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Considerations for Re-Opening Santee Community Schools

This document is to provide a framework for SCS as we build and plan for school in the fall of 2020-2021. The purpose of this framework is for communication, preventing, responding to, and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact SCS. SCS will continue to monitor CDC, state agencies, local district health departments, and local health directors for guidance and comply with all directives as they are issued.

SCS will use a Green, Yellow and Red framework system for communication with its community regarding pandemic preparedness. Below is the system we will follow with specific information regarding each vital area of the school. All considerations apply to the next level with added guidance as the levels progress. The Santee Tribal Covid Task Force voted in favor of requiring all staff and students wearing masks on their return to school.

In the event that a Santee Community Schools has a positive test for Covid-19. We will follow the guidelines in the [North Central Health District guidelines](#). During this time the entire school will close for 72 hours for deep cleaning and reopen following the closure.

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ACTIVITIES

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<ul style="list-style-type: none"> • Full Practice and competitions • For away contests AD will contact host schools to determine if any local guidelines. 	Refer to NSAA	

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CUSTODIAL/HEALTH

EMPLOYEE & STUDENT SAFETY	District/School may consider:	District/School may consider:	District/School may consider:
Screening	Any student or staff with symptoms should stay home.	Health checks at entrance Different entrances for students (PK/ELM/HS) Staggered start times/groupings of students	<ul style="list-style-type: none"> Students will not be allowed in the buildings.
Face Masks	<ul style="list-style-type: none"> Students and staff will be provided masks and are to wear face protection 	<ul style="list-style-type: none"> Students and staff will be provided masks but are optional 	<ul style="list-style-type: none"> Students will not be allowed in the buildings. Consider whether staff are required to wear masks.
Social Distancing	<ul style="list-style-type: none"> Consider social distancing to the extent possible, especially in commons areas, busing, activities. 	<ul style="list-style-type: none"> Staggered start times Lunch served in classrooms or staggered, avoid large gatherings Follow 6 foot guidelines 	<ul style="list-style-type: none"> School Buildings are closed
Visitors	<ul style="list-style-type: none"> Allow parents and 	<ul style="list-style-type: none"> Vendors required to wear face 	<ul style="list-style-type: none"> School Buildings are closed

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	visitors into school building in designated areas only for appropriate circumstances determined by the district and school officials	<ul style="list-style-type: none"> • masks • All visitors required to wear masks in building (if allowed) 	
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FACILITIES CLEANING	District/School may consider:	<i>*Increase the frequency of fogging/sanitizing in high touch areas</i> District/School may consider:	District/School may consider:
<i>Student Desks</i>	<ul style="list-style-type: none"> cleaning supplies available to clean between classes. Designate who will be responsible for this cleaning. 	<ul style="list-style-type: none"> Clean between classes by students entering. Clean their desk/seat. 	<ul style="list-style-type: none"> Deep cleaning as needed.
<i>Teacher Workspace</i>	<ul style="list-style-type: none"> Have cleaning supplies available to clean. 	<ul style="list-style-type: none"> Clean before, at lunch and at the end of day by the teacher in the classroom. 	<ul style="list-style-type: none"> Deep cleaning as needed.
<i>Classrooms</i>	<ul style="list-style-type: none"> Have cleaning supplies available to clean. UV light use weekly in each room 	<ul style="list-style-type: none"> UV Light use at least 2X weekly in each room 	<ul style="list-style-type: none"> Deep cleaning as needed.
<i>Gym/Lockerooms</i>	<ul style="list-style-type: none"> Cleaning daily UV Light use 	<ul style="list-style-type: none"> UV Light used 2X weekly 	<ul style="list-style-type: none"> Deep cleaning as needed.
<i>Buses</i>	<ul style="list-style-type: none"> Sanitize before and after each route. 	<ul style="list-style-type: none"> Sanitize before and after each route. Health checks prior to bus 	<ul style="list-style-type: none"> Deep cleaning as needed.

