
DAKOTA VALLEY
SCHOOL DISTRICT

BACK TO SCHOOL FALL 2023

Continuity of Services and Learning Plan

Review Cycle

Adopted August 9, 2021

Reviewed December 2021

Adopted December 13, 2021

Review May 2022

Adopted May 9, 2022

Reviewed December 2022

Adopted December 12, 2022

Reviewed and Updated May 2023

Adopted May 9, 2023



Note: This plan is subject to change.

Questions: Contact Dr. Tonia Warzecha, Superintendent

COMMITMENT TO EDUCATION IN A SAFE ENVIRONMENT

The Dakota Valley School District values the partnership with families to provide the best educational opportunities for our learners. We are committed to working together as a community toward a common goal of improving outcomes for students.

The purpose of this document is to articulate updated plans and strategies for schools which will be implemented as needed based on school and community spread. If necessary, this plan will be revised in consultation with local medical partners if/when our community experiences changing COVID-19 conditions.

GUIDING PRINCIPLES

- Our primary focus will be the education and safety of our students.
- We are committed to mitigation efforts that keep our students in-person to the greatest extent possible.
- We will adjust the plan as necessary throughout the year based on updated information and the fluidity of the COVID-19 pandemic.
- We will grow and learn as information reveals itself from the Department of Education and SD Department of Health.



COMMITMENT TO CONTINUOUS LEARNING & COLLABORATION

School leaders will monitor local health conditions as they relate to COVID-19 and make decisions based on the best interests of students, staff and families. Any new information will be shared with parents, staff, and the School Board.

GUIDING PRINCIPLES FOR QUARANTINE & ISOLATION

SD Department of Health advises the following:

- Positive: Stay home for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can return to school
- Continue to wear a mask around others for 5 additional days.
- If you have a fever, continue to stay home until your fever resolves.



As always, we encourage students who are not feeling well to stay home. This allows the student to rest, recuperate, and avoid the spread of illness. To aid in this effort, we ask that you conduct a daily screening at home with your child(ren). Thank you for your cooperation in this effort.

Daily Symptom Screening Checklist

Is your child experiencing:

- chills or a fever of 100 or greater?
- a new or worsening cough?
- shortness of breath or difficulty breathing?
- fatigue?
- unexplained muscle or body aches?
- a headache (not related to a known health condition i.e. migraines)?
- a new loss of taste or smell?
- a sore throat?
- nausea or vomiting?
- diarrhea?
- In the past 14 days, have you or your child had close contact (within 6 feet for at least 15 minutes) with a confirmed case of COVID-19?



If YES to ANY of the questions, DO NOT COME TO SCHOOL and seek guidance from your medical provider. Contact your school to inform them of you/your child's symptoms. You may also contact the South Dakota Department of Health (DOH) at 1-800-592-1861 with questions.



If NO to ALL questions, go to school.

FALL 2023 UPDATES TO BACK TO SCHOOL PLAN

Student Learning	Face-to-face instruction will be provided. Health and safety information will dictate alternative plans that will be used by the District to continue ongoing instruction if needed.
Extra-Curricular Activities	Extra-Curricular Activities Resume to pre-COVID-19 protocols.
Student and Staff Health and Safety – Masks and Face Coverings	Face Coverings Masks/face coverings are not required for students or staff.
Student and Staff Health and Safety - Handwashing	Opportunities will be provided for handwashing and hand sanitizer.
Student and Staff Health and Safety – Health Screenings	Monitoring for Symptoms Health screenings should take place daily at home. Students who are ill should not attend school.
Student and Staff Health and Safety – COVID-19 Exposure	Students who are identified as a close contact should take precautions and watch for symptoms.
Student and Staff Health and Safety – Vaccination Opportunities	The District does not require this vaccine. Contact your health care provider for scheduling and with questions regarding the vaccine.
Nurse's Office Procedures	Exclude while symptomatic, recommend testing, isolation spaces, and PPE for staff when working with sick individuals.
Classroom Safety - Cleaning	Routine cleaning of high-touch surfaces will occur.
Isolation Requirements (Positive Cases)	Positive cases should stay home for 5 days from when symptoms began and wear a mask for an additional 5 days.
Food Service	Meal service will resume to pre-COVID 19 protocols.
School Transportation	Routes will continue with sanitation procedures.
Use of School Buildings or Facilities	Facilities may be used by outside groups per District policy.

