



Hunters Point Boarding School, Inc.

P.O. Box Drawer 99

Route 12 South Lupton Road

St. Michaels, AZ 86511

www.hpbs-az.org

Tel: 928.871.4439

Fax: 928.871.4435

Janis Damon
Board President

Genevieve Jackson
Board Vice-President

Jackie Yazzie, Jr.
Board Member

Dorothy Keedah
Board Member

Julia Donald, M.Ed.
Principal

Re-Opening Plan for Education
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INTRODUCTION:

Since Navajo Nation President Jonathan New and the Division of Dine Education/Bureau of Indian Education officially closed schools on March 16, 2020, Hunters Point Boarding School (HPBS) has been in the process of evaluating the safety protocols and educational guidelines options for staff and students within the context of the COVID-19 pandemic.

We acknowledge and appreciate the work that the HPBS staff and students did to fully engage in modified learning during the fourth quarter of the 2019-20 school year. While all parties did an admirable job converting to digital learning and learning packets with little to no preparation, there were clearly hurdles that students and teachers encountered and opportunities to improve future endeavors with the platform.

The COVID-19 pandemic has changed the landscape of education and has impacted how we provide education to students. While our school has always followed measures to prevent the spread of germs and viruses, HPBS operation protocols now include increased health and hygiene measures such as encouraging staff and students to wear face coverings/masks, frequent hand sanitation, and social distancing practices when practical. In addition, the physical landscape may also change as we consider measures to limit the use of larger facilities and outdoor areas such as cafeterias, gymnasiums, and outdoor playgrounds as Hunters Point moves through the phases of re-opening recommended by the Division of Dine Education.

We continue to look forward to the day Hunters Point Boarding School will re-open to more in-person work, services, and instruction to ensure that our students received the academic support they needed to move forward next year. Our primary goal going forward for office, school, students, and staff will be to provide the highest degree of educational services possible in accordance with school and district safety operations and protocols as we move from Phase 0 to Phase 3.

Large school assemblies, extracurricular and school activities are not possible, or they may be reduced as we move through the phases. Outside visitation will be altered to accommodate virtual parent/teacher conferences, discipline conferences, and 504 and IEP meetings.

Considerations and adjustments in parental involvement in school activities on campus will also occur. Hunters Point Boarding School is dedicated to ensuring that we provide a safe learning environment for our students as we reopen our school.

The status of the COVID-19 pandemic changes often, so it is important that we remain flexible and adjust our plans as necessary. We cannot fully predict how the virus will directly impact our Navajo communities moving forward so we must have a comprehensive plan that allows for thoughtful implementation of educational pathways for our students. Please note that all re-opening plans developed at Hunters Point Boarding School will adhere to Phases 0-3 in guidance provided by the Division of Dine Education and the educational pathways will be explained further in this plan.

HEALTH AND FACILITIES/MAINTENANCE PLAN

HEALTH SCREENING

At Home:

Home is the first point on the screening continuum. All parents are expected to form an assessment of their child's health before they leave home, including temperature and other known COVID-19 symptoms. Hunters Point has sent out material that will educate and support families on identifying the symptoms that indicate if staff and students must stay at home.

- Families will be encouraged to self-report symptoms of illness, which could include fever, new onset of cough, etc.
- Self-reporting mechanisms could include calling the school, calling health-care provider, etc.
- Parents should also send their child to school with a filled water bottle and clean mask. If masks are unavailable, they will be provided on the bus and at the school site.

On the Bus:

Transportation is the second point on the screening continuum. The HPBS transportation department uses clearly visible signage to communicate the symptoms students should not have if traveling on our buses.

- To provide a safer environment for our bus riders, drivers, and students, everyone is required to wear a mask during transport.
- Each bus is equipped with extra personal protection equipment (PPE) and cleaning and disinfection equipment.
- Daily inspection requirements include sanitizing procedures after each school run and at the end of the day.
- Buses are loaded from back to front and unloaded from front to back when possible. Members of the same household are asked to sit together, with kindergartners remaining in front.
- Seating charts are required for all routes.
- Air conditioners and heaters are used with a few windows slightly open to allow airflow. Air conditioners are turned to the fresh-air cycle when possible. This will result in an increase in the temperature on the bus on hot days and cooler temperatures on cold days. This air flow ensures proper ventilation, per CDC guidelines.

At School:

School is the final point on the screening continuum. HPBS staff will visually check for symptoms (which may include temperature checks) and/or confirm with families that students are COVID-19 symptom-free. When necessary, we will follow up with a health care professional.

