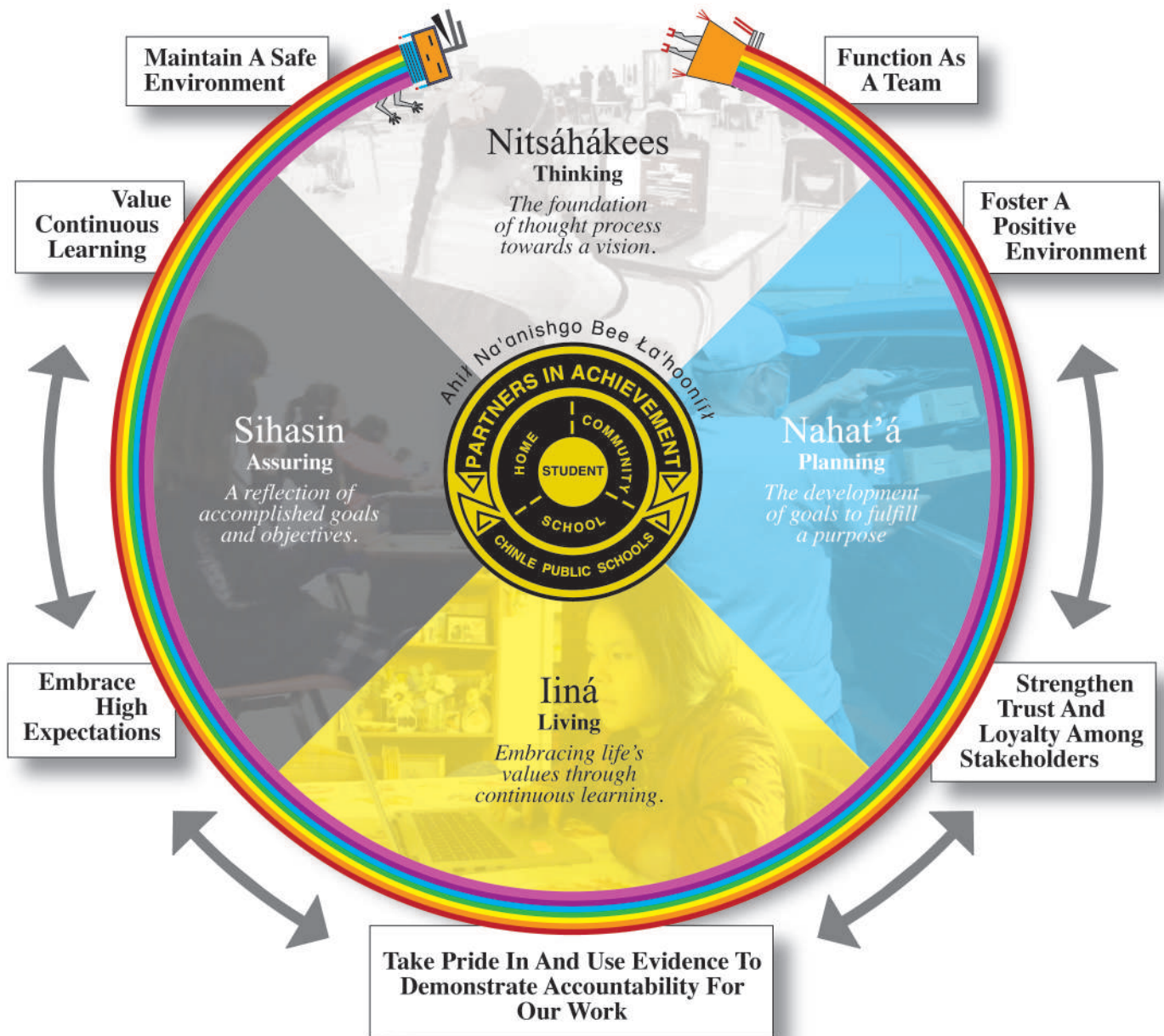


# CHINLE UNIFIED SCHOOL DISTRICT NO.24

## SCHOOL REOPENING PLAN

### SPRING 2021



Our vision is to empower all students to be **C**ompetitive, **U**nique, **S**uccessful, and **D**riven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.





## Chinle Unified School District No. 24

### Administration

**Quincy Natay**  
Superintendent

### Governing Board

**Paul Guy Jr.**  
Board President

**Wayne Claw**  
Board Clerk

**Lucy E. Ayze**  
Board Member

**Shawna A. Claw**  
Board Member

**Myron Tsosie**  
Board Member

**Address:**  
Box # 587  
Chinle, AZ 86503

**Phone:**  
(928) 674-9600

**Website:**  
[www.chinleusd.k12.az.us](http://www.chinleusd.k12.az.us)

# Message from the Superintendent

Yá'át'ééh Shi K'eí Doo Shi Dine'é

Thank you for trusting Chinle Unified School District to educate our children. As a community and nation we have endured tragedy, loss and sadness in these unprecedented times as we continue to battle COVID-19. As Diné, we have demonstrated our resilience time and time again. We will overcome this modern day monster.

The current school year will finish remotely while offering onsite support for our students. The Navajo Nation allows for onsite support services with no in person learning at this time. We will continue with remote learning during summer school unless the Navajo Nation Council and President Nez change legislation to allow for in person learning.

As the Naat'áani for the Chinle Unified School District, I think of our children whose learning and mental wellness have suffered due to the isolation of school closures. They are perhaps among those who have lost the most. Your assistance is requested to advocate for the reopening of schools in the near future.

I know from personal and professional experience how important it is for children living in high poverty communities to have access to a quality education. Sadly, research is showing this very demographic of children will lose the most learning as a result of the physical closure of schools during the COVID-19 pandemic. Of course learning in person cannot be at the expense of health and safety, so we have waited patiently, and delivered the best possible learning experience we could through virtual means. In spite of the laptops and hotspots we have given to students, many have not been able to access online classes due to slow, unreliable or even nonexistent internet connectivity.

It gives me a sense of hope to see the numbers posted on the Navajo Nation Department of Health website continue to improve. I am further encouraged by the high percentages of our people who have received the vaccine to combat COVID-19. Additionally, I feel confident about the significant time and effort my team and I have invested in learning about best practices to mitigate the risk of spreading COVID-19, and preparing our schools for the day when it will be safe for children to return. There is evidence that schools who adhere to the Centers for Disease Control's guidance do not attribute to community spread.

This document showcases photos and other graphical representations of the 5 Essential Elements of the Chinle Unified plan to reopen schools. Our purpose with this document is to provide information to the families and community members of Chinle Unified School District. We hope that the information we have provided will help you make the best possible decision about sending your child back to school when the day arrives that our Navajo Nation leaders authorize schools to open for in person learning.

As you review this document, you will see we are preparing for a phased process to slowly and safely bring students back to our schools. I also want to emphasize that in our plan the final decision of whether or not to send a child back to school for in person learning rests with the family. We want to make the opportunity available, and we want families to participate only when they feel comfortable and safe doing so.

I thank you for your continued support of your child's learning during these difficult times. We are resilient. Our children are resilient. With your continued support, we will empower all children to be Competitive, Unique, Successful and Driven through an effective team of teachers, staff, school board, parents and community; in an environment dedicated to the value of continuous learning.

