure students receive daily meals and learning materials and packets during virtual student instruction. Additional routes, trips and stops will be needed to accomplish this.
						0	
<b>Transportation Sub Total</b>	<b>30,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30,000</b>	
<b>FACILITY MAINTENANCE TOTAL</b>	<b>122,000</b>	<b>125,000</b>	<b>218,500</b>	<b>105,500</b>	<b>70,000</b>	<b>641,000</b>	

August 9, 2021

INSTRUCTION							
<b>IT Expenditures</b>							
Laptop charging stations			47,600			47,600	17 laptop charging workstations will protect the government investment in technology when they are in the classrooms to be used by the students or staff.
Additional student smartspots (Kajeets)			15,000			15,000	29 hotspots - 12 month plan will be purchased to provide student access to curriculum and distance learning.
Wireless internet access points			15,000			15,000	This funding will be used for purchasing extended wifi accessibility to allow students a place to upload and update assignments during virtual instruction.
Renewal of student online learning programs				20,000		20,000	This funding will be used to pay for renewal fees to online platform and supported online programs during virtual learning instruction for SY2021-2022.
Document readers for virtual learning assistance				7,000		7,000	The purchase of document readers for teachers to use while in virtual learning instruction.
Online virtual video conferencing subscription				5,000		5,000	This funding will be used to renew or purchase online video conferencing subscription for staff and students during virtual instruction.
Staff cellular phone services					19,000	19,000	This funding will be used for cellular services for SY2021-2022 as communication needs between staff and student/parents/guardians during virtual instruction.
Renewal of smartspot service subscriptions					75,000	75,000	This funding will be used to renew hotspot services for students during virtual instruction.
						0	
<b>IT Expenditures Total</b>	<b>0</b>	<b>0</b>	<b>77,600</b>	<b>32,000</b>	<b>94,000</b>	<b>203,600</b>	
<b>Virtual Learning Expenditures</b>							
Packaging materials				25,000		25,000	Packaging materials such as but not limited to: envelopes, copier paper, copier toners, clear bags, envelope sealers etc. during virtual learning phase.
Student supplies and material packets				11,556		11,556	Purchase of student learning supplies per quarter that will be given to each student prepackaged and sanitized.
Copier maintenance for Wing copiers					10,000	10,000	Purchase of copier maintenance for instructional materials or packets to students during virtual instruction
Parental safety kits				12,400		12,400	Purchase of supplies for parent safety kits that include pamphlets, use of safety presentations, masks, water bottles etc
Collaborative Safety team stipends for SY21-22	16,000					16,000	In order to prevent, prepare for and respond to coronavirus we will have a collaborative safety team to ensure proper steps, processes and procedures are being met by staff and student during SY2021-22.
Summer learning staff salaries	55,174					55,174	
Education Aide-Parent Liaison position	38,000					38,000	This funding will be used for home visits and communication to parents of students during
All teachers PD for August 2	10,000					10,000	This funding will be used to meet the training requirement called for in both the BIE reopening documents and the reopening plan for Kaibeto Boarding School that is for PD training for teachers specifically regarding virtual and on-site student instruction.
All Staff Pandemic PD for August 3	18,000					18,000	This funding will be used for summer school during student virtual learning instruction or on-site instruction.
Professional presenter for TI					16,000	16,000	In preparation for and response to coronavirus, contractual services are needed for a Mental Health provider/counselor to aid the students who are dealing with the trauma of COVID-19 and/or the loss of family members due this disease.
Employee self care and self efficacy PD	15,000					15,000	In preparation for and response to coronavirus, services are needed for a Mental Health self care and self efficacy staff who are dealing with the trauma of COVID-19 and/or the loss of family members due this disease.
Technology needs for summer school				10,000		10,000	Purchase of online applications, headsets, online instructional materials are needed to fully support student summer school during virtual instruction.
IT Assistance	38,000					38,000	To be able to remotely assist students who are in need of technical support with their IT equipment during distance learning. This position will be a temporary positioned outlined on the organizational chart not to exceed one school year contract. If this position fails to be filled after numerous attempts of advertisement then a contract vendor may be considered.
						0	
<b>Virtual Learning Sub Total</b>	<b>190,174</b>	<b>0</b>	<b>0</b>	<b>58,956</b>	<b>26,000</b>	<b>275,130</b>	
<b>INSTRUCTION TOTAL</b>	<b>190,174</b>	<b>0</b>	<b>77,600</b>	<b>90,956</b>	<b>120,000</b>	<b>478,730</b>	

RESIDENTIAL							
<b>Dormitory</b>							
Plexi glass for rooms				5,600		5,600	Purchase of plexi glass or room separators are needed in each dorm room as it occupies up to 4 students in each. This will be an added safety measure for students when on-site instruction phase begins.
Sanitizing laundry supplies				2,500		2,500	Purchase of residential laundry sanitizing detergent for daily washes of student clothes.
Industrial washer/dryer for dormitory			5,000			5,000	Purchase of commercial grade washers and dryers (2-sets) for the dormitory staff to use daily to properly wash linens and student clothing at least daily for sanitation measures.
Plastic table settings for residential				5,000		5,000	Purchase of tables and chairs are needed in the dorm to accommodate 6ft distancing while in the common rooms.
Printers for staff/student use			1,500			1,500	6 Printers/Scanners (MFP) - allow for staff conversion of analog and traditional data to a digital format for use and distribution
						0	
<b>Dormitory Sub Total</b>	<b>0</b>	<b>0</b>	<b>6,500</b>	<b>13,100</b>	<b>0</b>	<b>19,600</b>	
<b>RESIDENTIAL TOTAL</b>	<b>0</b>	<b>0</b>	<b>6,500</b>	<b>13,100</b>	<b>0</b>	<b>19,600</b>	

August 9, 2021

FOOD SERVICE						
<b>Kitchen</b>						
Food services supplies/materials				25,000		25,000
Food service equipment			10,000			10,000
Food service lunch count tablet			6,000			6,000
Hot/Cold food carts for student feeding in classes				5,000		5,000
Kitchen Sub Total	0	0	16,000	30,000	0	46,000
<b>FOOD SERVICE TOTAL</b>	<b>0</b>	<b>0</b>	<b>16,000</b>	<b>30,000</b>	<b>0</b>	<b>46,000</b>
<b>SPECIAL EDUCATION</b>						
<b>General expenditures</b>						
Copier maintenance for SPED copiers				6,000		6,000
Kitchen table dividers for students			15,000			15,000
General expenditures Sub Total	0	0	0	15,000	6,000	21,000
<b>SPECIAL EDUCATION TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,000</b>	<b>6,000</b>	<b>21,000</b>
<b>TOTAL</b>	<b>312,174</b>	<b>125,000</b>	<b>318,600</b>	<b>254,556</b>	<b>196,000</b>	<b>1,206,330</b>

The purchase of food services packaging materials such as but not limited to: disposable to-go trays, plastic disposable silverware, foam cups, foam bowls, lids, paperbags, food handlers gloves, etc. to ensure student meals are prepped and delivered safely.

Purchase of food service equipment is needed to ensure proper safety measures are taken in the delivery of student meals during virtual and on-site learning instruction.

Purchase of portable tablets will be used to properly enter student information and counts for meals during virtual and on-site learning instruction. This will limit the use of paper trail and direct contact of personnel or students.

The purchase of rolling hot/cold food carts are needed to properly and safely deliver student lunches to classrooms during on-site learning instruction.

Purchase of copier maintenance for instructional materials or packets to students during virtual instruction

Purchase of cafeteria table separators are needed to help ensure student safety and social distancing during lunch.

KAIBETO BOARDING SCHOOL						
SY 21 - XX ARPA						
Location	PERSONNEL	PPE	EQUIPMENT	MATERIALS/SUPPLIES	CONTRACTUAL	TOTAL
Justification						
<b>FACILITY MAINTENANCE</b>						
<b>School Building</b>						
Staff PPE		125,000				125,000
Professional Deep Cleaning (School/Dorm)					70,000	70,000
Staff sanitization during student assessment	10,000					10,000
Upgrade to ventilation system (schoolwide)			1,340,400			1,340,400
Air purifiers per room (50)			25,000			25,000
Upgrade to ventilation in the school buses			24,000			24,000
Upgrade to ventilation in the school gym			150,000			150,000
OT to ensure full sanitation of school daily	10,000					10,000
Exhaust fan upgrade for school restrooms			50,000			50,000
Outdoor patio/courtyard for safe social place			100,000			100,000
Outdoor garden			10,000			10,000
Security Guard position	42,000					42,000
Vacuum with hepa filters				3,500		3,500
Isolation room supplies/materials/equipment				10,000		10,000
Covid-19 safety kits for classrooms				30,000		30,000
Custodial sanitizing supplies				25,000		25,000
OT for staff assisting with student - C19 related	20,000					20,000
Sanitizing fogging supplies				10,000		10,000
School Building Sub Total	82,000	125,000	1,699,400	78,500	70,000	2,054,900
<b>Transportation</b>						
OT for pick-ups, drop-offs, meals & supplies	20,000					20,000
Transportation Sub Total	20,000	0	0	0	0	20,000
<b>FACILITY MAINTENANCE TOTAL</b>	<b>102,000</b>	<b>125,000</b>	<b>1,699,400</b>	<b>78,500</b>	<b>70,000</b>	<b>2,074,900</b>

The purchase of PPE for Staff and Students will be in adherence with the CDC guidelines (i.e., no touch thermometer, face covering/masks, etc.) which will be a means of addressing the needs of the school.

In order to prevent, prepare for and respond to coronavirus we have submitted as request for the cleaning service of the dorm and School building during SY2021-22.

This funding will be used for staff salaries to support and care for students coming on-site to complete assessments. This will include sanitizing per all areas students will occupy at least 2-4 times a day will on-site.

Overtime/comptime to ensure all proper sanitation procedures are met daily by the custodial staff during virtual and on-site learning instruction. To ensure these measures are met custodial staff may need extra time to accomplish this.

This funding will be used to added security of school campus while all instruction is virtual and lower activity at the school during the pandemic. This position will be a temporary positioned outlined on the organizational chart not to exceed one school year contract. If this position fails to be filled after numerous attempts of advertisement then a contract vendor may be considered.

The purchase of school vacuums with advance HEPA filters are need to replace old outdated vacuums.

In the event a staff member is needed to monitor a student who maybe ill with COVID-19 these funds would be allocated to the supplies and equipment for this room.

Purchase of 30-set of Covid-19 safety kits for each classroom. Kits will include: gloves, masks, touchless thermometer, facemasks, sanitizing wipes, hand sanitizer, etc.

The purchase of custodial sanitizing supplies to be used during schoolwide cleaning will ensure proper sanitation measures in response to Covid-19.

SY22-23 Overtime/comptime for staff to supervise distancing, smaller group movements

Purchase of sanitizing fogging supplies to be used when needed for all covid-19 situations and for added sanitization.

Overtime/comptime to ensure students receive daily meals and learning materials and packets during virtual student instruction. Additional routes, trips and stops will be needed to accomplish this.

August 9, 2021

INSTRUCTION							
<b>IT Expenditures</b>							
Wireless internet access points			15,000			15,000	This funding will be used for purchasing extended wifi accessibility to allow students a place to upload and update assignments during virtual instruction.
Renewal of student online learning programs				20,000		20,000	This funding will be used to pay for renewal fees to online platform and supported online programs during virtual learning instruction for SY2021-2022.
Virtual application tools for SY21-22				10,000		10,000	
Online virtual video conferencing subscription				5,000		5,000	This funding will be used to renew or purchase online video conferencing subscription for staff and students during virtual instruction.
Staff cellular phone services					19,000	19,000	This funding will be used for cellular services for SY2021-2022 as communication needs between staff and student/parents/guardians during virtual instruction.
Renewal of smartspot service subscriptions					75,000	75,000	This funding will be used to renew hotspot services for students during virtual instruction.
<b>IT Expenditures Total</b>	<b>0</b>	<b>0</b>	<b>15,000</b>	<b>35,000</b>	<b>94,000</b>	<b>144,000</b>	
<b>Learning Expenditures</b>							
Packaging materials				25,000		25,000	Packaging materials such as but not limited to: envelopes, copier paper, copier toners, clear bags, envelope sealers etc. during virtual learning phase.
Student supplies and material packets				11,556		11,556	Purchase of student learning supplies per quarter that will be given to each student prepackaged and sanitized.
Copier maintenance for Wing copiers					10,000	10,000	Purchase of copier maintenance for instructional materials or packets to students during virtual instruction
Tutoring services for SY21-22	26,000					26,000	
Counselor SEL at 90% for SY21-22 and SY22-23	75,000					75,000	
Parental safety kits				12,400		12,400	Purchase of supplies for parent safety kits that include pamphlets, usb of safety presentations, masks, water bottles etc
Collaborative Safety team stipends for SY22-23	16,000					16,000	In order to prevent, prepare for and respond to coronavirus we will have a collaborative safety team to ensure proper steps, processes and procedures are being met by staff and student during SY2021-22.
Summer learning staff salaries	55,174					55,174	
Education Aide-Parent Liaison position	38,000					38,000	This funding will be used for home visits and communication to parents of students during
All teachers PD for SY22-23	10,000					10,000	This funding will be used to meet the training requirement called for in both the BIE reopening documents and the reopening plan for Kaibeto Boarding School that is for PD training for teachers specifically regarding virtual and on-site student instruction.
All Staff Pandemic PD for SY22-23	18,000					18,000	This funding will be used for summer school during student virtual learning instruction or on-site instruction.
Professional presenter for TI					16,000	16,000	In preparation for and response to coronavirus, contractual services are needed for a Mental Health provider/counselor to aid the students who are dealing with the trauma of COVID-19 and/or the loss of family members due this disease.
Portable printers for classrooms (w/scanners)			6,000			6,000	Portable printers are needed for instructional staff who are still on telework that need to complete daily functions and tasks.
Technology needs for summer school				10,000		10,000	Purchase of online applications, headsets, online instructional materials are needed to fully support student summer school during virtual instruction.
IT Assistance	38,000					38,000	To be able to remotely assist students who are in need of technical support with their IT equipment during distance learning. This position will be a temporary positioned outlined on the organizational chart not to exceed one school year contract. If this position fails to be filled after numerous attempts of advertisement then a contract vendor may be considered.
<b>Learning Sub Total</b>	<b>276,174</b>	<b>0</b>	<b>6,000</b>	<b>58,956</b>	<b>26,000</b>	<b>367,130</b>	
<b>INSTRUCTION TOTAL</b>	<b>276,174</b>	<b>0</b>	<b>21,000</b>	<b>93,956</b>	<b>120,000</b>	<b>511,130</b>	
<b>RESIDENTIAL</b>							
<b>Dormitory</b>							
Sanitizing supplies				10,000		10,000	Purchase of residential laundry sanitizing detergent for daily washes of student clothes.
Industrial vacuums with hepa filters (4)				5,000		5,000	
<b>Dormitory Sub Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,000</b>	<b>0</b>	<b>15,000</b>	
<b>RESIDENTIAL TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,000</b>	<b>0</b>	<b>15,000</b>	
<b>FOOD SERVICE</b>							
<b>Kitchen</b>							
Food services supplies/materials				25,000		25,000	The purchase of food services packaging materials such as but not limited to: disposable to-go trays, plastic disposable silverware, foam cups, foam bowls, lids, paperbags, food handlers gloves, etc. to ensure student meals are prepped and delivered safely.
Food service equipment			10,000			10,000	Purchase of food service equipment is needed to ensure proper safety measures are taken in the delivery of student meals during virtual and on-site learning instruction.
Kitchen helpers (2) for SY21-22	55,000					55,000	Two kitchen aides are needed to help assist with summer feeding and school year students meals during virtual and hybrid learning.
Lease of Food vans (2) for student meals			75,000			75,000	
Upgrade to steamer/oven/freezer/refrigerator			150,000			150,000	
<b>Kitchen Sub Total</b>	<b>55,000</b>	<b>0</b>	<b>235,000</b>	<b>25,000</b>	<b>0</b>	<b>315,000</b>	
<b>FOOD SERVICE TOTAL</b>	<b>55,000</b>	<b>0</b>	<b>235,000</b>	<b>25,000</b>	<b>0</b>	<b>315,000</b>	
<b>SPECIAL EDUCATION</b>							
<b>General expenditures</b>							
Copier maintenance for SPED copiers					6,000	6,000	Purchase of copier maintenance for instructional materials or packets to students during virtual instruction
<b>General expenditures Sub Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,000</b>	<b>6,000</b>	
<b>SPECIAL EDUCATION TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,000</b>	<b>6,000</b>	
<b>TOTAL</b>	<b>433,174</b>	<b>125,000</b>	<b>1,955,400</b>	<b>212,456</b>	<b>196,000</b>	<b>2,922,030</b>	

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**KAIBETO BOARDING SCHOOL**

**IT PLAN**

**SY 2021-2022**

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**STUDENT DEVICES**

Description	Qty	Price	Distributed to:	Distribution Date
Dell Latitude 5410 Laptop – Touch Screen	240	\$961.89	K-8 students	December 2020
iPad Pro 256gb	36		SPED students	September 2020
Kajeet SmartSpot – 3gb – AT&T Network	127	\$411.25	Student Households	November 2020

Description	Qty	Price	Distributed to:	Distribution Date
Kajeet SmartSpot – 3gb – Verizon Network	10	\$411.25	Student Households	August 2021

**DELL LATITUDE 5410 – December 2020 – July 2021**

A Dell Latitude Laptop was given to all students from Kindergarten to 8<sup>th</sup> grade. All student laptops are touch screen to help the students navigate through various programs. Each laptop is set up and linked to their school issued G-Suite Account. With the G-Suite Account the student will have access to all learning applications that are added onto their account as long as they sign in, it will work on any device. At the teachers request, SPED and general ed., all learning applications are added to their student's laptops.

**DELL LATITUDE 5410 – August 2021 – May 2022**

All students will receive the same student laptop that they were given. All student laptops will be factory reset and imaged before distribution. All students will be able to access all learning applications and Schoology as they did the previous school year.

**IPAD PRO – December 2020 – July 2021**

An iPad Pro is issued to SPED students who have an IEP. All applications installed onto the iPad are based on their IEP and also at the request of the SPED teachers and consultants that work with the students.

**IPAD PRO – August 2021 – May 2022**

All SPED students with an IEP will be given an iPad Pro along with a wireless keyboard that is compatible with the iPad. The learning applications installed on to the device will be specific to the student according to their IEP and what the SPED teacher and consultants request.

**KAJEET SMARTSPOT – AT&T – December 2020 – July 2021**

Each student household is given one Kajeet SmartSpot per two students in a household. All Kajeet SmartSpots are AT&T devices and work off the Cellular One towers. Students in isolated areas are able to use the Kajeet at their residents and if they are not able to connect they can take the device to another location to log on. The Kajeet SmartSpot is a portable device and charges like a cell phone.

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**KAJEET SMARTSPOT – Verizon – August 2021 – May 2022**

In addition to the AT&T Kajeet devices we will be adding ten Verizon Kajeet devices to our inventory. The Verizon carrier will be an alternate option for the households that are having technical issues with the Kajeet where they are not able to connect at their residents. The areas that are having issues connecting to the internet with the AT&T Kajeet state that their cellular phone service with Verizon works in their area.

**STAFF DEVICES**

Description	Qty	Price	Distributed to:	Distribution Date
Dell Latitude 5411 Laptop	40		KBS Staff	February 2020
iPhone			K-8 Teachers	
iPad Pro 246gb	4		SPED teachers	September 2020
Kodak Document Reader			K-8 Teachers	
GoPro Hero 9			K-8 Teachers	

**VIRTUAL LEARNING MODE – January 2021 to July 2021**

Kaibeto Boarding School staff and students are all off site. The Kaibeto Boarding School is limited to who enters the building based on the guidelines directed from the district and the Navajo Nation.

All teachers used the ZOOM application as a point of contact with their students. The teachers remained at home and conducted their daily instruction from home. The teachers did not go on-site to the school building. The teachers received a school cell phone, a school laptop, a document reader, and an iPad Pro for SPED teachers.

All students used ZOOM to hear instruction from their teachers. All of the students remained at home and received academic instruction from home using the ZOOM application. Each student received a school laptop, a Kajeet SmartSpot for internet connectivity, and an iPad Pro for SPED students.

During virtual learning the teachers used Schoology as the primary learning platform for virtual learning. Each student and teacher received access to Schoology. The teachers delivered virtual live instruction to their students daily in correspondence with Schoology. All of the teacher-student contact was made through a cell phone, ZOOM, and Schoology.

**VIRTUAL LEARNING SCHEDULE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
VIRTUAL LEARNING	VIRTUAL LEARNING	VIRTUAL LEARNING Student Early Release 12:35 pm	VIRTUAL LEARNING	VIRTUAL LEARNING

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**HYBRID MODE – August 2021 – May 2022**

Kaibeto Boarding School staff and students will be on a rotating schedule where they will be home on a virtual base and also on-site in the classroom. Depending on their grade level the student will be on-site and in the classroom with their teacher.

All teachers will be able to use ZOOM as a point of contact with their students each instructional day as well as being face to face with part of their class roster. The class roster will be split into two groups where one group will be onsite and the other group will be home connecting virtually. The teachers will be onsite in their classroom delivering instruction to their students. The teachers will receive a school cell phone, a school laptop, a document reader, and an iPad Pro for SPED teachers. While onsite the teacher will have access to the school network as the main source for internet.

The students will be on a rotating schedule where they will be onsite in the classroom one day and virtual at home the next day. The students connecting virtually will use ZOOM to stream in from home to receive instruction. Each student will receive a school laptop, a Kajeet SmartSpot for internet connectivity, and an iPad Pro for SPED students. While onsite the student will have access to the school network as the main source for internet.

During hybrid mode the teachers will continue to use Schoology as a learning platform for their students. Each student and teacher will have access to Schoology. The teachers will deliver their instruction in their classroom to the students who are onsite and at the same time the students who are virtual will use ZOOM to see the same instruction virtually. The teachers will continue to use Schoology as they are conducting live onsite instruction. All of the teacher-student contact will be made face to face, cell phone, ZOOM, and Schoology.

**HYBRID LEARNING SCHEDULE**

GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	VIRTUAL LEARNING	IN SCHOOL LEARNING	VIRTUAL LEARNING	IN SCHOOL LEARNING	VIRTUAL LEARNING Student Early Release 12:35 pm
B	IN SCHOOL LEARNING	VIRTUAL LEARNING	IN SCHOOL LEARNING	VIRTUAL LEARNING	VIRTUAL LEARNING Student Early Release 12:35 pm

**STUDENT CONNECTIVITY OR TECHNICAL ISSUES – January 2021 to July 2021****ZOOM**



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In the event a student is not able to access ZOOM to account for their daily attendance the student is advised to contact their teacher by calling the teacher directly. The student will also receive a learning packet that is delivered to the student with their school lunch. The teacher will contact the education technician that is assigned to their wing to prepare a learning packet for the student. After the student is complete with the assignments placed in their learning packet's they will return the learning packet to the individual who delivers their school lunch. The driver will return the packet to the school and the education technician will contact the teacher upon receiving the completed learning packet.

#### **KAJEET**

In the event a student is having issues with their Kajeet SmartSpot. The IT department will troubleshoot through the Kajeet program to see what the issue is. If the IT department can not resolve the issue the IT department will call the Kajeet Customer Service Technician and have them assist in troubleshooting the problem until the issue is resolved. If the problem can not be fixed within one business day the IT department will issue another Kajeet SmartSpot to the student's household.

#### **STUDENT LAPTOP**

In the event a student is experiencing hardware issues with the student laptop the IT department will take a look at the device to see if the device can be fixed onsite or if there is a need to request for assistance from the Dell company. There are a few hardware issues that can be resolved onsite. The severe technical and hardware issues are directed to the Dell company and a Dell technician is assigned to fix the problem. The Dell technician will come onsite to the school to resolve the issues with the help of the IT department staff.

#### **STUDENT CONNECTIVITY OR TECHNICAL ISSUES – August 2021 – May 2020**

All technical issues with student laptops and Kajeets will be resolved onsite. The IT Department will be more accessible to the student's devices during hybrid mode. This ensures that student devices will be fixed in a quicker time period than when we were in virtual mode. The IT department will be able to better monitor the student devices during hybrid mode because they will be onsite with the students.

#### **KAJEET**

Adding ten more Verizon Kajeets to our inventory will help in resolving connection difficulties in isolated areas.

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## **LEARNING MANAGEMENT SYSTEM (LMS) – November 2020 to July 2021**

### **INTRODUCTION OF THE LMS**

Kaibeto Boarding School has selected Schoology by PowerSchool as our Learning Management System for School Year 2020-2021 and will continue to use it during Hybrid Mode for School Year 2021-2022. It is approved for use by the Bureau of Indian Education. Schoology by Power School is user friendly for students, parent/guardian, teachers and staff members. It is a tool that will help teachers keep parents updated, assign classwork, track attendance, and progress monitor academic achievement. Schoology has internal correlation options to continue consistency measures using the Native American Student Information System (NASIS) features of Grade Book and Northwest Evaluation Association (NWEA). There is also a self-paced and virtual professional development that comes with the purchase of Schoology by Power School.

### **SETTING UP THE LMS**

#### **SYSTEM ADMINISTRATOR**

A system administrator was selected by the principal to oversee the entire Schoology program. The responsibility of the system administrator is to oversee the operation of the LMS. The system administrator became familiar with the LMS by taking a self-paced course called Compass Learning Together located within the Schoology program. The system administrator was guided step by step by a consultant from New Generation Consultants.

#### **SIS INTEGRATION**

SIS integration is the link between NASIS and Schoology. The purpose of linking information from NASIS to Schoology is to connect the students who are enrolled at Kaibeto Boarding School into Schoology. Within the Schoology program is a template called OneRoster API. OneRoster connections allow outside programs to request roster and section data from Campus and, if enabled, send assignments and score data back through the OneRoster API. These connections are helpful for users who manage assignments and grading outside of Campus, but use Campus as the source of truth for report cards and transcripts, and use Campus Student and Campus Parent Portals to communicate with student and parents.

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**PROFESSIONAL DEVELOPMENT – November 2020 to July 2021**

Kaibeto Boarding School was provided training from New Generations Consultants and Schoology Consultants. Below is a list of the professional development trainings provided:

NAME OF TRAINING	FACILITATOR	PARTICIPANTS	LENGTH OF TIME
Introduction to Schoology	New Generation Consultant	System Admin.	12 hours
Compass Learning	New Generation Consultant	System Admin.	12 hours
Technical Call	Schoology Consultant	System Admin.	3 – 4 hours
Get Started	Schoology Consultant	Academic Staff	4 hours
Supplemental Assistance	Schoology Consultant	Academic Staff	4 hours
One Drive	Schoology Consultant	Academic Staff	2 hours
Google	Schoology Consultant	Academic Staff	2 hours

**LEARNING APPLICATIONS (APPS) – November 2020 to July 2021****THINK CENTRAL**

The Houghton Mifflin Harcourt (HMH) Website allows teachers and students to access digital materials associated with one or more HMH programs. It also allows administrators to setup and modify accounts, and run reports of student progress and classroom progress.

**IXL**

IXL is a targeted learning tool that offers materials for students tailored to their age group, specific subject and topic. By offering analytics and recommendations, it supports teaching and learning with a very focused outcome. Teachers can monitor student progress through diagnostics and various assessments geared toward each individual student.

**SAVVAS REALIZE**

Savvas Realize is the newest learning management system that gives 'digital natives' the learning experience that they have come to expect. It is the online destination for standards-aligned content, flexible class management tools, and embedded assessments that deliver rich data instantly to teachers.

**AIMS WEB**

AimsWeb is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. AimsWeb is

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the most comprehensive K-12 assessment system. that supports Response to Intervention (RTI) and tiered instruction.

### **NWEA**

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction.

### **ZOOM**

Zoom is a cloud-based video conferencing service you can use to virtually meet with others, either by video or audio-only or both, all while conducting live chats - and it lets you record those sessions to view later.

### **QUIZZIZZ**

Quizzizz is a creativity software company used in class, group works, pre-test review, exams, unit test, and impromptu tests. It allows students and teachers to be online at the same time.

### **BOARDWORKS**

Boardworks is a turn-key library of interactive lessons that enrich K-12 instruction. Empower teachers. Engage students. Enhance learning.

### **KAMI EXTENSION**

Kami Extension is a leading digital classroom app for Chrome. It allows you to take any existing document, including scanned PDFs, and write, draw, type, annotate, comment, augment, enhance, and otherwise bring it to life – all within your browser.

### **RENAISSANCE**

Renaissance is a [software as a service](#) and [learning analytics](#) company that makes cloud-based, pre-K–12 educational software and adaptive assessments. Renaissance is known for creating *Accelerated Reader*, which is used in about 35,000 schools, as well as *Star* computer-adaptive assessments, used in more than 37,000 schools, making *Star Assessments* the most widely used computer-adaptive assessments.

### **WATIKUH ASSISTIVE TECHNOLOGY**

Watikuh Assistive Technology is an assistive technology company with a mission to best meet the needs of students with print disabilities, who may struggle to get an education in a print based world.

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**LEARNING APPLICATIONS (APPS) – August 2021 – May 2022**

NAME OF LEARNING APP (resubscribe)		DEVICE COMPATIBILITY
Think Central	K-8 Students	Student Laptop & iPad Pro
IXL	K-8 Students	Student Laptop & iPad Pro
Savvas Realize	K-8 Students	Student Laptop & iPad Pro
AIMS Web	K-8 Students	Student Laptop & iPad Pro
NWEA	K-8 Students	Student Laptop & iPad Pro
ZOOM	K-8 Students	Student Laptop & iPad Pro
Quizzizz	K-8 Students	Student Laptop & iPad Pro
Boardworks	K-8 Students	Student Laptop & iPad Pro
Kami Extension	K-8 Students	Student Laptop

**ED PUZZLE**

Ed Puzzle is an easy-to-use platform allowing you to engage every student, one video at a time. Unlock the power of videos through simple editing tools and dazzling student data. The process is simple - find a video, add questions and assign it to your class. Watch as they progress and hold them accountable on their learning journey.

**WATERFORD – K-3<sup>rd</sup>:**

Waterford in school is an instructional software that guides students while “Learning to Read” and “Reading to Learn” in a single platform while supporting teachers, students, and parents.

**WATERFORD – Virtual Tutoring Services**

Waterford virtual tutoring services is a software that provides partnerships to build a strong, supported network that equips teachers, engages students, and empowers families.

**TEXT TO SPEECH – SPED Students**

A software that assists SPED Students with text to speech. It is compatible with Apple devices and Windows 10.

