Stronger Together

Aberdeen Public Schools Back to School Plan

Approved: July 13, 2020

Changes to this plan are anticipated based on updated guidelines from national, state, and local health officials.
# Table of Contents

Executive Summary ............................................................................................................................................. Page 1  
- SD Department of Education Guiding Principles for Reopening Schools  
- Reopening Plans and Schedules  
- Assumption of Risk  
Task Force Team Membership .......................................................................................................................... Page 4  
Student Learning: Instructional Plans .............................................................................................................. Page 5  
- Off-Campus Virtual Learning  
- Elementary  
- Middle School  
- High School  
- Special Education  
Student Learning: Athletics and Extra-Curricular Activities ............................................................................ Page 9  
Student and Staff Health and Safety ............................................................................................................... Page 9  
- Social Distancing and Minimizing Exposure  
- Cleaning and Hygiene  
- Health Services Office Procedures  
- Monitoring for Symptoms  
- Handling Suspected, Presumptive, or Confirmed Cases of COVID-19  
- Communicating Individual Positive Infection Cases  
- COVID-19 Personal Protective Equipment (PPE) Guidance  
Operations: Classroom Safety ......................................................................................................................... Page 15  
Operations: Signage ........................................................................................................................................ Page 16  
Operations: Cleaning, Disinfecting, and Sanitizing .......................................................................................... Page 16  
Operations: Use of School Buildings or Facilities .......................................................................................... Page 16  
Food Service .................................................................................................................................................... Page 17  
School Transportation ....................................................................................................................................... Page 18  
Human Resources: Employee Leave ................................................................................................................. Page 18  
Appendix ........................................................................................................................................................ Page 21  
- A: What Parents Need to Know  
- B: Aberdeen School District Off-Campus Virtual Learning Contract  
- C: Special Education Remote Learning Plan  
- D: SD Department of Health What Should I Do If I’ve Been in Close Contact  
- E: Student Symptom Screening Checklist  
- F: Suspected, Presumptive, or Confirmed Cases of COVID-19 Screening Flowchart  
- G: COVID-19 Mitigation in Schools  
- H: COVID-19 School Scenarios  
- I: Initiating a Case Investigation in a K-12 School  
- J: What Will Happen If...  
- K: COVID-19 Contact Tracing  
- L: Isolation or Quarantine  
- M: Personal Protective Equipment (PPE) Guidelines
EXECUTIVE SUMMARY

In consultation with the South Dakota Department of Education (SD DOE), the South Dakota Department of Health (SD DOH), and numerous parent, community, business partners, and staff volunteers, the Aberdeen School District has developed, Stronger Together: Aberdeen Public Schools Back to School Plan, in response to the COVID-19 public health crisis. The purpose of this document is to articulate plans and strategies for reopening schools in the 2020-21 school year. As the District works to implement these recommendations, it is critical to be intentional and prepared for change as the year unfolds in light of public health needs.

SD DEPARTMENT OF EDUCATION GUIDING PRINCIPLES FOR REOPENING SCHOOLS

SD DOE maintains the below assumptions:

- Schools will provide instruction in the fall and throughout the 2020-21 school year.
- COVID-19 will continue to spread, with or without a vaccine, through the next school year.
- Schools can take practical steps to mitigate spread of the virus while continuing to focus on student learning.
- Each district will make decisions based on scientific information at the time, current status of virus spread in and around the school community, and best interests of staff, students, and families.
- This document does not constitute a legal guide.

Decision-making should be based on what we know to be true about COVID-19, knowing that our understanding of the virus will continue to evolve:

- The rate of infection and the mortality rate of COVID-19 is higher than that of influenza.
- There are no known reliable therapeutics or vaccines for COVID-19.
- These two factors combine to necessitate mitigation strategies beyond what a school would put in place for seasonal influenza.
- Asymptomatic individuals are infectious, though not to the same degree as those displaying symptoms.
- Children are carriers and are susceptible to the virus. Yet there are different levels of susceptibility throughout the population.
- Measures such as social distancing and masks in confined spaces help reduce transmission.
- It is not known:
  - If you have had COVID-19, whether and when you could get it again.
  - How much higher the infection rate of COVID-19 is than influenza.

SD DOE expectations for schools:

- Schools will continue to be a safe environment for students, focusing on both social-emotional and physical health. Local decisions will be rooted in what is best for students.
- Schools will take reasonable steps within the context of COVID-19 spread in the community to protect the school community. National guidelines, while helpful to
provide a context, are only a guide. SD DOE expects school leaders to make reasoned judgments to limit the spread but still provide for continuity of learning.

- Every student will have the opportunity to engage in a full year of learning, irrespective of the spread of COVID-19 in a community.
- School leaders will work transparently with their school boards, staff, and community to communicate decisions and the underlying assumptions guiding those decisions.
- School leaders will need to make difficult decisions to ensure the health – both mental and physical – of their entire school community.

This document is built upon the guidance and recommendations of public health officials; it is aligned to the South Dakota Department of Education *Starting Well 2020* guidance published on June 10, 2020, and recommendations from the South Dakota Department of Health. It is designed to prioritize the health and safety of students and staff as school buildings are reopened and delivering instruction for the 2020-21 school year.

**REOPENING PLANS AND SCHEDULES**

South Dakota school districts are required to have plans in place to ensure continuity of educational services should the state’s COVID-19 metrics change significantly, requiring additional restrictions to control the spread of the disease. These plans will be the foundation for a successful and agile academic school year.

Plan A: Traditional Learning Delivery (minimal social distancing)
- Least restrictive plan with social distancing required where individuals may congregate, such as hallways, reception areas, cafeteria, restrooms, and locker rooms
- School facilities are open; all students may be in school at the same time
- Traditional instruction with preparation for Blended Learning

Plan B: Blended Learning Delivery (moderate social distancing)
- More restrictive plan
- School facilities are open but social distancing is required to a greater extent
- Limit density of people in school facilities to no more than 50% of the student enrollment
- Enhanced health protocols
- Blended Learning for all students

Plan C: Remote Learning Delivery
- School facilities are closed; limited number of students or employees in school buildings
- Remote learning for all students based on remote instruction plans

As statewide and local COVID-19 public health needs change over time, it is critical for the District to plan for a variety of learning scenarios for the 2020-21 school year. Multiple factors will be considered as preparations are made to reopen, including community health needs, student and employee safety, operations, and teaching and learning strategies. As impacts of the COVID-19 pandemic evolve, the SD DOH and SD DOE will continue to provide updated guidance and recommendations to school districts on navigating the academic, social, and emotional effects on students and employees. A highly condensed version of this document may be found in Appendix A, *What Parents Need to Know.*
ASSUMPTION OF RISK

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies recommend social distancing and have, in many locations, prohibited the congregation of groups of people.

