

Pine Ridge School

Final Draft School Reopening Plan for September 16, 2020

On September 16, 2020 when school reopens it is the intent of the Pine Ridge School to implement a 100% distant learning model. This model provides a safe way to learn with less risk of exposure to COVID-19. With the right tools, students can receive a quality education. The Pine Ridge School will implement a Learning Management System utilizing google classroom, and other online programs as indicated in the body of this plan. Additionally Zoom will be utilized as a tool for face-to-face interaction and instruction with students. To ensure our staff are prepared to serve our students in the most effective way possible, all instructional staff, administrators and counselors are on a short-term contract from August 10-September 11 for training in our online platforms. Technology & Innovation in Education (TIE) is providing training on Plan Book, Google Classroom and Zoom. All training is done virtually through Zoom.

The Oglala Sioux Tribe currently has a Shelter-in-Place Ordinance (ORD-20-18) in place that mandates schools on the Pine Ridge Indian Reservation provide online instruction. Additionally, On September 1, 2020, the Oglala Sioux Tribe passed an Education Health Ordinance (Ord 20-57) that states that all educational institutions shall conduct distance learning for at least the first quarter of the 2020-2021 academic year. It states that no educational institution will be required to reopen for in-person activities during the Fall 2020 semester and that no plan for an educational institution to reopen shall go into effect prior to November 2, 2020.

Other information considered in the selection of this plan for reopening includes:

- 90 percent of families surveyed said they want online learning and are afraid to send their children to school.
- 10 students were withdrawn from Pine Ridge School by their parents as a result of the “Dear Parent” letter that was issued by Director Dearman. Parents interpreted said letter to mean that all schools would open in person.
- 53% of the Pine Ridge School staff including all departments would be considered “High Risk” because of age or underlying health issues. The percentage would be even higher if you include staff that live with a spouse or relative that is considered “High Risk”. According to the BIA and Human Resource guidance those staff could not be mandated to return until the school community reaches Phase 3 of the reopening of America Plan. With less than 50% of staff the school could not effectively educate students nor ensure the safety protocols of the CDC or BIE.
- 7 high school teachers and 3 Elementary teachers commute from Dawes County NE which as of 8/29/20 as a 193% uptick in positive COVID cases.
- 7 staff members commute from Pennington County, SD which had 251 new positive COVID cases on 8-22-20 (Rapid City Journal)
- Oglala Lakota County positive cases are increasing.
- The 14 day trend in the State of South Dakota shows a dramatic rise in new positive cases from 110 to 450 from August 13-August 29.
- The 80th Annual Sturgis Motorcycle Rally just finished in Sturgis, SD estimated to bring 250-300,000 people in from all over the world. The SDDOT traffic count for the rally was 462,000. The rise in cases coincides with the dates of the rally August 7th-16th, 2020. Many people from the reservation did attend.
- The Central States Fair is currently going on in Rapid City, SD August 21 – 30, 2020. This is estimated to bring 100,000 people to Rapid

City from across the region which is just 30 miles from the northwest border of the Pine Ridge Indian Reservation. Many of our tribal members have and continue to attend.

- Both the Sturgis Motorcycle Rally and Central States Fair did not require PPE as the state of South Dakota has not mandated PPE or social distancing. The cases of COVID-19 are predicted to continue to rise after the conclusion of these two events as people will take the virus back to their homes and communities and spread.
- Majority of our students live in over-crowded multi-family household, many of which lack plumbing facilities needed to help prevent the spread of COVID.
- Pine Ridge Reservation already had the lowest life expectancy in the United States before the COVID-19 Pandemic. 66.81 years
- Nearly half of school age children are being raised by grandparents who are in the high risk category for COVID 19.
- Obesity, diabetes and heart disease occur in epidemic proportions here on the Pine Ridge Indian Reservation amongst adults and children and nearly half of adults smoke.

When considering the information above this model is the best and safest option for our community.

Students will begin school in a 100% distant learning environment. The school will provide equipment/devices for students who do not have their own devices at home to utilize. In addition, hot spots provided by ATT with connectivity paid for by the school will be distributed to those students and families currently without connectivity in their homes.

Food Service will provide meals for students daily, Monday through Friday. These “to go” meals will be available for pick up at the school as well as will be transported by bus drivers to districts/communities in which students live.

While in the completely virtual model, no on campus extracurricular activities or athletics will take place. Additionally, the dormitories will remain closed.

After the first 9 weeks of school a reevaluation will take place of local conditions to determine if the school will remain in a 100% virtual learning model or move to a Hybrid Learning model.

Instruction

	Guiding Questions	Virtual Model
Curriculum	<i>Which instructional materials will be used for ELA, Math, Science, and Social Studies? Are they aligned to CCS?</i>	Until such time as the new BIE standards and assessment is shared out with schools and staff are trained accordingly, the Pine Ridge School will continue to follow the South Dakota Sate Content Standards.

