

**THE LOWER BRULE SCHOOLS
RETURN TO SCHOOL PLAN 2021**



Overview

Lower Brule Day Schools' mission is as follows: "The Lower Brule Day School, in cooperation with Kul Wicasa Oyate, will provide a safe and supportive learning environment for all students; guided by the Lakota Values, students will learn and succeed academically, spiritually, physically, and socially." As outlined in our mission statement, our students, staff, and community's safety is a responsibility that we take very seriously. It is with the hope and intention that this plan can provide, and sustain, the best possible educational experience while supporting the social, emotional, physical, needs for all students during the 2021-2022 school year.

Due to the circumstances of the COVID-19 virus, the following plan is fluid and subject to change with very short notice. The Lower Brule Administration, in collaboration with the Lower Brule Tribal Council, reserves the right to change the plan and procedures as deemed necessary.

The following contact numbers may be referenced for any individuals with questions about the 2021-2022 School Plan Plan:

- Lance Witte, Superintendent/Principal 605-461-8586
- Wendy Kroupa, Elementary Principal 605-480-2415
- Logan Moeller, MS/HS Asst. Principal 605-261-1333

Before School Checklist – Guidance for Parents and Guardians

The following health checklist is a good tool to check if your child is ready to go to school. This is recommended to be used every day before going to school.

In the past 14 days, has your child had close contact with a person confirmed to have COVID-19?
 Yes No

Does your child have new or worsening shortness of breath?
 Yes No

Does your child have a fever of 100.0 or greater?
 Yes No

Does your child have chills?
 Yes No

Does your child have diarrhea?
 Yes No

Does your child have unexplained muscle pain?
 Yes No

Does your child have a headache (unrelated to a known medical condition such as migraines)?
 Yes No

Does your child have a sore throat?
 Yes No

Does your child have a new loss of taste or smell?
 Yes No



If YES to ANY of these questions STOP!

Do not send your child to school. Contact your healthcare provider. Contact your school to inform them of your child's symptoms. You may also contact the SD Department of Health with any COVID-19 questions. [1-800-997-2880](tel:1-800-997-2880)

If you are able to answer NO to ALL questions, go to school.

LOWER BRULE SCHOOLS RETURN TO SCHOOL PLAN

The importance of in-person learning is well-documented with implications for students' social, emotional, and academic well-being. While considering our students' needs, the Return to School Plan has been developed to provide in-person learning opportunities for the 2020-21 school year. The policy addresses five essential elements described below to minimize the risk of spreading COVID-19 for students, staff, and the Kul Wicasa Oyate. The measures outlined below consider both the educational benefits of in-person learning and essential elements to reduce the spread of COVID-19. Please keep in mind, the guidelines outlined below are subject to change due to the rapidly changing nature of the COVID-19. One final note, the return to school guidelines are designed to diminish the spread of the virus in our schools. However, these guidelines will not completely remove the risk of spreading the COVID-19.

Key Takeaways

Updated July 9, 2021

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.

- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

K-12 School Day

- 5-Day School Week (Monday-Thursday Alternating Groups) and Friday Remote learning
- Breakfast Served from 8:00-8:25
- Kindergarten Class Time 8:30-2:30
- First – Fifth Grades Class Time 8:30-3:20
- MS/HS - Student Day is 8:30 – 3:25 p.m.

PHASE ONE PLAN

Five Days a Week - In-Person Learning

To begin the school year, Lower Brule Day Schools will be utilizing a 5-day school week with masks. The following procedures will be implemented for increased safety:

- Staff and students will wear facemasks.
- As much as possible students will practice social distancing and stay divided into grade-level cohorts.
- Temperature checks will be done upon entering the school buildings
- Breakfast eaten in classrooms

Classroom instruction will be delivered in-person.

- Grades K-5 follows an elementary schedule.
- Grades 6-8 follows a middle school schedule.
- Grades 9-12 follows a high school schedule.

Students will be required to be present each day. Attendance will be expected and taken for school records.

TRANSPORTATION/ENTRANCE INTO THE BUILDING

- If possible, parents are encouraged to give rides to their children to and from school to allow for more social distancing than is possible on school bus transportation. We understand that this is not possible for many households and will be providing transportation.
- Students will sanitize their hands while getting on the school bus. Students will need to wear facemasks at all times on the school bus.

- In the morning, students will go to their classrooms as scheduled. Staff will retrieve breakfast for each class.
- Entrance into the Building for the School Day
 - Students will have their temperatures taken before being allowed to enter the school. A temperature of 100.0 or above will not allow the student to enter the school. The school district will notify the parent(s)/legal guardian(s) in this event at the telephone number given to the school district.