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		loading.	
Restrooms	<ul style="list-style-type: none"> • Daily cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the restroom. • Signage, STRESS handwashing! 	<ul style="list-style-type: none"> • Checked hourly by janitorial staff. • Sanitize spray/fogger every 90 minutes • UV Light use 2x/weekly 	<ul style="list-style-type: none"> • Deep cleaning as needed.
Playgrounds	<ul style="list-style-type: none"> • Have cleaning supplies available 	<ul style="list-style-type: none"> • Sanitizer spray/fogger after each group. • No sharing of toys or equipment. 	<ul style="list-style-type: none"> • Consider shutting down playground equipment.
Water fountains, knobs, handles, High Touch surfaces	<ul style="list-style-type: none"> • Recommend everyone have their own water bottle. • Have wipes/spray available to use on door knobs and handles when used. 	<ul style="list-style-type: none"> • Clean door knobs, handles 3x/day • Clean water fountains 3x/day • Consider shutting down water fountains and providing water bottles 	<ul style="list-style-type: none"> • Deep cleaning as needed.
Multipurpose	<ul style="list-style-type: none"> • Cleaning between 	<ul style="list-style-type: none"> • Arranged seating, scheduled 	<ul style="list-style-type: none"> • Deep cleaning as needed.

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<i>/Common Areas</i>	<ul style="list-style-type: none"> • each group 	<p>lunch times. Consider expanding the commons area to classrooms and the gym. Clean or sanitize between groups of students.</p>	
<i>Inventory & Supply Needs</i>	<ul style="list-style-type: none"> • Normal Supply • Use existing inventory and maintenance procedures for HVAC and filters 	<ul style="list-style-type: none"> • Increase supplies as necessary for cleaning and personal protection • Increase inventory and replace filters more often 	<ul style="list-style-type: none"> • Increase inventory and consider replacing filters weekly. •

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FOOD SERVICE

	District/School may consider:	District/School may consider:	District/School may consider:
Serving Meals/Distribution of food	Follow directives from NDE food service Serve in cafeteria, with no student self-service items	Consider serving meals in classrooms or other areas Follow the DHM and other health department guidelines in regards to food service. Consider outside seating if possible Use foam or disposal trays	<ul style="list-style-type: none"> Packaged meals will be distributed.

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INSTRUCTION/CLASS SIZE

	District/School may consider:	District/School may consider:	District/School may consider:
	Professional Development (PD) on delivery of effective formative interim and summative assessments both on-line and in the classroom;online/virtual delivery of instruction; social emotional supports for students & staff; Reach out to ESU for professional learning supports and supply	<ul style="list-style-type: none"> Consider holding virtual Conferences, workshops, and meetings. Consider limiting travel to instate conferences only and to areas with low virus spread. 	<ul style="list-style-type: none"> Ensure all faculty and staff have remote access and device capability.

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Grading	K-8: Standard Grading; 9-12: Standard Grading	K-8: Completion Grading; 9-12: Standard Grading	K-8: Pass/Fail; 9-12: Completion Grading
Technology	<ul style="list-style-type: none"> Plan for the future and not being in school Teachers full utilize technology Teacher trained and prepared for online learning 	<ul style="list-style-type: none"> Consider having technology in students' hands when they leave school. Teachers full utilize technology School has Learning Management System: K-5: SeeSaw; 6-12 Canvas Implement Google Chat, Zoom, GoToMeeting, etc. 	<ul style="list-style-type: none"> Implement teacher expectations for teaching and learning, fully operational. Communicate District expectations for teachers and students, follow through, etc.

- In the event that we must limit the capacity within our building or classrooms the following Rotation Schedule will be implemented. There will be very clear communication about this, if or when this must be used.
 - Students in Daycare and Preschool will attend daily with normal schedules as long as we can facilitate.
 - Students in grades 3, 4, 5, 6, 7, 8 attend school daily from 8:30am-11:30am.
 - School closes from 11:30am-12:30pm for cleaning
 - Students in grades K, 1, 2, 9, 10, 11, 12 attend school daily from 12:30pm-3:30pm.
 - Food service will be provided to each student for breakfast and lunch regardless if they are "in" school during serving times.

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PERSONNEL

		District/School may consider:	District/School may consider:
Considerations: As level of spread increases the following will be revisited	<ul style="list-style-type: none"> • The difference between a health condition and fear of returning to work • Reminder that, due to COVID-19, duties may be assigned in which nobody is thinking about. For example, extra lunch room duty, extra cleaning, etc. • If a sports season or activity is cancelled no stipends will be given for that season • Questions about FMLA (https://www.dol.gov/agencies/whd/fmla) • Review teacher certification endorsements for all teachers, as districts may need to be creative or change assignments to meet student/district/staff needs. • If we are in Green or Yellow all employees are expected to report to work, unless the proper procedure is followed for leave and then leave may be used as allowed. • If we are in a Red status, communication will be sent out to all staff about who should report. At this time please plan to report during all color system levels; including Red. • The situation is fluid and we will revisit all the important topics related to Covid-19 and school opening/closure. 		

