

Hózhó Academy's
Guide to School
Re-Entry 2020-2021



Dear Families:

Hozho Academy encourages the development of moral, civil, and intellectual virtues in our students. Never before have these virtues been more necessary. As we navigate this worldwide pandemic and its ever-changing impact on our lives, we must determine what school will look like in the days, weeks and months to come. This guide outlines the most up to date expectations for the 2020-2021 school year.

Families who send their students to charter schools clearly appreciate choice in education. We want to honor that by letting parents decide how best to proceed with education this year. Based on the school-wide survey results, we know that families have very different needs and varying opinions about the safety of students and staff returning to school. As much as possible, we want to provide you with choice. Depending on a family's choice, there may be varying needs associated with that choice regarding internet service, use of electronic devices etc.. We want to be as helpful and accommodating as possible.

Also, families who attend charter schools are typically seeking the very best in educational outcomes for their children. This means families have high expectations for academic rigor and appreciate a rich and challenging curriculum. We want to ensure families that we will not be watering down the curriculum or lowering expectations with activities. To the greatest extent possible, we will be providing the same access to academic content that we would have provided had school not been interrupted and shifted to a remote or hybrid state.

How will we accomplish all of this? We cannot do it alone. Although our staff will be given the support and tools necessary to make this possible, we will be relying on your help as well. Communication is the first priority. Please stay in contact with us and let us know how the year is progressing for your child or children and your family. Wherever possible we will make adjustments and accommodations. Through the use of one learning management system school-wide and teachers specifically assigned to manage remote learning, we are hopeful that parents will not be overwhelmed with distance learning; however, the more involved families are with the academic program, the better results we will share.

This is not going to be easy. This year presents us with an opportunity to exercise the virtues we hold dear. We will need to have **courage** to face the challenges. We will need to show **respect** and **compassion** to each other. All of us will be expected to exhibit high levels of **responsibility** and **integrity** and demonstrate **temperance** regarding distance learning. Finally, we will need to be **diligent** and **persevere**. I have faith in us!

Mrs. Hillock

Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish. --- John Quincy Adams

Safety and health.

Hozho Academy will follow recommendations from a variety of sources including the CDC and the American Academy of Pediatrics (AAP) for school re-entry during the 2020-2021 school year, along with mandates from the State of New Mexico and recommendations of the New Mexico Department of Health.

Screening and Monitoring Policy

Hozho Academy staff and students will be screened daily for temperature (with touch-free thermometers) and other signs and symptoms of COVID-19. Staff will be screened daily upon arrival at the school. Staff may be required to participate in random COVID-19 testing procedures as mandated by the state.

Students will be screened by teachers or assistants in their classroom. Anyone with a temperature greater than 100.4° F or showing other signs and symptoms of illness will be isolated and sent home as soon as arrangements can be made. The CDC has stated that, in children, it is common for the only symptom to be gastrointestinal discomfort, diarrhea, or vomiting and that children often do not present with a fever. If possible, parents should check their students' temperature before sending them to school and if it is greater than 100.4 °F, or if they have any gastrointestinal symptoms, they should be kept home until they are symptom free for at least 24 hours or are cleared by their doctor to return to school. It is possible for people to be infected with the SARS-CoV-2 virus (which causes COVID-19) and not show any signs or symptoms. Although we will take every step possible to mitigate the risk for potential infection, special consideration should be taken to minimize the possible spread of infection from students to other high-risk family members (those with underlying medical conditions such as heart disease or diabetes or those individuals over age 65) within the household.

If a student or staff member tests positive for COVID-19 we will work closely with the Department of Health to identify and communicate with anyone else who may have been in contact with the individual. We will follow NM DOH recommendations for school closure which parents may expect to be no less than 2 full days. We will follow the state mandated disinfecting procedures during this temporary closure.

*"You have power
over your mind –
not outside events.
Realize this, and you will
find strength."—
Marcus Aurelius*

Safety and health.