The Aberdeen School District has put in place preventative measures to reduce the spread of COVID-19; however, the District cannot guarantee that individuals will not become infected with COVID-19. Further, school attendance could increase the risk of contracting COVID-19.
TASK FORCE TEAM MEMBERSHIP

**Steering Committee**: Kim Aman, Brittany Conklin, Becky Guffin, Tom Janish, Josh Jensen, Camille Kaul, Kerry Konda, Troy McKibben, Andrew Miller, Laura Millett, Bailey Mohr, Colleen Murley, Greg Murley, Susan Nash, Heather Osborn, Bob Pitz, Renae Rausch, Kelsey Scarborough, Aaron Schultz, Brian Sharp, Jason Uttermark

**Additional Consultation**: Associated School Boards of South Dakota (ASBSD); Avera St. Luke’s; Bantz, Gosch, & Cremer, LLC; Brown County Department of Health; Brown County Emergency Management; Sanford Aberdeen; School Administrators of South Dakota (SASD); South Dakota Department of Education; South Dakota Department of Health

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Facilities/Logistics</th>
<th>Policy &amp; Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>*Camille Kaul</td>
<td></td>
</tr>
<tr>
<td>Jared Ahlberg</td>
<td>Eric Becking</td>
<td>Brittany Conklin</td>
</tr>
<tr>
<td>*Kim Aman</td>
<td>Hannah Carlson</td>
<td>Tom Janish</td>
</tr>
<tr>
<td>Jackie Bindenagel</td>
<td>Stephanie Daly</td>
<td>Josh Jensen</td>
</tr>
<tr>
<td>Sheena Buckhouse</td>
<td>Theresa Deuter</td>
<td>Kerry Konda</td>
</tr>
<tr>
<td>Desha Hoellein</td>
<td>Kevin Dix</td>
<td>Troy McKibben</td>
</tr>
<tr>
<td>Lucas Howard</td>
<td>Shannon Knuppe</td>
<td>Bailey Mohr</td>
</tr>
<tr>
<td>Marissa Kessler</td>
<td>Jake Phillips</td>
<td>Susan Nash</td>
</tr>
<tr>
<td>Robi Kolden</td>
<td>Scott Pudwill</td>
<td>Bob Pitz</td>
</tr>
<tr>
<td>Megan Maple</td>
<td>Jeremy Schutter</td>
<td>Aaron Schultz</td>
</tr>
<tr>
<td>Lisa McNeely</td>
<td>Dawn Seiler</td>
<td></td>
</tr>
<tr>
<td>Mike Neubert</td>
<td>*Jason Uttermark</td>
<td></td>
</tr>
<tr>
<td>Anita Nielson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Osborn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Schiferl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicole Schutter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tonya Senger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Smidt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Vogt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrine Anderson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bo Beck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tina Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashley Brockhaus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggy Cox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margie Moore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Colleen Murley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhonda Neubert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angel Samson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annie Stenvig</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Kim Aman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackie Bindenagel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheena Buckhouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desha Hoellein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucas Howard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marissa Kessler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robi Kolden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Maple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa McNeely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike Neubert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anita Nielson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Osborn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Schiferl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicole Schutter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tonya Senger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Smidt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Vogt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Colleen Murley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhonda Neubert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angel Samson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annie Stenvig</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent/Community Member Review Team</strong>: Jennifer Bomesberger, Ashley Erickson, Jess Falken, Todd Forkel, Becky Guffin, Josh Jensen, Camille Kaul, Troy McKibben, Andrew Miller, Andria Moon, Chad Nilson, Scott Noeldner, Mike Quast, Renae Rausch, Andy Rehder, Aaron Schultz, Brian Sharp, Amber Skinner, Allison Spjut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT LEARNING: INSTRUCTIONAL PLANS

Due to COVID-19 safety concerns, the District is prepared with three instructional plans. Health and safety information will dictate the plan that will be used to continue ongoing instruction. The change from one plan to another could happen very quickly and will be communicated to families by the school principal.

OFF-CAMPUS VIRTUAL LEARNING INSTRUCTIONAL PLAN

- Families will be provided the option to continue with off-campus virtual learning with instruction provided by Edgenuity, an on-line learning platform, for core content areas. (See Appendix B Aberdeen School District Off-Campus Virtual Learning Contract)
- Students will remain enrolled in their current attendance center.
- Students who are eligible for special services will continue to receive those services virtually.
- Students will be allowed to participate in extra-curricular activities.
- Families will need to provide Internet access; a limited number of computers may be available for check-out.
- District staff members will make direct contact with students two times per week, to identify assignments, monitor progress, and submit final grades for report cards/transcripts.
- Students will be allowed to return to their assigned school/classroom at the end of each quarter (October 16, December 22, and March 5).
- Families would need to notify their school principal by Friday, July 31 if they are selecting this option for the first quarter.
- Quality completion of work assigned will be required for final grades and course credit.

ELEMENTARY, MIDDLE, AND HIGH SCHOOL INSTRUCTIONAL PLAN

Plan A: Traditional Learning Delivery

- Students and families will be assigned access to Clever, a single sign-on service, to access Seesaw (grades K-5), Google Classroom (grades 6-12), school e-mail, apps, and District curriculum materials including textbooks.
- Edgenuity software program will be utilized in daily and weekly technology-infused lesson plans.
- Students and teachers will remain in small cohort groups that stay together as much as possible during the day, and from day to day in grades K-8. Mixing between cohort groups will be limited as much as possible (e.g. during recess, lunch in the cafeteria, elective courses, arrival and dismissal).
- Direct instruction on CDC guidelines such as hand hygiene and respiratory etiquette will be provided by all staff.
Plan B: Blended Learning Delivery
- Instruction will be the same as Phase 1; however, students will physically attend two days per week and three days virtually.
- Students will be divided by last name into a blue group (A-K) and a gold group (L-Z). Families with last names in both groups will be assigned by the building principal to either the blue or gold group.
- On non-classroom days, students will still be required to complete assignments via Edgenuity or Google Classroom (grades 6-12).
- Quality completion of work assigned will be required for final grades and course credit.

Plan C: Remote Learning Delivery
- Instruction will be provided on-line through Edgenuity software program.
- Courses not available through Edgenuity will be delivered through teacher designed curriculum on Seesaw (grades K-5) or Google Classroom (grades 6-12).
- An at home schedule will be provided for students to follow.
- Staff will make direct contact with students via Seesaw (grades K-5) or Google Classroom (grades 6-12) on a regular basis to provide feedback, monitor progress, and provide reteaching as needed.
- Quality completion of work assigned will be required for final grades and course credit.

SPECIAL EDUCATION INSTRUCTIONAL PLAN
Plan A: Traditional Learning Delivery
Special Education Teacher/Case Manager
- All special education teachers will assign students and families access to Clever, a single sign-on service, to access school e-mail, Seesaw, Google Classroom, apps, and District curriculum materials.
- Online instruction, with students, will begin immediately so that students are familiar with logging into their online platform when school transitions to modified or virtual delivery models. This includes online instruction in the resource room and general education classes.
- Case managers will assess students whose evaluations were put on hold immediately.
- Special education staff, and all others involved, will allow the option for virtual meetings. Examples include, but are not limited to, all attendees attend virtually, school staff meets in large conference room which allows for social distancing with parents and outside agencies joining remotely, or case manager and one parent meets in conference room and all other attendees appear remotely.
- IEP’s will be written to meet the LEAST RESTRICTIVE ENVIRONMENT. Service minutes will be delivered in the general education setting when appropriate.
- Case managers will send school supplies home with students or have them picked up at a specified time and location, to be prepared for blended or remote learning. This includes, but is not limited to, pencil boxes, textbooks, and chapter books.
- Case managers will make contact with each family on their caseload to determine if they have a technology device and Internet access.
Related Services (SLP, SLPA, OT, PT, Counseling)

- Groups of students must contain students from the same classroom.
- Time between sessions will be allowed to sanitize work surfaces, chairs, and learning materials.
- Therapist will pick up and return student to classroom.
- PPE equipment as assigned for staff will be provided and worn during student sessions.

Plan B: Blended Learning Delivery

Special Education Teacher/Case Manager

- When a blended learning delivery system is needed, alternate days of school for students would be implemented. One group of students (blue group) would come to the school building on Mondays and Tuesdays. The second group of students (gold group) would come to school on Thursdays and Fridays. Wednesdays and the weekends will be used for sanitizing the school.
- On days when special education students are not in the classroom, special education teachers and/or EAs will meet virtually with the students to reteach materials from their general education classes, as well as address IEP goals and service minutes.
- Case managers will set up virtual instruction to address IEP goals and reteach material when students cannot be physically present in the classroom.
- Case managers will create choice boards and/or paper copies for students who need it (Preschool and Enrich) when learning transitions to blended learning delivery.
- When students are not in the classroom, they will have access to the curriculum on Edgenuity, an online learning platform. At the beginning of the school year, students will be trained on how to use the platform. Teachers will also use Edgenuity to assess and level students at the beginning of the school year.
- Prerecorded lessons (teacher made videos, etc.) may also be used for blended learning.
- Social and emotional programs for students will be taught through prerecorded lessons by staff. School counselors and special education counselors will assist in these lessons.
- Check-ins for social and emotional health will occur throughout to determine which students will need additional resources and services.
- Teachers will have set virtual office hours for students who need extra assistance.

