

MSD OF SHAKAMAK

2022-23 RETURN TO SCHOOL PLAN

(revised on July 14, 2022)



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***More information will be added to this plan upon receipt. Any questions can be directed to:**

Jeff Gambill Superintendent MSD of Shakamak

jeffgambill@shakamak.k12.in.us

812-665-3550, extension 2100

Document Overview

The goal of MSD of Shakamak is to provide the best educational experience possible for students for the 2022-23 school year while providing a safe learning environment during COVID-19. This document is the framework of how we will accomplish this goal while making decisions using the best information available at this time.

The guidance provided by national, state, and local officials rapidly changes. Please expect revisions and updates throughout the 2022-2023 school year based on the information provided by federal, state, and local officials as the medical landscape and knowledge surrounding COVID-19 continue to evolve.

We believe the best instruction takes place when teachers and students can work together in the classroom. Our goal is to have school in session with classroom instruction throughout the 2022-2023 school year. To do this, we must maintain a safe and healthy school environment and monitor the prevalence of COVID-19 in our community.

Knowing there are students with various health needs, MSD of Shakamak is dedicated to offering options for students who have family members who may be immune compromised or students themselves facing challenges in returning to classroom instruction. Beyond the safety measures being taken on the Shakamak school campus, we will also offer virtual online options for any family with concerns. Families that want to pursue this virtual learning platform must (1) receive approval from the Superintendent of Schools and (2) must have medical reasons for doing so by providing a physician's consultation and documentation.

This option is not to be confused with elearning. Virtual distance learning is much more rigorous and requires a full day of instruction online. The student working hours may vary but the instructor hours will be during the teacher contract time. All work being completed daily within the schools will be required of students with the same grading expectations.

We also understand that conditions change within our nation, state, and local community quickly. This document will also contain basic guidance on a quick transition to online learning for all students if required to do so by the state or local health officials.

Health Protocol for Schools

It is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program.

State statute gives public school districts the authority to exclude students who have a contagious disease such as COVID-19 or are liable to transmit it after exposure (IC 20-34-3-9).

In addition, the local health department has the authority to exclude students from school and may order students and others to isolate or quarantine (IC 16-41-9-1.6). As such, districts/schools are encouraged to work closely with their local health departments

Educational Instruction Plan

Daily classroom instruction provided with daily bus service offered. Breakfast and lunch will be provided following the MSD of Shakamak guidelines. Daily recess will take place for elementary students. State and local health guidelines will be followed. Sports seasons will take place as scheduled for all student athletes attending school. Additional services will be provided for students who incur absences during the 2022-23 school year due to COVID-19 related issues. Communication through your building offices during extended absences will ensure measures are taken to ensure academic needs are met.

Nutrition Service Procedures to Minimize Exposure:

Cafeteria use is typically used. Meals may be served in classrooms or in alternative areas in an effort to reduce cafeteria capacity if necessary.

Prior to any meal service, all children should utilize hand washing or sanitizing to ensure safe eating practices. Opportunities to sanitize hands or wash hands before both breakfast and lunch will be provided to students.

If your student brings their lunch please send bagged or boxed meals with all necessary utensils, condiments, napkins, etc.

We will take the following precautions:

- No self-serve food line items.
- Disposable napkins and silverware will be provided.
- We have installed controls such as sneeze guards in cafeteria serving lines and provided face masks for all cafeteria workers.
- We will serve medically fragile students separately from other students. Please call your principal if your child needs an accommodated meal or meal time.
- We will promote social distancing while waiting in line.
- Food-sharing is prohibited.

- Online deposits will be taken and office drop box for cash is available. We will limit cash transactions during the waiting line. Staff handling cash will not also handle food.
- Hand sanitizer will be available upon entry to the cafeteria and at each line.
- PPE will be provided to all food service staff, including both staff preparing and serving food.