Personal Protective Equipment, Hygiene, and Infection Mitigation

Per the mandates from the State of New Mexico, all staff and students will be required to wear a mask or face shield while at school except while eating, drinking, or exercising. Masks should be washable and be constructed of a minimum of two layers and must cover the entire nose and mouth. If a student cannot wear a mask, please contact the school to see what other accommodations can be made. Students and staff will review proper hand-washing and general hygiene practices at the beginning of the school year. Staff and students will wash their hands or use hand sanitizer upon arrival at the school and frequently throughout the day (any time that students leave the classroom or are transitioned to another area in the school). School-wide "Morning Assemblies" will no longer be held in a common area but will be shown by video in each classroom. Classrooms will be cleaned and disinfected daily using EPA recommended products/practices and all desks, tables, and other high-touch surfaces will be disinfected between each group of students when the same space is utilized by multiple groups. High touch surfaces within common areas of the school, such as restrooms, entry door handles/knobs, etc., will be disinfected multiple times throughout the day. The common area water fountain will not be utilized. Students should bring their own water bottle to school; if they do not have one the office may be able to provide one. Students may also bring their own hand sanitizer from home if it contains at least 60% alcohol.

"What counts is not necessarily the size of the dog in the fight—it's the size of the fight in the dog." — Dwight D. Eisenhower

Safety and health.

Parents, Visitors, and Student Pick-up

The State of New Mexico has recommended that non-essential visitation be restricted. Therefore, parents or visitors will need to have an appointment arranged with classroom teachers or school administration prior to visiting. When parents need to check-out a student, they are to call the front office from the vehicle upon arrival in the school the parking lot (or approach the school, ring the bell and return to the car) and a staff member will walk the student, along with the sign-out sheet, to the vehicle.

School Meals

We will continue to utilize the classroom as the location where students will eat their lunch. Students in attendance, during morning or afternoon school sessions will be served a “no contact” breakfast and lunch in the classroom. No sharing of food or any materials will be allowed. Families who choose remote learning will still have access to school meals and more information about meal pick-up will be released soon. Families may need to submit a new application each school year to see if they qualify for free or reduced lunches.

“The harder the conflict, the greater the triumph.” — George Washington

Safety and health FAQs

. My child was exposed to a family member over the weekend, who just tested positive for COVID-19, should I still send them to school?

- People who have been infected with SARS-CoV-2 can become contagious 24-48 hours after infection even if they do not show symptoms and may continue to be contagious for as many as 14 days after exposure. If your child has been exposed to someone who tested positive it is recommended that they do not come to school until they have been cleared by a doctor or have had a negative COVID-19 test.

A student in my child's class was sent home with a fever, what will happen now? If a student or staff member has a fever over 100.4 F they will be sent home and should follow-up with their medical provider to be tested as soon as possible. However, because many different illnesses can cause a fever, and because children infected with SARS-COV-2 do not always present with a fever, we will wait to hear from the student's doctor before making any decisions. If the student is in fact positive for COVID-19 we will contact the NM Department of Health to begin contact tracing and we will follow their recommendations. The school will likely be closed for a minimum of 24 hours and individuals who were directly exposed to the student will be encouraged to self isolate until they can be tested and/or see their medical provider.

My child doesn't like wearing a mask and he keeps taking it off, what will happen when he goes to school?

Students are required to wear a mask while at school. We will do our best to give students "mask breaks" by doing activities such as taking a walk outside or having snack time to allow students to take their mask off for a few minutes. We will be flexible and consider each situation on a case-by-case basis so that our students have the best chance to be successful.

My student will be doing distance learning but we would still like school meals, do I have to come pick up breakfast in the morning and lunch in the afternoon?

The USDA has waived the meal pattern requirement so you are able to pick up both breakfast and lunch at the same time. Parents will be able to pick-up the meals without their student in the vehicle as well; students do not need to be present.