INSTRUCTION

On-Campus Learning

DVSD will keep instruction as normal as possible, including attendance, assessment, and grading practices, following the safety guidelines and protocols established for the operational levels in each building.

Home-based Learning

In the event a building, grade, or section of a grade needs to close for a period of time due to entering into the Red or Black Operational Level, teachers will use best practices in instruction to deliver content to students in a Home-based learning format. Best practices for Home-based learning instruction include:

Consistency for on-campus instruction in:

- Pacing and deadlines
- Communication with students and parents
- Feedback
- Routines and/or schedules
- Utilization of online/web-based learning systems chosen by the District (device will be provided)
- A Flipped Instructional Model may be utilized - this model of instruction is designed to provide knowledge and information to students typically through videos and then to involve students in active learning based on their newly acquired knowledge.
- Assessments
 - Learners will need to show evidence of mastery of skills and content.
- Student Engagement
- Attendance will be taken at least once daily for each course
- Students will need to engage daily with content, assignments, teachers, etc

DAKOTA VALLEY SPECIAL SERVICES

The Dakota Valley Special Services Department is committed to providing free and appropriate educational opportunities in their Least Restrictive Environment (LRE) for students with special needs while following the Department of Health/CDC guidelines and guidance from the state of South Dakota. Special needs encompasses special education students, English Language Learners and those served by a 504 Plan.

Special Education

Collaboration with families will continue to be an integral part of the special education process. To address the individual needs of each student with disabilities, special education staff will continue to work with families to identify essential services that can be provided both directly and indirectly when in on-campus learning or home-based learning due to a closure or quarantine.. On-campus and home-based learning environments may fluctuate throughout the school year. In collaboration with families, Individual Education Plans (IEP) may be adjusted, as needed, for the circumstances of the learning environment based on students' needs and services. Staff will continue to work diligently to create detailed plans for the delivery of special education services. Service delivery may look different as determined through each student's IEP team.

English Language Learners

Collaboration and working with families in their first language so that they have an understanding of the services provided for their child will be a priority. Students will continue to be screened and identified through a process in person, if on-campus or through other means following State/CDC/DOH guidelines. Teacher support and support via educational assistant will be provided via on-campus services or through teleservices if being provided due to home-based learning situations.

504 Plans

Accommodations/Adaptations for students who have a 504 Plan will continue to be provided to the extent necessary both on-campus and in home-based learning. Some changes may be necessary to the 504 Plan depending on the location of the services and what the needs of the student are given that environment. The 504 Coordinator will reach out to each of the students and their families to review the plan to ensure that any updates needed will be documented.

DAKOTA VALLEY SPECIAL SERVICES

Child Find and Evaluations

The Dakota Valley School District will continue to identify, locate, and evaluate students (ages Birth to 21) suspected of having a disability. The district will also continue to use the Problem Solving Team (PST) to aid in identifying students and determining if more interventions are needed and/or if the student should be referred to special education for an evaluation. If a student, who is being evaluated, is required to be in home-based learning, some evaluations or portions of evaluations may be completed through off-campus and/or distance learning platforms. Each initial evaluation and reevaluation will be determined on a case-by-case basis due to the possible concerns with validity in completing evaluations via means other than face-face. The Dakota Valley School District will continue to follow the guidelines from the Department of Health, CDC, and the state when conducting evaluations to ensure safety of the students and staff.

Individual Education Plans/ IEP Meetings

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

Delivery of Special Education and Related Services

General education, special education, related service providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Each student's IEP team will discuss, develop, and agree on an education plan that supports the student's needs. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis. Staff will take into account the age and needs of the child to ensure that the services are developmentally appropriate.

