

**THE LOWER BRULE SCHOOLS
RETURN TO SCHOOL PLAN 2020**



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, the safety of our students, staff, and community 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 for all students during the 2020-2021 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 Back to School Plan:

- Lance Witte, Superintendent/ Principal 605-461-8586
- Rianna Albers, Elementary Principal 605-454-2233
- Wildmike Pata, AD/Asst. Principal 605-208-1243
- Logan Moeller, 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.

Has your child had close contact with a confirmed case of COVID-19 in the past 14 days?

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 i.e. migraines)?

Yes No

Does your child have a sore throat?

Yes No

Does your child have a 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 the social, emotional, and academic well-being of students. While considering the needs of our students, the Return to School Plan has been developed to provide in-person learning opportunities for the 2020-21 school year. The policy addresses physical distancing, sometimes referred to as social distancing, with the goal of minimizing the risk of spreading COVID-19 for students and staff. The measures outlined below consider both the educational benefits of in-person learning and social distancing measures 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 virus. One final note, the return to school guidelines are designed to diminish the spread of the virus in our school. However, these guidelines will not completely remove the risk of spreading the COVID-19 virus.

OPEN HOUSE

It is Lower Brule Schools' intention to provide an alternative to the open house. This would take place before the students' first day of classes. More information about this will be provided.

PHASE ONE PLAN

Distance Learning – Small Group Student Check-Ins

Lower Brule Day Schools will be utilizing a 5-day school week with scheduled, limited groups. This will be done on a monitored basis to allow for necessary changes in the current situation. Benefits of this schedule include:

- Increased social distancing ensuring the safety of staff and students.

Classroom instruction will be delivered virtually.

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

Students will be required to be present in the online platform each day/course. As noted above, this will be determined by grade level. Attendance will be expected and taken for school records.

Teachers will deliver daily lessons through the online platform. Students will complete all coursework. In addition, students will attend required school check-ins. These will be done on a weekly basis and based on household groups for social distancing purposes.

PPEs/FACEMASKS

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

DISTANCE LEARNING

How Distance Learning Looks:

- Google Classroom is our learning platform.
- Each day and class period, students will be live streaming with their classroom teacher according to their schedule. Students must be logged into their specific Google Classroom and participating within the Zoom or Google Meet app so they will be able to receive instruction.
- All learning communication will be done through Google Classroom and/or school email.
- If needed, additional communications can be conducted via phone, Messenger, or Google Meet, etc.
- Special education/ELL teachers will also use Google Classroom to post activities for their students and guidance on what needs to be completed.
- Teachers will provide feedback to students through Google Classroom, and grading will occur as usual. Teachers will communicate with parents regarding missing assignments as done in the past.
- Parents may contact teachers via email with questions during the regular school day hours, 8:00-4:00 M-F. Teachers will communicate throughout the day based on availability.
- Parents may contact building principals for further information.

What are some guidelines for Parents to support distance learning?

Create an Optimal Learning Environment:

- A shared family space so that you are accessible to check-in, monitor progress, and assist/support
- A Quiet-Study/Learning Zone: A family agreement that the space is a "learning" space, and learning expectations apply (non-distracting from peers, outside noise, avoid a child's bedroom, etc.)
- Have resources/materials accessible (i.e., markers, paper, rulers, etc.) for your child to be successful with their activities. Plan and review due dates to have materials ready.
- Proper desk/table and ergonomic seating that allows your child(ren) to be comfortable when learning.

Parent Guideline Begin/End each day with a check-in:

- Start and finish each day with a simple check-in with your child(ren)
- Look at grade level learning platforms together to review anything that is due and to find any updates for the day.
- Write down questions down together that may need to be answered. Contact the teacher to ask your questions. Look up teachers' planning period to make a phone call.
- Finally, have a discussion with your child and ask the following:
 - What are you learning today?
 - What are the learning goals?
 - How will you spend your time? (consider setting a schedule that can be easily followed by your children)
 - What resources do you require?
 - How can I help?

****Please note:** This brief conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize and set priorities. Parents should establish these check-ins at regular times each day and possibly even write down a schedule for the day with further check-in times.

Responsible Use of Technology:

When completing work online, joining video calls and/or participating in virtual discussions, students should be sure to:

- Use respectful behavior and language.
- Stick to appropriate topic discussions.
- Send only appropriate video transmissions.
- Use only the appropriate icon, emoji, and avatar submissions.
- Wear school appropriate clothing if attending meetings via video.
- Be honest and use academic integrity by not plagiarizing or copying others' work
- Not falsify information about oneself or impersonate others online.