Special Education Overview

MSD of Shakamak will continue to collaborate, share information, and review plans with local health officials to help protect the whole school community, including those with special health needs. District and school plans will be designed to work with other community strategies to solve the spread, protect high-risk populations, and the community's healthcare system, and minimize disruption to teaching and learning, while protecting students and staff from social stigma and discrimination.

District and schools should develop a strong communication plan with families to discuss the delivery method of instruction for students with disabilities. An appropriate platform for delivery of special education related services must be identified. Schools and district must ensure that adequate staffing is available to meet the needs of our students with IEPs within the district.

Case conferences

Annual Case Reviews

At this time, there has been no waiver of the requirements to convene the case conference committee (CCC) annually to conduct the annual case review (ACR) consistent with the requirements of 511 IAC 7-42-5(a)(2). Districts and schools must conduct the ACR within the one-year timeline, regardless of school closure status.

Case Conference Committee Meetings to Review and Revise the IEP

As schools and districts plan to reopen buildings to provide in person instruction, CCC meetings with parents should be scheduled to review the provision of services and the educational progress of each student. Discussion should determine whether or not there is a need to adjust the frequency of duration of services.

Educational needs to be measured by considering:

- Whether the student participated in continuous learning opportunities provided by the school and district during the COVID-19 school building closure;
- Parent observations of the student's learning during the continuous learning opportunities provided by the school or district;
- Teacher observations of the student's learning in the continuous learning opportunities provided by the school district;
- Whether there were services identified in student's IEP prior to the school closures that the school or district was unable to provide during the building closure due to restrictions on in person services;
- Whether the student continued making progress toward meeting his/her IEP goals;
- Whether the student experienced any additional or new social emotional health issues during the building closure and reentry;
- Whether the student experienced any regression during the period of school building closure.

Future Services/Compensatory Services

The United States Department of Education (USED) has advised “[A]n IEP Team and, as appropriate to an individual student with disability, the personnel responsible for ensuring Free and Public Education (FAPE) to a student would be required to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements in “QA-1 Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (USED March 12, 2020)

This does not mean schools must immediately offer compensatory services to all students with IEPs; rather requires the CCC to lead a discussion of the educational needs of the student, including the potential loss of skills. Based on these individual needs, the CCC may consider the appropriateness of collecting data for an agreed-upon time following the student’s return to school and subsequently reconvening to discuss the need for future services at that time.

It is important that school staff are documenting with specificity the special education and related services being provided to students with disabilities while monitoring and tracking individual student progress. This information will be necessary to inform the CCC in making a determination as to what future services or compensatory services are necessary to ensure the provision of a Free and Appropriate Education.

Transition IEPs

Transition assessments need to be updated annually, even during the COVID-19 pandemic. When updating transition assessments, teachers of record (TORs) may conduct assessments virtually or in person. Assessments may be administered prior to or during the CCC meeting. In all cases, assessment information needs to be documented within the summary of findings utilizing the SPIN method – Strengths, Preferences, Interests, and Needs. Ways to provide transition assessments virtually are available as a part of the e-learning resources for Secondary Transition document.

Transition services still need to be created so the school is the primary service provider. It is recommended that the narrative include in person and remote ways to accomplish objectives and goals to come to accommodate for the fluidity of the COVID-19 situation.

CCC Meeting Method Options

CCC meetings may be conducted virtually by school buildings that are closed. As school buildings reopen, CCC meetings may be conducted in person or through virtual means.

EdPlan Connect

In light of the COVID-19 pandemic the Indiana IEP vendor, Public Consulting Group (PCG), has made EdPlan Connect available to IDOE to help facilitate IEP meetings. With EdPlan Connect, parents/guardians have a centralized, secure place to:

- Access student records online and in their native language;
- Sign documents electronically and save time; ● View historical documents and student’s records; and ● Stay up-to-date with student progress.

Evaluations

Requirements for evaluations remain unchanged. Please refer to the Revised Evaluation Timeline memo for detailed evaluation information. Evaluations may be conducted virtually if the school psychologist has been appropriately trained in conducting virtual assessments and has access to the digital assessments. Additionally, the National Association for School Psychologist (NASP) has combined resources to support virtual evaluations. This link will take you to the NASP resources related evaluations.