"The gem cannot be polished without friction, nor man perfected without trials." – Chinese Proverb

Instruction

Choice

Prior to school opening, teachers will invite parents to a **parent teacher conference** that may be held in-person at the school or via an electronic means such as Zoom or Facetime. Teachers will review the options for you and provide you with a recommendation for your child. You may then select which option works best for you, your child, and your family. At that time, we will also determine what needs you may have to access the educational choice and how we can help meet them.

As long as it is permitted by the governor and the Department of Education, we will be offering 2 options for instruction. In both scenarios, distance learning is a component. If students need access to internet, devices or transportation, those details will be covered in the parent teacher conference.

Do not pray to
have easier lives.
Pray to be stronger
men.– John F
Kennedy

Instruction grades K-4

| | Hybrid- some in-class work and some distance learning | Remote- fully distance learning |
|---|---|--|
| Literacy and math | One teacher provides instruction in both math and literacy in groups of 5-7 students for half day sessions for 1-4 days a week | One teacher is assigned per each grade level to support online learning. Weekly lessons, videos and assignments will be posted to the learning management system provided by the NM Department of Education. These assignments can be loaded onto a flash drive or be provided in paper pencil versions. This teacher will provide support to students and families through Zoom meetings, phone calls and emails. |
| History geography Science literature | Students access online or paper pencil lessons posted weekly. Students may receive support from their literacy and math teacher during in-school sessions. | Weekly lessons and assignments will be posted to the learning management system provided by the NM Department of Education. Paper pencil versions will be available. This teacher will provide support to students and families through Zoom meetings, phone calls and emails. |
| Music | Weekly music selections will be emphasized in morning assembly videos. Mrs. Neff will offer free musical instrument lessons (guitar, ukulele, piano) at her studio in downtown Gallup. She will send out an invite for sign ups. Classes will be 8 students or less with social distancing. | Weekly music selections will be emphasized in morning assembly videos. Mrs. Neff will post a weekly lesson or activity for families to enjoy. |
| Art | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. |
| PE | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. Students will keep an activity log. | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. Students will keep an activity log. |
| Languages | Navajo will be offered online or in paper pencil packets with weekly lessons available for all students who would like to participate. Spanish packets will also be available. Navajo zoom classes may be available all year. Spanish Zoom classes may be available in the spring semester | Navajo will be offered online or in paper pencil packets with weekly lessons available for all students who would like to participate. Spanish packets will also be available. Navajo zoom classes may be available all year. Spanish Zoom classes may be available in the spring semester |
| Extra-curricular | Some opportunities for extra-curricular activities will be provided via Zoom or in kits. These offerings may change but may include crochet club, chess, dance. | Some opportunities for extra-curricular activities will be provided via Zoom or in kits. These offerings may change but may include crochet club, chess, dance. |