Ahéhee' Nítsaagó

Quincy Natay  
Chinle Unified School District Superintendent

# Essential Elements of the CUSD#24 School Reopening Plan

## Element 5: Prioritizing Students

### Navajo Nation Guidelines for School Safety:

1. Maintain Healthy Operations: Accommodations, Modifications and Assistance for Students with Disabilities

### Arizona Department of Education:

1. On Site Support
2. State Test Requirements

### Centers for Disease Control

1. Phased Prevention

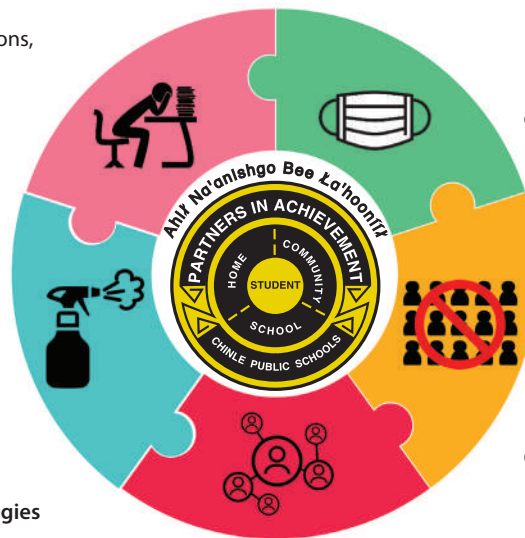
## Element 4: Facilities Preparation

### Navajo Nation Guidelines for School Safety:

1. Maintain Healthy Environments (all)
2. Maintain Healthy Operations

### Centers for Disease Control Prevention Strategies:

1. Cleaning and Maintaining Healthy Facilities



## Element 1: Health & Safety Protocols

### Navajo Nation Guidelines for School Safety:

1. Preparation & Prevention Knowledge
2. Behaviors that Prevent Spread of Covid-19 (all)

### Centers for Disease Control Prevention Strategies:

1. Universal & Appropriate Mask Use
2. Physical Distancing
3. Handwashing & Respiratory Etiquette

## Element 2: Conduct Expectations

### Navajo Nation Guidelines for School Safety:

1. Behaviors that Prevent Spread of Covid-19
2. Maintaining Healthy Environments (Distancing)

### Centers for Disease Control Prevention Strategies:

1. Universal & Appropriate Mask Use
2. Physical Distancing
3. Handwashing

## Element 3: Response Protocols

### Navajo Nation Guidelines for School Safety:

1. Prepare for when someone has COVID-19

### Centers for Disease Control Prevention Strategies:

1. Contact Tracing in combination with isolation & quarantine



## Key to Safe, Effective Planning for Chinle Unified Schools



### Reopening Readiness Team

- ✓ Broad base of stakeholder input
- ✓ Regular meetings over 7 months
- ✓ Included IHS and OEH in final review

### Best Practices

- ✓ FEMA
- ✓ Navajo Nation Readiness Assessment Checklist
- ✓ Centers for Disease Control School Reopening Guidance

### State, Local & National Health Expertise

- ✓ Centers for Disease Control
- ✓ Arizona Roadmap for Reopening Schools
- ✓ Navajo Nation Reopening Plan

### Awareness & Response

- ✓ Constant review of community COVID data from Navajo Nation Data Dashboard
- ✓ Adjust as necessary with safety as our priority



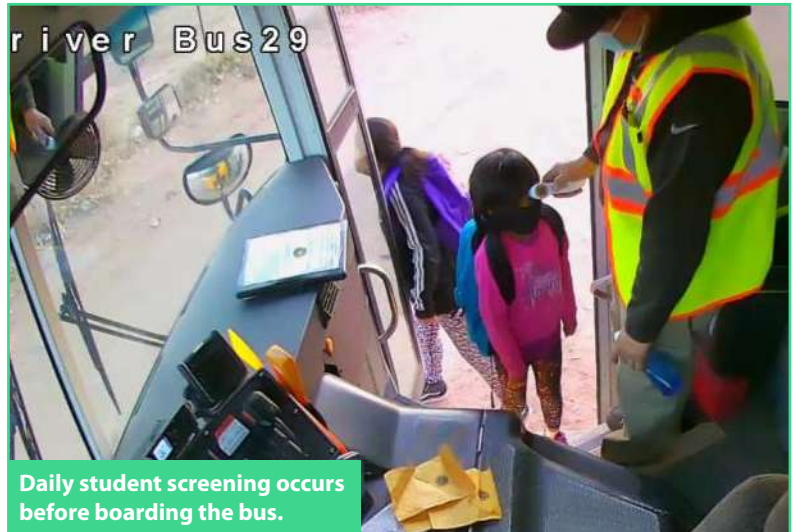
# Element 1: Health & Safety Protocols



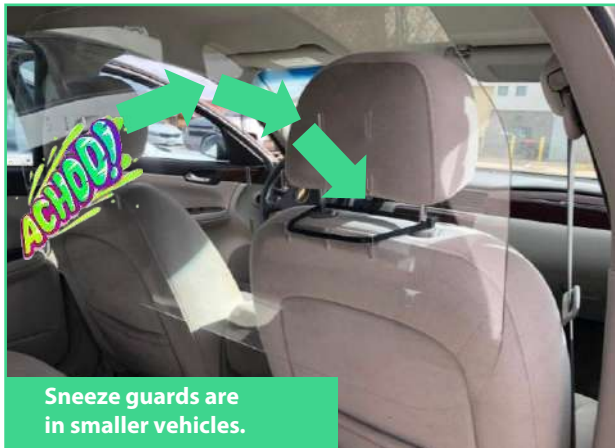
**Element 1:** Proactive measures to prevent the spread of COVID-19 have been planned and implemented in detail throughout Chinle Unified. Student and staff safety are first priorities.



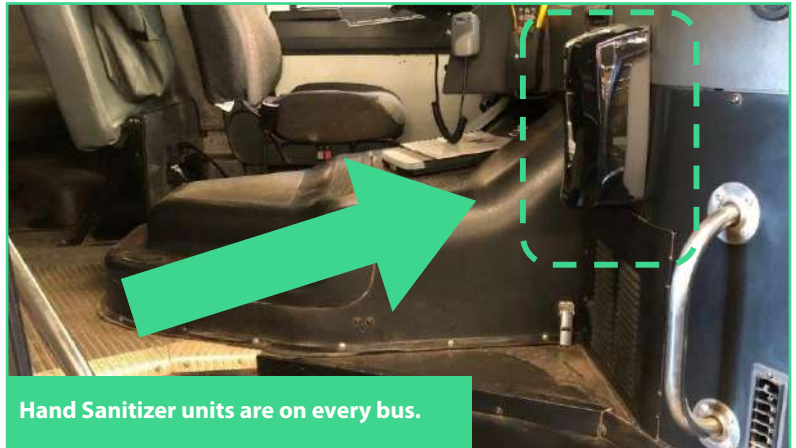
Masks are mandatory by Governing Board Policy.



Daily student screening occurs before boarding the bus.



Sneeze guards are in smaller vehicles.



Hand Sanitizer units are on every bus.


## Chinle Unified School District In Person School Day Overview







Daily staff & student screening occurs before being admitted on campus.

 <b>CHINLE UNIFIED SCHOOL DISTRICT #24</b> <b>DAILY SCREENING</b> <small>(please complete all areas by circling your answer each morning)</small>	
Student Name:	Date: / /
<b>SECTION 1 SYMPTOMS:</b>	
Y / N	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth?
Y / N	Sore Throat?
Y / N	Do you have a NEW cough, different from your usual state of health (For example: a new cough NOT related to asthma or allergies)?
Y / N	Diarrhea, Vomiting, or Abdominal Pain?
Y / N	New onset or severe headache, especially with a fever?
Y / N	Loss of taste or smell?
<b>SECTION 2 CLOSE CONTACT:</b>	
Y / N	Have you had close contact with an infected person with COVID-19? ("close contact is someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.")
<small>If yes to any of the questions above, student must remain at home and the parent will call your health care provider for further recommendation to attend school. If the screening is completed at school, the screener will notify the school principal and proper protocol will be initiated.</small>	
Thank You for completing this Screening Sheet	
Parent/Guardian Signature: _____	

