

LEA Reopening Planning Template

Nonpublic Special Education School: Northern Rhode Island Collaborative
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Introduction

Overview and Purpose

This document outlines the critical components needed for a nonpublic special education (NPSE) school's reopening plan. NPSE schools will use this template to create plans **aligned to the guidance document** titled "[Back to School RI: Health-and-Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools.](#)" *This document and the guidance document should be used side-by-side.*

Please consider the critical components included in the following tables to **develop or enhance** your reopening plans. Then use the planning template included below each table to capture the identified information and evidence to return to RIDE.

Completed templates must be returned to RIDE by Friday, **August 14, 2020 for nonpublic special education schools.**

Plan Submission Process

1. RIDE releases guidance document and planning template on July 17, 2020.
2. Each nonpublic special education school completes the template with assurances and evidence, as applicable. Nonpublic special education school plans will submit to Susan Wood, PhD (Susan.Wood@ride.ri.gov) by Friday, **August 14, 2020.**
3. RIDE provides confirmation of receipt of the plan and notifies the nonpublic special education schools if any additional information is needed prior to review of the application.
4. RIDE reviews the application and provides feedback to nonpublic special education schools by Friday, **August 21, 2020.**

Nonpublic special education schools **are 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, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

This document is due to Susan Wood, PhD at RIDE (Susan.Wood@ride.ri.gov) by **August 14, 2020.**

Timeline and Responsibilities

RIDE

1. Reopening template + guidance, **June 19**
2. Reopening plan feedback, **end of July**

LEAs

1. Draft and submit reopening plan, **July 17**

Critical Components of a Reopening Plan

The following tables include critical components that should be included in each 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 **NPSE school's 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, NPSE schools will mark "X" in a box to confirm they have this in their plan.*
- **Evidence** - actions and items **NPSE school's must incorporate** into plans and **need to be submitted to the RIDE** through narratives or other artifacts. *In the template below, NPSE schools will use the blank boxes to type 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.

NPSE schools are 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, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

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.
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).
X		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 if applicable.
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.
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. Implement other procedures, as needed.
Responding to a positive case or outbreak		
x		k. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	x	l. 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		m. Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> - 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
	x	n. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.
Minimizing access by COVID-19-positive or symptomatic individuals		
x		o. 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	p. 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 school'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 RIDOH's Community Mitigation Team.
		q. Implement other procedures, as needed
Communication with staff and students		
x		r. 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		s. Post signs or posters describing the school'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.
	x	t. 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.
x		u. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.

X		v. Discuss with or distribute information to staff and students about how the NPSE school will address staff, student, or family concerns.
X		w. Implement other procedures, as needed.
Cleaning and decontamination		
X		x. 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.
X		y. 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		z. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
X		aa. 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		bb. 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		cc. Implement other procedures, as needed.
Industry specific guidance and updates		
X		dd. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
X		ee. 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

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 (in the event of loss or damage, etc.).
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	<i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
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.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office.</i>
X	<i>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.</i>
X	<i>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.</i>
X	<i>Post signs or posters describing the school'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.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the school will address staff, student, or family concerns.</i>
X	<i>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.)</i>
X	<i>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.</i>
X	<i>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.</i>
X	<i>Identify and review guidance specific to education and childcare on www.reopeningri.com/.</i>

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.*

All students will remain in the same stable classroom (pod) for all activities. There are 11 classrooms at Foundations Academy, with class sizes between 5-10 students. Each classroom will be an established pod. This is the same group they would do distance learning with, if necessary. The same staff will be assigned to the same classes daily. Whenever possible, itinerant staff will not pull students out of the room. When not possible, itinerant rooms will be disinfected thoroughly before and after use with each student. They will perform their activities in the classroom or outside weather permitting. Recess will be a staggered schedule so that classes do not mingle. Lunch will be brought to the classroom and eaten there. We do not have an after-hours program. There will be taped Xs on the floor 6 feet apart in the hallway near the bathrooms and in the entrances of the school. In each classroom pod, teachers will establish learning spaces six-feet apart for each student. We will follow the same protocol for partial and limited in-person scenarios.

