North Kingstown Public Schools Reopening Plan

Due Date: July 17, 2020

LEA Name: North Kingstown Public Schools

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NKSD Introduction

1. **Message from the Superintendent Reopening NKSD PPT**

2. **Vision and Guiding Principles for Reopening:** North Kingstown School Department has developed a reopening plan grounded in an "innovation" approach to opening schools in the fall. This approach will use a DEVELOP, VALIDATE, MONITOR and MODIFY approach. The framework consists of the following areas: Health and safety, Instructional Core, SEL/Mental Health and Operations, along with Coherence and Equity for all. These were broken into subgroups of workshop and planning sessions to create the final draft dated 7/17/20. In presenting this plan, we recognize the need to be agile and flexible. We know we will need to monitor and modify as we roll out this plan. Each of these areas indicated above had representation from the district which included parents, students, transportation, food services, custodial services, school committee, building administrators, leadership, mental health, nursing, technology, union representation, teachers, etc.

   North Kingstown School Department has begun the process to reimagine what the "next normal" could be like and how as leaders and educators we can reform and reinvent ourselves to push our thinking to redesign the instructional model in light of the circumstances with the goal that teaching and learning must continue. North Kingstown School Department is committed to reopening schools and ensuring remediation of lost learning due to Covid19 for ALL students. North Kingstown School Department is committed to getting students and teachers safely back to school, in classes engaged in learning and teaching.

   The goal of this reopening plan is to ensure that the North Kingstown School Department is providing, to the best of its ability, each student with a variety of instructional modalities to help them stay on pace in their learning. We recognize that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served. Therefore, we have built this plan on the following guiding principles provided by the Rhode Island Department of Education:

Guiding Principles: To support all stakeholders in reopening schools, RIDE will follow five guiding principles for the planning, decision-making, and execution of returning to school:

1) **We will put safety first**. We will leverage science, data, and public health leadership to inform the choices we make.

2) **We will be transparent**. We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.

3) **We will be equitable**. We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.

4) **We will listen**. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.

5) **We will be decisive**. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change.

In considering next steps for a return to school, guidance will be based on community transmission as follows: 1). No community transmission 2). Minimal to moderate community transmission 3). Substantial community transmission 4). Confirmed case has entered the school, regardless of the level of transmission. All decisions will be made in collaboration with RIDOH and RIDE.

North Kingstown School Department will plan to collaborate with its community to mitigate high risk populations and minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination.

Based on Governor Raimondo's executive order, NKSD will plan and prepare for students and staff to return to school. In doing so, all will engage in routines and rituals to reinforce healthy practices such as social distancing, hand washing and staying at home if sick. Reopening RI has provided guidance for staff:student ratio models. See below.

NKSD has adopted RIDE's guiding principles and will make necessary changes to our strategic plan at our annual strategic plan meeting that includes all stakeholders being mindful of the unique circumstances of COVID-19 planning.

3. **Critical Components of Reopening Plan** *(included in tables below)*
    a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.
    b. Communication is embedded in each critical component table

  c. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.

Critical Components of NKSD Reopening Plan

The following tables below include critical components that NKSD is including in our reopening plan. These components are broken down into **Health and Safety (COVID-19 Control Plan), Instruction, Social-Emotional and Mental Health, and Reopening Operations.**

Within each table, there are three types of critical components:

- **Assurances** - actions and items - NKSD **must incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time.) *In the template below, NKSD marked "X" in a box to confirm we have this in our plan.*
- **Evidence** - actions and items **NKSD must incorporate** into plans and **need to be submitted to the RIDE** through narratives or other artifacts. *In the template below, NKSD uses the blank boxes to type our plans or attach/link to relevant materials.*
- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

NKSD is required to plan for all three reopening scenarios: limited in-person, partial in-person, and full in-person with a degree of distance learning incorporated into all plans. In this document, NKSD provided responses for the full in-person scenario as outlined by the governor and noted how the plans will be adjusted/modified for partial and limited in-person scenarios.