- On days students are to be on campus, students and staff must implicitly confirm they are fit to attend school by passing the point-of-entry sign on arrival.
- Students and staff are expected to follow all safety protocols, including wearing masks.
- Students are only allowed to remove masks when eating or drinking.
- Frequent hand washing is encouraged at regular intervals throughout the day with both soap and water, and hand sanitizer.
- A curated age-appropriate video library about COVID-19 symptoms, preventing spreading germs, hand washing, etc. has been developed and maintained, with the expectation that a video will be chosen to show during morning announcements and at other opportune times.
- Signage about COVID-19 symptoms, preventing spreading germs, hand washing, etc. is placed strategically throughout school and district buildings.
- The borrowing or sharing of any items is restricted.
- Drinking stations are available for refilling water bottles only.
- Daily cleaning protocols based on CDC guidance are followed, with an emphasis on frequent cleaning of high-touch/high-traffic areas.
- Classrooms and high traffic areas are stocked with cleaner, paper towels and hand sanitizer
- Hand sanitizer has been provided in every classroom and in key locations throughout every site for the health and safety of our students, staff and community.
- HVAC systems have been checked and are monitored for proper airflow and circulation.
- An isolation room(s) is/are managed to provide appropriate isolation of sick students or staff in the residential wing of Hunters Point Boarding School.
- HPBS takes guidance from the Navajo Nation Department of Health and the Division of Dine Education in the event a student or staff member contracts COVID-19.

CLEANING PROTOCOLS

- Custodial staff are required to wear personal protective equipment (gloves and face mask).
- Classrooms and school facilities are cleaned and disinfected daily with additional attention to all high-touch surface areas.
- In addition to daily cleaning and disinfecting, every classroom is stocked with disinfectant spray bottles for classroom use. The expectation is that these cleaning supplies will be used in the classroom to wipe down and clean high touch surface areas throughout the day.

- To provide assurance a classroom has been cleaned and disinfected daily, a magnetic sign is placed on the whiteboard indicating the classroom has been cleaned since the previous day.
- All waste products will be treated and disposed of as a biohazard.

PHYSICAL DISTANCING

Limiting the physical interactions of students is one of the best ways to limit exposure to Covid-19. HPBS physically distances students to the extent possible. When it is not feasible to provide sufficient physical distance, HPBS provides cloth face masks as a health and safety strategy.

Transportation Distancing:

HPBS physically distances students from one another while on school transportation. This includes strategies of the following:

- Assigned seating for riders.
- Alternative schedules to safely transport students in a staggered fashion.
- Sitting students every other row and a minimum of six feet apart. (i.e., seat children by one child per row, skip rows) when possible.
- Signage on seats in which students are not allowed to sit.

School Environment Distancing:

- Space seating/desks to allow for physical distancing at least six feet apart. This means limiting class sizes to no more than ten students per classroom.
- Assigned seating to help track virus spread if a student/staff tests positive for COVID-19.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Install physical barriers such as sneeze guards/partitions in “common” areas, such as the front office, reception desks, etc.

Class Size to Promote Distancing:

- No more than ten students are assigned to a classroom at any given time.
- Limit mixing between groups and keep students with the same classroom teacher all day.
- Special Education Students are still in the inclusive setting with the special education teacher assigned for modifications.

Staggered Scheduling to Support Distancing:

- HPBS staggers arrival and drop-off times or locations by cohort (grade level or transportation area) or put into place other protocols, to limit contact between students attending the school face-to-face and direct contact with parents as much as possible.

- Close common use shared spaces such as cafeteria and playgrounds with shared playground equipment will be staggered with schedule and cleaned and disinfected between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least six feet apart.

Food Service and Student Meals to Promote Distancing:

- Serve individually plated or home-packed meals in classrooms instead of in the cafeteria.
- HPBS food service staff and students use disposable food service items (i.e., utensils, dishes).
- If food is offered at any event, including classroom celebrations or for snacks, only pre-packaged boxes or bags for each student are used and will sit safely in the classroom at least ten days prior to being distributed to students.

SANITIZATION PRACTICES

- COVID-19 approved disinfectants are to be used in all spaces.
- Desks and chairs will be wiped down with an appropriate/approved disinfectant before each use.
- Hand sanitizing stations will be placed in common areas and in classrooms.
- Facilities and maintenance clean frequently touched surfaces (i.e., playground equipment, door handles, sink handles, drinking fountains) within Hunters Point Boarding School and on school buses at least daily or between use as much as possible.
- Use of shared objects (i.e., gym or physical education equipment, art supplies, toys, games) is limited when possible, or cleaned between use.
- We have developed a schedule for increased, routine cleaning, and disinfection.
- Teachers and staff at HPBS discourage sharing of items that are difficult to clean or disinfect.
- Teachers keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

COVID-19 EXPOSURE GUIDELINES:

What is exposure?