Instruction grades 5-7

| | Hybrid- some in-class work and some distance learning | Remote- fully distance learning |
|--|--|---|
| English Language arts, writing and math | Each student has three assigned teachers (one for each content area) who rotate during half day sessions available 1-4 days a week. Students remain in one location to maximize safety. | Each student has three assigned teachers (one for each content area). Weekly lessons, videos and assignments will be posted to the learning management system provided by the NM Department of Education. These assignments can be loaded onto a flash drive or be provided in paper pencil versions. This teacher will provide support to students and families through Zoom meetings, phone calls and emails. |
| History Science | Each student assigned one science and one history teacher. . Weekly lessons, videos and assignments will be posted to the learning management system provided by the NM Department of Education. These assignments can be loaded onto a flash drive or be provided in paper pencil versions. This teacher will provide support to students and families through Zoom meetings, phone calls and emails. | Each student assigned one science and one history teacher. . Weekly lessons, videos and assignments will be posted to the learning management system provided by the NM Department of Education. These assignments can be loaded onto a flash drive or be provided in paper pencil versions. This teacher will provide support to students and families through Zoom meetings, phone calls and emails. |
| Music | Weekly music selections will be emphasized in morning assembly videos. Mrs. Neff will offer free musical instrument lessons (guitar, ukulele, piano) at her studio in downtown Gallup. She will send out an invite for sign ups. Classes will be 8 students or less with social distancing. | Weekly music selections will be emphasized in morning assembly videos. Mrs. Neff will post a weekly lesson or activity for families to enjoy. |
| Art | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. | Kits of materials for each quarter will be provided and may be picked up at the school. Online or printed instructions will be available. |
| PE | Mr. No will lead instruction in our middle school mountain bike program. Students and parents will select a class time and meet at that time on Park Ave at the bike trails. | Mr. No will post videos of the instructional portion of the mountain bike program which will include stretching and exercise which all students can participate remotely. Paper pencil instructions or loaded flash drives will also be available. |
| Languages | Navajo, Latin and Spanish will be offered online or in paper pencil packets with weekly lessons available for all students who would like to participate. Navajo and Latin zoom classes may be available all year. Spanish Zoom classes may be available in the spring semester. We are also trying to add other language options of German and French. | Navajo, Spanish and Latin will be offered online or in paper pencil packets with weekly lessons available for all students who would like to participate. Latin and Navajo zoom classes may be available all year. Spanish Zoom classes may be available in the spring semester. We are also trying to add other language options of German and French. |
| Extra-curricular | Some opportunities for extra-curricular activities will be provided via Zoom or in kits. These offerings may change but may include crochet club, chess, dance. Additionally, those students in National Junior Honor Society will meet monthly. | Some opportunities for extra-curricular activities will be provided via Zoom or in kits. These offerings may change but may include crochet club, chess, dance. Additionally, those students in National Junior Honor Society will meet monthly. |

Instruction FAQs

1. If we would like to go one day a week or more or stay fully distance learning, do we have that option?

Yes. During the parent teacher conference in August, you may make your educational choice.

2. If I make a choice to be fully distance learning can I change my mind at a later time?

Yes – you may change from hybrid to remote or vice versa. However, we may not be able to accommodate frequent weekly requests for change.

3. Will parents have to be teachers?

No- there is no expectation that parents will provide instruction. Unlike the end of last year when parents had to download materials and navigate multiple apps, we will be using an online platform, a learning management system school-wide (k-7) with lessons loaded and consistent instructions. A teacher will be assigned to support the online and distance learners and a different teacher will be providing instruction in the classroom.

4. Will the expectations be lowered because of the constant changes?

No- we want our students to have a high-quality education whether it is in school or via distance learning. In some cases, students will struggle. In other cases, students will find the assignments easy. In either case, we ask that you contact the teacher and explain your situation so that we can make adjustments as necessary.

5. Will my child have to wear a mask all day?

Yes – masks or face shields are required. However, while sitting at a desk, students may take off their masks to eat a snack or drink water so please send both snacks and water to school so that your child may have the opportunity to have refreshment and a break from the mask.

6. How will my child be graded?

We will continue to grade literacy and math with a “Pass/Not Pass” system and we will add this grading system to the other content areas as well. Students who indicate a particular difficulty (student or family member is ill or displaced) may be given an incomplete and an opportunity to complete the work necessary to advance to the next grade.

7. If my child does not pass, is there a chance he or she could be retained?

Yes – we expect students to participate fully. If students do not complete the work, they cannot move on to the next grade level.