North Kingstown Reopening Key Terms

In the framework document shared by RIDE and Opportunity Labs in June, there is no indicator for when the threshold for a decision to move from Full in-person to Partial in-person to Limited in-person learning. NKSD will be flexible in moving from one scenario to another.
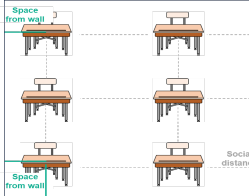
Full in-person:
- Elementary and Middle Schools will open schools with 100% in person operations. All lessons from each school will be consistent and uploaded to Canvas (our Learning Management System). We are working on how our elementary teachers can create time in their daily schedule to engage with their students who must remain at home due to medical exemptions. NKSD is working on plans on how to remediate learning loss for all students including our vulnerable populations.
- High School--all students will return and will be staggered alphabetically into two groups. Due to the population of our student body and the square footage of our building the safest way for all students to attend will be to attend on an every other day schedule. On the day they are not in our brick and mortar building, they will have received instruction from their classroom teachers to complete at home. NKSD is working on plans on how to remediate learning loss for all students including our vulnerable populations.

- At the high school, all vulnerable subpopulations will be prioritized to attend in-person.

Partial in-person:
- Elementary/Middle School--staggered entry. All students will return and will be placed into two groups where each class is divided alphabetically.
  - The week will begin Asynchronous lessons for all on Monday. This will allow for communication among the teacher and students. It will also allow for teachers to have common planning time at each grade level to provide consistent lessons that will also be uploaded into Canvas.
  - Each group will have one day in-school synchronous learning, followed by one day of distance learning. Vulnerable populations will be prioritized to continue daily, in-person instruction within the health and safety guidelines provided by the state.
- High School-- will remain as our in-person plan if it can be done safely. Any senior in danger of not graduating will be added to the vulnerable subpopulations (This plan is still in flux and we are flexible in receiving RIDE recommendations)

Limited in-person:
- Elementary, Middle and High School--Most students are distance learning.
- Priority for in-person learning is set up for our vulnerable populations. IEP and 504 students as needed which will be determined by the Pupil Personnel Office. English Language Learners will be prioritized on a case by case basis depending on their level and recommendation from EL teacher. Seniors in danger of failing will also be prioritized on a case by case basis.   All other subgroups/students with a need will be prioritized on a case by case basis.

Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence		
Face masks and coverings			
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.	See: Reopening RI Employee poster See: Reopening RI FAQs regarding face masks See: CDC Flyer
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).	
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).	Handbook addendum See: CDC Flyer See: CDC Flyer2
		d. Implement other procedures, as needed.	
Social distancing and organizing personnel			
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.	
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.	
X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).	
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.	We will use these flyers. See: CDC Flyer See: CDC Flyer2
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.	

X		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.	
		k. Implement other procedures, as needed.	
Responding to a positive case or outbreak			
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.	See: CDC Flyer See: RIDOH Flyer
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.	
X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, "stable group" or "pod" in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning	See: CDC Flyer See: CDC Flyer2 See: CDC Flyer 3 See: RIDOH Guidance p.5 Awaiting RIDE and RIDOH guidance-we will follow all provided guidance
	X	o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.	
Minimizing access by COVID-19-positive or symptomatic individuals			
X		p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.	See: CDC Flyer See: CDC Flyer2 See: CDC Flyer 3 See: RIDOH Guidance p.5
	X	q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to CMT.	See: CDC Self-screener See: CDC Flyer See: CDC Flyer 2 See: CDC Flyer 3 See: RIDOH Flyer
		r. Implement other procedures, as needed	

Communication with staff and students			
X		s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.	See: CDC Fact Sheet See: CDC Flyer See: CDC Videos See: CDC PSAs
X		t. Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.	See: Reopening RI Employee poster See: Reopening RI FAQs regarding face masks See: CDC Flyer
	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.	See: CDC Guidance
X		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.	
X		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.	
		x. Implement other procedures, as needed.	
Cleaning and decontamination			
X		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.	See: CDC Flyer See: CDC Flyer2
X		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)	
		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.	
X		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.	See: CDC Guidance for Cleaning and Disinfecting

X		cc. *Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.*	See: Reopening RI Guidance Document (p. 11-12) and CDC Guidance for Cleaning and Disinfecting
		dd. *Implement other procedures, as needed.*	See: Additional CDC Guidance and Fact Sheets
Industry specific guidance and updates			
x		ee. *Identify and review guidance specific to education and childcare on www.reopeningri.com/.*	
Y		ff. *Consult www.reopeningri.com/, the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance*	
		ii. *Stay in touch with key community partners regarding education and childcare specific guidance*	