Per guidelines from the Centers for Disease Control (CDC), exposure occurs if a person has been in close contact (less than six feet) for greater than or equal to 15 minutes with a person with COVID-19.

Student Exposure:

Once it is confirmed a student has been exposed to COVID-19, the following steps will take place.

Quarantine

The Centers for Disease Control and Prevention (CDC) and the Navajo Nation Department of Health have previously recommended a strict 14-day period of quarantine for persons who had close contact to a confirmed COVID-19 case. However, if a student is asymptomatic, current guidelines allow the 14-day quarantine period to be shortened to 10 days. That is, if the student has not displayed any COVID-19 symptoms, then s/he is eligible to return to school after 10 days of quarantine.

Parents are encouraged to monitor their child(ren) daily before allowing them to attend school and if the student has displayed any of the following symptoms, they must complete the full 14-day quarantine before they can return to school:

- Fever
- Shortness of breath or difficulty breathing
- Loss of taste or smell
- New or worsening cough
- Sore throat
- Muscle or body aches
- Chills
- Fatigue
- Headache
- Congestion or runny nose
- Diarrhea
- Nausea or vomiting
-

If symptoms develop, a medical evaluation is encouraged.

A signed form provided by the student's doctor must accompany the student if they are returning to school after 10 days, but before the 14th-day, of quarantine following exposure. The student will report to the front office on day 11 with the signed form to return to school and will continue to submit to a daily temperature check. The student will also be required to wear their face covering at all times from day 11 to day 14. If the

student does not adhere to these requirements, the student will return to school attendance exclusion until the full 14-day quarantine is completed.

For those who live in the same house as someone who has COVID-19, they should continue to quarantine until 10 days after the date the person with COVID-19 is told they no longer need to practice isolation, if asymptomatic. If not asymptomatic, they should complete the full 14-day quarantine.

If the student tests positive for COVID-19 or it's probable the student has COVID-19:

The student may return to school after 10 days have passed since symptoms first appeared or receipt of positive COVID-19 test result; **AND** 24 hours have passed since recovery. Recovery is defined as resolution of fever without the use of fever-reducing medications and improvement of other illness symptoms (e.g., cough, shortness of breath, loss of smell, headaches, etc.).

If a student has symptoms of COVID-19 and tests negative:

The student may return to school if they test negative for COVID-19 using a PCR test (nose swab, saliva test) **AND** a medical evaluation determines that their symptoms were more likely due to another cause (e.g. sore throat due to strep throat). In this latter case, the student can return when they meet criteria for that condition. The student will also need to be free of the following for at least 24 hours, without the use of fever-reducing or other symptom-altering medicines (e.g. cough suppressants):

- If previously on quarantine prior to symptoms developing, must complete remainder of 14-day quarantine.
- Resolution of fever (subjective or measured) or fever symptoms (shivering, chills, body aches, etc.)
- Improvement of other illness symptoms (sore throat, persistent cough, sinus congestion, fatigue, etc.)

Employee Exposure:

What happens when an employee is exposed to COVID-19?

Once it is confirmed that an employee has been exposed to COVID-19, the employee will report their exposure to the Principal of Hunters Point Boarding School. The Principal will provide guidance in line with the most up-to-date CDC and Navajo Nation guidelines.

An employee cannot test out of quarantine, If symptoms develop, the employee must seek medical evaluation and follow all quarantine and return guidelines set forth in the student policy for exposure.

After appropriate quarantine guidelines have been completed, a signed form provided by the employee's supervisor must accompany the employee if they are returning to school after 10 days, but before the 14th-day, of quarantine following exposure. The employee will continue to submit to a daily temperature check and will be required to wear their face covering at all times from day 11 to day 14. If the employee does not adhere to these requirements, the employee will return to work attendance exclusion until the full 14-day quarantine is completed.

Phased Approach for Physical Re-Opening of School Buildings:

Please note that phases for re-opening are based on guidance from the Division of Dine Education, the Bureau of Indian Education, and the State of Arizona.