School Commitment Form SY 2020-2021

Lower Brule Day Schools is excited to welcome students back to school for the 2020-2021 school year. Whether students be joining for in-person learning or through distance learning, we look forward to working collaborate with students and parents/guardians to provide each individual learner the best possible tools for success. Families choosing distance learning must fill out this form and return it to school. For planning purposes, Lower Brule Schools needs this important information to plan for our year.

Student's Full Name: _____

Grade Level Entering: _____

Distance Learning: (Complete this section if you are choosing distance learning.)

Please initial the following guidelines:

_____ I am committed to Distance Learning for the first nine-week grading period.

_____ I have access to reliable WIFI and/or the means to provide consistent access to the internet.

_____ I will ensure my student completes activities assigned **each day**.

_____ I understand that I will be given access to the technological device(s) through school and that I am responsible for any damages as described in the equipment use agreement.

_____ I understand that the expectations for classwork and grading will follow district policy for in-person instruction. Courses taken by students participating in Distance Learning will be included in calculating GPA and class rank in accordance with school policy.

_____ I understand that some courses may have coursework that must be completed in person and that I will work with Lower Brule Schools to accomplish these tasks.

_____ I understand that it is my responsibility to maintain communication with my child's teacher (through Google Classroom, email, phone, or Messenger) to create a learning partnership.

_____ I understand that conditions surrounding the COVID-19 pandemic are continually evolving and Lower Brule Day Schools' Distance Learning plan is subject to change based on federal, state and local guidelines.

Signature of Parent/ Guardian

Date

PHASE TWO PLAN

Four Day School Week – With Alternating Groups

Lower Brule Days Schools will be utilizing a 4-day school week with alternating groups. This will be done in 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.
- Increased interaction between staff and students.

Elementary School Plan

Student Day:

- Kindergarten Class Time 8:30-2:30
 - Breakfast Served from 8:00-8:25
- First – Fifth Grades Class Time 8:30-3:20
 - Breakfast Served from 8:00-8:25

Middle/High School Plan

Schedule Details:

- 4-Day School Week (Monday-Thursday).
- Student Day is 8:30 – 3.25 p.m.
- Two Groups (Gold and Purple) Attending In-Person on Alternative Days (i.e. Gold on Monday and Wednesday, Purple on Tuesday and Thursday)
- Students will be required to attend class remotely on days when they are not in the building. Attendance will be taken for each class period.
- *On Fridays, 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.
 - Staff will be required to post lesson plans prior to the start of first hour on Monday mornings (traditional and remote).
 - Weekly grades must be updated prior to the start of class on Tuesday mornings (traditional and remote).
 - *consistent communication with students and their parents is essential to traditional and remote learning.

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. We understand that this is not possible for many households and will be providing transportation.
- Bussing
 - Students will be required to have their temperatures checked before being allowed on the school bus in the morning. A temperature of 100.0 or above will not allow a student to get on the school bus. The school district will notify the parent(s)/legal guardian(s) in this event at the telephone number given to the school district.
 - Students will sanitize their hands while getting on the school bus.
 - Students will be given PPE (facemask) daily.
 - 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 arriving to the school (not on a school bus) will enter through a designated door different from those who ride the bus.
 - 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 disinfected nightly on days school is in session. As per the schedule, this will generally be Monday-Thursday of that week.
- On the last day of school for the week, most commonly on Fridays, the school will be "deep cleaned." This includes all the 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 better ensure safety for staff and students.

ELEMENTARY STUDENTS

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 encouraged 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 prior to leaving for school each day (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students should be instructed on the proper hand washing procedures (soap and water for a minimum of twenty seconds). Students should also 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 school.

Arriving at School/Breakfast Guidelines:

- All elementary school students that do NOT ride the bus will enter the school through a designated entrance. Social distancing will be required when entering the building (6 ft. apart).
- 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 classrooms.
- Once students arrive (bus riders or driving/riding), they will go 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 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
- Stickers will be placed outside bathrooms for students waiting to promote social distancing

Water Fountains:

- Water fountains will be shut off
- Each 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 school year, lunches will be in classrooms. This may change based on class size and facilities.
- 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
- Seating charts for all classes to help with contact tracing

Specials:

- PE outside when possible or in gym spread apart with no contact activities
- Library – Scheduled with Social Distancing
- Lakota – Teachers will deliver students to the Lakota room

Recess:

- Students sanitize out and sanitize in
- 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 or leave the classroom and periodically when in classroom
- Small group areas used sparingly or not at all (Table shields will be available)
- Divider shields on tables where students face each other
- Clean/sanitize tables/desks/materials if shared before used again
- Encourage 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 encouraged to take these same health safety precautions (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students who are running a fever of 100.4 or above will not be permitted into the school. Parents are encouraged to check their child's temperature prior to leaving for school each day (SEE ATTACHED SYMPTOM SCREENING CHECKLIST).
- Students should be instructed on the proper handwashing procedures (soap and water for a minimum of twenty seconds). Students should also 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. All middle and high school students that do NOT ride the bus will enter the school through a designated entrance. Social distancing will be required when entering the building (6 ft. apart).
- b. 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.
- c. Once students arrive (bus riders or driving/riding), they will go to their first-hour class. **DUE TO SOCIAL DISTANCING GUIDELINES, STUDENTS WILL NOT BE PERMITTED IN OTHER AREAS OF THE BUILDING.**
- d. Breakfast will be provided in each first period classroom.
- e. Temperature checks will be conducted on each student (those not riding the bus) as they enter the school. Students with a high temperature 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. Staff will prop classroom doors open at the end of class and prior to the start of the next class. Students will clean desk upon arriving and prior to leaving each classroom (SANITIZE IN AND SANITIZE OUT). Cleaning supplies will be available in each classroom.
- b. All shared classroom supplies must 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 charts requiring everyone to face one direction. Circular seating arrangements are also a possibility for smaller classes. Avoid seating arrangements with students facing each other less than six feet apart.
 - iii. Hand sanitizer stations will be available in each classroom.
- d. Social distancing will be required in all areas of the building and specifics will depend on the type of table.

- IV. Passing Guidelines (moving between classes):**
- a. Students will be required to follow the "one way" and "stay to the right" signs when moving between classes.
 - b. Students will be encouraged to fill water bottles before school, between classes, and before/after lunch.
 - c. Students will be encouraged to practice safe social distancing when moving between classes.
 - d. Water bottles will be provided for each student (water bottle filling stations will be available throughout the day).
- V. 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. Students waiting to use the restroom will need to stand next to the signs designated for proper social distancing.
 - b. Floor signs will be used to remind students of the proper social distancing requirements and to limit the number of students in each restroom. While waiting to use the restroom, students will be asked to stand on/near the social distancing floor signs that will be separated by 6' or more (ONLY ONE STUDENT/FLOOR SIGN).
- VI. Lunch Guidelines:**
- a. Social distancing will be practiced during lunch
 - b. There will be two lunch periods (Middle School & High School)
- VII. Assembly Guidelines:**
- a. If a high school assembly is required, social distancing guidelines will be followed.
- VIII. End of School Day Guidelines:**
- a. Students will be asked to leave immediately following the end of classes each day.
 - b. Students riding the bus will remain in the last period until dismissed then proceed straight to the bus.
 - c. 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.
 - i. Students that are staying for additional help from a staff member will need to decide in advance.
 - ii. Students that are waiting for a ride home at the end of the day will be required to the commons while waiting. Social distancing will be practiced.
- IX. Parent-Teacher Conferences Guidelines:**
- a. Parent-teacher conferences will be held remotely.
 - b. **Additional information regarding parent-teacher conferences will be shared with students and their parents prior to each of the scheduled dates.**

X. 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), Department of Health (DOH), 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.
 - SANITIZE IN AND SANITIZE OUT OF EACH CLASSROOM.
- No outside guest speakers, parents, or other visitors will be permitted without prior permission from the high school principal.
- Traditional water fountains will be turned off.
 - **ALL STUDENTS ARE ENCOURAGED TO BRING A WATER BOTTLE TO SCHOOL/CLASS.**
 - Water bottles or paper cups with trash cans will be available near each filling station.
 - Hand sanitizer dispensers will be available near each water bottle filling station.
- Staff will need to enforce the no eating/drinking pop in class.
 - Do NOT allow students to share food and/or drinks in the classroom.
 - No group snacks brought into the high school.

DISTANCE LEARNING OPTIONS

- Parents wishing to keep their children home may wish to utilize the distance learning option.
- Distance learning courses will cover the core content areas as well as some electives.
- The distance learning option will need to be taken in 9-week (quarter) increments. Students will not be allowed to "jump back and forth" between distance learning and traditional learning; unless approved by administration for students who have been quarantined.
 - Grades K-5 - Distance Learning with an A-synchronous lesson. Lessons will be recorded by the teachers and shared with the students through Google Classroom.
 - Grades 6-12- Distance Learning will be synchronous. Lessons will be taught in real-time. Students will utilize Google Classroom and access the videoconference link for each course.