NKSD Health and Safety Plan

ASSURANCES:
Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

x	*Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.*
x	*Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).*
x	*Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).*
x	*Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.*
x	*Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).*
x	*Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.*

x		*Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.*
x		*Develop a COVID-19 sick policy and communicate it to staff, students, and families.*
x		*Prepare the district to respond to a positive case or outbreak in a school building or central office.*
x		*Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.*
x		*Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.*
x		*Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.*
x		*Communicate information to staff, students, and families in their preferred language or easiest mode of communication.*
x		*Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.*
x		*Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)*
x		*Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.*
x		*Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.*
x		*Identify and review guidance specific to education and childcare on www.reopeningri.com/.*

EVIDENCE:
Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.

Elementary and Middle schedules were designed to create stable groups of students and staff in a consistent space. This included revising and editing itinerant schedules and lunch schedules. NKSD's commitment to providing stable groups included hiring additional staff and increasing TA hours.

Before and after school child care options are being reviewed at 4 elementary schools for feasibility. Before and after school district sponsored activities are also being reviewed for feasibility of onsite or virtual but will be limited in nature. Before and after school options for academic support will be our primary focus.

After school athletics programs will follow state guidance.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:

Partial:
Elementary and Middle will be at 50%. Monday will be asynchronous and the remainder of the week Group A would be Tue/Thur and Group B would be Wed/Fri.

High School will keep the same schedule as full in-person.

Limited--Most students are at home distance learning. Plans are in place to keep the most vulnerable populations in school each day.

2. Assign a minimum of one representative to work with RIDOH on testing staff and assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE by providing contact information.

Full Name	Email Address:
Mary King COO, NKSD	Mary_King@nksd.net
Phil Auger Superintendent, NKSD	Phil_Auger@nksd.net
Colleen Schnack Lead Nurse Teacher, NKSD	Colleen_Schnack@nksd.net

3. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.

NKSD will comply with the recommendations of the RIDE Playbook once it is distributed.

In addition to the NKSD Standing Orders 2020-2021 will include the COVID addendum based on the RIDOH playbook. NKSD will be activated to ensure the safety and wellness of students during the pandemic in the school setting. The School Nurse Teachers and support staff are dedicated to providing for the physical, emotional and cognitive health for students and staff, especially during the COVID pandemic. We will strictly follow all RIDOH guidelines, implement ongoing changes, and consider all current data when making decisions which will be in the best interest of the school.

Resources:
- Back to School RI: Health and Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools. June 19, 2020. Link here.
- Centers for Disease Control and Prevention: Coronavirus 19 Guidance for Schools and Child Care. Link here.
- Covid 19 Planning Considerations: Guidance For School Re-entry, link here.
- National Association of School Nurses: Coronavirus Disease 2019 Resources, link here.

4. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening

requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to CMT.

The NK School District will comply with the recommendations of the RIDOH Playbook once it is distributed.
Students:
We are an ASPEN district. All of the ASPEN districts met on July 10 to workshop how to create a workflow for parents. Each morning parents will review the Covid questions for each of their children in the school system. Once completed they will log into their ASPEN account and on the parent dashboard will be the Attestation Form that they must opt into to select that they have completed the form. The school will run a report each day and any students that come up as not having completed the form or not being healthy enough to come to school will have a phone call to let parents know the importance of filling in the form and/or determine if the reason the student is not in school is Covid related.

Staff:
We are looking to expand/revise our current daily screening tool.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN: N/A

5. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.

District will comply with the recommendations of the RIDOH playbook once it is distributed.

Instruction

Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		a. *Develop a Return to Instruction Workgroup*
	X	b. *Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work).*
	X	c. *Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.).*
		d. *Consider if and when students will still have access to non-core content (electives, etc.)*
	X	e. *Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.*
x		f. *Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.*
	X	g. *Demonstrate comparable levels of rigor between online and in-person instruction.*

X		h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		i. Develop a system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	k. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions).
X		l. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
		m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
X		n. Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
Special Education Services		
	X	o. Develop a plan to revisit students Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X		p. Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)
X		q. Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
Staff Supports		
	X	r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
X		u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.