Medically Fragile Students

Medically fragile students are at high risk of severe medical complications if exposed to COVID-19, and therefore may be unable to attend school. Medically fragile students unable to attend school will need to be provided with educational services remotely. The determination of the services to be provided must be made by the CCC based upon the individual student's medical and educational needs. Special education related services determined by the CCC could be provided online or in a virtual instructional format, through instructional telephone calls, or through other curriculum based instructional activities (511 IAC 7-42-10). If the services are to be delivered through online a virtual instruction, technological competency and the need for additional assistance technology must be considered. The CCC must convene at least every 60 instructional days to review the IEP for every student unable to attend school in person (511 IAC 7-42-11).

Homebound Services

Districts and schools must provide special education related services to a student with a disability who is absent for an extended period of time. QA-2 and Questions and Answers on Providing Services to Children with Disabilities During a COVID-19 Outbreak (Used March, 2020) states:

“It has long been the Department’s position that want a child with a disability is classified as needing homebound instruction because of medical problem, as ordered by physician, and his home for an extended period of time (generally more than 10 consecutive school days) an individualized education program (IEP) meeting is necessary to change the child’s placement and the contents of the child’s IEP, if warranted. Further, if the IEP goals will remain the same and only the time in special education will change, then the IEP Team may add an amendment to the IEP stating specifically the amount of time to be spent in special education. If a child with a disability is absent for an extended period of time because of a COVID-19 infection and the school remains open, then the IEP team must determine whether the child is available for instruction and could benefit from homebound services such as online or virtual instruction, instructional telephone calls, and other and curriculum based instructional activities, to the extent available. In doing so, school personnel should follow appropriate health guidelines to assess and address the risk of transmission in the provision of such services. The Department understands that there may be exceptional circumstances that could affect how a particular service is provided.

The child does not receive services after extended period time, a school must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been “lost”. If the school has been provided the statement from the student’s physician that the student will be unable to attend school for 20 or more instructional days, Article 7 requires the school provide instruction to the student

during the time the student is unable to attend school (511 IAC 7-42-12). For students with disabilities (511 IAC 7-42-11) requires the CCC to determine the appropriate educational services to be provided.

Use of Homebound due to Infection in Student's Family

Once school buildings re-open, a student with a disability may be quarantined at home for an extended period of time due to the family member's infection. A school or district would follow the same homebound protocol identified above to ensure the provision of FAPE. School personnel should likewise follow appropriate health guidelines to assess and reduce the risk of transmission in the provision of such homebound services.

Use of Homebound Not Related to COVID-19

As schools reopen, students who were receiving services in a homebound placement pursuant to their IEP will remain in their placement until the CCC determines the different placement is appropriate. Whether the location of the homebound services identified in the student's IEP is in the student's home or an out of school location other than the student's home, school personnel should follow appropriate health guidelines to assess and reduce the risk of transmission of COVID-19 (511 IAC 7-42-11).

Homebound Timelines

Schools and districts must ensure the CCC reconvenes at least every 60 instructional days (this instructional the account includes remote only days used pursuant to the LEA's Continuous Learning Plan) when a student is receiving services in the homebound setting. 511 IAC 7-42-5(a)(7). Changes to the IEP related to a safer service delivery method during school closures and re-entry may be considered by the CCC at these 60 days reconvenes. 511 IAC 7-42-11.