Routines and Expectations for Learning at Home:

- Set regular hours for learning. If possible, align these hours with the hours that your children are most attentive. These may be different for different children, respective of age, and workload.

- Just as cellphones are supposed to be kept in backpacks at school, you might also keep cellphones away at home until assignments are completed (or use as a social break after a certain number of assignments are completed).
- Maintain regular sleep routines and wake times.

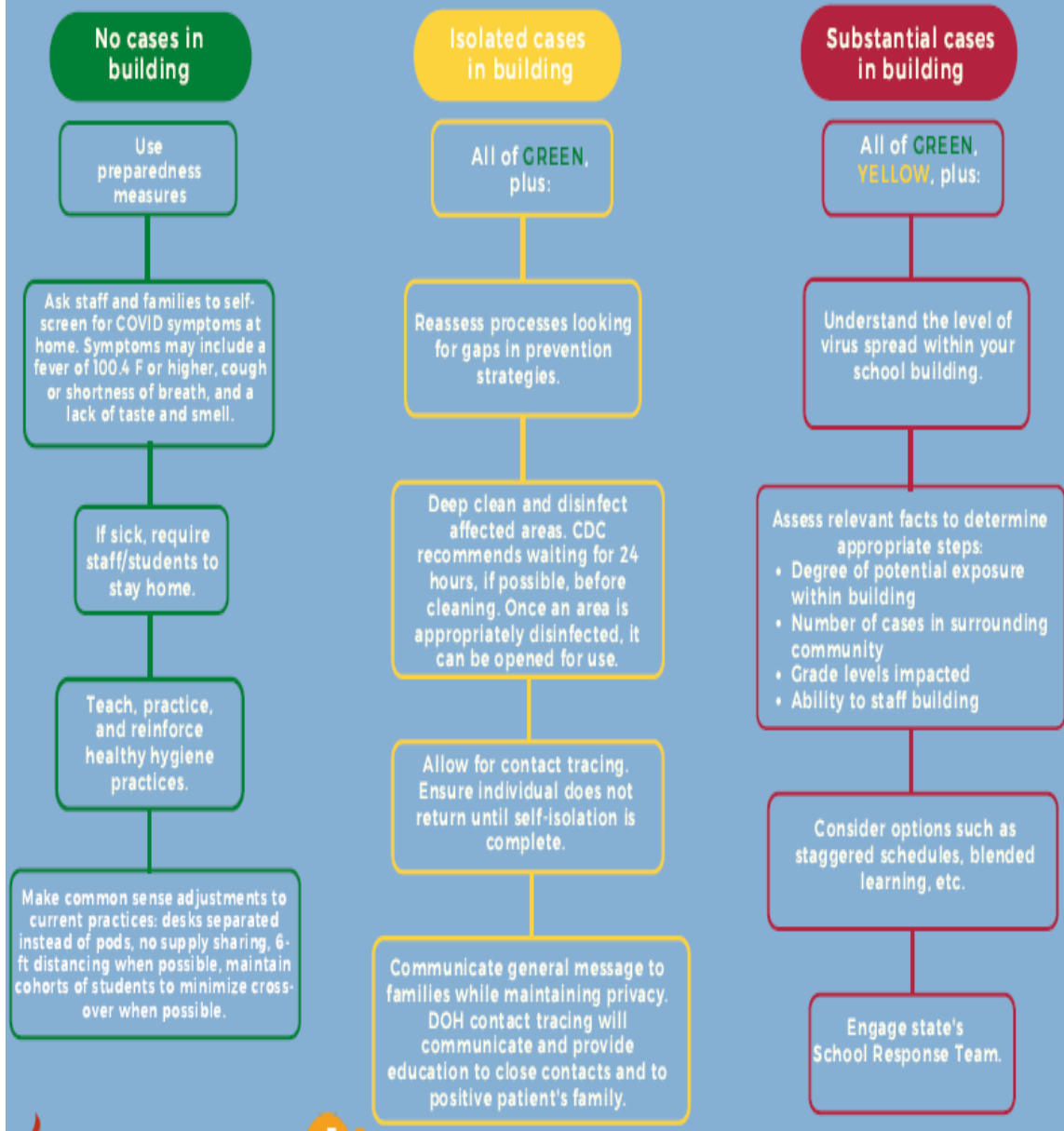
INDIVIDUALS WISHING TO USE THE FACILITIES