X		v. Map what technical assistance and support will be offered during all reopening scenarios.
X		w. Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
Family and Community Engagement (communication and partnerships)		
	X	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
X		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.
	X	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	X	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

NKSD Instructional Plan

ASSURANCES:
Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop a system to continually monitor learning progress and loss.
X	Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
X	Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
X	Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)
X	Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?

X	*Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.*
X	*Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.*
X	*Map what technical assistance and support will be offered during all reopening scenarios.*
X	*Assess well-being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).*
X	*Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.*

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work).

At the end of the school year 2020, North Kingstown assessed our students (virtually, in grades 3-8 with STAR reading and math to gather evidence of students' progress and possible learning loss. Based upon the elementary data students progressed through the ELA priority standards and have gaps in the math priority standards. Principals have planned to move the beginning of the year STAR screening window up by a few weeks, assess again, and review.* The Middle and High School are currently working on gathering their data.

At the elementary level the following is used to assess:
- AIMSweb (Grade K and 1) and running records Fountas and Pinnell for Reading
- STAR- ELA and Math Grades 1-5 (open BOY window earlier) BOY, MOY, EOY
- Number Corner Baseline (K-5)
- Bridges Formative Unit Assessments

During School-Wide Data Meetings (quarterly), teachers will review data and focus areas in data team meetings and determine next steps for instruction and interventions. All students will receive core instruction with additional instruction on priority standard gaps. Tier 2 students will receive small group targeted instruction. Tier 3 students who have fallen significantly behind will receive targeted intensive interventions.

At the middle level the following is used to assess:
- STAR - ELA and Math BOY, MOY, EOY
- Math- pre-assessment (previous years standards)
- Reading- Mid-Unit and End-of-Unit Tasks
- Writing- pre-assessment: on demand task

At the high school, the following is used to mitigate learning loss:
Math and Language Arts:
- Teachers will utilize IXL diagnostics to collect baseline data and progress monitor.

- Students in need of skill development are provided IXL assignments and direct support with teachers in Personalized Learning Time.   This is part of their stable three to four course schedule.
- Co-teachers with special education certifications will be repurposed to provide direct instructional support in small groups.

All contents:
- Teachers will review their curriculum to focus on essential and priority standards.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
*If we are not full in-person, we know we can still assess virtually using STAR and we will have the full complement of technology resources and tools that may be used for distance learning.

2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.).

NKSD is prepared to welcome all students where they are. Parallel to ensuring social emotional well-being is our commitment to students learning. It is the highest priority to review the data from the assessments to identify gaps. The district is organizing teams of teachers to identify the most important skills and topics for students to learn, especially those that are prerequisites to future learning. We will use RIDE's Priority Content at the elementary and secondary level to determine the focus standards for intervention and support. This process will be done across grade levels and subjects to ensure students are focused on the most important material in the school year ahead.

Using baseline assessments, all students at each grade level (including multilingual and differently-abled students) will be identified using our universal screeners. Typically this is done 4-6 weeks after the start of the new school year, but this year we will begin sooner so that intervention can start as soon as possible.

Fortunately, at the elementary level our Bridges curriculum (math) has spiraling standards from grade level to grade level. Therefore, the students will have additional opportunities to engage with the standards. The reading specialists in each elementary school will push-into a classroom this year. To keep pods together the English language learners will be scheduled into one classroom at each grade level and the English language teacher will also push into the classroom to provide services.

At the middle level, in grades 6-8, there will be a new High Quality Curriculum in ELA where supports are built into the tier 1 level of instruction. Teachers will have multiple days of professional training with the publisher and additional coaching time to ensure that those students needing more will receive additional support provided to help all students access the curriculum.

Teachers at all levels will work across grade levels and like courses to adjust pacing guides as needed for their students.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
Partial--Students will receive instruction on the day they are in school and will have access to the lesson in Canvas at home to complete the next day's work.

Limited--Just as we did in the spring our teachers will come together to analyze the priority content. We have secured IXL district-wide for 3rd-12th grade to work with students on remediation and enrichment.
At grades K-2, we have Lexia, Raz Plus, and Dreambox for ELA and math. We also have a partnership with GEMS-Net through URI and they are working with us to provide rigorous and engaging distance learning lessons.