Resource Room:

- When blended learning is used, the instructional needs of the students will determine the type of platform utilized. (e.g. some students will be able to use Edgenuity, Google Classroom and/or materials online, while others will need paper copies, task baskets, and/or choice boards).
- Special education staff will provide modifications for students on IEPs, when virtual learning instruction is used in the general education classroom.

Severe Classroom

- Alternatives to school attendance will be considered for those students who are medically fragile. The IEP team will meet (virtually or telephonically) early in the school year to determine a plan that best meets each student’s needs.
- Students will be given the opportunity to come to school to work with the teachers and EAs on both blue and gold days. IEP teams will determine the needs for each student.
Related Services (SLP, SLPA, OT, PT, Counseling)

- If unable to meet in person, SLPs will set up virtual sessions to meet with students.
- Some students will come into the school building to work one-on-one with the therapists. This will be determined by the IEP team.
- Some OT and PT students will be served through tele-therapy. Other students will go to Sanford for testing and services.

Plan C: Remote Learning Delivery

- During remote learning, members of the IEP team will:
  - Approach with an attitude of caring and compassion for everyone.
  - Continue to maintain safety and well-being of students, families, and staff as the top priority.
  - Maintain connections between school staff, students, and families.
  - Ensure compliance with IDEA while offering educational programs.
  - Provide services differently in these unusual circumstances than when school is fully operational.
  - Provide accommodations and services remotely.
  - Provide a sense of structure, routine, and predictability in a time of change for students and families.
- The IEP team will meet and complete the Remote Learning Plan (See Appendix C) within the first two weeks of the new school year. This can be done virtually.
- Special education staff and related service staff will provide accommodations and modifications to general education curriculum, learner specific materials, and/or take-home learning packets. Aberdeen School District special education staff will consistently:
  - 1st-OFFER direct services through the school designated platform or platform of choice.
  - 2nd-IF refusal of tele-services, staff will video record goal-orientated lessons to coincide with take home packets.
  - 3rd-ALONG WITH remote learning options one and two, students will target take home materials relating to specific IEP goals (i.e. behavior, social/emotional needs, related services, life skills, and severe cognitive needs)
- Each service provider will conduct the service minutes as determined by the IEP team on the Remote Learning Plan.
- Special education counselors will maintain communication weekly with student/family or as specified in the current IEP.

IEP Team Meetings

- In circumstances where an IEP team meeting may need to be convened during this time or when IEP teams are not able to meet in person due to health and safety considerations while schools are closed, case managers will convene IEP team meetings telephonically or virtually.
STUDENT LEARNING: ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

ATHLETICS
On May 30, 2020, the South Dakota High School Activities Association (SDHSAA) released summer contact recommendations. The SDHSAA utilized a phased approach for high school athletes and are intended to help school administrators, coaches, parents, students, and communities operationalize a gradual reopening of high school athletic activities. Additional updates for fall activities will be determined based on individual community circumstances.

EXTRA-CURRICULAR ACTIVITIES
In order to support the whole child and develop a student’s passions and interests, the District will consider maintaining extra-curricular activities during the various reopening plans, as much as possible. Activities and events will follow the same guidance as the regular school day. All requirements and recommendations will still apply.

STUDENT AND STAFF HEALTH AND SAFETY
This health and safety section is extensive but not exhaustive. National, state and local guidance should always be consulted for the most up-to-date requirements and recommendations.

SOCIAL DISTANCING AND MINIMIZING EXPOSURE
- Face masks or coverings are HIGHLY ENCOURAGED for staff and students and are most essential when physical distancing is difficult.
- Students and teachers will remain in small cohort groups that stay together as much as possible during the day, and from day to day. Mixing between cohort groups will be limited as much as possible (e.g. during recess, lunch in the cafeteria, elective courses, arrival and dismissal, etc.)
- Activities that involve bringing together large groups of people or activities that do not allow for social distancing, including assemblies, in-person field trips, large groups using playground equipment simultaneously, etc. will be suspended.
- Virtual events such as field trips, parents/family meetings, assemblies, and performances will be incorporated where possible.
- Opportunities for sustained exposure (15 minutes or more) will be minimized by ensuring sufficient social distancing with at least 6 feet apart between people whenever possible.
- Social distancing floor/seating markings will be available in waiting and reception areas.
- Six foot spacing will be marked to remind students and staff to always stay 6 feet apart in lines and at other times when they may congregate.
- Nonessential visitors and activities involving external groups or organizations will be limited.
- Staff will monitor arrival and dismissal to discourage congregating.
- The use of any self-service food or beverage distribution in the cafeteria or at an event outside the typical school day will be discontinued. Food should be individually wrapped or served/handed directly to students.
CLEANING AND HYGIENE

- Hand sanitizer (with at least 60% alcohol) will be provided at every building entrance and exit, in the cafeteria, and in every classroom for safe use by staff and students.
- Adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, and tissues) will be available.
- Hand sanitizer dispensers will be systematically and frequently checked and refilled.
- Handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer will be taught and reinforced by all staff.
- Handwashing during key times such as: before, during and after preparing food; before eating food; after using the toilet; after blowing your nose, coughing or sneezing; and after touching objects with bare hands which have been handled by other individuals will be encouraged by all staff.
- Staff and students will be encouraged to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Frequent handwashing and sanitation breaks will be incorporated into daily classroom activities.
- Time will be allowed between activities for proper cleaning and disinfection of high-touch surfaces.
- A schedule will be established for performing ongoing and routine environmental cleaning and disinfection of high-touch areas with an EPA approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19), and increasing frequency of disinfection during high-density times and disinfecting all shared objects between use.
- Sharing of personal items and supplies such as writing utensils will be discouraged.
- Students’ personal items will be kept separate and in individually labeled desks, cubbies, containers, or lockers.
- The use of classroom materials will be limited to small groups and disinfected between uses or adequate supplies will be provided to assign for individual student use.
- All non-disposable food service items will be handled minimally and washed with hot water and soap or in a dishwasher. Disposable food service items such as plates and utensils may also be used.
- The shared use of soft or other items that cannot be easily cleaned and disinfected, (e.g., furniture, stuffed toys, clay) will be avoided.