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**USING THE LMS**

STAKEHOLDER	SCHOOLY ACCESS	PROFESSIONAL DEVELOPMENT
System Administrator	<ul style="list-style-type: none"> <li>• <b>Oversee Users</b> Create users, Updates, Portfolios, Blog, Messaging, Connections/ Networking, User Settings, Parent Access, Advisor Access, Parent Access, Liking posts and updates, Resources, Word Filter, emails.</li> <li>• <b>Courses</b> Create Courses, Link sections, Availability of archived courses, upcoming courses, assignment submissions, Course Updates, post course updates, assignments, comments, Student Grades/ Mastery/ Attendance, Participate in course Discussions, use access codes, Course admin role.</li> <li>• <b>Group</b> Creation, Availability, group updates, discussion, join groups, group admin role</li> <li>• <b>School</b> School updates, Discussion</li> <li>• <b>General</b> Events, attachments, school analytics, learning objectives</li> <li>• <b>Administration Settings</b> User Administration, System Administration, Advisor Setting</li> <li>• <b>Search Result</b> Show school directory, global search, course listing, group listing, school directory</li> <li>• <b>Schoology Apps</b> Install apps, develop apps, access to app center, access infinite campus, access user profile app KBS employee, Access NWEA assessments, PBS Learning Media, Youtube</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Started with Schoology for System admin</li> <li>• PD for System Admin</li> <li>• Using Google with Schoology or Using OneDrive with Schoology</li> <li>• Grading in Schoology</li> <li>• Schoology PD</li> <li>• Previously Recorded PDs</li> <li>• Self-Paced Course in Schoology for Google/ OneDrive Grading</li> </ul>

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STAKEHOLDER	SCHOOLY ACCESS	PROFESSIONAL DEVELOPMENT
Teachers	<ul style="list-style-type: none"> <li>• Oversee Users Portfolios, Blog, Messaging, Connections/ Networking, Parent Access, Liking posts and updates, Resources, Word Filter, emails.</li> <li>• Courses Create Courses, Availability of archived courses, upcoming courses, assignment submissions, Course Updates, post course updates, assignments, comments, Student Grades/ Mastery/ Attendance, Participate in course Discussions, use access codes, Course admin role.</li> <li>• Group Creation, Availability, group updates, discussion, join groups, group admin role</li> <li>• General Events, attachments,</li> <li>• Search Result Show school directory, global search, course listing, group listing, school directory</li> <li>• Schoology Apps Install apps, Access NWEA assessments, Access YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Started with Schoology</li> <li>• Schoology PD</li> <li>• Using Google with Schoology or Using OneDrive with Schoology</li> <li>• Grading in Schoology</li> <li>• Schoology PD</li> <li>• Previously Recorded PDs</li> <li>• Self-Paced Course in Schoology for Google/ OneDrive Grading</li> </ul>
Education Technicians	<ul style="list-style-type: none"> <li>• Oversee Users Portfolios, Blog, Messaging, Connections/ Networking, Parent Access,</li> <li>• Courses Liking posts and updates, Resources, Word Filter, emails. Availability of archived courses, Participate in course Discussions, use access codes</li> <li>• Groups Participate in discussion, join groups</li> <li>• Schoology Apps</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Started with Schoology</li> <li>• Schoology PD</li> <li>• Using Google with Schoology or Using OneDrive with Schoology</li> <li>• Grading in Schoology</li> <li>• Schoology PD</li> <li>• Previously Recorded PDs</li> <li>• Self-Paced Course in Schoology for Google/ OneDrive Grading</li> </ul>

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	Access NWEA assessments, Access YouTube	
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STAKEHOLDER	SCHOOLY ACCESS	PROFESSIONAL DEVELOPMENT
Parents/Guardians Students	<ul style="list-style-type: none"> <li>• Oversee Users Portfolios, Blog, Messaging, Connections/ Networking, Parent Access,</li> <li>• Courses Liking posts and updates, Resources, Word Filter, emails. Availability of archived courses, Participate in course Discussions, use access codes</li> <li>• Groups Participate in discussion, join groups</li> <li>• Schoology Apps</li> <li>• Access NWEA assessments, Access YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Training 1 Introduction to Schoology Step-by-Step and overview of how to use Schoology</li> <li>• Parent Training 2 Familiarizing parents on how to turn assignments in and navigate to Academic apps, viewing announcements from the school</li> <li>• Parent Training 3 How to use Kami Extension to annotate assignments and submitting completed assignments</li> </ul>

### PROFESSIONAL DEVELOPMENT

Kaibeto Boarding School was provided training from New Generations Consultants and Schoology Consultants. Below is a list of the professional development trainings provided:

NAME OF TRAINING	FACILITATOR	PARTICIPANTS	LENGTH OF TIME
Getting Started	Schoology Consultant	Teachers Education Technicians	3 hours
Schoology PD	New Generations Consultants Jessica Begay	Teachers Education Technicians	8 hours
Using Google with Schoology or Using OneDrive with Schoology	Schoology Consultant	Teachers Education Technicians	1 hour
Grading in Schoology	Schoology Consultant	Teachers Education Technicians	1 hour
Schoology PD	New Generations Consultant Kami Glenn	Teachers Education Technicians	3 hours
Previously Recorded PDs	-	Teachers	-



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NAME OF TRAINING	FACILITATOR	PARTICIPANTS	LENGTH OF TIME
Self-Paced Course in Schoology for Google/ OneDrive Grading	Schoology Course	Education Technicians Teachers Education Technicians	-
Parent Training 1 Introduction to Schoology Step-by-Step and overview of how to use Schoology	Brianna Little System Administrator	Parents/Guardians & Students	4 hours
Parent Training 2 Familiarizing parents on how to turn assignments in and navigate to Academic apps, viewing announcements from the school	Brianna Little System Administrator	Parents/Guardians & Students	4 hours
Parent Training 3 How to use Kami Extension to annotate assignments and submitting completed assignments	Brianna Little System Administrator	Parents/Guardians & Students	4 hours
Getting Started with Schoology for System Admin	Schoology Course	System Administrator	-
PD for System Admin	New Generations Consultant Jessica Begay	System Administrator	12 hours
Using Google with Schoology or Using OneDrive with Schoology	Schoology Trainer	System Administrator	1 hour
Grading in Schoology	Schoology Trainer	System Administrator	1 hour
Schoology PD	New Generations Consultant Kami Glenn	System Administrator	
Previously Recorded PDs	-	System Administrator	-
Self-Paced Course in Schoology for Google/ OneDrive Grading	Schoology Course	System Administrator	-

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**PROFESSIONAL DEVELOPMENT – August 2021 to May 2022**

Kaibeto Boarding School will provide training from New Generations Consultants and Schoology Consultants. Below is a list of the professional development trainings that will be provided:

NAME OF TRAINING	FACILITATOR	PARTICIPANTS	DATE
Introduction to Schoology – Hybrid Mode	New Generation Consultant	System Admin.	AUGUST 2020
Compass Learning – Hybrid Mode	New Generation Consultant	System Admin.	AUGUST 2020
Introduction to Schoology – Hybrid Mode	New Generation Consultant	Academic Staff	2020
Compass Learning – Hybrid Mode	New Generation Consultant	Academic Staff	2020
Local IT Consultants	BIE IT Consultants	KBS IT Staff	JULY 2020
New Imaging Process	Local School IT – Kevin Fletcher	KBS IT Staff	JULY 2020
The Importance of IT	KBS IT Department	Academic Staff	JULY 2020
IT – Hybrid Mode	KBS IT Department	All Staff	JULY 2020
Kami Connect	Kami Connect CEO	KBS IT Staff	July 2020
Teaching with Technology		Academic Staff	September 2021

PROFESSIONAL DEVELOPMENT TRAINING	PURPOSE
Using Schoology in Hybrid Mode	To insure that the teachers and students are accessing Schoology properly.
Introduction to Hybrid Mode using technology	Syncing devices, installing new devices if needed, and setting up video capabilities to live stream.
Introduction of the GoPro	To show the teachers how to... set-up, use, etc.
KAMI Extension	To show that there is more than 1 way to use Kami Extension.

August 9, 2021

**KAIBETO BOARDING SCHOOL  
RESIDENTIAL REOPENING PLAN  
SY – 21-22**

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August 9, 2021

Date: July 19, 2021

To: Parents/Guardian of Residential Students:

The Kaibeto Boarding School Dormitory will be opening when school begins in August 2021. According to the Navajo Nation guidelines set this will allow for approximately half the number of students to enroll into the dormitory at the beginning of this school year. There will be only one student in each room unless the students are from the same household then those students will be assigned to the same room.

Keeping the current safety guidelines from the U.S. Dept of Education, the CDC guidelines and the Dine Division of Education, dormitories are able to reopen considering that the residential staff are able to deter the risk of transmission through social distancing, wearing a mask and enforcing a regular hand washing and sanitizing routine with the residential students.

Kaibeto Boarding School administration has been reviewing and evaluating procedures, standards and best practices and having discussions with stakeholders, while developing the best solutions for our school community and individual buildings. Moving forward, we will continue to work closely with others, the Bureau of Indian Education, the Indian Health Services, and the Navajo Nation to determine if or when reopening the dormitory is no longer safe. If this occurs, we will transition to a 100% Distance Teaching environment again.

In closing, please know that the Kaibeto Boarding School community is working together to create a solution that will work for our students. We are confident that by working together and embracing the opportunities presented by the different learning environments, we will provide all students with a safe and successful school year for 2021-2022.

Thank-you,

Administration

Kaibeto Boarding School

August 9, 2021

**RESIDENTIAL EMPLOYEE SHIFT**

GIRL'S DORMITORY					
EMPLOYEE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
S. TSINNIJINNIE	4:00pm – 12:00am	4:00pm – 12:00am	4:00pm – 12:00am	4:00pm – 12:00am	8:00am – 4:00pm
B. BEKAY	7:00am – 11:00am 12:00am – 8:00am	12:00am – 8:00am	12:00am – 8:00am	12:00am – 8:00am	12:00pm – 4:00pm

BOY'S DORMITORY					
EMPLOYEE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
H. NEZ	4:00pm – 12:00am	4:00pm – 12:00am	4:00pm – 12:00am	4:00pm – 12:00am	8:00am – 4:00pm
D. DEJOLIE	7:00am – 11:00am 12:00am – 8:00am	12:00am – 8:00am	12:00am – 8:00am	12:00am – 8:00am	12:00pm – 4:00pm

RESIDENTIAL LIFE MANAGER					
EMPLOYEE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
H. BENNETT	10:00am – 6:00pm	10:00am – 6:00pm	10:00am – 6:00pm	10:00am – 6:00pm	8:00am – 4:00pm

**DORMITORY OFFICE HOURS**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00am – 6:00pm	10:00am – 6:00pm	10:00am – 6:00pm	10:00am – 6:00pm	8:00am – 4:00pm

**Dormitory Contact Information**

Dormitory Cell Phone: (928) 209-0251

Residential Life Manager Phone: (928) 209-6234

August 9, 2021

### **Residential Hybrid Model**

The hybrid model means that there will be 50% of the students in our buildings and classrooms every other day. This model will reduce building capacity and enable us to adhere to all social distancing guidelines. All students in grades K-8 will be divided into two groups; the blue group and the green group and attend school in-person every other day.

The maximum capacity of the dormitory is twenty students in the girls dorm and twenty students in the boys dorm, 50% of the capacity is no more than ten students enrolled in the boys dorm and the girls dorm. There are six rooms in each wing plus one isolation room that is going to remain vacant for medical purposes. During the residential hybrid mode there will be one student assigned to each room unless there are students who are enrolled in the dormitory that are from the same household. Students who are enrolled from the same household will be assigned to one room.

### **STUDENT ENROLLMENT**

Residential student enrollment applications will be reviewed by the residential life manager and the principal. The residential life manager will call the parent/guardian of the student and inform them that their application has been accepted. If the dormitory reaches capacity the student will be placed on a waiting list. When a vacant spot is available the parent/guardian will be informed by the residential life manager.

### **ENROLLMENT PROCEDURE**

- The student enrolling into the dormitory must be enrolled into Kaibeto Boarding School.
- Fill out a residential application and return the application to the front office receptionist or to the residential life manager.
- After review of the residential application the residential life manager will contact the parent/guardian of the availability in the dormitory and the status of their application.
- If there is vacancy in the student will be accepted. If there is no room at the time the application is submitted the student will be placed on a waiting list. When a vacant spot is available the parent/guardian will be informed by the residential life manager.

### **CHECK-IN PROCEDURE**

- Once the student is checked-in to the dormitory the parent/guardian is advised to limit the number of times the student is checked-out of the dormitory.
- Please make sure that if you, your child or anyone in the household is sick or experiencing any flu like symptoms inform the residential staff before you bring your child to the dormitory to check in.

August 9, 2021

- If the parent/guardian is coming to the school to check their child into the dormitory they must escort them into the dormitory and wait with their child until the check-in process is completed by the residential staff.
- Students may check-in to the dormitory before school or afterschool on the day they are returning to the dormitory.
- All residential students will receive a temperature check upon returning to the dormitory. If their temperature is higher than 99 degrees their parent/guardian will be contacted to pick their child up.
- If the student is experiencing any flu like symptoms upon returning to the dormitory the parent/guardian will be contacted to pick up their child.
- In the event a student's parent/guardian came to pick their child up from the dormitory or the school because their child was experiencing flu like symptoms they must submit a doctor clearance note stating that they are clear to return to school.
- All residential students will get their hair checked for lice upon returning to the dormitory.
- In the event that the student does have lice the parent/guardian will be contacted to pick up their child to clean out their hair.
- Residential students will only be limited to bring:
  - One duffle bag.
  - Two sets of clothes.
  - One hairbrush and limited hair accessories.
  - One toothbrush
  - One set of pajamas.
  - Student laptop
- No parent/guardian will be allowed to enter the dormitory however they will be allowed in the dormitory lobby area for check-in and check-out purposes.

### **CHECK-OUT PROCEDURE**

- Once the student is checked-in to the dormitory the parent/guardian is advised to limit the number of times the student is checked-out of the dormitory.
- All personal items will be kept at the dormitory until the student officially is dropped from the dormitory.
- The student will automatically be checked-out when they leave the school building on the day they go home.
- Students may not be checked-out by an individual who is not younger 25 years old.
- Students may not be checked-out by any individual who is not on the check-out list on their residential student application.
- In the event the student is placed in the isolation room at the dormitory the student must be picked up by their parent/guardian and the student will automatically be considered checked-out.
- No parent/guardian will be allowed to enter the dormitory however they will be allowed in the dormitory lobby area for check-in and check-out purposes.

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**DORMITORY DAILY SCHEDULE**

All residential students will be required to stay with the group they are assigned to. All girls will stay with the girl's dorm and all the boys will stay with the boy's dorm. In the event the student is getting checked-out of the dormitory the parent/guardian must call the residential staff member before check-out. If the student's group is participating in an activity in the main school building the parent/guardian must wait for the activity to be done or until the group returns to the dormitory. The parent/guardian is advised to stay in their vehicle until the residential employee states that it is okay for them to enter the dormitory.

**GIRL'S DORM SCHEDULE**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3:00pm – 4:00pm	Free Time	Free Time	Free Time	Free Time
4:00pm – 5:00pm	Homework Time	Homework Time	Homework Time	Homework Time
5:00pm – 6:00pm	Dinner Time	Dinner Time	Dinner Time	Dinner Time
6:00pm – 7:00pm	Life Skills	Physical Activity	Life Skills	Physical Activity
7:00pm – 7:30pm	Shower Time	Shower Time	Shower Time	Shower Time
7:30pm – 8:30pm	Super Clean	Super Clean	Super Clean	Super Clean
9:00pm	Bedtime	Bedtime	Bedtime	Bedtime

**BOY'S DORM SCHEDULE**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3:00pm – 4:00pm	Free Time	Free Time	Free Time	Free Time
4:00pm – 5:00pm	Homework Time	Homework Time	Homework Time	Homework Time
5:00pm – 6:00pm	Dinner Time	Dinner Time	Dinner Time	Dinner Time
6:00pm – 7:00pm	Physical Activity	Life Skills	Physical Activity	Life Skills
7:00pm – 7:30pm	Shower Time	Shower Time	Shower Time	Shower Time
7:30pm – 8:30pm	Super Clean	Super Clean	Super Clean	Super Clean
9:00pm	Bedtime	Bedtime	Bedtime	Bedtime



August 9, 2021



The Navajo Nation  
Office of the President and Vice President

MEDIA CONTACTS:

Jared Touchin, Communications Director  
Crystalayne Curley, Sr. Public Information Officer

(928) 871-7000

[nnovpvp.communications@gmail.com](mailto:nnovpvp.communications@gmail.com)

**FOR IMMEDIATE RELEASE**

July 7, 2021

**Navajo Department of Health declares “Yellow Status” for schools, issues guidelines for youth programs, and allows parks to welcome visitors and tourists**

**WINDOW ROCK, Ariz.** – On Wednesday, the Navajo Department of Health issued two new Public Health Emergency Orders addressing the reopening of schools, allowing youth programs to operate, and allowing Navajo Nation parks to welcome visitors and tourists at a maximum of 50-percent occupancy.

Under Public Health Emergency Order No. 2021-013, the Navajo Department of Health continues the “Yellow Status” allowing businesses to operate with 50-percent occupancy, which includes restaurants, casinos, lodging/hotels, museums and zoos, and parks and marinas. On Tuesday, Navajo Nation President Jonathan Nez signed Resolution CJN-36-21 into law, which included language allowing Navajo Nation roads to reopen to visitors and tourists. The public health emergency order also allows youth programs to operate under the following guidelines:

<https://www.ndoh.navajo-nsn.gov/Portals/0/COVID-19/Fact-Sheet/Youth%20Program%20Guideline%20for%20NDOH%20PHEO%202021-13.pdf>

Under Public Health Emergency No. 2021-014, the Navajo Department of Health declares “yellow status” for schools to reopen under the Navajo Nation’s COVID-19 Safe Schools Framework:

<https://www.navajoreopening.navajo-nsn.gov/COVID-19-Safe-Schools-Framework>. Prior to reopening, all schools are required to develop and submit a School Reopening Plan to the Department of Diné Education at: [schoolreopening@nndode.org](mailto:schoolreopening@nndode.org). The reopening of schools was allowed after President Nez signed Resolution CJN-36-21 on Tuesday, which rescinded a previous resolution that opposed in-person school instruction.

“The Navajo Department of Health, in coordination with Navajo Area IHS and other public health experts, carefully evaluates the gating measures and data related to new COVID-19 cases and trends. Based on that data, they have developed guidelines and protocols that allow our Nation to gradually reopen parks, youth programs, and schools. Parks can reopen as early as Thursday and schools are required to submit their School Reopening Plan to the Department of Diné Education prior to resuming in-person instruction for students. Here on the Navajo Nation, the data shows a consistent downward trend in new cases and deaths related to COVID-19. We have a large majority of our Navajo Nation residents fully vaccinated. These two factors were critical in lifting

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more COVID-19 restrictions. We continue to urge all of our Navajo Nation residents to be very cautious, to get fully vaccinated, and continue wearing masks in public,” said President Nez.

During an online town hall on Wednesday, health officials reported that a majority of new COVID-19 infections and deaths involve individuals who are not vaccinated. This is a common trend across the country as well. The town hall is available to view on the Nez-Lizer YouTube channel: <https://www.youtube.com/watch?v=ITU9s4dJtk>.

“As we continue to emerge from the pandemic, we must do so cautiously to reduce the risk of COVID-19 and the variants. Our health experts have given us the guidance and tools to keep ourselves safe and healthy. Personal responsibility is key. Please be safe and keep praying for our health care workers and all of our Navajo people,” said Vice President Lizer.

All Public Health Emergency Orders are available online at: <https://www.ndoh.navajo-nsn.gov/COVID-19>.

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For the latest news from the Office of the President and Vice President, please visit <http://www.opvp.navajo-nsn.gov/> or find us on Facebook, Twitter, and Instagram.



August 9, 2021

**PUBLIC HEALTH ORDER  
NAVAJO DEPARTMENT OF HEALTH  
NAVAJO OFFICE OF ENVIRONMENTAL HEALTH & PROTECTION PROGRAM**

**July 7, 2021**

**Public Health Emergency Order No. 2021-013**

**Public Health Emergency Order Continuing “Yellow Status” for Businesses**

- I. Paragraphs I – IX from Public Health Emergency Order No. 2020-004 are incorporated herein, addressing the various Navajo Nation (Nation) authorities related to the current COVID-19 Public Health Emergency as well as escalating incidents and community spread of COVID-19 on the Nation.
- II. In response to COVID-19, the Navajo Nation has established the “Navajo Nation Reopening Plan,” to declare the Nation’s “status” according thereto, and to guide businesses in proper compliance with the plan. All provisions of this Order are to be interpreted to effectuate this intent. Failure to comply with any provision of this Order constitutes an imminent threat and menace to public health.
- III. The Navajo Nation is experiencing a plateau of low cases, with a slowed infection rate and no sustained rebound. The Nation remains vigilant as neighboring states are reducing restrictions rapidly and new COVID variants are present and being monitored in states surrounding the Navajo Nation. As coronavirus vaccines are being made available on the Navajo Nation, all preventative precautions should continue to be adhered to after receiving the vaccine. The Navajo Nation recently documented cases of COVID-19 Alpha (B.1.1.7), Gamma (P.1/P.1.1), Epsilon (B.1.427/429), and Delta (B.1.617.2) within the Navajo Nation. According to the CDC, these variants seem to spread more easily and quickly.
- IV. Pursuant to Navajo Nation Resolution No. CJN-36-21, signed into law on July 6, 2021, the Nation’s roads are reopened to Visitors and Tourists, all Navajo Nation enterprises and Navajo businesses are open to Navajo citizens and non-Navajo tourists and visitors, in compliance with COVID-19 safety protocols and applicable Public Health Orders.

**THEREFORE, NOTICE IS GIVEN** that pursuant to the power and authority set forth in the NDOH enabling legislation (NNC Resolution No. CO-50-14) and in conjunction with the Navajo Nation Public Health State of Emergency Declaration (CEM Resolution No. 20-03-11):

- A. The Navajo Nation Reopening Plan is declared binding on all businesses on the Navajo Nation. Available at <https://www.navajoreopening.navajo-nsn.gov/>.

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- B. Per the Plan's "reopening status schedule," the Navajo Health Command and Operations Center ("NHCOC"), having evaluated the current state of the Navajo Nation per the gating criteria and public health considerations provided in the Plan, declares the Nation to continue in **Yellow status**. All businesses shall be bound to the conditions and requirements of Yellow status. The NHCOC will announce any future status changes by Public Health Emergency Order.
- C. Yellow status is defined as: 50% of maximum occupancy allowed for most businesses to be open, including:
- Restaurants, including indoor dining, drive-thru, curbside, and outdoor dining.
  - Navajo casinos.
  - Lodging and hotels including campgrounds and RV parks.
  - Museums and zoos.
  - Marinas and parks. Tour businesses must follow the HCOC Reopening Guidelines for Tour Businesses.
- D. Personal Care and Services are allowed by appointment only with cleaning between appointments
- E. Flea markets and roadside markets are allowed in accordance with guidelines issued by the HCOC.
- F. Youth programs are allowed in accordance with guideline issued by the HCOC. Per guideline, report all COVID-19 cases to local health care facility, and to the HCOC COVID-19 Report Exposure Portal. For questions about reporting cases, call the Health Command Operations Center at (928) 871-7014.
- G. Not Allowed in Yellow Phase: gyms, recreation facilities, movie theaters.
- H. All businesses are required to submit a COVID-19 Reopening Plan to the Navajo Nation Division of Economic Development before reopening in Yellow Status. Reopening plans can be emailed to: [navajoeconomy@navajo-nsn.gov](mailto:navajoeconomy@navajo-nsn.gov)

**NOTICE IS FURTHER GIVEN** that this Order shall not abrogate any disease-reporting requirements (consistent with HIPAA privacy standards).

**NOTICE IS FURTHER GIVEN** that this Order shall take effect Thursday, July 8, 2021 at 5:00 A.M. MDT, and shall remain in effect until amended or rescinded by the Health Command Operations Center.

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**ADDITIONAL ADVISORIES AND ORDERS WILL FOLLOW AS CONDITIONS WARRANT. SO ORDERED THIS 7<sup>th</sup> Day of July, 2021.**



\_\_\_\_\_  
Geraldine Ashley, Delegated Program Supervisor III  
Navajo Office of Environmental Health &  
Protection Program  
Navajo Department of Health



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Dr. Jill Jim, Executive Director  
Navajo Department of Health  
Health Command Operations Center



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**PUBLIC HEALTH ORDER  
NAVAJO DEPARTMENT OF HEALTH  
NAVAJO OFFICE OF ENVIRONMENTAL HEALTH & PROTECTION PROGRAM**

**July 7, 2021**

**Public Health Emergency Order No. 2021-014**

**Public Health Emergency Order Implementing the Navajo Nation COVID-19 Safe Schools Framework and Declaring "Yellow Status" for Schools**

- I. Paragraphs I – IX from Public Health Emergency Order No. 2020-004 are incorporated herein, addressing the various Navajo Nation (Nation) authorities related to the current COVID-19 Public Health Emergency as well as escalating incidents and community spread of COVID-19 on the Nation.
- II. In response to COVID-19, the Navajo Nation has developed the "Navajo Nation COVID-19 Safe Schools Framework" to declare the Nation's "status" according thereto and to guide the reopening of all schools, including Head Start, across the Navajo Nation in proper compliance with the Framework. All provisions of this Order are to be interpreted to effectuate this intent. Failure to comply with any provision of this Order constitutes an imminent threat and menace to public health.
- III. The Navajo Nation is experiencing a plateau of low cases, with a slowed infection rate and no sustained rebound. The Nation remains vigilant as neighboring states are reducing restrictions rapidly and new COVID variants are present and being monitored in states surrounding the Navajo Nation. As coronavirus vaccines continue to be made available on the Navajo Nation, all preventative precautions should continue to be adhered to after receiving the vaccine. The Navajo Nation recently documented cases of COVID-19 Alpha (B.1.1.7), Gamma (P.1/P.1.1), Epsilon (B.1.427/429), and Delta (B.1.617.2) within the Navajo Nation. According to the CDC, these variants seem to spread more easily and quickly.
- IV. Pursuant to Navajo Nation Resolution No. CJN-36-21, signed into law on July 6, 2021, in-person instruction is allowed for schools operating within the Navajo Nation, in compliance with COVID-19 safety protocols and applicable Public Health Orders.

THEREFORE, NOTICE IS GIVEN that pursuant to the power and authority set forth in the NDOH enabling legislation (NNC Resolution No. CO-50-14) and in conjunction with the Navajo Nation Public Health State of Emergency Declaration (CEM Resolution No. 20-03-11):

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- A. The Navajo Nation COVID-19 Safe Schools Framework is declared binding on all schools, including Head Start, across the Navajo Nation. All schools are required to comply with the Navajo Nation COVID-19 Safe Schools Framework and the Navajo Nation School Reopening Plan. Available at <https://www.navajoreopening.navajo-nsn.gov/COVID-19-Safe-Schools-Framework>
- B. Per the Framework, the Navajo Health Command and Operations Center (NHCOC), having evaluated the current state of the Navajo Nation per the gating criteria and public health considerations provided in the Framework, declares the Navajo Nation to be in "Yellow Status." All schools shall be bound to the conditions and requirements of Yellow status. The NHCOC will announce any future status changes by Public Health Emergency Order.
- C. Yellow status is defined as: Moderate Transmission of COVID-19. Schools must implement all the required core prevention strategies and conditional prevention strategies noted in the Framework: parent options, use of masks, physical distancing, student cohorting, hygiene, cleaning and ventilation, diagnostic testing, contact tracing, required reporting, and COVID-19 vaccinations.
- D. All schools are required to create, submit and implement a School Reopening Plan and complete an accompanying Reopening Readiness Assessment Attestation form. School Reopening Plans and completed Reopening Readiness Assessment Attestation forms should be submitted to the Department of Diné Education at: [schoolreopening@nndode.org](mailto:schoolreopening@nndode.org).

NOTICE IS FURTHER GIVEN that this Order shall not abrogate any disease-reporting requirements (consistent with HIPAA privacy standards).

NOTICE IS FURTHER GIVEN that this Order shall take effect Thursday, July 8, 2021 at 5:00 A.M. MDT, and shall remain in effect until amended or rescinded by the Health Command Center.

August 9 2021

ADDITIONAL ADVISORIES AND ORDERS WILL FOLLOW AS CONDITIONS WARRANT. SO ORDERED THIS 07<sup>th</sup> DAY OF JULY, 2021.



Geraldine Ashley, Delegated Program Supervisor III  
Navajo Office of Environmental Health &  
Protection Program  
Navajo Department of Health



Dr. Jill Jim, Executive Director  
Navajo Department of Health  
Health Command Operations Center



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## COVID-19 SAFE PRACTICES: REOPENING GUIDELINES FOR YOUTH SUMMER PROGRAMS



This guidance is intended for youth summer programs hosted on the Navajo Nation. Summer programs offer activities for youth to participate in and can include sports, recreational activities, arts and crafts, and/or academic enrichment (e.g., math, science). This guidance does not apply to single events with large groups of people, such as Just Move It, junior rodeos, or related activities. Also, does not apply to youth employment and tribal/federal/non-profit youth programs (e.g., correctional, Office of Dine Youth).

### GENERAL REQUIREMENTS

- Length of summer programs are longer than one day
  - o For one day events, refer to *Outdoor Recreational Event Guidelines*
- Summer period: June through August
- Maximum amount of time each day: cannot exceed 6 hours
  - o Overnight camps are not permitted
- Ensure adequate staffing to support mitigation measures for all attendees
- Adhere to maximum occupancy limits per the current Navajo Nation Public Health Emergency Order and Navajo Nation Executive Order.

### WHO CAN ATTEND?

Clearly communicate steps to be taken before, during, and after the summer program to ensure that participants and parents are aware of safety protocols.

It is strongly recommended that those who attend or participate, including staff:

- if eligible, have been fully or partially vaccinated, or
- are not currently required to isolate or quarantine due to a COVID exposure or positive test result, and
- are not currently sick and/or experiencing COVID symptoms.

Those recently tested for COVID and still waiting on results should not attend until those results are final and “negative”.

## **FOLLOWING BASIC COVID-19 SAFE PRACTICES**

- Practice the three W's
  - o Wear a Mask: Mask wearing is mandatory except when eating, drinking, and swimming. Disposable masks must be made available for attendees.
  - o Wash Hands: Hand sanitizer or hand washing stations must be provided, convenient, and accessible.
  - o Watch Your Distance: Keep 6 feet away from others who do not live with you.
- Stay home when sick or having symptoms of COVID-19.
- Do not touch your face, eyes, nose, or mouth with unwashed hands.
- Create a plan of action when a staff member and/or attendee is sick. The plan should include:
  - o stopping operations if anyone shows symptoms common to COVID-19 or involved as a potential close contact,
- Identify an area to separate anyone who exhibits symptoms of COVID-19 during hours of operation and ensure minors are not left without adult supervision, and
- if a minor, notify parents
  - o cleaning and sanitizing affected areas, and
  - o reporting all COVID-19 cases to local health care facility, and to the HCOC COVID-19 Report Exposure Portal. For questions about reporting cases, call the Health Command Operations Center at (928) 871-7014.

## **SIGNAGE**

- Post signage prohibiting anyone who is sick or experiencing COVID-19 symptoms from entering the space.
- Post signage to practice physical distancing and wash hands or use hand sanitizer often.
- Post signage on properly wearing a mask.

## **SCREENING**

- All attendees must pre-register or have sign in sheets on-site.
  - o Document name and contact number on a sign-in sheet to support contact tracing if there is an exposure.
- Screen for COVID-19 symptoms among attendees, volunteers, and staff upon arrival.
- Highly recommend performing temperature checks for staff members or volunteers, if equipment is available.

## **PHYSICAL DISTANCING**

- Stagger times for drop-off and pick-up to avoid crowded areas for youth gatherings.
- Restrict common areas where people are likely to congregate and interact.
- Provide ample seating or viewing areas. Adjust seating capacity and stagger seating to meet occupancy guidelines.
- Encourage safe greeting practices to maintain physical distancing. Participants should avoid direct contact such as handshakes and hugs with others who are not from their household.
- Provide physical barriers in indoor spaces, such as taping or marking floors or walkways to ensure youth always remain 6 feet apart.
- Gatherings and activities are strongly recommended to be held outdoors if weather permits.



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should continue to wear masks, except when eating, drinking, or swimming.

- Attendees who live in the same home may remain together, closer than 6 feet, within one single "family pod." Other attendees must maintain 6 or more feet of distance.

## **FOOD OR DRINKS**

- Attendees may bring their own meals and snacks, but if food is provided, the following is recommended:
  - o Eat meals and snacks outdoors or in well ventilated spaces while maintaining physical distancing,
  - o Use single-use disposable plates, cups, utensils, and prepackaged condiments, and
  - o Limit crowding where the food is served.

## **VENTILATION AND CLEANING**

- Ensure that ventilation systems of indoor spaces operate properly, are well maintained, and all ventilation system filters have been serviced and replaced by qualified technicians.
- Increase the circulation of indoor air as much as possible by opening windows and doors, using fans, or other methods recommended by American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).
- Intensify cleaning and disinfection through implementation of daily protocols and document completion on a cleaning log.
- Clean and disinfect frequently touched surfaces and any areas after they are touched or used, such as seats, doorknobs, tables, restrooms, etc.
- Sanitize game equipment before and after use.
- Use of drinking fountains are prohibited. Instead, provide bottled water or serve water from a water dispenser.
- Minimize shared objects:
  - o Discourage sharing objects that are difficult to clean or disinfect. For example, sharing of books, soft toys, stuffed animals, crayons and art supplies, sponges, clay, etc.
  - o Ensure adequate supplies (e.g., assign each student art supplies or equipment).
  - o Avoid sharing electronic devices if possible.

## **SAFETY PRECAUTIONS**

- If necessary, provide an area covered with a canopy for shade.

For questions, please contact the Health Command Operations Center at (928) 871-7014.

## **RESOURCES**

- Guidance for Operating Youth and Summer Camps During COVID-19, link: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html>

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# Coronavirus – Public/Community Resources Tuba City Regional Health Care

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Coronavirus – Public Resources Tuba City Regional Health Care

<https://tchealth.org/coronavirus/index.html>

## Coronavirus 19/COVID19 Information

### COVID-19 Testing Drive Thru

Testing is available Monday thru Friday from 7:30 AM - 4:30 PM at the TCRHCC parking lot, east of the Outpatient Primary Care Center.

#### Guidelines

##### AVOID or POSTPONE

- Group gatherings of all kinds including church and ceremonies
- Avoid crowded stores
- Avoid movie theaters
- Avoid restaurants
- Avoid non-essential travel



##### USE EXTRA CAUTION (wash hands well after any of these activities):

- Visiting a grocery store: Maintain 6 feet of distance from other shoppers and send family members who are not sick
- Picking up “Take Out” food
- Playgrounds or Parks
- Essential travel: Food, water pick-up, urgent doctor’s appointment



##### NO RESTRICTIONS

- Going for a hike with one or two companions-keep distance. Riding horses. Running
- Doing work in your yard
- Herding sheep or goats
- Family Game nights



## Coronavirus Disease 2019

Coronavirus Disease 2019, or COVID-19, is a new human virus that was first identified in Wuhan, Hubei Province, China in 2019. Because it is new to humans, we do not have “immunity” to protect us from illness. Unlike most other common coronaviruses that cause common colds and mild illness, this new virus is more likely to cause severe illness in some

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of the people that are infected. For more information, you can visit the [CDC](#) or [AZDHS](#) website.

There are cases across the Navajo Nation, Coconino and Navajo Counties and the state of Arizona. There is now community spread.

The COVID-19 virus is believed to spread from respiratory droplets: what comes out of our mouths and noses when we cough or sneeze. This spread has been shown to happen more easily if people are closer together than 6 feet.