OVERALL PRECAUTIONS AND MEASURES

- The school buildings will be cleaned daily. This includes disinfecting, as well as more general cleaning (dusting, vacuuming, etc.). Lower Brule Schools has assigned staff to the specific area of overseeing cleanliness and adherence to safety protocols to best ensure safety for staff and students. Lower Brule Schools has also invested in sanitation equipment (Sarin UVC lights, floor cleaners, sanitation sprayer devices, etc.)

PPEs/FACEMASKS

- Facemasks will be provided to all staff and students:
- Students may wear a face mask from home.
- Face shields will not "take the place" of PPEs when required.

PHASE TWO PLAN

Five Day School Week –Increase Social Distancing

During this phase, Lower Brule Days Schools will be utilizing a 5-day school week with masks and increased social distancing. The following procedures will be implemented for increased safety:

- Meals served eaten in classrooms
- Increased social distancing
- Increased bus routes for social distancing
- Increased frequency of COVID testing
- Temperature checks on the bus and upon entering the school buildings
- Increased lunch periods

PHASE THREE PLAN

Five Day School Week – With Alternating Groups and remote learning on Fridays

Lower Brule Days Schools will be utilizing a 5-day school week with alternating groups and remote learning on Fridays.

Student Day:

- Two Groups (Gold and Purple) Attending In-Person on Alternative Days (i.e. Gold on Monday and Wednesday, Purple on Tuesday and Thursday, all students remote learning on Fridays) Attendance will be taken for each class period.
- *On Friday remote learning will take place 9:00AM-12:00PM and Friday afternoons, staff will develop weekly lesson plans, participate in curriculum development meetings, grade assignments, contact advisory students, and prepare for the upcoming week. Other staff will contact students that are struggling in multiple classes.
 - ✦ *consistent communication with students and their parents is essential to traditional and remote learning.

This will be done on a monitored basis to allow for necessary changes. Benefits of this schedule include:

- Smaller class sizes provide more opportunities for social distancing.
- Teachers can teach and/or prepare for distance learning students on professional preparation days.
- It allows additional time for deep cleaning and disinfecting of the building each week.

ELEMENTARY STUDENTS Guidance to Parents:

- **Home Wellness Checks Recommended Before Sending Child(ren) to School:** Students who are sick or who have recently had close contact with a person with COVID-19 should stay home from school. Employees will also be instructed to take these same health safety precautions (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students who are running a fever of 100.0 or above will not be permitted into the school. Parents are encouraged to check their child's temperature before leaving for school each day (SEE ATTACHED SYMPTOM SCREENING CHECKLIST). Students with a fever of 100.0 or above will be isolated until they can be picked up by a parent or guardian.
- Students should be instructed on the proper handwashing procedures (soap and water for a minimum of twenty seconds). Students will wash their hands and/or use hand sanitizer frequently throughout the day. Frequent hand washing should be practiced both at home and school.

Arriving at School/Breakfast Guidelines:

- Recommended arrival time for students that do NOT ride the bus – 8:00 a.m. – 8:15 a.m. It is each student's responsibility to arrive in time to get their temperature checked and report to their classrooms.
- Once students arrive (bus riders or driving/riding), they will go directly to their classrooms. **DUE TO SOCIAL DISTANCING GUIDELINES, STUDENTS WILL NOT BE PERMITTED IN OTHER AREAS OF THE BUILDING.**
- Temperature checks will be conducted on each student (those not riding the bus) as they enter the school. Students with a high temperature (100.0 or higher) will be required to return home (parents will be contacted for any students not permitted in the school due to a high temperature).
- Breakfast in classrooms (stations set up in hallways) ○ Breakfast Served from 8:00-8:25

Bathroom Breaks: (Plan as a grade level)

- Limited students at a time in the bathrooms to allow for social distancing
- Stickers will be placed outside bathrooms to promote social distancing for students waiting to use the bathroom

Water Fountains:

- For safety and to prevent the spread of COVID-19, water fountains will be shut off at the elementary level
- Each elementary class will have a water station

Nutrition:

- No food or drink on busses (snacks for classroom must be prepackaged, individually wrapped, store-bought items)
- At the beginning of the return to learn process, lunches will be eaten in classrooms. This may change over time based on class size, facilities, and community spread of COVID-19.
- Afternoon snacks will be delivered to classrooms.