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:
Kathy DeSisto and Pauleen Slater	kdesisto@nric-ed.org and pslater@nric-ed.org

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

School Nurse or administration will gather all available information about when an individual was diagnosed and then call the Rhode Island Department of Health for further guidance. School Nurse or administration will also work with the contact tracing team. It is important to ensure confidentiality of the infected person. Administration will determine if distance learning plans need to be enacted for specific pods. Staff and families will be informed in writing of measures taken, while maintaining confidentiality.

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 school’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 RIDOH’s Community Mitigation Team.*

Parents are all being mailed the information on the Crush Covid app. All students will be given a student symptom checklist to be filled out each morning. The first symptoms checklist and information on COVID - 19 will be mailed to the student’s house approximately two (2) weeks before school starts. A disposable mask will also be mailed two weeks before school starts and then again one week before school starts. Again, a copy of the student symptom checklist will be included in the second mailing. All information will go home in English and Spanish. We also plan to unload and load the busses two at a time using two different entrances to maintain pods and decrease congestion to ensure staff and student safety. All staff, students and visitor entering the school building will get a temperature check using a non-contact thermometer and will be required to wash their hands. NO exceptions. Anyone with suspected COVID-19 symptoms would go to the isolation room for further evaluation and removal from the school building.

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 and sending LEAs while respecting health privacy laws.

If a staff member or student in a given pod tests positive for COVID-19, Administration will immediately contact RIDOH and quarantine the pod. Families will be notified that there was a positive test in the pod, without identifying the staff member or student. The pod will not return until RIDOH approves. If an itinerant staff member tests positive for COVID-19, Administration will again immediately contact RIDOH so that contact tracing can begin. Quarantine for the staff member will begin immediately. The individual will not return to school until RIDOH approves. Again, families will be notified of the positive case without revealing the identity of the individual. The School will keep a visitors' log (if any) with phone numbers needed to contact them because of an exposure.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.
	X	b. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.
X		c. Consider if and when students will still have access to non-core content (electives, etc.)



	X	d. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.
X		e. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	f. Demonstrate comparable levels of rigor between online and in-person instruction.
X		g. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		h. Develop system to continually monitor learning progress and loss.
	X	i. Determine, if any, changes to testing, grading, report cards, attendance, and promotion policies.

Remediation and Intervention

	X	j. 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). Interventions specific to students with IEPs and as applicable multilingual learners.
X		k. 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		l. Identify when during the school day potential remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
X		m. 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	n. Develop a plan to revisit students' Individualized Education Plans as warranted and in partnership with the sending LEAs, teachers and parents to reflect evolving needs.
X		o. Identify the approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings) as applicable and appropriate.
X		p. Identify what services were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with the sending LEAs and families. How will the NPSE school work with the sending LEAs to make up for any missed (re-) evaluation meetings from the spring?

Staff Supports

	X	q. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		r. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	s. Provide training, as appropriate, for social/emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education).

X		t. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		u. Map what technical assistance and support will be offered during all reopening scenarios.
X		v. Assess wellbeing 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	w. 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		x. Once state policies are released, align the school's attendance policies with state guidance. Distribute to staff and families.
	X	y. 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	z. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

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 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 school's 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 students with IEPs lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the NPSE school will work with the sending LEAs to 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 wellbeing 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 the school's 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) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners

<p>full in-person: Each student /staff will be given the necessary technology to support their learning while in the physical school building. Students will be given diagnostic and formative assessment at their grade or learning level. For example, work samples, observations, informal assessments, as well as online assessment tools including Unique Learning Curriculum, Career Development Assessments, Career Interest Inventories, GRADE testing, Let's Go Learn, STAR online reading assessment and the STAR online math assessment. STAR and Let's Go Learn will also be administered in Spanish for our ELL students. Edgenuity reading assessments will be administered to appropriate students in grades 6-12.</p> <p>partial in-person: Students require both technology and/or individual educational packets to supplement learning for limited scenarios and NRIC will provide both.</p> <p>limited in-person: same as partial</p>

2. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail s for students with IEPs and, as applicable, multilingual learners.