HEALTH SERVICES OFFICE PROCEDURES

- Health Services will continue to monitor and ensure compliance with CDC, DOH, and City health guidelines and requirements.
- Health Services will work with DOH and advise on reports of COVID exposures and positive diagnosis.
- Health Services will determine PPE required for staff in various educational settings and provide the necessary training for the PPE.
- Health Services will assist in providing education on handwashing, respiratory hygiene, and social distancing.
• Health Services will determine health office safety guidelines:
  o Limit the number of healthy students and staff in health office
    ▪ Provide healthy supply kits for classrooms.
    ▪ Teachers and all staff to observe for sick students and staff and notify the
      front office of sick students or staff immediately.
    ▪ Nurses will be mobile when possible. Nurses may go to a classroom or
      elsewhere in the building to provide care.
    ▪ Determine flow of office (in/out) to prevent close contact of students and
      staff.
    ▪ Students who become ill and require assistance in the office must wear a
      mask prior to entering.
    ▪ Daily medication to be given at home if possible.
    ▪ Ice packs will be used for significant injuries only.
  o Establish protocols for students/staff demonstrating COVID-19 symptoms
    ▪ Determine waiting space for students.
    ▪ Utilize PPE needed for symptomatic students and staff caring for
      symptomatic students.
      • Symptomatic students must wear masks while in the waiting area.
        Staff must follow the staff PPE guidance.
    ▪ Space sick students at least 6 foot apart in the waiting area.
    ▪ If sending a student or staff to a healthcare provider or emergency room–
      notify of COVID symptoms in advance.
    ▪ Sick students must be picked up as soon as possible. Educate parents on
      importance of having a contact person available to take a call and pick
      the child up.
    ▪ Inform parents that sick students will not be sent on the bus.
    ▪ Health Services will follow SD DOH health exclusion guidelines.
    ▪ Health Services will work with DOH on contact tracing and notification of
      close contacts and other applicable student and staff groups.
  o Return to school procedures for students and staff excluded for presumed or
    diagnosed with COVID-19
    ▪ Follow SD DOH and CDC What To Do If You Are Sick guidance.
    ▪ Follow current federal, state, and local guidance for return after illness
      1. Symptom-based strategy (must meet all 3 criteria):
        a. At least 10 days have passed since symptoms first appeared.
        b. No fever for 72 hours (3 full days) without the use of fever
           reducing medication.
        c. Other symptoms have improved such as cough and shortness of
           breath.
2. Test based strategy – test (if available) to determine if still contagious:
   a. Provision of results of two negative FDA Emergency Use Authorized tests in a row spaced 24 hours apart.
   b. No longer has a fever without the use of fever reducing medication.
   c. Other symptoms have improved such as cough and shortness of breath.
      - Medically fragile students and students with special healthcare needs.
        - Provide care in a location away from sick students.
        - Revise Individual Health Plans (IHPs) to address current healthcare considerations.
        - Follow CDC guidance for nebulizer and other asthma treatments. See PPE guidance for staff.
        - Consult with healthcare providers for alternate asthma medication delivery systems.
        - Work with interdisciplinary teams to address needs.
        - Communicate with parents and healthcare providers to determine return to school status.
        - Assist in determining the need for home/remote instruction.
   - Health Services will monitor data by:
      - daily tracking of attendance and monitoring for trends.
      - daily tracking of staff and students with symptoms of COVID-19 sent home.

MONITORING FOR SYMPTOMS
Conducting regular screenings for symptoms can help reduce exposure. Staff and students are encouraged to self-monitor for symptoms such as fever, chills, shortness of breath, difficulty breathing, new cough, loss of taste or smell, nausea, vomiting, or diarrhea. An on-line COVID-19 screening tool is available to assist with understanding symptoms. If a student or staff member develops symptoms, while at school, he/she must notify a school health official or school administrator immediately.
   - Enforce that staff and students stay home if:
      - they have tested positive for or are showing COVID-19 symptoms, until they meet criteria for return.
      - they have recently had close contact with a person with COVID-19 (See Appendix D-SD Department of Health What Should I Do If I’ve Been in Close Contact), until they meet criteria for return.
   - Parents/guardians will be provided a symptom screening checklist (See Appendix E-Student Symptom Screening Checklist) to be completed daily for each student prior to arrival at school in lieu of in-person screening.
HANDLING SUSPECTED, PREUMPTIVE, OR CONFIRMED POSITIVE CASES OF COVID-19

- Signage will be posted at the main entrance requesting that people who have been symptomatic with fever and/or cough not enter.
- Staff, students, and their families will be educated about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school. (See Appendix F-Suspected, Presumptive, or Confirmed Cases of COVID-19 Screening Flowchart)
- A dedicated space will be established for symptomatic individuals.
- Symptomatic individuals will immediately be isolated to the designated area at the school and sent home to isolate and seek medical care.
- Symptomatic students will remain under visual supervision of a staff member who is at least 6 feet away. The supervising adult will wear a cloth face covering or a surgical mask.
- The symptomatic person will be required to wear a cloth face covering or a surgical mask while waiting to leave the facility.
- Cloth face coverings should not be placed on:
  - anyone who has trouble breathing or is unconscious.
  - anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
  - anyone who cannot tolerate a cloth face covering due to developmental, medical or behavioral health needs.
- School nurses or delegated school staff to provide direct patient care will be required to wear appropriate Personal Protective Equipment (PPE) and perform hand hygiene after removing PPE.
- Cleaning and disinfecting procedures will be implemented following CDC guidelines.
- The following processes will be followed for allowing a student or staff member to return to school:
  - If a person has had a negative COVID-19 test based on symptoms and NOT direct exposure to someone with COVID-19, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.
  - If a person is diagnosed with COVID-19 by a medical professional based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they (or a family member if younger child) can answer YES to the following three questions:
    - Has it been at least 10 days since the child first had symptoms?
    - Has it been at least 3 days since the child had a fever (without using fever reducing medicine)?
    - Has it been at least 3 days since the child's symptoms have improved, including cough and shortness of breath?
- If a person with COVID-19 was in the school setting while infectious, school administrators will coordinate with local health officials to notify staff and families while
maintaining confidentiality in accordance with FERPA, and all other state and federal laws.

- If a student/employee has been diagnosed with COVID-19 but does not have symptoms, they must remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.
- If a student/employee that has been diagnosed with COVID-19 or has been presumed positive by a medical professional due to symptoms, they are not required to have documentation of a negative test in order to return to school.
- If a student/employee has been determined to have been in close contact with someone diagnosed with COVID-19, they must remain out of school for 14 days since the last date of exposure unless they test positive. In which case, exclusion criteria above would apply. They must complete the full 14 days of quarantine, even if they test negative.
- Remote learning options will be provided for students unable to be at school due to illness or exposure.

COMMUNICATING INDIVIDUAL POSITIVE INFECTION CASES
The SD Department of Health (SD DOH) will work with school districts to provide data at a level to inform decision making, in line with appropriate privacy protections.

If staff or a student within a school building tests positive for COVID-19, SD DOH and SD DOE will:

- Work with school officials to determine the level of exposure of other students and staff, depending on what level of close contacts the individual would likely have had. This will vary, for example, depending on the age of the student or the number of classes a teacher has.
- Recommend appropriate steps to take to accommodate cleaning, quarantine, etc., as necessary, depending on the level of exposure risk to the school community.

If there are no active cases within a school community, school officials should rely on SD DOH data to drive decision making regarding levels of opening.

Additional resources provided by the SD Department of Education and the SD Department of Health are as follows:

- COVID-19 Mitigation in Schools (Appendix G)
- COVID-19 School Scenarios (Appendix H)
- Initiating a Case Investigation in a K-12 School (Appendix I)
- What Will Happen If... (Appendix J)
- COVID-19 Contact Tracing (Appendix K)
- Isolation or Quarantine (Appendix L)
COVID-19 PERSONAL PROTECTIVE EQUIPMENT (PPE) GUIDANCE

<table>
<thead>
<tr>
<th>STAFF</th>
<th>PPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All Staff</td>
<td>Encouraged to wear cloth face coverings</td>
</tr>
<tr>
<td>● Staff who cannot maintain 6 foot social distancing</td>
<td>Required to wear cloth face covering</td>
</tr>
<tr>
<td>● Food service staff while serving</td>
<td></td>
</tr>
<tr>
<td>● Staff who must go into homes</td>
<td>Required face shield or procedural face mask.</td>
</tr>
<tr>
<td>● Staff who work hands on (less than 6 foot) with a student continuously for 15 minutes or greater (i.e. B-3, therapists)</td>
<td>May use both. (some work such as speech therapy may not be conducive to wearing a procedural face mask)</td>
</tr>
<tr>
<td>● Nurses and clerical who:</td>
<td>Required surgical face mask + face shield,</td>
</tr>
<tr>
<td>○ Care for COVID-19 symptomatic students and staff</td>
<td>gloves, gown</td>
</tr>
<tr>
<td>○ Perform asthmatic healthcare procedures (i.e. nebulizers, suctioning)</td>
<td></td>
</tr>
<tr>
<td>● Custodial staff who clean areas where persons with COVID-19 or person suspected of COVID-19 have been</td>
<td>Required procedural face mask, gown, gloves</td>
</tr>
</tbody>
</table>

● All staff who use PPE must be trained in proper use with assistance provided by health services personnel. (See Appendix M Personal Protective Equipment (PPE) Guidelines)
● Routine/non-COVID-19 PPE is not outlined on this chart but should be continued.
● Questions about PPE use will be addressed by the Health Services Coordinator.
● Remember, PPE is one safety measure in a hierarchy of safety measures.