Classroom (Physical Space):

- All seating facing the same direction (Tables w/dividers)
- Bookcases around outside wall where possible to make more room in the classroom

- Extra furniture moved to storage
- No shared seating (library corners, flexible seating, etc.)
- No shared supplies
- When possible, doors propped open to limit touching surfaces and to improve ventilation
- Seating charts for all classes to help with contact tracing

Specials:

- PE outside when possible or in gym spread apart with no contact activities •
Lakota – ES teachers will deliver students to the Lakota room

Recess:

- Students sanitize out and sanitize in, mask use required
- No student door holders – prop doors open when entering and have custodians sanitize door bars and handles often
- Playground balls, jump ropes, toys allowed. Sanitize after use
- Per prior schedule, every class has a recess on their own

Classroom Safety:

- Students sanitize/wash hands when they enter and leave the classroom and periodically when in the classroom
- Small group areas used sparingly or not at all (Table shields will be utilized as available)
- Divider shields on tables where students face each other
- Clean/sanitize tables/desks/materials if shared before used again
- Require social distancing when lining up

Dismissal Times:

- Students who ride the bus will be released first. The office will make an announcement. Students will go straight to the busses.
- Walkers will be released second. They will be released by classes, announced by the office. They need to promptly leave the building.

MS/HS STUDENTS

I. Guidance to Parents:

- **Home Wellness Checks Recommended Prior to Sending Child(ren) to School:**
Students who are sick or who have recently had close contact with a person with COVID-19 should stay home from school. Employees will also be required to take these same health safety precautions (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students who are running a fever of 100.0 or above will not be permitted into the school. Parents are encouraged check their child's temperature before leaving for school each day (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students will be instructed on the proper handwashing procedures (soap and water for a minimum of twenty seconds). Students will be reminded to wash their hands and/or use hand sanitizer frequently throughout the day. Frequent hand washing should be practiced both at home and at school.

II. Arriving at School/Breakfast Guidelines:

- a. Recommended arrival time for students that do NOT ride the bus – 8:00 a.m. – 8:15 a.m. It is each student's responsibility to arrive in time to get their temperature checked and to report to their first-hour class.
- b. Once students arrive (bus riders or driving/riding), middle school students will eat breakfast and stay in the commons. High school students will get breakfast and report to their first-hour class. **STUDENTS WILL NOT BE PERMITTED IN OTHER AREAS OF THE BUILDING.**
- c. Temperature checks will be conducted on each student as they enter the school. Students with a high temperature (100.0 or higher) will be required to return home (parents will be contacted for any students not permitted in the school due to a high temperature).

III. Classroom Guidelines:

- a. Students will clean their desk upon arriving and before leaving each classroom (SANITIZE IN AND SANITIZE OUT). Cleaning supplies will be available in each classroom.
- b. All shared classroom supplies will be sanitized between each use.
- c. Classroom setup:
 - i. Remove clutter/other items to maximize social distancing (move students as far away from each other as possible).
 - ii. Seating arrangements should allow for maximum social distancing.
 - iii. Hand sanitizer stations will be available in each classroom.

IV. Restroom Guidelines:

- a. Restrooms will be available for student use, similar to previous years. However, the number of students permitted in the restrooms at the same time will be limited.
- b. Floor signs will be used to remind students to social distance and to limit the number of students in each restroom.

V. Lunch Guidelines:

- a. Social distancing will be practiced during lunch.
- b. Students will eat in the lunchroom.

VI. Assembly Guidelines:

- a. If a high school assembly is required, social distancing and mask use guidelines will be followed.

VII. End of School Day Guidelines:

- a. Students will be asked to leave immediately following the end of classes each day.
- b. Any students that are involved in an after-school activity will immediately report to that activity or report to the high school commons until their activity begins, maintaining social distancing throughout.
 - i. Students seeking additional help need to make arrangements with teachers before the end of the day.
 - ii. Students who are waiting for a ride home will be required to wait in the Commons at the end of the day. Social distancing and mask use guidance will be followed.

VIII. Parent-Teacher Conferences Guidelines:

- a. Parent-teacher conferences will be held in-person.
- b. Parents who would like to meet remotely (phone or online) may make arrangements with the teacher(s)

IX. Activities, Athletics, and School Event Guidelines:

- a. Information will be provided for activities and other events as it becomes available. The South Dakota High School Activities Association (SDHSAA), South Dakota Department of Health (SDDOH), and other organizations will be consulted prior to finalizing details for extracurricular activities.

Additional Notes/Reminders:

- ✦ Hand sanitizer stations will be available throughout the school.
- ✦ Cleaning supplies will be available in each classroom for staff/students.
 - EVERYONE WILL SANITIZE IN AND SANITIZE OUT OF EACH CLASSROOM.
- No outside guest speakers, parents, or other visitors will be permitted in the classroom without prior permission from school administration.
- **ALL STUDENTS ARE ENCOURAGED TO BRING A WATER BOTTLE TO SCHOOL/CLASS.**
 - Paper cups, with trash cans nearby, will be available near each filling station.