	<p><i>What is the plan for language/culture curriculum and instruction?</i></p> <p><i>What type of coaching or professional development is given for adapting instructional materials to each model?</i></p> <p><i>How will lesson plans be adapted to fit each model?</i></p> <p><i>How will students be assessed?</i></p> <p><i>What resources will be used to support student needs?</i></p>	<p>High School: ELA-Plans will be aligned to South Dakota State Content Standards using links for resources and lesson plans aligned to SD Content Standards. Math- College Preparatory Math Text and South Dakota State Content Standards using links for resources and lesson plans aligned to SD Content Standards. Science – Textbook and teacher-created materials from South Dakota State Content Standards using links for resources and lesson plans aligned to SD Content Standards. Social Studies - Teacher created materials from _ South Dakota State Content Standards using links for resources and lesson plans aligned to SD Content Standards.</p> <p>Elementary: Reading Mastery (ELA), Achieve 3000 Reading and Math (ELA), Math Investigations (Math), Connecting Math Connection (Math), College Prep Math, Science Fusion (Science). South Dakota State Standards Website-teacher resources Kahn Academy Supplemented Materials Readworks.org Readwritethink.org Viking Voyagers, Spellingcity.com IXL, Lexia, Smarty Ants Code.org Accelerated Reader Math Investigations-hands on games. Journeys (some components can be used) grades 4 and 5. Google Classroom, ZOOM, Google Meeting, CPM e-book for math, You-Tube videos, Oecti Sakowin on-line, Google Slides</p> <p>For Language and Culture, teachers will create materials Using Oceti Sakowin Essential Understandings in Lakota Studies and across the curriculum. Instruction will be provided using ZOOM.</p> <p>Teachers will use Planbook to document learning objectives, process, teaching strategies differentiation, assessment and standards. Virtual students will receive instruction via Zoom and Google classroom.</p> <p>All instructional staff, administrators and counselors are on a short-term contract from August</p>
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Learning Management System (LMS)	<p><i>Which LMS will be used?</i></p> <p><i>How will it meet the needs of students?</i></p>	<p>Google Classroom will be utilized as the main learning management system. GC meets the learning needs of students by using Google Docs, Gmail, and Google Calendar. Google Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized.</p> <p>Lap tops have been ordered for all students, however, it is unlikely that these devices will be delivered in time for the scheduled start date of September 16, 2020. In this case students with personal devices or access from home will move forward with the virtual learning. Until delivery of equipment, students without devices or connectivity in their homes will be delivered weekly hard-copy instructional materials that mirror the online learning assignments. Phone calls will be made to these students by teachers, education technicians, counselors and attendance clerks daily for purposes of attendance, instruction, and assistance/support with the hard copy instructional materials.</p> <p>Instructional material packets will be delivered by bus drivers on the noon delivery on Mondays. Teachers and ed techs will ride buses to deliver work and assignments to the students. Work will be turned in/ collected by bus drivers on Friday mornings when meals are delivered.</p> <p>Teachers that self-identify as high risk will have their packets mailed each Friday. Students can return packets to bus drivers when delivering meals on Friday mornings.</p>
Instructional Delivery - Elementary/Middle School	<p><i>How will instructional delivery and design focus on an instructional program that reinforces evidence based skill development?</i></p>	<p>Zoom meetings and Google Classroom will be utilized. Instruction will be led by the classroom teacher using direct instruction, whole group instruction, independent practice and discussion. Using the school's adopted curriculums and other educational resources and South Dakota State Standards. Formative assessment will be used to evaluate student progress with prompt feedback to the student.</p>

	<p><i>How will students still have the opportunity to learn grade level content with the instructional program?</i></p> <p><i>Are intervention and remediation opportunities identified in the school's schedule?</i></p>	<p>While students are working from home there should be no problem logging into Google Classroom or ZOOM because they are web based programs, however the Assistant Principal will work with teachers to create a staggered schedule by grade level for log in times and days that we can quickly transition to should a problem arise. Assistant Principal and Teachers will create a schedule for live lesson instruction Zoom sessions with a minimum expectation that teachers will provide at least one live session a week per subject area in the Elementary and per class in the middle school. Schedules will also take into consideration what is required for teachers to meet the criteria in their critical elements but the priority will be meeting the academic, social emotional needs of our students during a virtual learning model because of the COVID-19 Pandemic.</p> <p>Interventions and/or remediation will be done over ZOOM with a classroom teacher and/or Ed Tech.</p> <p>Teachers will use direct instruction, whole group instruction, independent practice and discussion, using formative assessment to evaluate student progress. Whole group will be led by the classroom teacher.</p> <p>Students will be grouped by winter 2019-2020 Map Test and Acadience scores for intervention.</p> <p>Time slots are scheduled for small group instruction and intervention via ZOOM. 2 groups will work at a time on separate sessions, one led by teacher and another by education technician.</p> <p>Students are expected to participate in a morning ZOOM session for attendance. Students that have not signed in to the morning zoom will be contacted by our automated caller and an ed. tech to share the directions for the day and to guide them, if needed to log in to Google Classroom. Logging in to Google Classroom and working on the assignment will be used to count those students as present.</p> <p>If/when (in extreme cases) students may be without access to technology or connectivity, they will be called by teacher or paraprofessional to discuss instructional materials provided and offer any assistance as needed. These students will then be marked present.</p> <p>Bus drivers will take roll when delivering meals. Any student receiving a meal must be present for that day in order for the school to receive reimbursement for that meal. The bus drivers' roll sheets will be submitted to the Administrative Secretary on return from delivery. Secretary will then forward roll sheets to attendance clerks, teachers and building administrators. If any student receiving a meal has yet to receive attendance by attending the zoom meeting and/or logging in and working in Google Classroom a phone call will be made to student or parents to</p>
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<p>Same as above for students in this subgroup</p>	<p><i>Students with Disabilities (SD) and related services</i> <i>What is the plan for delivery of services?</i></p>	<p>Using Zoom and/or Google Classroom for distance learning, SPED/related service staff will deliver instruction based on IEP needs using the curriculum/program(s) students utilized during face-to-face instruction along with additional online programs for skill development. As needed, instructional materials will be provided to students based on instructional needs for supplemental programs to assist and/or enhance learning. Formative/summative assessments will continue to be used to monitor progress on student's skill development.</p> <p>Also, for distance learning the regular education program will use Google Classroom and/or Zoom, therefore, SPED/related service staff will collaborate with regular education teachers on accommodations/modifications for IEP students in teacher's lesson plans in "Planbook" for skill development. SPED staff will engage in Google Classroom and/or Zoom for inclusion services for students.</p> <p>Related therapy services (i.e. counseling, occupational therapy) for both the elementary and high school IEP students will be serviced through telehealth or virtually. These will closely resemble services as if those services were held in person.</p> <p>During distance learning, IEP students will have continuous contact with special education staff (i.e. teachers, education technicians) and related therapy service providers (i.e. counselor, occupational therapist) based on service times on the student's IEPs. Hence, contact time will range from 1 to 5 days per week for IEP students as indicated on the IEPs. For IEP students with less contact time (i.e. 1 - 2 days per week), social worker, counselor, education technicians, and special education coordinator will contact IEP students on assignments and family needs/issues for IEP students. IEP students will be expected to have contacts with special education program no less than 3 days per week for IEP services, contacts on assignments, contact on family needs/issues, and any pertinent information and assistance the program can provide to the families during distance learning.</p> <p>With the passage of new Oglala Sioux Tribe Education Health Order Ordinance 20-57. Students that are severe or those students determined to need additional services will be scheduled for one-on-one services provided by the Special Education Teacher. Student will be transported by bus driver, teacher, social worker or Sped Coordinator. Transporter will wear PPE, mask and gloves. Student will be required to wear a mask unless specifically stated with a doctor's note that he/she should not wear a mask. Social distancing will be followed and student will have temperature screened by driver before entering the vehicle.</p>