OPERATIONS: CLASSROOM SAFETY
● Seating/desks will be arranged to allow for maximum physical distancing. CDC guidelines recommend at least 6 feet apart when feasible.
● Seating will be assigned to help track virus spread if a student/staff tests positive for COVID-19.
● Desks will be turned to face the same direction (rather than facing each other), or have students sit on only one side of tables while spaced apart.
● Physical barriers, such as sneeze guards and partitions, will be installed in areas where it is difficult for individuals to remain at least six feet apart (i.e., reception desks).
● Physical guides, such as tape on floors or sidewalks and signs on walls, will be provided to ensure that staff and children remain at least 6 feet apart in lines and at other times.
● Each child's belongings will be kept separated from others' and in individually labeled desks, containers, cubbies, or floor areas.
● Water fountains will be restricted to bottle fillers only.
● Students and staff will be encouraged to bring clear water bottles from home.
● Students will not be allowed to share water bottles.
● Recess may be alternated to minimize the number of students on the playground to ensure adequate social distancing.
OPERATIONS: SIGNAGE
- Signage will be posted at the main entrance requesting that people who have been symptomatic not enter.
- Signage will be posted at the main entrances and in key areas throughout school buildings and facilities to remind students and staff to wear face coverings, wash hands, and stay 6 feet apart whenever possible.

OPERATIONS: CLEANING, DISINFECTING, AND SANITIZING
- A schedule will be established to perform ongoing and routine environmental cleaning and disinfection of high-touch areas with EPA approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19).
- Cleaning processes will be monitored with an accountability system to ensure the cleaning and disinfecting schedule is being followed.
- Procedures will be developed to ensure safe and correct use and storage of cleaning and disinfection products, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.
- HVAC filter replacement will be increased from three times a year to six times a year.
- Nonessential visitors and activities involving external groups or organizations will be limited.

OPERATIONS: USE OF SCHOOL BUILDINGS OR FACILITIES
- The use of indoor facilities for non-education related activities (i.e. renting of facilities after hours and on the weekends) will be suspended in order to reduce the possible spread of COVID-19 and to allow opportunities for sanitization of the facilities during the evening and weekends.
- Virtual tools and platforms will be utilized wherever possible to conduct essential business and keep in-person reporting to an absolute minimum.
- Agencies providing related services to students (i.e. BCS, NEMHC, DSS, NSU, counseling agencies) will be allowed by appointment. Those staff will be required to wear masks while on site.
- Visitors will be required to call the front office before entering. When possible, items will be placed in the designated drop box in the front foyer rather than entering the building.
FOOD SERVICE

Nutritious meals at school are not simply conveniences, they are critical safety nets to support physical, mental, social, and emotional health and well-being for students. All students should have access to school meals and adequate time to consume them. Meal options will be provided which best meet the nutritional needs of students in an environment that promotes social distancing and personal hygiene practices as a means of supporting optimal academic success.

- Overall Safety Procedures
  - Employees will continue social distancing measures with food preparation regardless of serving method.
  - Staff will be required to wear masks when serving food to students.
  - Adequate time will be provided for students to wash and sanitize hands before and after meals.
  - Clearly marked spacing on floors will be provided to promote social distancing in hallways leading to cafeterias, in serving lines, and in lines to exit the cafeteria.
  - Disposable trays, plates, and utensils will be used when feasible.
  - Self-service or sharing of food or other items will be prohibited.
  - A badge scanning system will be utilized for meal check-out for all students.
  - Disinfecting of tables and chairs or other contact surfaces will occur before, during (as needed), and after meal services.

- Meal Service Options
  - Various meal service options will be offered to promote social distancing, including satellite kiosks, food carts, grab-and-go meals, classroom meals, etc. to provide meals to as many students as possible.
  - Boxed, bagged, or pre-plated meals may be considered for students upon initial reopening of school to allow students time and experiences needed to adjust to social distancing and personal hygiene practices at school.
  - All previously self-serve items will be purchased prepackaged OR individually wrapped/packaged by food service staff.
  - Boxed or bagged meals will be provided as alternatives, as needed, for unique situations and as needed or required by an IEP or 504 Plan.
  - Meal service options will continuously be monitored to determine where modifications may be needed to support student/staff acceptance, student/staff well-being, and promote meal participation.

- Student Seating
  - Alternative seating arrangements and/or locations will be utilized to decrease the number of students dining together during each serving session.

- Meal Service During School Closure
  - USDA waivers which provided free meals for all students has expired.
  - Optional meal service will be provided by advance reservations if schools are closed for more than 5 school days based on the current payment status for each family.
SCHOOL TRANSPORTATION

Driver Requirements
- Bus drivers will be required to complete a pre-work screening which includes health questionnaire, temperature, and wash/sanitize hands.
- Bus drivers will be required to wear cloth mask throughout the duration of the route.
- If a driver becomes sick during the day, they must not return to drive students.

Passenger Procedures
- Parent/guardians are encouraged to provide private transportation when possible to reduce the number of passengers and allow for maximum social distancing.
- Parent/guardian will be provided with a symptom screening checklist for their child to be completed prior to boarding the bus in lieu of in-person screening.
- Passengers will apply hand sanitizer upon entry on the bus.
- Maximum physical distancing will be used when possible on all trips.
- Cloth masks or face coverings will be REQUIRED throughout the duration of the trip.
- Seating will be assigned by household by filling the bus from back to front.
- Bus will be unloaded from the front to back.
- Passengers that become sick during the day will not be allowed to return home on school transportation.

Post-Trip Procedures
- Bus driver will clean and sanitize railings, seats, sidewalls, and windows after each route.

HUMAN RESOURCES: EMPLOYEE LEAVE

The Aberdeen School District Employee Negotiated Agreements govern the use of employee leave. In some specific cases, the federal Families First Coronavirus Response Act (FFCRA) may supersede the employee negotiated agreements.

Families First Coronavirus Response Act (FFCRA) - For employees who meet the requirements for accessing the FFCRA leave, this federal leave can preserve an employee’s accrued leave balance. These provisions will apply from April 1, 2020 through December 31, 2020.

Emergency Paid Sick Leave Act:
- This program applies to employees who are unable to work or telework and meet one of the following conditions:
  1. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
  2. Has been advised by a health care provider to self-quarantine related to COVID-19;
  3. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
  4. Is caring for an individual subject to an order described in (1) or self-quarantined as described in (2);
  5. Is caring for his/her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
  6. Is experiencing any other substantially-similar condition specified by the US Department of Health and Human Services.
This program details:
- Full-time Employees: up to 80 hours of Emergency Sick Leave.
- Part-time Employees: max Emergency Sick Leave is average hours worked in a two-week period
- Leave does not transfer calendar years
- Leave is not paid out on departure from the School
- Employees can use Emergency Paid Sick Leave before exhausting other earned leave options

**Emergency Paid Sick Leave**

**Full Leave**
- Paid by the Aberdeen School District @ Employee’s Regular Rate
- Used for the following reasons in connection to COVID-19:
  1. Are subject to a Federal, State or local quarantine or isolation order related to COVID-19
  2. Has been advised by a health care provider to self-quarantine related to COVID-19
  3. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis
- Capped at $511 per day

**2/3 Leave**
- Paid by the Aberdeen School District @ two-thirds the employee’s regular rate
- Used for the following reasons in connection to COVID-19:
  4. Is caring for an individual subject to an order described in (1) or self-quarantined as described in (2) listed above
  5. Is caring for his/her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons
  6. Is experiencing any other substantially-similar condition specified by the US Department of Health and Human Services
- Capped at $200 per day

**Expanded Family Medical Leave Act:**
- This program applies to employees who:
  - Have been employed for at least 30 calendar days
  - Is caring for his/her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons
- The program provides:
  - Up to 12 weeks of job – protected leave
  - The first 10 days is unpaid
  - The remaining weeks will be paid at 2/3 of regular rate of pay up to a maximum of $200.00 per day
**Sick Leave**- Employees, or their immediate family members, who are experiencing an illness (COVID-19 or other) may use sick leave during the time of illness. After an absence more than three consecutive days, an employee is required to provide medical documentation to determine FMLA eligibility. In compliance with the Family Medical Leave Act and the Americans with Disabilities Act, anxiety related to working during a pandemic does not qualify as an acceptable use of sick leave except where accompanied by documentation by a medical professional.