INDIVIDUALS WISHING TO USE THE FACILITIES

- Non-essential individuals will not be permitted inside the building without administrative approval.

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



**Community
Transmission**



**Vaccination
Coverage**



Testing

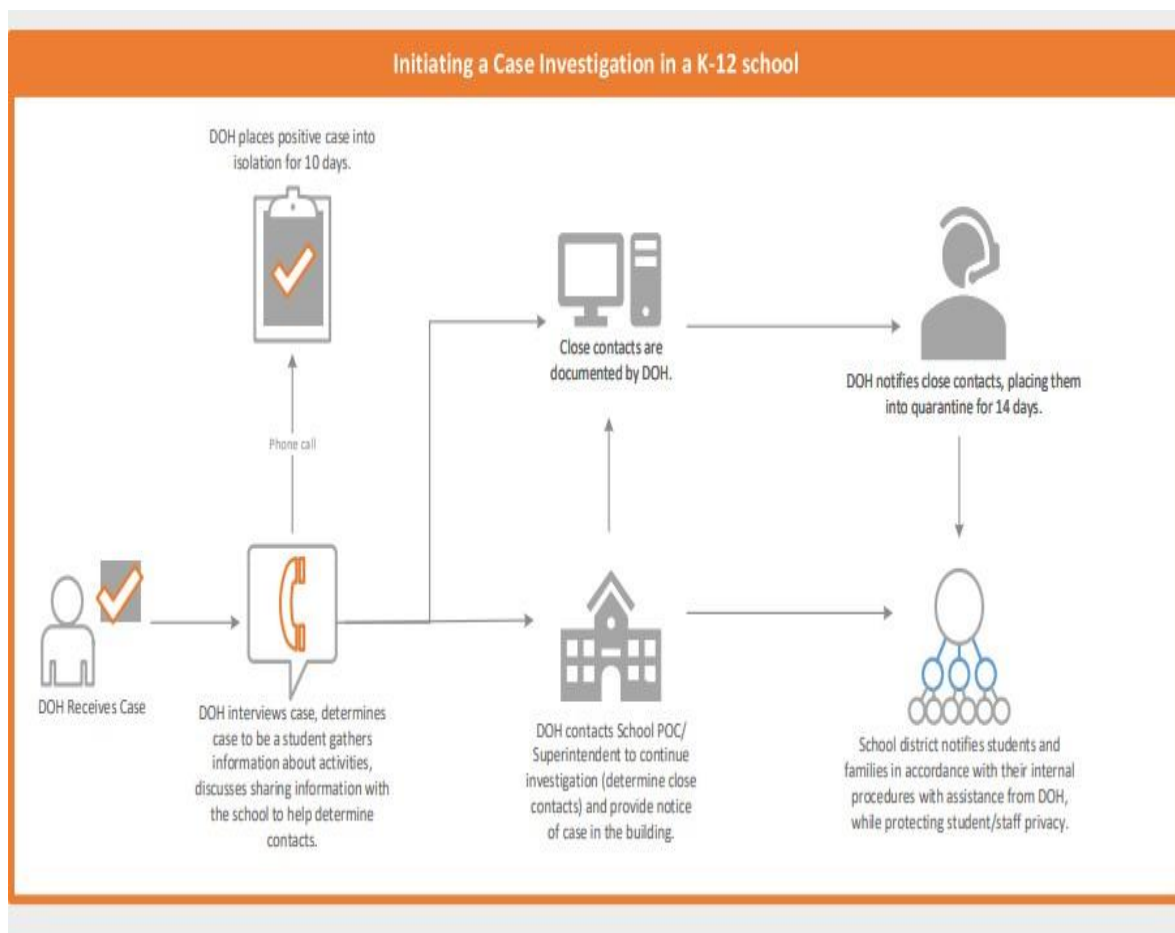


Outbreaks

to help prevent the spread of COVID-19



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



<https://doe.sd.gov/coronavirus/documents/CaseInvestigation.pdf>

LOWER BRULE SCHOOLS SPECIAL EDUCATION:

The Lower Brule Day Schools Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities to the greatest extent possible in alignment with the Department of Health/CDC guidelines and guidance from the state and Lower Brule Sioux Tribe. Collaboration with families will continue to be an integral part of the special education process. Through collaboration with families, Individual Education Plans (IEP) may be adjusted, as needed, for the circumstances of the learning environment based on students' needs and services. Staff will continue to work diligently in setting detailed plans for the delivery of special education services.