General Overview:

HPBS is committed to reopening schools as soon as permitted by the Navajo Nation and the Division of Dine Education and has worked with multiple stakeholder groups to review local, state, and federal recommendations to determine what best meets the needs of Hunters Point Boarding School. The following is an overview of different scenarios that will be considered when the time comes to re-open.

1. Schools will reopen with the option for parents to choose in-person instruction. School schedules, classroom spaces, and day to day operations (i.e. arrival, dismissal, busing, breakfast, lunch, athletics, etc.) will be different from previous school years due to health and safety protocols.
2. Online, at-home Hybrid/Blended Learning options will increase in all grades K-5. In the event of a school closure, we at HPBS are prepared to move to a Hybrid/Blended Learning Model for all students. This model will reflect all that our staff has learned to improve student attendance, engagement, expectations, and outcomes. Additionally, teachers delivering instruction in the Hybrid/Blended

Learning model will live stream their instruction and use our Learning Management System, Schoology, to augment face-to-face instruction.

3. HPBS will follow CDC guidelines to keep the school environment clean and sanitized throughout the day. We have four, primary ways to protect students and staff: a) implementing frequent hand-washing and hand-sanitizing opportunities; b) requiring the use of masks for staff and students when practical and social distancing is challenging; c) reducing close contact to adhere to social distance guidelines when possible; d) increasing cleaning and sanitation protocols in buildings and buses.

Specific Re-Opening Phases Outlined in Plan:

Phase 0-1 (Extensive/Substantial Community Spread of COVID-19): All students are using online/distance learning from the start of the year, with the option of returning to physical buildings when appropriate. HPBS is closed to the public. Only essential personnel such as the Principal, Business Manager, Custodians, etc. allowed on-site. In phase 1, 25% of the school personnel may be on site at HPBS.

Phase 2 (Minimal to Moderate Community Spread of COVID-19): 50% of classroom capacity with a concentration on students with special needs or needs that can only be met on campus due to an IEP, 504 Plan, or family situations that are documented by related service providers (such as social services). Students to be served in a Hybrid/Blended Learning Model. HPBS closed to the public and is open for select students as listed.

Phase 3 (Zero to Minimal Community Spread of COVID-19): 75% of classroom capacity. Students would be served in a Hybrid/Blended Learning Model. HPBS open to the public, students, and school staff. Students not included in distance learning are allowed on campus, provided it does not exceed 75% of the total classroom capacity.

ACADEMIC PLANS FOR PHASED RE-OPENING:

Phases 0-1: All students in Online/Distance Learning:

From March 15, 2020 until the writing of this re-opening plan, cases of COVID-19 are on the rise in Arizona. HPBS understands the health and safety concerns that our families and staff have about the re-opening of school. We have considered each of the concerns, and it is our contention that the best possible case for the reopening of HPBS in the fall of 2020 and for the foreseeable future was a fully distance learning model,

using digital tools and resources to deliver instruction in English Language Arts and Math.

This distance learning model will likely continue throughout SY 2020-2021, though we continued to work on further phases of re-opening as detailed in our re-opening plan.

HPBS has designed a plan that strives for a successful distance learning implementation that focuses on:

- A high degree of training and professional development on online learning models of instruction.
- Focus on priority standards and interventions for ELA and math.
- Flexibility with families and students who do not have internet connectivity and are unable to access instructional materials in a synchronous environment.
- Providing assistance and support to families who do not possess technology skills needed to help their student with learning.
- Supporting the students served by special education and those who are in need of intensive intervention.
- Nurturing students, staff, and parents with their social-emotional health during challenging times presented by COVID-19.
- Establishing consistent practice in the new online environment.

Teaching and Learning in a Digital Platform:

Kindergarten through 5th grade participate in Tier I instruction for ELA and Math. Students are engaged in synchronous instruction for approximately 2 hours per day at each grade level in grades K-5. We began SY 2020-2021 with a focus on intervention and delivery of the Passport and V-Math programs for our synchronous instruction, which is handled through Zoom.

The Journeys ELA and enVision Math programs will be used as the foundation for instruction as the staff and students at HPBS become more proficient with technology use and students are exited interventions based on assessment data.

Scheduling across the digital campus is staggered for synchronous instruction so we do not have overlap for families sharing devices and internet connectivity concerns. It is the expectation of all teachers engaged in instruction to provide quality and appropriate teaching to all learners, including Special Education.

The delivery of instruction will follow the updated calendar and will be consistent with a face-to-face learning environment in that students will have access to live teaching, as well as independently paced lessons.

Special Education students will continue to receive services based on their Individualized Education Program.