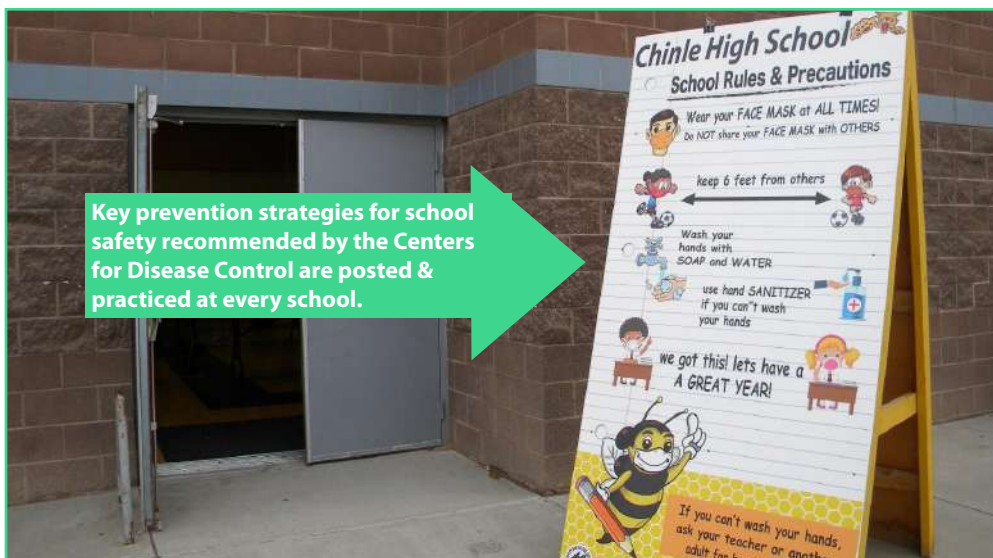


Grab 'n Go lunch is served at the learning station.



### How Element 1 of the CUSD Plan aligns with Centers for Disease Control and Navajo Nation Guidance:

- ✓ Educate stakeholders about safe practices
- ✓ Require universal and correct fitting masks
- ✓ Practice consistent, routine screening protocols
- ✓ Physical distancing of 6 feet (CDC now allows 3 feet for students, but CUSD requires 6)
- ✓ Schedule students in cohorts; do not mix cohorts
- ✓ Face desks in the same direction
- ✓ Create distance & airflow on buses
- ✓ Provide hand sanitizer units on all buses and in all classrooms
- ✓ Eliminate or decrease nonessential in-person interactions among teachers and staff during meetings, lunches, and other situations



Key prevention strategies for school safety recommended by the Centers for Disease Control are posted & practiced at every school.





## Element 2: Conduct Expectations

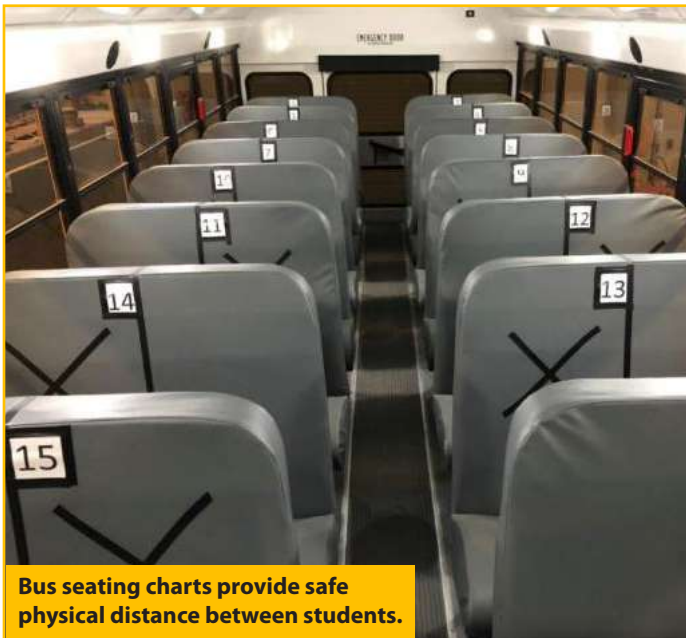
**Element 2:** Additional proactive measures focused on expectations for healthy behaviors have been developed.



Signage reminds staff and students of hand hygiene practices.



Common, liberal use of signage reminds staff and students of safe and healthy behaviors.



Bus seating charts provide safe physical distance between students.



Charging stations for laptops are spaced more than 6 feet apart to provide safe physical distance so students can work safely while charging.





Sinks are taped off to ensure appropriate, safe physical distance.

Bathroom procedures are clearly worded and visible as reminders of safe and healthy behavior in all facilities.



Extra large, color posters remind students and staff of the key prevention strategies recommended by the Centers for Disease Control.



(above) Paw prints and directional arrows on hallway floors help students remember safe physical distance.



Paw prints on sidewalks help students board & exit the bus safely.

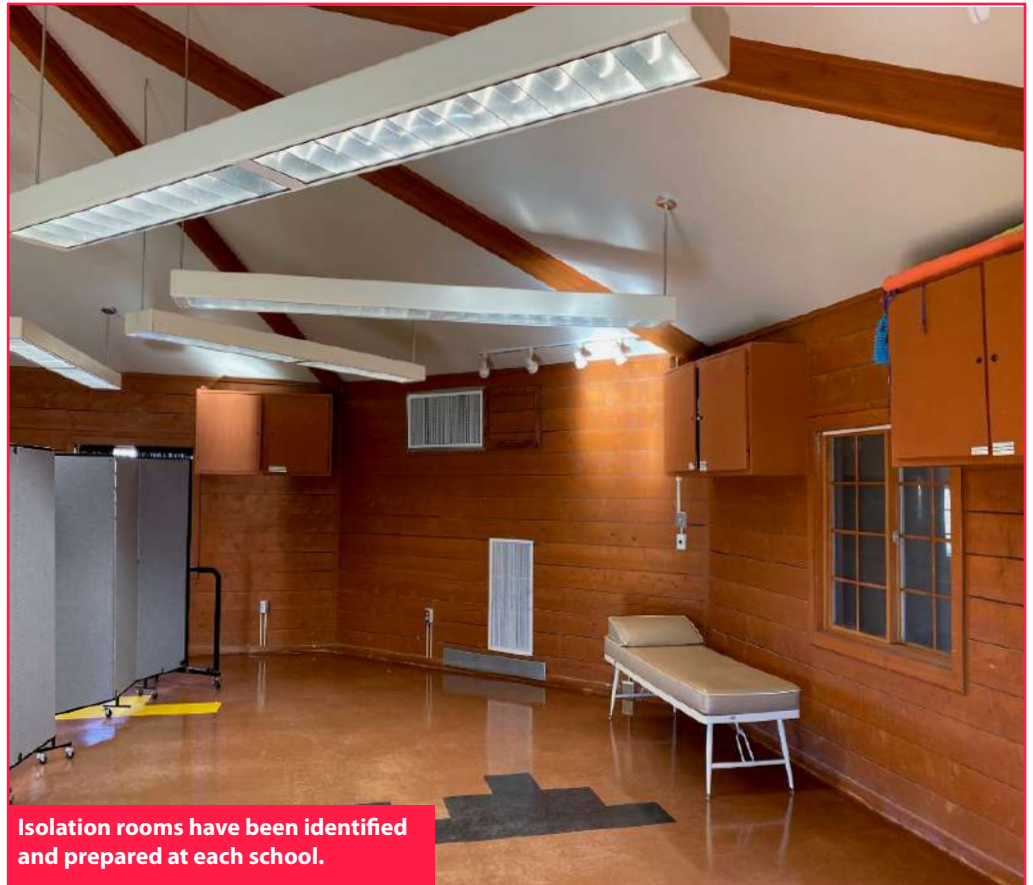


## Element 3: Response Protocols

**Element 3:** In the event that a student exposed to COVID-19 should come on campus, CUSD is prepared with:

- ✓ Daily screening
- ✓ Isolation, quarantine & transportation procedures
- ✓ Cleaning & disinfection procedures
- ✓ Internal contact tracing for close contacts
- ✓ Confidentiality procedures