<p>Same as above for students in this subgroup</p>	<p><i>Section 504</i></p>	<p>Students who are on a 504 will be serviced through phone calls and home visits; if possible with safety measures in place, i.e. masks and minimum of 6 ft. social distance. Interventions will be re-shared with parents (as is on the paperwork they received at the 504 meeting).</p> <p>Where deemed necessary, students that need to come in for one-on-one services will be scheduled to do so. This may be allowed with the passage of new Oglala Sioux Tribe Education Health Order Ordinance 20-57. Student will be transported by bus driver or 504 Coordinator. Transporter will wear PPE, mask and gloves. Student will be required to wear a mask unless specifically stated with a doctor's note that he/she should not wear a mask. Social distancing will be followed and student will have temperature screened by driver before entering the vehicle.</p>
<p>Same as above for students in this subgroup</p>	<p><i>Student Assistance Team (SAT)</i></p>	<p>In elementary grade level teachers act as the SAT. They will continue this work through ZOOM, emails.</p> <p>Elementary counselors and education technicians will do phone calls and emails for health-checks and assistance with online learning at least once a week. At a minimum call will be to ask student how they are feeling, are they ok getting online, are they getting their meals. Zoom sessions will also be done for high need students and referrals to IHS will be done as needed.</p>
<p>Same as above for students in this subgroup</p>	<p><i>English Learners (ELs)</i></p>	<p>NA</p>
<p>Same as above for students in this subgroup</p>	<p><i>Gifted & Talented (GT)</i></p>	<p>Instructional materials will come in many forms: The materials used are aligned with the South Dakota Content Standards The entire staff at PRS has had several Zoom, Google Classroom and Planbook Professional Development (PD) sessions from March 2020 to the present. Continued PD's are scheduled for the staff. Visual and Performing Arts will purchase materials needed for regalia, Flutes and Art supplies. Academic Aptitude and Intellectual Ability will utilize IXL Math and ELA online program, Journaling Materials.</p> <p>Each of these students take part in the Language/Culture curriculum and instruction via the Language and Culture instructors. Those students identified as Visual and Performing Arts will take part in Cultural Arts as well.</p> <p>Lesson plans: Staff will use Planbook to write lesson plans. They will be adapted by including</p>

		<p>the parents, helping us to keep the students on track and motivated to complete individual given tasks.</p> <p>Assessment: Students will be assessed on participation, group work, individual IXL progress, projects, and samples of work. Some students will be graded in their advanced class placement instructors.</p> <p>Resources: Tablets, internet access, Art supplies, Flutes. Zoom, Google Classroom and Planbook</p> <p>Zoom and Google Classroom (recording artifacts) texting pictures and samples of progress. Students will be working on individual goals.</p> <p>Visual and Performing Arts: We will be teaching different methods and mediums of Art. This will be done via Zoom meetings and Google Classroom when made available. Times are indicated on student's Individualized Education Plan (IEP). Art Materials will be purchased and packed in bins for each medium they will be working on according to lesson plans</p> <p>Performing Arts: We will distribute flutes for students to practice for said time on the IEP. They will be asked to record themselves playing a created piece. They will be asked to participate in a Zoom 30 minutes a week. Flutes will be issued to those that qualify in Performing Arts as well as Art materials needed for regalia. Students will choose a certain piece of regalia to design and create for their dance category. Students will be asked to text picture of progress weekly.</p> <p>Leadership students will be asked to do a Community Service Project (CSP) of their choice. They will use a template to design CSP. Class discussion and Brain Storming ideas using break out rooms on Zoom Students will report weekly via Zoom and upload their progress onto Google Classroom.</p> <p>Academic Aptitude: These students will all be using IXL for either Math or ELA depending on their qualifying area. A hand full of students will be taking either 9th grade English at the High School or 9th Grade Math.</p> <p>Students will continue to have the opportunity to learn and meet the goals of the IEP's via Google Classroom and Zoom.</p> <p>Schedules, staffing and design focus instructional programs that reinforce best practices and evidence-based teaching approaches based on IEP's that were developed.</p>
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		<p>Career pathways and accelerated course work is again addressed in IEP through portfolios.</p> <p>Each student has a portfolio that was started at the time of qualification into the G&T program. Progress is measured, by project completions, grades, participation and work samples.</p>
<p>Instructional Delivery - High School</p>	<p><i>How will instruction be delivered and planned?</i></p> <p><i>Do schedules, staffing and design focus on an instructional program that reinforces best practices and evidence-based teaching approaches?</i></p> <p><i>How will students have career pathways and accelerated coursework in each model?</i></p> <p><i>Is remediation time articulated in the master schedule for students to receive content redelivery and stay on track for career goals?</i></p> <p><i>How will intervention be embedded in Math and ELA blocks?</i></p> <p><i>What post-secondary supports and resources will be used or provided?</i></p>	<p>ZOOM and Google Classroom will be utilized. The following steps have been taken by PRS administration: Instructional staff & admin 5-week Professional Development for</p> <ul style="list-style-type: none"> • Planbook • Google Classroom • Zoom • Reading Across the Content Area with a focus on online resources • Teaching with the Brain in Mind with a focus on using virtual learning tools and resources to create student engagement • Procured a local organization (Technology Innovations in Education) to provide instructional coaching for online learning to teachers, ed techs, and administrators • Implementation plan including a process for a local vertical and horizontal curriculum alignment throughout the duration of the 2020-21 SY <p>Students have a class schedule of 6 classes per day. They will be expected to attend each class every day by logging in to Google Classroom for that class. Students will receive daily attendance for each class by logging in to the google classroom and participating in the assignment for that class.</p> <p>While students are working from home there should be no problem logging into Google Classroom or ZOOM because they are web based programs, however the Assistant Principal will work with teachers to create a staggered schedule by department for login times and days that we can quickly transition to should a problem arise. Assistant Principal and Teachers will create a schedule for live lesson instruction Zoom sessions with a minimum expectation that teachers will provide at least one live session a week per class. Schedules will also take into consideration what is required for teachers to meet the criteria in their critical elements but the priority will be meeting the academic, social emotional needs of our students during a virtual learning model because of the COVID-19 Pandemic.</p> <p>Accelerated Coursework: Seniors may participate in early entry into the Oglala Lakota College- (presently all virtual learning.) Gifted and Talented program provides accelerated coursework for those students certified in that program.</p>