As each student has unique needs, the special education department will continue to create avenues for learning and sharing new approaches. The district can provide various learning

opportunities (i.e. learning sessions, online resources, and digital platforms) to help create positive and progressive learning environments.

Child Find and Evaluations:

Lower Brule Day Schools will continue to identify, locate, and evaluate students who may have a disability. The district will continue to use the Teacher Assistant Team (TAT) to aide in identifying students and determining if more interventions are needed and/or if the student should be referred to special education for an evaluation.

Individual Education Plans/ IEP Meetings:

Lower Brule Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Special education staff will continue to collaborate with families throughout the school year, along with providing progress reports on IEP goals to families identified in the IEP. Lower Brule Schools may have meetings in-person or an alternative format, such as videoconferencing or by phone. Special Education staff will collaborate with families to determine the most practical and safe format to conduct an IEP meeting.

Delivery of Special Education and Related Services:

General education, special education, related service providers, and families will discuss students' individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress toward IEP goals. Each student's IEP team will discuss, develop, and agree on a learning plan that supports the student's needs on the school campus and/or through distance learning. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Delivery Models

Regardless of delivery model, precautions and mitigation strategies will be used to protect all students from COVID-19. Students with identified disabilities (K-12) receive instruction from special service providers in addition to the instruction from their general education teachers. If Lower Brule Day Schools moves to a distance-learning model, each student will have a plan in place per the IEP team to support and service the students in specific learning environments. While each student's service model is individualized, the following guidelines assist teams in planning for students.

Inclusion services occur in the general classroom when a Special Education service provider works with the student and the general education teacher inside the general education classroom. The special education service providers and general education teachers will work together to set a schedule for these services.

Resource room direct services outside the general classroom are delivered in small groups and/or individualized settings in both the remote and in-person environments. The service providers, in conjunction, coordinate these services with general education teachers in order to maximize the student's access to general education classes as well as their specialized services.

Students identified as needing more self-contained programming traditionally spend part of their day in the resource room and part of their day in a general education classroom with support. In planning for these students, teachers will work to maintain a consistent schedule with support from the service providers and educational assistants.

Progress Monitoring and Reporting:

Special Education teams will have in place consistent data collection and service log procedures for use across settings: on-campus and remote learning environments. Collecting data and tracking the provision of service will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the student is making toward meeting the annual goals will continue to be provided; see reporting methods/frequency on your child's IEP.

Accommodations/Modifications:

Accommodations and modifications will be provided to the best of our ability regardless of the educational setting and aligning with COVID-19 mitigation strategies. General education and special education teachers will continue to collaborate in determining the suitability and success of a student's accommodations and modifications documented in the IEP. The IEP team will need to review the accommodations and modifications to make sure they meet the needs of the students when in any learning environment: on-campus and/or distance learning. The IEP team will continue to work collaboratively to identify alternative solutions if the accommodations/modifications do not seem to be appropriate or successful in a particular setting.

Confidentiality and Student Privacy:

Special Education and Related Service Providers use digital platforms approved by the district/state for secure access. Families may provide consent to participate in teletherapy sessions/videoconferencing with district special education therapists (OT/PT/ST) and or special education staff (special education teachers, educational assistants, school psychologist, and other staff) when remote services are required. **Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.** Special education teachers, related services, and parents may discuss small group opportunities/services during distance learning. Virtual special education small groups will require consent from parents.

Section 504:

Students on a 504 plan will continue to receive accommodations to the best of our ability regardless of the educational setting. General education teachers will continue to collaborate with the student, parents, principal, special education director, and nurse (if applicable) in determining the appropriateness and success of a student's accommodations documented in the 504. The 504 team will need to review the accommodations to make sure they meet the needs of the student when in any learning environment: on-campus and/or distance learning. The 504 team will continue to work collaboratively to identify alternative solutions if the accommodations do not seem to be appropriate or successful in a particular setting, if in person, precautions and mitigation strategies will be used to protect all students and staff from COVID19

Section 504 DOE: <https://doe.sd.gov/sped/section504.aspx>

Resources:

South Dakota Department of Special Education:

<https://doe.sd.gov/sped/>

South Dakota Special Education Parental Rights: <https://doe.sd.gov/sped/parentalrights.aspx>

South Dakota Special Education Spanish Parental Rights:

<https://doe.sd.gov/sped/documents/ParentalRights/Spanish.pdf>

South Dakota Special Education Programs:

<https://doe.sd.gov/sped/IEP.aspx>

Articles:

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