**Annual Vacation or Short Term Leave**- Employees who qualify for sick leave, but do not have sufficient sick leave to cover the term of the illness, will elect to use annual vacation or short term leave during an approved illness.

**Extended Illness Leave**- Employees who are out for an approved illness who do not have sufficient sick leave/annual leave to cover the term for a personal illness, may request extended illness leave upon the approval of the District per the negotiated agreement. Employees do need to exhaust unused annual leave days when determining eligibility for extended illness leave.

**FMLA**- While FMLA is not a form of paid leave; the District has the right to designate an employee’s absence due to a COVID-19-related absence as an FMLA-qualifying event.
Appendix
What Parents Need to Know

As the Aberdeen School District navigates the ever evolving COVID-19 health pandemic, safety remains our top priority for our schools. The District is working to safely reopen schools this fall through new safety protocols aligned with guidance from the Centers for Disease Control (CDC) to include:

Face masks or coverings are **HIGHLY ENCOURAGED** for students and staff and are most essential when physical distancing is difficult. Face masks will be **REQUIRED** on transportation provided by the District.

Schools are requiring that individuals self-certify that they are free of flu-like symptoms before entering school buildings. **Anyone experiencing symptoms must stay home.**

Schools may implement creative scheduling or a combination of in-person and remote learning. Families are encouraged to develop a plan now for when it becomes necessary for schools to use a modified schedule or close for remote learning.

Schools are increasing cleaning and disinfection. Hand sanitizer and soap and water will be readily available for frequent handwashing.

Students and staff must stay six feet apart as much as possible. Talk to your child about the importance of social distancing.

What Will the New School Year Look Like?

Due to COVID-19 safety concerns, the District is prepared with three instructional models. Health and safety information will dictate the model that will be used to continue ongoing instruction. The change from one model to another could happen very quickly and will be communicated to families by the school principal.

**Plan A**
**Traditional Learning Delivery**
Teachers and students maintain a normal daily schedule in classrooms, with modifications to space and procedures.

**Plan B**
**Blended Learning Delivery**
Instruction will be provided face-to-face 2 days per week and virtually 3 days per week.

**Plan C**
**Remote Learning Delivery**
Instruction will be provided off-campus using an on-line learning platform with contacts from District staff.

**Off-Campus Virtual Learning Delivery** - Families will be provided the option to continue with remote learning with instruction provided by an on-line learning platform for core content areas with weekly communication provided by District staff. Please contact the building principal to enroll in this option.
2020-21
Aberdeen School District
Off-Campus Virtual Learning Contract

Student Name _____________________________________

School ___________________________________________ Grade _____________

Program Expectations and Guidelines

• Student will remain enrolled full-time in the Aberdeen Public Schools at their assigned attendance center.
• Instruction will be provided by an on-line learning platform for core content areas.
• Families will need to provide Internet access.
• Student who is eligible for special services will continue to receive those services on-line (Special Education, Title Reading, and ESL).
• Student will be allowed to participate in extra-curricular activities.
• A District staff member will make direct contact with students two times per week to identify assignments, monitor progress, and submit final grades for report cards/transcripts.
• Student will be required to complete weekly assignments.
• Student will be allowed to return to their assigned school/classroom at the end of each quarter (October 16, December 22, and March 5).
• Families would need to notify their school principal by Friday, July 31, 2020, if they are selecting this option for the first quarter.
• Quality completion of work assigned will be required for final grades and course credit.
• If a student does not abide by these expectations, truancy will be filed when applicable and/or the remote virtual learning option could be rescinded.

I have reviewed and understand the above guidelines and expectations of the Aberdeen Public Schools Remote Virtual Learning Program. I understand that if my child does not make adequate weekly progress or follow through with weekly check-in times, that truancy will be filed.

Parent/Guardian Printed Name ____________________________ Date ______

Parent/Guardian Signature ____________________________ Date ______
Special Education Remote Learning Plan

PURPOSE: This template is to support individualized student planning for the delivery of special education and related services through remote learning instruction during our school closure. The Remote Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions for special education services during a closure.

Student Name: __________________________ Disability: __________________________
Parent(s): __________________________ Phone/email: __________________________
School: __________________________
Date of Birth: __________________________ Case Manager: __________________________
3 yr. Due Date: __________________________ IEP Date: __________________________
Meeting Date: __________________________ Meeting Method: ☐ email ☐ phone ☐ video ☐ other
Interpreter needed? ☐ Yes ☐ No Language/modality: __________________________ Interpreter provided? ☐ Yes ☐ No

Date(s) of School District Closure

Date(s) school was closed for all students (i.e., no educational services were provided to any student)
From: _______ To: _______ # of School Days: _______

Date(s) educational services were provided to students, but this student did not receive services:
From: _______ To: _______ # of School Days: _______

Date(s) services will be provided to this student through continuous learning instruction:
From: _______ To: _______ # of School Days: _______

Agenda for remote learning plan development:

☐ Welcome and introductions
☐ Family communication preferences—tool/modality, frequency, times of day/week, etc.
☐ Family supports needed—technology devices, internet access, materials, etc.
☐ Prioritize remote learning activities based on student and family needs.
☐ Determine remote learning services through school facility closure.
☐ Begin planning for services and supports once school resumes.

Special Education Timelines

Date evaluation is due: _______ Due during school closure? ☐ Yes ☐ No
If yes, what is the plan for completion of the evaluation (initial or reevaluation), including parent participation?

Date IEP is due: _______ Due during school closure? ☐ Yes ☐ No
If yes, what is the plan for completion of the IEP, including the participation of all IEP team members, including the parent (and student if appropriate)?

Present levels and priorities: Describe the student’s strengths, present levels, and anticipated needs for accessing distance learning instruction. (Appendices B and C)

Parent input on remote learning priorities for the student during the school closure:
# Special Education Remote Learning Plan

### Remote learning goals:
Describe the learning goals for the duration of the school district closure, including when and how progress toward those goals will be measured. (Appendices D, E, F, and G)

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Goal</th>
<th>When &amp; How Measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Accommodations/modifications for remote learning:
Describe the supports needed by the student in the distance learning setting, and how and when they will be provided. (Appendix E)

<table>
<thead>
<tr>
<th>Accommodation/modification needed</th>
<th>How and when will it be provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supports for providers and family during remote learning instruction:
Identify the supports needed for the staff working with the student and those needed for the family. (Appendix B)

<table>
<thead>
<tr>
<th>Supports needed for staff</th>
<th>Supports needed for family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special education and related services to be provided through remote learning instruction:
(Appendix E)

<table>
<thead>
<tr>
<th>Service</th>
<th>Initiation Date</th>
<th>Frequency</th>
<th>Modality (e.g., worksheet, platform, program, etc.)</th>
<th>Duration</th>
<th>Staff Delivering Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specially Designed Instruction:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of services:** Use the space below to document/describe additional information regarding the services delivered through remote learning instruction during school district closure.

### Secondary transition and graduation planning:
Describe the priorities for transition and graduation planning during the school closure. (Appendix G)

<table>
<thead>
<tr>
<th>Priority</th>
<th>How will it be addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1 Per [federal guidance](#), the U.S. Department of Education understands that there may be exceptional circumstances that could affect how a particular service is provided.