		<p>Remediation time is not presently reflected in the master schedule but extra help will be available to students in the afternoon hours. However, included in our SWP is a strategy to allot 2 days a week using MTSS for 9th and 10th grade students to participate in either remediation or enrichment in Reading and Mathematics. The leadership team will write an implementation plan. Expected date for this is October 19th.</p> <p>We need learning achievement baseline data. We did not complete SBAC standardized testing or MAP testing last school year due to COVID shutdown so our challenge is how to complete MAP testing in a total virtual environment so we can have baseline data to work with.</p> <p>Accelerated Coursework: Seniors may participate in early entry into the Oglala Lakota College- (presently all virtual learning.) Gifted and Talented program provides accelerated coursework for those students certified in that program.</p> <p>Career pathways – 9-12 students do career learning plans in SDMyLife (now called Zello). However, it takes at least a semester for approximately 400 students to complete the program onsite. Students can complete this virtually. Guidance counselors are creating a plan for the accomplishment of this in the distant learning model. Students will be provided with their login information and assistance through online tutorials, calls and emails from guidance counselors will be provided.</p> <p>Teachers will hold an afternoon ZOOM sessions for students needing additional help with assignments or navigating and working in google classroom based on student requests through email or in advisory period.</p> <p>Remediation time is not presently reflected in the master schedule. Included in our SWP is a strategy to allot 2 days a week using MTSS for 9th and 10th grade students to participate in either remediation or enrichment in Reading and Mathematics. The leadership team will write an implementation plan. Expected date for this is October 19th as baseline data is needed. The school was not able to complete SBAC standardized testing or MAP testing last school year due to COVID shutdown so our challenge is how to complete MAP testing in a total virtual environment. The school will consult with NWEA provider for more guidance. See more information below under testing.</p>
<p>Same as above for students in this subgroup</p>	<p><i>Students with Disabilities (SD) and related services</i></p>	<p>Using Zoom and/or Google Classroom for distance learning, SPED/related service staff will deliver instruction based on IEP needs using the curriculum/program(s) students utilized during face-to-face instruction along with additional online programs for skill development. As needed,</p>

	<p><i>What is the plan for delivery of services?</i></p>	<p>instructional materials will be provided to students based on instructional needs for supplemental programs to assist and/or enhance learning. Formative/summative assessments will continue to be used to monitor progress on student’s skill development.</p> <p>Also, for distance learning the regular education program will use Google Classroom and/or Zoom, therefore, SPED/related service staff will collaborate with regular education teachers on accommodations/modifications for IEP students in teacher’s lesson plans in “Planbook” for skill development. SPED staff will engage in Google Classroom and/or Zoom for inclusion services for students.</p> <p>Related therapy services (i.e. counseling, occupational therapy) for both the elementary and high school IEP students will be serviced through telehealth or virtually. These will closely resemble services as if those services were held in person.</p> <p>During distance learning, IEP students will have continuous contact with special education staff (i.e. teachers, education technicians) and related therapy service providers (i.e. counselor, occupational therapist) based on service times on the student’s IEPs. Hence, contact time will range from 1 to 5 days per week for IEP students as indicated on the IEPs. For IEP students with less contact time (i.e. 1 - 2 days per week), social worker, counselor, education technicians, and special education coordinator will contact IEP students on assignments and family needs/issues for IEP students. IEP students will be expected to have contacts with special education program no less than 2 days per week (thought you would want less for HS students) for IEP services, contacts on assignments, contact on family needs/issues, and any pertinent information and assistance the program can provide to the families during distance learning.</p> <p>The special education program will provide distance learning services to high school transition students based on the student’s IEPs. Transition services will be provided through Zoom and/or Google Classroom and/or telephone contact with the students. Transition teacher will schedule service times with students based on the student’s high school schedule and for the service time stated on the student’s IEPs. Transition teacher will use transition curriculum (i.e. Expanding the Circle) and activities to provide enhanced services to closely resemble services as if those services were held in person.</p> <p>With the passage of new Oglala Sioux Tribe Education Health Order Ordinance 20-57. Students that are severe or those students determined to need additional services will be scheduled for one-on-one services provided by the Special Education Teacher. Student will be transported by bus driver, teacher, social worker or Sped Coordinator. Transporter will wear PPE, mask and gloves. Student will be required to wear a mask unless specifically stated with a doctor’s note that he/she should not wear a mask. Social distancing will be followed and student will have temperature screened by driver before entering the vehicle.</p>
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<p>Same as above for students in this subgroup</p>	<p><i>Section 504</i></p>	<p>Students who are on a 504 will be serviced through phone calls and home visits; if possible with safety measures in place, i.e. masks and minimum of 6ft social distance. Interventions will be re-shared with parents (as is on the paperwork they received at the 504 meeting).</p> <p>Where deemed necessary, students that need to come in for one-on-one services will be scheduled to do so. This may be allowed with the passage of new Oglala Sioux Tribe Education Health Order Ordinance 20-57. Student will be transported by bus driver or 504 Coordinator. Transporter will wear PPE, mask and gloves. Student will be required to wear a mask unless specifically stated with a doctor's note that he/she should not wear a mask. Social distancing will be followed and student will have temperature screened by driver before entering the vehicle.</p>
<p>Same as above for students in this subgroup</p>	<p><i>Student Assistance Team (SAT)</i></p>	<p>Advisory period will remain a part of the daily schedule. Students will have access to their advisors via email, zoom and phone calls.</p>
<p>Same as above for students in this subgroup</p>	<p><i>English Learners (ELs)</i></p>	<p>NA</p>
<p>Same as above for students in this subgroup</p>	<p><i>Gifted & Talented (GT)</i></p>	<p>Instructional materials will come in many forms:</p> <p>The materials used are aligned with the South Dakota Content Standards The entire staff at PRS has had several Zoom, Google Classroom and Planbook Professional Development (PD) sessions from March 2020 to the present. Continued PD's are scheduled for the staff. Visual and Performing Arts will purchase materials needed for regalia, Flutes and Art supplies. Academic Aptitude and Intellectual Ability will utilize IXL Math and ELA online program, Journaling Materials</p> <p>Each of these students take part in the Language/Culture curriculum and instruction via the Language and Culture instructors. Those students identified as Visual and Performing Arts will take part in Cultural Arts as well.</p> <p>Lesson plans: Staff will use Planbook to write lesson plans. They will be adapted by including the parents, helping us to keep the students on track and motivated to complete individual given tasks.</p> <p>Assessment: Students will be assessed on participation, group work, individual IXL progress, projects, and samples of work. Some students will be graded in their advanced class placement</p>