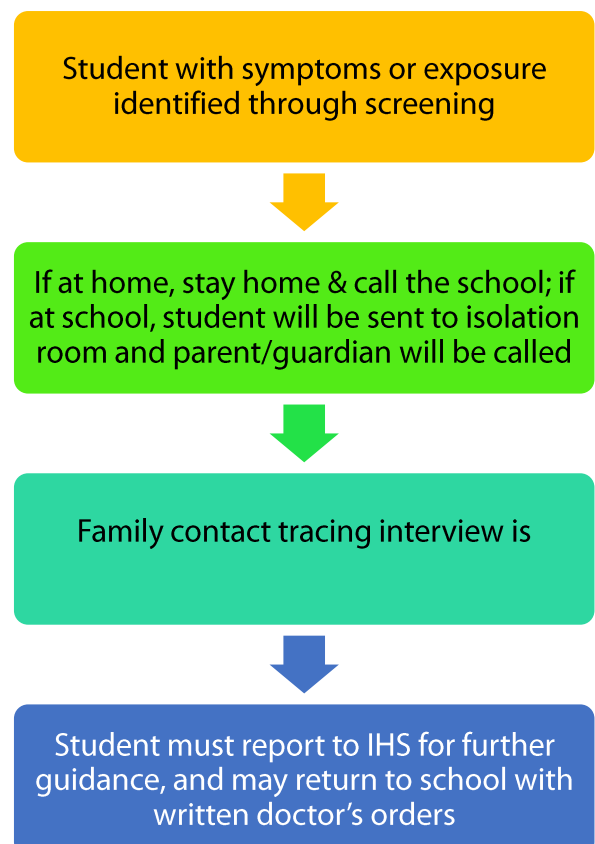
Staff members are not allowed at work if they have any COVID-19 symptoms, or have been exposed to someone who does.



### Exposed Staff Member Procedure



### Exposed Student Procedure

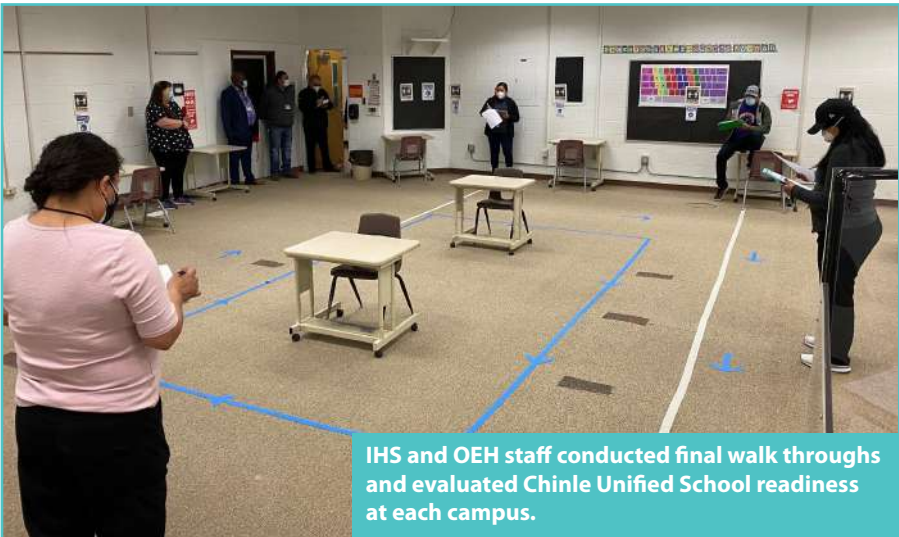




# Element 4: Facilities Preparation



CUSD hosted a vaccine clinic in partnership with IHS for all CUSD staff. Result: 91% vaccinated!



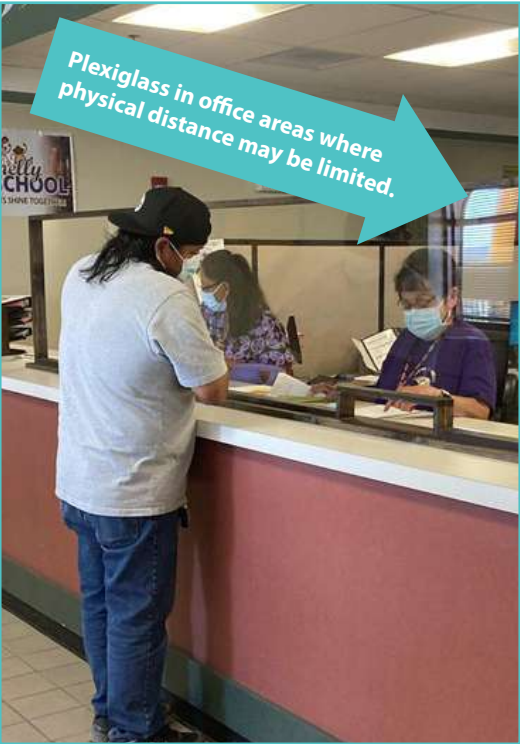
IHS and OEH staff conducted final walk throughs and evaluated Chinle Unified School readiness at each campus.



Students are issued their own supplies - no sharing.



Plexiglass in classroom areas where physical distance may be limited.



Plexiglass in office areas where physical distance may be limited.





# Element 4: Facilities Preparation



Wherever touchless water fountains have not yet been installed, we provide bottled water.



Chinle Unified custodial staff use approved disinfectants shown to kill the SARS-CoV-2 virus, and they receive training in the correct use



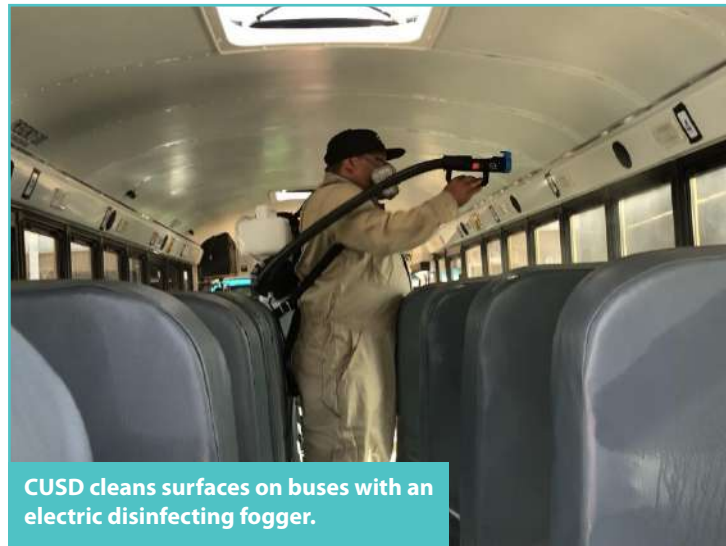
**843 Q.T. 3:** A hard surface cleaner disinfectant with a broad claim set provides efficacy against a wide array of pathogens with fast contact times. One minute - HIV-1, Influenza Type/ Hong Kong, Three minute - Broad spectrum of bacterial, viral and fungal and Five minute - Norovirus, Feline Calicivirus. Kills SARS-Co-V-2, the virus that causes COVID-19 with a 3 minute contact time.



Hand Sanitizer is in every classroom.



Only every other bathroom or urinal stall will be used to ensure physical distance.