The best way to prevent illness is to practice “**Social Distancing**” which helps to avoid being in close contact with sick people or people who may not know that they are sick; washing hands frequently with soap and water (for at least 20 seconds) or an alcohol based hand cleaner that has at least 60% alcohol—especially after coughing or sneezing, before eating and after using the bathroom; avoid touching your face with unwashed hands; and frequently clean household surfaces with a 10% bleach solution (add 1 cup bleach to 9 cups of water) or disinfecting wipes.

“**Social Distancing**” means staying 6 feet away from others when and wherever possible, staying home and away from others when you are sick and covering all coughs, sneezes, nose-blowing with a tissue or mask (and washing hands afterwards).

### **Symptoms of COVID 19**

Most individuals will have mild illness that can appear between 2 and 14 days after being in contact with an infected person. The symptoms can be a fever (temperature of 100 F or greater) with cough and shortness of breath. Some people will have diarrhea early on. Most areas in the country, including Tuba City, do not have enough of the COVID-19 tests to test all that are ill. We must save the tests for people who need to be in the hospital until we have more tests. If you have the symptoms of COVID-19 or were tested positive for the virus, you should stay home in isolation and stay away from others until:

- You have no fever for at least 72 hours without taking any fever-reducing medicine, AND
- Other symptoms such as cough or shortness of breath have improved, AND
- Its been at least 7 days for a positive test for those few that have been tested

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A smaller number of people can get severely ill. If you or your family member has the following **warning signs**, you should **get medical attention immediately**:

- Trouble getting enough air into your lungs
- Chest pain
- Change in level of alertness
- Bluish lips or face
- Rapid breathing

For questions, you may call the Arizona COVID-19 hotline 1-844-542-8201 or the TCRHCC Hotline 1-866-976-5941.

## Coronavirus - Prevention in the Community

### Preventing COVID-19 Spread in Communities

Protect yourself and community from getting and spreading respiratory illnesses like the [flu](#), or the coronavirus disease 2019.

Remember that we are currently in cold and flu season and to take everyday preventive actions that are always recommended to prevent the spread of *all* respiratory viruses.

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand rub with at least 60% alcohol.
- Cover your nose and mouth when you cough or sneeze. Avoid touching your eyes, nose and mouth.
- Clean and disinfect surfaces and objects that may be contaminated with germs.
- While sick, limit contact with others as much as possible.
- Stay home from work, school and all public gatherings if you are sick.
- If you are having difficulty breathing, see a healthcare provider.

### How to prepare and take action for COVID-19:

We should be prepared for the possibility of a COVID-19 outbreak in our community. We want to encourage the community that we can take measures to reduce the spread of



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COVID-19. Everyone has a role to play in getting ready and staying healthy. Click below to learn more.

<https://www.cdc.gov/coronavirus/2019-ncov/community/index.html>

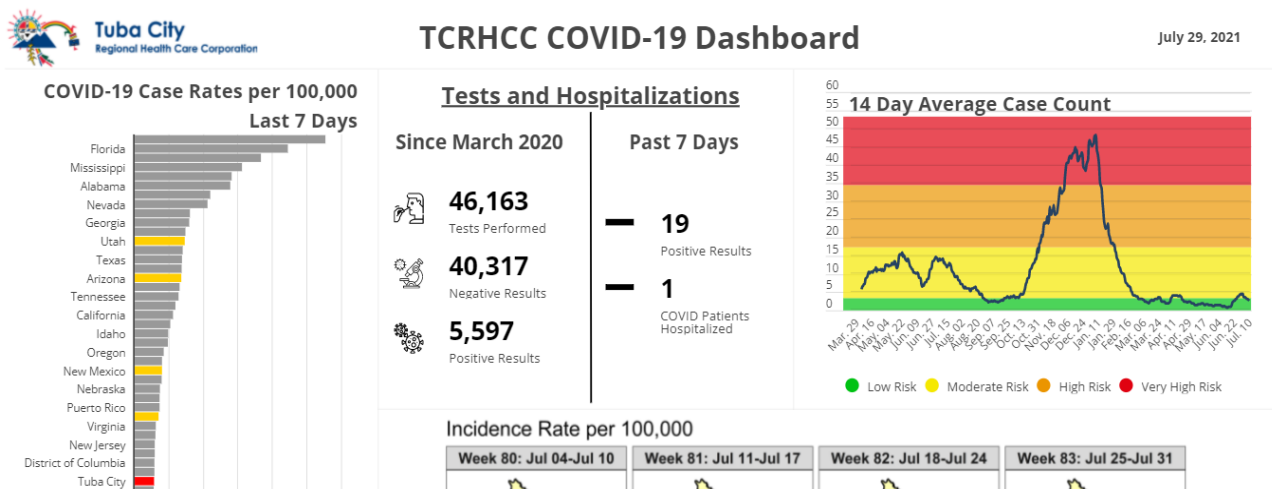
Prepare your home and have a plan:

- Keep plenty of liquids, soap and tissues in your home
- Keep a good supply of fever reducers (acetaminophen and ibuprofen)
- If you are on chronic (long term) medications, make sure you have at least a month’s supply
- Make a plan for child-care if your children’s school or day care is closed
- Stock your home with non-perishable foods. You will not want to go to crowded stores or pharmacies if many in the community are sick.

**Coronavirus 19/COVID19 Dashboard**

As the coronavirus (COVID-19) continues to spread across the Navajo Nation and the Tuba City Service Unit area, TCRHCC is dedicated to providing comprehensive care to the communities we serve, as well as sharing important and accurate information you can trust as this pandemic evolves.

We are providing this COVID-19 Dashboard so that you can monitor our latest data available from the TCRHCC of all those tested from within and outside our Tuba City Service Unit area.





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# TCRHCC COVID-19 Vaccine Dashboard

July 29, 2021

## Percentage of Vaccine Eligible Population Vaccinated

12 years and older      18 years and older      65 years and older

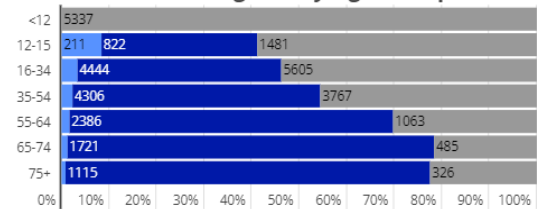


60.4%

● % of people with one or more shot

\* excludes people living in Page, Flagstaff, or Grand Canyon

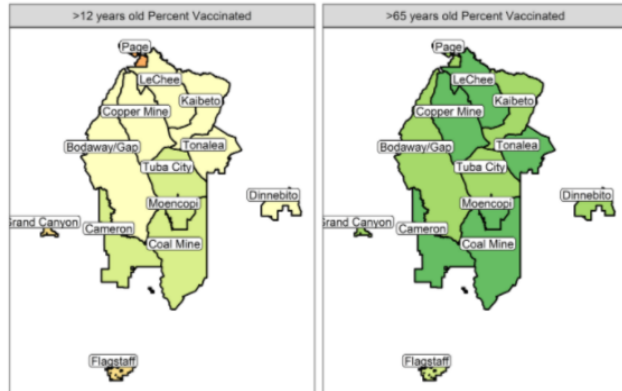
## Vaccination Progress by Age Group



● Partially Vaccinated ● Fully Vaccinated ● Unvaccinated

\* includes all patients who have been seen by TCRHCC at least once since 2017

## Vaccination Progress by Chapter House



At this time, the Tuba City Service Area has following levels of vaccination coverage :

- Including the communities of Page, Flagstaff and Grand Canyon
  - 1. 55.2% of all patients 12 and older have received 1 or more doses and 52.1% are fully vaccinated
  - 2. 56.8% of all patients 18 and older have received 1 or more doses and 54.4% are fully vaccinated
  - 3. 78% of all patients 65 and older have received 1 or more doses and 76.9% are fully vaccinated
- Excluding the communities of Page, Flagstaff, and Grand Canyon
  - 1. 60.4% of all patients 12 and older have received 1 or more doses and 57% are fully vaccinated
  - 2. 62.2% of all patients 18 and older have received 1 or more doses and 59.5% are fully vaccinated
  - 3. 81% of all patients 65 and older have received 1 or more doses and 79.5% are fully vaccinated

These percentages are out of all patients of TCRHCC who have been seen at least once since 2017.



**11,530**

Number of People Fully Vaccinated

\* excludes people living in Page, Flagstaff, or Grand Canyon

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## COVID19 in Community Brochure



**Ways you can protect yourself, your family and your community from COVID-19**



**Tuba City**  
Regional Health Care Corporation

**CORONAVIRUS GUIDELINES FOR TUBA CITY SERVICE UNIT**

Even if you are young, or otherwise healthy, **EVERYONE** must take steps to protect themselves from coronavirus **AND** help reduce the risk for others most likely to suffer severe illness. Together, we can slow the spread of the coronavirus.

**If you have questions, please call the TCRHCC at 1-866-976-5941 and ask for the COVID-19 HOTLINE.**

**IF YOU ARE EXPOSED**

*You should isolate for 14 days. If you get sick, refer to the steps inside this brochure and come to the hospital for an evaluation.*

**GREEN ZONE AT TCRHCC**

*If you have no COVID19 symptoms and need to be seen for other medical issues, we have a "GREEN" zone at TCRHCC (the outpatient 3-story building) in which we can see you safely.*



*Please call the hospital and talk to a provider or nurse in the clinic and we will help you get seen if you need care.*



**There are some very important things you can do to protect yourself, your family and your community from COVID19 infection:**

**Wear a mask:**

- Wash your hands before and after handling your face mask.
- **DO NOT** touch the front of your face mask, it is "contaminated".
- **DO NOT** wear your mask partway off, always cover your mouth and nose.
- Only handle your mask by the ear loops and ties.
- Wear your mask as much as possible at home.
- If you need to ride in a car with others, wear your mask and open a window.
- Masks should be washed in warm/hot water with soap daily.





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## COVID19 in Community News Ad

**IF YOU ARE SICK- even just a cough or fever or body aches- ISOLATE YOURSELF FROM OTHERS. Most people who have COVID-19 do NOT need to come to the hospital and can recover at home AWAY FROM OTHER PEOPLE.**

### ISOLATE!

*Stay home except to get medical care. Stay away from other people in your home.*

- DO NOT go to work, school, parks, stores, ceremonies, or social gatherings of any kind. This applies to your household members as well.
- Have other family members or friends that live in other homes shop and cook for you. Have them leave items and meals at your doorway so you can stay isolated. DO NOT cook for your family.
- Do not share household items (cups, utensils, towels, bedding, or clothes) with ANYONE.
- If you can, stay in your own bedroom and use your own bathroom.
- Wear a face mask when you are around other people.
- Cover your coughs and sneezes with your elbow or a tissue. Throw your tissue away right after using. Wash your hands after you cough or sneeze.

### CLEAN!

*Wash your hands often.*

- Wash your hands often with soap and water for 20 seconds. Alcohol-based hand gel is ok if soap and water are not available.
- Avoid touching your eyes, nose, and mouth.
- Clean doorknobs, toilets, faucets, phones, and light switches with a household cleaner with bleach.

### MONITOR!

*Pay attention to your symptoms.*

- Come to the hospital right away if you get sicker, especially with difficulty breathing or shortness of breath.
- Come back (even if you were seen before) if you feel worse.
- If you have an emergency, call the Navajo Emergency Number (928-283-3111) and tell EMS that you may have COVID-19. Wear your face mask.

### Fully recovered means:

1. It has been AT LEAST 7 days since you first got sick or since your test was positive.
2. You are feeling well with no cough and no fever for at least 3 full days (72 hours) -- without any fever medicine.

### Remember, household family members need to stay isolated for 14 days AFTER you are FULLY RECOVERED.

- They may also have the illness but may not yet feel sick
- If they get sick (fever, cough, shortness of breath, diarrhea, etc), they should come to the hospital for an evaluation.

### When you or household family members are isolated (quarantined), none of you should:

- leave the house.
- go to stores, gatherings, or ceremonies.
- meet with other family members.

**\*\* Have a non-household family member (who has NO COVID symptoms) do your grocery shopping and leave items at your doorstep.**





## COVID-19 in the Community

There are some very important things you can do to protect yourself, your family and your community from COVID-19 infection:

### WEAR A MASK!

- Wash your hands before and after handling your face mask.
- DO NOT touch the front of your face mask, it is "contaminated".
- DO NOT wear your mask partway off, always cover your mouth and nose.
- Only handle your mask by the ear loops and ties.
- Wear your mask as much as possible at home and if you need to ride in a car with others, wear your mask and open a window.
- Masks should be washed in warm/hot water with soap daily.



IF YOU ARE SICK- even just a cough or fever or body aches- ISOLATE YOURSELF FROM OTHERS. Most people who have COVID-19 do NOT need to come to the hospital and can recover at home AWAY FROM OTHER PEOPLE. Please follow the steps below to isolate yourself and your household members.

### ISOLATE!

Stay home except to get medical care. Stay away from other people in your home.



- DO NOT go to work, school, parks, stores, ceremonies, or social gatherings of any kind. This applies to your household members as well because they have been exposed to the virus.
- Have other family members or friends that live in other homes shop and cook for you. Have them leave items and meals at your doorway, so you can stay isolated. DO NOT cook for your family.
- DO NOT share household items (cups, utensils, towels, bedding, or clothes) with ANYONE.
- If you can, restrict yourself to a single room and use a separate bathroom, if possible.
- Wear a facemask when you are around other people, even at home.
- Cover your coughs and sneezes with your elbow or a tissue. Throw your tissue away right after using. Wash your hands after you cough or sneeze.

### CLEAN!

Wash your hands often.

- Wash your hands often with soap and water for 20 seconds. Alcohol-based hand gel is ok if soap and water are not available.
- Avoid touching your eyes, nose, and mouth.
- Clean doorknobs, toilets, faucets, phones, and light switches with a household cleaner with bleach.



### MONITOR!

Pay attention to your symptoms.

- Come to the hospital right away if you have difficulty breathing or shortness of breath. Come back if you feel worse - even if you were seen before.
- If you have an emergency, call the Navajo Emergency Number (928-283-3111) and tell EMS that you may have COVID-19. Wear your facemask.

Stay isolated at home until you are FULLY RECOVERED.

Fully recovered means:

- 1) It has been MORE THAN 7 days since you first got sick or since your test was positive.
- 2) You are feeling well with no cough and no fever for at least 3 full days (72 hours) -- without any fever medicine.

Your family members need to stay isolated for 14 days AFTER you are FULLY RECOVERED.

- They may also have the VIRUS, but may not yet feel sick.
- If they get sick (fever, cough, shortness of breath, diarrhea, etc), they should come to the hospital for an evaluation.

IF YOU ARE EXPOSED you should isolate for 14 days. If you get sick, refer to the steps above and come to the hospital for an evaluation.

When YOU & YOUR family members are isolated (quarantined), none of you should:

- leave the house.
- go to stores, gatherings, or ceremonies
- meet with other family members

\*\* Have a non-household family member (who has NO COVID symptoms) do your grocery shopping and leave items at your doorstep.

If you have no COVID-19 symptoms and need to be seen for other medical issues, we have a "GREEN" zone at TCRHCC (the outpatient 3-story building) in which we can see you safely. Please call the hospital and talk to a provider or nurse in the clinic and we will help you get seen if you need care.



If you have questions, please call TCRHCC at 1-866-976-5941 and ask for the COVID-19 HOTLINE. You may also find information online at [tchealth.org](http://tchealth.org).

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### Hotline Numbers

- Arizona Department of Health Services Hotline: 1-844-542-8201
- Tuba City Regional Health Care Hotline: 1-866-976-5941
- Navajo Nation Hotline: Dial 211

### TCRHCC Latest Updates

- [COVID-19 VACCINATION INFORMATION 2021](#)
- [COVID-19 Informational Video](#)

### Navajo Nation

For the most up-to-date information on the Navajo Nation, please visit:

- [Navajo Nation](#)
- [Navajo Nation - Department of Health](#)

### Coconino County Health and Human Services

For the most up-to-date information from the Coconino County, please visit:

- [Coconino County Health and Human Services](#)

### Arizona Department of Health Services

For the most up-to-date information from the Arizona Department of Health Services, please visit:

- [Arizona Department of Health Services](#)

### Additional Resources:

[CDC COVID Data Tracker](#)

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# CDC Guidelines and Recommendations



# COVID-19

## UPDATE

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the [guidance for fully vaccinated people](#). CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

Guidance for COVID-19 Prevention in K-12 Schools

Updated July 9, 2021

[Print](#)

## Key Takeaways

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports. • Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained. • CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while

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maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.

- Screening testing, ventilation, handwashing, and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care. • Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

#### Summary of Recent Changes

- Added information on offering and promoting COVID-19 vaccination.
- Updated to emphasize the need for localities to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies. • Revised to emphasize the COVID-19 prevention strategies most important for in-person learning for K-12 schools.
  - Added language on the importance of offering in-person learning, regardless of whether all of the prevention strategies can be implemented at the school.
  - For example, because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the



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extent possible within their structures (in addition to masking and other prevention strategies), but should not exclude students from in-person learning to keep a minimum distance requirement.

- Updated to align with guidance for fully vaccinated people.
  - Updated to align with current mask guidance.
    - In general, people do not need to wear masks when outdoors.
  - Added language on safety and health protections for workers in K-12 schools.
- 

This updated version of COVID-19 guidance for school administrators outlines strategies for K-12 schools to reduce the spread of COVID-19 and maintain safe operations.

Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households. The guidance is intended to help administrators and local health officials select appropriate, layered prevention strategies and understand how to safely transition learning environments out of COVID-19 pandemic precautions as community transmission of COVID-19 reaches low levels or stops. This guidance is based on [current scientific evidence](#) and lessons learned from schools implementing COVID-19 prevention strategies.

This CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. The adoption and implementation of this guidance should be done in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and in compliance with state and local policies and practices.

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COVID-19 Prevention Strategies Most Important for Safe In-Person Learning in K-12 Schools

## To get kids back in-person safely, schools should monitor



**Community  
Transmission**



**Vaccination  
Coverage**



**Testing**



**Outbreaks**

## to help prevent the spread of COVID-19



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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## Key Points

1. Evidence suggests that many K-12 schools that have strictly implemented prevention strategies have been able to safely open for in-person instruction and remain open.
2. CDC's K-12 operational strategy presents a pathway for schools to provide in-person instruction safely through consistent use of prevention strategies, including universal and correct use of masks and physical distancing.
3. All schools should implement and layer prevention strategies and should prioritize universal and correct use of masks and physical distancing.
4. Testing to identify individuals with SARS-CoV-2 infection and vaccination for teachers and staff provide additional layers of COVID-19 protection in schools.

Schools are an important part of the infrastructure of communities. They provide safe and supportive learning environments for students that support social and emotional development, provide access to critical services, and improve life outcomes. They also employ people, and enable parents, guardians, and caregivers to work. Though COVID-19 outbreaks have occurred in school settings, multiple studies have shown that transmission rates within school settings, when multiple prevention strategies are in place, are typically lower than – or similar to – community transmission levels. CDC's science brief on [Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs](#) summarizes evidence on COVID-19 among children and adolescents and what is known about preventing transmission in schools and Early Care and Education programs.

Schools should work with [local public health officials](#), consistent with applicable laws and regulations, including those related to privacy, to determine the prevention strategies needed in their area by monitoring [levels of community transmission](#) (i.e., low, moderate, substantial, or high) and [local vaccine coverage](#), and use of screening testing to detect cases in K-12 schools. For example, a school in a community with substantial (50-99 new cases per 100,000 population in the last 7 days) or high transmission ( $\geq 100$  new cases per 100,000 population in the last 7 days), with low teacher, staff, or student vaccination coverage, and with a screening testing program in place might decide that they will no longer require physical distancing (to ensure all students can access in-person learning), but will continue masking requirements until the levels of community transmission are lower or vaccination coverage increases.

As another example, a school in a community with substantial or high transmission, with a low teacher, staff, or student vaccination rate, and without a screening testing program should continue to require masks for people who are not fully vaccinated and might decide that they need to continue to maximize physical distancing.

CDC continues to recommend masking and physical distancing as key prevention strategies. However, if school administrators decide to remove any of the prevention strategies for their school based on local conditions, they should remove them one at a time and monitor closely (with adequate testing through the school and/or community) for any increases in COVID-19 cases. Schools should

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communicate their strategies and any changes in plans to teachers, staff, and families, and directly to older students, using accessible materials and communication channels, in a language and at a literacy level that teachers, staff, students, and families understand.

Health Equity

Schools 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. For these reasons, health equity considerations related to the K-12 setting are a critical part of decision-making and have been considered in CDC's updated guidance for schools. School administrators and public health officials can ensure safe and supportive environments and reassure families, teachers, and staff by planning and using comprehensive prevention strategies for in-person learning and communicating those efforts. Schools can work with parents to understand their preferences and concerns for in-person learning.

School administrators can [promote health equity](#) by ensuring all students, teachers, and staff have resources to support physical and mental health. School administrators can offer modified job responsibilities for staff at [higher risk for severe illness](#) who have not been fully vaccinated while protecting individual privacy. Federal and state disability laws may require an individualized approach for working with children and youth with disabilities consistent with the child's Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or Section 504 plan. Administrators should consider adaptations and alternatives to prevention strategies when serving [people with disabilities](#), while maintaining efforts to protect all children and staff from COVID-19.

#### Section 1: Prevention Strategies to Reduce Transmission of SARS-CoV-2 in Schools

Schools will have a mixed population of both people who are fully vaccinated and people who are not fully vaccinated.

Elementary schools primarily serve children under 12 years of age who are not eligible for the COVID-19 vaccine at this time. Other schools (e.g., middle schools, K-8 schools) may also have students who are not yet eligible for COVID-19 vaccination.

Some schools (e.g., high schools) may have a low percentage of students and staff fully vaccinated despite vaccine eligibility. These variations require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools to protect people who are not fully vaccinated.

Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention strategies against COVID-19. Since schools typically serve their surrounding communities, decisions should be based on the school population, families and students served, as well as their communities. The primary factors to consider include:

- Level of [community transmission](#) of COVID-19.
- [COVID-19 vaccination coverage](#) in the community and among students, teachers, and staff.

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- Use of a frequent SARS-CoV-2 screening testing program for students, teachers, and staff who are not fully vaccinated. Testing provides an important layer of prevention, particularly in areas with substantial to high community transmission levels.
- COVID-19 outbreaks or increasing trends in the school or surrounding community.
- Ages of children served by K-12 schools and the associated social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.

#### Prevention Strategies

- [Promoting vaccination](#)
- [Consistent and correct mask use](#)
- [Physical distancing](#)
- [Screening testing to promptly identify cases, clusters, and outbreaks](#) • [Ventilation](#)
- [Handwashing and respiratory etiquette](#)
- [Staying home when sick and getting tested](#)
- [Contact tracing, in combination with isolation and quarantine](#)
- [Cleaning and disinfection](#)

These COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels. The need for layering specific prevention strategies will vary, and localities might implement fewer COVID-19 prevention strategies based on community transmission levels, vaccination coverage, and local policies and regulations. CDC continues to recommend masking and physical distancing. However, if considering whether and how to remove prevention strategies, one prevention strategy should be removed at a time and students, teachers, and staff should be closely monitored (with adequate testing through the school or community) for any outbreaks or increases in COVID-19 cases.

#### 1. Promoting Vaccination

Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full operations.

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. A [growing body of evidence](#) suggests that people who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated. In most settings, people who are [fully vaccinated](#) can safely resume activities they did before the pandemic, except where prevention measures are required by federal, state, local, tribal, or territorial laws, rules, and regulations, including local business and workplace guidance.

[People 12 years and older are now eligible for COVID-19 vaccination](#). Schools can [promote vaccinations](#) among teachers, staff families, and eligible students by providing information about

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COVID-19 vaccination, encouraging vaccine trust and confidence, and establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible.

When promoting COVID-19 vaccination, consider that certain communities and groups have been disproportionately affected by COVID-19 illness and severe outcomes, and some communities might have experiences that affect their trust and confidence in the healthcare system. Teachers, staff, students, and their families may differ in their level of [vaccine confidence](#). School administrators can adjust their messages to the needs of their families and community and involve trusted community messengers as appropriate, including those on social media, to promote COVID-19 vaccination among people who may be hesitant to receive it.

To promote vaccination, schools can:

- Visit [vaccines.gov](#) to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.
- Encourage teachers, staff, and families, including extended family members that have frequent contact with students to get vaccinated as soon as they can.
- Consider partnering with state or local public health authorities to serve as COVID-19 [vaccination sites](#), and work with local healthcare providers and organizations, including school-based health centers. Offering vaccines on-site before, during, and after the school day and during summer months can potentially decrease barriers to getting vaccinated against COVID-19. Identify other potential barriers that may be unique to the workforce and implement policies and practices to address them. The [Workplace Vaccination Program](#) has information for employers on recommended policies and practices for encouraging COVID-19 vaccination uptake among workers.
- Find ways to adapt [key messages to help families, teachers, and staff become more confident about the vaccine](#) by using the language, tone, and format that fits the needs of the community and is responsive to concerns.
- Use CDC COVID-19 [Vaccination Toolkits to educate](#) members of the school community and promote COVID-19 vaccination. CDC's [Workers COVID-19 Vaccine Toolkit](#) is also available to help employers educate their workers about COVID-19 vaccines, raise awareness about vaccination benefits, and address common questions and concerns. HHS also has an [On-site Vaccination Clinic Toolkit](#) to help community groups, employers, and other host organizations work directly with vaccine providers to set up vaccination clinics in locations that people know and trust.
- Host information sessions to connect parents and guardians with information about the COVID-19 vaccine. Teachers, staff, and health professionals can be trusted sources to explain the safety, efficacy, and benefits of COVID-19 vaccines and answer frequently asked questions.
- Offer flexible, supportive sick leave options (e.g., paid sick leave) for employees to get vaccinated or who have [side effects](#) after vaccination. See CDC's [Post-vaccination Considerations for Workplaces](#).
- Promote vaccination information for parents and guardians, siblings who are eligible for vaccines, and other household members as part of kindergarten transition and enrollment in summer activities for families entering the school system. • Provide students and families



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flexible options for excused absence to receive a COVID-19 vaccination and for possible side effects after vaccination.

- Work with local partners to offer [COVID-19 vaccination](#) for eligible students and eligible family members during pre-sport/extracurricular activity summer physicals.

## 2. Consistent and Correct Mask Use

When teachers, staff, and students who are not fully vaccinated consistently and correctly wear a mask, they [protect others as well as themselves](#). Consistent and [correct mask use](#) by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- Indoors: Mask use is recommended for people who are not fully vaccinated including students, teachers, and staff. [Children under 2 years of age](#) should not wear a mask.
- Outdoors: In general, people do not need to wear masks when outdoors. However, particularly in areas of [substantial to high transmission](#), CDC recommends that people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

Based on the needs of the community, school administrators may opt to make mask use universally required (i.e., required regardless of vaccination status) in the school. Reasons for this can include:

- Having a student population that is not yet eligible for vaccination (e.g., schools with grades prekindergarten-6).
- Increasing or substantial or high COVID-19 transmission within the school or their surrounding community.
- Increasing community transmission of a variant that is spread more easily among children and adolescents or is resulting in more severe illness from COVID-19 among children and adolescents.
- Lacking a system to monitor the vaccine status of students and/or teachers and staff.
- Difficulty monitoring or enforcing mask policies that are not universal.
- Awareness of low vaccination uptake within the student, family, or teacher/staff population or within the community.
- Responding to community input that many teachers, staff, parents, or students would not participate in in-person learning if mask use was not universal.

Schools that continue to require people older than 2 years of age to wear a mask should make exceptions for the following categories of people:

- A person who [cannot wear a mask, or cannot safely wear a mask](#), because of a disability as defined by the Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et seq.). Discuss the possibility of [reasonable accommodation](#) with workers who are not fully vaccinated who are unable to wear or have difficulty wearing certain types of masks because of a disability.
- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

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When masks are worn by teachers and school staff in the workplace, the masks should meet one of the following criteria:

- [CDC mask recommendations](#)
- [ASTM International Standard Specification for Barrier Face Coverings](#) <sup>2</sup>
- [NIOSH Workplace Performance and Workplace Performance Plus masks](#)

Schools should be supportive of people who are fully vaccinated, but choose to continue to wear a mask, as a personal choice or because they have a medical condition that may weaken their immune system. School administrators will also need to ensure their selected mask use policy does not conflict with local, state, and territorial laws, policies, and regulations.

**During school transportation:** [CDC's Order](#) applies to all public transportation conveyances including school buses. Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order. Learn more [here](#). For example, if a student attends a school where mask use is not required due to vaccination status (e.g., a high school with a high rate of vaccination), the student is still required to wear a mask on the school bus.

Schools should provide masks to those students who need them (including on buses), such as students who forgot to bring their mask or whose families are unable to afford them. No disciplinary action should be taken against a student who does not have a mask as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) <sup>2</sup>.

### 3. Physical Distancing

Because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures, but should not exclude students from in-person learning to keep a minimum distance requirement. In general, CDC recommends people who are not fully vaccinated maintain [physical distance](#) of at least 6 feet from other people who are not in their household. However, several [studies](#) from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other prevention strategies, such as the use of masks.

Based on studies from 2020-2021 school year, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking, screening testing, Cohorting, improved ventilation, handwashing and covering coughs and sneezes, staying home when sick with symptoms of infectious illness including COVID-19, and regular cleaning to help reduce transmission risk. Mask use by people who are not fully vaccinated is particularly important when physical distance cannot be maintained. A distance of at least 6 feet is



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recommended between students and teachers/staff, and between teachers/staff who are not fully vaccinated.

**Cohorting:** Cohorting means keeping people together in a small group and having each group stay together throughout an entire day. Cohorting can be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distancing, such as among young children, and particularly in areas of moderate-to-high transmission levels. The use of Cohorting can limit the spread of COVID-19 between cohorts but should not replace other prevention measures within each group. Cohorting people who are fully vaccinated and people who are not fully vaccinated into separate cohorts is not recommended. It is a school's responsibility to ensure that Cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking, as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) <sup>2</sup>.

#### 4. Screening Testing


Screening testing identifies infected people, including those with or without symptoms (or before development of symptoms) who may be contagious, so that measures can be taken to prevent further transmission. In K-12 schools, screening testing can help promptly identify and [isolate](#) cases, [quarantine](#) those who may have been exposed to COVID-19 and are not fully vaccinated, and identify clusters to reduce the risk to in-person education. CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing and do not need to quarantine if they do not have any symptoms; though decisions regarding screening testing may be made at the state or local level. [Screening testing](#) may be most valuable in areas with substantial or high community transmission levels, in areas with low vaccination coverage, and in schools where other prevention strategies are not implemented. More frequent testing can increase effectiveness, but feasibility of increased testing in schools needs to be considered. Screening testing should be done in a way that ensures the ability to maintain congeniality of results and protect student, teacher, and staff privacy. Consistent with state legal requirements and [Family Educational Rights and Privacy Act \(FERPA\)](#) <sup>2</sup>, K-12 schools should obtain parental consent for minor students and assent/consent for students themselves.

Screening testing can be used to help evaluate and adjust prevention strategies and provide added protection for schools that are not able to provide optimal physical distance between students. Screening testing should be offered to students who have not been fully vaccinated when community transmission is at moderate, substantial, or high levels (Table 1); at any level of community transmission, screening testing should be offered to all teachers and staff who have not been fully vaccinated. To be effective, the screening program should test at least once per week, and rapidly (within 24 hours) report results. Screening testing more than once a week might be more effective at interrupting transmission. Schools may consider multiple screening testing strategies, for example, testing a random sample of at least 10% of students who are not fully vaccinated, or conducting [pooled testing](#) of cohorts. Testing in low-prevalence settings might produce false positive results, but testing can provide an important prevention strategy and safety net to support in-person education.

To facilitate safe participation in sports, extracurricular activities, and other activities with elevated risk (such as activities that involve singing, shouting, band, and exercise that could lead to increased exhalation), schools may consider implementing screening testing for participants who are not fully vaccinated. Schools can routinely test student athletes, participants, coaches, and trainers, and other people (such as adult volunteers) who are not fully vaccinated and could come into close contact with others during these activities. Schools can implement screening

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testing of participants who are not fully vaccinated up to 24 hours before sporting, competition, or extracurricular events. Schools can use different screening testing strategies for lower-risk sports. High-risk sports and extracurricular activities should be virtual or canceled in areas of high community transmission unless all participants are fully vaccinated.

Funding provided through the ELC Reopening Schools award is primarily focused on providing needed resources to implement screening testing programs in schools aligned with the CDC recommendations. Learn more [ELC Reopening Schools: Support for Screening Testing to Reopen & Keep Schools Operating Safely Guidance](#) .

**Table 1. Screening Testing Recommendations for K–12 Schools by Level of Community Transmission**

	Low Transmission <sup>1</sup> Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
<b>Students</b>	Do not need to screen students.	Offer screening testing for students who are not fully vaccinated at least once per week.		
<b>Teachers and staff</b>	Offer screening testing for teachers and staff who are not fully vaccinated at least once per week.			
<b>High risk sports and activities</b>	Recommend screening testing for high-risk sports <sup>2</sup> and extracurricular activities <sup>3</sup> at least once per week for participants who are not fully vaccinated.	Recommend screening testing for high-risk sports and extracurricular activities twice per week for participants who are not fully vaccinated.	Cancel or hold high-risk sports and extracurricular activities virtually to protect in-person learning, unless all participants are fully vaccinated.	
<b>Low- and intermediate-risk sports</b>	Do not need to screen students participating in low- and intermediate-risk sports. <sup>2</sup>	Recommend screening testing for low- and intermediate-risk sports at least once per week for participants who are not fully vaccinated.		