		<p>instructors.</p> <p>Resources: Tablets, internet access, Art supplies, Flutes. Zoom, Google Classroom and Planbook</p> <p>Zoom and Google Classroom (recording artifacts) texting pictures and samples of progress. Students will be working on individual goals.</p> <p>Visual and Performing Arts: We will be teaching different methods and mediums of Art. This will be done via Zoom meetings and Google Classroom when made available. Times are indicated on student's Individualized Education Plan (IEP). Art Materials will be purchased and packed in bins for each medium they will be working on according to lesson plans</p> <p>Performing Arts: We will distribute flutes for students to practice for said time on the IEP. They will be asked to record themselves playing a created piece. They will be asked to participate in a Zoom 30 minutes a week. Flutes will be issued to those that qualify in Performing Arts as well as Art materials needed for regalia. Students will choose a certain piece of regalia to design and create for their dance category. Students will be asked to text picture of progress weekly.</p> <p>Leadership students will be asked to do a Community Service Project (CSP) of their choice. They will use a template to design CSP. Class discussion and Brain Storming ideas using break out rooms on Zoom Students will report weekly via Zoom and upload their progress onto Google Classroom.</p> <p>Academic Aptitude: These students will all be using IXL for either Math or ELA depending on their qualifying area. A hand full of students will be taking either 9th grade English at the High School or 9th Grade Math.</p> <p>There will also be certain students dual enrolled at Oglala Lakota College. All of these are based on their unique IEP. Classes will be offered via Zoom until it is safe to return to Face to Face instruction.</p> <p>Intellectual Ability: There are no students identified in this category to date in the High School.</p> <p>Creative Divergent: There are no students identified in this category to date in the High School.</p> <p>Student's will continue to have the opportunity to learn and meet the goals of the IEP's via</p>
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		<p>Google Classroom and Zoom</p> <p>Yes, schedules, staffing and design focus instructional programs that reinforce best practices and evidence-based teaching approaches based on IEP's that were developed.</p> <p>Career pathways and accelerated course work is again addressed in IEP through portfolios.</p> <p>Depending on IEP post-secondary is embedded with supports and resources.</p> <p>Each student has a portfolio that was started at the time of qualification into the G&T program. Progress is measured, by project completions, grades, participation and work samples.</p>
Frequency Outreach, and Follow-up of Teacher Support	<i>In the selected model, how will families receive communication from their child's teacher(s) on a daily basis (e.g. homework, behavior log, infinite campus, etc.)?</i>	<p>PRS has the capacity to send weekly progress reports, texts and both automated and live phone calls to parents. Zoom will allow for virtual Parent/Teacher conferences. The school's website and local radio stations can also be utilized for outreach.</p>
Grading, Feedback and Student Achievement	<p><i>How will students be graded?</i></p> <p><i>How will students receive regular feedback on their work?</i></p> <p><i>How will achievement and growth be tracked for this model?</i></p> <p><i>What are planning and preparation practices?</i></p>	<p>Students will be graded according to the assessments in the lesson plans and students will receive feedback via Google Classroom messages or Zoom. Growth and achievement can be tracked through formative assessments and grades for individual classes. Grades will be posted in Infinite Campus/Parent Portal so that students and parent have constant access to graded assignments.</p> <p>Planning and preparation practices: Teachers input lessons into Google Classroom where they can be accessed by students and parents. Student work will be submitted via Google Classroom which allows instant review and feedback from teacher. The expectation is that teachers will provide continual feedback to students through email, phone call, personal ZOOM meetings.</p>
Professional Development - Virtual or Distance Learning	<i>How will effective professional development related to virtual or distance learning be delivered to staff?</i>	<p>TIE has been contracted to provide professional development for virtual learning and instructional coaching and curriculum alignment for instructional staff. All professional development is done virtually until Tribal Shelter-In-Place is lifted and will occur during short term contracts before the start of the school year.</p> <p>Training will allow teachers to be able to create breakout rooms or groups via zoom so they can go from whole class instruction to individual or small groups based on test scores, need and</p>