Delivery Models

Birth-to-Three prolonged services will be provided based on guidance from the State Birth-to-3 Program. Services will be provided in the child's home environment, agreed-upon alternate location, or via distance learning models based on input and comfort level of parents along with standard health question answers.

Students who meet criteria for the early childhood setting (ages 3-5) will receive instruction from the special education teacher along with support/instruction from educational assistants. Students will attend either the AM or PM session on-campus. If the Dakota Valley School District moves to an off-campus model, each student will have a plan in place per the IEP team to support and provide appropriate services to students during that time.

Students with identified disabilities (Kindergarten- age 21) receive instruction from special service providers in addition to the instruction from their general education teachers. If the Dakota Valley School District moves to an off-campus model, each student will have a plan in place per the IEP team to support and provide appropriate services during that time. While each student's service model is individualized, the following guidelines assist teams in planning for students in each of the learning models:

DAKOTA VALLEY SPECIAL SERVICES

- General Education with Modifications: Inclusion services that occur in the general classroom when a Special Education service provider works with the student and the general education teacher inside the general education classroom. The special education service providers and general education teachers will work together to set a schedule for these services. An Educational Assistant under the direction of the licensed provider may provide Special Education services.
- Resource Room: Direct services that occur outside the general classroom and are delivered in small groups and/or individualized settings in both on-campus and home-based learning. The service providers will coordinate these services with general education teachers when applicable in order to maximize the student's access to general education classes as well as their specialized services.
- Students identified as needing more self-contained programming traditionally spend part of their day in the special education room and part of their day in a general education classroom with support. In planning for these students, teachers will work to maintain a consistent schedule with support from the service providers and educational assistants.

Progress Monitoring and Reporting

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

Accommodations/Modifications

Accommodations and modifications can be provided regardless of the educational setting. General education and special education teachers will continue to collaborate in determining the suitability and success of a student's progress and accommodations and modifications documented in the IEP. The District recognizes that different learning models may require different accommodations or modifications. The IEP team will need to review the accommodations and modifications to make sure they meet the needs of the students when in any learning environment. The IEP team will continue to work collaboratively to identify alternative solutions if the accommodations/modifications do not seem to be appropriate or successful in a particular model.

Confidentiality and Student Privacy

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

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English Learners (EL)

Students will continue to be identified through the Home Language Survey and state requirements. The EL teacher will be in communication with families and teachers to determine services regardless of where instruction is being provided, as well as developing and meeting the requirements of the student's Language Acquisition Plan (LAP). General Classroom Teachers will continue to support EL students regardless of learning model. General classroom teachers will continue to collaborate with families, the student, and the EL teacher along with following the LAP in all environments. The district will continue to follow the guidelines provided by the state for all assessments and requirements of EL services. Interpreters and information in the home language will be essential in helping families.

Section 504 Plan

Students on a 504 plan will continue to receive accommodations in all learning environments as accommodations and modifications can be provided regardless of the educational setting. General education teachers will continue to collaborate with the student, parents, principal, and nurse (if applicable) in determining the appropriateness and success of a student's accommodations documented in the 504. The 504 team will need to review the accommodations to make sure they meet the needs of the student when in any learning environment. The 504 team will continue to work collaboratively to identify alternative solutions if the accommodations do not seem to be appropriate or successful in a particular setting.

Safety & Well-being Considerations

The safety of our employees and students is our first priority. The district is committed to protecting students and staff in order to reduce the risk of the spread of COVID-19 and other illnesses. Administrators will, in all phases, check in with faculty and staff to ensure their social, emotional and mental health well-being. In the event that there are concerns, they will immediately report to their supervisor and appropriate action/support will be taken.

Counseling

Our counseling staff will continue to focus on awareness of the individual student's needs. Our counselors are licensed and credentialed school counselors, and we are fortunate to have four full-time counselors for the 2021-22 school year to serve our students. In addition, we are able to provide support through the Sanford Mental Health Outreach Program. School counselors are not licensed to provide ongoing therapeutic counseling, but they will continue to collaborate with parents to share concerns and where indications exist, to guide parents to consider individual counseling by licensed professionals.

How to Wear a Mask



Cover Your Cough