<sup>1</sup> [Levels of community transmission](#) defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate 10-49; substantial, 50-99, high, ≥ 100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥ 10%.)

<sup>2</sup> The NCAA has developed a risk stratification for sports. See [https://ncaaorg.s3.amazonaws.com/ssi/COVID/SSI\\_ResocializationDevelopingStandardsSecondEdition.pdf](https://ncaaorg.s3.amazonaws.com/ssi/COVID/SSI_ResocializationDevelopingStandardsSecondEdition.pdf)  . Examples of low-risk sports are diving and golf; intermediate-risk sport examples are baseball and cross country; high-risk sport examples are football and wrestling.

<sup>3</sup>High-risk extracurricular activities are those in which increased exhalation occurs, such as activities that involve singing, shouting, band, or exercise, especially when conducted indoors.

## 5. Ventilation

Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. Along with [other preventive strategies](#), including wearing a well-fitting, multi-layered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. This can be done by opening multiple doors and windows, using child-safe fans

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to increase the effectiveness of open windows, and making changes to the HVAC or air filtration systems.

During transportation, open or crack windows in buses and other forms of transportation, if doing so does not pose a safety risk. Keeping windows open a few inches improves air circulation.

For more specific information about maintenance, use of ventilation equipment, actions to improve ventilation, and other ventilation considerations, refer to:

- [CDC's Ventilation in Schools and Child care Programs](#)
- [CDC's Ventilation in Buildings webpage](#)
- [CDC's Ventilation FAQs](#) and
- [CDC's Improving Ventilation in Your Home](#)

Additional ventilation recommendations for different types of school buildings can be found in the [American Society of Heating, Refrigerating, and Air-Conditioning Engineers \(ASHRAE\) schools and universities guidance document](#) [?].

Funds provided through the Elementary and Secondary Schools Emergency Relief Programs and the Governor's Emergency Education Relief Programs can support improvements to ventilation. Please see question B-7 of the [U.S. Department of Education Uses of Funds](#) [?] guidance for these programs.

#### 6. Handwashing and Respiratory Etiquette

People should practice handwashing and [respiratory etiquette](#) (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19. Schools can monitor and reinforce these behaviors and provide adequate handwashing supplies.

- Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds.
- Remind everyone in the facility to [wash hands frequently](#) and assist young children with handwashing.
- If handwashing is not possible, use hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under 6 years of age.

#### 7. Staying Home When Sick and Getting Tested

Students, teachers, and staff who have symptoms of infectious illness, such as [influenza](#) (flu) or [COVID-19](#), should stay home and be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others. It also is essential for people who are not fully vaccinated to quarantine after a recent exposure to someone with COVID-19. Schools should also allow flexible, non-punitive, and supportive paid sick leave policies and practices that encourage sick workers to stay home without fear of retaliation, loss of pay, or loss of employment level and provide excused absences for students who are sick. Employers should ensure that workers are aware of and understand these policies. If a student becomes sick at school see [What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School](#). If a school does not have a routine screening testing program, the ability to do rapid testing on site could facilitate COVID-19 diagnosis and inform the need for quarantine of close contacts and isolation. Schools that do not have a universal mask requirement could require masking

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by students, teachers, and staff if they are experiencing onset of upper respiratory infection [symptoms](#) at school while waiting to be picked up or leave the school. Mask use could also be required prior to onsite testing (if available) and/or after diagnosis to help prevent spread.

CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. Schools should educate teachers, staff, and families about when they and their children should [stay home](#) and when they can return to school. During the COVID-19 pandemic it is essential that parents keep children home if they are showing signs and symptoms of COVID-19 and get them tested.

Getting tested for COVID-19 when [symptoms](#) are compatible with COVID-19 will help with rapid contact tracing and prevent possible spread at schools, especially if key prevention strategies (masking and distancing) are not in use. Some localities might choose to use testing to [shorten quarantine](#) periods.

#### 8. Contact Tracing in Combination with Isolation and Quarantine

Schools should continue to collaborate with state and local health departments, to the extent allowable by privacy laws and other applicable laws, to congenitally provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should [isolate](#), and which [close contacts](#) should [quarantine](#). See the added exception in the [close contact](#) definitions for the exclusion of students in the K-12 indoor classroom who are within 3 to 6 feet of an infected student with masking and other prevention strategies. See the Department of Education's [Protecting Student Privacy FERPA and the Coronavirus Disease 2019](#)  for more information.

Schools should report, to the extent allowable by applicable privacy laws, new diagnoses of COVID-19 to their state or local health department as soon as they are informed. School officials should notify, to the extent allowable by applicable privacy laws, teachers, staff, and families of students who were close contacts as soon as possible (within the same day if possible) after they are noticed that someone in the school has tested positive. [Fully vaccinated](#) people who were in close contact with someone who has COVID-19 but do NOT have COVID-19 symptoms do not need to quarantine or be tested.

#### 9. Cleaning and Disinfection

In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19 list](#) ) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).

If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, clean AND disinfect the space.

Section 2: Additional Considerations for K-12 Schools  
Disabilities or Other Health Care Needs

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Provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols:

- Work with families to better understand the individual needs of students with disabilities.
- Remain accessible for students with disabilities:
  - Help provide access for [direct service providers](#) (DSP) (e.g., paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.
  - Ensure access to services for students with disabilities when developing cohorts.
- Adjust strategies as needed
  - Be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues.
  - For people who are not fully vaccinated and only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop o and pick up).
  - Consider having teachers and staff who are not fully vaccinated wear a clear or cloth mask with a clear panel when interacting with young students, students learning to read, or when interacting with people who rely on reading lips. - Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines.

Please see [Guidance for Direct Service Providers](#) for resources for DSPs serving children with disabilities or other health care needs during COVID-19.

#### Visitors

Schools should review their rules for visitors and family engagement activities.

- Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- Schools should not limit access for [direct service providers](#), but can ensure compliance with school visitor policies.
- Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as u or [COVID-19](#), should stay home and seek testing and care.

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### Food Service and School Meals

- Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing. Note: students, teachers, and staff who are fully vaccinated do not need to distance while eating.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Improve ventilation in food preparation, service, and seating areas.
- U.S. Department of Agriculture has issued several Child Nutrition COVID-19 Waivers. Learn more [here](#) .

### Recess and Physical Education

In general, people do not need to wear masks when outdoors (e.g., participating in outdoor play, recess, and physical education activities). However, particularly in areas of [substantial to high transmission](#) levels, people who are not fully vaccinated are encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated. When physical education activities or recess are held indoors, it is particularly important for people who are not fully vaccinated to wear masks and maximize distance when possible.

### Sports and Other Extracurricular Activities

School-sponsored sports and extracurricular activities provide students with enrichment opportunities that can help them learn and achieve, and support their social, emotional, and mental health. People who are fully vaccinated no longer need to wear a mask or physically distance in any setting, including while participating in sports and extracurricular activities. People who are fully vaccinated can also refrain from quarantine following a known exposure if asymptomatic, facilitating continued participation in in-person learning, sports, and extracurricular activities. Due to increased exhalation that occurs during physical activity, some [sports](#) can put players, coaches, trainers, and others who are not fully vaccinated at [increased risk](#) for getting and spreading COVID-19. Close contact sports and indoor sports are particularly risky. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and school clubs that meet indoors.

Prevention strategies for those who are not fully vaccinated in these activities remain important and should comply with school day policies and procedures. Students should refrain from these activities when they have symptoms consistent with COVID-19 and should be tested. Students who are not fully vaccinated and participate in indoor sports and other higher-risk activities should continue to wear masks and keep physical distance as much as possible. Schools should consider using screening testing (Table 1) for student athletes and adults (e.g., coaches, teachers, advisors) who are not fully vaccinated who participate in and support these activities to facilitate safe participation and reduce risk of transmission – and avoid jeopardizing in-person education due to outbreaks.





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Coaches and school sports administrators should also consider specific sport-related risks for people who are not fully vaccinated:

- Setting of the sporting event or activity. In general, the risk of COVID-19 transmission is lower when playing outdoors than in indoor settings. Consider the ability to keep physical distancing in various settings at the sporting event (i.e., ends, benches/team areas, locker rooms, spectator viewing areas, spectator facilities/restrooms, etc.).
- Physical closeness. Spread of COVID-19 is more likely to occur in sports that require sustained close contact (such as wrestling, hockey, football).
- Number of people. Risk of spread of COVID-19 increases with increasing numbers of athletes, spectators, teachers, and staff.
- Level of intensity of activity. The risk of COVID-19 spread increases with the intensity of the sport.
- Duration of time. The risk of COVID-19 spread increases the more time athletes, coaches, teachers, staff and spectators spend in close proximity or in indoor group settings. This includes time spent traveling to/from sporting events, meetings, meals, and other settings related to the event.
- Presence of people more likely to develop severe illness. People at increased risk of severe illness might need to take [extra precautions](#).

### Section 3: School Workers

Workers at increased risk for severe illness from COVID-19 include [older adults](#) and people of any age with [certain underlying medical conditions](#) if they are not fully vaccinated. Workers who have an underlying medical condition or are taking medication that weakens their immune system may NOT be fully protected even if fully vaccinated and may need to continue using additional prevention measures. Policies and procedures addressing issues related to workers at higher risk of serious illness should be made in consultation with occupational medicine and human resource professionals, keeping in mind Equal Employment Opportunity concerns and [guidance](#) . Employers should also understand the potential mental health strains for workers during the COVID-19 pandemic. CDC recommends that school administrators should educate workers on mental health awareness and share available mental health and counseling services. Employers should provide a supportive work environment for workers [coping with job stress and building resilience](#), and [managing workplace fatigue](#).

As part of each school's response plan, administrators should conduct [workplace hazard assessments](#)  periodically to identify COVID-19 transmission risks and prevention strategies, when worksite conditions change, or when there are instances of COVID-19 transmission within the workplace. Strategies to prevent and reduce transmission are based on an approach that prioritizes the most effective practices, known as the [hierarchy of controls](#). School employers should engage and train all workers on potential workplace hazards, what precautions should be taken to protect workers, and workplace policies for reporting concerns. Schools should ensure communication and training for all workers are frequent and easy to understand. Additionally, schools should ensure communication and training are in a language, format, and at a literacy level that workers understand.

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Workers in K-12 have the right to a safe and healthful workplace. The Occupational Safety and Health Administration (OSHA) has issued [Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace](#). This guidance contains recommendations to help employers provide a safe and healthy workplace free from recognized hazards that are causing, or are likely to cause, death or serious physical harm. It also contains descriptions of mandatory safety and health standards. If a worker believes working conditions are unsafe or unhealthful, they or a representative may [file a confidential safety and health complaint](#) with OSHA at any time. In states where public sector employers and workers are not covered by [OSHA approved State Plans](#), there may be agencies that provide public worker occupational safety and health protections and enforce such workers' rights to safe workplaces. Workers should contact state, county, and/or municipal government entities to learn more.

#### Appendix 1: Planning and Preparing Emergency Operations Plans

Each school district and school should have an Emergency Operations Plan (EOP) in place to protect students, teachers, staff, and families from the spread of COVID-19 and other emergencies. The EOP should:

- Describe COVID-19 prevention strategies to be implemented.
- Describe steps to take when a student, teacher, or staff member has been exposed to someone with COVID-19, has [symptoms](#) of COVID-19, or tests positive for COVID-19.
- Document policy or protocol differences for people who are [fully vaccinated](#) for COVID-19 versus those who are not fully vaccinated.
- Be developed in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and comply with state and local licensing regulations.
- Be developed with involvement of teachers, staff, parents and guardians, and other community partners (for example, health centers).
- Utilize the [Whole School, Whole Community, Whole Child \(WSCC\) model](#) to outline EOP policies and protocols across each component. [Tools and resources](#) from the U.S. Department of Education can be used by K-12 administrators to develop and update their EOP.

#### New COVID-19 Variants and Prevention in K-12 Schools

New [variants](#) of the virus that causes COVID-19 are spreading in the United States. Current data suggest that COVID-19 vaccines authorized for use in the United States offer protection against the circulating variants. CDC will continue to monitor variants to see if they have any impact on prevention strategies and how COVID-19 vaccines work in real-world conditions and will update guidance accordingly. For more information see CDC's [webpage on the effectiveness of COVID-19 vaccines](#).

#### Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. K-12 administrators regularly maintain documentation of people's immunization records. Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform masking and physical distancing practices, testing, contact tracing efforts, and quarantine and



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isolation practices. Schools that plan to request voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information should comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

As part of their workplace COVID-19 vaccination policy, schools should recognize that a worker who cannot get vaccinated due to a disability (covered by the ADA), has a disability that effects their ability to have a full immune response to vaccination, or has a sincerely held religious belief or practice (covered by Title VII of the Civil Rights Act of 1964) may be entitled to a reasonable accommodation that does not pose an undue hardship on the operation of the employer's business. Additionally, school employers should advise workers with weakened immune systems about the importance of talking to their healthcare professional about the need for continued personal protective measures after vaccination. Currently, CDC recommends continued masking and physical distancing for people with weakened immune systems. For more information on what you should know about COVID-19 and the ADA, the Rehabilitation Act and other Equal Employment Opportunity Laws visit the [Equal Employment Opportunity Commission](#) website.

## Appendix 2: Testing Strategies for COVID-19 Prevention in K12 Schools

### Testing Benefits

School testing gives communities, schools, and families added assurance that schools can open and remain open safely for all students. By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in-person learning, sports, and extracurricular activities. Screening testing is likely to be most feasible in larger settings and for older children and adolescents. Collaboration between Education and Public Health

Before implementing COVID-19 testing in their schools, K–12 school leaders should coordinate with public health officials to develop a testing plan and build support from students, parents, teachers, and staff and must, if their school receives funding under a program administered by the Department of Education, develop and adopt policies in consultation with parents regarding the administration of such screening testing to students. COVID-19 testing introduces challenges that schools may not have considered in the past (for example, requirements to perform on-site tests and to refer people for confirmatory testing), and public health officials can provide guidance on federal, state, and local requirements for implementing testing. Both school leaders and public health officials should assure the testing plan has key elements in place, including:

- Protocols for screening testing frequency based on community transmission rates, vaccination levels, and prevention strategies implemented at the school.
- Protocols for providing or referring to [diagnostic testing](#) for students, teachers, and staff who come to school with symptoms and for students, teachers, and staff who are not fully vaccinated following exposure to someone with COVID19.
- Physical space to conduct testing safely and privately.
- Ability to maintain confidentiality of results and protect student, teacher, and staff privacy.

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- Ways to obtain parental consent for minor students and assent/consent for students themselves.
- A mechanism to report all testing results, to the extent allowable by or consistent with applicable federal, state, or local laws and regulations, including privacy laws such as FERPA, as required by the state or local health department.
- Roles and responsibilities for contact tracing for each party, including identification of [close contacts](#).

If these elements are not in place, schools may consider referring students, teachers, and staff to [community-based testing sites](#) .

Collaboration among local counsel, education, and public health is recommended to ensure appropriate consent is obtained and maintained and results are maintained, used, and further disclosed with appropriate privacy and confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#) , [Family Educational Rights and Privacy Act \(FERPA\)](#) , the [Protection of Pupil Rights Amendment \(PPRA\)](#) , and other applicable laws and regulations. School administrators who have questions about FERPA (or PPRA) may contact the Department of Education’s Student Privacy Policy Office (SPPO) at <https://studentprivacy.ed.gov> .

#### Testing Strategies

Schools may consider testing a random sample of at least 10% of students who are not fully vaccinated or may conduct [pooled testing](#) for COVID-19. Random sampling can reduce costs and eliminate bias in the testing design but may require more logistics and planning. [Pooled testing](#) increases the number of people who can be tested at once and reduces testing resources used. Pooled testing works best when the number of positives is expected to be very low. Ideally, specimens should be pooled at the laboratory rather than in the classroom. If the pooled test result is positive, each of the samples in the pool will need to be tested individually to determine which samples are positive. This allows for faster isolation of cases and quarantine of close contacts.

More frequent testing may be needed for students, teachers, staff, and adult volunteers who are not fully vaccinated and engaged in school athletics and other extracurricular activities. Testing at least once per week is recommended for high-risk sports and extracurricular activities (those that cannot be done outdoors or with masks) at all community transmission levels. In areas of substantial-to-high community transmission levels, testing twice per week is recommended for participation in these activities. Additionally, if the school is not tracking COVID-19 vaccination status of participants and support teacher and staff screening testing should be encouraged.

[Fully vaccinated](#) students, teachers, and staff with no COVID-19 symptoms do not need to be tested following an exposure to someone with COVID-19. People who have tested positive for COVID-19 within the past 3 months and recovered do not need to get tested following an exposure as long as they do not develop new symptoms. Any fully vaccinated person who experiences [symptoms consistent with COVID-19](#) should [isolate themselves from others](#), be clinically evaluated for COVID-19, and tested for SARS-CoV-2 if indicated.

People with COVID-19 have reported a wide range of [symptoms](#) from no or mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the SARS-CoV-2 virus. Because some of the symptoms of [u](#), common cold, and COVID-19 are similar, it is hard to tell the difference between them based on symptoms alone. [Testing](#) can help confirm a diagnosis, and inform medical treatment and

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care. Also, testing will con rm the need to [isolate](#) from others for at least 10 days and quarantine close contacts.

### Choosing a Test

When considering which tests to use for screening testing, schools or their testing partners should choose tests that can be reliably supplied and provide results within 24 hours. If available, saliva tests and nasal tests that use a short swab may be more easily implemented and accepted in schools. A [viral test](#) tells a person if they have a current infection. Two types of viral tests can be used: [nucleic acid amplification tests](#) (NAATs) and [antigen tests](#). Frequency of testing should be determined by the performance characteristics of the test being used. The intended use of each test, available in the Instructions for Use and in the Letter of Authorization for each test, defines the population in which the test is intended to be used, the acceptable specimen types, and how the results should be used.

### Reporting Results

Schools performing [on-site tests](#) (i.e., that are not sent to a laboratory) must apply for a [Clinical Laboratory Improvement Amendments \(CLIA\)](#) [waiver](#), and report test results to the extent allowable by or consistent with applicable privacy laws to state or local public health departments and as may be mandated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act ([P.L. 116-136](#) [waiver](#)). Schools should work closely with their local health department when establishing on-site testing so that their performance of CLIA-waived or FDA-authorized point-of-care tests for SARS-CoV-2 is done in accordance with regulations and should work closely with local counsel to ensure the reporting of test results is done in accordance with applicable privacy laws and regulations.

Parents, guardians, and caregivers should be asked to report new diagnoses of COVID-19 to schools and public health authorities to facilitate contact tracing and communication planning for cases and outbreaks. In addition, school administrators should notify teachers, staff, families, and emergency contacts or legal guardians immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Health Insurance Portability and Accountability Act of 1996 ([HIPAA](#) [waiver](#)), the Americans with Disabilities Act ([ADA](#) [waiver](#)), the Family Educational Rights and Privacy Act ([FERPA](#) [waiver](#)) and other applicable laws and regulations. Notifications must be accessible for all students, teachers, and staff, including those with disabilities or limited English proficiency (for example, through use of interpreters or translated materials).

### Ethical Considerations for School-Based Testing

- Testing should be conducted with informed consent from the person being tested (if an adult) or the person’s parent or guardian (if a minor), consistent with applicable state laws related to consent. Informed consent requires disclosure, understanding, and free choice, and is necessary for teachers, staff (who are employees of a school) and students’ families, to act independently and make choices according to their values, goals, and preferences.
- Consider distributing consent forms with the other paperwork for returning to school and making them easily accessible. • Differences in position and authority (i.e., workplace hierarchies), as well as employment and educational status, can affect a person’s ability to make free decisions. CDC provides guidance and information related to [consent for COVID-19 testing among employees](#). • The benefits of school-based testing need to be weighed against the costs, inconvenience, and feasibility of such programs to both schools and families. These challenges must be considered carefully and addressed as part of plans for school-based testing developed in collaboration with public health officials. The burden of testing is likely to be

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higher for younger children and therefore screening testing may be more feasible and acceptable for older children and adolescents.

#### Resources to Support School Screening Testing Programs

- [CDC ELC Cooperative Agreement Reopening Schools Award](#) <sup>2</sup> provides \$10 billion to support COVID-19 screening testing in schools for safe, in-person learning.
- [COVID-19 Testing and Diagnostics Working Group | HHS.gov](#) <sup>2</sup> develops testing-related guidance and provides tailored or focused investments to expand the available testing supply and maximize testing capacity.
- [Increasing Community Access to Testing](#) <sup>2</sup> provides COVID-19 testing resources and support to underserved school districts.
- Operation Expanded Testing expands national COVID-19 testing capacity and support for K-8 schools and groups at higher risk of COVID-19 through three regional hubs:
  - [Northeast and South](#) <sup>2</sup>
  - [Midwest](#) <sup>2</sup>
  - [West](#) <sup>2</sup>
- [National Institutes of Health RADx Initiative](#) <sup>2</sup> rapidly scales up testing across the country to enhance access to those most in need and provides a [When to Test](#) <sup>2</sup> impact calculator which illustrates how different mitigation strategies can minimize the spread of COVID-19.
- Shah Family Foundation [Open and Safe Schools](#) <sup>2</sup> toolkit provides school leaders resources and tools to implement COVID-19 screening testing.
- Rockefeller Foundation has created a [playbook](#) <sup>2</sup> with detailed, step-by-step guidance to help design and implement effective testing programs in schools. It addresses the operational challenges and everyday realities of implementing a complex, logistical program in an easy-to-understand, practical guide.
- The U.S. Department of Education's [COVID-19 Resources for Schools, Students, and Families](#) <sup>2</sup> provides up-to-date guidance and policies to support life-long learning while addressing challenges presented by COVID-19.

Last Updated July 9, 2021

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<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.htm> **Symptoms**  
**of Coronavirus (COVID-19)**

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2–14 days after you are exposed to the virus that causes COVID-19.

**Seek medical care immediately if someone has Emergency Warning Signs of COVID-19**

- Trouble breathing
- Inability to wake or stay awake
- Persistent pain or pressure in the chest
- Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone
- New confusion

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



Centers for Disease  
Control and Prevention  
National Center for Emerging and  
Zoonotic Infectious Diseases

CS-317142-A

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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# How to Protect Yourself and Others

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

## Know how it spreads



- **The best way to prevent COVID-19 is to avoid being exposed to this virus.**
- The virus is thought to spread mainly from person-to-person.
  - » Between people who are in close contact with one another (within about 6 feet).
  - » Through respiratory droplets produced when an infected person coughs, sneezes or talks.
  - » These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
    - » COVID-19 may be spread by people who are not showing symptoms.

## Everyone should

### Clean your hands often



- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

### Avoid close contact



- **Limit contact with people who don't live in your household as much as possible.**
- **Avoid close contact** with people who are sick.
- **Put distance between yourself and other people.**
  - » Remember that some people without symptoms may be able to spread virus.
  - » This is especially important for **people who are at increased risk for severe illness**. <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



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Accessible version <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

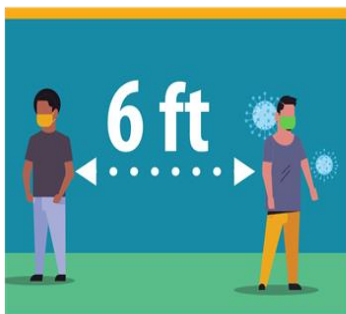
# STOP THE SPREAD OF GERMS | COVID-19 |



**Get a COVID-19 vaccine.**



**Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.**



**Stay at least 6 feet (about 2 arm lengths) from other people.**



**When in public, wear a mask over your nose and mouth.**



**Do not touch your eyes, nose, and mouth.**



**Clean and disinfect frequently touched objects and surfaces.**



**Stay home when you are sick, except to get medical care.**



**Wash your hands often with soap and water for at least 20 seconds.**

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# HOW DO I SET UP MY CLASSROOM?

## A quick guide for teachers

Teachers are encouraged to work with administrators and other school staff (e.g., custodians or janitors) to modify the layout of their classroom in a way that promotes healthy behaviors, environments, and operations that reduce the risk of COVID-19. As outlined in [CDC's Considerations for Schools](#), these modifications could include:

- spacing seating/desks at least 6 feet apart when feasible;
- turning desks to face in the same direction (rather than facing each other), or having students sit on only one side of tables, spaced apart; and
- modifying learning stations and activities as applicable so there are fewer students per group, placed at least 6 feet apart if possible.



This guide provides you with an overview of **15 things you can do to modify your classroom** and **5 sample layouts for your classroom**. As you consider how to modify the layout of your classroom, be sure to work with your school administrators and custodial staff. For example, you might ask them if it is possible to add, remove, or change classroom furniture, if there is a budget for purchasing physical barriers, or if there are any restrictions to modifying your classroom (e.g., adding tape to the floors).

### 15 things you can do to modify your classroom

- 1. Space students at least 6 feet apart**, when possible. Have students sit in the same assigned seat every day. Consider working with administrators and teachers to standardize seating charts across classes.
- 2. Turn desks to face the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.** Students can be instructed to avoid spinning or turning around in their chairs.



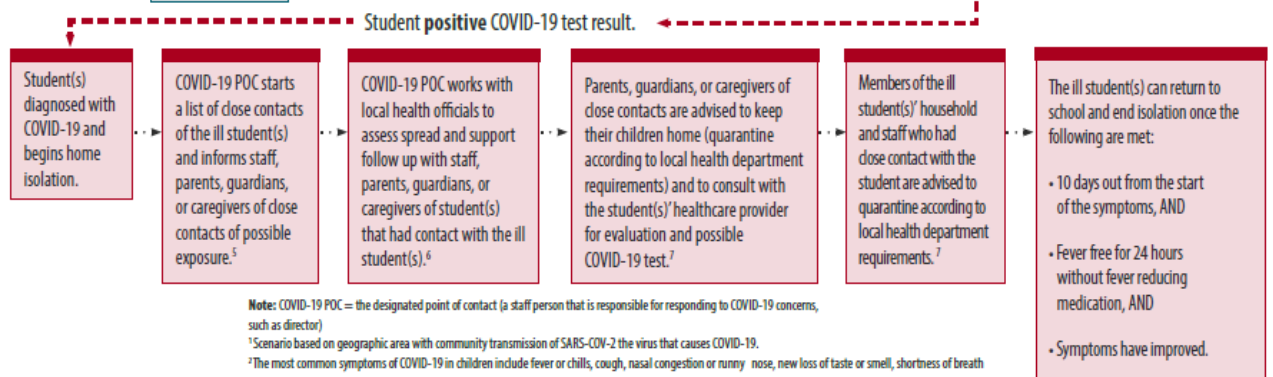
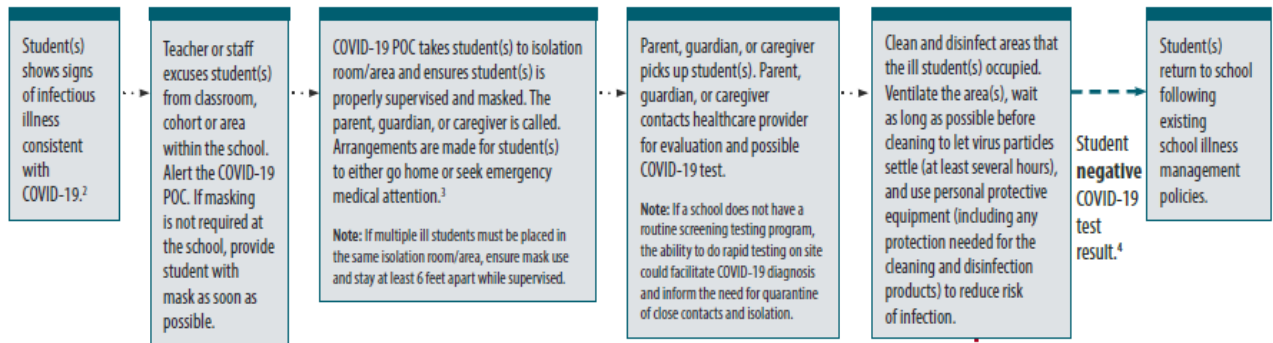
- 3. Modify learning stations and activities** so that there are fewer students per group and students can be at least 6 feet apart, if possible. When it is difficult to space students at least 6 feet apart, use physical barriers, such as a sneeze guard or partition.
- 4. Mark "X's" on tables** to keep at least 6 feet of distance between students, when possible, using colorful tape. Explain to students that they should not sit in "X" zones.
- 5. Mark walking paths** or provide physical guides, such as colorful tape on floors and signs on walls, to ensure that students remain at least 6 feet apart, where possible. Consider making these paths





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## WHAT TO DO IF A STUDENT BECOMES SICK OR REPORTS A NEW COVID-19 DIAGNOSIS AT SCHOOL<sup>1</sup>



**Note:** COVID-19 POC = the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such as director)

<sup>1</sup>Scenario based on geographic area with community transmission of SARS-CoV-2 the virus that causes COVID-19.

<sup>2</sup>The most common symptoms of COVID-19 in children include fever or chills, cough, nasal congestion or runny nose, new loss of taste or smell, shortness of breath or difficulty breathing, diarrhea or vomiting, stomachache, tiredness, headache, muscle or body aches, and poor appetite or poor feeding (especially in babies under 1 year old).

<sup>3</sup>Schools that do not have a universal mask requirement could require masking by students, teachers, and staff if they are experiencing onset of upper respiratory infection symptoms at school while waiting to be picked up or leave the school.

<sup>4</sup>With no known close contact.

<sup>5</sup>Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask. See exception in the definition for the exclusion of students in the K-12 indoor classroom: <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

<sup>6</sup>To the extent allowable by applicable laws regarding privacy.

<sup>7</sup>CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19.



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## A Student is Showing Signs of COVID-19 and Needs to be Isolated: What Do I Do? Quick Guide for School Nurses or School COVID-19 POC(s)



### 1. WEAR A MASK. PERSONAL PROTECTIVE EQUIPMENT (PPE) IS NEEDED IF UNABLE TO KEEP AT LEAST 6 FEET FROM THE STUDENT.

- When providing care for anyone with suspected or confirmed COVID-19 infection, personnel should wear appropriate PPE, including gloves, a gown, a face shield or goggles, and an N95 respirator (or equivalent). If an N-95 is not available, wear a surgical mask.



### 2. ISOLATE THE STUDENT

- Determine if the student can walk to the already identified isolation room/area on their own or if they need to be escorted or assisted.
- Assess their care needs and make the student comfortable while they are in the isolation room/area.
- Limit the number of people in health offices and isolation rooms. Try to keep the door closed.
- If there is more than one person in the isolation room/area, make sure everyone has a mask on and keep them at least 6 feet apart.



### 3. TALK TO THE STUDENT

- If possible, ask when and where the student started to feel sick (e.g., Did they start to feel sick at home or at school? What time of day was it? How did they feel a few days ago?). Note: Depending on student's age and cognitive ability, it may be necessary to modify these questions.
- If possible, ask if the student can remember who they came into contact with throughout the day?\* (e.g., Who did they sit next to? Were they within 6 feet (2 arm lengths) of other students?). Note: Depending on student's age and cognitive ability, it may be necessary to modify these questions.



### 4. CALL PARENT(S), GUARDIAN(S), OR CAREGIVER(S)

- If the child has one of the following emergency warning signs: Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face, or other signs of serious or life threatening illness, get emergency medical care first, then call the parent(s), guardian(s), or caregiver(s).
- If non-emergency, call the parent(s), guardian(s), or caregiver(s) and calmly explain that their child is not feeling well and may have symptoms of COVID-19, and should be picked up from school.
- Recommend that the parent(s), guardian(s), or caregiver(s) contact the child's healthcare provider for an evaluation and testing for COVID-19.



### 5. CLEAN AND DISINFECT ISOLATION ROOM/AREA

- After the parent(s), guardian(s), or caregiver(s) pick up the child or emergency care is coordinated, close off areas used by the ill student. When possible, wait up to 24 hours before beginning cleaning and disinfecting. The virus can remain in the air for some time, so waiting allows for the amount of virus in the air to decrease. If you cannot wait 24 hours to clean, be sure to wear PPE when cleaning. If possible, open outside doors and windows to increase air circulation in the area.



### 6. TALK TO YOUR ADMINISTRATOR AND TEACHER(S)

- Work with your school administration and staff to document and identify potential close contacts\* to identify who should quarantine and to support contact tracing efforts by the local health department. Note: assure actions are in accordance with applicable privacy laws.

\*Anyone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.