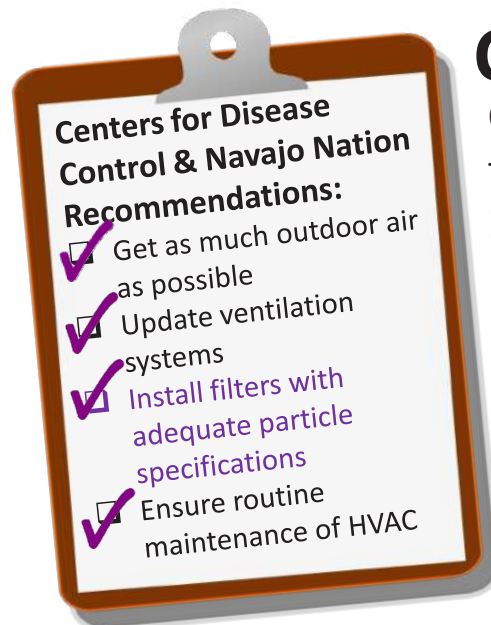
CUSD cleans surfaces on buses with an electric disinfecting fogger.



Sanitization logs are visible for accountability.



Classrooms are cleaned on a strict, regular schedule.



## CHALLENGE: MEETING STANDARDS FOR AIR QUALITY IN SCHOOLS

Chinle Unified chooses **MERV 13 rated air filters** throughout because they trap Bacteria and Virus Carriers



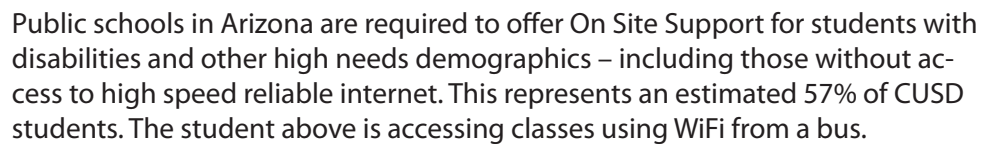
**In addition,** Chinle Unified is purchasing NASA endorsed air purification systems for all facilities

- ❑ One of only 75 technologies **inducted into the Space Technology HALL OF FAME** in the past 30 years
- ❑ **99.9% reduction of SARS-COV-2 virus in 3 minutes**
- ❑ Reduces mold, bacteria and virus **up to 99.9% in the air and on surfaces**
- ❑ **Above and beyond** requirements or recommendations from CDC or Navajo Nation



<https://www.youtube.com/watch?v=v9zvAFAbzjg>





of students say “I feel  
*overwhelmed with*  
*homework* and  
sometimes don’t know  
how to do it.”

of teachers report  
their students are  
*struggling with  
motivation and/or  
comprehension.*

of teachers believe  
their students are  
*“thriving in the  
virtual  
environment.”*



Deborah Serani Psy.D.  
Two Takes on Depression

## School Closures and Children's Mental Health

Tips for parents during the COVID-19 pandemic.

Posted Feb 06, 2021

### Excerpts from current national research:

"Pandemic-related school closures are deepening educational inequality in the **United States by severely impairing the academic progress of children from low-income neighborhoods.**"

**37%**

**fewer** Chinle Unified K-3rd grade students scored at or above benchmark for literacy

**26%**

of Chinle Unified students show a high need for social emotional support

"Hospitals have seen a **significant increase in mental health emergencies among children.**"

"For example, **their model predicts that one year of school closures will cost ninth graders in the poorest communities a 25% decrease in their post-educational earning potential**, even if it is following by three years of normal schooling."

**27%**

**fewer** Chinle Unified seniors will graduate in 2021  
**(62 Students)**

**15%**

**fewer** Chinle Unified 4th - 8th grade passed quarterly final math tests compared to 2020

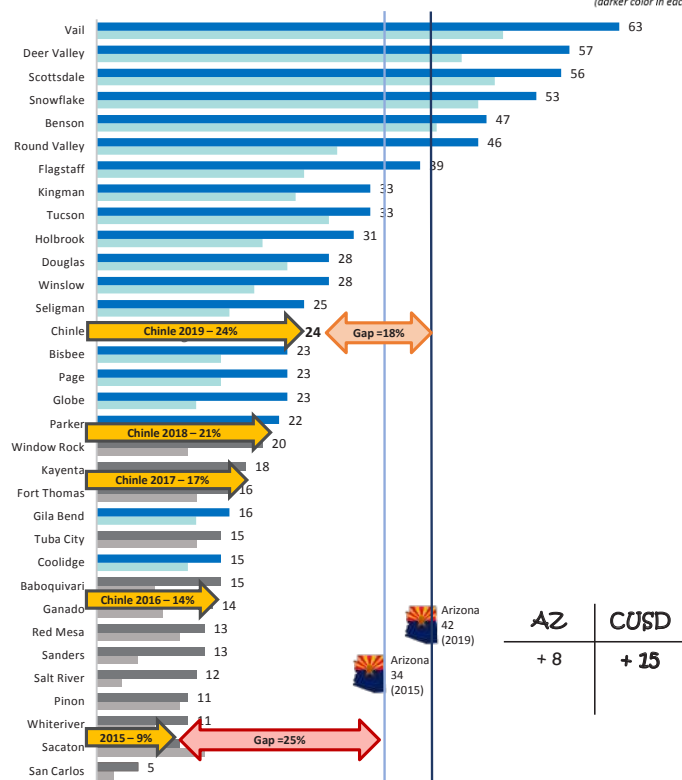
"Researchers determined that children living in the **poorest 20% of U.S. neighborhoods will experience the most negative and long-lasting effects** of school closures."



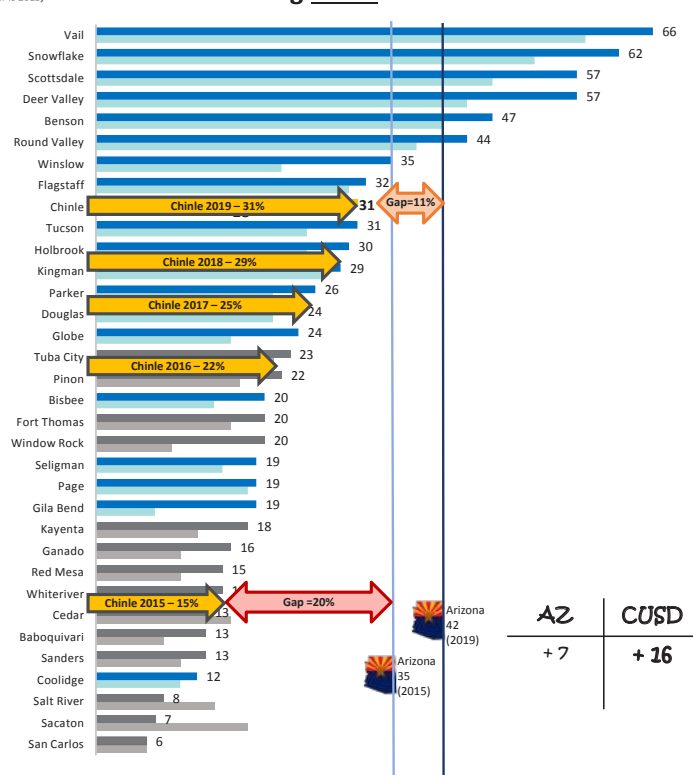
# Pre COVID

% Passing Reading AZMerit 2015 and 2019

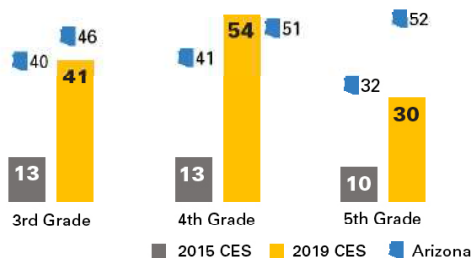
Reservation Districts Non Reservation Districts  
(darker color in each set is 2019; lighter color is 2015)