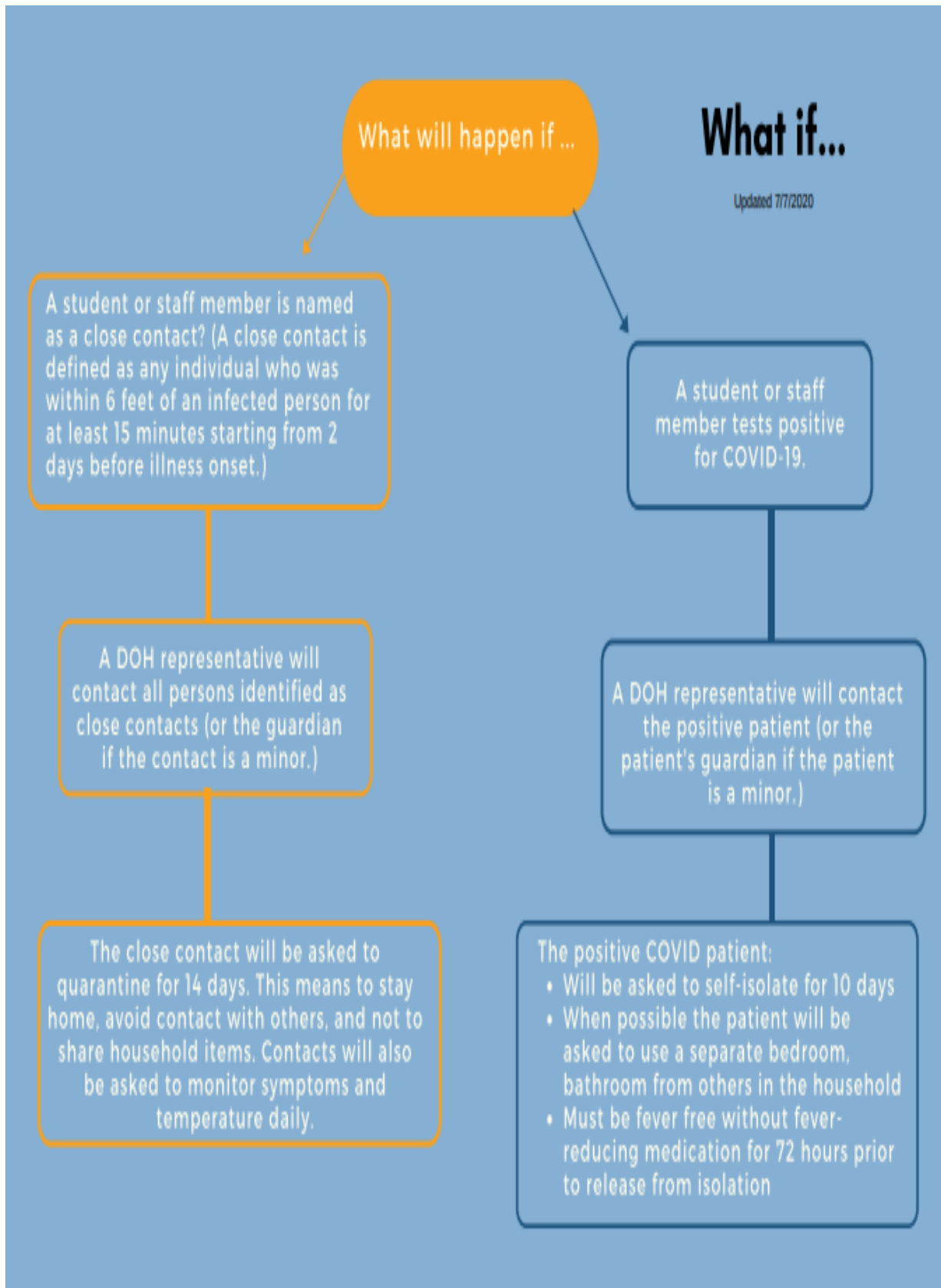
- Non-essential individuals will not be permitted inside the building without administrative approval.