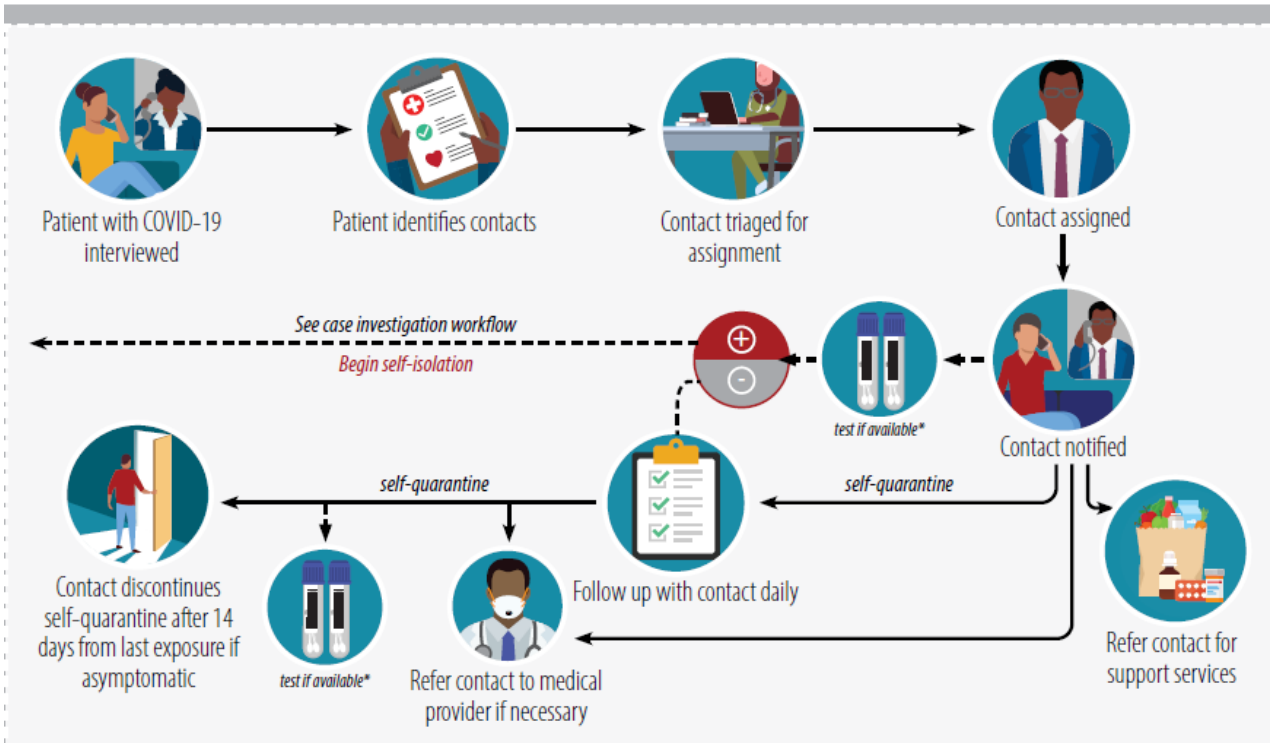
CS18684-B 12/19/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

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# CONTACT TRACING WORKFLOW (COVID-19)

Accessible version: <https://www.cdph.ca/diseases/communicable/2019/201908-Contact-Tracing-Workflow-Infographic>



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## When You've Been Fully Vaccinated

How to Protect Yourself and Others

Updated July 27, 2021

[Print](#)

### Safer Activities for You and Your Family

- If you are fully vaccinated, you can participate in many of the activities that you did before the pandemic.
- To maximize protection from the Delta variant and prevent possibly spreading it to others, wear a mask indoors in public if you are in an area of substantial or high transmission.
- Wearing a mask is most important if you have a weakened immune system or if, because of your age or an underlying medical condition, you are at increased risk for severe disease, or if someone in your household has a weakened immune system, is at increased risk for severe disease, or is unvaccinated. If this applies to you or your household, you might choose to wear a mask regardless of the level of transmission in your area.
- You should continue to wear a mask where required by laws, rules, regulations, or local guidance.



If you haven't been vaccinated yet, [get a vaccine](#).

COVID-19 vaccines are effective at protecting you from getting sick. Based on what we know about COVID-19 vaccines, people who have been fully vaccinated can do things that they had stopped doing because of the pandemic.

These recommendations can help you make decisions about daily activities after you are fully vaccinated. They are not intended for healthcare settings.

## Have You Been Fully Vaccinated?

In general, people are considered fully vaccinated: <sup>2</sup>

- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, regardless of your age, you are NOT fully vaccinated. Keep taking all precautions until you are fully vaccinated.

If you have a condition or are taking medications that weaken your immune system, you may NOT be protected even if you are fully vaccinated. You should continue to take all precautions recommended for unvaccinated people until advised otherwise by your healthcare provider.

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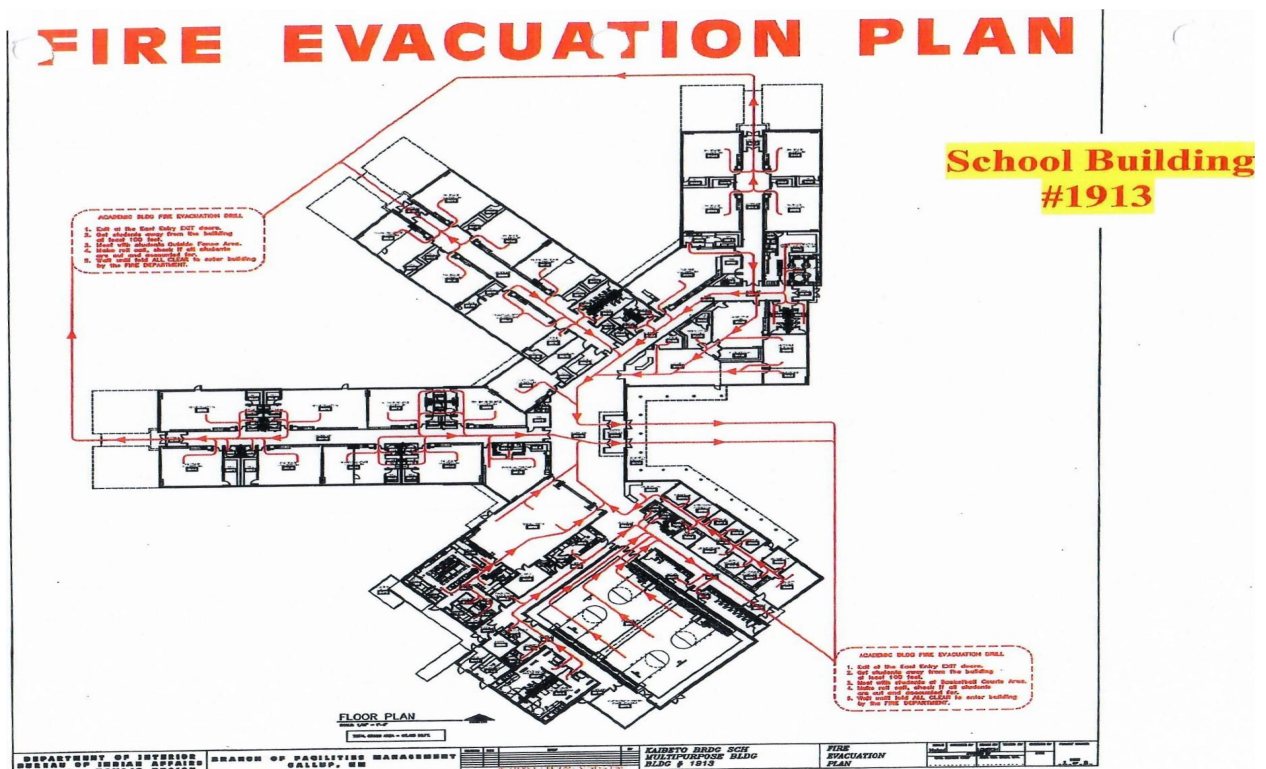
## Kaibeto Boarding School Fire Drill

## Emergency Response Drills

**Fire Drills:**

As in a “normal” fire drill, students would exit the classroom (as shown on the evacuation map in each classroom) and, with a spacing 6 feet apart during the drill, proceed to the designated safe zone outside of the school building. After reaching the safe zone, students would return to the building, again staying 6 feet apart. If an actual fire event occurs, the social distancing standard during evacuation may not be possible. But, even then, after all classes have relocated to their safe zone, maintain social distancing if possible. Once lined up at the “SAFE ZONE” 100 feet away from building, teachers will take roll call of their students and report if any students are not accounted for to maintenance worker or person will radio. Maintenance staff will also take teachers count of class and record. The following groups “SAFE ZONE” are as followed.

- Wing D, Wing C, and Wing D will line up between the playgrounds on the west side of building 1913 (School Building) and take roll call
- Admin Hallway, Computer lab, Library and Dormitory will line up on the basketball court and take roll call
- Kitchen, Locker Rooms and Wing A will line up by the connex box south of building 1913 (School Building) and take roll call



August 9, 2021



Kaibeto Boarding School  
Written Program  
For  
Fire Prevention Plan



## 1910.39 Fire Prevention Plan

The following fire prevention plan is provided only as a guide to assist employers and employees in complying with the requirements of the Occupational Safety and Health Administration's (OSHA) Fire Prevention Plan Standard, 29 Code of Federal Regulations (CFR) 1910.39, as well as to provide other helpful information. It is not intended to supersede the requirements of the standard. An employer should review the standard for particular requirements that are applicable to their individual situation, and make adjustments to this program that are specific to their company. An employer will need to add information relevant to their facility in order to develop an effective, comprehensive program.

# 1910.39 Fire Prevention Plan Table of Contents

I. Objective

II. Background

III. Assignment of Responsibility

IV. Plan Implementation

- A. Good Housekeeping
- B. Maintenance

V. Types of Hazards

- A. Electrical Hazards
- B. Portable Heaters
- C. Office Fire Hazards
- D. Cutting, Welding, and Open Flame Work
- E. Flammable and Combustible Materials
- F. Smoking

VI. Training

VII. Program Review

VIII. Attachments

- A. Fire Risk Survey
- B. General Fire Prevention Checklist
- C. Exits Checklist
- D. Flammable and Combustible Material Checklist
- E. DWC Resources



# **Fire Prevention Plan For Kaibeto Boarding School July 1, 2021**

## **I. OBJECTIVE**

The purpose of this Fire Prevention Plan is to eliminate the causes of fire, prevent loss of life and property by fire, and to comply with the Occupational Safety and Health Administration's (OSHA) standard on fire prevention, 29 CFR 1910.39. It provides employees with information and guidelines that will assist them in recognizing, reporting, and controlling fire hazards.

## **II. BACKGROUND**

Kaibeto Boarding School is committed to minimizing the threat of fire to employees, visitors, and property. Kaibeto Boarding School complies with all applicable laws, regulations, codes, and good practices pertaining to fire prevention. Kaibeto Boarding School separate Emergency Action Plan spells out the procedures for responding to fires. This Fire Prevention Plan serves to reduce the risk of fires at Kaibeto Boarding School/ Kaibeto, Az. in the following ways:

- A. Identifies materials that are potential fire hazards and their proper handling and storage procedures
- B. Distinguishes potential ignition sources and the proper control procedures of those materials
- C. Describes fire protection equipment and/or systems used to control fire hazards
- D. Identifies persons responsible for maintaining the equipment and systems installed to prevent or control ignition of fires
- E. Identifies persons responsible for the control and accumulation of flammable or combustible material
- F. Describes good housekeeping procedures necessary to ensure the control of accumulated flammable and combustible waste material and residues to avoid a fire emergency
- G. Provides training to employees regarding fire hazards to which they may be exposed.

## **III. ASSIGNMENT OF RESPONSIBILITY**

Fire safety is everyone's responsibility. All employees should know how to prevent and respond to fires and are responsible for adhering to company policy regarding fire emergencies.

### **A. Management**

Management determines the Kaibeto Boarding School fire prevention and protection policies.

Management will provide adequate controls to provide a safe workplace and will provide adequate resources and training to its employees to encourage fire prevention and the safest possible response in the event of a fire emergency.

### **B. Plan Administrator**

Facility Manager shall manage the Fire Prevention Plan for Kaibeto Boarding School and shall maintain all records pertaining to the plan. The Plan Administrator shall also:

- 1. Develop and administer the Kaibeto Boarding School fire prevention-training program.
- 2. Ensure that fire control equipment and systems are properly maintained.
- 3. Control fuel source hazards.
- 4. Conduct fire risk surveys (see Appendix A) with local fire department and other emergency responders and make recommendations.

### **C. Supervisors/ Program Managers**

Supervisors are responsible for ensuring that employees receive appropriate fire safety training and for notifying Facility Manager when changes in operation increase the risk of fire.

Supervisors are also responsible for enforcing Kaibeto Boarding School fire prevention and protection policies.

### **D. Employees**

All employees shall:

1. Complete all required training before working without supervision.
2. Conduct operations safely to limit the risk of fire.
3. Report potential fire hazards to their supervisors.
4. Follow fire emergency procedures.

#### **IV. PLAN IMPLEMENTATION**

##### **A. Good Housekeeping**

To limit the risk of fires, employees shall take the following precautions:

1. Minimize the storage of combustible materials.
2. Make sure that doors, hallways, stairs, and other exit routes are kept free of obstructions.
3. Dispose of combustible waste in covered, airtight, metal containers.
4. Use and store flammable materials in well-ventilated areas away from ignition sources.
5. Use only nonflammable cleaning products.
6. Keep incompatible (i.e., chemically reactive) substances away from each other.
7. Perform "hot work" (i.e., welding or working with an open flame or other ignition sources) in controlled and well-ventilated areas.
8. Keep equipment in good working order (i.e., inspect electrical wiring and appliances regularly and keep motors and machine tools free of dust and grease.
9. Ensure that heating units are safeguarded.
10. Report all gas leaks immediately. Facility Manager shall ensure that all gas leaks are repaired immediately upon notification.
11. Repair and clean up flammable liquid leaks immediately.
12. Keep work areas free of dust, lint, sawdust, scraps, and similar material.
13. Do not rely on extension cords if wiring improvements are needed and take care not to overload circuits with multiple pieces of equipment.
14. Ensure that required hot work permits are obtained.
15. Turn off electrical equipment when not in use.

##### **B. Maintenance**

Facility Maintenance Workers will ensure that equipment is maintained according to manufacturers' specifications. Kaibeto Boarding School will also comply with requirements of the National Fire Protection Association (NFPA) codes for specific equipment. Only properly trained individuals shall perform maintenance work.

The following equipment is subject to the maintenance, inspection, and testing procedures:

1. Equipment installed to detect fuel leaks, control heating, and control pressurized systems.
2. Portable fire extinguishers, automatic sprinkler systems, and fixed extinguishing systems.
3. Detection systems for smoke, heat, or flame.
4. Fire alarm systems.
5. Emergency backup systems and the equipment they support.

#### **V. TYPES OF HAZARDS**

The following sections address the major workplace fire hazards at Kaibeto Boarding School Facilities and the procedures for controlling the hazards.

##### **A. Electrical Fire Hazards**

Electrical system failures and the misuse of electrical equipment are leading causes of workplace fires. Fires can result from loose ground connections, wiring with frayed insulation, or overloaded fuses, circuits, motors, or outlets.

To prevent electrical fires, employees shall:

1. Make sure that worn wires are replaced.
2. Use only appropriately rated fuses.
3. Ever use extension cords as substitutes for wiring improvements.
4. Use only approved extension cords [i.e., those with the Underwriters Laboratory (UL) or Factory Mutual (FM) label].
5. Check wiring in hazardous locations where the risk of fire is especially high.
6. Check electrical equipment to ensure that it is either properly grounded or double insulated.
7. Ensure adequate spacing while performing maintenance.

### **B. Portable Heaters**

All portable heaters shall be approved by Facility Manager. Portable electric heaters shall have tip-over protection that automatically shuts off the unit when it is tipped over. There shall always be adequate clearance between the heater and combustible furnishings or other materials.

### **C. Office Fire Hazards**

Fire risks are not limited to Kaibeto Boarding School industrial facilities. Fires in offices have become more likely because of the increased use of electrical equipment, such as computers and fax machines.

To prevent office fires, employees shall:

1. Avoid overloading circuits with office equipment.
2. Turn off nonessential electrical equipment at the end of each workday.
3. Keep storage areas clear of rubbish.
4. Ensure that extension cords are not placed under carpets.
5. Ensure that trash and paper set aside for recycling is not allowed to accumulate.

### **D. Cutting, Welding, and Open Flame Work** Facility Manager will ensure the following:

1. All necessary hot work permits have been obtained prior to work beginning.
2. Cutting and welding are done by authorized personnel in designated cutting and welding areas whenever possible.
3. Adequate ventilation is provided.
4. Torches, regulators, pressure-reducing valves, and manifolds are UL listed or FM approved.
5. Oxygen-fuel gas systems are equipped with listed and/or approved backflow valves and pressure-relief devices.
6. Cutters, welders, and helpers are wearing eye protection and protective clothing as appropriate.
7. Cutting or welding is prohibited in sprinklered areas while sprinkler protection is out of service.
8. Cutting or welding is prohibited in areas where explosive atmospheres of gases, vapors, or dusts could develop from residues or accumulations in confined spaces.
9. Cutting or welding is prohibited on metal walls, ceilings, or roofs built of combustibles and sandwich-type panel construction or having combustible covering.
10. Confined spaces such as tanks are tested to ensure that the atmosphere is not over ten percent of the lower flammable limit before cutting or welding in or on the tank.
11. Small tanks, piping, or containers that cannot be entered are cleaned, purged, and tested before cutting or welding on them begins.
12. Fire watch has been established.

### **E. Flammable and Combustible Materials**

Program Managers and Supervisors shall regularly evaluate the presence of combustible materials at Kaibeto Boarding School site (see Appendix D).

Certain types of substances can ignite at relatively low temperatures or pose a risk of catastrophic explosion if ignited. Such substances obviously require special care and handling.

#### **1. Class A combustibles.**

These include common combustible materials (wood, paper, cloth, rubber, and plastics) that can act as fuel and are found in non-specialized areas such as offices.

To handle Class A combustibles safely:

- A. Dispose of waste daily.
- B. Keep trash in metal-lined receptacles with tight-fitting covers (metal wastebaskets that are emptied every day do not need to be covered).
- C. Keep work areas clean and free of fuel paths that could allow a fire to spread.
- D. Keep combustibles away from accidental ignition sources, such as hot plates, soldering irons, or other heat- or spark-producing devices.
- E. Store paper stock in metal cabinets. f. Store rags in metal bins with self-closing lids.
- F. Do not order excessive amounts of combustibles.
- G. Make frequent inspections to anticipate fires before they start.

Water, multi-purpose dry chemical (ABC), and halon 1211 are approved fire extinguishing agents for Class A combustibles.

## **2. Class B combustibles.**

These include flammable and combustible liquids (oils, greases, tars, oil-based paints, and lacquers), flammable gases, and flammable aerosols.

To handle Class B combustibles safely:

- A. Use only approved pumps, taking suction from the top, to dispense liquids from tanks, drums, barrels, or similar containers (or use approved self-closing valves or faucets).
- B. Do not dispense Class B flammable liquids into containers unless the nozzle and container are electrically interconnected by contact or by a bonding wire. Either the tank or container must be grounded.
- C. Store, handle, and use Class B combustibles only in approved locations where vapors are prevented from reaching ignition sources such as heating or electric equipment, open flames, or mechanical or electric sparks.
- D. Do not use a flammable liquid as a cleaning agent inside a building (the only exception is in a closed machine approved for cleaning with flammable liquids).
- E. Do not use, handle, or store Class B combustibles near exits, stairs, or any other areas normally used as exits.
- F. Do not weld, cut, grind, or use unsafe electrical appliances or equipment near Class B combustibles.
- G. Do not generate heat, allow an open flame, or smoke near Class B combustibles.
- H. Know the location of and how to use the nearest portable fire extinguisher rated for Class B fire.

Water should not be used to extinguish Class B fires caused by flammable liquids. Water can cause the burning liquid to spread, making the fire worse. To extinguish a fire caused by flammable liquids, exclude the air around the burning liquid. The following fire-extinguishing agents are approved for Class B combustibles: carbon dioxide, multi-purpose dry chemical (ABC), halon 1301, and halon 1211. (NOTE: Halon has been determined to be an ozone-depleting substance and is no longer being manufactured. Existing systems using halon can be kept in place.)

### **F. Smoking**

Smoking is prohibited in all Kaibeto Boarding School buildings. Certain outdoor areas may also be designated as no smoking areas. The areas in which smoking is prohibited outdoors are identified by NO SMOKING signs.

## **VI. TRAINING**

Facility Manager shall present basic fire prevention training to all employees upon employment, and shall maintain documentation of the training, which includes:

- A. Review of 29 CFR 1910.38, including how it can be accessed.

- B. This Fire Prevention Plan, including how it can be accessed.
- C. Good housekeeping practices.
- D. Proper response and notification in the event of a fire.
- E. Instruction on the use of portable fire extinguishers (as determined by company policy in the Emergency Action Plan).
- F. Recognition of potential fire hazards.

Supervisors shall train employees about the fire hazards associated with the specific materials and processes to which they are exposed and will maintain documentation of the training.

Employees will receive this training:

- A. At their initial assignment.
- B. Annually, and
- C. When changes in work processes necessitate additional training.

## **VII. PROGRAM REVIEW**

Program Managers and Supervisors shall review this Fire Prevention Plan at least annually for necessary changes.



**Appendix B**  
**Kaibeto Boarding School**  
**General Fire Prevention Checklist**

Use this checklist to ensure fire prevention measures conform with the general fire prevention requirements found in OSHA standards.

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are combustible scrap, debris, and waste materials such as oily rags stored in a covered metal receptacle and removed from the worksite promptly?                                    |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all connections on drums and combustible liquid piping vapor and liquid tight?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all flammable liquids electrically grounded during dispensing?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Do storage rooms for flammable and combustible liquids have appropriate ventilation systems?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are NO SMOKING signs posted on liquefied petroleum gas tanks?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all solvents wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are fuel gas cylinders and oxygen cylinders separated by distance of fire-resistant barriers while in storage?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are fire extinguishers appropriate for the materials in the areas where they are mounted? *  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are appropriate fire extinguishers mounted within 75 feet outside areas containing flammable liquids and within 10 feet of any inside storage area for such materials? *             |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are extinguishers free from obstruction or blockage? *   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all extinguishers serviced, maintained, and tagged at least once a year? *   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all extinguishers fully charged and in their designated places? *  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water will not be sprayer into operating electrical switchboards and equipment? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are NO SMOKING signs posted in areas were flammable or combustible materials are used or stored?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are safety cans utilized for dispensing flammable or combustible liquids at the point of use?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are all spills of flammable or combustible liquids cleaned up promptly?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are storage tanks adequately vented to prevent the development of an excessive vacuum or pressure that could result from filling, emptying, or temperature changes?                  |

\*(NOTE: Use of fire extinguishers is based on company policy regarding employee's firefighting in Emergency Action Plan and local fire code.)

Completed \_\_\_\_\_ by: \_\_\_\_\_  
Date: \_\_\_\_\_



Appendix C  
Kaibeto Boarding School  
Exits Checklist

Use this checklist to evaluate Kaibeto Boarding School compliance with OSHA's standard on emergency exit routes.

- Yes       No    Is each exit marked with an exit sign and illuminated by a reliable light source?
- Yes       No    Are the directions to exits, when not immediately apparent, marked with visible signs?
- Yes       No    Are doors, passageways, or stairways that are neither exits nor access to exits, and which could be mistake for exits, marked "NOT AN EXIT" or other appropriate marking?
- Yes       No    Are exit signs provided with the word "EXIT" in the letters at least five inches high and with lettering at least one inch wide?
- Yes       No    Are exit doors side-hinged?
- Yes       No    Are all exits kept free of obstructions?
- Yes       No    Are there at least two exit routes provide from elevated platforms, pits, or rooms where the absence of a second exit would increase the risk of injury from hot, poisonous, corrosive, suffocating, flammable, or explosive substances?
- Yes       No    Is the number exits from each floor of a building and from the building itself appropriate for the building occupancy? (NOTE: Do not count evolving, sliding, or overhead when evaluating whether there are sufficient exits.)
- Yes       No    Are exit stairways that are required to be separated from other parts of a building enclosed by at least one-hour-hire-resistant walls (or at least two-hour fire-resistant walls in buildings over four stories high)?
- yes       No    Are the slops of ramps used as part of emergency building exits limited to one foot vertical and 12feet horizontal?

- Yes       No    Are glass doors or storm doors fully tempered, and do they meet the safety requirements for human impact?
  
- Yes       No    Can exit doors be opened from the direction of exit travel without the use of a key or any special knowledge or effort?
  
- Yes       No    Are doors on cold storage rooms provided with an inside release mechanism that will release the latch and open the door even if it's padlocked or otherwise locked on the outside?
  
- Yes       No    Where exit doors open directly onto any street, alley, or other area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees from stepping into the path of traffic?
  
- Yes       No    Are doors that swing in both directions and are located between rooms where there is frequent traffic equipped with glass viewing panels?

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Kaibeto Boarding School

## Flammable and Combustible Material Checklist

Use this checklist to evaluate compliance with OSHA's standards on flammable and combustible materials.

- Yes       No    Are combustible scrap, debris, and waste materials such as oily rags stored in covered metal receptacles and removed from the worksite promptly?
- Yes       No    Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?
- Yes       No    Are all connection on drums and combustible liquid piping vapor and liquid tight?
- Yes       No    Are all flammable liquids kept in closed containers when not in use?
- Yes       No    Are metal drums of flammable liquids electrically grounded during dispensing?
- Yes       No    Do storage rooms for flammable and combustible liquids have appropriate ventilation systems?
- Yes       No    Are NO SMOKING signs posted on liquefied petroleum gas tanks?
- Yes       No    Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?
- Yes       No    Is vacuuming used whenever possible rather than bowing or sweeping combustible dust?
- Yes       No    Are fuel gas cylinders and oxygen cylinders separated by distances or fire-resistant barriers while in storage?
- Yes       No    Are fire extinguisher appropriate for the materials in the areas where they are mounted?\*
- Yes       No    Are appropriate fire extinguishers mounted within 75 feet outside areas containing flammable liquids and within 10 feet of any inside storage areas for such materials?\*
- Yes       No    Are extinguishers free from obstruction or blockage? \*
- Yes       No    Are all extinguishers serviced, maintained, and tagged at least once a year? \*
- Yes       No    Are all extinguishers fully charged and in their designated places? \*
- Yes       No    Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water will not be sprayed into operating electrical switchboards and equipment?
- Yes       No    Are NO SMOKING signs posted in areas where flammable or combustible materials are used or stored?
- Yes       No    Are safety cans utilized for dispensing flammable or combustible liquids at the point of use?
- Yes       No    Are all spills of flammable or combustible liquids cleaned up promptly?
- Yes       No    Are storage tanks adequately vented to prevent the development of an excessive vacuum or pressure that could result from filling, emptying, or temperature changes?

\*(NOTE: Use of fire extinguishers is based on company policy regarding employee firefighting in your Emergency Action Plan and Local fire code.)

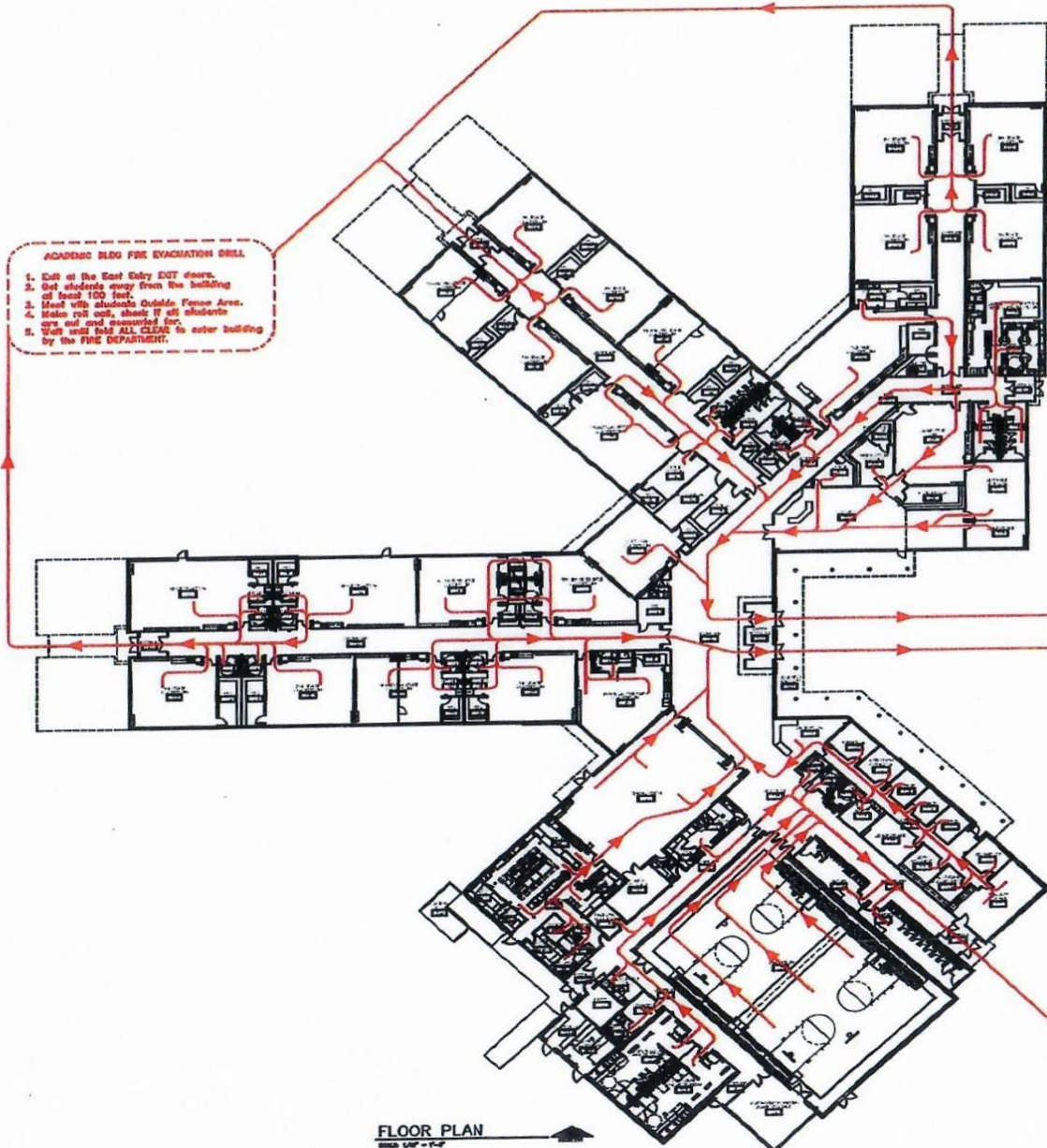
Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Fire Evacuation Plan  
School Building #1913**

# FIRE EVACUATION PLAN

**School B  
#19**



**ACADEMIC BLDG FIRE EVACUATION DRILL**

1. Exit at the East Entry EXIT doors.
2. Get students away from the building of least 100 feet.
3. Meet with students Outside Fence Area.
4. Make roll call, check if all students are out and accounted for.
5. Wait until told **ALL CLEAR** to enter building by the FIRE DEPARTMENT.

**ACADEMIC BLDG FIRE EVACUATION DRILL**

1. Exit at the East Entry EXIT doors.
2. Get students away from the building of least 100 feet.
3. Meet with students at Basketball Courts Area.
4. Make roll call, check if all students are out and accounted for.
5. Wait until told **ALL CLEAR** to enter building by the FIRE DEPARTMENT.

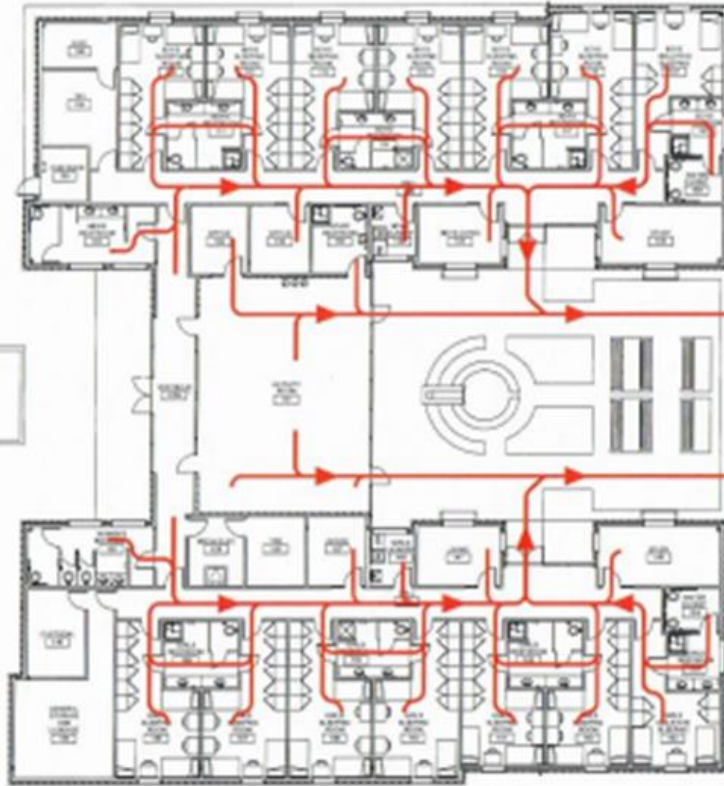
**FLOOR PLAN**  
Scale: 1/4" = 1'-0"  
TOTAL ROOMS: 100 - CLASS ROOMS

**KAIKETO BRDG SCH  
MULTIPURPOSE BLDG  
BLDG # 1913**

**FIRE  
EVACUATION  
PLAN**

**Fire Evacuation Plan  
Residential Building #1914**

# FIRE EVACUATION PLAN



**Dormitory Bldg  
#1914**

**RESIDENTIAL FIRE EVACUATION DRILL**

1. Wake up students. Students must have shoes and blanket with them.
2. Get students away from the building at least 100 feet.
3. Meet with students in designated area.
4. Make roll call, check if all students are out and accounted for.
5. The staffs make sure all students are out of bed and should be the last out of the building.
6. Exit of the nearest EXIT door.
7. Wait until told ALL CLEAR to enter building by the FIRE DEPARTMENT.