	<p><i>How will staff receive technical training on distance learning tools and integrating instructional practices in digital/ distance learning?</i></p> <p><i>How will professional development give strategies on how to reach vulnerable groups of learners in a distance learning environment?</i></p>	<p>ability for intervention and differentiation.</p>
<p>Monitoring and Evaluation</p>	<p><i>How will the academic program and instructional delivery be monitored for implementation? (observation protocols, PLCs, etc.)</i></p> <p><i>How will student progress be measured beyond the gradebook?</i></p>	<p>The academic program and instructional delivery be monitored for implementation through observation protocols and PLCs. Weekly teacher observations will be conducted through administrators virtually attending classes to observe instruction and monitor implementation of EPAP critical elements to assure implementation of state content standards to reach every student. Administrators will observe the use of curriculum and standards, student engagement. Administrators will be expected to monitor Planbook to ensure lesson plans match instructional delivery and assessment plans. Leadership will encourage and support teachers as well as create online structures for collaboration through Zoom leadership meetings and PLC's to review learning data and share best practices.</p> <p>Planning and preparation practices: Teachers input lessons into Planbook (do students and parents have access, include this information? which allows instant review and feedback from assistant principal. (Lessons are also posted in Google Classroom for parent/student access) Teachers will be trained on EPAP Critical Elements which are based on Danielson's indicators for effective teaching. The expectation is that Assistant Principal will provide continual feedback through regular walkthroughs via Zoom and progress reviews. The aggregated data from admin will be used to work with leadership team improve instruction.</p> <p>Teachers can use online formative assessment tool. School leaders will provide more professional development for teachers in this area.</p> <p>After NWEA testing and the South Dakota Interim SBAC testing teachers will utilize the results as a baseline to measure progress of the mastery of content standards at their grade level.</p> <p>Staff will monitor progress through Google Classroom.</p>
<p>Mental Health Support</p>	<p><i>What are the school's plans for identifying</i></p>	<p>Students and families will be provided with resources on the school's Facebook page. Students will also be seen through Indian Health Services and can work with the school counselor</p>

	<p><i>resources and strategies to support social emotional learning and trauma- sensitive teaching? Be detailed.</i></p>	<p>through the telephone or zoom to be referred out or assist with mental health support. Counselors, Attendance clerks, registrars, education technicians will do weekly phone calls and emails for health-checks and assistance with online learning at least once a week. At a minimum call will be to ask student how they are feeling, are they ok getting online, are they getting their meals. Zoom sessions will also be done for high need students and referrals to IHS will be done as needed.</p>
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Safety

<p>Preparing School Facility</p>	<p><i>What are the plans and protocols for reopening school facilities? (include cleaning, sanitizing and disinfecting)</i></p> <p><i>What is the facility cleaning schedule in place?</i></p> <p><i>Will markings be visible to direct foot traffic?</i></p> <p><i>Will there be protective barriers/panels to protect frontline office and food service staff?</i></p>	<p>The school administration has invited the CDC to visit the Pine Ridge School and conduct a walk-through of campus buildings to advise leaders on the current safety status of buildings and additional mitigation strategies the school can utilize to prepare the buildings for opening with students. The school continues to follow the cleaning guidelines recommended by the CDC and in the BIE Reopening Plan 2020-2021 School Year Pg. 10 -21.</p>
<p>Maintaining A Healthy and Safe Environment</p>	<p><i>What is the plan for ensuring that all staff are properly trained, provided safety visuals and proper tools and equipment?</i></p> <p><i>What Is the daily routine schedule and wellness check schedule for staff and students?</i></p>	<p>Guidelines from the CDC and BIE Reopening Plan 2020-2021 School Year have been shared.</p> <p>In the Virtual plan there will be no physical contact as learning will be done virtually.</p> <p>All non-essential staff will telework.</p> <p>All essential staff reporting to campus will be required to wear PPE per Oglala Sioux Tribe Ordinance 20-31. And follow all guidance from the CDC on social distancing, hand washing, hand sanitizing, etc.</p> <ul style="list-style-type: none"> • If instructional staff are allowed to work from the buildings PPE (requiring at minimum a

	<p><i>How will you educate students on safe and healthy practices?</i></p> <p><i>What is the plan to acquire, purchase and maintain PPE?</i></p>	<p>mask) will be enforced per Oglala Sioux Tribe Ordinance 20-31. Staff will isolate ion their classrooms or offices and follow all guidance from the CDC on social distancing, hand washing, hand sanitizing, etc.</p> <ul style="list-style-type: none"> • Staff will be asked to do a self-evaluation of possible COVID-19 symptoms within 2 hours of reporting to work. <p>Mandatory signage provided by the BIE will be displayed in all areas of the school pertinent to each sign. Additional social distancing signs and decals will be posted.</p> <p>Staff and students will be encouraged to bring filled personal water bottles to school. The school will provide bottled water for cases in which staff or students forget to bring their own.</p> <p>A 3 month supply of PPE and cleaning and disinfecting supplies will be kept on hand at all times.</p>
Classroom Area	<p><i>What will be done (teacher checklist) in the classroom to ensure cleanliness, organization, spacing, student social distancing, and proper use of use of equipment and material?</i></p>	<p>Staff and Students will be doing distance learning and will not be in the buildings. If instructional staff are permitted to work from buildings they would isolate in classrooms or offices, follow cleaning and social distancing protocols and be required to wear PPE.</p>
Fire Safety	<p><i>Is there an updated fire drill egress plan that accounts for additional classroom space being utilized in the selected model?</i></p>	<p>While in the virtual model no additional rooms will be utilized. Fire Safety plans and egress will remain as is.</p>
Isolation Room	<p><i>Where is the isolation room? What established protocols will be used?</i></p> <p><i>How will staff be trained to include purpose and</i></p>	<p>Because staff that will be on campus will be social distancing/isolating themselves in offices or classrooms, no isolation room in the school will be designated. If staff are experiencing COVID symptoms but cannot immediately leave the building until picked up, they will remain in their respective office/room. Following their departure the school will follow the guidelines for cleaning that area provided by the CDC and BIE Return to Learn Plan.</p>