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SPED/504

SPED/504	The nature of this document is to provide suggestions, guidance, and considerations for a wide-variety of scenarios that school districts may encounter when planning for school opening in the fall in relation to SPED/504 Planning. It is imperative that each school district take into account the health status of the local community, the resources that are available to each school, and to remain flexible in meeting the educational, social, emotional, and health needs of each child. These practices and considerations are intended to be relevant for all stages of school operations.
Best Practice	<p>Revisit IEP and determine if goals can be accomplished under current operating conditions.</p> <ul style="list-style-type: none"> • If YES, carry out services to support goals. • If NO, bring together the IEP team to determine how services can be modified to reflect current operating systems. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery. <p>Schools should ask the following question to Parents and IEP Team Members when reviewing all IEP's and 504 Plans prior to school starting: "Have the student's needs</p>

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	<p>changed based on lack of in-person instruction?" Include a written response to this question as a Covid Impact Statement in the Plan.</p> <ul style="list-style-type: none"> • If NO, carry out services to support goals. Document parent response to this. • If YES, bring together the IEP team to determine how services can be modified to reflect current operating systems. Document parent concerns and response. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery. • Suggestion is to include a COVID Impact Statement that details the answer to this question in the Notes of IEP or 504 Plan.
<p>Considerations</p>	<ul style="list-style-type: none"> • If there is a directive or mandate that in-person education is "banned" then that will trump the IEP. If the DHM or guidance is just a recommendation to cease in-person education, then schools can use best judgement about how to best serve the students. • Schools should follow the guidelines put forth by the local Health Departments, such as social distancing and use of PPE devices. Therapists and service providers may encounter situations where work with PPE devices or social distancing is not possible. This should be addressed to determine the best way to still deliver services, but these barriers should not be an automatic reason to stop services. • If there is a local outbreak, schools will need to make a decision on what services will look like if schools will move to a modified schedule or if schools need to close. If services can still be delivered to identified students in a small group or a one-to-one environment, continuation of services should still be a consideration. This is a local decision that will need to be addressed and determined. Considerations in this scenario are staffing, availability of rooms and spaces, number of students to be served, services to be provided, parental willingness to implement the plan, etc. • Compensatory and recoupment of lost learning. If you have concerns or need guidance on this, please refer to Launch Nebraska Document. • When making decisions regarding student services, school districts may want to consider putting all student services type considerations into one target area to ensure that no

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	<p>consideration area(s) get overlooked. This would include academic services, behavior services, OT services, PT services, SLP services, OHI services, and 504 Plans.</p> <ul style="list-style-type: none"> Launch Nebraska Health Document currently recommends homogeneous grouping for small schools and sets static group sizes at 20 students. Students can leave the homogenous grouping for services and/or the SPED teacher/therapists are able to come into the homogeneous classroom. See Best Practice statement at top of document and be very mindful of Least Restrictive Environment (LRE) when grouping students. DO NOT just put all students that qualify for SPED services in a group for easier access. LRE is still required and expected. When budgeting, school administrators may want to consider that funding may need to be adjusted if it is necessary to provide a new level of services to students. This may be due to personnel, equipment, contracted services, etc. If needing to make changes to IEP/504 Plans to address changes in instructional delivery (i.e. in-person to remote learning), a PWN should address this change until the IEP/504 plan is due for review/renewal. Districts do not have to hold an IEP/504 meeting for all students prior to the start of the school year. See Best Practice Section at top of document. 		
SPED at SCS	<ul style="list-style-type: none"> Normal expectations Begin to teach social distancing, hand washing, and other vital changes related to a pandemic 	<ul style="list-style-type: none"> At SCS in the event that school times are staggered students who are in specialized programs will every day, as much as possible. Continue to teach social distancing, hand washing, and other vital changes related to a pandemic 	<ul style="list-style-type: none"> School Building is closed Provide accommodations and modifications based on IEP's/504's in remote learning