Acknowledgement of Group therapy/lesson:

Anything said between any two or more group members at any time is part of the group and is confidential. Anything which occurs between or among any members is part of the group is kept secret from anyone outside of the group but is not kept secret from the group.

Group therapy can be a powerful and valuable venue for growth and learning. It is the desire of your group facilitator(s) that you reap all the benefits group has to offer. To help this occur, groups are structured to include the following elements:

- A safe environment in which you are able to feel respected and valued as you work
- An understanding of group goals and group tasks
- Investment by both your facilitator(s) and members to produce a consistent group experience

Planning for when school resumes: Describe the plan for determining supports and actions once school resumes, including considerations for compensatory services and extended school year (ESY). (Appendix E)

Other information: Use the space below to document any additional relevant information.

Team members

Names and role(s) of IEP team members agreeing to Remote Learning Plan:

What should I do if I’ve been in close contact with someone...

- who has tested positive for COVID-19
- who is being tested?
- who might have been exposed...
- who has been in close contact with someone ELSE who might have been exposed?
- ...and IS experiencing symptoms?
- ...but is NOT experiencing any symptoms (yet)?

CLOSE CONTACT MEANS:
- Spending prolonged periods in same room
- Direct physical contact - kissing, hugging
- Shared eating or drinking utensils
- Contact with respiratory secretions (cough, sneeze on you)

Self-quarantine AND self-monitor

Self-monitor AND practice social distancing

Practice social distancing

WHAT IF I HAVE SYMPTOMS? Call your healthcare provider.

Self-Quarantine
- Stay home for 14 days.
- Avoid contact with other people.
- Don’t share household items.

Self-Monitor
- Be alert for symptoms of COVID-19, including a fever/chills, cough, shortness of breath/difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, diarrhea.
- Take your temperature every morning and night and write it down.
- Call your doctor if you have trouble breathing or a fever (100.4°F/38°C).
- Don’t seek medical treatment without calling first!

Practice Social Distancing
- Stay home as much as possible.
- Don’t physically get close to people. Try to stay 6 feet away.
- Don’t hug or shake hands.
- Avoid groups of people.
- Be aware of frequently touched surfaces, including doorknobs, elevator buttons, service counters, shared pens, touch screens, steering wheels, and cell phones.
### STUDENT SYMPTOM SCREENING CHECKLIST

Parents must complete a daily symptom screening check by answering these questions before sending their child to school.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your child had close contact (within 6 feet for at least 15 minutes) with a confirmed case of COVID-19?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have new or worsening shortness of breath?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have new or worsening cough?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have a fever of 100.4 or greater?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have chills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have diarrhea?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have unexplained muscle pain?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have a headache (not related to a known health condition i.e. migraines)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have a sore throat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have a new loss of taste or smell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your child been vomiting or is experiencing nausea?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If **YES** to **ANY** of the questions **DO NOT SEND YOUR CHILD TO SCHOOL**. Please seek guidance from your medical provider. Contact your school to inform them of your child’s symptoms. You may also contact the South Dakota Department of Health at 1-800-592-1861 with questions.

If **NO** to **ALL** questions go to school.
Suspected, Presumptive, or Confirmed Cases of COVID-19 Screening Flowchart

**NO SYMPTOMS**
- **NO EXPOSURE**
  - Proceed to school
- **DIRECT EXPOSURE***
  - Cannot go to school
    - Remain home for 14 days since exposure unless symptoms develop
  - IF SYMPTOMS DEVELOP-
    - follow COVID-19 symptoms flowchart
- NO SYMPTOMS - return to school after period of isolation

**COVID-19 SYMPTOMS**
- **NO EXPOSURE**
  - Contact health care provider
- **DIRECT EXPOSURE***
  - Positive COVID Test
    - Cannot go to school
    - Remain home for 10 days improvement for 3 days (without fever medicine)
  - Negative COVID Test
    - IF SYMPTOMS PERSIST-
      - contact health care provider
    - IF SYMPTOMS DEVELOP-
      - follow COVID-19 symptoms flowchart
  - Cannot go to school
    - Remain home for 14 days

*Direct exposure occurs when an individual has had close contact with a positive COVID-19 case within 6 feet for more than 15 minutes.
**COVID-19 Mitigation in Schools**

**No cases in building**
- Use preparedness measures
- Ask staff and families to self-screen for COVID symptoms at home. Symptoms may include a fever of 100.4 F or higher, cough or shortness of breath, and a lack of taste and smell.
- If sick, require staff/students to stay home.
- Teach, practice, and reinforce healthy hygiene practices.
- Make common sense adjustments to current practices: desks separated instead of pods, no supply sharing, 6-ft distancing when possible, maintain cohorts of students to minimize cross-over when possible.

**Isolated cases in building**
- All of GREEN, plus:
  - Reassess processes looking for gaps in prevention strategies.
  - Deep clean and disinfect affected areas. CDC recommends waiting for 24 hours, if possible, before cleaning. Once an area is appropriately disinfected, it can be opened for use.
  - Allow for contact tracing. Ensure individual does not return until self-isolation is complete.
  - Communicate general message to families while maintaining privacy. DOH contact tracing will communicate and provide education to close contacts and to positive patient’s family.

**Substantial cases in building**
- All of GREEN, YELLOW, plus:
  - Understand the level of virus spread within your school building.
  - Assess relevant facts to determine appropriate steps:
    - Degree of potential exposure within building
    - Number of cases in surrounding community
    - Grade levels impacted
    - Ability to staff building
  - Consider options such as staggered schedules, blended learning, etc.
  - Engage state’s School Response Team.
COVID-19 School Scenarios
Planning for the school year under multiple conditions
Prepared by the South Dakota Department of Health - Revised July 7, 2020

Scenario One: No active cases in your community, and no cases in your school building
The South Dakota Departments of Health and Education recommend that school takes place with appropriate preparedness measures (e.g., requiring students/staff who are sick to stay home; teaching and reinforcing healthy hygiene practices; cleaning and disinfection efforts).

Scenario Two: Active cases in your community, but no cases in your school buildings
The South Dakota Departments of Health and Education recommend that school takes place with appropriate preparedness measures (e.g., requiring students/staff who are sick to stay home; teaching and reinforcing healthy hygiene practices; cleaning and disinfection efforts).

Scenario Three: Student or staff member identified by Department of Health as close contact of a positive COVID-19 case outside of the school community
The South Dakota Departments of Health and Education recommend that school should continue with appropriate preparedness measures in place.

Scenario Four: Active case is identified in one of your school buildings
The South Dakota Departments of Health and Education recommend that school officials reassess processes - looking for gaps in prevention strategies. In the short-term, the Centers for Disease Control and Prevention (CDC) recommends closing off areas used by the sick person and waiting 24 hours (if feasible) before cleaning and disinfecting. Once area is appropriately disinfected, it can be opened for use.

Scenario Five: Multiple active cases identified in your buildings at the same time
The South Dakota Departments of Health and Education recommend that school officials review relevant data to understand level of virus spread within the school building and conduct a risk/benefit analysis of factors such as degree of potential exposure within building; case trends in surrounding community; grade levels impacted; remote learning options; scheduling options; ability to staff buildings, etc. in determining the next steps. School leaders can request technical assistance from the DOH/DOE School Response Team if desired.
Initiating a Case Investigation in a K-12 school

DOH places positive case into isolation for 10 days

Phone call

DOH interviews case, determines case to be a student gathers information about activities, discusses sharing information with the school to help determine contacts.

Close contacts are documented

DOH notifies close contacts, placing them into quarantine for 14 days

DOH contacts School POC/ Superintendent to continue investigation (determine close contacts) and provide notice of case in the building

School district notifies students and families in accordance with their internal procedures and protecting student/staff privacy.
A student or staff member is named as a close contact? (A close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset.)