full in-person: NRIC students' learning plans are driven by their IEPs. At the start of the school year all IEPs will be reviewed and students will be assessed to determine learning loss (regression) over the summer. IEP goals and objectives will be assessed to include, but not limited to, independent living, RI social emotional learning standards, vocational, gross motor, fine motor, communication, self determination, and functional academic skills. For students who have lost skills, there will be reteaching and opportunities for application of skills. Special Education teachers, the Reading Specialist as well as other related service providers will incorporate small groups or 1:1 instruction to address individual student needs.

partial in-person: same

limited in-person: same

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

The NRIC staff was thrust into the world of virtual learning in the Spring and still managed to deliver high quality education and related services to all students. Now, with that experience in the staff's tool box, we will build on the strong virtual learning foundation we built last spring and continue to deliver a high quality education. Currently, all students have access to the internet and the appropriate technology to effectively participate in distance learning. We expect remote learning in the fall will be similar to remote learning in the spring with continued enhancements to support the unique needs of our students. We continually share best practices for remote learning and will continue to do so, should remote learning be needed in the fall. With every professional development day, we will support staff with the latest techniques and resources to improve teaching and learning.

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

full in-person: For students in grades 6-12, the Edgenuity program is used both in school and for remote learning. Lessons are followed by meaningful review and instruction. For these students there will be no difference in instruction. Edgenuity lessons will be followed by live instruction through Google classroom in the event of partial or limited in-person instruction. Online and in-person instruction will focus on the students' IEP goals and the common core standards for that grade level, using manipulatives, educational online resources and Google meets classroom lessons.

partial in-person: same

limited in-person: same

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

full in-person: Students will be tested and graded at their learning levels. Report cards will reflect their classroom work, and test grades. For students in grades 6-12, their work, testing, and grading will be measured through their work on the Edgenuity platform. Report cards will be completed as usual based on their Edgenuity performance and class participation. Progress reviews on their IEP goals will be completed quarterly.

partial in-person: Same as full in-person, except attendance will be measured by successful completion of daily assignments within each 24 hour period, attendance at a google meet, contact with the parents stating that their child completed school work. Students will advance at the end of the school year based on their successful completion of required course work.

limited in-person: same as partial in-person

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). Interventions specific to students with IEPs and, as applicable, multilingual learners should be noted in the plan.*

full in-person: All NRIC students have an IEP. Teachers monitor student progress daily in full compliance with the IEP. If a student is not meeting their IEP goals, an IEP review is scheduled in order to identify additional needed support, whether educational or social emotional.

partial in-person: same

limited in-person: same

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

Full In-person: Progress reports are completed mid-quarter, four times a year. Parents and support staff (speech pathologist, OT, PT, social worker, psychologist, nurse, behavior specialist, and Director of Educational Services) interact with parents as needed to reflect evolving needs. Methods of home-school communication include behavior checklists, communication notebooks, emails, and phone calls.

Partial In-person: same

Limited In-person: same

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

full in-person: The faculty and staff will benefit from ongoing technology workshops and ongoing professional development workshops to increase their level of comfort and skills with distance learning. Additionally, faculty and staff will benefit from professional development which focus on best instructional practices and social emotional support.

partial in-person: same

limited in-person: same

9. *Provide training, as appropriate, for social /emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education)*

full in-person: attend workshops, in-house presentations and professional development.

partial in-person: webinars, powerpoints, and video conferences.

limited in-person: same as partial in-person

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).

A parent survey was administered to capture the perspective of families' experience with distance learning. Overall, families were very satisfied with NRIC's distance learning in the Spring. We used the data we collected to inform our opening plan.

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.

- (1) Parents will be informed daily or weekly depending on the student's needs. All families will be informed quarterly as to their students' progress, as dictated by the student's IEP.
- (2) Families will be informed of changes in health and safety guidelines and distance learning needs through a letter sent out by administration that can be communicated via emails, mailed letters, phone calls, texts, video conferences and or daily notebooks. As always, families can contact school administration with any concerns at any time.
- (3) Same as 2.

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

full in-person: NRIC is a small school community and we are able to build close relationships with students and families. Classroom teachers will continue daily classroom schedules and meetings. Staff will continue to communicate with families by emails, mailed letters, phone calls and video conferencing to continue their established relationships with students and parents. Social Emotional classrooms will also build on our restorative practice circle meetings to help students communicate concerns and build stronger communities within the classroom.

partial in-person: same

limited in-person: same

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
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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 NPSE school, RI Department of Health, and community partners as applicable.
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.
X		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.