3. Identify the ways in which remote learning in the fall will be different from and/or similar to the spring.

North Kingstown learned from our work last spring. We sent a survey in late spring and more recently and received feedback from families and teachers/TAs:

1. **Consistency across schools and across grade levels**.
    a. North Kingstown purchased an upgraded learning management system, Canvas, and all teachers will be trained on using Canvas to post their agendas. Lessons will be curated and available to all students.
    b. Time-live with the teacher for a lesson. At each level, teachers are expected to meet live with their students for the same period of time. There are also expectations for asynchronous lessons, and time built in for remediation.
    c. Grading: In the spring, we enacted a "Do no harm" social emotional mantra. We are in the process of revisiting accurate grading to reflect the work submitted while providing helpful feedback for students and families.
2. At the **elementary level** we have a document that showcases critical steps to successful remote learning. This feedback will inform our model at the elementary level when we have to move to a partial or limited schedule.
3. At the **middle level**:
    a. Positives- One to one technology, district and school communication with families, the continuation of learning opportunities, response to social-emotional and physical needs of students and families, flexibility of asynchronous learning options.
    b. Negatives- Initial internet availability, the pacing of learning experiences- too little opportunities and too many opportunities, asynchronous instruction - too little structure.
4. At the **high school** they did not receive a lot of feedback on their end of the year survey. Instead the principal received emails from parents to highlight something that they liked and also give feedback to areas for improvement. They are currently working on that over the next week.

4. Demonstrate comparable levels of rigor between online and in-person instruction.

Based upon the end of the year STAR results in reading, North Kingstown demonstrated that we can expect and achieve a high level of rigor with distance learning. Our task will be to ensure that the level of rigor is consistent from grade to grade, subject to subject and teacher to teacher as we navigate between in-person and distance learning. Additionally, we will need additional training at all levels on trauma-informed instruction. Once we have the social emotional piece, whether in-school or online, we can expect students to engage. At all levels we have embarked on SEL training. From Open Circle and Leading Together to the RI Youth Restorative Project, we have teams of teachers who have trained and are adept at many of the protocols. We must continue until it is in our culture. Academic professional learning for the North Kingstown faculty and staff will need clear and precise criteria that ensure consistent levels of rigor, and professional learning will be a part of this. The NKSD bases all curriculum materials and lessons on grade-appropriate Common Core State Standards and after a year in Cohort III, EdReports training, we also base it on the three standards and shifts. An effective academic distance learning experience will align with the standards being taught at that particular grade level and for the specific content area and:

1. Provide students with modeling/demonstration material (i.e. screencastify video, podcast presentation, reading assignment, website module.)
2. Ask students to engage with a virtual partner or a Google Meet discussion to clarify what they have learned; this portion of the lesson shows that a student actively participated in the previous step.
3. Require that students apply what they have learned with a high-level; thinking activity. This type of problem solving activity incorporates critical thinking and independent thought.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
Partial and Limited-We will use the Monday, asynchronous day for teachers to work in CPT not only on their consistent lessons but on SEL plans and check-ins with students. Additionally, School Social Workers, Guidance Counselors, School Psychologists and TAs will also be checking in with students.

5. Determine changes to testing, grading, report cards, attendance, and promotion policies.

For Full in-person learning the testing, grading, report cards, attendance and promotional policies will remain the same. The elementary schools have a standards-based report card and the middle and high school have numerical report cards.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
For any type of partial or limited plan, the elementary level may continue with their standards-based grading. At the middle and high school levels we are revisiting grading and will create a procedure to address the assignment feedback helps each student understand their numerical grade.

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions).

- Academic Screening Tool- STAR will be administered 3 times a year (BOY, MOY, EOY) to all students in grades 3-8 and 9/10th. Additional qualifiers will include previous years' report card (literacy/math grades) and state assessment scores.
- All grade levels will use benchmarks on STAR (yellow and red zone), report cards and state assessments for determining eligibility for a MTSS plan.
- Additional student work samples, formative or summative assessment data may be reviewed to clearly identify a specific area of need for a student.
- An MTSS plan will be written to address the specific area of need using a research based intervention to be implemented by a classroom teacher (Tier 2) or specialist (Tier 3).
- All RTI/MTSS plans will be posted in ASPEN and be reviewed every 6-8 weeks by a building level team, including the classroom teacher or specialist that implemented the plan.
- Once the plan has been reviewed, the team will determine if the student met the MTSS goal/objective. If the goal has been reached, either a new goal will be written to address another area of need or bring the student closer to the grade level expectation. If the student has achieved grade level expectations, and there are no other areas of concern, he/she will be exited from the MTSS plan.
- If the team determines that the student did not reach the goal and additional support is necessary, the team may decide to increase the MTSS plan to a Tier 3 in order to increase the amount of support and intensity of the intervention.
- A student survey (TBD) for all students will be used as a screening tool for social/emotional concerns as well as teacher observations and checklists. If a behavioral MTSS plan is needed to support students the same procedure will be followed. Behavioral goals must include research based interventions and be reviewed every 6-8 weeks by the team.
- Leadership team for each grade span will complete DBDM (Data Based Decision Making) 3x times a year based on screening data to identify and address concerns with Tier 1 instruction.
  - Leadership team (within each grade span) - admin from each building, special educator and regular educator from each building, guidance, social worker, curriculum coordinator, reading specialist
  - Building Level Academic Team- admin, guidance, reg ed, specialist