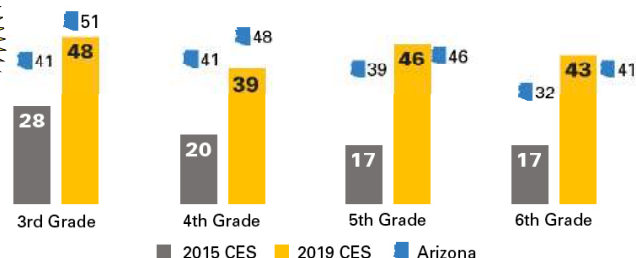
% Passing Math AZMerit 2015 and 2019



Chinle Elementary School ELA AZMerit Pass Rates 2015 Compared to 2019

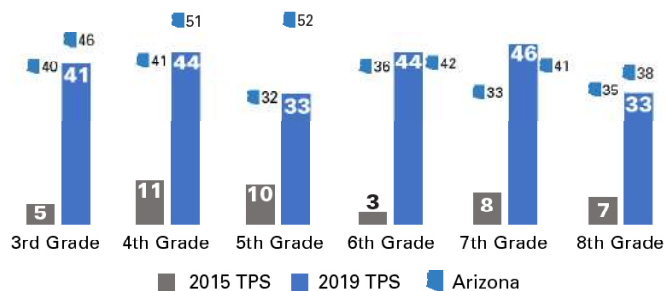


Chinle Elementary School Math AZMerit Pass Rates 2015 Compared to 2019

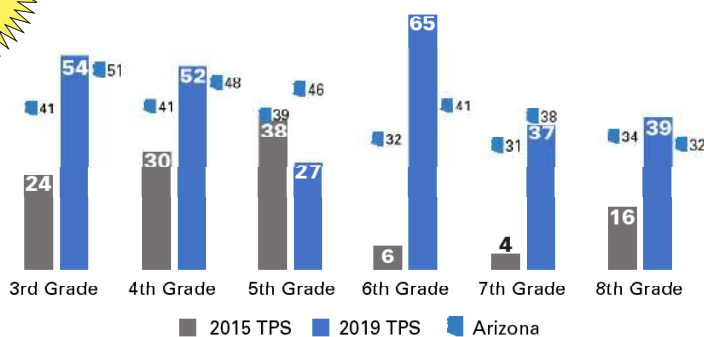


1.67 points from an "A"

Tsaille Public School ELA AZMerit Pass Rates 2015 Compared to 2019



Tsaille Public School Math AZMerit Pass Rates 2015 Compared to 2019



4 points from an "A"

# Post COVID

## Math Test Scores

Increase or Decrease in % of Students Passing

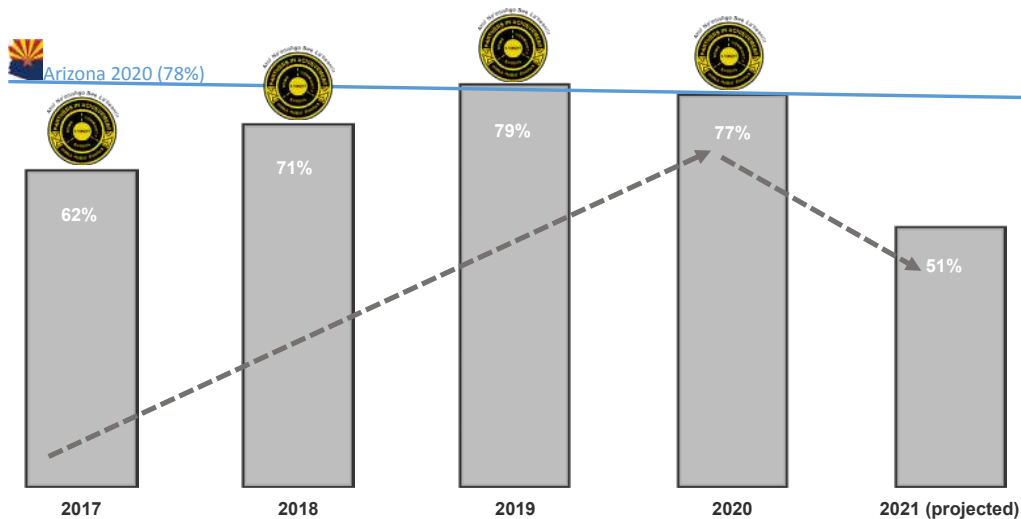
School Year 2020					School Year 2021			
CUSD	Quarter 1 Final Test Increase or Decrease From 2019 to 2020	Quarter 2 Final Test Increase or Decrease From 2019 to 2020	Quarter 2 Final Test Increase or Decrease From 2019 to 2020	Quarters 1-3 Average Increase or Decrease From 2019 to 2020	Quarter 1 Final Test Increase or Decrease From 2020 to 2021	Quarter 2 Final Test Increase or Decrease From 2020 to 2021	Quarter 3 Final Test Increase or Decrease From 2020 to 2021	Quarters 1-3 Average Increase or Decrease From 2019 to 2020
2nd Grade	4	8	-5	2	9	11	-11	3
3rd Grade	5	8	9	7	3	-7	1	-1
4th Grade	-4	5	3	1	2	-5	-12	-5
5th Grade	13	4	12	10	-24	4	-29	-19
6th Grade	-5	-6	6	-2	-15	-13	-30	-19
AVG 2nd-6th	2.6	3.8	5	4	-5	-3.6	-16	-8
7th Grade	10	22	11	14	-4	-28	-28	-20
8th Grade	11	2	-1	7	-31	-5	5	-10
AVG 7th-8th	15.5	12.0	5.0	10.8	-17.5	-16.5	-11.5	-15.2

## Reading Test Scores

Increase or Decrease in % of Students Passing

School Year 2020					School Year 2021			
CUSD	Quarter 1 Final Test Increase or Decrease From 2019 to 2020	Quarter 2 Final Test Increase or Decrease From 2019 to 2020	Quarter 2 Final Test Increase or Decrease From 2019 to 2020	Quarters 1-3 Average Increase or Decrease From 2019 to 2020	Quarter 1 Final Test Increase or Decrease From 2020 to 2021	Quarter 2 Final Test Increase or Decrease From 2020 to 2021	Quarter 3 Final Test Increase or Decrease From 2020 to 2021	Quarters 1-3 Average Increase or Decrease From 2019 to 2020
3rd Grade	10	9	11	10	2	-4	-7	-3
4th Grade	10	16	11	12	-6	-3	-14	-8
5th Grade	10	10	5	8	-10	4	-22	-9
6th Grade	6	6	6	6	-10	-8	-9	-9
AVG 2nd-6th	6.8	11.8	8.2	9	-5	-1	-12	-6
7th Grade	13	8	7	9	-33	8	-13	-13
8th Grade	3	-4	-3	-1	3	-3	-5	-2
AVG 7th-8th	8	2	2	4	-15	2.5	-9	-2

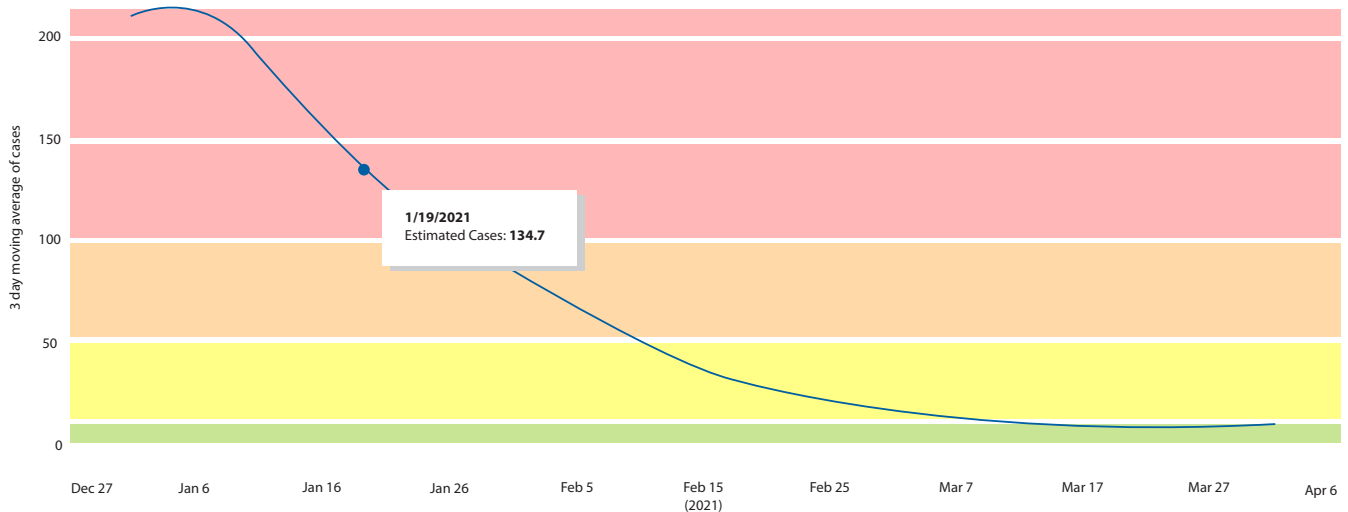
## CHINLE HIGH SCHOOL COHORTS 2017-2021 GRADUATION RATE