Special Transportation

If districts and schools are providing in person services and a student requires transportation, then the IEP should reflect the service. Collaboration with transportation vendors to implement a busing plan that meets social distancing recommendations are imperative (including pick up, in transit, and drop off). It is also important to review cleaning and disinfection protocols

Therapy

FAPE requires taking into account the needs of individual students. Therefore, at a minimum, school reentry planning for providing IEP required therapies in accordance with the CDC community level guidance for schools must address:

- Student specific medical and special transportation needs for transitioning back to school setting such as classrooms, playgrounds, and the programs for therapy services;
- Unique operating conditions, including: intensified cleaning and disinfecting of equipment and services between therapy sessions; class and therapy group size reductions, staggered (alternative days/rotation) scheduling and/or space seating to facilitate physical distant distancing, restricted sharing of equipment/learning aids, and possible shifts to nontraditional class settings to improve ventilation;

- Instruction about and observance of frequent hand washing and face covering recommendations;
- Remote therapy needs, including assistive technology, as necessary, for special student populations who cannot yet safely return to congregate setting;
- Contingency planning to continue services if COVID-19 transmission requires intermittent or extended school buildings closures; and
- Individual students' skills regression or lack of progress in communication well with parents/families about IEP therapy service changes or additions to address regression; and
- Anticipated backlogs in evaluation and possible need to prioritize new referrals before re-evaluation
- Adequate staffing to meet all students' therapy needs, including: age and underlying medical conditions that may preclude qualified personnel from delivering services in the physical proximity of students and other staff; technology training and access for therapists to serve medically fragile students, such as those who are ventilator dependent and have tracheostomies; (See Used and IDOE COVID-19 web resources on expanded options and Indiana Medicaid coverage for IEP therapy services; and flexible and adaptive scheduling to maximize therapy service provisions despite personnel shortages, staff illness/isolation, and limited access to students.
- The district requirement to provide equitable services to parentally placed students with disabilities attending re-opened non-public school buildings within the district boundaries.

Student Transportation Considerations

The school bus is often the student's first contact with the school in the morning and the last point of contact in the afternoon. We are paying particular attention to protocols used in student transportation to minimize the spread of COVID-19 and protect both students and employees.

The following are protocols MSD of Shakamak has put in place during the COVID-19 pandemic. These precautions are not required by law but are taken as an additional precautionary measure in an effort to protect both students and staff.

Preparation, cleaning and inspection of all buses and transport vehicles for cleanliness and safety has taken place this summer. The following are additional considerations taking place during the 2021-2022 school year. All bus seats and student areas will be cleaned using a CDC and local health agency approved cleaning solution.

Modifications for School and Extracurricular Transportation Situations

- Custodial-arranged, reimbursable transportation for McKinney-Vento, foster, and medically fragile students is possible for those able to transport McKinney-Vento out of district homeless, foster, or medically placed students.
- Drivers and maintenance/cleaning staff are properly trained.
- Contact your school if you feel a student or the driver exhibits symptoms of COVID-19.
- Students displaying symptoms of COVID-19 must be picked up from school. They will not be allowed to ride the bus home.

- Avoiding touching surfaces often touched by passengers.

Health Department Recommendations

MSD of Shakamak is working with the Indiana Department of Health (IDOH) and the Greene County Health Department (GCHD) to help prevent the spread of COVID-19 among students, staff and teachers. MSD of Shakamak will follow the recommendations of those agencies, which include the following:

Educational governing bodies are encouraged to follow Centers for Disease Control and Prevention (CDC) and Indiana Department of Health (IDOH) guidance. Per CDC order, masks are required to be worn on public transportation, which includes school buses.

PreK-12 Schools:

- *Unvaccinated staff and students* - Masks recommended indoors (except when eating); social distance at least 3 feet if all students are facing forward in the classroom; social distance at least 6 feet in all other areas of the school; and quarantine if identified as having had close contact with someone who tested positive for COVID-19.
- *Vaccinated staff and students* - Masks are not necessary; use good judgment regarding social distancing; and no quarantine needed if identified as a close contact as long as they remain asymptomatic.

Track and Isolate Positive Cases:

- Individuals should stay home for 10 days following the onset of symptoms or a positive test result.

Who is a close contact?