FLOOR PLAN - DORMITORY

Scale: 1/8" = 1'



DEPARTMENT OF INTERIOR  
BUREAU OF INDIAN AFFAIRS  
OPMC - NAVAJO REGION

BRANCH OF FACILITIES MANAGEMENT  
CALLUP, NM

NAVAJO COUNTY ENGINEERING, INC.

KAIKETO BNSG JCM  
DORMITORY BLDG  
BLOC # 1914

FIRE  
EVACUATION  
PLAN

DATE	SCALE	PROJECT	NO.	REV.	BY	CHECKED



# **EMERGENCY OPERATIONS**

**Kaibeto Boarding School**

---

**Home of the CARDINAL!**

**EMERGENCY OPERATION  
PROCEDURES**

**P.O. BOX 1420**

**KAIBETO, ARIZONA 86053**



**KAIBETO BOARDING SCHOOL** Dear Team:

As we undertake the critical mission of educating children, nothing is more important than maintaining a safe and secure school.

This manual sets forth the emergency management protocols of **KAIBETO BOARDING SCHOOL**. Our primary objective is to protect you, your fellow workers, children, school volunteers, and visitors from physical harm while in and around the school. Our secondary objective is to protect school property.

This manual provides instruction on how to prevent, prepare for, detect, respond to, and recover from an array of emergencies, ranging from school violence, accidents, and health emergencies to fires and natural disasters such as tornadoes and power outages.

**TRAINING ON THE CONTENTS WILL BE PROVIDED ANNUALLY.**

Please take time to read and become familiar with these procedures. An emergency or hazardous condition can occur at any time and without warning. Knowing these procedures can ensure an effective response that prevents serious injuries and even the loss of life.

If you have suggestions or questions, please contact members of the Safe Schools Committee listed in this document or call 928.673.3480 Facility Management or office at 928.673.3480.

Please remember that safety and security is everyone's responsibility. By working together, we can ensure a safer and more secure school environment.

Sincerely,

---

School Principal

---

# SECTION 1: INTRODUCTION

While the vast majority of the nation's students will complete their schooling without ever being touched by life-threatening hazards, recent natural disasters and school shootings have created a new understanding of the need for emergency preparedness.

These procedures are designed to enhance school security for all students, staff, volunteers, and visitors and to assist schools in preventing, detecting, responding to, and recovering from emergencies. Staff members are required to follow them.

## Authorities

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11. These directives are detailed in the Continuity of Operations Plan for Indian Affairs, Regional Office, which serves as the overarching authority for this document. A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, Management of Domestic Incidents. The NIMS provides a unified approach to managing emergency incidents and standardizes command and communication protocols. Other federal authorities include:

- Homeland Security Presidential Directive 8, National Preparedness
- Executive Order 13347, Individuals with Disabilities in Emergency Preparedness
- 41 U.S. Code of Federal Regulations 101-20, Management of Buildings and Grounds
- 44 U.S. Department of the Interior Manual 1, Physical Protection and Building Security
- 375 U.S. Department of the Interior Manual 19, Information Technology Security

National Security Act of 1947, dated July 26, 1947.

Robert T. Stafford disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended by Public Law 100-707.

Executive Order (E.O) 12148, Federal Emergency Management, dated Jul 20, 1979, as amended.

Executive Order (E.O) 126565, Assignment of National Security and Emergency Preparedness Responsibilities, November 18, 1988.

Federal Response Plan.

Federal Response Planning Guidance (FRPG) 01-94, Continuity of Operations, December 4, 1994.

Federal Preparedness Circular 60, Continuity of the Executive Branch of the Federal Government at the Headquarters level during National Security Emergencies, November 20, 1990

Federal Preparedness Circular 61, Emergency Succession to Key Positions of the Federal Departments and Agencies.

Federal Preparedness Circular 62, Pre-delegation of Emergency Authorities.

Federal Preparedness Circular 64, Continuity of the Executive Branch of the Federal Government at the Regional level during National Security Emergencies.

44 CFR 101-2, Occupant Emergency plan

36 CFR 1236, Vital Records during an Emergency

# Document Organization

This document provides general protocols for emergencies, such as communication and evacuation plans, and instructions on how to respond to specific types of emergencies. The latter are called incident-specific protocols.

## Types of Emergencies

Emergencies are typically divided into man-made and natural. The following are examples.

### MAN-MADE EMERGENCIES

- Active Shooter
- Accidents
  - Athletic Accidents
  - Building Accidents
  - Chemical Spills
  - Transportation Accidents
  - Trips and fall
- Bomb Threats
- Cyber Crime
- Fires, Accidental and Arson
- Fraud
- Medical Emergencies
- Riots
- School Violence
- Bullying
- Assaults and Batteries
- Gangs
- Homicides
- Hostage Situations
- Shootings
- Weapons
  - Substance Abuse
- Sexual Predators
- Suicide
- Terrorism
- Utility Failures

### NATURAL EMERGENCIES

- Animal Attacks
- Blizzards
- Extreme Temperatures
- Earthquakes
- Floods
- Forest Fires
- Landslides
  - Hurricanes
- Tornadoes

## SECTION 2: ROLES AND RESPONSIBILITIES

Understanding who will plan the emergency effort and who will lead school operations during an emergency is critical. Assigning roles and responsibilities ensures that required tasks are accomplished, reduces the chaos of the emergency scene, and eliminates duplication of effort. This section identifies the roles and responsibilities of staff members before, during, and after an emergency.

### School Administration

The administration is responsible for providing leadership on security issues, selecting the Safe Schools Committee, approving security and emergency management procedures, updating contact information, receiving and acting on notifications of incidents, reporting incidents to the BIE Chain of Command, bringing in external resources, establishing discipline procedures, following through with consequences in a fair and consistent manner, reporting serious incidents to parents or appointing a designee to do so, and other critical tasks.

School Administration Members are as follows:

### SCHOOL ADMINISTRATION

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
SCHOOL PRINCIPAL	Dr. Deborah Holgate	(928) 673-3480 X 2412	(928)209-5285	Deborah.holgate@bie.edu
RESIDENTIAL MANAGER	Helena Bennett	(928) 673-3480 X 2432	(928) 209-6234	helena.bennett@bie.edu
FACILITY MANAGER	Brandon Williams	(928) 673-3480 X 2421	(928) 209-6223	brandonl.williams@bie.edu
SECURITY MANAGER	Brandon Williams	(928) 673-3480 X 2421	(928) 209-6223	brandonl.williams@bie.edu
PARENTS	Lesina Tsosie	(928) 673-3480 X 2414		lesina.tsosie@bie.edu
STUDENTS	Registrar Nita Salabye	(928) 673-3480 x2418		nita.salabye@bie.edu
FACULTY	Business Tech Heather Aguero	(928) 673-3480 X 2424	(928)	heather.aguero@bie.edu

# Safe Schools Committee

The Safe Schools Committee leads the Safe Schools planning effort. It fulfills the following purposes:

- It gives a specific group of people the responsibility for developing and updating the security plan and for ensuring it is implemented in an organized manner. It also shares the tasks required to assemble the plan among multiple individuals.
- It facilitates and formalizes communication among stakeholders who share a role in Safe Schools' issues and provides a means to solicit diverse viewpoints.
- It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyze intelligence about emerging security threats such as the growing power of a new gang or a recent designer drug.
- It demonstrates to students, staff, and parents the administration's commitment to ensuring a safe school and its diligence in addressing security issues.
- It provides an ongoing tool to assess existing security measures and to recommend new measures.

Members of the Safe Schools Committee are as follows:

## SAFE SCHOOLS COMMITTEE

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
SCHOOL PRINCIPAL DEPARTMENT HEAD	Dr. Deborah Holgate	(928)673-3480	(928) 209-5285	Deborah.holgate@bie.edu
FACILITY MANAGER	Brandon Williams	(928) 673-3480	(928) 209-6223	brandonl.williams@bie.edu
SECURITY OFFICER	Security Guard	(928)209-6227		merle.begay@bie.edu
TEACHER				
PARENT				
UNION REP.				

<b>DORMITORY</b>	Helena Bennett	(928) 673-3480	(928) 209-6234	helena.bennett@bie.edu
<b>CAFETERIA</b>	Alison Yazzie	(928) 673-3480	(928) 209-2849	alison.yazzie@bie.edu
<b>ITT</b>	Kyle Hemstreet	(928) 673-3480	(928)640-3879	edgewaterit@gmail.com
<b>COUNSELOR</b>	Lesina Tsosie	(928) 673-3480	(505)809-0287	lesina.tsosie@bie.edu

## Emergency Management Team

The Emergency Management Team is activated during a school-wide incident. This section describes the roles and responsibilities of the Emergency Management Team during and after emergencies. Roles and responsibilities specific to evacuations or lockouts are described in Section 4, entitled Evacuations. Note: Teachers serving on the Emergency Management Team must be replaced in their classrooms during an emergency to ensure their students are fully supervised. These teachers and their students should know in advance, who will replace them during this time.

**School Commander: Dr. Deborah Holgate**

The School Commander, typically the Principal, remains in the Command Center and manages the crisis. He or she coordinates the emergency response effort; gives the order to evacuate or lock down the school; coordinates with police, fire and medical teams; maintains contact with headquarters, and ensures immediate notifications to the Office of Indian Education Programs (OIEP) Chain of Command, beginning with the Educational Line Officer.

**School First Aid Responders: Helena Bennett**

School First Aid Responders provide emergency First Aid until medical assistance arrives. They are trained in First Aid and cardio-pulmonary resuscitation. Every staff member should memorize the names of the First Aid Responders and know where they are normally stationed in the school.

**Site Coordinator: Brandon Williams**

The Site Coordinator directs emergency responders such as police, fire, and paramedics to the site emergency and controls access to the affected areas. If necessary, he or she preserves the crime scene until police arrive and assume control. The Site Coordinator also directs media, parents, and central office personnel to the appropriate locations and cordons off areas, as necessary. The Site Coordinator must know the emergency site map thoroughly and know where to locate the necessary supplies to cordon off areas during a school-wide incident.

**Parent Coordinator: Dorothy Dele**

The Parent Coordinator assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.) A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation.

**Crisis Team Leader: Lesina Tsosie**

The Crisis Team Leader coordinates crisis intervention and counseling services.

**Recorder: Camille Boone**

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the Parent Coordinator. The Recorder records the names of responding emergency units and the support staff, collecting business cards, if available.

**Transportation Coordinator: Brandon Williams**

The Transportation Coordinator arranges for any special transportation needs arising from the incident.

**Media Coordinator: Colleen Bigman**

The Media Coordinator arranges for a media staging area away from the incident area, keeps media away from parents and students, and, if time permits, collects business cards from members of the media. As necessary, the Media Coordinator informs the Public Affairs Office of the Assistant Secretary of Indian Affairs headquarters at (202) 219-4150 what media are present. The Media Coordinator should not give interviews to the media.

**Teachers: Linda Tsinnijinnie**

Teachers maintain supervision of their classes and take attendance every time the class moves to a new location. Attendance books must accompany a teacher whenever the classroom is evacuated. Teachers should compile a list of missing students any time roll call is taken and note possible locations of these students. The administration and emergency responders should be immediately notified of missing children.

**Assistants for Individuals with Physical Disabilities:**

**Coleen Bigman**

**Residential Staff**

Staff members are assigned to assist each student and colleague with physical disabilities in the event of an evacuation, as described in the evacuation plan. Assistants for children and staff with



disabilities must be knowledgeable about each individual's special needs, particularly in respect to special equipment and medications. Alternative staff members are designated in case an assigned staff member is absent during an emergency.

Members of the Emergency Management Team are as follows:

## EMERGENCY MANAGEMENT TEAM

ROLE	RESPONSIBILITY	NAME	ROOM	OFFICE PHONE NUMBER	HOME, CELLULAR AND PAGER NUMBER
<b>SCHOOL COMMANDER</b>	Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the BIE Chain of Command.	Dr. Deborah Holgate		928.209.5285	
		Helena Bennett		928.209.6234	
<b>SITE COORDINATOR</b>	Directs police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.	Brandon Williams		928.209.6223	
		Carlton Tsinnijinnie		928.673.3480	
<b>MEDICAL COORDINATOR</b>					
<b>PARENT COORDINATOR</b>					
<b>CRISIS TEAM LEADER</b>					

# EMERGENCY MANAGEMENT TEAM

Provides emergency First Aid until medical assistance arrives.

Coordinates school first responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.

Helena Bennett

928.209.6234

Logan Joe

928.673.3480

Assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.)

Dorothy Dele 928.209.6233



**Kaibeto Boarding  
School**

**COOP Plan SY  
2021/2022**

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United States Department of the Interior

BUREAU OF INDIAN EDUCATION

ARIZONA NAVAJO NORTH (WNA)

KAIBETO BOARDING SCHOOL

POST OFFICE BOX 1420

KAIBETO, ARIZONA 86053



## Continuity of Operations Plan (COOP)

*The purpose of a COOP is to plan how a school will continue to operate when the primary facility is inaccessible or lacks the critical infrastructure required to conduct business for any length of time.*

**IDENTIFYING ESSENTIAL ACTIVITIES AND FUNCTIONS – *What are the functions that are essential to running the school (e.g. finances, human resources, management support, and information technology)?***

1. Name and address of the alternative school site?

Tonalea Day School, U.S. Hwy 160 East/ Route 21 - Tonalea, Arizona 86044

2. Can the school operate without?

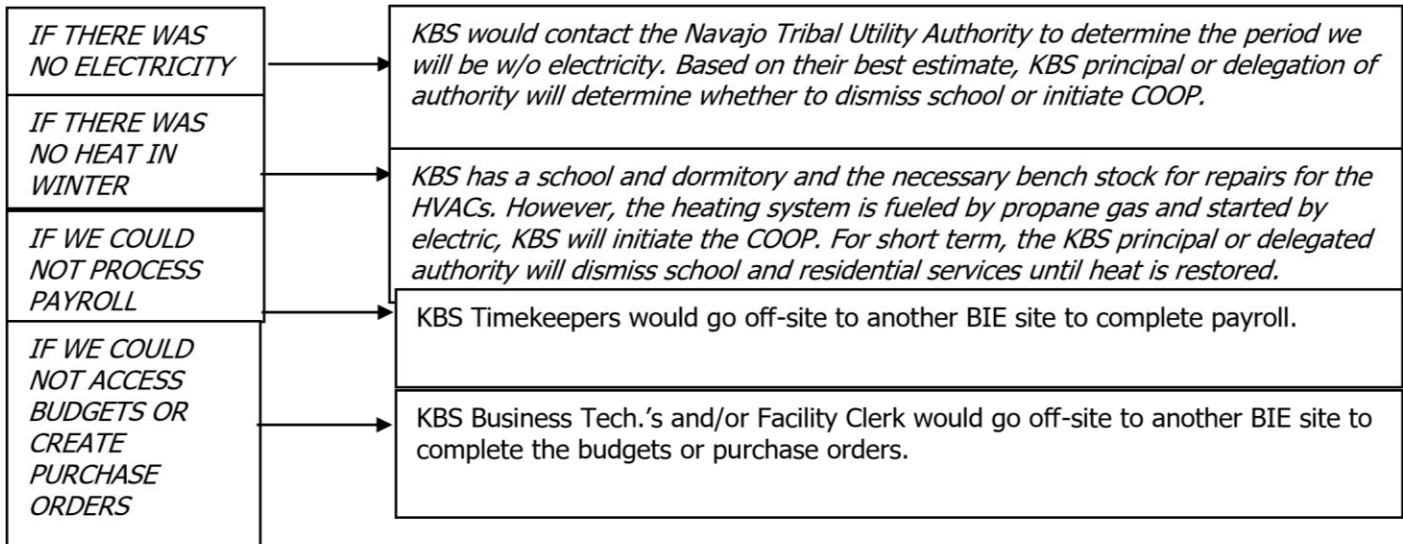
Electricity No, 600kw Generator On-Site

Heat in winter No

Ability to process payroll Yes

Access to budgets and purchase orders through a computer system to some degree.

3. For all of the “no’s” in question two, explain what your school would do in the event that a Disaster harmed any of the systems above.



**IDENTIFYING INFORMATION TECHNOLOGY SYSTEMS – How will IT services be provided after an emergency occurs?**

- |   |     |
|---|-----|
| 4. School back up of electronic files:  | Yes |
| 5. Does your school use a lock box?   | No  |
| 6. Does your school have an online backup service?  | No  |
| 7. Does our computer equipment have backup battery power?   | Yes |
| 8. If your school does not currently back up electronic files, describe your next steps for developing a procedure to do so. Files are stored on the server and some are stored on external drives. |     |

**IDENTIFYING VITAL RECORDS – Vital records are those that contribute to the continued functioning or reconstitution of an organization during and after an emergency.**

9. The table on the next page lists the vital records, where they are stored, who is responsible for them, and where copies are maintained off-site.

<b>VITAL RECORD</b>	<b>WHERE THEY ARE STORED ON-SITE</b>	<b>PERSON RESPONSIBLE FOR THEM</b>	<b>LOCATION OF OFF-SITE STORAGE</b>
Emergency Preparedness Plan	On school staff's email Hard copy stored with Principal's Office and at the Facility Management	Principal, Facility Maintenance Worker Supervisor	On a flash drive, staff's email account, and a hard copy in the facility office.
Orders of Succession	1. School Principal 2. Facility Maintenance Worker Supervisor 3. Residential Life Manager		
Delegations of Authority	1. Dr. Deborah Holgate, School Principal 2. Helena Bennett, Residential Life Manager 3. Brandon Williams, Maintenance Worker Supervisor		
Staffing Assignments	1. School Principal 2. Facility Maintenance Worker Supervisor 3. Residential Life Manager 4. School Cafeteria Supervisor		
Program records needed to continue critical operations	Principal's Office Facility Mgmt. Office Business Manager's Office	Principal Facility Manager Business Manager	On a flash drive, staff's email account, and a hard copy in the facility office.
Policy or procedural records to conduct operations under emergency conditions and for resuming normal operations after an emergency	Standard Operating Procedures: Principal's Office and Department Heads	Principal Facility Maintenance Worker Supervisor Business Manager Residential Life Manager	On a flash drive, staff's email account, and a hard copy in the facility office.
Personnel Records	Business Manager's Office	Business Manger	Human Resource Office in Albuquerque, NM.
Equal Employment Case Records	Business Manager's Office	Business Manager	Human Resource Office in Albuquerque, NM.
Property Records (blueprints, records of renovations and major equipment purchases)	Facility Management Office	Facility Manager	Western Agency Office in Tuba City, AZ.
Payroll Records	Business Manager's Office	Business Manger	Payroll Office in Denver, CO.



**CREATING A SUCCESSION PLAN** – Who will assume leadership position of the Principal if his/her management team are unavailable during a crisis.

10. When KBS School Principal, is not available during crises, Department Head, will be the first alternate. The alternate continues to act in the emergency role until the School Principal returns or until normal operations resume, whichever comes first. Each succeeding alternate assumes responsibility if neither the School Principal nor preceding alternates is available.

11. Write the names and titles of the principal and the alternates in the boxes below.

<b>SCHOOLPRINCIPAL</b>	<b>FIRST, ALTERNATE:</b> Facility Supervisor	<b>SECOND, ALTERNATE:</b> Residential Manager	<b>THIRD ALTERNATE</b> Delegated Teacher
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**PROVIDING HUMAN RESOURCES DURING AN EMERGENCY – How will the emotional needs of students, staff and their family members be addressed after an emergency?**

12. **Staff with training in counseling or a related field:**

STAFF NAME	TRAINING
Dr. Deborah Holgate , Principal	Crisis Intervention, COOP, Suicide Prevention, First Aid and CPR.
Brandon Williams, Facility Supervisor	Crisis Intervention; COOP Training: Hamza Training; Collateral Duty Safety Officer with BIE, QPR – Suicide Prevention, Medical Service Tech. Training for EMT, First Aid and CPR instructor.
Lesina Tsosie, Counselor	Crisis Intervention, COOP, Suicide Prevention, First Aid and CPR.
Comments: The individuals have been trained at some point in one or more of the fields listed; however, follow-up and additional current research-based training needs to be provided for all listed to be current.	

**PROVIDING BUSINESS MANAGEMENT SERVICES DURING AN EMERGENCY**

**Management services after an emergency.**

<b>RESPONSIBLE PERSON</b>	<b>TITLE</b>	<b>BUSINESS MANAGEMENT SERVICES</b>	<b>PROCEDURES</b>
Heather Agüero	Business Tech	Receiving and delivery services	Will contact all the major delivery, ups, FedEx, us postal by contacting them for arrangement to pickup/delivery
Brandon Williams Camille Boone Dorothy Dele	Facility Manager Clerk Home Liaison	Forwarding incoming telephone calls or establishing new telephone service	Coordinate with utility/communication companies for service.
Heather Agüero	Business Tech	Initiating emergency purchases	When internet protocol is established purchasing procedures can be accessed and processed.
Heather Agüero	Business Tech	Accounting for all expenditures related to the emergency response	When internet protocol is established accounting procedures can be accessed and recorded.
Heather Agüero Camille Boone	Business Tech Clerk	Purchase of basic office supplies and equipment	Complete requisitions process and make authorized purchases.
Alison Yazzie	School Cook Supervisor	Food	Arrangement can be made with SYSCO to delivery mobile (freezer, cooking) and with other surrounding schools.

**PREPARING PERSONAL CONTINGENCY PLANS** – Emergency Management Team members need to develop personal contingency plans to ensure they have addressed personal and family situations that may impede their ability to respond to emergencies if they are not addressed in advance. The plans should include 1) personal contacts, 2) transportation arrangements, 3) equipment or supplies to be transported, 4) other personal commitments that may conflict with their duties as a team member during the emergency.

- 13. Personal Contingency Plans for the members of the Emergency Management Team will be submitted by KBS Principal to Business Manager and stored on a Personal Data Base and MDF room.**

Lesina Tsosie

Coordinates crisis intervention and 505.809.0287 counseling services.

Linda Tsinnijinnie

928.209.2824

<b>RECORDER</b>	Documents the time and events of a crisis, beginning with when it started and when the situation changed. Collects the names of missing children from teachers and reports them to emergency Heather administration, and the Parent units and collects business cards, if available.	PRIMARY	Aguero 928.209.6225 responders, the Coordinator. Records names of responding
		ALTERNATE	
<b>TRANSPORTATION COORDINATOR</b>	Arranges for special transportation, and manages the transportation	PRIMARY	Brandon Williams 928.209.6223 if needed, process.
		ALTERNATE	Merlinda Begay 928.209.6229
<b>MEDIA COORDINATOR</b>	Keeps media away from parents and students Collects business cards from the media. Reports names of media to headquarters. 928.673.3480	PRIMARY	
		ALTERNATE	Colleen Bigman Does not give interviews.

928.673.3480

Note to Teachers: Every member of the Emergency Management Team (EMT) who is a classroom teacher must have a pre-designated alternate staff member to cover his or her class should the team be activated. Teachers should ensure they have informed their students who the alternates will be. During drills, alternates should manage the classrooms of EMT members.

## **SECTION 3: PREVENTION AND PREPAREDNESS**

Keep records with you on evacuations Role call / log sheets.

Keep medication logs and required medications in jump bag for evacuations.

Take check out cards with you on evacuations.

Know emergency evacuation routes and practice evacuations each month. Log evacuations on fire evacuation forms and forward a copy to WNA office.

Treat all evacuations as if they are actual, and report and difficulties to the principal.

### **School staff should:**

Study these procedures and know in advance how to respond to an emergency. Additional resources are available in the Maintenance Office and on the Internet.

Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.

Plan how you would call for help if you had an emergency in your area of the school and whom you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.

Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies.

Keep an emergency kit in every classroom. Know its location and its use.

Attend first aid certification course offered in the school.

## SECTION 4: **DETECTION AND COMMUNICATION**

### **Detecting Internal Threats**

The most likely means through which school emergencies will come to the attention of the administration and emergency responders is through the quick action of alert staff members. Staff members are required to report any actual or potential emergency incidents. These include, but are not limited to, potential and actual:

- o Child abuse incidents
- o Electrical emergencies, including outages or exposed wiring
- o Demonstrations or disturbances
- o Fire, explosions, smoke or burning odors
- o Fights
- o Fumes
- o Hostage situations
- o Medical emergencies
- o A suspicious package that is leaking fluid, has protruding wires, is poorly wrapped, has excessive postage, or seems suspicious in anyway.
- o Substance abuse of alcohol abuse by students or staff
- o Suspicious persons
- o Theft, vandalism, or other crimes in progress
- o Threats of bombs exploding, violence, suicide, and other incidents
- o Water leaks
- o Weapons on campus

In crises requiring an immediate emergency response, staff members should call 673-3480, followed by immediate notification of the school administration. Notifications should be made to the Principal or, in HER absence, Residential Manager followed by Facilities Supervisor. Staff members should make the notifications immediately. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

If time permits, however, the School Commander should make notifications to 673-3480 and to the parents of injured or deceased children.

If case of fire, the staff member who first detects the fire should pull the alarm.

After an incident, staff members may be required to complete a detailed incident report listing the time the incident began and ended, the date, who was involved, whether weapons were used, what occurred, who witnessed it, how the incident ended, and other information. If an unknown assailant is involved, witnesses may also be asked to describe him or her.

### **Detecting External Threats**

The Principal or Facility Manager will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as landslides, floods, or elevated terrorist alerts. In

regional or national situations, news may be communicated also through Educational Line Officers, through Tribal Authorities, or through local emergency responders.

## **School Command Communications**

As School Commander, the Principal or the alternate has the responsibility to communicate to several different audiences including:

- o all school occupants during an all-school alert
- o emergency responders and state and local agencies
- o the OIEP/BIA Chain of Command
- o parents, particularly in the case of injury or death of a student
- o the community

### **All School Occupants**

If the situation warrants it, the School Commander must activate certain alerts that apply to the entire school. When the Principal is not available, Residential Manager who will act as the School Commander in the Principal's place will make these decisions. If neither is available, the chain of command includes School Commander alternates Brandon Williams and Linda Tsinnijinnie. If time permits, these decisions will be made in conjunction with emergency responders and members of the security and facilities staff.

Types of all-school alerts include:

#### **Fire Drills**

A fire drill is not an emergency per se, but it is an exercise to familiarize occupants with evacuation procedures. Fire drills will be conducted in accordance with local fire codes but no less than once per term.

Emergency Signal: Alarm sound or runners on manual fire watch

#### **Evacuations**

Some emergencies require that the building be evacuated as quickly as possible. As soon as the fire alarm is activated, occupants are required to leave the building by the nearest exit and follow instructions. Members of the Emergency Management Team and teachers have special duties during an evacuation.

FALSE ALARMS WILL BE MANAGED BY THE DISCRETION OF THE EMT.

Emergency Signal: Alarm sound or runners on manual fire watch

#### **Reverse Evacuations**

Not every emergency in or near the building leads to an order to evacuate. Some emergencies, such as tornadoes, civil disturbances, or individuals with guns in the school may cause the School

Commander to ask everyone to remain in the building until the situation improves. Reverse Evacuations include lockdowns, used in the case of an individual with a weapon, and shelter-inplace, typically used during hazardous weather. These are described in more detail below.

Emergency Signal for Lockdowns: Intercom, runners, radio

Emergency Signal for Shelter-in Place: Intercom, runners, radio

## **Dismissal**

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss employees during business hours, telling them that they may leave or stay at their own discretion.

Signal or Means of Communication: intercom, radio, telephone, runners

## **Closure**

Sometimes, especially when winter storms occur, the building may be closed even before the workday begins.

Signal or Means of Communication: intercom, radio, telephone, runners

## **SAMPLE SCRIPTS**

### **LOCK DOWN**

**LOCK DOWN NOTIFIES THE SCHOOL OF AN IMMEDIATE LOCKDOWN. UNDER A LOCK DOWN, THE SCHOOL COMMANDER (THE PRINCIPAL OR AN ALTERNATE) LOCKS THE MAIN OFFICE DOOR, KEEPS STAFF IN SECURED AREAS INSIDE, COORDINATES WITH POLICE, AND INSTRUCTS STAFF AND STUDENTS TO FOLLOW THE LOCKDOWN PROCEDURES.**

**A SAMPLE LOCK DOWN SCRIPT IS AS FOLLOWS:**

**"LOCK DOWN, LOCK DOWN. THIS IS THE PRINCIPAL SPEAKING. THIS IS NOT A DRILL. WE ARE UNDER A SCHOOL LOCKDOWN. PLEASE STAY IN YOUR CLASSROOMS. IF YOU ARE IN THE GYMNASIUM, HALLWAYS OR PARKING LOTS, PLEASE MOVE CALMLY AND QUICKLY TO A SAFE ROOM. STAFF WILL ASSIST YOU. REMAIN THERE UNTIL NOTIFIED TO DO OTHERWISE. (PAUSE HERE TO MAKE SURE EVERYONE IS SETTLED AND LISTENING.) LOCK THE DOOR. WE WILL PROVIDE CONTINUOUS UPDATING FOR AS LONG AS THE THREAT EXISTS."**

### **SHELTER IN PLACE**

**SHELTER IN PLACE NOTIFIES THE SCHOOL OF A SHELTER-IN-PLACE ORDER. MOVEMENT WITHIN THE BUILDING MAY BE PERMITTED UNDER SOME CIRCUMSTANCES, BUT BUILDING CONTAINMENT WILL BE MAINTAINED. STAFF MAY BE DIRECTED TO GUARD ALL OUTSIDE EXITS TO PERMIT INTERNAL MOVEMENT OF STUDENTS. IF THERE ARE NO LARGE GROUP CONTAINMENT ISSUES, IT IS ADVISABLE TO GIVE ASSURANCES, BUT KEEP STUDENTS IN CLASSROOMS. BATHROOM NEEDS CAN BE ATTENDED TO, UNDER SUPERVISION.**

**A SAMPLE SHELTER IN PLACE SCRIPT IS AS FOLLOWS:**

**"THIS IS THE PRINCIPAL SPEAKING. WE ARE UNDER A SHELTER IN PLACE ALERT. WE ARE ACTIVATING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN IN THE BUILDING. IF YOU ARE IN THE GYMNASIUM, HALLWAYS OR PARKING LOTS PLEASE MOVE INTO THE BUILDING. THE REASON FOR THIS ACTION IS [INSERT REASON]. LOCAL TV STATIONS HAVE BEEN NOTIFIED AND WILL PLACE A PUBLIC SERVICE BULLETIN ON EACH LOCAL CHANNEL INSTRUCTING YOUR PARENTS ON HOW TO GET INFORMATION. STAFF, IF A MEDICAL EMERGENCY ARISES; YOU CALL THE MAIN OFFICE TO REPORT IT. HERE IS WHAT WE KNOW AT THIS TIME:**

**[GIVE A COMPLETE UPDATE HERE. CONTINUE GIVING UPDATES AT A RATE OF EVERY 5-10 MINUTES. PROVIDE FURTHER SHELTER-IN-PLACE INSTRUCTIONS.]**

**A SAMPLE BOMB THREAT SCRIPT IS AS FOLLOWS:**

**"THIS IS THE PRINCIPAL SPEAKING; WE ARE UNDER A BOMB THREAT ALERT. WE ARE ACTIVATING A CODE BLACK EVACUATION. EXIT THE BUILDING USING THE NEAREST FIRE EXIT. EVACUATE TO \_\_\_\_\_ . FURTHER INSTRUCTIONS WILL BE RELAYED THROUGH OUR STAFF.**

**ALL CLEAR:**

**ALL CLEAR NOTIFIES THE SCHOOL THAT THE DANGER HAS BEEN RESOLVED AND REMOVED FROM THE VICINITY. IN MOST CASES, THE SCHOOL WILL PROCEED AS SCHEDULED. IF IT IS THE END OF THE DAY, AN ANNOUNCEMENT ABOUT TRANSPORTATION ARRANGEMENTS WILL BE WARRANTED.**



# Emergency Responders

After 928.283.3111 is called, the School Commander – the Principal or DESIGNEE– is responsible for communicating with the hierarchy of the emergency response team.