Attitude is a little thing that makes a big difference.–
Winston Churchill

Student assistance & support

| REMOTE | HYBRID | FULL RE-ENTRY |
|---|---|---|
| Students previously identified as needing extra support in reading, writing and/or math will continue to receive support through distance learning. | Students previously identified as needing extra support in reading, writing and/or math will continue to receive support through in-person and distance learning. | Students previously identified as needing extra support in reading, writing and/or math will continue to receive support through in-person learning. |
| Students newly referred by their teachers will be evaluated by the SAT Chair and administration for possible entry into the SAT program. Parents will be contacted for input as well. | Students newly referred by their teachers will be evaluated by the SAT Chair and administration for possible entry into the SAT program. Parents will be contacted for input as well. | Students newly referred by their teachers will be evaluated by the SAT Chair and administration for possible entry into the SAT program. Parents will be contacted for input as well. |
| An assigned interventionist will schedule times with parents to work with their child via Zoom or FaceTime. | An assigned interventionist will schedule times with parents to work with their child either at school or via Zoom or FaceTime. | An assigned interventionist will schedule times to work with the child during regular school hours. |
| Intervention 'Rounds' will last 6-9 weeks focusing on 1-2 specific skills. | Intervention 'Rounds' will last 6-9 weeks focusing on 1-2 specific skills. | Intervention 'Rounds' will last 6-9 weeks focusing on 1-2 specific skills. |
| Intervention 'Rounds' will begin with a short pre-assessment and end with a post-assessment to track progress. | Intervention 'Rounds' will begin with a short pre-assessment and end with a post-assessment to track progress. | Intervention 'Rounds' will begin with a short pre-assessment and end with a post-assessment to track progress. |
| Intervention sessions will be <ul style="list-style-type: none"> * held 2-3 times per week * 15-30 minutes in length * one-to-one or in small groups of 2-3 students | Intervention sessions will be <ul style="list-style-type: none"> * held 2-3 times per week * 15-30 minutes in length * one-to-one or in small groups of 2-3 students | Intervention sessions will be <ul style="list-style-type: none"> * held 3-4 times per week * 15-20 minutes in length * one-to-one or in small groups of 2-3 students |
| Progress will be reviewed by the interventionist and Ms. Wheeldon, SAT Chair | Progress will be reviewed by the interventionist and Ms. Wheeldon, SAT Chair | Progress will be reviewed by the interventionist and Ms. Wheeldon, SAT Chair |
| Progress Meetings will be held every 6-9 weeks via Zoom with parents, interventionist, classroom teacher, SAT Chair, and an administrator. | Progress Meetings will be held every 6-9 weeks in-person or via Zoom with parents, interventionist, classroom teacher, SAT Chair, and an administrator. | Progress Meetings will be held every 6-9 weeks in-person with parents, interventionist, classroom teacher, SAT Chair, and an administrator. |
| All assessments, interventions & meetings will be completed virtually. | All assessments, interventions & meetings will be completed in-person or virtually. | All assessments, interventions & meetings will be completed in-person. |
| Any resources or manipulatives needed for intervention sessions may be picked up curbside at the school. | Any resources or manipulatives needed for intervention sessions may be picked up curbside at the school or will be provided in-person. | Any resources or manipulatives needed for intervention sessions will be provided at the school. |

Student Support Services

FAQ – Reading & Math Interventions

If my student was receiving SAT Intervention services last school year, will they continue to receive them this year?

Yes, your student will continue to receive services. Once you have met with your child's teacher and chosen what learning platform (distance or hybrid) is best for your family, either Ms. Wheeldon or an interventionist will contact you to schedule intervention meeting times for each week.

What if I am concerned about my student's progress in reading, writing or math?

First, contact your child's teacher and discuss your concerns. You may also contact Ms. Wheeldon in Student Support Services at (505) 722-8922 or rwheeldon@hozhoacademy.org if you would like.

Your child's teacher may also contact Ms. Wheeldon with any concerns.

A meeting will be scheduled for everyone to discuss concerns and determine what the next steps should be.

Can my child receive interventions if I choose distance or hybrid learning?

Yes. Regardless of the type of learning you choose for your family, your child will receive intervention support. Distance learners will participate in intervention sessions via Zoom or FaceTime. Hybrid learners will participate in intervention sessions either in-person at the school or via Zoom or FaceTime, it is up to you.

How will intervention sessions be conducted?