- If all students are masked and facing forward in the classroom, only individuals within 3 feet of a person diagnosed with COVID-19 for a total of 15 minutes or more over a 24-hour period.
- If all students are *not* masked and facing forward in the classroom, all individuals within 6 feet of a person diagnosed with COVID-19 for a total of 15 minutes or more over a 24-hour period.

Quarantine:

- *Vaccinated* close contacts do not have to quarantine, but should monitor for symptoms and isolate if symptoms develop.
 - *Unvaccinated* individuals who are identified as a close contact must quarantine.
- Asymptomatic close contacts* may return on day 8 (with specific negative testing and precautions), day 11 (with precautions), or day 15 (without testing or precautions).

Report:

- Schools should report all positive cases and close contacts via the IDOH K-12 Gateway portal.

Masking/Face Coverings (K-6)

- **In K-6 grade schools – we recommend masking indoors (except while eating) for:**

- Students who are not yet eligible for vaccination (ages 0-11)
- Other individuals who are not vaccinated

- **Outdoors when:**

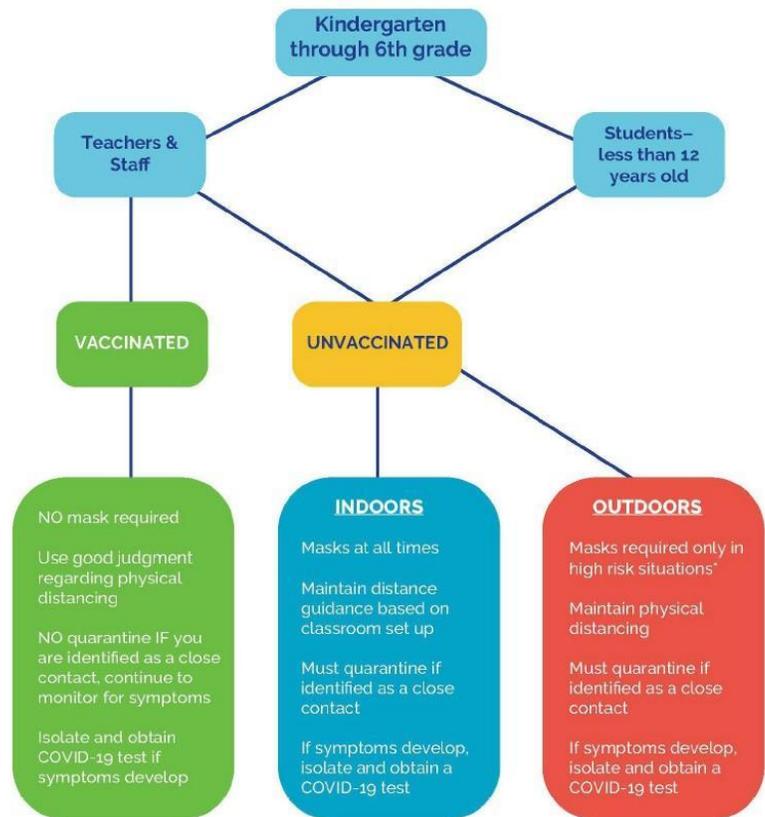
- Masks may not be necessary when you are outside by yourself away from others, or with people who live in your household.

See K-6 algorithm



<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

K-6 guidance



*Masks required on the bus per current federal requirement



Masking/Face Coverings (7-12)

In schools with students 12 years and above we recommend masking:

• **Indoors for:**

- All individuals who are **not vaccinated**
- Vulnerable individuals who may be at increased risk of illness
- Anyone who feels more comfortable wearing a mask