## EMERGENCY RESPONDERS

TITLE	NAME	TITLE	PHONE
<b>EMERGENCIES</b>	<b>NAVAJO POLICE DEPARTMENT</b>	<b>DISPATCHER</b>	<b>928.283.3111</b>
TRIBAL POLICE, NON-EMERGENCY	Navajo Police Department	Dispatcher	(928) 283-3111
FIRE DEPARTMENT	Shonto/Tuba City Fire Department	Dispatcher	(928) 283-3007
SHERIFF	Coconino County	Dispatcher	(928) 774-4523
BIE KBS SECURITY	Merle Begay		(928) 209-6227
FEDERAL BUREAU OF INVESTIGATION	Flagstaff Office: General Information Navajo Nation Police - Tuba City		(928) 774-0631 (928) 283-3111
BUREAU OF ALCOHOL, TOBACCO AND FIREARMS (Bomb Threats)	Phoenix Office: General Information	Information	(602) 776-5480
STATE EMERGENCY MANAGEMENT AGENCY	Arizona Division of Emergency Management	Information	(602) 244--0504 or 800-411-2336
HAZ-MAT (Hazardous Material Spills)		Environmental	(505) 863-8285 (505) 579-1129
FEDERAL EMERGENCY MANAGEMENT AGENCY	FEMA- Kim Walz (kim.walz@dhs.gov)	Region IX Liaison	(510) 627-7006
CENTER FOR DISEASE CONTROL	General Information	Emergency Preparedness and Response	800-232-4636

# **BIE Chain of Command**

The School Commander – the School Principal or DESIGNEE - is required to report to the BIE/BIA Chain of Command, beginning with the Educational Line Officer, incidents in which:

- An occupant of the school is seriously injured and/or hospitalized.
- A school occupant is killed.
- a staff member is arrested for any cause or implicated in an injury or death on site or off site;
- School operations are interrupted.
- Media attention has been called to the incident; ○ there is a significant potential for injury or death.
- There is a potential for school operations to be interrupted,
- A criminal investigation is underway.

This list is not all-inclusive and sound judgment should be used to determine what is appropriate for reporting.

## BIE CHAIN OF COMMAND

OFFICE	NAME	TITLE	OFFICE CELL PHONE	PHONE
Education Program Administrator	Edie Morris	EPA	928-871-5958	928-245-8805
Education Program Administrator				
Education Program Administrator	John McIntosh	Education Program Administrator	928-871-5965	928-245-8592
Education Program Administrator	Emily Arviso	Education Program Administrator/ Acting ADD		928-245-9736
ASSOCIATE DEPUTY DIRECTOR, NAVAJO	Tamara Pfeiffer	Associate Deputy Director – Navajo	928-871-5961	
BIE OPERATIONS DEPUTY DIRECTOR				
BIE OPERATIONS DEPUTY DIRECTOR				
BIE DIRECTOR	Tony Deerman	BIE Deputy Director	202-208-6434	

PUBLIC AFFAIRS OFFICE	Nedra Darling	Public Affairs Officer	202-219-4150	
Central Navajo Agency	Howard Tungovia	Agency Safety Officer	928-674-5120	505-5671581
Western Navajo Agency	Caroline Widehat	Agency Safety Officer	928-283-2310	505-5671582
Shiprock Agency	Benjamin Keith	Agency Safety Officer		
Fort Defiance Agency	Stanley Edison	Agency Safety Officer		
BIA NAVAJO REGION	Harrison Nez	Navajo Region Safety Manager	505-863-8316	505-8798333
BIA NAVAJO REGION	George Padilla	Navajo Regional Supervisor Physical Scientist	505-863-8434	505-8797076
BIA NAVAJO REGION	Brien Harold “Jess”	Navajo Regional Deputy Director	505-863-8221	
BIA NAVAJO REGION	Sharon Pinto	Navajo Regional Director	505-863-8314	

# Parents and the School Community

The School Commander and the administrative staff will communicate to parents and the school community through:

**School Phone Number: (928) 673-3480**

**Radio Stations: KTNN: AM 660 (928) 871-3553  
KXAZ: FM 93.3 (928) 645-8181  
KAFF: FM 92.9 (928) 779-5231**

**KAIBETO Chapter Houses Main Office: (928) 673-5852**

In communicating to parents and the school community, **staff should not:**

- Relay speculation to students or parents. Communicate only what you do know. Be factual and unemotional. Apply common sense and calm to each situation.
- Release the names of the injured or those involved in the incident to anyone outside the OIEP Chain of Command, unless you are authorized to do so.
- Talk to the media unless you are authorized to do so.

# Media

Depending on the circumstances, the School Commander may manage media communications after consulting with the Educational Line Officer and the Public Affairs Office for the Assistant Secretary of Indian Affairs at (202) 219-4150.

Protocols are as follows:

## **Gather the Facts**

With the help of the Recorder and the Parent Coordinator and involved staff members, the School Commander will gather facts about the situation. No speculative information should be communicated and the designated spokesperson should be aware that media looks for "sound bites." Avoid heavily loaded short phrases that can be taken out of context.

## **Prepare a Statement and Background Information**

A statement and background information about the school will be prepared. It is helpful to have the background information prepared in advance during the emergency planning stage. **PERSON ASSIGNED TO COMPLETE THIS TASK: PARENT EDUCATOR.**

## **Keep Track of Media Calls and Requests**

The spokesperson should keep a list of all the reporters to whom he/she talks. This will enable the Public Affairs Office to look for news clippings and to later evaluate how the crisis was handled.

## **Respond to the Media Quickly and Fairly**

The media provides a way for the school to get its message to the public. The media will also shape public opinion about how the school is responding to the crisis. Therefore, it is important to cooperate with the media, to be sensitive to media deadlines, and to provide all reporters with the same information.

## SECTION 5:

# EVACUATIONS

In certain types of emergencies, the school must be evacuated. The School Commander, typically the Principal, will make this decision.

Procedures are as follows:

- Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom, dormitory floor, or section will go.
- If you are a member of the Emergency Management Team, understand your roles and responsibilities and act accordingly.
- If you activate the fire alarm, notify the Administration of the exact nature and location of the emergency.
- If you are a teacher, take your class list with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
- If time permits, take personal possessions such as keys, wallets or your purse with you. Take the emergency kit as well.
- If time permits, secure all sensitive or classified documents. Do not jeopardize the safety of yourself or your students, however, in situations such as fires that pose imminent danger.
- Close doors behind you but leave them open. A routine check of the floors will be done to ensure that they are empty.
- Report to the assigned assembly areas indicated below. Take attendance every time your class moves to a new location. Report missing children immediately.

NOTIFY RECORDERS.

- Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building. ○ Stay out of the way of emergency vehicles.

# EVACUATION SIGNAL: Alarm sound horn or runners notify in person.

Two Way Radio notifications.

	RESPONSIBILITY	NAME	ROOM NUMBER	ASSIGNMENT
<b>ALL PERSONNEL</b>	Once an evacuation order is given, all occupants, with the exception of searchers, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly lead their students in an orderly fashion to their pre-designated posts, taking with them their class lists, a pen or pencil, and other components of the emergency kit.			
	<b>SECTION LEADERS</b> Section Leaders, also called Floor Leaders, must supervise the orderly evacuation of students and staff through the designated exits and remain with their groups throughout the evacuation period. Each Section Leader should be equipped with a bullhorn and other safety gear from their emergency kits. All Section Leaders who are teachers must have another teacher assigned to their classrooms in their absence.	Dorothy Dele – Front Office		
Lesina Tsosie —Wing B				
Helena Bennett – Wing C				
Veronica Klain - Wing D				
Dorothy Dele - Library				
Alison Yazzie-Kitchen				
Brittany Bekay- Dormitory				
Brandon Williams. - Facility Management and Warehouse				
Bessie Bryant: Gymnasium				
<b>SEARCHERS</b> Once teachers have evacuated their classrooms, Searchers, also called Wardens, are responsible for finding and evacuating all personnel from remote areas such as storerooms, file rooms, coffee areas, basements, gymnasiums, and rest rooms. They should close all doors – but not lock them – after they have searched an area.		Carlton Tsinnijinnie – Wing A & B and Gymnasium		
	Logan Joe – Wing C & D, Science Room			
	Heather Aguero–Library, Computer Lab, Character Aid Room, Speech, Storage Rooms			
	Shelia Tsinnijinnie - Dormitory			
	Brandon Williams - Facility Management and Ware House			
	Camille Boone- Admin hallway & Teacher Resource Room			
<b>ASSISTANTS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES</b> Assistants for Individuals with Physical Disabilities are responsible for making sure all students, personnel with disabilities are evacuated, and for monitoring them until they are safely discharged to their families or guardians. They must maintain up-to-date lists of physically challenged students in their assigned sections and a list of any special medical needs.	Colleen Bigman			

**Off-Site Emergency Shelter:**

**Off-Site Command Post**

Also called an Incident Command Post, the School Incident Commander oversees all operations from this off-site location.

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

The primary relocation site for the Kaibeto Boarding School is the Tonalea Day School, Tonalea, Arizona located at:

Bureau of Indian Education

Tonalea Day School

East Highway 160 Route 21; P.O. Box 39

Tonalea, Arizona 86044

Telephone: (928) 283-6375

Fax: (928) 283-5158

It is located in Tonalea, Arizona at a distance of 21.8 miles south of Kaibeto, Arizona.

**Map to show the location is attach**





## On-Site Command Post

Also called an Incident Command Post, this is the on-site location from which the School Commander oversees all operations. **Kaibeto Boarding School Building 1913 in the Conference Room 112. Alternate site will be the Dormitory Building 1914 Foyer area.**

## Staging Area for Emergency Response Equipment

Emergency equipment such as fire trucks and ambulances will be stationed here while not actively responding to the emergency. **North Paved Parking Lot of Building 1913; Football Field; Softball Field.**

## Area for the Injured

Injured victims are situated here.

Building 1913: School Gymnasium.

## Area for the Deceased

In a worst-case scenario, deceased victims are placed in this location.

Building 1913 Room 124.

## Area for the Media

This area is cordoned off for the media.

North Main Entrance outside of cattle guard

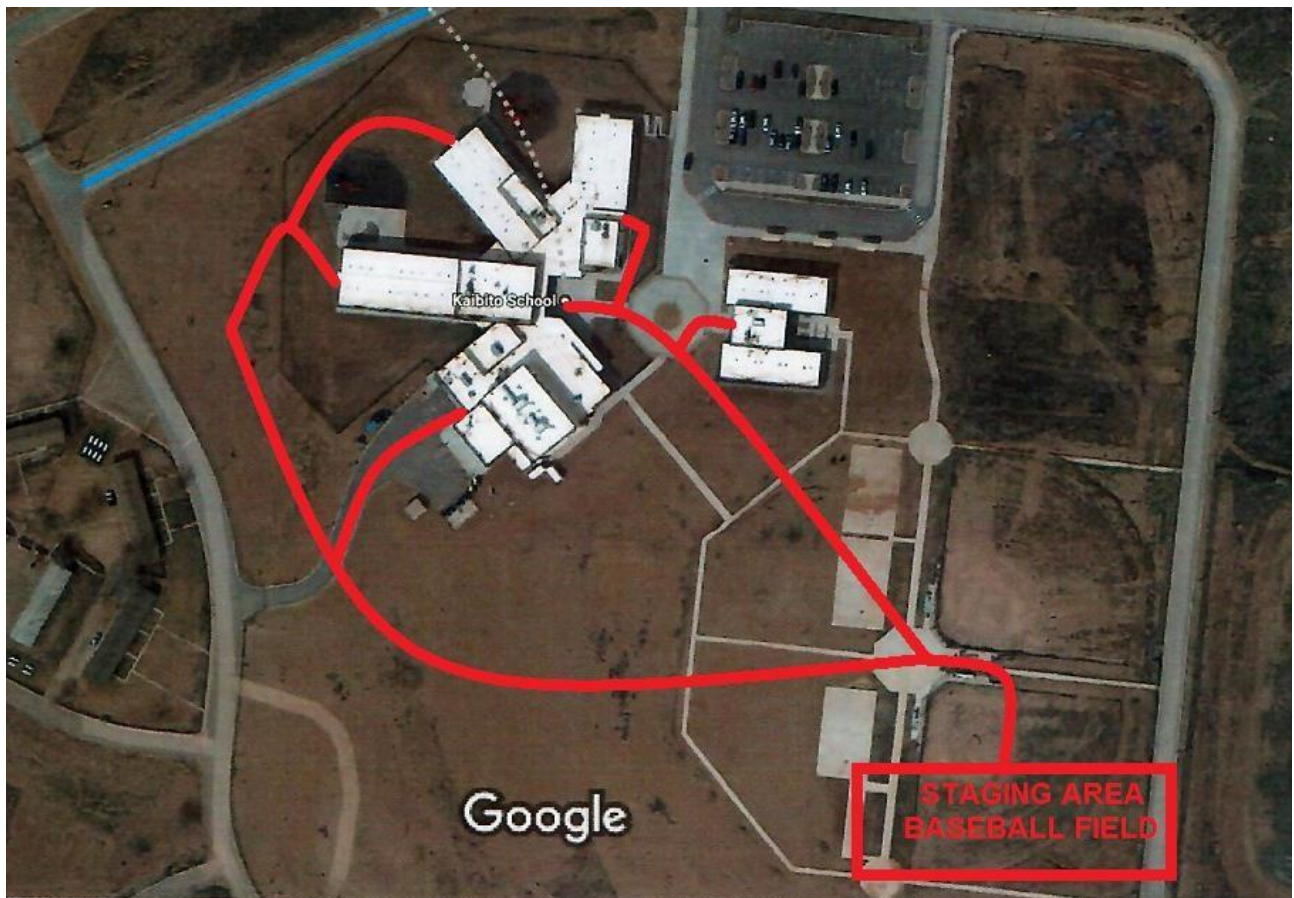
# Evacuation Routes

**STAGING AREA:**

Proceed to the nearest exit leading outdoors then to assembly point at Baseball field unless otherwise directed by intercom, runners or radio communications.

Building 1913  
Building 1914

**Staging Area: Baseball Field**



## KAIBETO BOARDING SCHOOL EVACUATION PLAN

### REVERSE EVACUATIONS

A reverse evacuation is an order to occupants to remain in the building until a situation improves. Two types of reverse evacuations are lock-downs, used when an armed and threatening person is in the building, and shelter-in-place, used during weather emergencies, hazardous material spills

outside of the school, biological threats, civil disturbances, or other types of emergencies requiring occupants to stay inside.

## Lock-Down

A school lockdown indicates that students and staff may be in jeopardy from an armed individual in the school. A lockdown serves many functions during an emergency:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat;
- Accounting for students can accurately take place in each classroom, and depending on the situation, an organized evacuation can take place away from the dangerous area.

### **Lockdown protocols are as follows:**

- During a lockdown, teachers should immediately lock their classroom doors. Use sound judgment in determining whether any individuals knocking on the door are armed and dangerous or simply stragglers attempting to find shelter.
- If you are in an open area such as a gymnasium or lunchroom, usher students to the nearest room that can be locked.
- Once inside the locked room with the students, instruct them to remain silent and to stay away from doors and windows, to protect against flying glass.
- Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- Turn off the lights.
- Once the barriers are in place, instruct students to stay low to the ground behind the barriers and as far away from the door as possible.
- Ensure students remain quiet and wait for an all clear.
- If a cell phone is available and you feel it is appropriate to do so, call 673-3480 and speak in low tones. Wait for instructions on how to communicate with law enforcement about the event as it unfolds.
- In some cases, such as when an armed individual is actively shooting in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large enough to pass children through them, and if others are available to protect the children once, they are outside.
- Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found.

- Pass an attendance roster around the room and then prepare a list of missing students and extra students in the room. Ensure that you take this list with you when you are directed to leave the classroom.

## Shelter-in-Place

The purpose of shelter-in-place is to shield school occupants from external threats such as severe weather, a dangerous chemical, or some other outside emergency during the school day. During a shelter-in-place situation, it is critical that school personnel evacuate trailers or portable school buildings and those occupants seek shelter inside a permanent structure.

The following are shelter-in-place protocols:

- Close all windows and exterior doors. Bring everyone into the room. Shut the door. Write down the names of everyone in the room, and call **INCIDENT COMMANDER** to report who is with you.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms, if necessary. Classrooms may be used if there are no windows. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- If there is danger of hazardous weather such as strong winds, close the window shades, blinds, and curtains to prevent injury from flying glass.
- Maintenance staff should turn off fans, heating, gas, and air conditioning systems.
- Students with cell phones may use them to contact a parent or guardian to let them know they have been asked to remain in the school until further notice and they are safe.
- If there is a hard-wired telephone in the room you select, have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency. Limit phone calls on school phone lines to emergency response issues.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuations in specific areas at greatest risk in your community.

## SECTION 6: INCIDENT-SPECIFIC PROTOCOLS

The following protocols are relevant to specific types of emergencies. General principles described in previous sections also apply.

# Fire and Explosions

## Prevention

Many fires can be prevented by adopting simple measures, as follows:

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located too close to papers or draperies. Hazards should be reported to Brandon Williams, Facility manager.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution. Electronic equipment should be connected to surge protectors to prevent overloading of circuits and fires in the sockets.
- Do not bring to or use coffee pots at work outside of Staff Lounges and break rooms. Ensure that electrical appliances, outside of radios, are unplugged at night.
- Use open flames in science laboratories only with extreme caution. A staff member must monitor the experiment at all times.
- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact Brandon Williams, Facility Manager.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and stairwells free of debris.

## Preparation

The following preparations should be taken to mitigate the damaging effects should a fire occur:

- Become familiar with the school's fire safety features and learn the locations of:
  - Fire alarms
  - Every exit, including those designated exclusively as exits in the event of a fire
  - Fire Extinguishers
- Create an emergency kit and include duct tape. Emergency kit preparation in process. SY 2018-2019.
- Become familiar with how to operate fire extinguishers.

## Response

- In the event of fire, pull the nearest fire alarm and call (928) 283-3111, if phones are available.
- Report burning odors or smoke to front office 673-3480.
- Follow the evacuation procedures. Ensure all children in your care have been evacuated. Turn off the lights and close your classroom door when you leave. If it is dark, have your flashlight ready.

- Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way.
- If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flames.
- Stay low to the floor when escaping flames.
- A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, pull the pin, stand six to eight feet away, and direct the extinguisher toward the bottom of the fire, sweeping from side to side. Pointing the extinguisher at the top of the fire may spread the fire.
- Never stand between the fire and an exit.
- Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
- Do not use elevators.
- Maintenance staff should immediately shut off gas to the area, if possible.
- Once outside, stand in the pre-designated evacuation posts, at least 100 feet from the building and out of the pathway of fire trucks, police, and paramedics.

## Explosions

- If an explosion occurs, instruct students to stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
- Depending on the circumstance, be prepared for possible further explosions.
- Watch for falling objects.
- When it appears safe, exit the building and follow the fire alarm and evacuation procedures.

## Bomb Threats

If you receive a bomb threat, attempt to get as much information as possible and engage the caller in conversation. If the phone has Caller ID, note the telephone number listed on the display.

Calmly ask the caller to repeat what he or she said. Be prepared to characterize the caller's voice and any background noises. Write down as many words of the conversation as possible. Ask such questions as:

- Where is it? ○ What kind of bomb is it? ○ When is it going to explode?
- What does it look like?

- What is the detonation device? ○ Did you place the bomb? ○ Why? ○ Who is it that you do not like? ○ Why?
- After the caller hangs up, contact a supervisor. Police should immediately be called to determine whether it is appropriate to evacuate the building.

Attempt to characterize the caller's voice and to identify background noise. After the call, write down as many of the caller's words as you can remember. Record the sex of the caller, the possible age of the caller, any identifiable accent, the length of the call, and the exact time of the call. Recall whether you heard background sounds, such as street noises, children, voices, a Public Address system, music, factory machinery, static, and other sounds.

Clerical staff should keep bomb threat procedures at their desks.

If you find a suspicious object, do not touch it. Move people away from the object. Do not use portable radio equipment or cell phones because they could cause detonation. Call 911 and follow police instructions precisely. Contact the administrator and ensure that the area remains evacuated. Be prepared to describe the exact location of the object for the bomb and/or arson squad.

# Medical Emergencies

In preparing for a medical emergency, all students and staff must fill out an Emergency Information Card listing emergency contact and special medical needs. This will be updated at least once a year.

The school nurse will review these cards in the beginning of each year to identify students who may be prone to medical conditions including, but not limited to, seizures, asthma attacks, diabetic comas, or severe allergic reactions. This information must be secured in accordance with the Family Educational Rights and Privacy Act, described at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Staff members should know where the nearest First Aid kit is and what staff members have been trained in First Aid.

## Accidents

Protocols for major accidents, including building and vehicle accidents are as follows:

- Assess the severity of the incident. Immediate assistance should be sought for individuals who are bleeding severely, who have broken limbs, who are incoherent, who are unable to answer simple questions, or who exhibit other signs of a serious medical situation.
- Assess whether colleagues are available to assist you. If so, one staff member should stay with the injured victim and the other should seek assistance.
- Call 283-3111. Tell emergency personnel who you are and where you work, including building and room location. Do not hang up until directed to do so. ○ Instruct other colleagues or responsible students to quickly:
  - Contact school staff members who are trained in First Aid. These individuals are Helena Bennett - First Aid, Nita Salabye First Aid, Security Guards-First Aid, Dorm Advisors-First Aid, and Maintenance/School

Janitors Staff-First Aid.

- Notify Principal, of the incident.
- Retrieve the nearest First Aid kit. First Aid kits are available at the following locations: Administration Office, teacher classrooms, dorm offices and maintenance shop.
- Stand outdoors to direct paramedics to the injured victim or ensure that someone else does so.
- Administer basic First Aid, as needed, until more experienced personnel arrive.



- Do not move the victim unless he or she is in immediate danger from a building collapse or another imminent threat.
- Reassure the victim and bystanders that help is on the way.
- After the situation is stabilized and the victim is receiving care, arrange for parental notification through the main office or, in the case of a staff member, the emergency contact. This should be done as quickly as possible under the circumstances. In notifying parents, staff should remain calm and be knowledgeable about where the student has been transported. After information has been obtained from incident command and statement prepared by the superintendent or designee, parent notifications will be made in accordance with the prepared statement by the School's clerical staff and office automation clerks.
  - Complete a detailed incident report. In the case of vehicle accidents, fill out an accident report and provide it to police. Follow KBS transportation policy.
  - Principal is responsible for notifying the BIE Chain of Command as quickly as possible after the incident occurs. Involved staff members should be available to describe the incident in detail.

Protocols for major accidents, including building and vehicle accidents are as follows:

- Take the injured student to the main office or Dorm offices.
- Apply minor First Aid or request that the school nurse or staff trained in First Aid be called in, if necessary. First Aid procedures will be the guidelines from American Red Cross Health and Safety Training Programs.
- Review the student's medical conditions card to determine if there are any special instructions. This information is kept by school nurse's office.
- Arrange for parental notification through the main office. Except under extreme circumstances, do not administer any medications without parental authorization. Ask the student if he or she is allergic to any medications. Parent notification information will be obtained from the school rosters and information obtained via telephone, cell phone or parent liaison contact.
- Complete a detailed incident report.
  - **ENTER STUDENT INJURYIES TO SMIS.DOI.GOV**

## Animal Attack

Staff should:

- Call 283-3111 if an animal has injured a student.
- If the animal is outside the school building, request the administration to issue a shelter-in-place alert, but otherwise continue operations as normal.
- Use a bullhorn or throw objects such as rocks at the animal to frighten it.

- If the animal enters a classroom, evacuate the classroom, move to another part of the building, and close the door. Attempt to isolate the animal in a classroom. The Principal or her designee will contact the local animal control.
- Ask the Administration to contact the parent or guardian of any student physically harmed or emotionally distraught.

## Death of Student or Staff Member

The death of a student or staff member is a traumatic event. While normal communication protocols should be followed, additional steps will be required to address the trauma of the event. Follow school crisis intervention plan.

- If the death occurred in the school, the Principal must ensure that the family of the deceased is notified of the death before family members hear of it through word of mouth. This should be done in person.
- Students will be permitted to leave the school, with parental permission, after following appropriate sign-out procedures.
- Counselors at schools where the siblings may be enrolled should also be informed. Meetings should be held with the staff and the students to explain the event and quell rumors. A fact sheet should be prepared.
- A statement about the event should be read to each classroom.
- Counselors should make home visits to the family members, if they agree, and with the families of friends close to the victim.
- School staff also should have access to counseling and be encouraged to meet to discuss the event.
- The school should be prepared for media inquiries and questions from the community. The Principal may hold meetings with the community and parents to address the situation.

## Epidemics

Although rare, epidemics can cause extreme damage and disruption. Massive government efforts are underway to prepare for epidemics or pandemics such as the Swine flu. Extensive instructions on how to react during such a time are available.

Therefore, if you receive word of a potential or actual outbreak of pandemic flu or other disease in your area, consult government web sites devoted to providing guidance under such conditions. Examples include:

<http://www.pandemicflu.gov>

<http://www.bt.cdc.gov/>

<http://www.hhs.gov/pandemicflu/plan/sup3.html>

If an outbreak does occur, Kaibeto Boarding School will issue additional guidelines. In the meantime, it is always prudent to follow standard health protocols to reduce the risk of disease and infection.

These include:

- Keep anti-bacterial hand cleaner with you at all times and use it frequently.
- Remind students to wash their hands frequently with soap and water, and model the correct behavior. Remind children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- Remind students who are ill to stay away from others as much as possible. ○  
Report bathrooms that lack tissues, toilet paper, or soap.
- Keep sufficient emergency medications for yourself on hand, such as medicines for fever (aspirin and ibuprofen), anti-diarrhea medication, and fluids with electrolytes.
- Remind students to keep away from wild animals and wild birds.
- Report to the administration if you notice any unusual trends in children's illnesses or unusually high numbers of absences.
- Additionally, the maintenance staff is required to ensure that bathrooms have a continual and ample supply of tissues, toilet paper, soap, and feminine hygiene products.

## Food Contamination

Protocols for food contamination are as follows:

- If a clear pattern of illness occurs that indicates food poisoning, staff members should notify their supervisors and principal immediately, who will in turn call (928) 283-3111.
- The Principal and staff should interview the persons reporting the illness. If more than one student is ill, each should be interviewed separately and any common elements in their stories should be considered. Questions include:
  - What symptoms do you have?
  - When did you start feeling ill?
  - What did you eat and drink today? Where did you obtain the food?

- If there is a possible source of illness within the school, all food services should be stopped immediately. The Indian Health Service-Tuba City Regional Health Care Corp. should be notified immediately. The food service area should be cleared of all people and secured. All food handlers must remain on site to await the arrival of health personnel. All food possibly containing a food-borne illness must be isolated in a refrigerated area.

## Other

It is important to report to the school nurse immediately if a student or staff member exhibits signs of severe illness such as alcohol poisoning, a drug overdose, a stroke, a heart attack, seizures, a diabetic coma, heat exhaustion, frostbite, or other illnesses.

Medical treatment should be sought immediately.

# Violence

## SCHOOL VIOLENCE

**“It is unlawful for students to possess or use any weapon on school property. Students who have or use a weapon on school property will be suspended from school, and the police will be notified of the incident. A weapon is any object designed to harm another physically or an object, which is used in a way that can physically harm another. This school is committed to providing each of you with a safe environment, and we will do all we can to carry out that responsibility including, if necessary, conducting searches of student lockers.”**

## Warning Signs

Staff members are required to report to the administration students who:

- express a fascination with weapons, violence, Satanic cults, violent gangs, or extreme political or terrorist movements that use violence, torture or genocide;
- Exhibit signs of self-destruction, suicide, substance abuse, child abuse or neglect. In cases of suicidal tendencies, a suicide watch is warranted;
- express an intent to obtain weapons;
- display extreme anger that frequently erupts into pushing, shoving, striking, and fighting;
- display a fascination with, or knowledge of, bombs or explosive devices;

- possess bombs or explosive devices;
- Destroy property and engage in other extreme and unusual behaviors that suggest potential violence.

The administration is responsible for verifying the information and acting on it through a series of action steps including interventions, parent conferences, and progressive discipline and, in some circumstances, arrests and removing the child to an alternative school for troubled youth.

Some unusual behaviors are communicated through teen web sites. Staff is also encouraged to learn what web sites are popular within the student population.

## Suspicious or Illegal Behaviors

The following protocols should be followed in response to suspicious activities:

- Immediately report any suspicious activities or criminal acts that occur in or on the property to KBS Security, Principal or Facility Manager.
- The administration will notify the Navajo Police Department, the KBS Security, and others, as applicable.
- Treat all threats seriously, no matter how minor, and immediately report the threat or conduct to Navajo Police Department, the KBS Security Guard, and others, as applicable.
- Respond immediately to a person in an agitated state. Indicators to be aware of include perspiration, a red face, and shaking hands. These are often the first warning signs of a person who could become threatening or violent.
- Be attentive to, and inquisitive about, strangers. Ask wandering or "lost" visitors roaming the corridors who they are and who they are visiting. Escort them to their destination or contact a Security Officer for assistance. ○ Stop students in the hallways during class periods to ensure they have a pass.

## Fights without Weapons

Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- If a fight erupts, send for help in the most expeditious manner possible. This might be through a colleague, a trusted student, a 2-way radio or cell phone.

- Loudly command the students who are fighting to stop immediately and inform them of the consequences of failing to do so. For example, tell the students that police have been or are being called and that they will be arrested. Consequences are outlined in the KBS student handbook.
- If appropriate, send a trusted student to the next classroom to request a colleague to come to the location. Instruct the student to only whisper to the colleague that there is an emergency so as not to invite spectators.
- If you are a teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences if they do not. Order spectators to return to their classrooms or to evacuate.
- If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
- Separate those involved. Do not use excessive force such as punching, choking, or hog-ties. Except in an extreme circumstance, such as a matter of life and death, do not ask students to intervene.
- Under no circumstances should any staff member idly stand by while a fight occurs. Every staff member has a responsibility to get help, intervene, or keep students away from the scene. Failure to assist is cause for discipline or termination.
- Call (928) 283-2501 and employ medical assistance protocols, as necessary.
- Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other information. Ask witnesses and the participants themselves how the fight started.

## **Suspected Weapons Possession**

### Weapons policy

### Shooter and armed person's policy

Any student found in possession of a weapon, regardless of intent, shall have committed an offense under Kaibeto Boarding School Student Handbook.

The term "Possession of a Weapon" means a weapon is found on the person of a student, or under a student's control, on school property to include dormitories, any school activity held away from the school property, or while the student is on the way to or from the school property on any school bus or public or private vehicle providing transportation to or from school property or a school activity. The term "school property," means all buildings, facilities, parking areas and grounds designated as and under the Control of Kaibeto Boarding School.

The term "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, air rifle, B.B. gun, pellet gun, or any pistol version thereof, explosives or fireworks, brass knuckles or other such devices and any other tool, instrument or implement capable of inflicting serious bodily injury. The term "weapon" shall also include items which are replicas or look-alike weapons, whether or not actually capable of inflicting bodily injury and whether or not sold as toys, if the item could by virtue of its appearance or the manner in which displayed cause reasonable apprehension of bodily injury or a threat to a safe school environment.

In accordance with the provisions set forth in the gun, free school act any student found in possession of a weapon shall be expelled for not less than one year.

Possession and or use of firearms and other weapons are an indicator of imminent danger. The US Department of Education safe school guide recommends when warning signs indicate that danger is immanent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and law enforcement officers is needed when a student:

- Has presented a detailed plan (time, place, method) to harm or kill others – particularly if the student has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. Kaibeto Boarding School has the responsibility to seek assistance from appropriate agencies, such as child and family services or Indian Health Service Mental Health. These responses should reflect Kaibeto Boarding School and the school's mission to providing a safe environment.

## **Suspected armed person procedure:**

Notify KBS Principal and Navajo Police of situation immediately. Give as much information as possible i.e. location, description if known, etc.

A minimum of two employees respond to student; one employee should have communication with the office or dorm during non-academic hours

Student is escorted to a secure office area. KBS Principle and Navajo Police respond to the individual.

- a. KBS Principal / administrator to carry students book bag, jacket, etc.
- b. Walk behind student.

Place student in quiet, secured area. Be calm; reassure the student that the procedure is for his/her safety as well as all others.

Security will search student and articles.

Do not allow student to empty pockets or articles.

For an armed shooter we will initiate a lock down or partial evacuation and notify police immediately.

Assist those with special needs in getting to a safe area and first aid if necessary.

Follow procedures of the code yellow lock down.

## **Active Shooter Response Procedure:**

The purpose of this document is to outline the procedure of how to protect one's self during an active shooter situation and how to react when law enforcement responds.

### **GET OUT**

Evacuate only if there is an accessible escape route.

Be sure to:

- Have an escape route and plan in mind?
- Move as quickly and safely as prudent to the nearest safe exit.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Prevent individuals from entering an area where the active shooter may be.
- Keep your hands visible when you encounter a Police Officer.
- Follow the instructions of any Police Officer.
- Call 9-911 from any campus phone or 928-283-3111 from a cellphone when you are safe and notify the police dispatcher of the location of the shooter.



Do not:

- Attempt to move wounded people.
- Pull the fire alarm or respond to one during an active shooter incident.
- Lock down unless directed to do so over school Intercom, District radio, or Direct Command
- Run in a straight line.

## **HIDE OUT**

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view.
- Have a lockable door.
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door, light out).
- Not trap you or restrict your options for movement.

## **KEEP OUT/SPREAD OUT**

To prevent an active shooter from entering your hiding place:

- Lock the door
- Turn off all lights
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Turn off all lights
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Do not huddle in groups
- Remain quiet

## **CALL OUT**

If evacuation and hiding out are not possible:

- Remain calm
- Dial 928-283-3111 from a cellphone, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

## **TAKE OUT**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Overcoming the shooter by acting as aggressively as possible against him/her
- Throwing items and improvising weapons (i.e., books, backpacks, chairs)
- Yelling
- Committing to your actions until the threat is neutralized.