Learning Management System:

Schoology is the selected LMS for Hunters Point Boarding School and is the most critical piece in our distance learning model. The LMS allows us to push out and receive instructional content through its cloud-based tools. In addition, Schoology content can be cached in order to send home instructional content to those students who do not have internet access, but still need to access videos and recorded lessons from teachers.

We have chosen Schoology as a Learning Management System to meet the needs of our students. Every student and parent will have an individual login to Schoology. Through this system students, parents and teachers will be able to communicate back and forth about student learning. HPBS chose Schoology based on several criteria in an adoption rubric, which included:

- Access- Teachers can access Schoology from whatever type of device they choose, whether it's a desktop, laptop, tablet or smartphone. Schoology also allows for caching content that has been created so that the instructional material can be viewed while students are offline. This will assist students with no internet in having equal access to instruction. User-friendliness- The Schoology interface allows for easy navigation within the platform. It aligns with teaching goals, doesn't require advanced technology skills on the part of the teachers, and is intuitive.
- Classes- Schoology holds all the created courses and the related course content. Admins and teachers are able to create and manage courses.
- Protection of Student Information: Schoology exceeds the Bureau of Indian Education requirements for student privacy, protection, and acceptable use.
- Integration with NASIS: Attendance, grading, course setup, and pacing guides are interoperative. This was a primary consideration in choosing Schoology.
- Collaboration - Schoology has a format similar to social media tools within the platform. This allows users to interact with their peers, collaborate and share their learning experiences while in a "fun" and familiar environment.

Outreach to Stakeholders and Parents:

Parents are contacted daily through the Schoology LMS, phone calls, text messages, and emails, as well as through the HPBS One Call system.

Parents and students are provided a daily schedule that will include time for synchronous instruction per grade level. Asynchronous instruction will be utilized to support independent activities completed via Schoology and support programs. Time on task will be monitored through the Schoology, V-Math, and Reading Ranger programs, which each have learning logs generated by the educational technology platform.

Learning Packets/Instructional Supply Tubs:

Learning Packets were distributed to students from March-May, 2020, and HPBS continues to deliver to those students who have connectivity issues. These learning packets are ideally to be used to support instruction, not in lieu of instruction. Therefore, many opportunities are provided for students to engage in actual instruction, delivered by actual teachers. The teachers are using the app or are recording Zoom synchronous lessons to provide asynchronous instruction as it relates to the materials in the materials being sent home. Conference calling on the school-issued cell phones will also be utilized to communicate with students on daily activities.

Learning tubs contained basic school supplies such as pencils, markers, whiteboards, paper, hand sanitizers, etc. In addition to the supplies, each student received consumable materials of the Journeys, enVision, V-Math, and Passport programs. This allows teachers to continue the instruction from the adopted programs from a digital environment.

To ensure students are still receiving instruction from the teachers, jump drives are also circulated back and forth from the school during lunch deliveries. This allows teachers to record their Zoom lessons (synchronous) and then distribute to students who do not have internet.

Phase 2: Up to 50% of Students on Campus in Blended/Hybrid Model:

Phase 2 of re-opening also aligns with the guidance provided by the Division of Dine' Education in which 50% of the classroom capacity will be allowed on the Hunters Point campus. In this case, the primary model of instruction will be a blended/hybrid learning model and will prioritize students who are at the most "risk" for academic achievement and/or social-emotional issues in which instruction cannot adequately be provided in the home environment.

HPBS currently has approximately 120 students enrolled on campus, meaning that approximately 60 students may be on campus during school hours each day.

After discussions between stakeholders, the 50% of students allowed on campus will be prioritized in the following ways:

- Students in Special Education (HPBS currently has 17 students).
- Students who need to work one-on-one with a tutor, assistant, or aide.
- Students who lack at-home internet access or suitable digital devices.
- Students who's at-home situation or whose family and child care or social-emotional health don't lend themselves to consistent remote learning.
- Students learning English as a second language.

In order to accommodate the 50% capacity, HPBS has planned for a hybrid learning model that is a Split Groups model.

In this approach, students are split into A and B groups that meet face-to-face every other day. This method allows class sized to be cut in half during face-to-face instruction, with the A group meeting on half the days and the B group on the other half. With fewer students in class at one time, HPBS teachers can provide more personalized instruction to students while still ensuring that every student enrolled at HPBS is able to receive instruction in the brick and mortar classroom while continuing to follow health, safety, and re-opening guidelines. Please note that the special education students would receive instruction on the HPBS campus every day in this model and that students from the same household would come to school on the same days.