# Community Conditions

Navajo Nation without Border Towns Smoothed Curve\*  
 \*Smoothed line by cubic spline method equivalent to CDC Instructions  
 1.1. 2021 to present



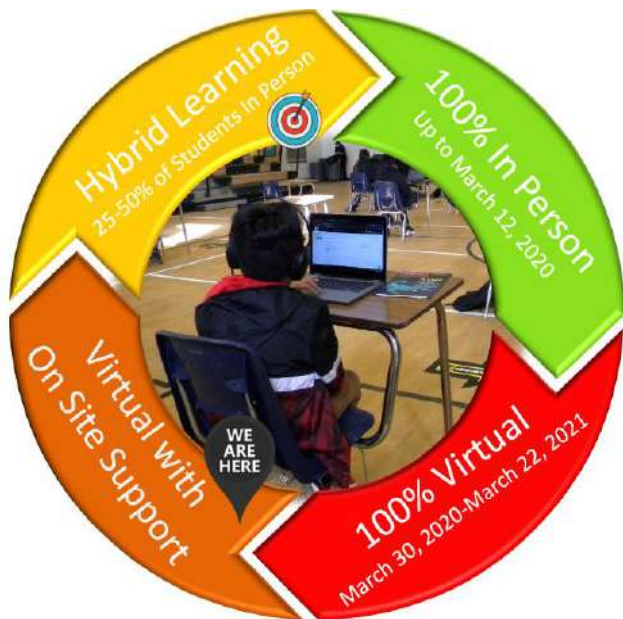
CAUTION Mean delay between date of test and date of case reported is 45 - 74 hours

## Color Coded Status Schedule for Instruction and Operations

	Outbreak	>99	50 - 99	10 - 49	0 - 9
	Stage 0	Stage 1	Stage 2	Stage 3	
Risk Level Community Spread Disease Risk	Level Purple Severe Outbreak Critical	Level Red: Extensive Very High	Level Orange Substantial High	Level Yellow: Moderate Moderate	Level Green: Zero to Minimal Low
Recommend Control Effort to Reduce Spread	Severe	Aggressive	Strong	Moderate	Baseline
Schools- Room Capacity	No Students	Max 25%	Max 35%	Max 50%	Max 75%
	<p><b>Regardless of the Risk Level/Stage:</b></p> <ul style="list-style-type: none"> <li>Schools <b>will have the choice of reopening</b> to in person instruction based on the collaboration with families and local communities.</li> <li>Hybrid instruction is possible in every risk level/stage. <b>(except for Level Purple)</b></li> <li>Parents <b>will have the choice to opt out</b> of in-person learning</li> </ul>				
School- Room Capacity	No Students	Students and staff are allowed on campus up to a maximum volume of 25% room capacity	Students and staff are allowed on campus up to a maximum volume of 35% room capacity	Students and staff are allowed on campus up to a maximum volume of 50% room capacity	Students and staff are allowed on campus up to a maximum volume of 75% room capacity

Approved by the Navajo Nation Board of Education on 3/16/2021

# Phased Return to Physical Buildings



Week	M	T	W	Th	F
	Group C – 10 Students – 100% Virtual				
1	Group A	Group A	Group A	Group B	Group B
2	Group B	Group B	Group B	Group A	Group A
3	Group A	Group A	Group A	Group B	Group B
4	Group B	Group B	Group B	Group A	Group A

Above is an **example** of a hybrid schedule for a class of 24 students:

- Group C = 10 Students – This group is made up of the children of parents who prefer virtual learning. **These children would continue to learn virtually every day, every week.**
- Groups A & B = 7 students each – These groups are made up of the students whose parents **chose** hybrid learning. These groups would **alternate days of the week when they would be in person**. On the days they are not in person, they would attend school virtually
- **Parents would choose virtual or hybrid**

The urgency to get back to the classroom varies by circumstances.

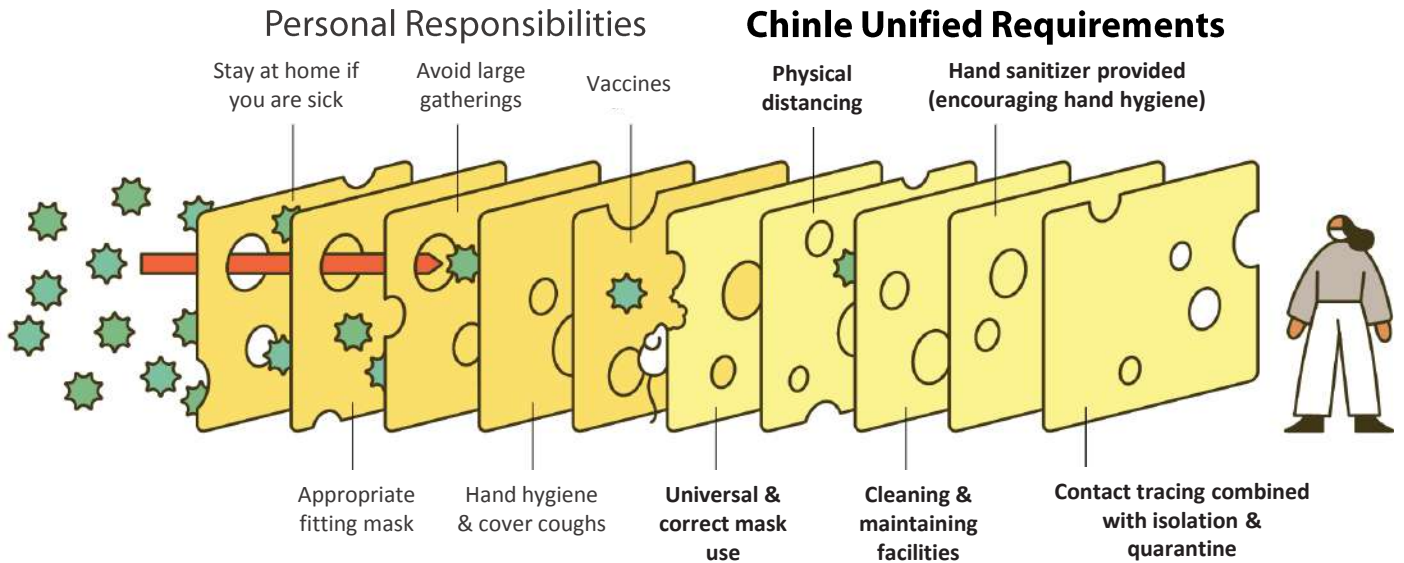
Low ●●●●● High

Student segment	Urgency to return	Need to stay remote
<b>Vulnerable students at risk remotely:</b> Special-education students; homeless students; English-language learners; students without access to internet and devices for learning; students at risk from domestic violence (eg, with a child-protection plan)	<span style="display: inline-block; width: 15px; height: 15px; background-color: black; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #D9E1F2; border-radius: 50%;"></span>
<b>Children of parents who require childcare:</b> Children of essential workers; children of other dual-income parents who must work outside the home	<span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #D9E1F2; border-radius: 50%;"></span>
<b>Transition students:</b> Students entering a new phase of education (eg, kindergarten, 9th grade); students transitioning out of high school (in final or penultimate year)	<span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #D9E1F2; border-radius: 50%;"></span>
<b>General student population</b>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border-radius: 50%;"></span>
<b>Students whose parents do not desire an in-person return:</b> Students whose parents are worried about safety in schools or other factors	<span style="display: inline-block; width: 15px; height: 15px; background-color: #D9E1F2; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border-radius: 50%;"></span>
<b>Students at high risk if infected by the virus:</b> Students with personal-health risks; students living with elderly family members or others with risks to personal health	<span style="display: inline-block; width: 15px; height: 15px; background-color: #D9E1F2; border-radius: 50%;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: black; border-radius: 50%;"></span>