Depts. of Health/DOE and CDC Guidance

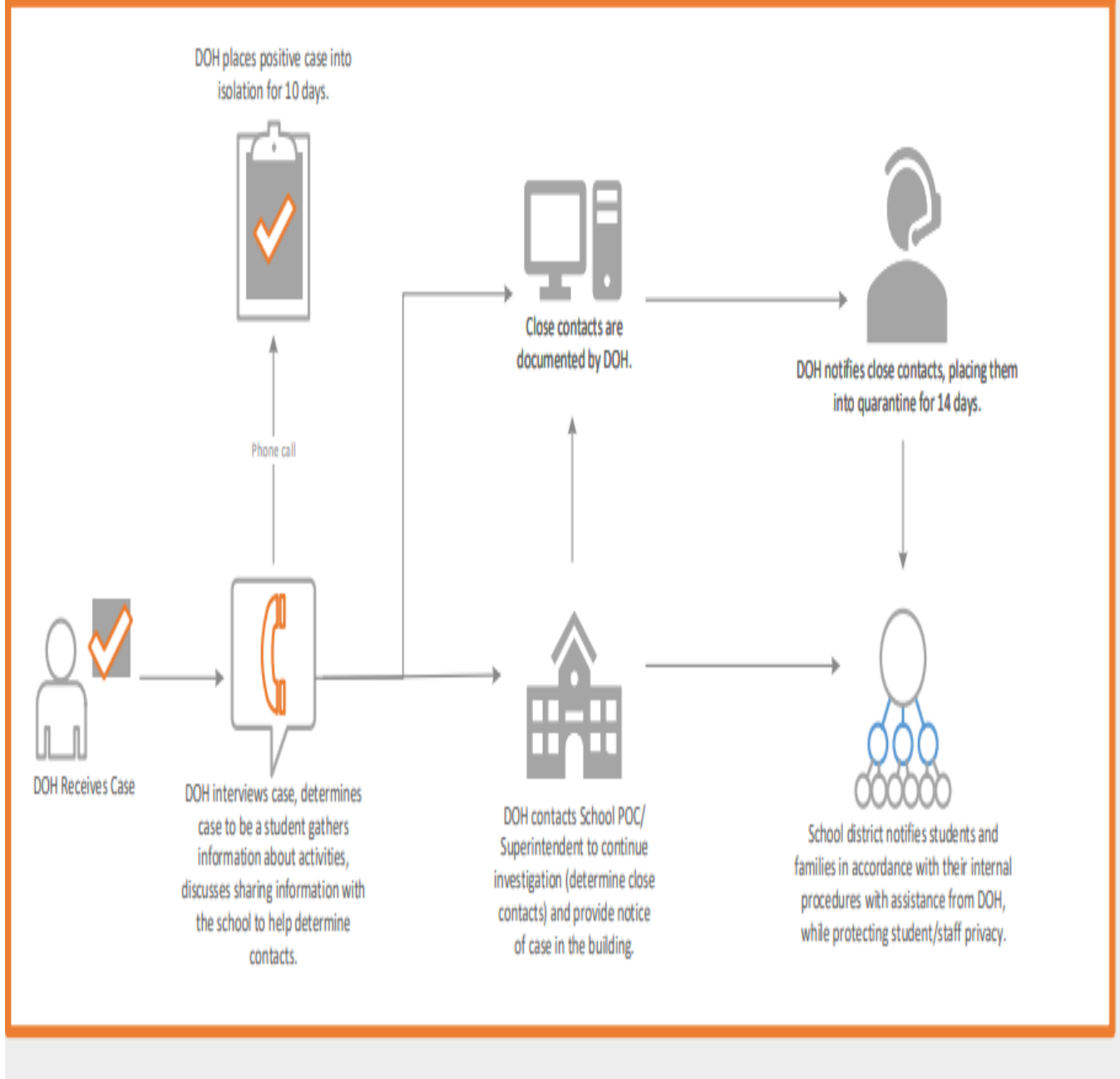
COVID-19 Mitigation in Schools

Updated 7/6/20





Initiating a Case Investigation in a K-12 school



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

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

<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. To address the individual needs of each student with disabilities, special education staff will continue to work with families to identify essential services that can be provided both directly and indirectly when on the school campus or when in a remote learning environment. Learning environments will be selected by the district and/or by the state and may fluctuate throughout the school year. 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 suspected of having 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. Lower Brule Schools is also mindful that students have been displaced from their typical learning environment when initiating the referral process. If needed, some evaluations can be completed through remote platforms. Each initial evaluation and reevaluation will be determined on a case-by-case basis due to the possible concerns with validity in completing evaluations from a remote platform.

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

Students with identified disabilities (K-12th) 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. 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.

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>

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.

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