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
This is a work in progress and we are meeting next week to determine how it will be different and similar based upon partial or limited return.

7. Develop a plan to revisit students Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.

Protocol for revisiting student IEPs, draft document, still editing this protocol but outline can be found by clicking the link.

8. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.

A survey was sent to educators, support staff, nurses, and non-certified staff members in early July. The following professional learning was determined to be top priority based upon their feedback:
- Professional learning on Health and Safety protocols
- Working simultaneously with students in school and through distance learning
- Other - it was chosen overwhelmingly so that they could write in the box to explain.

The overall trend in responses was they are not concerned about professional learning unless it has to do with our protocols for safety, strictly enforcing masking rules, ensuring our ventilation system is up-to-date and clean. They cannot think about any professional learning until we can guarantee the safety of the students, their colleagues, themselves and their families. They do not understand why they have had to socially distance for the past 4 months and now in an inside building the protocols are not the same.

For in-person, partial in-person and limited in-person at all levels:
- Administration has purchased Canvas Learning Management System to assist with classroom lessons for those teachers who have students both in school and at home. We are providing virtual training for all teachers and administrators to become proficient using this platform before school begins.

- A complement of software has also been purchased for consistency across schools district-wide. They include: Dreambox and Lexia (K-2), IXL (3-12), Razz Kids, Learning A-Z, Kami, Google Enterprise Version (Upgraded Google Meet), and Screencastify professional upgrade.

All companies we are working with must sign an agreement (DPA) confirming they agree not use student information to protect their privacy.
At the middle level we are continuing to roll out EL, our new high quality curriculum. Twenty-five out of twenty-seven educators will be attending virtual publisher training on July 16 and 17.

- Trauma-informed instruction
- Pedagogical training for distance learning

9. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.

North Kingstown School Department has the following already in place in our schools:

Elementary Schools
- All schools practice Open Circle
- Administrators and a team of teachers have been trained in Leading Together
- Any new teachers or those who were not trained this past year will be trained to run the Open Circle built into our schedule two times each week.
- The schedule at the elementary starts each day next year with the 30 minutes for Social Emotional Learning before academic lessons begin.

At the secondary level
We will continue to work with the Youth Restorative Practices of RI link here.

The high school has participated for the past two years: training over the summer at the Sargent Center and then back at our high school. Both times we ran out of slots due to interest. We now have over 40 teachers at the high school trained and this year we will bring in trainers to work on using the protocols and circles to help our students and teachers.

At the middle level we would like to begin the on-site training with representation from both middle schools and our Davisville Academy. Specialists in each building will be the experts/leads in each building to help others in cultural competency and trauma-informed teaching.

Teachers, guidance, social workers, school psych, administration will make up the team. There are plenty of days built into the calendar where we hope to incorporate this training.

10. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

Big takeaways are communication, consistency, and in-person interactions
- Whether we are in-school full time, partial or limited, we invested in a professional, upgraded LMS which we will train our teachers to use--Canvas. This will be how all agendas and lessons are given. There will be no adjusting for students/families regarding where to find lessons if we move to distance learning.
- Feedback included:
    - Parents were looking for consistency across grade level classroom instruction (i.e. amount of face-to-face time, live meets vs recorded, office hours). The draft school schedule for each level addresses this.
    - Due dates on one calendar, including specialists works (Our new LMS, Canvas, will assist with this)
    - Daily schedule/checklist for students and parents (clear expectations). Canvas will assist with this and the draft schedule is streamlined.
    - Parents wanted a reminder that assignments were due (Canvas can assist with this)
    - Parents wanted one platform (Canvas will do this)
    - Parents wanted timely feedback (academic- Canvas grades link directly to ASPEN. No having to grade twice like we did in Google Classroom.)