	<p><i>procedures for using the isolation room?</i></p>	
<p>Create an Emergency Plan for Transitioning Future Outbreaks</p>	<p><i>What is the school's contingency plan utilizing the educational opportunity program (EOP), as based on their emergency preparedness plans, for closing classrooms or schools in the event that there is a primary or secondary exposure to COVID-19?</i></p> <p><i>What are protocols and procedures for informing immediate supervisor, Education Program Administrator (EPA), and other pertinent staff?</i></p>	<p>BIE Reopening Plan 2020-2021 SY- PROTOCOL FOR HANDLING A CONFIRMED CASE OF COVID-19 IN SCHOOL</p> <ul style="list-style-type: none"> • Coordinate with local health authorities. Once learning of a COVID-19 case in someone who has been in the school, the school leader will immediately notify local health authorities and provide the ADD an early alert by email without using any personal protected information. The ADD will, in turn, provide an early alert to the BIA Emergency Management Team. These authorities will help administrators determine a course of action for their child care programs or schools. • Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health authorities to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health authorities to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19. • Local health authorities' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. • Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall. • Communicate with staff, parents/guardians, and students. Coordinate with local health authorities to communicate dismissal decisions and the possible COVID-19 exposure. <ul style="list-style-type: none"> ○ - This communication to the school community should align with the communication plan in the school's emergency operations plan. ○ Plan to include messages to counter potential stigma and discrimination. ○ In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act. • Clean and disinfect thoroughly. <ul style="list-style-type: none"> ○ - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

		<ul style="list-style-type: none"> ○ Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces. ○ If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. ○ For disinfection, most common EPA-registered household disinfectants should be effective. ○ A list of products that are EPA-approved for use against the virus that causes COVID-19 is available here: (https://bit.ly/2E1VLCK). Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.). ○ Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing: <ul style="list-style-type: none"> ▪ 5 tablespoons (1/3 cup) bleach per gallon of water or ▪ 4 teaspoons bleach per quart of room temperature water ○ Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website. ● Ensure continuity of meal programs. <ul style="list-style-type: none"> ○ Consider ways to distribute food to students. ○ If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery. Consider alternatives for providing essential medical and social services for students. ● Consider alternatives for providing essential medical and social services for students. <ul style="list-style-type: none"> ○ Continue providing necessary services for children with special healthcare needs, or work with the state Title V Children and Youth with Special Health Care Needs (CYSHCN) Program. ● If school administrators, in accordance with CDC guidance, determine that it is necessary to close a school, teachers and other school key staff members will depart with their assigned laptop computer and other essential materials. ● While a school is closed, the school facility will be thoroughly cleaned and disinfected in accordance with CDC guidance. https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html ● The school leader will coordinate with BIE leadership regarding communications to staff, parents and guardians, students, and other school stakeholders. Messages should
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Communication

<p>Communication Plan</p>	<p><i>What are the various methods of communicating with stakeholders? (Written correspondence, phone messaging, social media, school liaison, etc.)</i></p> <p><i>What are the protocols, audience and frequency?</i></p>	<p>School information is posted on our school website prs.bie.edu and on both our elementary and high school Facebook pages.</p> <p>Automated calls are used to inform parents, letters sent home via US Mail, email and the local radio stations. In some cases signs are hung in the different districts of the Pine Ridge Indian Reservation.</p> <p>Communications are made as needed or required.</p>
<p>Emergency Communications</p>	<p><i>Are there pre-determined and pre-drafted communication plans that address many of the likely topics to come up in the event of additional COVID-related needs?</i></p>	<p>For emergency communications the call out system will be utilized, staff will be emailed and the information will be posted on the school’s website. The school will follow the BIE Reopening Plan 2020-2021 SY- PROTOCOL FOR HANDLING A CONFIRMED CASE OF COVID-19 IN SCHOOL</p> <p>Dear Parents and Students of Pine Ridge School. There has been a confirmed Positive Case of COVID-19 in our school. We will be closed for (X) amount of days for cleaning and disinfecting. While the school is closed your student will continue with online learning. Students please check</p>

	<p><i>What will be the clearly articulated communication channel in place for staff, students and families? How will training be provided?</i></p>	<p>your school email for instructions from your teacher(s) for your online instruction. There will be no meals served until the facilities reopen. Thank you.</p>
<p>Accessibility/ Location/ Outreach</p>	<p><i>What is the accessibility and location of school information? What multiple modes of communication to teachers, students and parents will be utilized?</i></p>	<p>School information is posted on our school website prs.bie.edu and on both our elementary and high school Facebook pages.</p> <p>Automated and live calls are used to inform parents, letters sent home via US Mail, email and the local radio stations. In some cases signs are hung in the different districts of the Pine Ridge Indian Reservation.</p>

Support Services

	Guiding Questions	Virtual
<p>Human Capital</p>	<p><i>Has the school identified a sufficient number of staff to successfully support the selected model and reopening plan? How will staff be assigned to support the plan? (Schedules, staffing plan, contracts, calendar)</i></p>	<p>In the virtual model most staff will be assigned telework for the entire tour of duty or part of their tour of duty depending on the nature of their assignments. In accordance with the Reopening of American Plan, BIA/BIE Human resource guidance, self-identified high risk staff will not return to campus until Phase Three or unless accommodations can be made. *Shortened schedule means they will be onsite for time needed to perform essential duties and telework the rest of their tour of duty.</p> <p>Assistant Principals, Ed Techs, Teachers, Counselors will telework using online platforms to deliver daily instruction, intervention and counseling.</p> <p>Facilities Staff will be onsite full-time to maintain, clean and sanitize campus grounds and buildings.</p> <p>Kitchen staff will be onsite on a shortened schedule to prepare breakfast and lunch for students.</p> <p>Bus Drivers will be on a shortened schedule to deliver meals twice a day to students.</p> <p>Dormitory staff will telework and will be assigned to make the well-being check phone calls to students. If Dormitory staff are able to return they will also be given janitorial duties to assist in</p>