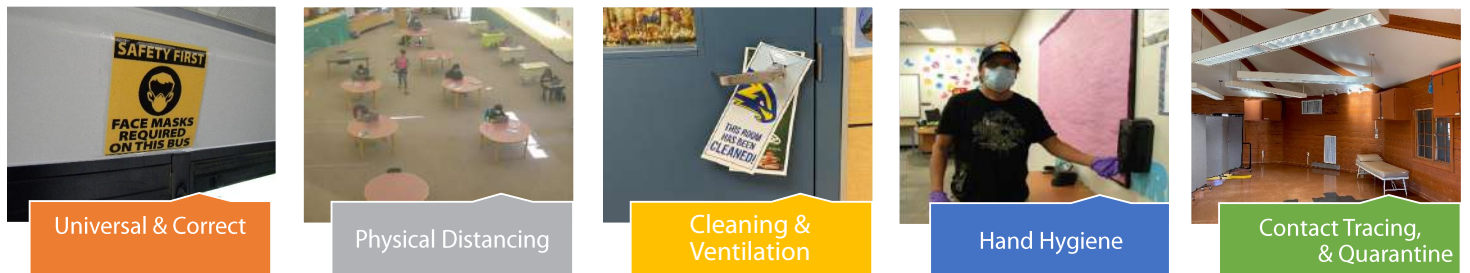
# What are Layered Strategies?

When prevention strategies – especially mask use and physical distancing – are consistently and correctly used, the risk of transmission in the school environment is decreased.



Source: Adapted from Ian M. Mackay (virologydownunder.com) and James T. Reason. Illustration by Rose Wong

CDC’s school guidance for COVID-19 emphasizes 5 key prevention strategies  
**CUSD implements and layers them all:**



## Science Brief: Transmission of SARS-CoV-2 in K-12 schools

### Centers for Disease Control

A study comparing county-level COVID-19 hospitalizations between counties with in-person learning and those without in-person learning found **no effect of in-person school reopening on COVID-19 hospitalization rates** when baseline hospitalization rates were low or moderate.

In a report using data from Michigan and Washington State, **in-person schooling was not associated with increased spread of COVID-19** among students at schools located in areas with low or moderate levels of community transmission

A study of 11 school districts in North Carolina with in-person learning for at least 9 weeks during the fall 2020 semester reported **minimal school-related transmission even while community transmission was high.**

Chinle Comprehensive Health Care Facility  
Indian Health Service  
P.O. Box PH  
Chinle, Arizona 86503

April 22, 2021

Dear Chinle Unified School District,

As pediatricians at Chinle Comprehensive Health Care Facility, we are reaching out to support Chinle Unified School District to return to in person instruction. The COVID-19 pandemic has been an extreme challenge for all, and especially for this community. The public health department, school, hospital and the community have worked tirelessly to control and reduce the damage of this pandemic. Though closing schools was initially necessary to protect our children, teachers, school staff and the community, we now have evidence to support a safe return to in person learning.

We support school policies that foster the health of children, educators, staff and community based on available evidence. Recent studies show that when there are low levels of SARS-CoV-2 transmission in a community, schools do not significantly increase transmission when safety guidance for school opening is followed properly. Young children have lower risk of transmission and if children and adolescents become infected, they are less likely to have severe disease resulting from SARS-CoV-2 infection when compared to adults. Although in the past we have experienced that children and adolescents can play a major role in amplifying influenza outbreaks, this does not appear to be the case with SARS-CoV-2.

The American Academy of Pediatrics "strongly advocates that all policy considerations for school COVID-19 plans should start with a goal of having students physically present in schools". Schools are fundamental to child and adolescent development and well-being. In addition to the importance of academic instruction, schools also provide safety, nutrition, physical activity, therapies for developmental delays, physical and mental health services. Since the beginning of the pandemic and close of schools there is evidence of negative impacts on children due to school closures. We have seen an unfortunate increase in child and adolescent mental health issues, suicidal ideation, worsening obesity, and poor academic achievement. Virtual education was a temporary and necessary step at the height of the pandemic. Now with minimal community transmission, high vaccination rates and with the proper precautions in place, schools can and should plan on restarting in person education. If virtual learning is continued without a prompt plan to reinstate in person learning, disparities of academic achievement, health, nutrition and safety will likely worsen.

With appropriate planning and policies, the schools can implement several interventions that can greatly mitigate the risk of SARS-CoV-2 infections in the schools. For example, face masks, physical distancing, hand hygiene and sanitizing high touch areas can greatly reduce the risk of transmission. All students older than 2 years and all staff should wear face masks as well as students, teachers and all staff should maintain appropriate social distance from each other. The CDC, AAP, and many other groups have outlined additional guidance such as cohorting groups to reduce interactions, utilizing outdoor spaces when able, opening windows, increasing ventilation of indoor spaces and ensuring teachers have access to COVID-19 vaccine. These many interventions can mitigate risk and school administrators should emphasize the importance of compliance for all interventions set in place.

We strongly recommend that students return to in-person learning without delay. Given the improved understanding of COVID-19, low transmission in schools and mild illness severity among children, we support the interventions and actions needed to reopen the schools to in person learning. The total academic, physical, mental and social health of our patients is a top priority.

Sincerely,

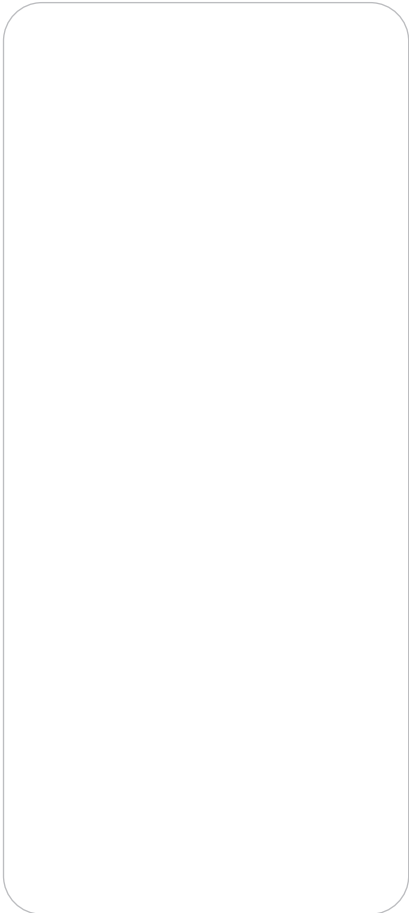
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**CHINLE UNIFIED SCHOOL DISTRICT NO. 24**  
P.O. BOX 587  
CHINLE ARIZONA 86503



Our vision is to empower all students to be **C**ompetitive, **U**nique, **S**uccessful, and **D**riven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.