An assigned interventionist will contact parents to schedule convenient times for your child's interventions via Zoom, FaceTime or in-person.

Intervention sessions are typically:

- 2-3 times per week

- 15-30 minutes per session

- One-to-one or in small groups (2-3 students)

- Focus on 1-2 concepts or skills

If you cannot find
a way– make
one!

-Hannibal

Special Education

| REMOTE | HYBRID | FULL RE-ENTRY |
|---|--|---|
| Students with IEPs that identify that there is a need for interventions in reading, writing and/or math, or who require speech therapy, occupation therapy or counseling will continue to receive interventions through distance learning. | Students with IEPs that identify that there is a need for interventions in reading, writing and/or math, or who require speech therapy, occupation therapy or counseling will continue to receive interventions through in-person and distance learning. | Students with IEPs that identify that there is a need for interventions in reading, writing and/or math, or who require speech therapy, occupation therapy or counseling will continue to receive interventions through in-person learning. |
| Students newly referred by the SAT team to the Director of Special Education , or whose parents have requested a Special Education Evaluation, will be reviewed in a child study meeting with the parents and administration to determine how, when, and where an evaluation should be completed virtually. | Students newly referred by the SAT team to the Director of Special Education , or whose parents have requested a Special Education Evaluation, will be reviewed in a child study meeting with the parents and administration to determine how, when, and where an evaluation should be completed in school, virtually, or a combination of both. | Students newly referred by the SAT team to the Director of Special Education , or whose parents have requested a Special Education Evaluation, will be reviewed in a child study meeting with the parents and administration to determine how, when, and where an evaluation should be completed at school. |
| The Special Education case manager, therapists, and/or an assigned interventionist teacher will schedule times with parents to work with their child one-one one or in small groups via Zoom or FaceTime. | The Special Education case manager, therapists, and/or an assigned interventionist teacher will schedule times with parents to work with their child one-one one or in small groups either at school or via Zoom or FaceTime. | The Special Education case manager or an assigned interventionist teacher will schedule times to work with the child one-on one or in small groups during regular school hours. |
| The Special Education case manager will contact parents and consult with teachers weekly to trouble shoot any technical difficulties, monitor academics, and ensure that the child is receiving services and in attendance for scheduled sessions. | The Special Education case manager will contact parents and consult with teachers weekly to trouble shoot any technical difficulties, monitor academics, and ensure that the child is receiving services and in attendance for scheduled sessions. | The Special Education case manager will contact parents and consult with teachers weekly to monitor academics and ensure that the child is receiving services and in attendance for scheduled sessions. |
| Intervention/Service sessions will be <ul style="list-style-type: none"> * held 1-3 times per week * 15-30 minutes in length * one-to-one or in small groups of of Students *Progress towards IEP goals and objectives will be noted in session service logs. | Intervention/Service sessions will be <ul style="list-style-type: none"> * held 1-3 times per week * 15-30 minutes in length * one-to-one or in small groups of 2-3 students *Progress towards IEP goals and objectives will be noted in session service logs. | Intervention/Service sessions will be <ul style="list-style-type: none"> * held 1-4 times per week * 15-20 minutes in length * one-to-one or in small groups of 2-3 students *Progress towards IEP goals and objectives will be noted in session service logs. |
| Special Education case managers will monitor the IEP progress of the students assigned to their case and the academic progress by consulting with the classroom/subject general education teacher. | Special Education case managers will monitor the IEP progress of the students assigned to their case and the academic progress by consulting with the class room/subject general education teacher. | Special Education case managers will monitor the IEP progress of the students assigned to their case and the academic progress by consulting with the classroom/subject general education teacher. |
| Progress Reports will be emailed, or posted by U.S. mail, at the end of each academic quarter. | Progress Reports will be emailed, or posted by U.S. mail, at the end of each academic quarter. | Progress Reports will be emailed or posted by U.S. mail, at the end of each academic quarter. |
| All assessments, interventions & meetings will be completed virtually. | All assessments, interventions & meetings will be completed in-person or virtually or in a combination of both. | All assessments, interventions & meetings will be completed in-person. However, some team members may participate via Zoom, Facebook, or phone conference. |
| Any resources or manipulatives needed for intervention/service sessions may be picked up curbside at the school. | Any resources or manipulatives needed for intervention/service sessions may be picked up curbside at the school or will be provided in-person. | Any resources or manipulatives needed for intervention sessions will be provided at the school. |