A DOH representative will contact all persons identified as close contacts (or the guardian if the contact is a minor.)

The close contact will be asked to quarantine for 14 days. This means to stay home, avoid contact with others, and not to share household items. Contacts will also be asked to monitor symptoms and temperature daily.

A student or staff member tests positive for COVID-19.

A DOH representative will contact the positive patient (or the patient's guardian if the patient is a minor.)

The positive COVID patient:
- Will be asked to self-isolate for 10 days
- When possible the patient will be asked to use a separate bedroom, bathroom from others in the household
- Must be fever free without fever-reducing medication for 72 hours prior to release from isolation
CONTACT TRACING: helps to find people exposed to a positive case of COVID-19 so they can be quarantined to stop further spread.

CLOSE CONTACT: six feet or less for more than fifteen minutes at a time

ISOLATION: separates sick people with a contagious disease from people who are not sick.

SELF-QUARANTINE: separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

WHAT TO EXPECT IF YOU’VE HAD CLOSE CONTACT WITH A POSITIVE CASE

Person tests positive for COVID-19

Phone interview:
- Determine date of first symptoms and go back 2 days (48 hours)
- Identify everyone in close contact with positive person since that date
- Isolation for 10 days

Close contacts will receive a daily text asking if they have symptoms:
- If yes, they get a call with instructions to self-isolate
- If no, daily text messages continue
- Spanish translation available

After 14 days:
- Text messages stop

Enroll close contacts in text message system for 14 days from date of exposure.

Phone interviews with close contacts

Instruct 14 days of self-quarantine from date of close contact exposure.

Accept the CALL to slow the spread of COVID-19
ISOLATION or QUARANTINE

Isolation and quarantine help protect the public by preventing exposure to people who have or may have a CONTAGIOUS DISEASE.

**ISOLATION** separates sick people with a contagious disease from people who are not sick.

**QUARANTINE** separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

---

**ISOLATION**

**Isolation is for people who are ALREADY SICK.**

- Isolation separates and restricts the movement of sick people so they can't spread disease.
- Isolation in a home means separating yourself from others in the household.
- A sick person isolating at home should seek medical treatment if unable to manage symptoms.
- Isolation is usually voluntary, but in a public health emergency, officials have the authority to isolate people who are sick.
- Stop isolation only if you've had no fever for at least 72 hours; AND have improved symptoms; AND at least 10 days have passed since your symptoms first appeared.

---

**QUARANTINE**

**Quarantine is for people who are NOT SICK, but may have been exposed.**

- Quarantined people may or may not become sick.
- Quarantined people must stay at home or another location so they don't unknowingly spread the disease.
- If you are quarantined and you become ill, you can seek medical treatment from a healthcare provider.
- Quarantine can be voluntary, but in a public health emergency, officials have the authority to quarantine people who have been exposed to an infectious disease.

**NOTE:** Critical infrastructure employees with no symptoms may be required to report to work.
## Personal Protective Equipment (PPE) Guidelines

<table>
<thead>
<tr>
<th>Supply Item</th>
<th>Directions for Use and/or Reuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloth Face Coverings</td>
<td><strong>Wear your Face Covering Correctly:</strong></td>
</tr>
<tr>
<td></td>
<td>- Wash your hands before putting on your face covering</td>
</tr>
<tr>
<td></td>
<td>- Put it over your nose and mouth and secure it under your chin</td>
</tr>
<tr>
<td></td>
<td>- Try to fit it snugly against the sides of your face</td>
</tr>
<tr>
<td></td>
<td>- Make sure you can breathe easily</td>
</tr>
<tr>
<td></td>
<td><strong>Take Off Your Cloth Face Covering Carefully:</strong></td>
</tr>
<tr>
<td></td>
<td>- Untie the strings behind your head or stretch the ear loops</td>
</tr>
<tr>
<td></td>
<td>- Handle only by the ear loops or ties</td>
</tr>
<tr>
<td></td>
<td>- Fold outside corners together</td>
</tr>
<tr>
<td></td>
<td>- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.</td>
</tr>
<tr>
<td></td>
<td><strong>Cleaning and Disinfecting:</strong></td>
</tr>
<tr>
<td></td>
<td>- Washing machine—you can include your face covering with your regular laundry. Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.</td>
</tr>
<tr>
<td></td>
<td>- Washing by hand—prepare a bleach solution by mixing 1/3 cup household bleach per gallon of room temperature water.</td>
</tr>
<tr>
<td></td>
<td>- Soak the face covering in the bleach solution for 5 minutes. Rinse thoroughly with cool or room temperature water.</td>
</tr>
<tr>
<td></td>
<td>- Dryer—use the highest heat setting and leave in the dryer until completely dry.</td>
</tr>
<tr>
<td></td>
<td>- Air dry—lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.</td>
</tr>
<tr>
<td>Face Mask</td>
<td><strong>Taking Off Face Mask to be Reused:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Remove face mask by grasping only the ties/ear loops used to secure the face mask to the face.</td>
</tr>
<tr>
<td></td>
<td>2. Fold the face mask so outer surface is held inward and against itself like a taco (dirty to dirty).</td>
</tr>
<tr>
<td></td>
<td>3. Store the face mask in a designated area to minimize cross contamination.</td>
</tr>
<tr>
<td></td>
<td>4. Perform hand hygiene.</td>
</tr>
<tr>
<td></td>
<td><strong>Putting On Used Face Mask:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Perform hand hygiene, remove face mask from the designated area by grasping only the ties/ear loops. Do not touch the front of the face mask, only the ties/ear loops. Apply mask to face.</td>
</tr>
<tr>
<td></td>
<td>2. Perform hand hygiene.</td>
</tr>
<tr>
<td></td>
<td>3. Apply clean gloves if needed to perform work task</td>
</tr>
</tbody>
</table>
N95 Respirator

The same N95 respirator may be used with full-face shields for multiple encounters. When a full face shield is unavailable, a face mask may be worn over the top of the N95 with the use of goggles for eye protection. The N95 is disposed of after each shift or if visibly soiled or wet.

**Removal of N95 Respirator:**

1. Remove full face shield, clean, and save for reuse during the same shift.
2. Remove the N-95 respirator by grasping only the head straps used to secure the device to the face.
3. Place the respirator in a paper bag and label with the employee’s name or initials. The respirator should be stored in its own paper bag, and should not be stored in the same bag as the face mask.
4. Perform hand hygiene.
5. Store the respirator’s paper bag in a designated area to minimize cross contamination.

**Reuse of N95 Respirator:**

1. Perform hand hygiene, put on gloves, remove respirator from the paper bag by grasping only the head straps.
2. Do not touch the front of the respirator, only the head straps. Apply mask to face.
3. Leave gloves on and complete a user seal check. To complete a user seal check, put hands over the respirator, and exhale. The respirator should bulge slightly. If air blows into eyes or leaks out the sides of the respirator, remold the nose piece to the nose and adjust the straps. Recheck the seal. If respirator still leaks, discard and get a new respirator and use your full face shield. Remove gloves and perform hand hygiene.
4. Apply clean gloves prior to performing work task.

Face Shield or Goggles

The same eye protection may be used for repeated encounters with multiple students. Face shield should be labeled with your name and can be cleansed and reused multiple times. It should only be discarded when visibly soiled or difficult to see through.

**Cleaning and Disinfecting:**

1. Wear gloves and wipe the *inside* of the face shield or goggles with EPA-registered products such as disinfecting wipes. Use appropriate contact time for the cleaning product to work successfully.
2. With new disinfecting wipe, carefully clean the *outside* of the face shield or goggles. Use appropriate contact time for the cleaning product to work successfully.
3. Wipe the outside of face shield or goggles with clean water or alcohol to remove residue that may be left from cleaning solution.
4. Fully air dry.
5. Remove gloves and perform hand hygiene.
6. Store the face shield/goggles in a designated area to minimize cross contamination.