11. Develop a parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.

Principal
- It is imperative that principals streamline district and school-wide information in their communication to parents (and teachers) to once per week, barring any emergencies (Sometime between Friday and Sunday).
- All communications to be included should be sent to the Principal by noon on Thursday (i.e. from food services, special education, pre-k, PTO, nurse, coaches, etc.). During COVID, there should be a designated area for health and safety updates in the newsletter.
- Weekly Newsletter/Email- any important information for the good of all (included as a pdf on our webpage each week)
    - Apptegy text and voice messages- important for groups or for the good of all. Additionally, Apptegy posts messages to the school app and social media all in one place.
    - Individual phone calls or letters or certified letters- based on subject and need

Teachers
- If a support staff member (i.e. social worker, nurse, specialist/elective teacher, etc) would like information included in the teacher's weekly newsletter/email, they will get the information to the teacher by Wednesday.
    - Weekly Newsletter (elementary) or email- informing all parents about important classroom information
    - Email and/or phone call as needed- to individual parents (possibly also through Canvas or Aspen) about student progress, concerns, to answer questions
    - Need to create line of communication with various Tiers for various circumstances so that parents do not get inundated with phone calls

- Classroom teacher is the designated initial contact for any individual student issues. Department chair, guidance counselor, Assistant Principal will be included if appropriate depending on the school level and if circumstances warrant.

As teachers work together with support staff and TAs there may be times where another member of the cohort besides the classroom teacher will reach out to the parent (possibly someone who has an established relationship with the parent/student i.e. TA, social worker, special educator, psych, nurse)

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
Remains the same, as communication is of the highest importance. In addition, Google Meets will take place with the students and teachers (based on need) on the asynchronous work days. A cadre of support staff will also assist with the Meets.

12. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

- Provide daily blocks of time for the opportunity to hold social-emotional discussions/activities-students-teacher
- Addendum to the student handbook regarding new school structures, routines, distance learning expectations and health and safety guidelines as provided by CDC and RIDOH.
- Regular communication through previously established communications strategies.
- Additionally, at the high school, with teachers having fewer students in the classroom at a time classroom culture lends itself to more personalization with students.
- The new reestablished guidelines and new culture expectations will need to be clearly communicated to all stakeholders regarding what the dual learning environment (in-person/distant learning) will look like and the expectations of students in each of these environments. This is especially important and will be a shift due to the fact that many students formed poor habits at the end of last school year.
- Clear expectations will be communicated to both the students and families regarding the new policies and expectations.
- A Culture and Climate Committee was established last school year for our faculty and staff; this year we will be adding a sub-committee of students for the opportunity for student voices to be heard. We will continue our work with this committee and use it as a safe space for open conversations about the culture and climate of our building.

PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:
We are working on this to provide additional training for new teachers and staff on preparing to teach with trauma informed background. Our training in Open Circle at the elementary and with Youth Restorative Practices at the Middle and High School will be continued at both partial and limited return.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support		
		a. *Establish a crisis response team focused on student and staff mental health and wellness.*
	X	b. *Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.*
X		c. *Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.*

X		d. *Screen or evaluate students for mental health needs.*
		e. *Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.*
X		f. *Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.*
		g. *Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.*
	X	h. *Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.*

NKSD Social-Emotional and Mental Health Support Plan

ASSURANCES:
Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	*Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.*
X	*Screen or evaluate students for mental health needs.*
X	*Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.*

EVIDENCE:
Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.

Dr. Kim Carson, Director of Pupil Personnel Services
kimberly_carson@nksd.net
401-336-3122

Sherri Monico, School Psychologist for NKSD.
Sherri_monico@nksd.net
401-594-1153

2. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

NKSD will provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources. These resources can be found here. Additionally, NKSD has acquired a new Employee Assistance Program for staff to access if needed. Information about NKSD's Employee Assistance Program will be forthcoming for all NKSD faculty and staff. The two-page brochure gives a high-level overview of services.