Counseling and Emotional Supports

| REMOTE | HYBRID | FULL RE-ENTRY |
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| Virtual home visits to continue the connections between teachers and students/families | Virtual home visits to continue the connections between teachers and students/families. | In person social time with peers in the classroom and during afterschool activities. |
| Online meetups for student interest groups. Such as National Junior Honor Society, crochet club, craft time, book clubs, peer to peer tutoring, and other activities. All supervised remotely by a staff member. | Online or in person (5 students) meetups for student interest groups. Such as National Junior Honor Society, crochet club, craft time, book clubs, peer to peer tutoring, and other activities. All supervised remotely by a staff member. | In person after school and recess time clubs. |
| Have teachers identify any students they think may be struggling socially or emotionally per our referral form that has common signs of stress and trauma. | Have teachers identify any students they think may be struggling socially or emotionally per our referral form that has common signs of stress and trauma. | Have teachers identify any students they think may be struggling socially or emotionally per our referral form that has common signs of stress and trauma. |
| Online social skills group (5 students at a time). Topics will initially include "Connecting again with friends virtually and in person", "Grownup problems and kid feelings", "Mindfulness: what is it and how can it help?". | Online and in person social skills group (5 students at a time). Topics will initially include "Connecting again with friends virtually and in person", "Grownup problems and kid feelings", "Mindfulness: what is it and how can it help?". | In person social skills group (5 students at a time). Topics will initially include "Connecting again with friends virtually and in person", "Grownup problems and kid feelings", "Mindfulness: what is it and how can it help?". |
| Weekly helpful tips handouts for families, either emailed or sent via mail or available for pickup/drop off, about coping with the COVID-19 crisis, discrimination, and trauma. Weekly worksheets for students on the same topics with age appropriate activities. | Weekly helpful tips handouts for families, either emailed or sent via mail or available for pickup/drop off, about coping with the COVID-19 crisis, discrimination, and trauma. Weekly worksheets for students on the same topics with age appropriate activities. | Weekly helpful tips handouts for families, either emailed or sent via mail or available for pickup/drop off, about coping with the COVID-19 crisis, discrimination, and trauma. Weekly worksheets for students on the same topics with age appropriate activities. |
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Miscellaneous

Will the school still conduct emergency fire and lockdown drills?

Yes, we will have fire and lock down drills during all in-school sessions.

Will transportation be offered?

We will have some limited opportunities for transportation. We depend on Gallup Express to handle our transportation needs and as a public transportation company they have separate mandatory guidelines to follow which may impact their ability to provide consistent transportation for our school. We are looking into additional ways to provide transportation, but opportunities will be limited.

How will the pick-up and drop-off be conducted?

Parents will drop off students at the front door and students will walk directly to their classroom. Please do not drop off more than 5 or 10 minutes early for their session.

Parents will line up for pick up as usual. Parents will stay in cars and we will come to each vehicle and text the name of the student to the office who will conduct an intercom call for the student to come to the front of the school where he or she will be escorted to the parent's car.

If GMCS closes will Hozho close too?

We will follow GMCS for weather closures only. If one or more of GMCS closes and switches to remote learning, we will remain open unless directed to close by the governor or the NM Department of Ed.

How will parents be notified regarding any closures?

We will conduct an all-school text and email to families as we have done during lockdown drills in the past.

"Hope is the thing
with feathers that
perches in the soul
– and sings the
tunes without the
words – and never
stops at all." — Emily
Dickinson