## **Active Shooter**

In the event of an active shooter situation:

**Evacuate** ○ Attempt to evacuate. ○ Have an escape route and plan ○ Leave your belongings

- Keep your hands visible

**Hide** ○ Find a place to hide ○ Block entry and lock doors

- Remain quiet and silence your cell phone or pager

**Take Action** ○ As a last resort, try to incapacitate the shooter  
○ Act with physical aggression

Remember to always:

- Take note of the two nearest exits in any facility you visit.
- Be aware of your environment and any possible dangers.

When possible, provide the following information to law enforcement officers or 911 operators:

- Location of the active shooter.
- Number of shooters, if more than one.
- Physical description of the shooter(s).
- Number and type of weapons held by the shooter(s).
- Number of potential victims at the location.

**CALL 9-911 or 928-283-3111 WHEN IT IS SAFE TO DO SO!**

## **HOW TO REACT WHEN LAW ENFORCEMENT ARRIVES**

Law enforcement's purpose is to stop the active shooter as soon as possible.

Officers will proceed directly to the area in which the last shots were heard. ○ Officers may arrive in teams of four (4), three (3), two (2) or even one (1).

- Officers may wear regular patrol uniforms or external bullet resistant vests, Kevlar helmets, or other tactical equipment.
- Officers may be armed with rifles, shotguns or handguns. ○ Officers may use pepper spray to control the situation.
- Officers may shout commands, and may push individuals to the ground for their safety.

How to react when law enforcement arrives:

- Remain calm and follow officers' instructions.
- Put down any items in your hands (i.e., bags, jackets). ○ Immediately raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid making quick movements toward officers or making contact such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or dispatch operator:

- Location of the active shooter.
- Number of shooters, if more than one. ○ Physical description of shooter(s). ○ Number and type of weapons held by the shooter(s). ○ Number of potential victims at the location.

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officer(s). These rescue teams will treat and remove any injured persons. Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified

and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## **Sexual Assault**

If a student or staff member has been sexually assaulted, staff members are mandatory reporters and are required to follow the normal notification and incident reporting procedures. In addition, the following procedures are required: Demonstrate compassion. Do not express any judgments about the situation.

- Encourage the victim to go to the hospital to be tested and to preserve evidence.
- Preserve student confidentiality. Do not discuss the identity of the student with anyone other than the administration.
- Facilitate crisis intervention with the administration. Student crisis intervention staff will include academic and dormitory counselors, substance abuse counselor, school social worker, and behavioral health specialist. Ensure a counselor, psychologist, or other adult accompanies the victim at all times until police arrive.

Log all activities and statements made by the victim. In some cases, it may be appropriate to extract details of the events. In other cases, law

- Enforcement officers may prefer that experienced investigators conduct all interviews.
- Provide emergency first aid and activate EMS.
- Keep all unauthorized individuals and students away from any potential evidence and report findings to Navajo Police.

## **Riots, Protests, or Civil Disturbances**

In riots, protests, or civil disturbances, the administration will attempt to de-escalate the situation by offering a forum to discuss student complaints. During times of high tension, however, protocols and normal incident procedures are as follows:

- Teachers should cancel their preparation periods and other duty-free periods to ensure that more teachers make a visible presence in the hallways.
- The Principal will express the following statement to students: "You are hereby notified that the school is closed and you must depart the premises. If you do not depart within the next 15 minutes, you will be arrested."
- After protesters have had a chance to disperse peacefully, police should warn remaining participants that they would be arrested and charged with criminal trespass to land. If participants refuse to leave, appropriate school staff will sign complaints and police on the scene will make arrests.

- Students should not be involved in walkouts that could result in loss of credit for the semester. Students and parents need to go through proper channels concerning complaints. Students who need their voice heard have Student Council, Counselors, Dean of Students, etc. Parents may go through the proper channels concerning sports. Concerns about your children's grades should be addressed with the Instructor first. The principal will be involved only after all avenues have been exhausted.

## **EXTERNAL VIOLENCE**

### **Child Abuse**

Every staff member who has a reasonable suspicion that a child is abused or neglected will report the matter immediately to SCAN committee using the SCAN form; and, if appropriate, to the school social worker and administration. Privacy laws apply, however, and no unauthorized individual should be notified. No school staff member should release a student to the custody of a parent or guardian if he or she believes that sending the child home will put him or her in immediate danger of abuse or neglect. The decision to send a child home should be that of law enforcement or the Western Navajo Agency Social Service

### **Child Abduction**

If a member of the staff or students has witnessed child abduction, the Principal or staff members will call (928) 283-3111 immediately. The Principal or designee will gather facts about the abduction, obtaining a description of the abductor, his or her vehicle, the circumstances of the abduction, and any statements made during the incident. Parents must be notified immediately.

### **Missing Child**

If a child is missing, school staff should immediately notify the administration, who will notify (928) 283-3111 and the child's parents if the child is not located promptly. Staff should verify that the child is missing by searching the building and grounds and questioning the children's friends and teachers to determine when the child was last seen and where the child may have gone.

## **AWOL Procedures: Residential**

First 30 Minutes:

When noticing a student missing from the dorm, staff will first attempt locate the student in the building, dorm room, or on campus? Check academic check out log (673-3480), to see if the student had been checked out of school during school days, check the destination sign out sheet in the dorm during non-academic hours. Ask student peers of possible location of the

missing student. (When questioning peers, get as much information as you can such as color of clothing, last seen at etc.). If student is missing after school at 2:55 check in time, check to see if any activities may be taking place, sports rosters, or field trips. If the student is missing after 5:00 pm check for evening activities or alternate study areas. The front office will have lists or check supervisor boxes for lists of sports and field trips. Check the dorm logbook and check out card.

Notify security on duty. You may ask security for assistance for contacting school busses at this time if the student is missing after school. Give student description and any leads to the officer on duty at this time.

First hour:

Start the documentation process after the initial attempt to locate the student. Document your full name, time student noticed missing, dorm, and date.

Notify the dorm manager on duty or delegated supervisor. At this time, the supervisor will assist in assuring the search for the student and notifications are being made. If the supervisor is not available, then proceed to notifying the Navajo Police and follow-listed procedures. Log down the times the N.P.D. and security were notified. If the dorm manager or delegated person is on duty, they will make assurances that all procedures for missing student are followed and documented. Instructions for staff from the supervisor are to be logged in the dorm logbook before they leave the school at the end of the shift. Verbal instructions from the supervisor will be followed while the supervisor is on duty and after the supervisor orders are followed then the actions will be logged on the search and rescue operations log. Dorm managers must provide the dorm advisors with emergency contact numbers for dorm emergencies.

Notify local police: Give the NPD any information, which will help identify the missing student. Advise to call our security office if they locate our student.

Notify Parents. First use phone numbers on the checkout card. If you cannot make contact with the numbers on the checkout card, then check the dorm enrollment sheets and medical consent notification for additional numbers. (Student information is located in the dorm office in student files). Log down all attempts to call, times and contacts on the search and rescue operations log. If you leave a message with anyone, give him or her the school number, your extension, and inform him or her to notify you that the child has returned home or been located. Use the Others notified line to document messages left for parents or guardians. Also, advise that if the student returns or is located that dorm will notify them. If the student had been detained or hospitalized, informed the parent of contact numbers of those who have custody of the child.

Note: (Make sure that you attempt to notify parents within the first hour even if it is prior to 5pm check off time). If telephone contact is not available, then parental notification must be made at the earliest possible convenience. If notification of the parent is going to be made after a shift change, then instruction from the manager will be placed in the log book for such action. All attempts to notify parents in the morning and after school should be made during the shift in which the student had been noted missing. It is expected that

notification of parents for times after 9:00pm check in time will be made by the person working the night shift or as instructed from the supervisor. Night staff noting a student missing and has no contact with the supervisor will coordinate with the other staff on duty for dorm coverage, local search, and parent notification.

If the student is a ward of the court or social services, then notify the referring agency.

Search and Operations Log: after one hour- until student located.

List any **circumstances** of the student i.e. who they were last with, last class, last seen at, possibilities, community activities, anything that may help. Do not leave this section blank.

The search and rescue log will be used to log anything and everything. List all contacts, attempts to contact, notifications, interviews with students and leads. Anyone (staff, parents, services, PD etc.) calling in from the field will be documented. Anyone coming in to the dorm after doing a search will document his or her actions while in the field.

The search and operations log will be kept with the dorm logbook. When you get off shift and still have an outstanding AWOL, you will then sign out of the operations log after the last entry and indicate the time. The person coming on duty will sign in on the log sheet as well and will continue the documentation process.

## Chemical or Hazardous Materials Spills

Protocols for chemical or hazardous materials spills are as follows:

- Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of the hazardous chemical throughout the building.
- Unless the hazard is most intense inside the school, a shelter-in-place order will be given.
- Staff members should close and secure all doors and windows.
- Depending on the severity of the incident, staff should use duct tape and plastic sheeting from their emergency kits to seal all cracks around the door(s) and any vents into the room.
- Notify Brandon Williams or Carlton Tsinnijinnie or send runners, the Facility Manager or Principal will notify (928) 673-3480 if not already in progress, the BIE Chain of Command and will take recommendations. Further instructions can be obtained from the BIE.

- Staff members who know what the material or chemical are should report that information to the Facility Manager, if it is not otherwise known.
- If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand should implement basic decontamination procedures as recommended by Safety Data Sheet (SDS), Indian Health ServiceTuba City Regional Health Care Corp., or Poison Control Center.
- Once the contamination/hazard has passed, public safety officials will evaluate the situation. At that time, they will either give the school clearance to resume safe and normal operations or request that the school be evacuated for cleanup operations. In the case of an evacuation, students may be safely transported by bus to Tonalea Day School or home.

## **Terrorism**

Although the prospect of terrorism affecting Kaibeto Boarding School is remote, staff members should be familiar with some basic information.

- Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported.
- Military installations and nuclear plants are considered potential targets of terrorists.
- The U.S. Department of Homeland Security has issued an alert system to communicate information about terrorism. It is as follows:

Depending on the type of attack, standard school-wide emergency protocols will be followed in the event of a terrorist attack.



<b>SEVERE</b> <i>(Red)</i>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Listen to radio/TV for current information/instructions</li> <li>• Be alert to suspicious activity and report it to proper authorities immediately</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty</li> <li>• Continue offering lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum</li> <li>• Ensure mental health counselors available for students, staff and faculty</li> </ul>
<b>HIGH</b> <i>(Orange)</i>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Review emergency plans</li> <li>• Offer Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" lessons in grades K-12</li> <li>• Prepare to handle inquiries from anxious parents and media</li> <li>• Discuss children's fears concerning possible terrorist attacks</li> </ul>
<b>ELEVATED</b> <i>(Yellow)</i>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to the proper authorities</li> <li>• Ensure all emergency supplies stocked and ready</li> <li>• Obtain copies of <a href="#">Terrorism: Preparing for the Unexpected</a> brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty</li> </ul>
<b>GUARDED</b> <i>(Blue)</i>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower level</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Conduct safety training/emergency drills following the school's written emergency plan for all grades</li> <li>• Ensure emergency communication plan updated and needed equipment is purchased</li> <li>• Continue offering lessons from "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> </ul>
<b>LOW</b> <i>(Green)</i>	<ul style="list-style-type: none"> <li>• Use Red Cross <a href="#">Emergency Management Guide for Business and Industry</a> to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty.</li> <li>• Initiate offering "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> <li>• Ensure selected staff members take a Red Cross CPR/AED and first aid course</li> </ul>

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

## Suspicious Packages

Some indicators of suspicious packages are as follows:

- Mailed from a foreign country
- Excessive postage
- Rigid or bulky
- Restrictive markings
- No return address
- Strange odor
- Lopsided or protruding item
- Oily stains, discolorations, or crystallization on wrapping.

**If a determination has been made that, the package is suspicious:** ○ Do not open, shake or empty the contents.

- Report the incident to the Principal, who may call (928) 283-3111. The dispatcher should be told what you have discovered and what steps you have already taken.
- Keep others away from the package or letter. The Principal or designee will keep the package secure.
- Wash your hands with soap and warm water for two full minutes or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
- Be prepared to meet with law enforcement or emergency personnel.
- List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school.

If the letter or package is leaking powder, use the following precautions:

- Do not try to clean up the powder. Cover the spilled contents immediately with a plastic bag, using the bag like a sheet of plastic. Do not remove this cover.
- Leave the room, close the door or section off the area, and stand by to prevent others from entering.
- Remain by the sealed area to meet with law enforcement or emergency personnel. Follow their advice concerning personal clean up.

The U.S. Post Office has developed the following poster describing the warning signs of potentially contaminated mail. It is available at [www.usps.com/cpim/ftp/posters/pos84.pdf](http://www.usps.com/cpim/ftp/posters/pos84.pdf)

# SUSPICIOUS MAIL

THESE TIPS CAN HELP PROTECT YOU,  
YOUR BUSINESS, AND YOUR MAILROOM

## IF YOU RECEIVE A SUSPICIOUS LETTER OR PACKAGE:

**1** Handle with care.  
Don't shake or bump.

**2** Isolate it  
immediately.

**3** Don't open,  
smell, touch, or taste.

**4** Treat it as suspect.  
Call local law  
enforcement authorities.



## IF YOU SUSPECT THE MAIL MAY CONTAIN:

**A BOMB:**  
Evacuate Immediately  
Call Police  
Contact Postal Inspectors  
Call Local Fire Department/HAZMAT Unit

**A RADIOLOGICAL THREAT:**  
Limit Exposure — Don't Handle  
Evacuate Area  
Shield Yourself From Object  
Call Police  
Contact Postal Inspectors  
Call Local Fire Department/HAZMAT Unit

**A BIOLOGICAL OR CHEMICAL THREAT:**  
Isolate — Don't Handle  
Evacuate Immediate Area  
Wash Your Hands With Soap and Warm Water  
Call Police  
Contact Postal Inspectors  
Call Local Fire Department/HAZMAT Unit

# Utility Emergencies

Protocols for utility emergencies are as follows:

- If you smell, gas or hear a blowing or hissing noise coming from a utility line or vent, evacuate the building with your students. Then notify the maintenance staff and administration, Call 209-6223 or 673-3480 ASAP.
- The maintenance staff should turn off the main gas valve, which should be marked in advance with fluorescent tape and an identifier. Once gas has been turned off, a professional should turn it back on.
- If you see sparks or broken or frayed wires, or if you smell hot insulation, the maintenance staff should be notified to turn off the electricity at the main fuse box or circuit breaker.
- Do not step in water in which downed lines or sparks are visible. ○ Never touch live wires.
- Do not attempt to rescue a person who is experiencing electrical shock until the power is off.
- If you suspect sewage lines are damaged, avoid using the toilets.
- Leave lights in the state they were in when the incident occurred. Leave unlit lights off.
- In the event of a power outage, emergency generators will illuminate the school for eight hours. Exit signs will be lit. Flashlights are available in the emergency kits. Further instructions will be given through megaphones. The school incident command may elect to setup runners for communications as well.

# Weather Emergencies

Natural hazards are the largest single category of repetitive threats resulting from weather or geological events. Their impacts can be localized or widespread, predictable or unpredictable. Resulting damage can range from minimal to major. Depending on severity, natural hazards can have a long-term impact on infrastructure (roads and utilities) of any location.

Natural hazards are more predictable than any other type hazard. Although we cannot know exactly when they will occur, or how severe they will be, we do recognize from experience which geographical areas are most vulnerable to certain types of natural hazards. This knowledge helps to better prepare for and respond to the natural threat.

Protocols for weather emergencies are as follows:

## Earthquakes

- Ensure that shelves in the classroom are fastened securely to the walls. Place large or heavy objects on lower shelves. Keep students away from the shelves.

- If an earthquake begins, instruct the children to take cover under a piece of heavy furniture or against an inside wall and hold on.
- School occupants should stay inside. Trying to leave the building is extremely dangerous.
- If outdoors, move into the open, away from buildings, streetlights, and utility wires. Once in the open, stay there until the shaking stops.
- Be prepared for aftershocks. Although smaller than the main shock, aftershocks cause additional damage and may bring weakened structures down.
- Help injured or trapped persons. Administer First Aid when appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.
- Open closet and cupboard doors cautiously.
- Listen to a battery-operated radio or television for the latest emergency information.
- Once secure, stay out of damaged buildings.
- Leave the area if you smell gas or fumes from other chemicals.
- If you smell gas after the earth has settled, instruct children to exit the building and notify the maintenance staff and administration.

## Hurricanes and Flash Floods

- If sufficient warning is given, the entire school community is encouraged to evacuate the area.
- If insufficient warning is given, school occupants should stay at the school if flash floods threaten transportation routes, but not the school itself. Shelter-in-place protocols will be activated.
- Under no circumstance should any one attempt to drive through flash floods. The road may give way or the flooding may be far deeper than it appears, causing the vehicle to sink, float, or are stuck.
- Contact Emergency Responders.

## Tornadoes

During a tornado, the Principal will activate a shelter-in-place alert. In high winds, the greatest threats are from roof failure, breaking glass, and flying debris. According to the National Weather Service, the most dangerous locations are generally large rooms with large expansive roofs such as cafeterias, gymnasiums and auditoriums. The collapse of the room's outer load-bearing wall can lead to the failure of the entire roof.

During this time, school staff should:

- Move children to the lowest level in the school and into interior rooms or interior windowless hallways. All doors should be closed if possible.
- Keep children away from windows, glass doors, skylights, and mirrors.
- Keep windows closed.

The school will elect to conduct one tornado drill/micro burst drill annually. Information on procedures can be obtained at <http://www.weather.gov/nwr/>.



**SECTION 5:**  
**EMERGENCY**  
**MANAGEMENT :**

# A QUICK REFERENCE GUIDE:

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## **Kaibeto Boarding School** **EMERGENCY RESPONSE** QUICK REFERENCE GUIDE

### **CRISIS COMMUNICATIONS**

#### **EMERGENCY SIGNALS**

**EVACUATION:** Alarm signal, runners, intercom, and 2-way radios.

**LOCKDOWN:** Principal notification, via intercom, 2-way radios, runners.

**TORNADO WARNING:** Follow procedures for lock down, principal or designee will advise of instructions via radios, intercom and runners.

**OTHER:** School bus emergency evacuation drills will be conducted Bi-annually and will be announced on school calendar.

#### **PARENTAL AND STAFF NOTIFICATIONS**

PARENT AND STAFF NOTIFICATIONS WILL BE MADE VIA TELEPHONE, RUNNERS, 2-WAY



RADIOS, AND INTERCOM

**SCHOOL PHONE NUMBER: (928)673-3480**

PARENT AND STAFF NOTIFICATIONS WILL BE MADE VIA THESE RADIO STATIONS:

1. KGHR RADIO 91.3 FM
2. KTNN RADIO 660 AM
3. KXAZ RADIO 93.3 FM
4. KAFF RADIO 92.9 FM

**TELEVISION STATIONS: NONE:**

**TRIBAL OFFICE: (928) 673-5852**

**PHONE TREES:**

<u>Name</u>	<u>Work Phone</u>	<u>Home Phone</u>	<u>Job Title</u>
Dr. Deborah Holgate	(928) 209-5285	(928)	School Principal
Helena Bennett	(928) 209-6234	(928)	Residential Manager
Brandon Williams	(928) 209-6223	(928)	Facility Manager

**Stand-by Crisis Management Team (Report to School Principal's office or alternate work location when notified):**

<u>Name</u>	<u>Work Phone</u>	<u>Home Phone</u>	<u>Job Title</u>
Heather Agüero	(928) 673-3480	(928)	Business Tech
Merle Begay	(928) 209-6227	(928)	Security Guard
Brandon Williams	(928) 209-6223	(928)	Transportation
Lesina Tsosie	(505) 809-0287	(928)	Counselor
Alison Yazzie	(928) 209-2849	(928)	Food Service

### 2-WAY RADIO FREQUENCY:

Licensee Name: Bureau of Indian Affairs

Radio Service: PL Local Government	License Issue Date: 11/15/1996
Call Sign: WNSZ660 File No. 9611R173999	License Expiration Date:
Frequency Advisory No. /Service Area: 4504032077	Regulatory Status: PMRS

### KEY PERSONNEL

TITLE	NAME	OFFICE PHONE	HOME PHONE	CELL PHONE / PAGER
<b>PRINCIPAL</b>	Dr. Deborah Holgate	(928) 673-3480	(928)	
<b>DEPARTMENT HEAD</b>		(928) 673-3480	(928)	
<b>FACILITY MANAGER</b>	Brandon Williams	(928) 673-3480	(928)	(928) 209-6223
<b>HOMELIVING SPECIALIST</b>	Helena Bennett	(928) 673-3480	(928)	(928) 209-6234

### EMERGENCY RESPONDERS

TITLE	NAME	TITLE	PHONE
<b>EMERGENCIES</b>	<b>NAVAJO POLICE DEPARTMENT</b>	<b>DISPATCHER</b>	<b>928.283.3111</b>

<b>TRIBAL POLICE, NONEMERGENCY</b>	Navajo Police Department	Dispatcher	(928) 283-3111
<b>FIRE DEPARTMENT</b>	Shonto/ Tuba City Fire Department	Dispatcher	(928) 283-3007
<b>SHERIFF</b>	Coconino County	Dispatcher	(928) 774-4523
<b>BIE KCS SECURITY</b>	Brandon Williams	Facility Manager	(928) 209-6223
<b>FEDERAL BUREAU OF INVESTIGATION</b>	Flagstaff Office: General Information Navajo Police Department-Tuba City	Dispatcher	(928) 774-0631 or (928) 283-3111
<b>BUREAU OF ALCOHOL, TOBACCO AND FIREARMS (Bomb Threats)</b>	Phoenix Office: General Information	Information	(602) 776-5480
<b>STATE EMERGENCY MANAGEMENT AGENCY</b>	Arizona Division of Emergency Management	Information	(602) 244--0504 or 800-411-2336
<b>HAZ-MAT (Hazardous Material Spills)</b>	Rose Duwyenie	Environmental	505 863-8285 505 579-1129
<b>FEDERAL EMERGENCY MANAGEMENT AGENCY</b>	FEMA- Kim Walz (kim.walz@dhs.gov)	Region IX Liaison	(510) 627-7006
<b>CENTER FOR DISEASE CONTROL</b>	General Information	Emergency Preparedness and Response	800-232-4636

# BIE CHAIN OF COMMAND

OFFICE	NAME	TITLE	OFFICE PHONE	CELL PHONE
Education Program Administrator	Edie Morris	EPA	928.871.5958	928.245.8805
Education Program Administrator				
Education Program Administrator	John Mcintosh	Associate Superintendent	928-871-5942	928.245.8592
Education Program Administrator	Emily Arviso	Education Program Administrator		928.245.5961
ASSOCIATE DEPUTY DIRECTOR, NAVAJO	Tamara Pfeiffer	Associate Deputy Director – Navajo	928.871.5961	
BIE OPERATIONS DEPUTY DIRECTOR				
BIE OPERATIONS DEPUTY DIRECTOR				
BIE DIRECTOR	Tony Deerman	BIE Deputy Director	202-208-6434	
PUBLIC AFFAIRS OFFICE	Nedra Darling	Public Affairs Officer	202-219-4150	
Central Navajo Agency	Howard Tungovia	Agency Safety Officer	928-674-5120	505-567-1581
Western Navajo Agency	Caroline Widehat	Agency Safety Officer	928-283-2310	505-567-1582
Shiprock Agency	Benjamin Keith	Agency Safety Officer		
Fort Defiance Agency	Stanley Edison	Agency Safety Officer		
BIA NAVAJO REGION	Harrison Nez	Navajo Region Safety Manager	505-863-8316	505-879-8333
BIA NAVAJO REGION	George Padilla	Navajo Regional Supervisor Physical Scientist	505-863-8434	505-879-7076
BIA NAVAJO REGION	Brien Harold “Jess”	Navajo Regional Deputy Director	505-863-8221	
BIA NAVAJO REGION	Sharon Pinto	Navajo Regional Director	505-863-8314	

# EMERGENCY MANAGEMENT TEAM

ALL PREFIXES ARE (928) UNLESS OTHERWISE NOTED

ROLE	RESPONSIBILITY		NAME	ROOM NUMBER	OFFICE PHONE NUMBER	HOME, CELLULAR AND PAGER NUMBER
SCHOOL COMMANDER	<p>Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center.</p> <p>Gives the order to evacuate or lock down the school. Maintains contact with headquarters.</p> <p>Ensures necessary notifications to the OIEP Chain of Command.</p>	PRIMARY	Dr. Deborah Holgate		673.3480	(928) 209.5285
		ALTERNATE	Helena Bennett		673.3480	928-209-6234
SITE COORDINATOR	<p>Directs police, fire, and paramedics to the site of the emergency.</p> <p>Controls access to affected areas.</p> <p>Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.</p>	PRIMARY	Brandon Williams		673.3480	928-209-6223
		ALTERNATE	Carlton Tsinnijinnie		673.3480	928-299-6887
MEDICAL COORDINATOR	<p>Provides emergency First Aid until medical assistance arrives.</p> <p>Coordinates school first responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.</p>	PRIMARY	Helena Bennett		673.3480	928-209-6234
		ALTERNATE	Logan Joe		673.3480	
PARENT COORDINATOR	<p>Assists parents who come to the school, keeps parents briefed on the situation, and advises parents if their child is, or is not, involved in the emergency, when such information becomes available.</p>	PRIMARY	Dorothy Dele		673.3480	928-209-6233
		ALTERNATE			673.3480	
CRISIS TEAM LEADER	<p>Coordinates crisis intervention and counseling services.</p>	PRIMARY	Lesina Tsosie		673.3480	505-809-0287

<b>RECORDER</b>		ALTERNATE	Linda Tsinnijinnie	673.3480	
	Documents the time and events of a crisis, beginning with when it started and when the situation changed. Records names of responding units and collects business cards, if available. Assists in collecting information from teachers on missing children.	PRIMARY	Heather Aguero	673.3480	928-2096218
		ALTERNATE			673.3480
<b>TRANSPORTATION COORDINATOR</b>	Arranges for special transportation, if needed, and manages the transportation process.	PRIMARY	Brandon Williams	673.3480	928-209-6223
		ALTERNATE	Merlinda Begay	673.3480	928-209-6229
<b>MEDIA COORDINATOR</b>	Keeps media away from parents and students. Collects business cards from the media. Reports names of media to headquarters. Does not give interviews.	PRIMARY	Colleen Bigman	673.3480	
		ALTERNATE		673.3480	
<b>SCHOOL FIRST AID RESPONDERS</b>	School First Responders provide emergency First Aid until medical assistance arrives. These individuals are trained in First Aid.				

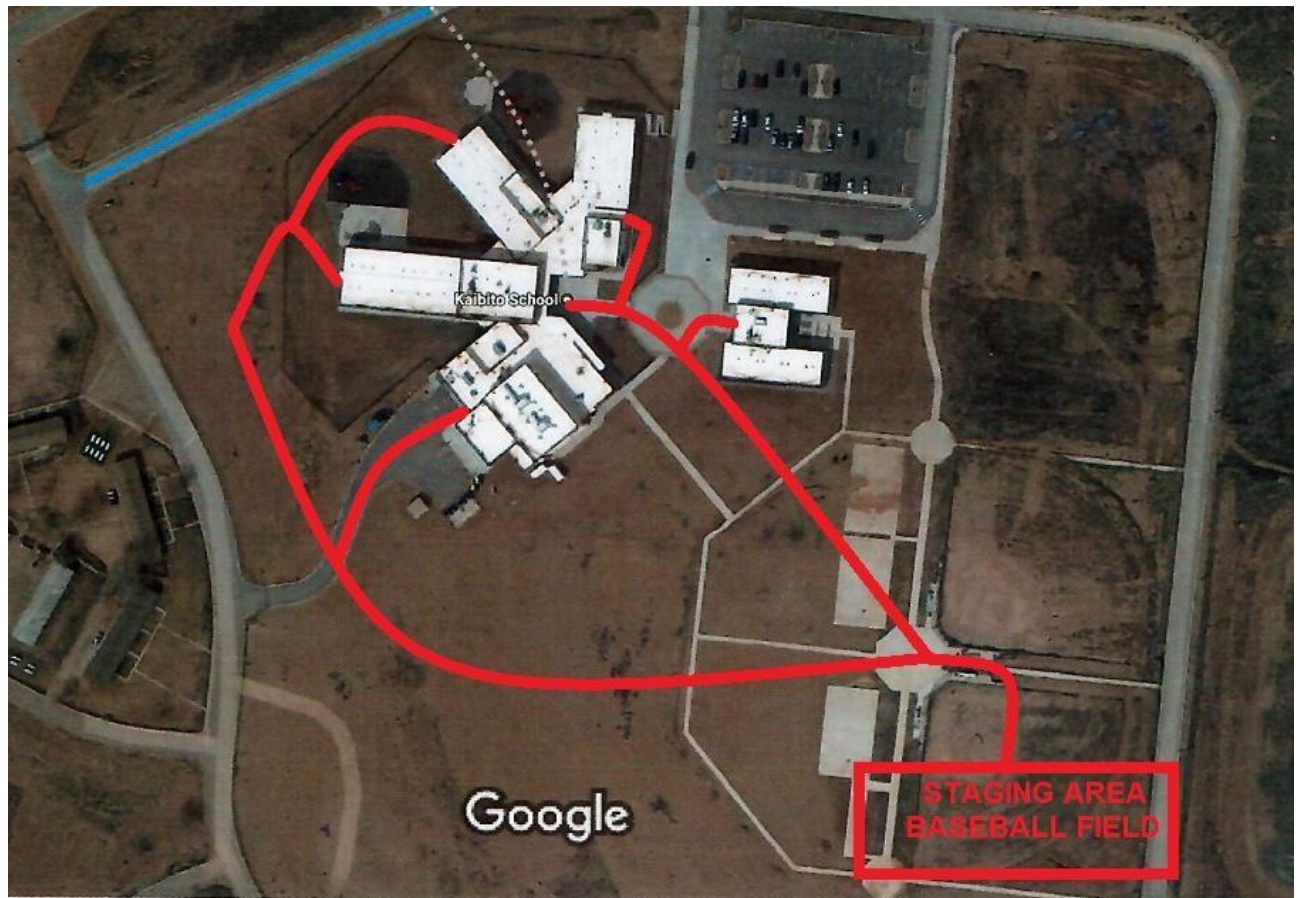
# EVACUATION PLAN

**EVACUATION SIGNAL:** Alarm sound horn or runners notify in person.  
 Radio Notifications Activated.

# EVACUATION ROLES IN AN EMERGENCY

	RESPONSIBILITY	NAME	ROOM NUMBER	ASSIGNMENT
<b>ALL PERSONNEL</b>	Once an evacuation order is given, all occupants, with the exception of searchers, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly lead their students in an orderly fashion to their pre-designated posts, taking with them their class lists, a pen or pencil, and other components of the emergency kit.			
<b>SECTION LEADERS</b>	Section Leaders, also called Floor Leaders, must supervise the orderly evacuation of students and staff through the designated exits and remain with their groups throughout the evacuation period. Each Section Leader should be equipped with a bullhorn and other safety gear from their emergency kits. All Section Leaders who are teachers must have another teacher assigned to their classrooms in their absence.	Dorothy Dele – Front Office		
		Lesina Tsosie – Wing B		
		Helena Bennett- Wing C		
		Veronica Klain – Wing D		
		Camille Boone- Library		
		Brittany Bekay– Dormitory		
		Brandon Williams - Facility Management and Warehouse		
		Bessie Bryant- Gymnasium		
<b>SEARCHERS</b>	Once teachers have evacuated their classrooms, Searchers, also called Wardens, are responsible for finding and evacuating all personnel from remote areas such as storerooms, file rooms, coffee areas, basements, gymnasiums, and rest rooms. They should close all doors – but not lock them – after they have searched an area.	Carlton Tsinnijinnie- Wing A & B and Gymnasium		
		Camille Boone – Wing C & D, Science Room		
		Heather Aguero- Library, Computer Lab, Character Aid Room, Speech, Storage Rooms		
		Shelia Tsinnijinnie - Dormitory		
		Brandon Williams- Facility Management and Ware House		
		Camille Boone- Admin Hallway & Teacher Resource Room		
<b>ASSISTANTS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES</b>	Assistants for Individuals with Physical Disabilities are responsible for making sure all students, personnel with disabilities are evacuated, and for monitoring them until they are safely discharged to their families or guardians. They must maintain up-to-date lists of physically challenged students in their assigned sections and a list of any special medical needs.			
		Colleen Bigman		

## EVACUATING OFF CAMPUS



Buses will relocate students to off-site emergency shelter. Alternate site would be Tonalea Day School





## **OFF-SITE EMERGENCY SHELTER**

Also called an Incident Command Post, the School Commander oversees all operations from this off-site location.

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

The primary relocation site for the Kaibeto Boarding School is the Tonalea Day School, Tonalea, Arizona located at:

Bureau of Indian Education  
Tonalea Day School  
East Highway 160 Route 21; P.O. Box 39  
Tonalea, Arizona 86044  
Telephone: (928) 283-6375  
Fax: (928) 283-5158

It is located in Tonalea, Arizona at a distance of 21.8 miles south of Kaibeto Boarding School, Kaibeto, Arizona.

## **ON-SITE COMMAND POST**

Also called an Incident Command Post, the School Commander oversees all operations from this on-site location. **Kaibeto Boarding School Building 1913, in the Conference Room 112. Alternate site will be the Dormitory Building 1914 Foyer area.**

LLC

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