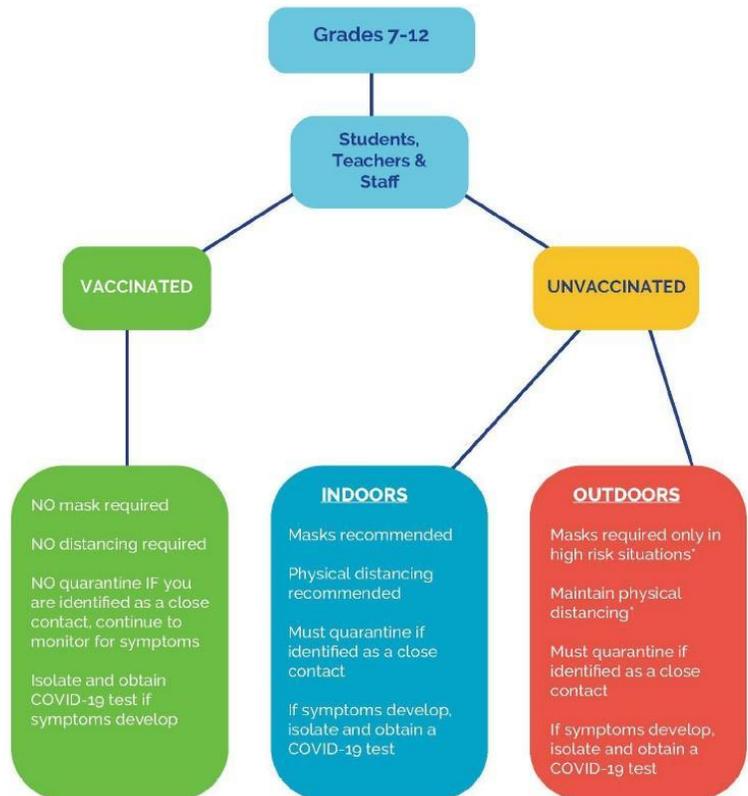
• **Outdoors when:**

- Masks may not be necessary when you are outside by yourself away from others, or with people who live in your household.

See Grade 7-12 algorithm



Grades 7-12 and staff



*Masks required on the bus per current federal requirement



Physical Distancing

K-6 and those who are unvaccinated

Physical distance recommendations:

- At least 3 feet between all students in a classroom (During educational school day and encourage cohorting)
- At least 6 feet of distance:
 - Between adults in the school building and between adults and students
 - In common areas, such as school lobbies and auditoriums
 - When masks can't be worn, such as when eating
 - During activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise. (These activities should be moved outdoors or to large, well-ventilated spaces whenever possible.)
 - In community settings outside of the classroom



Hand Hygiene

- Wash hands with soap and water for at least 20 seconds whenever hands are visibly soiled and in the following situations:
 - Before and after meals and snacks
 - Before and after recess
 - Before and after sharing supplies or equipment
 - After going to the restroom
- Build time into daily routines to incorporate hand washing
- Consider making hand sanitizers with at least 60% alcohol available for everyone near frequently touched surfaces, doors, shared equipment, and where soap and water are not readily available
- Promote hand hygiene throughout the school by placing visual cues



Daily Parent Screening Tool

COVID-19 Screening for Parents

Every morning before you send your child to school please check for signs of illness:

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	FEVER 100.4* OR CHILLS <small>*or school board policy if threshold is lower</small>		SORE THROAT		COUGH* OR SHORTNESS OF BREATH <small>*especially new onset, uncontrolled cough</small>
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	DIARRHEA, NAUSEA OR VOMITING, ABDOMINAL PAIN		HEADACHE* <small>*particularly new onset of severe headache, especially with fever</small>		NEW LOSS OF TASTE OR SMELL

*May present with more than one symptom. This list does not include all possible symptoms.

- 1 Does your child have any sign of illness above?
 - 2 Were you in close contact (within 6 feet for a total of 15 minutes over a 24-hour period) with anyone confirmed with COVID-19?
 - 3 If the answer is **YES** to any of the questions, **DO NOT** send your student to school. Instead, begin isolation of your child and contact your healthcare provider. Have you been tested for COVID-19? Only a positive test or provider diagnosis can confirm if someone has a current infection.
 - 4 Please keep your student home until they meet the criteria.
-  If you have trouble breathing, chest pain, new confusion, inability to wake or stay awake or bluish lips or face **CALL 911!**