NKSD will also provide training on trauma informed schools. This training is intended for students does additionally include specific training and practice for staff self-care. These resources can be found here.

NKSD is also in the process of reviewing the Reunite, Renew, Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening Schools July 2020. This document has several components the district is looking into for further consideration to support staff self-care, information can be found here. The SEL Roadmap offers four SEL critical practices, each with 3-5 activities which includes essential questions, actions to prepare and implement and tools to support the actions. SEL Critical Practice 2: Designing opportunities where adults can connect, heal and build their capacity to support students is an area NKSD is looking further into for fall implementation.

Additionally, The RI Interlocal Risk Management Trust offers training, workshops, exercise classes and more that is specifically designed to address the unique risks and challenges faced by public schools in RI. The class offerings are shared with all members of NKSD via email from human resources.

These plans will be modified or adapted based on full in-person, partial in-person or full distant learning for NKSD. This will include before school begins, surveying staff to determine their comfort level with returning to brick and mortar school, reaching out to staff to connect and build relationships and deliver the message of excitement for returning to school. This will hopefully build confidence in NKSD staff that they feel supported and allow NKSD to work to deal with the "new normal" of teaching and learning. We will also conduct a follow-up survey by the end of the first quarter or sooner to engage them as stakeholders in designing next steps for NKSD.

NKSD will deliver positive affirmations to help challenge negative thoughts. We know that positive affirmations, when delivered frequently and often, can serve to reduce stress.   Administrators and central office personnel will do frequent check-ins with staff on how they are doing. Tool to conduct 5 minute chats with principals or administrators can be found here.   There are many strategies teachers have found successful to support students that are applicable to their own individual self-care routines. While teachers are delivering instruction to students for self-care, they will practice these same techniques and strategies for self-care for themselves, for example Mindfulness.

Reopening Operations

Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.

x		*e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.*

Operations (Budget, Staffing, Scheduling, Food Services)

X		*f. Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, Spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.)*
	Y	*g. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.*
	X	*h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.*
X		*i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)*

Transportation

X		*j. Assess student arrival protocol (school bus drop off, parent drop off, etc.)*
X		*k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation)*
	X	*l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.*
X		*m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.* - *Cleaning schedule* - *Maximum capacity based on RIDOH guidelines*
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.)

Technology

		p. Designate a lead technology point of contact
		q. Develop a return to school technology plan
x		*r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.*
		s. Survey families to determine technology needs
x		*t. Develop process for inventory of technology* - *Students utilizing school devices at home* - *Faculty utilizing school devices at home* - *Return and sanitation of devices* - *Tracking computer issues*

Family and Community Engagement (communication and partnerships)

	x	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
x		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.)
x		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
x		x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.
x		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

NKSD Re-opening Operation Plan

ASSURANCES:
Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors.
X	Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, Spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.)
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.)

X	*Conduct an inventory of buses and students that utilize school bus transportation (including special transportation)*
X	*Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.*
X	*Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.*
X	*Develop process for inventory of technology.*
X	*Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.)*
X	*Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.*
X	*Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.*

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

Staffing changes in schools have been identified and will be filled. Key areas of staff increases appear to be required in the areas of teaching assistants, bus monitors and food service employees.

Regarding substitute staffing, the district outsources this function to Education Staffing Management Solutions (ESS). The District will move to increase its building based substitute model - a model in which a strategic number of substitutes, both teaching and teaching assistants, report to each school every day regardless of the number of absences. This model ensures a consistent staffing model and is based on historical absenteeism rates by school by employee category. Additional substitutes needed will be sourced on an as needed basis through ESS, including long term substitutes needed for leaves of absences. The District has worked with ESS for 4 years and has had an excellent partnership with the organization.

2. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.

High School Schedule and High School Traffic Flow-During passing times, students will follow the arrows for one way hallways and up/down only staircases.
Middle School Schedule-addresses arrivals/dismissals, meals and passing time.

Elementary Schedule

3. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.

At this time the District's transportation plan does not appear to require alternative transportation modes but carpooling and additional junior high and senior high parking will be investigated.

4. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)

A survey was sent to staff and families. Just under 400 staff responded and just over 1600 families responded. For both family and staff the number one takeaway by a large margin was health and safety. When the families and staff received the survey so much of our plan was unknown to them there ended up being more questions than answers. We plan to follow up with more surveys once we communicate the plan to the public.