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 NPSE school, RI Department of Health, and community partners.

<p>Full In-Person: Professional Development presentations by NRIC social worker and/or NRIC school psychologist. The school social worker and school psychologist will be available to provide support and consultation to NRIC school staff around self-care and will provide referrals to outside mental health services as needed. The NRIC school social worker and school psychologist will network with school social workers and psychologists in other school districts regarding mental health services, resources, and best practices.</p> <p>Partial In-Person: same</p>

Limited In-Person: same

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

Full In-Person: Resources include RIDE Mental Health Resources, casel.org/covid-resources, mhanational.org/covid19, Professional Development presentations by NRIC social worker and/or NRIC school psychologist. The school social worker and school psychologist will be available to provide support and consultation to NRIC school staff around self-care and will provide referrals to outside mental health services as needed. The NRIC school social worker and school psychologist will network with school social workers and psychologists in other school districts regarding mental health services, resources, and best practices.

Partial In-Person: same

Limited In-Person: same

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. 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	g. Create potential 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		h. 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.).
Technology		
	X	i. Designate a lead technology point of contact.



x		j. Develop a return to school technology plan.
x		k. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
x		l. Survey families to determine technology needs
x		m. Develop process for inventory of technology: <ul style="list-style-type: none"> - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family Engagement (communication and partnerships)		
	x	n. 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 feedback)
x		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, students as appropriate, families, , central office staff, etc.
x		p. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication.
x		q. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

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	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 software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing 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, students as appropriate, families, 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.

Full In-person: The NRIC has posted for an additional part-time custodian to assist our full-time custodian in maintaining the duties of ensuring the building is cleaned and disinfected before, after, and during the day. Nursing services will also be increased to provide greater resources to support the school community. For substitutes, the NRIC will continue to use AESOP substitute management system to fill vacancies in as timely a manner as possible. We have regular substitutes for whom we have built a confidence in their ability to support our unique population.

Partial In-person: same

Limited In-person: same

2. Create potential 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.

Full In-person: Foundations Academy is a K-12 school building with 11 classrooms. The below plans are for all grade levels. Throughout the day, social distancing practices and hand-washing

practices will be instituted at arrival, before and after lunch, recess, dismissal and after using the restroom.

-All staff must enter through door A1, get touchless temperature check (Nurse's Office is immediately next to door A1), then sign-in at the front desk.

- Bus arrival and departure schedule/procedure:

- Use Door A1 for North Hallway homerooms, Use Door B1 for West Hallway homerooms
- Busses will be unloaded and dismissed two busses at a time and as door entries can accommodate
- There will be six-foot markings on the parking lot outside both front doors to encourage social distancing while students are having temperatures checked as they are entering the building.
- Any student with a temperature will be escorted to the isolation room where they will be further evaluated by the school nurse and family will be notified.

-Student pickup:

- If a student is being picked up from school, the parent/caretaker must call the front office and a staff member will meet them outside the school.
- Parent/caretaker will need to follow the same safety procedures (be on the parent permission list, signature, phone number) as has always been our policy
- This policy will apply to all visitors. Whenever possible, visitors will not enter the building. If visitors need to enter the building, they must follow the same procedures as staff.

- Lunch schedule / procedure

- classes will have ordered lunches and sides by 10:00 AM
- cafeteria worker will bring lunches to each classroom, washing hands between each delivery
- garbage will be placed in the hall and picked up by custodian
- Fire drills/evacuations:
 - Evacuation drills will continue as scheduled. Classrooms will be directed to stay in their pods, six feet apart, and pods will have pre-designated areas to report to, which will be apart from other pods.

Partial In-person: same for pods having classes in the building

Limited In-person: distance learning will impact the need for the above plans

3. *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 feedback).*

Full In-person: The results of our parent survey indicate that families are ready to send students back to school for in-person instruction. A staff survey has been developed and the results will be forthcoming. Through informal discussions with faculty and staff regarding full in-person instruction, most of the staff have indicated reluctance to returning to school in the fall due to underlying health conditions and the nature of our student population.

Partial In-person: same

Limited In-person: same