In this rotation, students have the same schedule every week. Students are divided into A and B groups, with half of the students attending class in person everyday Monday through Thursday and the other half studying remotely. With this schedule, every Friday is a remote-learning day for all students. This allows HPBS to keep the hybrid schedule consistent from week-to-week and provides teachers with much-needed time to collaborate and plan with colleagues in Professional Learning Communities and to engage in planned professional development activities. The consistency of this schedule also makes it easier for families to schedule childcare during remote days. Please see the following graphic for an explanation of the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-Class	Remote	In-Class	Remote	Remote half day/PD half day
Group B	Remote	In-Class	Remote	In-Class	Remote half day/PD half day

Face-to-Face Instructional Priorities in Phases 2 and 3:

Reading

Teachers at Hunters Point Boarding School implement the HMH Journeys as their core reading program for Kindergarten through fifth grade students. We have scheduled a

Reading Block into the daily schedule to allow the teachers to provide instruction to meet the needs of their students. The lesson plans reflect the daily reading lessons, differentiated instruction, and the interventions. Teachers are using the Passport Intervention Program daily to meet the needs of the student. The teachers are required to modify the lessons for the SPED and the ELL students.

This is the third year of implementation of the reading program, Journeys, is consistent throughout the grade levels. When we adopted Journeys we scheduled the professional development for teachers before the implementation of the program. The professional development is on-going throughout the school year.

We have computers and software available to support the reading program. There are computers in every classroom available for students to utilize in addition to the hard copies of the reading materials. NWEA is one of the assessment used to measure the progress of the reading skills for our students. Our students are assessed with NWEA three times a year. An addition to NWEA we use AIMSweb Plus Assessment to monitor students' progress more frequently. Teachers also develop their own assessments to monitor the reading skills. PARRC and Stanford Ten are the Standardized Assessments we use every Spring.

We have a consultant assisting our teachers with the reading program. We also have a person coming from the Department of Dine Education to help strengthen our reading instruction and to help the teachers better understand their data reports and using data to drive their instruction.

Envision Math is the core Math Program for Kindergarten through fifth grade students. We have scheduled a Math block into the daily schedule to allow the teachers to provide math instruction to meet the needs of their students. The lesson plans reflect the daily math lessons, differentiated instruction, and the interventions. To meet the needs of the student they must accommodate every learner in their class; therefore, the teachers are required to modify the lessons for the SPED and the ELL students.

The technology piece of the math program is such that the students can log into a computer and have access to the online math activities. We also have the after-school program where the teachers provide math interventions using the VMath Intervention program.

NWEA is one of the assessments used to measure the progress of the math skills for our students. Our students are assessed with NWEA three times a year. Our teachers also use AIMSweb Plus Assessment to monitor students' progress more frequently. PARRC and Stanford Ten are the Standardized Assessments given every Spring. Teachers often develop their own assessments to monitor the Math skills.

We continue to provide professional development for our teachers. The consultants have been assisting our teachers to implement the new math program. We also have a person coming from the Department of Dine Education to help strengthen the understanding of the data reports.

TECHNOLOGY

Hunters Point is placing emphasis on connectivity, computing devices, and management and instructional platforms while bearing in mind that supports, approaches and resources may evolve as information or needs change.

Computing Devices & Connectivity

We are assessing students' at-home access and plan for additional device and connectivity access as needed. In particular, we will use CARES Act money to procure access for, with specific emphasis, on the students/staff with limited or no connectivity.

- Some of our students are at home with multiple children who need access to a single computer to complete distance learning.
- HPBS is working on procurement of individual computers or tablets with accessories sufficient to participate in video classrooms and each household with the hardware and WiFi access (such as hotspots) necessary to provide consistent internet with adequate speeds.
- HPBS is working on checkout and dissemination procedures of new equipment.

Preparation for Blended (partly online and partly face-to face) Digital Learning

Hunters Point will work with the Schoology platform for virtual work, teaching and learning and communication for teachers, staff, parents, and students. Schoology includes:

- Integration with blended learning models.
- Registration and tracking of student progress.
- Parent/Guardian access to monitor student progress.
- Development and delivery of digital content that promotes active learning, engagement, and learning in all subjects.
- Staff will be provided professional development during the week of July 6, 2020 on blended learning and Schoology platform.
- Parents will be trained on Schoology platform via parent virtual and face-to-face workshops.
- Schoology has a way for accessing professional learning resources and support for staff (i.e., include synchronous and asynchronous professional learning).