		<p>the cleaning and disinfecting of the school buildings and equipment.</p> <p>Business Manager and Business Techs will be on a shortened schedule</p> <p>Building Secretaries will Telework.</p> <p>Admin Secretary will be on a shortened schedule</p> <p>Special Ed Coordinator will be on a shortened schedule. SPED Staff will telework.</p> <p>Principal will be onsite full-time</p> <p>Teachers, Ed Techs, Counselors and admin that do not self-identify as “High Risk” will be allowed to work from the building if and when needed but must be in compliance with procedures and requirements as stated above in maintaining a healthy/safe environment.</p>
<p>Fiscal Management</p>		<p>The CARES funds spend plan as well as the school wide budget identifies funding resources for this plan.</p>
<p>Transportation</p>	<p><i>Does the school’s plan include established rules and safety measures to ensure students are safe while being transported?</i></p> <p><i>What transportation procedures will be utilized that clearly identify boarding, seating and exiting to ensure social distancing?</i></p> <p><i>How will drivers and students be educated on transportation procedures and safety measures?</i></p>	<p>Buses will be delivering meals. Only the driver will be on the bus. Driver will wear PPE. There will be no contact in the delivery of meals. The driver will disinfect bus before and after each trip.</p> <p>The driver will run the regular bus route taking him/her to their normal pick up sites which are the students’ homes. When the driver stops at a home he/she will honk and place the needed number of meals for that household at the bottom of the steps to the bus just inside the door The packaged meal will be placed in a clean plastic bin. The student or parent/guardian will approach the door. The driver will open the door, the student or parent/guardian will grab the packaged meal from the bin and step away from the door. The driver will close the door and continue on to other deliveries.</p> <p>*The driver will not open the door if student/parent/guardian is not wearing a mask or protective cloth covering.</p> <p>*The driver will wait 2 minutes at each stop for someone to come out for the meal.</p>
<p>Food Services</p>	<p><i>How/when will food service employees be trained in practices as</i></p>	<p>Food Service personnel attended online BIE training that outlined safe practices and CDC guidelines. The Kitchen staff will prepare breakfast and lunch for students. Staff will be required to wear PPE and follow social distancing guidelines as closely as is possible. Cleaning protocols</p>

	<p><i>outlined in CDC guidelines?</i></p> <p><i>What procedures/protocols are identified for safe food service delivery?</i></p>	<p>will be followed. Kitchen areas will be cleaned and sanitized at the end of each shift.</p> <p>Meals will be bagged and/or boxed and delivered by bus drivers. The delivery will be contactless.</p>
<p>Technology</p>	<p><i>What devices and internet services will be used which are approved by the BIE Chief Information Officer's Office?</i></p> <p><i>What is the plan for technology distribution? How will families and students be trained/educated on the use of equipment or learning platforms?</i></p> <p><i>Has the school selected technological devices and an accessible system to fully support the schools learning model and digital platform?</i></p>	<p>Laptops, tablets, and Wi-Fi hot spots will be used by the students for distance learning. All staff and students will sign a DI-105 for checking out technology devices. Families in need of IT hardware (either a laptop or Chromebook) will be assigned what is needed for the student to do distance learning.</p> <p>Prior to distributing technology to students the following forms will be completed:</p> <ol style="list-style-type: none"> 1. DI-105: Property will be logged for receipt and forwarded to the regional custodial property Officer and entered into FBMS. Justification and cost code of the school will be on lines 15-20. 2. BIE IT equipment check-out form: Appropriate boxes will be checked and the form will be filled out completely prior to review. Form will be reviewed with parents and students and signed before equipment will be released. 3. BIE's Internet Safe and Responsible Use document: This document explains proper and improper use of equipment. Parents and students must read and sign to agree to the rules in the policy. <p>For students and staff without Wi-Fi access, AT&T Hotspots will be distributed. Content can be controlled and time frames for use can be set.</p> <p>If there is a delay between the start date for school and the laptops and chromebooks arrive, those students with the ability to access online via smart phone, home computer or personal tablet will continue with the planned online learning. Those students that do not have a way to access the online learning will be provided instructional packets that mirror the online learning and will be returned for grades.</p> <p>Students and/or parents needing to check out technology will be given a date and timeframe to come to the school for check out. Business technicians and IT Tech will have stations outside where they will distribute the technology and give a tutorial on how to start the device, connect to internet and access the student's email. A DI-105 will be signed by parent and student.</p>

		<p>Social distancing markers will be used during technology check out and any parent/student that shows up without a mask will be given one. Security will ensure that there are no more than 10 people out of their vehicles and in line at a time.</p> <p>For IT issues, staff will call school's IT tech for IT issues or the BIA help desk. Students and parents report issues to the teacher. If it is something as simple as login to a given program, needing login information, etc. the teacher can assist. If it is a problem that needs more help than the teacher can provide, the teacher will submit a work ticket to the IT Tech with name and contact information of the student and the issue they are having.</p>
Dormitory plans	<i>TBD</i>	While in a full distant learning model the dormitories will remain closed.
Testing		<p>Remote testing will be scheduled with NWEA. If a deadline is required for the fall testing to be complete before all technology devices are received and distributed to students we will schedule 6 students at a time to come to the school campus where they will go to the outside computer lab (modular) without having to enter the school buildings to do their MAP testing. Parents of these students will be asked to do a health screening at home within 2 hours of coming to the campus. The students will be met by security upon drop off, screened and escorted to the computer lab. Students will be required to wear masks, face shields and gloves. The proctor will also wear a mask, face shield and gloves. The computers will be spaced at least 6 feet apart from their nearest neighbor on all sides. Windows will be open for ventilation. Teacher meeting times will be staggered should they cause an issue with bandwidth.</p>

MICHAEL CARLOW

Digitally signed by MICHAEL CARLOW
Date: 2020.09.09 12:44:14 -06'00'

Submitted By: _____
Mike Carlow, Principal, Pine Ridge School

Date: _____

Reviewed By: _____
Lora Braucher, Education Program Administrator, Pine Ridge ERC

Date: _____